Mediating Boundaries

Module Code: SCH5492

MA Movement Mind Ecology

Module Leader: **Rachel Sweeney**
Other Module Staff: - **Pavel Cenkl, Sarah Eliza Kelly**

Contents

Welcome and Introduction

Welcome to Dartington!

Each year, students from all over the world come to Dartington's Schumacher College and Arts School to share in a uniquely immersive learning experience. Alongside faculty, staff, facilitators, and volunteers you have chosen to become part of a learning community that is truly a creative catalyst for more just and sustainable ways of living.

As you start on your learning journey – whether that's in person or online -- you will quickly find yourself part of a vibrant and organic community in which learning transcends the boundaries of the classroom and moves into the gardens, the kitchens, and the more-than-human world around us.
Learning is a deeply shared experience here. Our programmes -- in Economics, Design, Arts, Food and Farming, Movement, Ecology and more -- are only part of a constellation of experiences that includes every facet of daily life: from the food you eat (much of which is grown right on the Estate), to the performances and films you attend, to the community work you join in, to walks in the woods and wild swimming in the River Dart.

In becoming a student here, you will also add your own experience and expertise to a global network of nearly 20,000 alumni, lecturers, and practitioners who continue the critical work of helping to address the world's tremendous environmental and social challenges.

We are so glad you are here, and we look forward to getting to work with you.

Warmly,

Pavel Cenkl
Director of Learning, Dartington Trust Head of Schumacher College

Teaching and Assessment Team

Pavel Cenkl
Pavel.Cenkl@dartington.org

Dr Rachel Sweeney
Rachel.Sweeney@dartington.org

Dr Marie Metenier
Marie.Metenier@dartington.org

Programme Leader:	Dr Rachel Sweeney
Location:	Schumacher College
Email:	**Rachel.Sweeney@dartington.org**
Phone number:	
Student meeting times:	Tuesdays 16.00 – 18.00 Thursdays 10.00-12.00

Module leader:	Dr Rachel Sweeney
Location:	Schumacher College
Email:	**Rachel.Sweeney@dartington.org**
Phone number:	
Student meeting times:	Mondays 10.00 – 12.00

Module Aims

MODULE AIMS:
- To understand the relationships between ecological, political, cultural, ethnic, gender, urban/rural and other boundaries, binaries, and borders in the context of embodiment and ecological systems.
- To interrogate our understanding of boundaries and the ways in which movement can play an essential role in deconstructing limits -- both socially constructed and bioregionally limned.
- To explore the ecology of social movements and the relationships among bioregions and cultural, social, and political identities

Module Assessed Learning Outcomes

ASSESSED LEARNING OUTCOMES: (please refer to the Programme Specification for relevant award/ programme Learning Outcomes.)

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
	MA Movement, Mind and Ecology
1. Appraise and reflect upon the intersection of different boundaries, including those drawn from the module's field component.	8.1.1, 8.1.2, 8.1.4, 8.2.1, 8.2.2, 8.2.4, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.4, 8.4.5, 8.4.6, 8.5.1, 8.5.3
2. Demonstrate a critical understanding of and evaluate how movement can challenge boundaries between the human and the more-than-human worlds.	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.3, 8.4.3, 8.5.3
3. Apply theoretical understanding to appraise the development and transgression of socioecological boundaries in the contemporary world.	8.1.2, 8.1.3, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.4.1, 8.4.3, 8.5.3, 8.5.4
4. Work cooperatively in small groups to present findings that demonstrate an understanding of the module aims.	8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.1.2, 8.1.4, 8.5.2, 8.5.3

Teaching and Learning Strategy

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information** *Your Mediating Boundaries module is delivered through a blend of workshops, practical seminars and lectures. The module features one field trip and sessions with international quest lecturers and key speakers, as also invited staff from Schumacher's wider teaching and learning community. As part of this module you will prepare for and engage in a sustained week long field trip.*
Lecture	15	
Practical classes and workshops	18	practical workshops
Seminars	12	
Fieldwork	30	week-long field trip
Tutorials	1	
Peer to peer	8	
Independent study	216	
Total	300	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

Students are expected to take full responsibility for their learning, **attend all** scheduled sessions, read appropriate indicated readings, and work on set exercises (formative and summative assessment).

Based on previous experience; students who failed to attend sessions are likely to be unsuccessful or show poor performance. Please ensure that you are engaging with the content and learning activities relating to this module.

Scheme of Work

This module will be assessed by:

Element Category	Component Name	Component Weighting
Coursework	1 x group presentation (oral assessment) ALO 1,2,3,4	40%
	1 x 2500 word maximum academic reflection ALO 1,2,3	50%
	Reflective journal ALO 1,2	10%

Please note that this schedule may be subject to alteration; you are advised to use the links below.

Hand in Process and Submission of Assessed Work

All assessment assignments must be submitted via an electronic 'drop box' on the Virtual Learning Environment to meet the date and time as published in your Teaching, Learning and Assessment Handbook. Where CDs, DVDs or other project materials are submitted as part of the project, these should, where possible, be submitted in triplicate, enabling both of the main markers and the External Examiner to receive copies. These must be presented by the specified date and time to the postgraduate administration office. In the event the Postgraduate administration team are unavailable a member of faculty will be nominated to accept submissions in advance of each deadline date.

Turnitin

Turnitin (**http://www.turnitinuk.com/**) is an Internet-based 'originality checking tool' which allows documents to be compared with content on the Internet, in journals and in an archive of previously submitted works. It can help to detect unintentional or deliberate plagiarism.

It is a formative tool that makes it easy for students to review their citations and referencing as an aid to learning good academic practice. Turnitin produces an 'originality report' which may be necessary to be attached to your coursework and your tutors will advise you on how to access and use Turnitin where required for your studies. To learn more about Turnitin go to: **https://help.turnitin.com/Home.htm**

Key teaching materials

These will comprise pre-class readings, follow-up resources, videos, podcasts, digital presentations etc. All these will be posted on our digtal resource bank, the Virtual Learning Environment (VLE).

Full details on the module together with information on assessment and feedback can be found here **https://open.schumachercollege.org.uk/course/view.php?id=184**

Late Work/Extenuating Circumstances

If your participation in an examination or assessment has been affected by an extenuating circumstance, then you can ask the University to take this into consideration. You can submit a claim for extenuating circumstances to cover late submission of work, non-submission of work or non-attendance at a time specific assessment, such as an examination, test presentation or performance, or field class.

Information regarding the Extenuating Circumstances policy and how and where to submit Extenuating Circumstance Claims are available here: **https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/exam-rules-and-regulations/extenuating-circumstances**

Where there are no valid extenuating circumstances, the following regulations will automatically apply:
- Work submitted after the deadline date/time but within 24 hours of it, will be capped at the pass mark 50%
- Work submitted 24 hours after the deadline will receive a mark of zero.

Sources of Guidance and Support

In the intimate context of Schumacher College where class sizes are small, opportunities for conversations and informal tutorials with staff happen on a daily basis both within and beyond the classroom. In addition, a formal 45-minute tutorial is provided in the study week at the end of each module.

In addition please find link below for information about other support services and advice: **https://www.dartington.org/about/learning/resources-for-students/**

Referencing Protocols and Academic Offences

When writing a report or an essay you are expected to fully reference the materials you have used. The report or essay should be your own work, in your own words.

Plagiarism is an offence under the University regulations on examination and assessment offences. It is important that you familiarise yourself with what constitutes plagiarism, and academic offences. Further information can be found:

https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations/plagiarism

And **https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/exam-rules-and-regulations/examination-offences**

Reading List; Recommended Texts/Support Materials

- Abram, D. (1997). *The spell of the sensuous : perception and language in a more-than-human world* (New York: Vintage Books.
- Bastian, M. (2017). 'Towards a more-than-human participatory research', in M. Bastian, O. Jones, N. Moore, & E. Roe (Eds.), *Participatory Research in More-than-human Worlds*. London: Routledge.
- Coole, D.H. & Frost, S., 2010. *New materialisms: ontology, agency, and politics*, Durham: Duke University Press.
- Davis, H., & Turpin, E. (Eds.). (2014). *Art in the Anthropocene: Encounters Among Aesthetics, Politics, Environments and Epistemologies*. London: Open Humanities Press.
- Edelman, G. M. (2004) *Wider than the Sky: A Revolutionary View of Consciousness*, London,
- Penguin.
- Fischer-Lichte, E. & Jain, S.I. (2008) *The transformative power of performance: a new aesthetics*, New York: Routledge.
- Foster-Leigh, S. (1996) *Corporealities,* New York: Routledge.
- Grosz, E. (2005). *Time travels : feminism, nature, power*. Durham: Duke University Press.
- Meyer, V., Basenko, E.Y., Benz, J.P. et al. (2020) Growing a circular economy with fungal biotechnology: a white paper. *Fungal Biol Biotechnol* (7,5) https://doi.org/10.1186/s40694-020-00095-z
- Mock, R. (ed.) (2009) *Walking, Writing and Performance: Autobiographical Texts* by Deirdre
- Heddon, Carl Lavery and Phil Smith. Bristol: Intellect.
- Morton, T. (2013) *Hyperobjects: Philosophy and Ecology After the End of the World*.
- Minneapolis, MN: University of Minnesota Press.
- Myles, C. (2020) *Fermented Landscapes: Lively Processes of Socio-environmental Transformation.* University of Nebraska Press.
- Reynolds, D., & Reason, M. (Eds.). (2012). *Kinesthetic empathy in creative and cultural practices*. Bristol, UK: Universiyy of Chicago Press.
- Reeve, S. (2010) 'Reading, Gardening and 'Non-Self': *Joged Amerta* and its Emerging Influence on Ecological Somatic Practice'. *Journal of Dance and Somatic Practices* 2 (2), 189-203.
- Spatz, B., 2015. *What a body can do: technique as knowledge, practice as research*, London: Routledge.
- Szerszynski, B., Heim, W. & Waterton, C., 2003. *Nature performed: environment, culture and performance*, Oxford: Blackwell Publishing/The Sociological Review.
- Tsing, A. L. (2015). The mushroom at the end of the world: On the possibility of life in capitalist ruins. Princeton University Press. Weinstone, A. (2004) *Avatar Bodies: A Tantra For Posthumanism - Electronic Mediations*, University of Minnestota Press.
- Wood, D. (1992) *The Power of Maps,* New York & London, The Guilford Press.

WEB SOURCES

- http://feralatlas.org/
- https://www.anthropocene-curriculum.org/
- https://www.antiatlas-journal.net/en/
- https://www.humansandnature.org/exiting-the-anthropocene-and-entering-the-symbiocene
- http://mis-guide.com/
- https://remapthemap.wordpress.com/
- http://www.textures-platform.com/
- https://www.rcs.ac.uk/research/staff-research/antroprocene-art/
- https://www.interculturalroots.org/
- https://endolove.slyrabbit.net/
- https://critical-zones.zkm.de/#!/
- http://www.untitledstates.net/

Module Feedback

We value what our students say: you share your feedback we act upon it. Part of the feedback process includes Module Evaluation. A link to the form and details of where to submit can be found here: **https://open.schumachercollege.org.uk/course/view.php?id=179**