Performing Place

Module Code: SCH5493

MA Movement Mind Ecology

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

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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

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Programme Leader:	Dr Rachel Sweeney
Location:	Schumacher College
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Phone number:	
Student meeting times:	Tuesdays 16.00 – 18.00 Thursdays 10.00-12.00

Module leader:	Dr Pavel Cenkl
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Student meeting times:	Mondays 10.00 – 12.00

Module Aims

MODULE AIMS:
- To develop a public-facing accessible movement-based event or activity
- To collaborate with partners and external organisations as appropriate
- To combine learning from prior and concurrent modules in a practical application
- To reflect upon and assess a range of events and activities including self-developed, collaboratively designed, and external case studies

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. Design, develop, and implement a community-facing activity that engages participants in intentionally connecting human and more-than-human domains through physical activity.	8.1.3, 8.1.4, 8.2.2, 8.2.3, 8.2.4, 8.3.2, 8.3.3, 8.3.4, 8.4.1, 8.4.3, 8.4.4, 8.4.5, 8.4.6, 8.5.1, 8.5.2, 8.5.3
2. Reflect upon, review, and critically evaluate the effectiveness of a completed community-facing project.	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.3, 8.5.2, 8.5.4
3. Evaluate a range of activities, events, and initiatives from within a socioecological framework.	8.1.2, 8.1.3, 8.1.1, 8.1.3, 8.2.4, 8.3.1, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.5.1, 8.5.3
4. Present reflectively on their project and its outcomes as appropriate.	8.1.1, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.4.3, 8.5.3

Teaching and Learning Strategy

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	20	
Demonstrations and practical workshops	6	Introductions to different community movement practices
Seminars	12	
Tutorials	2	Face to face tutorials on assignments
Peer to peer	8	
Guided independent study	252	
Total	300	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

Students are expected to take full responsibility for their learning, **<u>attend all</u>** 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 portfolio consisting of a practical project (design, development, prototype and delivery as applicable) and 1000-word reflective essay ALO 1,2,3,4	90%
	Reflective journal ALO 2,3	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

- Barad, Karen. (2003) 'Posthumanist Performativity: Toward an Understanding of How Matter Comes to Matter' in *Signs: Journal of Women in Culture and Society* 28: 801 - 831.
- _____ (2011). 'Nature's Queer Performativity' in *Qui Parle: Critical Humanities and Social Sciences* 19(2), 121-158.
- Bennett, J. (2010). *Vibrant matter : a political ecology of things*. Durham: Duke University Press.
- Bergson, H. (1999) *An Introduction to Metaphysics,* (Indianapolis / Cambridge, Hackett Publishing Company.
- Braidotti, R. (2014) *The Posthuman*, Cambridge: Polity Press.
- Coles, A. (ed) (2000) *Site- Specificity: The Ethnographic Turn,* London, Black Dog Publishing Ltd.
- Coole, D.H. & Frost, S., 2010. *New materialisms: ontology, agency, and politics*, Durham: Duke University Press.
- Derrida, J. (2000) *Writing and Difference,* London, Routledge.
- Desing, H. et al (2020) 'A circular economy within the planetary boundaries: Towards a resource based, systemic approach' in *Resources, Conservation and Recycling* Vol 155.
- Despret, V. (2016). What would animals say if we asked the right questions? (Vol. 38)
- University of Minnesota 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.
- Ingolds, T (2001) The Perception of the Environment, Essays on Dwellings Livelihood and
- Skill pp:145-156 Routledge Press, London.
- Lorimer, J. (2013). *More-Than-Human Visual Analysis: Witnessing and Evoking Affect in Human-Nonhuman Interactions*. In R. Coleman & J. Ringrose (Eds.), *Deleuze and Research Methodologies* (61-78). Edinburgh: Edinburgh University Press.
- Manning, Erin (2009) *Relationscapes: Movement, Art, Philosophy*. MIT Press.
- Manning, E., & Massumi, B. (2014). *Thought in the Act: Passages in the Ecology of Experience*. Minneapolis: University of Minnesota Press.
- Massumi, B. (2002). *Parables for the virtual movement, affect, sensation*. Duke University Press.
- Morton, T. (2013) *Hyperobjects: Philosophy and Ecology After the End of the World*.
- Minneapolis, MN: University of Minnesota Press.
- Ong, W. J. (1991) 'The Shifting Sensorium' in *The Variety of Sensory Experience. A Sourcebook in the Anthropology of the Senses*. ed. by Howes, D. Toronto: University of Toronto Press, 25-30.
- Petersson, B. and Burke. D. et al. (2020) *Experimental Heritage as Practice: Approaching the*
- *Past through the Present at the Intersection of Art and Archaeology, Internet Archaeology (*155) https://doi.org/10.11141/ia.55.5
- Pilgrim, K. and Davis, L. (2015) 'More crucial matters: Reclaiming 'sustainability' and transcending the rhetoric of 'choice' through ecofeminist pedagogy' in *Ethics & the Environment*, 20(1).
- Stoller, P. (1997) *Sensuous Scholarship*. Philadelphia: University of Pennsylvania Press.
- _____ (1989) *The Taste of Ethnographic Things: The Senses in Anthropology*. Philadelphia: University of Pennsylvania Press.
- Spatz, B., 2015. *What a body can do: technique as knowledge, practice as research*, London: Routledge.
- 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