

Course Description Form

Course number and section: CULT 390B – 0001/ SUST 304
(Max enrollment 30; 23 spots reserved for SUST students; 7 for CULT)

Course Topic: Place-based Methods for Interdisciplinary Research

Instructor: Dr. Astrida Neimanis

Course Description: This course introduces students to practice-led research methodologies in environmental humanities and related fields. Since all research is situated *in place*, this course cultivates a critical understanding of place as complex and diversely experienced. This course includes attention to some of the differences and resonances between Western and Indigenous understandings of “place” and a commitment to inclusive and accessible pedagogies in course delivery. Delivered via lectures and methodological workshops (including outside the classroom), it emphasizes trying out different ways of knowing. Methods focus on sensory, bodily, and arts-based research methods in order to unsettle assumptions about place as inert, objective, or evenly experienced. It will also investigate how these methods connect to various sustainability-related scientific practices. Assessment includes short essays; a field journal, and group development of an innovative interdisciplinary research method.

Sample Readings:

- Dickinson, Adam. 2018. *Anatomic*. (Coach House Books; Toronto).
- Doan, Petra. 2010. 'The tyranny of gendered spaces – reflections from beyond the gender dichotomy.' *Gender, Place & Culture*. 17:5. Pp. 635-654.
- Donoghoe, Manannan. 2022. 'Intimate extraction: Geological matter, extractive afterlives, and the denial of a Black sense of place in Southern Louisiana.' *Area*.
- Dumit, Joseph. 2014. 'Writing the Implosion: Teaching the World One Thing at a Time.' *Cultural Anthropology*. 29:2. Pp. 344-362.
- Fish, Adam. 2022. 'Saildrones and Snotbots in the Blue Anthropocene: Sensing technologies, multispecies intimacies, and scientific storying.' *Environment and Planning D: Society and Space*. 40:5. Pp. 862-880. #
- Fjalland, Emmy Laura Perez. 2021. 'Local.' in *Connectedness An Incomplete Encyclopedia of the Anthropocene*. Ed. Marianna Krogh. (Sternberg Publishing).
- Friedner, Michelle, Rebecca Sanchez & Mara Mills. 2020. 'How to Teach with Text: Platforming Down as Disability Pedagogy.' *Los Angeles Review of Books*.
- Gabrys, Jennifer. 2012. 'Sensing an Experimental Forest: Processing Environments and Distributing Relations.' *Computational Culture*. 2.
- Hulme, A. (2017). Following the (unfollowable) thing: Methodological considerations in the era of high globalisation. *cultural geographies*, 24(1), 157-160.
- Judge, Sara. 2018. 'Languages of sensing: Bringing neurodiversity into more-than-human geography.' *Environment and Planning: Society and Space*. 36:6. Pp. 1101-1119.
- Kafer, Alison. .2013. 'Bodies of Nature: The Environmental Politics of Disability.' in *Feminist, Queer, Crip*. Ed. Alison Kafer. (UP; Indiana). Pp. 129-148.

- Kelley, Lindsay. 2016. 'From Sanitation to Bioremediation' in *Bioart Kitchen; Art Feminism and Technoscience*. (London; Bloomsbury I.B. Tauris).
- Lakshmi Piepzna-Samarasinha, Leah. 2018. 'Making Space Accessible is an Act of Love for Our Communities.' in *Care Work: Dreaming Disability Justice*. (Arsenal Pulp Press).
- Mathews, Andrew. 2018. 'Landscapes and throughscapes in Italian forest worlds: thinking dramatically about the Anthropocene.' *Cultural Anthropology*. 33:3. Pp. 386-414.
- Myers, Natasha. 2019. *Ungridable Ecologies*. Available at:
<https://becomingsensor.com/ungrid-able-ecologies/>
- ONA. (2014). *Syilx Nation Siw̓tkʷ (water) Declaration*. Available at:
<https://www.syilx.org/wp/wp-content/uploads/2016/11/Okanagan-Nation-Water-Declaration-Final-CEC-Adopted-July-31-2014.pdf>
- Plumwood, Val. 2008. 'Shadow Places and the Politics of Dwelling.' *Australian Humanities Review*. 44.
- Robinson, Dylan. 2020. *Hungry Listening; Resonant Theory for Indigenous Sound Studies*. (University of Minnesota Press).
- Schmidt, Jenne. 2022. 'Crippling environmental education: Rethinking disability, nature, and interdependent futures.' *Australian Journal of Environmental Education*. Pp.1-18.
- Todd, Zoe. 2016. 'From Classroom to River's Edge: Tending to Reciprocal Relations beyond the Academy.' *Aboriginal Policy Studies*. 6:1. Pp. 90-97.
- Tironi, Manuel. 2018. 'Dissenting.' in *Routledge Handbook of Interdisciplinary Research Methods*. Eds. Lury et al. (Routledge; London). Pp. 291-295.
- Tsing, Anna. 2015. 'More-than-human sociality: a call for critical description.' In *Anthropology and Nature*. Ed. Kirsten Hastrup. (London; Routledge.) Pp. 27-42.
- Wilson & Menzies. 2019. 'Territorial Acknowledgement.' in *Rising tides: reflections for climate changing times*. Ed. Catriona Sandilands. (Caitlin Press).

Online resources

- Cooking Sections, "Empire Remains Christmas Pudding"
<https://www.cooking-sections.com/Empire-Remains-Christmas-Pudding>
- Smog tasting- <https://genomicgastronomy.com/work/2011-2/smog-tasting/>
- Walkinglab.ca. *Walking and Sensory Inquiry*. Podcast available at:
<https://walkinglab.org/podcast/walking-and-sensory-inquiry/>
- Waterways Project - <https://waterways.ok.ubc.ca/>