



THE UNIVERSITY OF BRITISH COLUMBIA

Geography

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.



GEOB 504A SYLLABUS

Instructors: Professor Michele Koppes, koppes@geog.ubc.ca; Professor Juanita Sundberg, juanita.sundberg@ubc.ca

Teaching Assistants: Christopher Reimer, creimer@mail.ubc.ca; Sarah-Louise Ruder, sarah.louise.ruder@ubc.ca

Seminar time: Thursdays, 14:00 - 17:00 (Pacific Time); check schedule for weekly variations

Course website: All learning materials are on Canvas; Course Blog: <https://blogs.ubc.ca/course1c3754cc5f5660c3e90f9304f699c4a54043aa63/>

Course Description:

This graduate seminar will develop an intersectional, critical approach to the Anthropocene as a proposed geologic epoch but also an integrative lens through which to study contemporary human-environment relations. What is at stake is beyond each of us individually and, therefore, calls for interdisciplinary understanding, new forms of pedagogy, and deep societal mutations.

This seminar will offer tools to ask hard and often neglected questions about who embodies the anthropos and to think carefully, collaboratively, and critically about the concepts and methods of analysis deployed in various disciplinary spheres. Given that the issues facing us in this era of rapid global change are inherently interdisciplinary in nature, we aim to foster collaborative scholarship between students (and faculty) from a variety of scholarly backgrounds.

Through the joint production of a new digital and public-facing output, you will also engage in the practice of open science. This is aimed at generating the kinds of researcher-practitioners needed to collectively lead society towards sustainable, resilient, and just futures.

September 2020 (Term: Winter I) | The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

General approach:

This course is inspired by activist scholarship that aims to produce practical outputs and outcomes, while also recognizing that all knowledge production is place-based, partial, and political. It is also inspired by a critical pedagogical approach, in that we allow for students to shape and inform their own learning journey. The aim is to open a space for humble yet critical co-thinking and co-action related to the Anthropocene. These aspirations inform the structure of the course.

Further, we believe it is important to develop a more intimate relationship with the land on which we stand. We also believe that it is important to forge stronger networks to realize change where we live. We must all perform the world that we wish to see. Thus, this term we will be focusing on Greater Vancouver as our space and place of inquiry (while also taking into consideration where students are located during this unusual, pandemic semester). Through a blended approach of scientific inquiry, embodied learning, and public scholarship, we aim to construct and populate a digital platform for sharing stories and creative outputs of Vancouver Anthropocenes past, present and otherwise.

Lastly, this is a brand new course offered by the Geography Department. Our hope is that this year's inaugural 'cohort' will help lay the groundwork for a sustained transdisciplinary research agenda. In this sense, you will have a lot of influence in shaping future work while also contributing your own content. We will have missteps and learnings along the way, but we hope that you are up for the challenge! Our assessment approach will reflect this uncertainty, and will focus more on the time and effort invested than in the outcome.

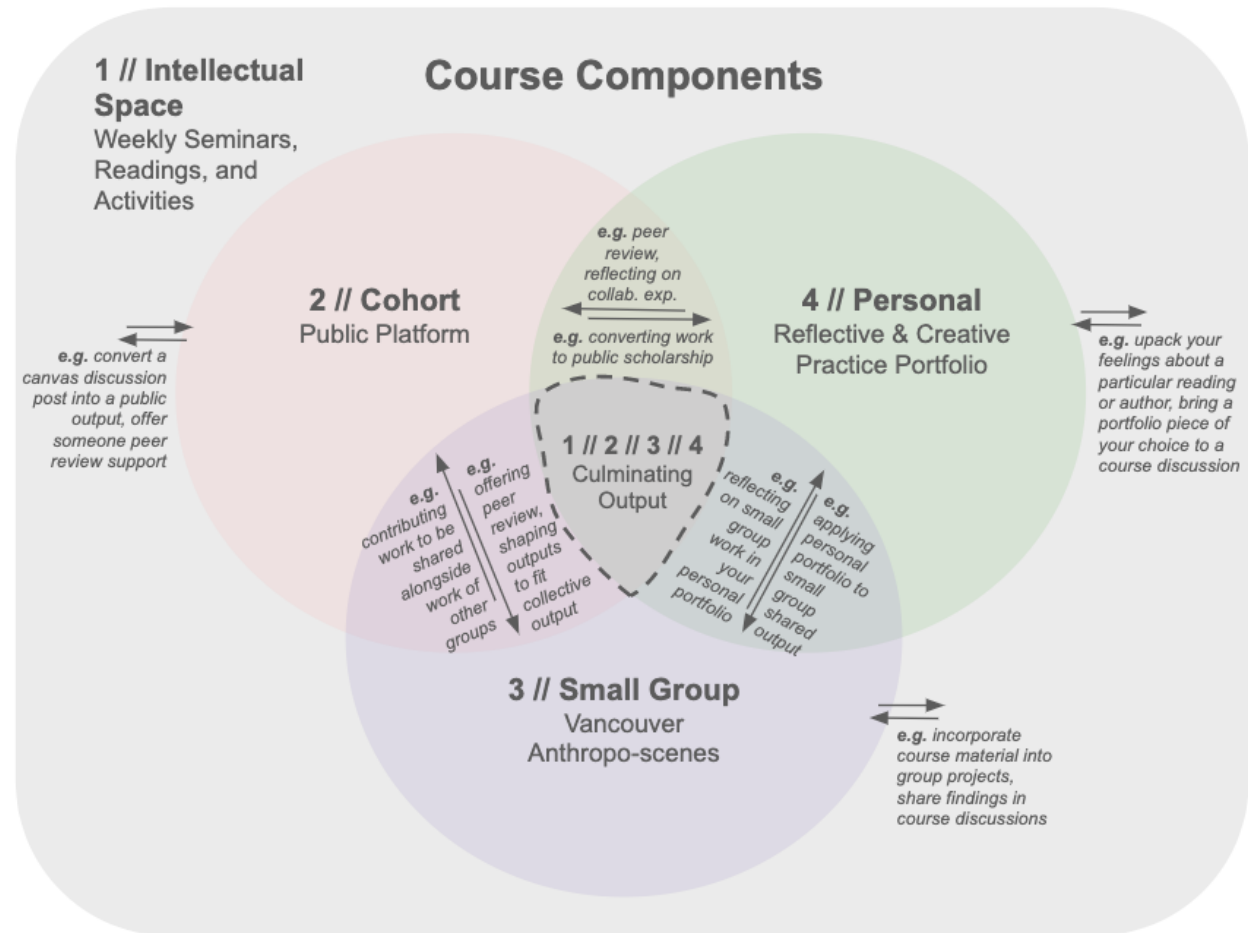
Learning Goals	Learning Outcomes and Assessment
1. Be able to analyze and reflect on the Anthropocene from different standpoints and disciplines	1. Perspectives: Critically engage with the varied assumptions and arguments present in transdisciplinary literature and media about the Anthropocene
2. Understand the varied ontological, epistemological, and methodological assumptions that underpin Anthropocene-inspired inquiry, your own included	2. Understanding: Create a personal portfolio of reflexive and creative practice that examines your assumptions, positionality, and biases, and those of the academic disciplines with which you engage
3. Improve one's capacity for transdisciplinary, collaborative, and reflexive scholarship at both the intra- and interpersonal level	3. Practice: Work within a team to create your own transdisciplinary and critical analysis (or re-story-ation) of an Anthropocene landscape
4. Develop skills for communicating beyond the academy; understand the role of knowledge mobilization and public scholarship in Anthropocene research	4. Public Scholarship: Participate in and contribute to the construction of an original, collaborative, student-led, public-facing digital experience of 'Perspectives on the Anthropocene'

Course Structure and Expectations:

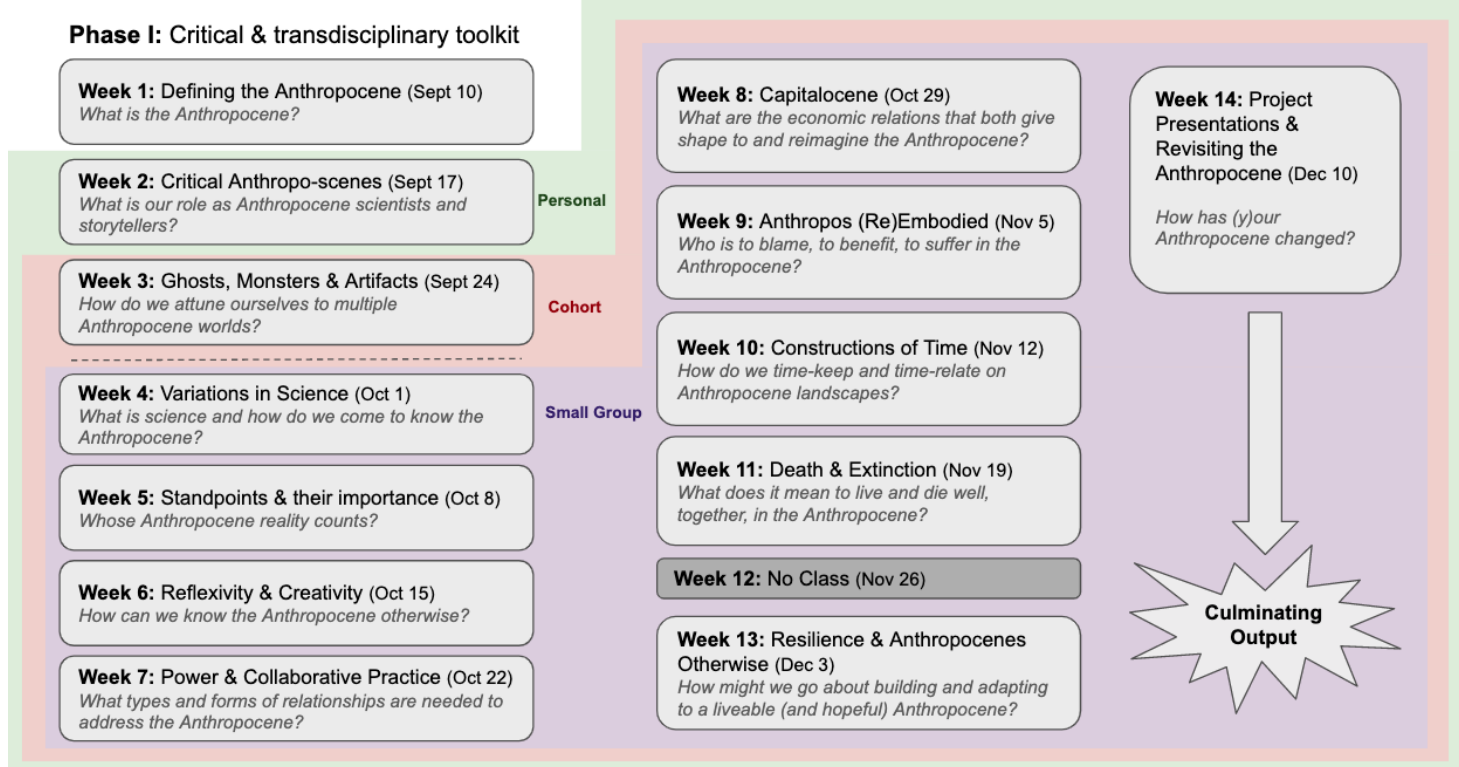
The course is structured to incorporate four scales of critical scholarship. Weekly readings and participation activities are meant to shape and encourage an *intellectual space* for exploring the Anthropocene through multiple perspectives, as well as through different analytical and theoretical tools. Working through and alongside weekly seminar content, you will develop and contribute to a *cohort project*, a *small group project*, and a *personal project*. You will be expected to contribute to all four areas of the course throughout the term.

As you will see, these projects will all necessarily and organically overlap over the term. Rather than an entirely separate workflow, the cohort project is an opportunity to practice public scholarship and hone work that you and your peers are already completing in the small group, personal project, and shared intellectual space tasks. In short, the cohort project should be seen as a final component in your collective output and assessment for the term, with the aim of knowledge mobilization and public scholarship (see image to your right for a visualization).

By the end of term, our collective efforts will culminate in some form of public event (likely virtual for this year) or series of events/output that display the work completed in the course. This is open-ended and will be jointly decided and shaped by the cohort. The weekly layout of the course in terms of seminars and their relative alignment with the four scales of scholarship is offered below.



Weekly Seminar Structure



Summary of Assessment:

Often, graduate courses assess quality and quantity of output in comparison to peers. Grading can often feel competitive and disciplinary. In contrast, this course is about personal and collective growth, a commitment to learning and doing together, and genuine sustained effort. Rather than using grades as a motivational tool, we hope to create a space of vulnerability and growth, where enthusiasm and motivation ultimately come from the individual.

Thus, in this course we are more interested in constructive and sustained engagement rather than producing the best analytical paper, valuing authenticity over perfection. We want to use this space to think differently and do differently, and this will require taking both personal and collective risks. You will be assessed and rewarded for putting in the effort and doing the work, more than anything else.

Assignment	Due Date	Grading
Intellectual Space <ol style="list-style-type: none"> 1. Seminar attendance 2. Discussion board & weekly activities 3. Group seminar facilitation 	Weekly; facilitation schedule to be determined in class (Week 8 -12)	30%
Cohort Project <ol style="list-style-type: none"> 1. Fulfillment of assigned role 2. Completion of at least three contributions 	December 18; check-in throughout the term	20%
Small Group Project <ol style="list-style-type: none"> 1. Collective output 2. Peer and self review 	December 18; check-in throughout the term	30%
Personal Project <ol style="list-style-type: none"> 1. Submission of a reflective and creative practice portfolio 	December 18; periodic check ins	20%

Intellectual Space (Learning Outcome: Perspectives)

Seminar Attendance (10%)

Each week we will have *at least 1.5 hours* of synchronous learning together. Please show up for all seminar sessions and come prepared, as it is your time to engage with the content alongside your peers. While the course itself shows 3 hours per week, with the switch to remote learning, we want to be cautious of “Zoom fatigue.” Therefore, we expect you to utilize unused meeting time to engage with other course activities assigned (e.g., group meetings, cohort project, etc). Later on, we can decide as a group whether modifications to seminar structure are needed.

Please note: If you are unable to attend a session, please inform the instructors in advance.

Discussion Board & Weekly Activities (10%)

In between our weekly seminars, you will be asked to engage with your instructors and peers 'offline' through the use of a course discussion board. This will either be on Canvas or another platform of the cohort's choice. We will provide weekly prompts and deadlines that encourage critical reflection, analysis, and application of the content from the week's readings and activities. Sometimes prompts will be accompanied by additional materials or media such as videos, podcasts, or otherwise. These are largely informal, low-stakes assignments that invite you to explore your ideas and questions in a brave and constructive peer environment.

Group Seminar Facilitation (10%)

We see value in having all participants in the course shape and lead the discussion. You will have an opportunity to pick the topic about which you are most interested (choose from: **Weeks 8 - 12**). Peer teaching encourages close reading, develops pedagogical skills within (potential) future educators, and opens up discussion to new possibilities and insights. In the latter half of the term, in groups of ~four (4), you are asked to coordinate and deliver a lesson plan on the week's topic. The goal of group facilitation is to *critically engage* with the topic and content for the week, synthesize key take-aways, and put the content in the broader context of the course. **Do not summarize readings; assume everyone has read them.** You are encouraged to be creative, and active participation of the whole class is expected.

You should plan for roughly 1.5 hour of facilitation, and this could include a short presentation, facilitated discussion, group breakouts, or other interactive activities (e.g. embodied learning, creative practice, etc.). Your facilitation plan can also include the creation of a handout, the establishment of key questions to guide the seminar discussion, asking the class (in advance) to narrow their reading to specific pieces of literature, bringing in outside materials not on the syllabus or in the 'additional readings', and more! Have fun with it while also being proactive and respectful of your peers' time. **Groups are expected to coordinate the lesson plan with the teaching lead (see Condensed Course Schedule) by 5:00pm on the Monday of the week they are facilitating.**

Cohort Project (Learning Outcome: Public Scholarship)

Starting on Week 3, we will brainstorm ideas and establish roles and responsibilities for the development of a course-managed online platform or experience (think website, social media, mobile application, etc). We envision this platform will be passed from cohort to cohort and offer a space for engaging with Anthropocene ideas, art, and open conversations. The aim is to have an exciting place for both academics and the public to access transdisciplinary scholarship that explores '*perspectives on the anthropocene*' (hence the course title)! As the first cohort, you have the benefit of a blank slate to work with. While we have no expectations of what the output will be, you will be collectively and individually evaluated for the following:

Personal contribution to the project (10%)

Over the semester, each student is responsible for at least three (3) and no more than six (6) personal contributions to the cohort output. We are setting a limit to the number of contributions to encourage balance with other course commitments (such as the small group and personal portfolio). That said, these outputs will overlap with the intellectual space as well as the personal and small group projects.

Potential contributions: revising a submission on the discussion board or entry in your personal reflection portfolio into a public blog post; collaborating with classmates to record an interview or short podcast; acting as a peer reviewer for a classmate's contribution on the website (e.g., providing specific and constructive feedback); interviewing a community leader for a blog post or recording; recording your group facilitation presentation to be shared on the online platform; creating poetry, prose, visual art, etc. to communicate the course content to a general audience.

No two contributions will likely be the same (in scope, scale, time commitment, or otherwise). You are free to be creative here. If you have personal contributions that do not align with the examples provided above, talk with your instructors or TAs. At the end of the term, you will be asked to write up a brief report summarizing your contributions with explanations and reflections. This will be used to determine your level of contribution and commitment to the cohort output. You are responsible for shaping and defining your contribution and assembling the files in one submission on Canvas. In cases of collaboration or co-authorship, explicitly state the nature and extent of your contribution.

Overall quality and timeliness of shared output (10%)

This course is built around thoughtful and creative collaboration, as well as public scholarship. At the end of the course, we will evaluate the collective output as a whole. In crafting your personal contributions, consider how your contributions interact with those of your peers and the overarching vision for the course. Together you will create a student-led, public-facing digital experience of '*Perspectives on the Anthropocene*'. Grading will account for the exploratory and uncertain nature of this assessment.

Small Group Project (Learning Outcome: Practice)

Collective Output (30%)

The aim of this project is to work within a small team to create your own transdisciplinary and critical analysis (or *re-story-ation*) of an Anthropocene landscape within the greater Vancouver area. You each bring unique interests, skills, and backgrounds to this course. Inspired by the transdisciplinary work from *Arts of Living on a Damaged Planet*, early in the term we will form small groups of three or four (3-4) based on complementary skills and interests; you will work with this group for the remainder of term to create your own collaborative output. Outputs could include creating a co-authored chapter for publication in a peer-reviewed journal, your own mini anthology or zine with partial or patchy stories, a mini-documentary project, a series of recorded interviews, an art installation, a mixed-media output, or otherwise. We

would like you to unleash your creativity! The teaching team will check in with you to offer feedback and assist with thinking through this project. Ultimately, you should treat this group project as your own transdisciplinary application of 'Perspectives on the Anthropocene', drawing inspiration and ideas from inside and outside the course, and from your peers.

One example of this type of scholarship can be found here, [exploring the Anthro-scenes of the Mississippi River](#). We encourage you to also explore the additional resources document on the course webpage for more ideas and examples.

Peer and Self Review (0% – but mandatory)

We ask at the end of term that you complete a peer-and self-assessment, reviewing the challenges and successes in the collaborative process. Your reviews will be taken into consideration when evaluating your collective output.

Personal Project (Learning Outcome: Understanding)

Reflective and Creative Practice Portfolio (20%)

Students will design and maintain a personal creative and analytical project of their choice. The aim is to process and record individual and collective learning journeys through a sustained reflexive, reflective, and/or creative practice. You are not committed to a single medium or approach for the entirety of the personal project, but there is value in a consistent and repeated practice. This is another opportunity to be creative! Poems, drawings, photography, prose, analytical arguments, embodied writing, recorded soundscapes, etc. are all welcome! We will offer a workshop day in Week 6 for you to explore a multitude of mediums (if you don't already have something in mind).

Invitations, prompts, ideas: This is **your** learning journey. There is no required structure for this project; it is meant to disrupt what we often consider 'legitimate' ways of knowing. That said, you may consider the following ideas for inspiration:

- Creatively and critically engage with the required readings and seminar: e.g., If a reading were to be represented as a photograph, what would it be? How would you represent a techno-optimist vs. ecofeminist as respective soundscapes? What would a photo collage or soundscape representation of your own Anthropocene ideas be? Reflect on this through engaging with that medium in deep and reflexive thought... what feelings are evoked? Who or what is present/absent and why?
- Outline the underlying assumptions and values of a particular author that you liked or felt uncomfortable with, reflect on your own feelings about these assumptions, why you might feel that way, and what your own assumptions might be: e.g., perhaps you could conduct mock interviews or panels between yourself and authors throughout the term and submit a podcast portfolio [hello, impersonations!], or if you prefer painting as a reflective medium, maybe you could paint different 'assumption landscapes' of the

Anthropocene, using those visuals a medium for reflecting on how we might create or paint an Otherwise landscape – what assumptions would change on the horizon?!

- Reflect on how the readings might challenge your pre-existing understandings of the Anthropocene and/or what is useful to you and your research: e.g., Are you a ‘think out loud’ kind of person? Use active listening & call-and-response [dialogical] interview techniques with peers to better understand *your own* Anthropocene imaginary and journey through iterative and reflexive oral storytelling.
- What do you really know about the ‘natural’ world? About Anthropocene realities? Try simply practicing the ‘art of noticing’ and being present in different landscapes: e.g., perhaps your medium could be nature bathing, whereby you create entries in an ‘Earth Journal’ by simply meditating outside, watching different species, listening to your surroundings without any distractions, and returning to a quiet place to reflect on these experiences and your relation to the planet and these beings)
- What is your imagined and ideal Anthropocene (or Chthulucene, Ecozoic, etc.) future? How do we enact/perform these new relations?: e.g., Use your affinity for creative writing to write a fictional short story of a future world that has responded to the Anthropocene, drawing in course content and ideas as inspiration. Or, for the amateur chefs or foodies present, perform a daily and embodied practice of creating, sourcing, and making ‘Anthropocene-friendly recipes’... reflect on how your relationship to food changed in this process.
- Finally, if this course is bringing up any emotions or sensations, you can always unpack those experiences here; a simple journal will do! Explore and reflect on the emotional load that comes with the thinking through and with the Anthropocene.

We will have a sign-up sheet for 1:1 check-ins to offer an opportunity to discuss your progress, feelings, approach and ideas (Week 6). This can help guide you and course correct if necessary. At the end of the course, you will be expected to submit a ‘portfolio’ of your work (journal, collection of poems, photobook with reflections, a soundscape, etc) for evaluation. The portfolio will be assessed for:

1. *Demonstrated development in self-awareness and understanding*: engaging with your past, your emotions, and your own selfhood, as well as with the complexities of knowledge production, the Anthropocene, and your own position and standpoints within this network of power and relationships;
2. *Demonstrated commitment*: depth, repetition, and growth in a reflective, creative, and/or embodied form of inquiry and expression;
3. *Demonstrated personal usefulness*: engaging with yourself as a whole person (not just in your academic role), finding those ‘a-ha’ moments, learning something new about yourself as part of this journey.

Condensed Course Schedule

Date	Topic	Readings	Activities
Phase I: Introducing the Anthropocene and Building a Critical Interdisciplinary Toolkit			
Week 1: Sept 10	<p><u>Welcome to the Anthropocene</u></p> <p><i>What is the Anthropocene? Who decides what it is and when it began? What kinds of knowledge(s) are considered pertinent to this discussion? What imaginaries are at play? What does this concept signify about humans' relationships with the Earth?</i></p> <p>Teaching Lead(s): Michele & Juanita</p>	<p>We highly recommend reading at least Steffen et al. (2007) and Lewis & Maslin (2015) before our first class on Sept 10.</p> <p>Crutzen, P. J., & Stoermer, E. F. (2000). The "Anthropocene." <i>International Geosphere-Biosphere Programme Newsletter</i>, 4(41), 17-18.</p> <p>Steffen, W., Crutzen, P. J., & McNeill, J. (2007). The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature. <i>Ambio</i>, 36(8), 614-621.</p> <p>Steffen, W. Broadgate, W., Deutsch, L., Gaffney, O. & Ludwig, C. (2015). The Trajectory of the Anthropocene: The Great Acceleration. <i>Anthropocene Review</i>, 2(1), 81-98.</p> <p>Lewis, S. L., & Maslin, M. A. (2015). Defining the Anthropocene. <i>Nature</i>, 519(7542), 171-180.</p> <p>Hamilton, C. (2016). The Anthropocene as Rupture. <i>Anthropocene Review</i>, 3(2), 93-106.</p>	<p>Synchronous:</p> <ul style="list-style-type: none"> - Seminar: Introductions, community agreement, syllabus, course planning, facilitated discussion, Thursday 14:00 - 17:00 (3 hours) <p>Asynchronous:</p> <ul style="list-style-type: none"> - Discussion Post: Watch "Welcome to the Anthropocene" from the UN Rio+20 Summit (15 min), engage this week's readings, and post a response to the discussion board by <i>Sunday, September 13</i>. - Personal Project: <i>Before the seminar on September 17</i>, make your first reflection entry to record your incoming perspective and understanding of the Anthropocene. Save this entry. We will co-create a visualization in the next seminar. (We will also return to this entry to reflect on the learning journey.)

<p>Week 2: Sept 17</p>	<p><u>Critical Anthro-scenes</u></p> <p><i>What are the political and ethical implications of the Anthropocene and what it aims to describe? What is in a name? A date? Why are these such seemingly important spaces/mediums for critique and debate? Where do we go from here as Anthropocene scientists and storytellers?</i></p> <p>Teaching Lead(s): Juanita</p>	<p>Kimmerer, R.W. (2013). <i>Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants</i>, Minneapolis: Milkweed Editions. (Preface: IX-X, Ch. 1: Skywoman Falling, pg. 1-10).</p> <p>Colebrook, C., & Weinstein, J. (2015). Introduction: Anthropocene Feminisms: Rethinking the Unthinkable. <i>PhiloSOPHIA</i>, 5(2), 167-178.</p> <p>Davis, H., & Todd, Z. (2017). On the Importance of a Date, or Decolonizing the Anthropocene. <i>ACME</i>, 16(4), 761-780.</p> <p>Davis, J., Moulton, A. A., Van Sant, L., & Williams, B. (2019). Anthropocene, Capitalocene, ... Plantationocene?: A Manifesto for Ecological Justice in an Age of Global Crises. <i>Geography Compass</i>, 13, 1-15.</p>	<p><u>Synchronous:</u></p> <ul style="list-style-type: none"> - Seminar: Brainstorming and visualizing the Anthropocene; the power of re-story-ation (3 hours), Thursday 14:00 - 17:00 <p><u>Asynchronous:</u></p> <ul style="list-style-type: none"> - Watch: Anthropocene: The Human Epoch (1.5 hours) after the seminar. - Discussion Post: Contribute at least one post to the discussion board that explores the film and readings from this week by <i>Sunday, September 20</i>. You may reflect on the framing questions provided.
<p>Week 3: Sept 24</p>	<p><u>Ghosts, Monsters & Artifacts of the Anthropocene</u></p> <p><i>How do we attune ourselves to multiple Anthropocene worlds? What are the actors (ghosts, monsters, artifacts) in your Anthropocene story? What are the social dimensions of landscapes, both man-made and "wild"? What might it look like to decenter humans from these stories?</i></p> <p>Teaching Lead(s): Michele & Juanita</p>	<p>Read the Introduction by Neale et al. (2019) and choose at least two other entries in the series.</p> <p>Neale, T., Phan, T., & Addison, C. (2019). An Anthropogenic Table of Elements. <i>Society for Cultural Anthropology</i>.</p> <p>Read both introductions in Tsing et al. (2017) and choose at least two other entries in the Anthology.</p> <p>Tsing, A. L., Swanson, H., Gan, E. & Bubandt, N. (2017). <i>Arts of Living on a Damaged Planet: Ghosts of the Anthropocene</i>. Minneapolis: University of Minnesota Press.</p>	<p><u>Synchronous:</u></p> <ul style="list-style-type: none"> - Seminar: Reading landscapes and timescapes; series of break-out rooms (2 hours), Thursday 14:00 - 16:00 - Project Planning: Group work overview, roles & responsibilities (1 hour), Thursday 16:00 - 17:00 <p><u>Asynchronous:</u></p> <ul style="list-style-type: none"> - Discussion Post: Choose an artifact of your own. Take a photograph of the artifact in its context. Following the series of critical essays offered by Neale et al., write a

			~750-word entry of your own that explores its social and scientific journey. Include the image and your entry in the discussion forum by <i>Sunday, September 27</i> .
Week 4: Oct 1	<p><u>Variations in Science</u></p> <p><i>What is science and what does it mean to 'do' science? What assumptions go unchecked in our work, definitions, methods? How can we work together across knowledge paradigms? In short, how are our ways of knowing and being in the world partial and biased? Why should science be trusted?</i></p> <p>Teaching Lead(s): Michele</p>	<p>Oreskes, N. (2019). Why Trust Science? Perspectives from the History and Philosophy of Science. In <i>Why Trust Science?</i> (Chapter 1: pp. 15–68). Princeton University Press.</p> <p>Lincoln, Y., Lynham, S., & Guba, E. (2011). Paradigmatic Controversies, Contradictions, and Emerging Confluences, Revisited. In N. K. Denzin & Y. Lincoln (Eds.), <i>The SAGE Handbook of Qualitative Research</i> (Chapter 5: pp. 97–128). SAGE Publications Inc.</p> <p>Lave, R. et al. (2014). Intervention: Critical Physical Geography. <i>The Canadian Geographer</i>, 58(1), 1-10.</p> <p>Roncancio, I. V. et al. (2019). From the Anthropocene to Mutual Thriving: An Agenda for Higher Education in the Ecozoic. <i>Sustainability</i>, 11(12), 1–19.</p>	<p><u>Synchronous:</u></p> <ul style="list-style-type: none"> - Seminar: How do we know the world? (2 hours), Thursday 14:00 - 16:00 - Project Planning: Allotted time for group meetings to take place (1 hour), Thursday 16:00 - 17:00 <p><u>Asynchronous:</u></p> <ul style="list-style-type: none"> - Film: Watch Second Nature (40 min). Do this <i>BEFORE</i> lecture. No mandatory discussion post this week. - Reflection: In your personal project, take time to reflect on the framing questions for this week and your views on science / ways of knowing.
Week 5: Oct 8	<p><u>Standpoints and their Importance</u></p> <p><i>What does it mean to know something? How does one's identity and positionality impact what and how they know? How does partial knowledge relate to objectivity? Whose knowledge</i></p>	<p>Hill Collins, P., & Bilge, S. (2016). What is Intersectionality? In <i>Intersectionality</i> (pp. 1–21). Polity Press.</p> <p>Wylie, A., & Sismondo, S. (2015). Standpoint Theory, in <i>Science. International Encyclopedia of the Social & Behavioral Sciences</i> (Second Edi, Vol. 22). Elsevier.</p>	<p><u>Synchronous:</u></p> <ul style="list-style-type: none"> - Seminar: Partiality and Objectivity (2 hours), Thursday 14:00 - 16:00 - Project Planning: Allotted time for group and cohort progress and discussions to take place (1 hour), Thursday 16:00 - 17:00

	<p>counts in the Anthropocene?</p> <p>Teaching Lead(s): Sarah-Louise</p>	<p>Haraway, D. (1988). Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. <i>Feminist Studies</i>, 14(3), 575-599.</p> <p>Knight, J., & Harrison, S. (2014). Limitations of Uniformitarianism in the Anthropocene. <i>Anthropocene</i>, 5, 71-75.</p>	<p><u>Asynchronous:</u></p> <ul style="list-style-type: none"> - Discussion Post: After the seminar, write a positionality statement of your own. Then, reflect on it in relation to how you see the Anthropocene. Post in the discussion forum by <i>Tuesday, October 13</i>. (Only share personal details and reflections that feel safe to you; this is a vulnerable exercise.)
<p>Week 6: Oct 15</p>	<p><u>Reflexivity & Creativity</u></p> <p><i>How do we come to know the world through different knowledge regimes? What is the role of art and creative practice in the Anthropocene? How can art and creative practice mobilize or co-create knowledge within and beyond academic circles?</i></p> <p>Teaching Lead(s): Chris</p>	<p>Watkins, M., & Shulman, H. (2008). Liberation Arts: Amnesia, Counter-Memory, Counter-Memorial. In <i>Towards Psychologies of Liberation</i>. Palgrave.</p> <p>Davis, H., & Turpin, E. (2014). Art in the Anthropocene: Encounters Among Aesthetics, Politics, Environments and Epistemologies. Open Humanities Press.</p> <p>Take time to read and think with “The House Modernity Built” from the Gesturing Toward Decolonial Futures Collective. For an academic perspective on this project, review the associated journal article by Stein et al. (2017).</p> <p>Gesturing Toward Decolonial Futures. (2018). The House Modernity Built. <i>Decolonial Futures</i>.</p> <p>Stein, S. et al. (2017). The Educational Challenge of Unraveling the Fantasies of Ontological Security. <i>Diaspora, Indigenous, and Minority Education</i>, 11(2).</p>	<p><u>Synchronous:</u></p> <ul style="list-style-type: none"> - Seminar: Mini-methods workshop (3 hours), Thursday 14:00 - 17:00 <p><u>Asynchronous:</u></p> <ul style="list-style-type: none"> - Discussion Post: Read the positionality statements from your peers and make at least two (2) reflexive comments and/or offer constructive feedback by <i>Sunday, October 18</i>. - Check-in: Sign up for a meeting with one of the members of the teaching team to discuss your personal project.
<p>Week 7: Oct 22</p>	<p><u>Power & Collaborative Practice</u></p> <p><i>Building on the previous weeks of positionality and reflexivity,</i></p>	<p>Kochan, J. (2015). Objective Styles in Northern Field Science. <i>Studies in History and Philosophy of Science</i>, 52, 1-12.</p>	<p><u>Synchronous:</u></p> <ul style="list-style-type: none"> - Seminar: Power and “Epistemic Neighborliness” (2 hours), Thursday 14:00 -

	<p>how can thinking about power influence our understanding of transdisciplinary collaboration? What does collaboration mean in scientific research, and to whom? What kinds or forms of collaboration are required to address the predicaments / complex problems of the Anthropocene?</p> <p>Teaching Lead(s): Sarah-Louise & Chris</p>	<p>Blaser, M. (2016). Is Another Cosmopolitics Possible? <i>Cultural Anthropology</i>, 31(4), 545-570.</p> <p>Arnstein, S. (1969). A Ladder Of Citizen Participation. <i>Journal of the American Institute of Planners</i>, 35(4), 216-224.</p> <p>Gaventa, J. (2006). Finding the Spaces for Change: a Power Analysis. <i>IDS Bulletin</i>, 37(6), 23-33.</p> <p>Optional - To expand your thinking on collaboration to the non-human:</p> <p>Tousignant, N. (2013). Insects-as-infrastructure: Indicating, Project Locustox and the Sahelization of Ecotoxicology. <i>Science as Culture</i>, 22(1), 108-131.</p>	<p>16:00</p> <ul style="list-style-type: none"> - Project Planning: Allotted time for group and cohort progress and discussions to take place (1 hour), Thursday 16:00 - 17:00 <p><u>Asynchronous:</u></p> <ul style="list-style-type: none"> - Discussion Post: Find a collaboration addressing the Anthropocene. Deploy Gaventa's Power Cube or Arnstein's Ladder of Participation to analyze power relationships present. Reflect on your findings and share on the discussion forum by <i>Sunday, October 25</i>.
Phase II: Thematic Explorations in the Anthropocene			
<p>Week 8: Oct 29</p>	<p><u>The Capitalocene</u></p> <p>What are the economic relations that both give shape to and reimagine the Anthropocene? How can thinking about power, capital, accumulation, and (re)production help explain the Anthropocene? In what ways are ethics and economics structured by difference, division, relationships, and community or commons?</p> <p>Teaching Lead(s): Juanita</p>	<p>Moore, J. W. (2017). The Capitalocene, Part I: On the Nature and Origins of our Ecological Crisis. <i>Journal of Peasant Studies</i>, 44(3), 594-630.</p> <p>Collard, R.C., & Dempsey, J. (2018). Accumulation by Difference-Making: An Anthropocene Story, Starring Witches. <i>Gender, Place & Culture</i>, 25(9), 1349-1364.</p> <p>Gibson-Graham, J. K., & Roelvink, G. (2009). An Economic Ethic for the Anthropocene. <i>Antipode</i>, 41(S1), 320-346.</p> <p>Optional - To further your understanding of the Capitalocene and the political economy of the Anthropocene:</p>	<p><u>Synchronous:</u></p> <ul style="list-style-type: none"> - Seminar (Student Facilitation): A Political Economy of the Anthropocene (2 hours), Thursday 14:00 - 16:00 <p><u>Asynchronous:</u></p> <ul style="list-style-type: none"> - Check-in: No mandatory discussion post this week. Sign up for a meeting with one of the members of the teaching team to discuss your small group project. No discussion post this week.

		<p>Podcast: Young, A., & Patel, R. (2019). Cheapness in the Age of Capitalism.</p>	
<p>Week 9: Nov 5</p>	<p><u>Who embodies the Anthropos?</u></p> <p><i>What does the (dominant) Anthropocene discourse assume, and what does it ignore/erase/conceal? What are the political implications of language and naming? Who is to blame, to benefit, to suffer from times of socio-ecological crisis? What reorientations and proposals can an intersectional critical lens offer?</i></p> <p>Teaching Lead(s): Sarah-Louise</p>	<p>Crist, E. (2013). On the Poverty of Our Nomenclature. <i>Environmental Humanities</i>, 3, 129–147.</p> <p>Di Chiro, G. (2017). Welcome to the White (M)Anthropocene? In S. Macgregor (Ed.), <i>Routledge Handbook of Gender and Environment</i> (pp. 487–505). New York, N.Y.: Routledge.</p> <p>Karera, A. (2019). Blackness and the pitfalls of anthropocene ethics. <i>Critical Philosophy of Race</i>, 7(1), 32–56.</p> <p>Simmons, K. (2019). Reorientations; or, An Indigenous Feminist Reflection on the Anthropocene. <i>JCMS: Journal of Cinema and Media Studies</i>, 58(2), 174–179.</p>	<p>Synchronous:</p> <ul style="list-style-type: none"> - Seminar (Student Facilitation): Intersectional ‘Age of Man’ (2 hours), Thursday 14:00 - 16:00 - Project Planning: Allotted time for group and cohort progress and discussions to take place, Thursday 16:00 - 17:00 (1 hour) <p>Asynchronous:</p> <ul style="list-style-type: none"> - Discussion Post: Review and think with A/r/t/cart/ography: Happier, healthier, wealthier?, as an example of creative practice. Write a discussion post reflecting on the themes from this week’s reading and seminar by <i>Sunday, November 8</i>.

<p>Week 10: Nov 12</p>	<p><u>Constructions of Time</u></p> <p><i>What is time and how does it structure worlds? Does everyone experience time in the same way? How do pasts, presents and futures bleed together? How might we explore creative and critical ways of time-keeping and time-relating on Anthropocene landscapes & timescapes?</i></p> <p>Teaching Lead(s): Michele</p>	<p>Bjornerud, M. (2018). <i>Timefulness: How Thinking Like a Geologist Can Help Save the World</i>. Princeton: Princeton University Press. (Introduction & Conclusion).</p> <p>Bastian, M. (2012). Fatally Confused: Telling the Time in the Midst of Ecological Crises. <i>Environmental Philosophy</i>, 9(1), 23-48.</p> <p>Whyte, K. P. (2018). Indigenous science (fiction) for the Anthropocene: Ancestral dystopias and fantasies of climate change crises. <i>Environment and Planning E: Nature and Space</i>, 1(1-2), 224-242.</p> <p>Chakrabarty, D. (2018). Anthropocene Time. <i>History and Theory</i>, 57(1), 5-32.</p> <p>Optional - For those who find Chakrabarty challenging, or would like to learn more:</p> <p>Podcasts: Cosmic Diplomacy #1, Cosmic Diplomacy #2.</p>	<p><u>Synchronous:</u></p> <ul style="list-style-type: none"> - Seminar (Student Facilitation): Time-keeping and Time-relating (2 hours), Thursday 14:00 - 16:00 - Project Planning: Allotted time for group and cohort progress and discussions to take place, Thursday 16:00 - 17:00 (1 hour) <p><u>Asynchronous:</u></p> <ul style="list-style-type: none"> - Discussion Post: Reflect on the readings and seminar discussion, with a focus on time and its role in shaping the Anthropocene. Post in the discussion forum by <i>Sunday, November 15</i>.
<p>Week 11: Nov 19</p>	<p><u>Death & Extinction</u></p> <p><i>What does it mean to live and die well, together, in the Anthropocene? What about those who live in the 'inbetween' space, between 'life' and 'death'? Who makes these decisions?</i></p> <p>Teaching Lead(s): Chris</p>	<p>Rose, D.B., & Van Dooren, T. (Ed.) (2011). Unloved Others: Death of the Disregarded in the Time of Extinctions. <i>Australian Humanities Review</i>, 50.</p> <p>Taylor, S. (2017). <i>Beasts of Burden: Animal and Disability Liberation</i>. New York: The New Press. (Chapter 3: Animal Crips, pg. 23-43).</p> <p>Ceballos, G., Ehrlich, P.R. & Dirzo, R. (2017) "Biological annihilation via the ongoing sixth mass extinction signaled by vertebrate population losses and declines." <i>Proceedings</i></p>	<p><u>Synchronous:</u></p> <ul style="list-style-type: none"> - Seminar (Student Facilitation): Living and Dying in the Anthropocene (2 hours), Thursday 14:00 - 16:00 - Project Planning: Allotted time for group and cohort progress and discussions to take place (1 hour), Thursday 16:00 - 17:00 <p><u>Asynchronous:</u></p> <ul style="list-style-type: none"> - OPEN

		of the National Academy of Sciences 114.30: E6089-E6096.	(cohort/group/personal project contribution)
Week 12: Nov 26	No Class		
Week 13: Dec 3	<u>Resilience & Anthropocenes Otherwise</u> <i>How might we go about building and adapting to a liveable (and hopeful) Anthropocene? Are 'resilient futures' the best way forward, or are there otherwise worlds in-the-making?</i> Teaching Lead(s): Michele & Juanita	Chandler, D., Grove, K., & Wakefield, S. (Eds.). (2020). <i>Resilience in the Anthropocene: Governance and Politics at the End of the World</i> . London: Routledge. Rose, D. B. (2013). Val Plumwood's philosophical animism: Attentive interactions in the sentient world. <i>Environmental Humanities</i> 3(1): 93-109. Büscher, B., & Fletcher, R. (2019). Towards convivial conservation. <i>Conservation & Society</i> , 17(3), 283-296.	Synchronous: - Seminar (Student Facilitation): Anthropocene Futures (1.5 hours), Thursday 14:00 - 15:30 - Video: Watch Honeyland (2019) together in seminar (1.5 hours), Thursday 15:30 - 17:00 Asynchronous: - OPEN (cohort/group/personal project contribution)
Phase III: Synthesis and Final Projects			
Week 14: Dec 10 (Exam Week)	<u>Project Presentations & Final Vision Board</u> Teaching Lead(s): Michele & Juanita	No additional readings or content Synchronous: - Workshop: Presentations (2 hours), Thursday 14:00 - 16:00 - Personal Project: Before the seminar on December 10, revisit your first reflection on the Anthropocene (Sept 17). In preparation for class, reflect on your learning journey in the course: In what ways have your perspectives changed? - Final Seminar Discussion: What is our Anthropocene, Revisited (1 hour), Thursday 16:00-17:00	
Dec 18	Final Projects Due		

Course Expectations, Policies, and Resources

Please familiarize yourself with policies that apply to individual and collective work in the seminar's intellectual space.

Respectful Engagement

As a group, we will establish a community agreement about how to create a space where we will thrive and grow. As we do so, keep in mind *UBC's Statement on Respectful Environment for Students, Faculty and Staff*: The University of British Columbia envisions a climate in which students, faculty and staff are provided with the best possible conditions for learning, researching and working, including an environment that is dedicated to excellence, equity and mutual respect. The University of British Columbia strives to realize this vision by establishing employment and educational practices that respect the dignity of individuals and make it possible for everyone to live, work, and study in a positive and supportive environment, free from harmful behaviours such as bullying and harassment. Details of the policy available [here](#).

Online Seminar Etiquette

Please follow the following suggestions for respectful and effective interactions in the zoom classroom:

- Collaboration and contributions to the shared intellectual space are central foci of the course; you are expected to thoughtfully participate in all seminars and group meetings.
- Find a private, quiet place to log in free of distractions. Be aware of your surroundings and what will appear in the video.
- Arrive promptly for the start of class and meetings. The teaching team will join a few minutes early to ensure effective connection.
- When possible and comfortable, keep the video enabled to increase the sense of community and improve quality of communication and learning. Please inform the teaching team if you are unable to use the video function.
- Mute your audio when you are not speaking. This is not necessary in smaller breakout sessions.
- Update your zoom display ID to your name. You may include your [pronouns](#) by changing your name in account settings.
- The public and private chat functions in zoom are enabled to ask questions, make comments, share resources, etc. The chat should enrich – not distract from – engagement with the seminar and course material.
- Be mindful and respectful in sharing the space with peers and the teaching team. Avoid multitasking while in seminar.

Note on internet connection: If your internet connection is unstable, try closing all applications that are not required for the course and/or disabling the video. If you have consistent issues with technology and connection, please inform the teaching team.

Course policy on Late Assignments

Late assignments will be accepted when a compelling reason has been presented. See the instructors early (i.e., preferably before the deadline) if you will have trouble handing in work on time. We realize that sometimes life events may disrupt the best laid plans, but we cannot be of help if you do not alert us as soon as you know your timelines and/or expectations cannot be met.

Expectations for Communication with Course Instructors and TAs

Please make every effort to ask questions in person during our weekly seminar times, or request to schedule an office hour. Office hours will be held in the course 'zoom room'; you can sign up for available hours on the [virtual office hours sign-up](#) Google sheet.

If you need to ask questions over email, please follow these instructions:

- Place GEOB 504 in the subject header and sign your message with your full name. You may use the email system within Canvas or email your instructors directly
- Email is a formal and public method of communication. Do not write anything that you do not want on the permanent, public record.
- We will try our best to reply within 24 hours during business hours on weekdays. We do not read email on weekends and holidays. Please do not send emails at the last minute and expect an immediate answer!

UBC Statement of Values and Policy

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available [here](#).

Academic Honesty and Standards

Academic honesty is essential to the continued functioning of the University of British Columbia as an institution of higher learning and research. All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. It is the student's obligation to inform [themselves] of the applicable standards for academic honesty. Students must be aware that standards at the University of British Columbia may be different from those in secondary schools or at other

institutions. If a student is in any doubt as to the standard of academic honesty in a particular course or assignment, then the student must consult with the instructor as soon as possible, and in no case should a student submit an assignment if the student is not clear on the relevant standard of academic honesty. If an allegation is made against a student, the Registrar may place the student on academic hold until the President has made his or her final decision. When a student is placed on academic hold, the student is blocked from all activity in the Student Service Centre.

Other resources:

- Student resources during the COVID-19 outbreak from UBC: <https://students.ubc.ca/covid19>
- Academic accommodations support students with a disability or ongoing medical condition to ensure their academic success. UBC resources on (dis)ability, accommodation, and accessibility: <https://students.ubc.ca/campus-life/diversity-campus/disability> & <https://students.ubc.ca/about-student-services/centre-for-accessibility>
- UBC Student Health and Wellbeing: <https://students.ubc.ca/health>
- UBC Counselling Services: <https://students.ubc.ca/health/counselling-services>
- Resources from UBC Equity & Inclusion Office (mental health, wellness, advocacy, etc.): <https://equity.ubc.ca/resources/> & <https://equity.ubc.ca/resources/students/>
- Resources and events for Indigenous, Black, and People of Colour at UBC: <https://equity.ubc.ca/ibpoc-connections/>
- UBC Library support for research: <https://help.library.ubc.ca/>
- Centre for Teaching, Learning & Technology resources for grad students: <https://ctl.ubc.ca/programs/graduate-student-ta-programs/>
- Additional information about UBC Policies: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,0,0>