

SYLLABUS FOR THE SEMINAR

**Enter the non-humans: Animals, bacteria, machines, and stones and what they can do.
(Seminar)**

Lecturer(s):

Alexander I. Stingl, PhD

weekly | day | 14:15 - 15:45 | 21.10.2016 – 3.2.2016 | C .12.009

BE ADVISED:

I NORMALLY DO NOT PROVIDE INFORMATION THAT IS ALREADY PROVIDED IN THE SYLLABUS! THEREFORE, READ THE SYLLABUS CAREFULLY AND IN ITS ENTIRETY AT THE BEGINNING OF THE SEMESTER AND CHECK AGAIN ON mystudy BEFORE PRODUCING (AND SUBMITTING) YOUR TERM PAPER FOR THE LATEST UPDATED VERSION, REGARDING REGULATIONS FOR THE TERM PAPER.

(Ich beantworte üblicherweise keine Fragen, deren Antworten aus dem Syllabus bereits bekannt sein müssten. Lesen Sie deshalb dieses Dokument zu Beginn des Semesters vollständig durch. Bevor Sie Ihre Hausarbeit abfassen, auf jeden Fall nochmals vor der Abgabe, konsultieren die letzte überarbeitete Fassung dieses Syllabus auf mystudy.)

Syllabus Structure:

- Content of the course
- Learning goals
- On Presentations and Assignments
- Formal requirements
- Grading
- Office Hours
- Participation and Tutorials
- Requirements for course tasks
- On Literature/Films/Novels/Anime
- Task and Session plan

Course Description

In this seminar, we will ask what 'justice' means in the age of the anthropocene, the bioeconomy, and the algorithm. We are used to conceptualize scientific, anthropological, and 'just(ice)' ideas from the human (agent) perspective. In this seminar, we will interrogate and trouble this perspective, by looking at different types of agents and their relations with us humans and with one another. Not only will we find that different types of justice apply at different levels, but, more importantly, that 'justice for humans' might not be viewed independently of these relations. What kind of options for 'doing justice' do we have upon this insight?

Goals of this course

- Reading academic texts
- Using concepts and interdisciplinary methods, such as multi-species ethnography
- Uncovering relations with and between non-humans in our immediate environment
- Understanding and applying the approach of 'generative justice'
- Principles of 'curating' a web-based exhibition.
- The term paper is based upon what groups accomplish in working together to create a 'virtual museum' (on a class web-site), that curates 'moments of non-human justice'.

On presentations, web-site, and homework assignments

The students will create a web-site for their group, which is an integral part of this seminar, which you can use to help structure your activities. On this website, you will, above all else:

- Present the project your group is working on, which will lead to your individual term project (paper/Hausarbeit or Group Presentation/Gruppenpräsentation).

Students will, during the course, present, individually and with their groups, content that they have prepared before each session. They will analyze and create arguments for discussion. When presenting, students should consider carefully whether they want to use a manuscript to read from, use cue cards or speak freely 'off the cuff'. Speaking without any aids is advisable only for those who already have gained experience in public talking. When preparing a manuscript for a talk or a speech, students should calculate the reading time for a single standard manuscript page to be two to three minutes. Students should practice reading out loud with a timer.

Presentations and written contributions should in general heed the following guidelines:

- ⤴ Begin with an introduction into the topic you are talking about. You might want to consider presenting an actual case (for example referring to a news item) or a fictional story that illustrates the problem or issue. Provide an overview of the structure of your talk or paper. Create curiosity among your audience, but also give some orientation.
- ⤴ Summarize the key-points of your argument and explain them, where necessary, explicate technical terms that you are using: Sometimes your goal is the introduction or elaboration of a particular concept.
- ⤴ Create an internal connection or a comparative perspective between your views and the texts.
- ⤴ Connect the dots in your presentation/paper by referencing what was said in your introduction, argue whether or not the problem raised there has been successfully described, analyzed or resolved by the tools or perspectives discussed.
- ⤴ Try to create interesting and provocative questions for further discussion in a conclusion. This may take the form of a provocative hypothesis, further perspectives and ideas that the text(s) under discussion could enable, or you could cite some unresolved questions that you feel still lurk in the text(s), and which you yourself have not yet been able to answer satisfyingly; you may also point out where you felt the text(s) you read was unclear or to something you find hard to understand, and would encourage others to help you make it clearer.

Please consider, when using media and presentation software, such as Keynote, PowerPoint or Prezi, that content and form of your presentation should be appropriate for the use of media/software. Use slides, clips, etc. parsimoniously. Do not crowd slides with text nor use overly complex diagrams. You can find a humorous but quite illustrative depiction of “what not to do” here:

<http://progressivegeographies.com/2013/10/17/an-excellent-presentation-on-how-not-to-give-presentations/>

At this point, the literature for the seminar and your homework should be available through either the library, *mystudy*, or via the internet, while you should please obtain (i.e. buy, download, print) your own copy of the main texts, that you can bring to class. Please make sure you have obtained and read the texts and prepared the work in advance (**time-management**). Please do inform me immediately if you cannot obtain a text, after having explored all possible options, and let us know what you already have tried (usually, the library will give you some information, if a certain book or journal is unavailable). Also, make sure whether other participants have experienced the same problem. We will do our best to find an alternative, if needed.

On the term paper and essay (Formalia zur Hausarbeit und dem Essay)

Every student writes their own, individual term paper.

Entering your term paper/Abgabemodalitäten

The term paper, complete with all additional parts (cover page, abstract, bibliography, forum essay, etc.) must be entered twice(!), i.e. in two ways: one hard copy and one digital copy:

The hard copy (= paper copy) must be send to Leuphana College by March 15 (post-stamp counts as submission date) using the following address:

To
Dr. phil. Alexander I. Stingl
Keyword: "Hausarbeit Verstehen: Enter the non-Humans"
Raum 8.123
College der Leuphana Univeristät Lüneburg
Scharnhorststrasse 1
21335 Lüneburg

The digital copy must be send to me by March 15 as a .pdf (please note that I will only accept pdf format, no other formats will be accept) to my leuphana email address. Please make sure that the file-name that you use contains your name and information that it is the Hausarbeit: For example: Mueller_Nonhuman_Hausarbeit_2017.pdf

Official Dates/Abgabetermine:

Humanities

Enrolment in QIS from Oct. 17 to Nov. 15, 2016

Exposé(*SL*) may be submitted before the X-mas break, must be submitted by January 15, 2017.

Paper/Hausarbeit submission by March 15, 2017

Last opportunity to cancel enrolment for taking the examination (as a term paper): March 8, 2017

Prüfungs-/Abgabetermin: Mi, 15.03.2017

Prüfungsanmeldung: Mo, 17.10.2016 - Di, 15.11.2016

Rücktrittsfrist: Mi, 08.03.2017

1) begründete Fragestellung/Question and Reasoning.

I expect to see you at least once during office hours to discuss your research question for the paper.

2) Exposé

Send as a pdf-document.

Coverpage ("Title", Date, Name, Student-Id number, email, seminar title, name of instructor, leading question) Deckblatt („Exposé“, Datum, Name, Matrikelnummer, Email-Adresse, Seminar, Seminarleitung, Fragestellung)

Exposé of about 2 pages (1000 words), ca. 2 Seiten (1000 Wörter)

List of literature you are considering up to that point

I expect to see you at least once during office hours to discuss the progress of your project.

3) Paper/Hausarbeit (will be graded 1.0 to 5.0 [Failed])

Coverpage ("Titel", Date, Name, Student-Id number, email, seminar title, name of instructor, leading question)

List of contents

kontextbildende Einleitung (ca. 5 Seiten)/Extended Introduction and Context (ca. 5 pages):

Argumentativer Hauptteil (ca. 7 Seiten)/Main Argument (ca. 7 pages)

Fazit (ca. 2 pages)/ Conclusion (ca. 2 pages)

Literaturliste/List of Literature

Eigenständigkeits-Erklärung mit Unterschrift (please use the template!)

Recommended but not mandatory: Include an abstract (250-300 words) and five keywords, after list of contents.

Length: 12 to 15 pages (plus maximum 2 pages Bibliography)

Use 12 point (*Schriftgröße 12*), Times New Roman, 1.5 Spaced (*Zeilenabstand*)

Do not use *neologisms* (technical terms you have made up)

Use established technical terms (Fachbegriffe) where appropriate. Be clear and concise.

Each student has to write their *own* individual paper.

Each term paper must be preceded by an abstract and a list of contents (both together not exceeding a page). The abstract is to be structured as follows

Abstract

Purpose – [Description of the purpose of your paper]

Design/methodology/approach – [How do you accomplish your purpose]

Findings – [What did your paper accomplish in the end, i.e. what are your main conclusions]

Originality/value – [In what ways does your paper exceed what you learned in the seminar itself]

Keywords (Five)- [Provide five keywords that help situate your paper in the wider academic discourse]

Language/Sprache: English!!!!

It is imperative that you make references to texts used in the seminar. However, you should also use additional texts that were not part of the seminar.

If you absolutely do not feel comfortable enough to try and write the paper in English, I ask that you explain your case to me after(!) I have reviewed your exposé in English. I may grant an exception, if you give a plausible reason and your exposé leads me to believe that your request is warranted.

The final paper is to be created along the following guide lines:

The paper is meant to refer to both the seminar's contents, literatures, and perspectives, and the contents you were offered in the organisation of the *Verstehen*-Module beyond the seminar.

Structurally, this is meant to be reflected in the successive process of working in 'packages'

Please observe that the complete version (!) of the paper is to be send to me by March 15, 2013 at the very latest. I do not accept papers post-marked after their due date. Papers that are send to after the due date or that are incomplete will be automatically graded as "5.0/failed".

A short example, consisting of four pages of a paper written for a course in philosophy, that illustrates how to build an argumentative structure and how to think about formalities when writing can be found here:

http://prezi.com/z4h1_fwilbxj/a-sample-philosophy-paper/

Als Hausarbeit(= Prüfungsleistung) werden also Teil 3) bewertet, und zwar mit einer Gesamtnote (1,0, 1,3, 1,7, 2,0 ... 5,0). Es muss am Ende auf jeden Fall eine komplette Hausarbeit inklusive Deckblatt, Inhaltsverzeichnis, Literatur, und Eigenständigkeitserklärung abgegeben werden.

Die Abgabefomalitäten sind wie folgt: Wir benötigen das Exposé (zum 18.1.) und Hausarbeit (zum 15.3) jeweils termingerecht. Nicht fristgerecht abgegebene Arbeiten werden als 'nicht bestanden' bewertet.

The official date for the term paper writing phase is Jan. 31, 2017. If you fall sick (or experience another emergency) after Jan. 31 and require an extension, please obtain a formal note ("Attest") from a physician, which you must hand over to the person in charge of administration of these affairs:

Dr. Andreas Jürgens Leuphana Universität College Scharnhorststr. 1 21335 Lüneburg

If your case is considered valid, both you and I will be informed by the Office of Examination Affairs (*Prüfungsamt*) or Dr. Jürgens of how many days of extension you are granted. Please take notice of the fact that I have no influence over this process, nor am I allowed to grant you an extension. Extensions on the paper's due date are official matters outside of my jurisdiction.

Im Krankheitsfall (ab 31.01.2017 = offizieller Beginn der Arbeit an der HA) verschiebt sich die Abgabefrist

um die Anzahl der krankgeschriebenen Tage. Die betreffenden Studierenden müssen hierfür bei der Modulkoordination ein entsprechendes Attest einreichen (mit Hinweis welches Seminar!). Wir informieren die Studierenden und die Seminarleitung dann über den neuen Abgabetermin. Attest an:

Dr. Andreas Jürgens Leuphana Universität College Scharnhorststr. 1 21335 Lüneburg

Bedenken Sie daher, dass Lehrende hierauf keinen Einfluss haben. Ein/e Lehrende/r kann und darf keine Verlängerung der Abgabefrist gewähren, d.h. wenden Sie sich, wenn es

Ihrer Meinung nach eine ernsthafte (!) Begründung für eine Verlängerung gibt, an die offiziellen Stellen.

Grading:

I consider three dimensions of your paper when deciding on your grade:

- ⤴ Technical Execution
- ⤴ Quality
- ⤴ Originality

Technical Execution is the most important point and makes up for most of your grade and it is the deciding factor whether you can pass this class:

- ⤴ Did the author follow the structure and format?
- ⤴ Did the author manage to write clearly.
- ⤴ Did the author make references to the texts in the course?
- ⤴ Did the author make citations, and were these made in a coherent style?
- ⤴ Did the author show an understanding of the subject matter
- ⤴ Did the author make use of appropriate technical vocabulary

Quality:

- ⤴ Did the author argue his/her points reasonably and convincingly?
- ⤴ Did the author use references beyond the course material?
- ⤴ Did the author's text cohere with his/her group's project presentation in the seminar?
- ⤴ Did the author provide a realistic evaluation

Originality does not mean that you have to come up with a genius idea that no one else has, what we are looking for is whether or not you can think beyond the literature and argue your own point effectively rather than merely quoting and paraphrasing.

Once again: All the relevant literature should be available through the university library, the electronic journal access of the library or via open access. Please notify me if you have exhausted all means to get a copy of any one of items listed in the literature, and describe to me what you have tried already.

Please note: I will officially report plagiarism and make sure that anyone caught plagiarizing or actively involved in any action with the intent of plagiarizing or cheating is pursued to the full extent of legal possibilities.

Office hours:

PLEASE NOTE: I EXPECT TO HAVE AT LEAST TWO MEETINGS WITH EVERY STUDENT OVER THE COURSE OF SEMESTER TO TALK ABOUT A) THE TOPIC (MID-SEMESTER) AND B) THE STRUCTURE (TOWARDS THE END OF THE SEMESTER) OF YOUR TERM PAPER.

My office hours are:

Tuesdays in room 8.123 from 14:00 to 16:00.

(If this time does not work for you, we can negotiate another meeting time)

I am conducting office hours every week during the semester. Consult *mystudy* for specific times, which I will also announce in the first meeting. Office hours are intended to help you with academic and professional questions, i.e. everything to do with the content and formalities of the seminar (organization, literatures, essay, term paper), questions about your professional or academic careers, or with other fields within the areas of our professional competence. I can only emphasize that you should use the office hours to your advantage. It is always better to have raised an issue immediately, and we have had a chance to find a solution or at least discuss some options, before having to deal with the consequences later and unprepared. It is a matter of experience that students who have made use of the variety of options for advise and tutoring (Tutorials, language center, writing workshops, office hours, etc.) also fare better in their exams and grades, and have to deal with less anxiety and stress. The language center of the university, in particular Eoin Ryan and Micha Endlich and their team of TAs, exist to help with writing academic papers in English.

Your tutor and I, as your lecturer, are committed to helping you to succeed, to learn, and also to experience a seminar that offers a cooperative, interesting and fun atmosphere for studying – however, that depends on your making use of the options for learning and getting advise. Please do inform your tutor (TA) and me – and when required also the administration of the Leuphana College – in a timely fashion about any problems you may experience, which may endanger your participation and success in the seminar.

Tutorium and Active Participation

I do expect your presence and active participation in the seminar. I also assume that you will be present and actively participate in the tutorial (*Tutorium*). Let me reiterate, that it is a proven and reliable fact that there is a correlation between the measures of stress/anxiety, academic success, active participation, and the level of advance preparation.

If you have to miss a class (or tutorial) for a serious (!) reason, please do inform me (or your TA in the tutorial), and, of course, the members of any work-group you have been assigned to, for they might have to cover contents you should have prepared/presented, and they can in turn inform you about the seminar's proceedings and important information. There will be matters discussed in class that are crucial to your successfully passing the class. You do miss class and tutorial at your own peril.

Requirements for class and group homework

A first thing that I would like you to do, before we begin the seminar, is that you should take a quiet moment at home, make yourself some tea or coffee (or whatever you prefer), arm yourself with pen and a sheet of paper and *just-so* reflect on what it is that does capture your interest when thinking about the semester theme as an issue, what you hope to understand or believe you will gain from our seminar in particular. Think, in particular, about the concepts and relations of public, state, and science/scholarship. Make a few notes, and try to write up one or two concise questions that you would consider writing about, whether in a small or a lengthy treatise. Keep not only your thoughts but also your notes, since we may need them at the end of the seminar. You will be assigned to a work group. You should meet with them at least two to three times before each seminar weekend and prepare the tasks you have been assigned. You may also work together in your group to prepare and discuss the general readings. Be smart about how you organize your studies and assignments!

For all presentations you prepare, bear in the mind the following advise: You may use presentation software, such as e.g. PowerPoint, as you see fit. For research, you may use the Internet along with the library, of course . However, do yourself a favor and do not merely copy and paste, nor use only a single source of information (be particularly careful with sites like Wikipedia). At the end of any presentation, name your sources (or show them on a slide) and provide at least five different academic/scholarly(!) sources per topic if possible. An encyclopedia, lexicon, or Wikipedia does not qualify as such.

Remember that the task of a presentation is to help define, distinguish and/or compare important concepts and technical terms or socio-historic phases, as well as creating questions and examples for discussion in class. Be a little competitive when researching: the first examples you may find may have already been used by many others abundantly.

One important task that your presentations and discussions should accomplish is to help us in arriving together at tentative definitions that will accompany us over the course of the seminar and carry into your writing process. In other words, we want to create a tentative conceptual frame, when speaking about something like “the State” or “Enlightenment” or “Postcolonialism”, that enables us to be confident that we are speaking about roughly the same things. When researching, you will quickly realize that many concepts that seem clear and easily understood at first, some of which you may have been using often without much reflection, suddenly obtain a quality of being multifarious and obscure: When Kant speaks about Enlightenment, for example, you will find that he does so in a very different way than historians do, you might also find that Kant was not a friend of the idea of *democracy* and that he created a

sharp distinction between a concept like *democracy* and that of a *republic*, while many current political theorists and philosophers treat these concepts as if they were interchangeable. Therefore, it is imperative that, when addressing these matters, you should always look for prudent examples to illustrate your use of a concept.

For the different readings, homework and preparatory tasks, see below.

Literature and Media:

I do expect you to have acquired and read three book-length texts, as well as a number of smaller texts over the course of the seminar. Some but not all of the smaller texts will be uploaded to the materials folder in *mystudy*. If not available online via the library e-book system, in the Material folder you may find some of the longer texts for you to review before you acquire them. It is always good to check these options. However, since you also are required to learn and practice the use of a university library and other resources, some texts you will just have to try and find yourself. I understand that for the majority of students as well as even many adjunct/part-time instructors, money is always an issue. I will try to make choices for the three books, so that together they should, if possible, not exceed a sum of ca. 75.00 Euro. I am aware that this is still a small investment, but an important and hopefully productive one. Please consider alternative avenues of obtaining the book. Specifically for the third book: Check e-book availability with the library or consider buying a book together with another student to share, or other options – such as “Fernleihe”, etc.

The three books you are to acquire and read in their entirety are:

Book 1) Kirksey, Eben. *Emergent Ecologies*, Durham, NC: Duke University Press, 2015.

Book 2) Haraway, Donna. *Staying with the Trouble: Making Kin in the Chthulucene*, Durham, NC: Duke University Press, 2016.

Book 3) For the *third book*, each member of your group must *choose one* book from the following list (no book should be read twice in your work group). Every student must write a ca. 500 word review of the book they read and upload it to their group’s web-site by January 20.

- a. Cohen, Jeffrey Jerome. *Stone. An Ecology of the Inhuman*, Minnesota UP, 2015.
- b. Lorimer, Jamie. *Wildlife in the Anthropocene. Conservation after Nature*, Minnesota UP, 2015.
- c. Despret, Vinciane. *What would animals say if we asked the right questions?*, Minnesota UP, 2015.
- d. Frost, Samantha. *Biocultural Creatures: Toward a New Theory of the Human*, Duke UP, 2016.
- e. Tsing, Anna. *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*. Princeton UP, 2015.
- f. Helmreich, Stefan *Alien Ocean Anthropological Voyages in Microbial Seas*, California UP, 2009.
- g. Kohn, Eduardo. *How Forests Think: Toward an Anthropology Beyond the Human*. California UP, 2013
- h. Braidotti, Rosi. *The Posthuman*. John Wiley and Sons, 2013.
- i. Hui, Yuk. *On the Existence of Digital Objects*. Minnesota UP, 2016

Media/Fiction

Additionally, I expect you to have engaged, as a group, one work of short fiction and one film that each function in the context of this seminar. Your group should upload one critical review of min. 1 to max. 2 pages on your group’s website comparing the two by January 15. A film can be, for example, *Nausicaä of the Valley of the Wind*; short fiction could be something of the order of *The Ballad of Lost C'mell* by Cordwainer Smith.

Tasks & Sessions

Please note:

All assignments for texts, group presentations, etc. are to be prepared before each session. I do operate on the premise that you come prepared and, for example, I will ask questions that require familiarity with the texts.

You will be required to create a web-site with your group (we will have six groups of five people in this course; be smart with assignments), and use for uploads regarding your “project” as well as book reviews, etc.

Each group will develop a “project”.. The group’s “project” will be what each individual student in the group will use to develop their individual term paper (*Hausarbeit*). **Remember: Every student will write their own individual paper!** Working together in the group, however, means that you can help each other out in conducting research, editing, and proof-reading your papers.

Schedule and Individual Sessions with Assignments

Enter the non-humans: Animals, bacteria, machines, and stones and what they can do. (Seminar)

21.10.2016 Introduction: Implications of things in their becoming undone

1. Performance Lecture
2. Organization of the seminar
3. Discussion: "What things in your life could you not live without?", "Which of the things you first thought of as 'things in your life you couldn't live without' would you, on second thought, not have qualified as things?", "What makes these things 'things' and why are other things, which are also 'things' not the same to you?", "If you had (or do have) a pet, is it 'thing', is it a living thing, and is it alive in the same way as you are and why (not)?", "If your pet dies and you could make a clone, would you and why (not)?", "If you could 'built' your perfect pet with genetic engineering, would you and why (not)?"

Literature for all:

Benjamin, Ruha "Designer and Discarded Genomes"

<http://www.e-flux.com/architecture/superhumanity/66875/designer-and-discarded-genomes/>

Eyal Weizman Are They Human? [http://www.e-](http://www.e-flux.com/architecture/superhumanity/68645/are-they-human/)

[flux.com/architecture/superhumanity/68645/are-they-human/](http://www.e-flux.com/architecture/superhumanity/68645/are-they-human/)

28.10.2016 Attentions I: "What to attend to"?

1. Short presentations.
2. Discussion
3. Syllabus

04.11.2016 Attentions II: How to "spent" your attention.

1. Reading and Watching Practices. Learning Strategies.
2. Before class meet for a discussion of the texts and the video in your group. Designate one person to observe and make notes about (i) how the discussion progresses and (ii) what strategies you choose to talk about the text and understand them, as well as (iii) how you try to solve aspects you didn't understand.
3. Introductions to operationalizations and objectives in an academic work. Cultures of Research

Everybody watches:

Feminist Theory Workshop Keynote - Karen Barad

<https://www.youtube.com/watch?v=cS7szDFwXyg>

Literature:

Group A, B, C read (Texts in Material Folder, subfolder Texts):

Latimer_Miele_NatureCultures

Group D,E,F read (Texts in Material Folder, subfolder Texts):

Holmberg_TwoLabs

11.11.2016 Attentions III: How Others attend and how to account for their attentions.

1. Curatorial Practices:
Each group looks through the texts in the subfolder Curatorial Practices (in the folder Texts in Material). Pick three texts, which your group thinks will be helpful for you towards creating your project. Choose examples or quotes from the three texts chosen to illustrate your choice.
2. Discussion “What is attention and what is play (in humans and non-humans)?”
Literature for all:
Bateson, Gregory “A theory of play and fantasy”
https://sashabarab.org/syllabi/games_learning/bateson.pdf

18.11.2016 Attentions IV: Conceptual work and attention to ecological detail

1. Concepts: Groups have created and present definitions. Each concept must be individually presented in an “elevator pitch” first (without referring to either of the other two concepts), before in as briefly and efficiently a way as possible, using examples, the group describes how their concepts connect or differ.
 - a. Group B: Nature, Culture, Environment
 - b. Group F: Bios, Zoë, Ethos
3. From Attention to Intensities: General Ecologies.

Literature for all: Hörl, Erich “A Thousand Ecologies: The Process of Cyberneticization and General Ecology” (Material Folder Texte)

Literature to be divided amongst members in your group, you might want to begin with reading for this week but definitely finish readings next week:

- i. Lorimer, Jamie "Gut Buddies. Multispecies Studies and the Microbiome"
<http://environmentalhumanities.dukejournals.org/content/8/1/57.full.pdf>
- ii. Margaret McFall-Ngai, et al "Animals in a bacterial world, a new imperative for the life sciences" <http://web.stanford.edu/~fukamit/mcfall-ngai-et-al-2013.pdf>
- iii. Amber Benezra, Joseph DeStefano, and Jeffrey I. Gordon “Anthropology of microbes” <http://www.pnas.org/content/109/17/6378.full.pdf>
- iv. Emiliano Salvucci, Microbiome, holobiont and the net of life"
<http://www.tandfonline.com/doi/pdf/10.3109/1040841X.2014.962478>
- v. Jed A. Fuhrman, Jacob A. Cram and David M. Needham "Marine microbial community dynamics and their ecological interpretation"
http://dornsife.usc.edu/assets/sites/463/docs/SPOT_related_publications/2015_Fuhrman.pdf
- vi. Karoline Faust and Jeroen Raes "Microbial interactions: from networks to models"
http://microbe.sites.uofmhosting.net/sites/default/files/downloads/Faust_12.pdf
- viii. James I. Prosser et al "The role of ecological theory in microbial ecology"
http://download.bioon.com/upload/month_0807/20080704_bd626d10ceeea01b04b8pQXWCZhGav38.attach.pdf

25.11.2016 Intensities I: ... in the poetics of space.

1. Concepts: Groups have created and present definitions. Each concept must be individually presented in an “elevator pitch” first (without referring to either of the other two concepts), before in as briefly and efficiently a way as possible, using examples, the group describes how their concepts connect or differ.
 - a. Group A: Land, Landscape, City
 - b. Group C: Human, Animal, Plant
 - c. Group D: Materialism, Vitalism, Mechanicism
 - d. Group E: Intelligence, Empathy, Consciousness
2. From Attention to Intensities: General Ecologies.

Text: Myra Hird “The Phenomenon of Waste-World-Making.”
(<http://www.rhizomes.net/issue30/hird.html>)

02.12.2016 Intensities II: ... in politics of temporalities

- 1) Intensities: General Ecologies and Waste-World-Making
Everybody searches through their trash and brings two items:
One kind of waste that they think would be avoidable and which they think is harmful in the long-term, in ways they either can or cannot really understand but explain why they can or cannot know; the other kind of waste is a piece that they know and can somehow describe that it has some form of agency.
- 2) Panel Discussion: The political advocacy for non-human lives.
Decide on one speaker per group for a panel discussion. You should prepare questions and arguments why non-humans are and aren't political agents, based on previous texts and, especially, the two texts for today.

Texts for all:

Despret, Vinciane “The body we care for”
http://www.biolinguagem.com/ling_cog_cult/despret_2004_thebodywecarefor.pdf

Anna Tsing Unruly Edges: Mushrooms as Companion Species
<http://environmentalhumanities.org/arch/vol1/EH1.9.pdf>

09.12.2016 Intensities III: ... outside the human experiential realm.

1) Curating and exhibiting for a non-human audience:

Each group chooses a specified non-human audience they would like to create an exhibition for. Create a 15 minute presentation detailing

- ❖ What is your “non-human target audience”?
- ❖ What would you like to present to it?
- ❖ What kinds of challenges does this audience create for you as a curator?
- ❖ How would you create the exhibition?
- ❖ What response would you hope for?

2) Text for Everybody:

THOM VAN DOOREN, et al "Multispecies Studies Cultivating Arts of Attentiveness"

<http://environmentalhumanities.dukejournals.org/content/8/1/1.full.pdf+html>

Tim Ingold “Dreaming of dragons: on the imagination of real life” in: Journal of the Royal Anthropological Institute Volume 19, Issue 4 December 2013 Pages 734–752

3) In your group: Besides reading these texts, please look at the two references above (van Dooren and Ingold) and compare the way they are written as references and discuss if they are sufficient for a bibliography. If one or both are not, write them correctly for a bibliographical reference and send to me via email.

16.12.2016 Vulnerabilities I: Bearing Witness

- 1) Print and bring with you an image each of the highest evolved life-form
 - a. that you think cannot not yet able feel pain
 - b. that you think is not yet experiencing consciousness and/or intelligent
 - c. that you think it would be morally acceptable to kill

Texts for all:

Kathryn Gillespie, Witnessing Animal Others: Bearing Witness, Grief, and the Political Function of Emotion" in: Hypatia Volume 31, Issue 3 Summer 2016 Pages 572–588

Danielle Petherbridge "What's Critical about Vulnerability? Rethinking Interdependence, Recognition, and Power" Hypatia Volume 31, Issue 3 Summer 2016 Pages 589–604

Michael Marder "What is Plant Thinking" <http://www.revues-klesis.org/pdf/Klesis-philosophies-nature-6-Marder.pdf>

2) Each Group: Write an abstract (250-300 words) and find five keywords describing the text by Despret from Dec. 6., send to me via email.

06.01.2017 Vulnerabilities II: Suffering Response-Ability.

- 1) How does justice apply to your group's project ideas? Discussion in class by having read the following three texts (two students from the class will be asked to moderate the discussion rather than Dr. Stingl, the moderators will be asked to use concepts from the three texts):

Weston, Bruce The Theoretical Foundations of Intergenerational Ecological Justice: An Overview http://www.commonslawproject.org/sites/default/files/weston_-_the_theoretical_foundations_of_intergenerational_ecological_justice.pdf

Philosophy of Justice: Extending Liberal Justice in Space and Time
Meyer, Lukas H. (et al.) in: *Handbook of Social Justice and Research*. Springer

Sarah F. Brosnan Introduction to "Justice in Animals"
<http://www2.gsu.edu/~wwwcbs/pdf/Brosnan%20SJR%202012.pdf>

[Additional Resources:

Handbook of Social Justice Theory and Research Herausgeber: Sabbagh, Clara, Schmitt, Manfred (Eds.), Springer (Online access via Leuphana Library)]

- 2) Each Group chooses two texts and one art work from the following list. Create a presentation, performance, or film, no shorter than 4, and longer than 8 minutes, that focuses on the concept(s) of justice as presented in the two texts and deploy alongside the work of art in a way that "connects them meaningfully":

Artists:

Patricia Piccini (<http://www.patriciapiccinini.net/>)

Ais Hasegawa (<http://aihasegawa.info/>)

Daisy Ginsburg (<http://www.daisyginsberg.com/>)

Catherine Kramer (<http://callmecat.com/>)

Petra Maitz (<http://www.petramaitz.com/>)

Edouardo Kac (<http://www.ekac.org/>)

Texts:

Sarah F. Brosnan Nonhuman Species ' Reactions to Inequity and their Implications for Fairness <http://www2.gsu.edu/~wwwcbs/pdf/Brosnan%20SJR%202006.pdf>

Roger J. H. King, Environmental Ethics and the Built Environment,
<https://my.vanderbilt.edu/greencities/files/2014/08/King-built-environment.pdf>

Rebekah Humphreys Contractarianism: On the Incoherence of the Exclusion of Non-Human Beings http://www.personal.ceu.hu/percipi/archive/200802/03_rh.pdf

Spencer, Dale C; Fitzgerald, Amy. Three ecologies, transversality and victimization: the case of the British Petroleum oil spill Crime, Law and Social Change 59.2 (Mar 2013): 209-223.

SUE DONALDSON AND WILL KYMLICKA A Defense of Animal Citizens and Sovereigns <http://www.raco.cat/index.php/LEAP/article/viewFile/294786/383319>

Coeckelbergh, M. 2014. '[The Moral Standing of Machines: Towards a Relational and Non-Cartesian Moral Hermeneutics](#)' in: [Philosophy & Technology](#) 27 (1): 61-77.

Borenstein, J. & Arkin, R. Robotic Nudges: The Ethics of Engineering a More Socially Just Human Being Science and Engineering Ethics February 2016, Volume 22, Issue 1, pp 31-46

13.01.2017 College Day

Have finished reading either book 1 or 2

Every student sends me an email containing the following:

Choose a section from the book, write one indirect quote/paraphrase **and** one direct quote and use these in making a meaningful reference to an idea from either the Brosnan or the Weston text from last week, in a short paragraph. Add a bibliography with the two texts used.

20.01.2017 Intimacies I: Making Strange

Task Details in second update during Xmas break

Text for all:

Bennett, Jane "Thing Power" (Material Folder)

Alexander R. D. Zahara and Myra J. Hird "Raven, Dog, Human: Inhuman Colonialism and Unsettling Cosmologies"

<http://environmentalhumanities.dukejournals.org/content/7/1/169.full.pdf+html>

HUGO REINERT "About a Stone Some Notes on Geologic Conviviality"

<http://environmentalhumanities.dukejournals.org/content/8/1/95.full.pdf+html>

Optional Text:

Bell, Genevieve, et al "Making by making strange: defamiliarization and the design of domestic technologies"

<http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=8B95009C20941DED55E5D0228662CBF1?doi=10.1.1.107.569&rep=rep1&type=pdf>

Upload the Fiction review

27.01.2017 Intimacies II: Making Familiar

Guest Speaker: Dr. Petra Maitz

Haraway, Donna "Value Added Dog" (Material Folder)

Marder, Michael "The Place of Plants"

<http://www.performancephilosophy.org/journal/article/view/28/84>

Optional Text:

Lestel, Dominique, et al "The Phenomenology of Animal Life"

<http://environmentalhumanities.dukejournals.org/content/5/1/125.full.pdf+html>

Upload to your web-site book review for book 3

03.02.2017 Exercises in breathing in the ruins of air

Final Discussion.

It is important that you are familiar with the texts and the main concepts they feature: this means not only the technical concepts (such as "anthropocene", "interanimality") but also use the texts to think through the common concepts such as "breathing", "dwelling", "ruin". You should have talked in your group especially about the common concepts, found examples that are meaningful to you, interrogated and troubled them. This final discussion will feature a challenging format for discussion.

Texts for all:

Donna Haraway Anthropocene, Capitalocene, Plantationocene, Chthulucene: Making Kin <http://environmentalhumanities.org/arch/vol6/6.7.pdf>

Air's Substantiations / Timothy Choy (Material Folder)

Max Pensky Three kinds of Ruin

<https://www.binghamton.edu/philosophy/people/docs/pensky-kinds-of-ruin.pdf>

Ana Cristina Ramírez Barreto Ontology and anthropology of interanimality:

<http://www.aibr.org/antropologia/netesp/numeros/0501/050103e.pdf>

Finish the final book asap. The books will require integration into your term paper in a useful manner, which will be negotitated between me and your group along the project and your individual term papers.