My series *Archives Re/Imagined* is a way of re/orienting archives as one of many possibilities in the inhabitation of justice. As an artist and more importantly as a human being, I imagine the deep correlations between justice and connection as constituting a profound ecology of living and being in the world. Dominant forms of archiving are so elementally tied to capital that expansive processes of history making or archiving that disrupt commodification are all too often expunged into “non-existence.” As an artist, I continuously resist “documentation” as a means of capital containment: locating and inhabiting archiving as a living, breathing system of connection, whereby the earth and cosmos and all human and non-human inhabitants are inextricably linked to each other and by each other, for survival, to witness and record, for all generations to come. For me, the activations of listening, witnessing, acknowledging, and sharing, as well as refusing to be subalternized or contained, are all active sites of archiving, fundamentally and inextricably linked to activating justice. I believe that re/imaginings of archives and archiving in multiple ways are essential to ethical re/memberings of histories as dynamic records of existence, never to be suppressed and emerging as *all* of our histories were meant to.

Course Description

This course offers a creative and collaborative approach to understanding and exploring interdisciplinary constructions of knowledges across the humanities, social sciences and natural sciences. The methodological, structural and socio-ecological contours of diverse historical and contemporary formations of interdisciplinarity will be intricately examined. There will be a strongly focus on the interrelationship of knowledges and values, interdisciplinarities and public reasons.

Along with in-depth dialogue and experiential learning, guest speakers from the UBC community and beyond may be invited to enrich interdisciplinary engagement and learning. A supportive and exploratory space will be created for connecting interdisciplinarity to the specific research, methodological and personal interests of each course participant.

No background in interdisciplinary research is required, and students from any and all areas of study are welcome. Curiosity, adventurousness, imagination and creativity will be encouraged. The desire to expand avenues of knowledge exchange and translation across academic, community and public contexts will be welcomed and supported.

Key Learning Orientations

- To deepen curiosity and knowledge of interdisciplinary research and knowledge frameworks across the humanities, social sciences and natural sciences
- To explore multifaceted possibilities and pathways of translation and dialogue across knowledge, discipline, community and social borders
- To further understanding of knowledge constructions in the context of experiences and communities, values and public reasons
- To provide participants the opportunity to practically, theoretically, critically and creatively think through methodological issues in their research and the research of others
- To engage in participatory interdisciplinary learning and exchange

Assignments and Evaluation Criteria

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<thead>
<tr>
<th>In-Class Participation</th>
<th>25%</th>
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<td>Participation marks will be based on commitment to the class learning community as demonstrated by open and thoughtful engagement with assigned materials, questions and comments shared in seminars, and ongoing engagement with class peers and guest speakers. Care put into various in-class activities and exercises will also count towards participation.</td>
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<tr>
<td>The participation grade includes consistency of attendance and efforts toward building and contributing to the class learning environment, including critical engagement and imaginative explorations, individually and in collaboration with others</td>
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### Critical Responses

Students will be expected to complete one page written critical responses or creativity-based critical responses every other week in relation to readings/viewings and class activities and discussions.

These short written or multimedia responses are aimed at supporting student capacity to succinctly, critically and creatively engage with a broad range of interdisciplinary methodologies and explorations. Integrative thinking, socio-ecological contextualization, public reasoning and creative risk-taking is encouraged.

### Individual Oral Presentation

Each student will be expected to participate in one individual presentation on a set of weekly readings/viewings. The presentation will include distilled summaries as well as critical and creative inquiry and engagement with selected course materials and thematics.

The aim is to support the ability of student participants to integrate and present on interdisciplinary research materials in a cohesive manner, to lead group discussion, and respond in class to queries made by their peers. Focus will be on the development of ideas and positionalities, whether they are exploratory or in-depth.

### Collaborative Presentation

This presentation will require collaboration in process, content and development. Groups will be assigned to encourage interdisciplinary learning and exchange with course participants from different fields and areas of interest. The presentation will involve active engagement with diverse methodologies and research, articulation of individual and group thinking, and explorations around a major course thematic. The aim of this assignment is to assist students in strengthening skills in co-operative, dialogic and collaborative knowledge-building as well as the ability to carefully hone meaning and cohesion across diverse yet thematically related fields of inquiry.

### Final Research/Methodology Paper or Project

The focus of the final paper or project (2,000-2,500 words or a multimedia form of public scholarship and knowledge translation) will be determined by the student in close consultation with the instructor. This assignment will involve development of a sustained position or argument and engagement with methodological, research, analytical, integrative, and comparative processes within an interdisciplinary framework.
Weekly Topics and Reading/Viewing/Listening

**Introductory Class – September 8**

**Thematic:**
- Institutional and Social Contexts of Inter/disciplinarity
- Methodologies, Knowledge Constructions and Creativity
- Relationship between Form and Content of Knowledges

**Screenings/Talks:**
- Florence James, Thiyaas (Puneluxutth’ elder) and Karolle Wall, “‘Imush Q’uyatl’un,” 2011, [https://vimeo.com/32713022](https://vimeo.com/32713022)
- Craig Calhoun on Interdisciplinarity and Innovation (University of Southern California, Annenberg Series in Sustainable Innovation, 2009)
- Climbing PoeTree, Live Performance, Bioneers 2016, [https://www.youtube.com/watch?v=1eVFgz7GO3U](https://www.youtube.com/watch?v=1eVFgz7GO3U)

**Class Two – September 15**

**Thematic:**
- Intersections of Epistemic Justice, Social Justice and Interdisciplinarity
- Cross-Sector, Collaborative Approaches to Knowledge
- Taxonomies of Interdisciplinarity

**Student Mapping Exercise** – map your research/creative process through collage, drawing, diagram, painting, poem or another medium + **Reading/Listening:**
- Leela Gilday, “Rolling Thunder,” *North Star Calling*, October 10, 2019, [https://www.youtube.com/watch?v=8hjizzQSVWl&list=OLAK5uy_kxRhO3LrDF2rgQU-Uj9wURCNf7wTtpdtE&index=1](https://www.youtube.com/watch?v=8hjizzQSVWl&list=OLAK5uy_kxRhO3LrDF2rgQU-Uj9wURCNf7wTtpdtE&index=1)
Class Three - September 22

FIRST CRITICAL RESPONSE can be submitted (flexible due date until October 15th)

Thematic:
- Interdisciplinary Research: Examples, Process and Theory
- Sciences, Values and Integrative Thinking
- Constructs of Knowledge, Authority and Reason

Reading/Listening/Viewing:
Thematic:

- Notions of Humanism, Culture and Nature
- Interdisciplinary Contextualizations of Economy and Politics
- Interdisciplinarity & Socio-Political and Socio-Ecological Thought

Reading/Viewing:


SECOND CRITICAL RESPONSE can be submitted (flexible due date until October 15th)

Thematic:
- Qualitative, Quantitative and Mixed Methods Research
- Interdisciplinarity and Cognitive Justice
- Technology and Epistemology

Reading/Viewing/Listening:
- A Tribe Called Red, “We are the Halluci Nation,” TED Talk, November 19, 2018, https://www.youtube.com/watch?v=9lz7hYDvRM


## Class Six – October 9

### Thematic:

- Democracy and Knowledge
- Interdisciplinarity & Public Reason

### Reading/Listening/Viewing:


Class Seven – October 13

THIRD CRITICAL RESPONSE can be submitted (flexible due date until November 15)

Thematic:

• Decolonization, Creativity and Interdisciplinarity

• Experience and Knowledge

• Emotions and Research
Reading/Viewing/Listening:

- Kim Haxton, “Connect to Self with Kim Haxton from IndigenEYEZ,” UBC Learning Circle, October 5, 2018, [https://www.youtube.com/watch?v=sGuUz8rWq9I&list=PL_AcJ4LtzMXOM%202px3IjCBLjTPt627_MR&index=5](https://www.youtube.com/watch?v=sGuUz8rWq9I&list=PL_AcJ4LtzMXOM%202px3IjCBLjTPt627_MR&index=5)
- *Her Words Are Not Vanishing As She Leaves Her Howl Inside Us*, Ma-Nee Chacaby, Aiyanna Maracle, Chrystos, January 18–February 29, 2020, [http://artspeak.ca/her-words](http://artspeak.ca/her-words).
- Elizabeth Gilbert, “The Art of Being Yourself,” interview with Chase Jarvis, July 24, 2019, [https://www.youtube.com/watch?v=mwnHk6xThGo](https://www.youtube.com/watch?v=mwnHk6xThGo).
Class Eight – October 20

**Thematic:**
- Secularity and the Construction of Knowledge
- Interdisciplinarity & Spirituality

**Reading/Viewing/Listening:**

FOURTH CRITICAL RESPONSE can be submitted (flexible deadline until Nov. 15)

Thematic:

- Environmental and Cognitive Justice
- Role of the More-than-Human World in Enactments of Knowledge and Consciousness: Interdisciplinary Grounds and Implications

Reading/Listening/Viewing:


- David Suzuki, “Why It’s Time to Think about Human Extinction,” interview with Kervin Rae, Dec 16, 2018, https://www.youtube.com/watch?v=ktnAMTmgOX0


- Laurie Sarkadi, “‘Listen to What the Land Wants, Listen to What the Lake Wants, Listen to What the Animals Want’: How the Sahtu’ine Dene of Deline created the North West Territories’ Ts’u T’ine Biodiversity Reserve, the UN’s first such UNESCO site to be managed by an Indigenous community,” Canadian Geographic, Jan/Feb 2017, 34-49.


- Damian Carrington, “‘Climate apartheid’: UN expert says human rights may not survive,”
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### Class Ten - November 3
Collaborative Projects 1 and 2

### Class Eleven – November 10
Collaborative Projects 3 and 4

### Class Twelve – November 17
Potential Guest Panel Dialogue and/or Student Focused Seminar

- UBC and Broader Community Panel and Discussion. Ideas for speakers are welcome from the class community.
- Student-led and student-focused discussion regarding Interdisciplinarity, Methodology, and Research

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7. Erica Fernadez - ¡Si, Se Puede! Yes, We Can! | Bioneers, April 1, 2015, [https://www.youtube.com/watch?v=Tq9EbHOVub8](https://www.youtube.com/watch?v=Tq9EbHOVub8)
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<tr>
<th>Class Thirteen – November 24</th>
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<tr>
<td>Student-Directed Open Seminar</td>
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<td>Opportunity for everyone to bring forward elements they would like to explore further with others</td>
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<tr>
<th>Class Fourteen – December 1</th>
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<tr>
<td><strong>Thematic:</strong> Bringing Interdisciplinary Explorations Home</td>
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<td>Open-ended sharing in relation to each person’s journeying during the course and their experiences and insights, within the context of the INDS 502E learning community as well as broader fabrics of life, thinking and engagement</td>
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