



Course Title: “Making Sense of our Pandemic Lived Experiences” - EDU 7150 HC00

Professor: Dr. Rebecca Lloyd

Coordinates: rlloyd@uOttawa.ca

Dates: Jan 13-April 7 2021 (Reading week Feb 14-20)

Classes: Wednesday evenings 5:30-8:20pm

Location: online synchronous course via zoom (link will be on BrightSpace)

Office Hours: Wednesdays 2:30-3:30pm via Zoom <https://uottawa-ca.zoom.us/j/93478512168?pwd=NTIMTGNVSS8ySmRzay8xb3ZLOS9FUT09>

Course Description:

Phenomenology is a research methodology oriented toward meaning making. This special topic course will provide a backdrop of historical and present-day phenomenological texts that will serve as a guide to make sense of our individual and collective Covid-19 pandemic lived and living experiences. Students will be encouraged to express themselves in multimodal ways from descriptive and interpretive writing to poetry, movement and/or video compilations.

Course Objectives:

- To learn about the broad field of phenomenology and the many ways it may be performed, experienced and understood
- To become inspired by historic and present-day phenomenological scholars to make sense of our pandemic experiences
- To experiment in multi-modal ways of expressing our pandemic experiences.
- To engage in the process of preparing a phenomenology-inspired expressive paper which may include poetic text, video, and/or pod casts.

Course Philosophy and Structure:

The philosophy of this course is premised on a participatory approach to learning. This means that the more you prepare to engage with your course professor and peers by doing the readings in advance of each class, the more you will benefit from what this course has to offer. Links to flipgrid (<https://info.flipgrid.com/>) a software program which enables you to submit a 1.5 minute reflection on the weekly readings will be posted each week. You are invited to share what stood out from the articles you read and 1-2

questions you wish to discuss with your peers. Each class will begin by viewing these video submissions as a class.

You are also encouraged to submit your final paper for publication consideration in the uOttawa Education review journal. Here is some information about the journal: <https://education.uottawa.ca/en/research/educational-review> . If there is enough interest, I will complete a proposal to guest edit a special issue related to the pandemic. N.B. The proposal needs to be submitted to the research committee prior to Feb 1st.

Assignments and Evaluation Methods

1) Feb 10th: Plan for Paper - 20%

- Describing your pandemic topic of inquiry
- Describing the process of formulating of 1-4 phenomenological questions
- Outlining preferred ways to generate data, i.e., through text, art, poetry, song, spoken verse, dance, photography videography, blogging, journaling, etc.
- Annotated biography of 3-6 phenomenological readings that will support your inquiry

2) a. March 10: Polished Draft for Publication Consideration - 25%

b. March 10: Peer Review of 2 Papers - 10%

3) April 7: Final Presentation & Paper for Publication Consideration (summarize edits & revisions in a cover letter) – 30%

4) April 7: Class Engagement – Submit a 1-2 page summary of what you gained from a minimum of 3 of your and 3 your peer’s (6 total) Flipgrid submissions – 15%

Rubric for Assignment 1

Grade	Expectations
C range	<ul style="list-style-type: none"> ✓ Identifies topic, plan, & questions ✓ lists at least 3 phenomenology articles with a brief annotation
B range	All of the above plus: <ul style="list-style-type: none"> ✓ Demonstrates a preliminary understanding of phenomenology ✓ Considers others’ ideas and opinions with APA style citations and referencing ✓ Adequately organizes paper with headings ✓ Reasonably expresses ideas through a descriptive account ✓ Correct spelling
A- to A	All of the above plus: <ul style="list-style-type: none"> ✓ Demonstrates a critical & creative understanding of phenomenology
A+	All of the above plus: <ul style="list-style-type: none"> ✓ Demonstrates an Exceptional Understanding of Phenomenology

Rubric to Guide the Peer and Professor Marking of 2a & 3

Grade	Expectations
C range	<ul style="list-style-type: none"> ✓ Cites at least 3 peer-reviewed phenomenology articles ✓ Poses at least 1 question that is phenomenological in nature ✓ Answers the question(s) through living the research question (i.e., presents evidence of a journal, video documentation, art, etc.)
B range	<p>All of the above plus:</p> <ul style="list-style-type: none"> ✓ Demonstrates an understanding of phenomenology ✓ Readings sensibly incorporated into arguments/ experiences ✓ Considers others' ideas and opinions with APA style citations and referencing. ✓ Adequately organizes paper with headings ✓ Reasonably expresses ideas through a descriptive account ✓ Correct spelling
A- to A	<p>All of the above plus:</p> <ul style="list-style-type: none"> ✓ Demonstrates a critical and creative understanding of phenomenology ✓ Appropriately articulates phenomenological research questions ✓ Effectively expresses the inquiry through a well-organized, descriptive account.
A+	<p>All of the above plus:</p> <ul style="list-style-type: none"> ✓ Demonstrates potential to make a unique contribution to the literature ✓ Draws the reader into the paper through an engaging expression of ideas ✓ Shows evidence that the paper is of publishable quality

Rubric to Guide the Marking of 2b (Peer Review Feedback)

Grade	Expectations
C range	<ul style="list-style-type: none"> ✓ Cites at least 2 strengths & 2 areas to improve
B range	<p>All of the above plus:</p> <ul style="list-style-type: none"> ✓ Formulates a question that encourages thoughtful reflection
A- to A	<p>All of the above plus:</p> <ul style="list-style-type: none"> ✓ Suggests a resource/ paper that is relevant.
A+	<p>All of the above plus:</p> <ul style="list-style-type: none"> ✓ Formulates feedback in a way that inspires the peer

Rubric to Guide the Marking of Assignment 4 – Flipgrid

Grade	Expectations
C range	<ul style="list-style-type: none"> ✓ Cites at least 6 Flipgrid installments
B range	<p>All of the above plus:</p> <ul style="list-style-type: none"> ✓ Formulates a thoughtful response
A- to A	<p>All of the above plus:</p> <ul style="list-style-type: none"> ✓ Raises a critical/creative perspective
A+	<p>All of the above plus:</p> <ul style="list-style-type: none"> ✓ Reflection is of publishable quality

Course Plan & Readings

Date	Topics & Readings – To access hyperlinks please login to your uOttawa library account	Activities & Assignments
Jan 13	<p>Welcome & Overview of Phenomenology van Manen, M. (2016). Chapter 5 Strands & Traditions. <i>Phenomenology of practice: meaning-giving methods in phenomenological research and writing</i>. Routledge. https://doi.org/10.4324/9781315422657</p> <p>Adams, C. & van Manen, M. (2017). Teaching Phenomenological Research and Writing. <i>Qualitative Health Research</i>, 27(6), 780–791. https://doi.org/10.1177/1049732317698960</p> <p>Pandemic Life Arriola, T. (2020). Scenes from Everyday Life in the Northern Mariana Islands during the COVID-19 Pandemic. <i>Oceania</i>, 90, 41–46. https://doi.org/10.1002/ocea.5264</p> <p>Snowber, C. (2020). DanceSong. Dance, movement & spiritualities, 7(1&2), 27-34. [Lost lips of listening is a danced poem which is part of a larger article entitled, "Dancesong" by Celeste Snowber].</p>	<p>Sharing what brought us to this course</p> <p>Reviewing Rationale for Assignments & Readings</p> <p>Sharing Past Experiences with Academic Writing</p> <p>Overview of Phenomenology</p>
Jan 20	<p>Making Sense of Everyday Life <i>Flipgrid:</i> https://flipgrid.com/4cc12882</p> <p>Saevi, T. (2020). Editorial: Phenomenological Research is Existential. <i>Phenomenology & Practice</i>, 15(2), 1-4.</p> <p>Makovichuk, L. A. (2020). Phenomenology of the Parent-Child Goodbye on the First Day of School. <i>Phenomenology & Practice</i>, 15(2), 39-51.</p> <p>Thompson, T. (2007). Finding Ourselves in a Predicament: Now What Do I Do? <i>Phenomenology & Practice</i>, 1(1). https://doi.org/10.29173/pandpr19807</p> <p>Clarke, M. (2017). Ineffable Experiences: Memories of Breathing (Chapter 10). In M. van Manen <i>Writing in the dark: phenomenological studies in interpretive inquiry</i> (pp. 137-153). Routledge. https://doi.org/10.4324/9781315415574</p>	<p>Sharing Everyday Pandemic Experiences – e.g., <i>working from home, relationship with pet, grocery shopping, waiting in a line, caring for a loved one, lockdown, isolation, etc.</i></p>
Jan 27	<p>Art & Phenomenology <i>Flipgrid:</i> https://flipgrid.com/c9de07e6</p> <p>Goble, E. (2019). Editorial: On the Primacy of Language in Phenomenological Research. <i>Phenomenology & Practice</i>, 13(1), 2–6. https://doi.org/10.29173/pandpr29370</p>	<p>Wonder in Everyday Photography- bring up to 3 pictures of your everyday life to share & discuss</p> <p>Meditative Art</p>

	<p>Gosetti-Ferencei, J. (2020). Life as a work of art: The existential need for creativity. In <i>On Being and Becoming: An Existentialist Approach to Life</i>. (pp. 278-291) Oxford University Press USA - OSO.</p> <p>Biley, G. (2007). Lifeworld, the arts and mental health nursing. <i>Journal of Psychiatric and Mental Health Nursing</i>, 14(8), 800–807. https://doi.org/10.1111/j.1365-2850.2007.01196.x</p>	<p>Making: bring water colour paints/ food colouring & water & paper to class</p>
Feb 3	<p>Writing, Language & Poetry: Flipgrid: https://flipgrid.com/1a1e77ad</p> <p>van Manen, M. (2017). Writing Phenomenologically (pp. 1-8). In <i>Writing in the dark: phenomenological studies in interpretive inquiry</i>. Routledge. https://doi.org/10.4324/9781315415574</p> <p>Leggo C. (2020) In Defence of the Quotidian: Poetry and Life Writing. In: Bussey M., Mozzini-Alister C. (eds) <i>Phenomenologies of Grace</i>. Palgrave Macmillan, Cham. https://doi-org.proxy.bib.uottawa.ca/10.1007/978-3-030-40623-3_12</p> <p>Wiebe, S. (2018). Curriculum as playlist: Responses of synopsis and expansion. <i>Journal of Curriculum and Pedagogy</i>, 15(1), 58–105. https://doi.org/10.1080/15505170.2018.1437578</p> <p>Williamson, A. (2018). Falling in Love with Language. In Fraleigh, S. (Ed.). <i>Back to the Dance Itself: Phenomenologies of the Body in Performance</i> (pp. 78-98). University of Illinois Press. https://doi.org/10.5406/j.ctv80cb20</p>	<p>Playing with the Poetics of Prose – come to class with 3 verbs & 3 adverbs that relate to your everyday life</p>
Feb 10	<p>Methodological Considerations & Inspirations</p> <p>Manen, M. (1997). From Meaning to Method. <i>Qualitative Health Research</i>, 7(3), 345–369. https://doi.org/10.1177/104973239700700303</p> <p>Adams, C. (dir.) & Goble, E. (2014). Research methodologies: Phenomenology, a short video interview with Dr. Max van Manen [Video file]. Available: https://vimeo.com/438982668/1040f13685 (65 minutes)</p> <p>Sheets-Johnstone, M. (2020). Performing Phenomenological Methodology. In L. Cull & A. Lagaay. <i>The Routledge companion to performance philosophy</i> (1st. ed.). (pp. 195-203) Routledge. https://doi.org/10.4324/9781003035312</p> <p>van Manen, M. (2016). Conditions for the Possibility of Doing Phenomenological Analysis (<i>Chp 10, pp. 297-310</i>).</p>	<p>Assignment 1 due: Paper Plan (20%)</p>

	<p><i>Phenomenology of practice : meaning-giving methods in phenomenological research and writing</i>. Routledge. https://doi.org/10.4324/9781315422657</p>	
Feb 17	Reading week – no class	
Feb 24	<p>Moving & Being Moved Flipgrid: https://flipgrid.com/7132ab00</p> <p>Sheets-Johnstone, M. (2018). Why Kinesthesia, Tactility and Affectivity Matter: Critical and Constructive Perspectives. <i>Body & Society</i>, 24(4), 3–31. https://doi.org/10.1177/1357034X18780982</p> <p>Fraleigh, S. (2015). Dance Maps: A Guide for Dance Experiences. In <i>Moving Consciously Somatic Transformations through Dance, Yoga, and Touch</i> (pp. 213-226). University of Illinois Press.</p> <p>Smith, S. J. (2007). The first rush of movement: A phenomenological preface to movement education, <i>Phenomenology and Practice</i>, 1(1), 1-13. doi: 10.29173/pandpr19805</p>	<p>Movement Experience Activity Memory: Mapped by Kelly – p222.</p>
March 3	<p>Sensing Community Flipgrid: https://flipgrid.com/9fced685</p> <p>Smith, Stephen. “Vital Powers: Cultivating a Critter Community.” <i>Phenomenology & practice</i> 12.2 (2018): 15–27.</p> <p>Churchill, S. D. (2016). Resonating with meaning in the lives of others: An invitation to empathic understanding. In C. T. Fischer, L. Laubscher, & R. Brooke (Eds.), <i>The qualitative vision for psychology: An invitation to a human science approach</i> (pp. 91–116). Duquesne University Press.</p> <p>Lingis, A. (2000). To Die with Others. <i>Diacritics</i>, 30(3), 106–113. https://doi.org/10.1353/dia.2000.0020</p>	<p>Sensing & Sharing Moments of Connection in Everyday Pandemic Life</p>
March 10	<p>Peer Review done LIVE in Class—An Opportunity to Improve Your Writing & the Writing of Others.</p> <p>2a) Submit first draft of paper for peer review to professor and a minimum of 2 peers prior to class (see rubric) – 25%</p> <p>2b) During class time you will give encouraging & helpful feedback to 2 peers (see rubric) – 10%</p>	<p>Assignments: First Draft of Paper (25%)</p> <p>Peer Review of 2 Papers (10%)</p>
March 17	<p>Intimacy Flipgrip: https://flipgrid.com/9e380adb</p>	<p>Pandemic Isolation & Longings</p>

	<p>Snowber, C. N. (2006). A curriculum of longing. <i>Journal of Curriculum Theorizing</i>, 22(1), 79+. https://link.gale.com/apps/doc/A145340056/AONE?u=otta77973&sid=AONE&xid=ccf695c1</p> <p>Jacobs, N. (2019). The Phenomenology of the First Date after Connecting Online. <i>Phenomenology & Practice</i>, 13(1), 42–51. https://doi.org/10.29173/pandpr29374</p> <p>Lingis, Alphonso. “Seduction.” <i>The Humanistic psychologist</i> 40.1 (2012): 109–114.</p>	
March 24	<p>Pedagogy Flipgrid: https://flipgrid.com/83746114</p> <p>Smith, S. (2013). Caring Caresses and the Embodiment of Good Teaching. <i>Phenomenology & Practice</i>, 6(2), 65–83. https://doi.org/10.29173/pandpr19862</p> <p>Bredmar, A. (2020). Developing Sensitive Sense and Sensible Sensibility in Pedagogical Work: Professional development through reflection on emotional experiences. <i>Phenomenology & Practice</i>, 14(1), 57–72. https://doi.org/10.29173/pandpr29398.</p> <p>van Manen, M. (2016). The nature of tact (Chapter 6, pp. 125-147) In <i>The tact of teaching: the meaning of pedagogical thoughtfulness</i> . Routledge. https://doi.org/10.4324/9781315417134</p> <p>van Manen, M. (2017). Seeing Children Pedagogically (pp. 23-28). In <i>The tone of teaching: the language of pedagogy</i> (Second edition.). Routledge. https://doi.org/10.4324/9781315416977</p>	<p>Course evaluation this week</p> <p>Sharing Pandemic Learning Experiences</p>
March 31	<p>Debates in Phenomenology Flipgrid: https://flipgrid.com/203c8534</p> <p>van Manen, Max (2017). “But Is It Phenomenology?” <i>Qualitative Health Research</i>, 27(6), 775–779. https://doi.org/10.1177/1049732317699570</p> <p>Zahavi, D. (2020). The practice of phenomenology: The case of Max van Manen. <i>Nursing Philosophy</i>, 21(2), e12276–n/a. https://doi.org/10.1111/nup.12276</p> <p>Halling, S. (2020). Phenomenology as fidelity to phenomena: Moving beyond the Van Manen, Smith, and Zahavi debate. <i>The Humanistic Psychologist</i>. https://doi.org/10.1037/hum0000195</p>	<p>Sharing perspectives</p>
April 7	<p>Presentations of Final Paper (order to be determined in class)</p>	<p>FINAL PAPER & PRESENTATION 30% Flipgrid summary of 6 installments – 15%</p>

Extra Readings that May Interest You

- Braude, H. (2015). [Radical Somatics](https://doi.org/10.5406/illinois/9780252039409.003.0007). In *Moving Consciously*. University of Illinois Press.
- Embree, L. (2011). [Seven Epochēs](https://doi.org/10.29173/pandpr19848). *Phenomenology & Practice*, 5(2), 120–126.
- Halling, S. (2014). [The Phenomenon as Muse: On Being Open to “Friendly Invasion.”](https://doi.org/10.2989/IPJP.2014.14.1.5.1237) *Indo-Pacific Journal of Phenomenology*, 14(1), 1–10.
- Howard, H. (2012). [Pandemic and Pedagogy: Elementary School Teachers’ Experience of H1N1 Influenza in the Classroom](https://doi.org/10.29173/pandpr19852). *Phenomenology & Practice*, 6(1).
- Jager, B. (1998). [Human subjectivity and the law of the threshold: Phenomenological and humanistic perspectives](https://doi.org/10.29173/pandpr19852). In R. Valle (Ed.), *Phenomenological inquiry in psychology* (pp. 87-109). New York: Plenum.
- Keen, E. (2003). [Doing Psychology Phenomenologically: Methodological Considerations](https://doi.org/10.1080/08873267.2003.9986932). *The Humanistic Psychologist*, 31(4), 5–33.
- Keen, E. (2012). [Keeping the Psyche in Psychology](https://doi.org/10.1080/08873267.2012.642218). *The Humanistic Psychologist*, 40(3), 224–231.
- Leggo, C. (2019). [Living Love Confessions of a Fearful Teacher](https://doi.org/10.1080/08873267.2019.1642218) (pp. 50-66). In C. Leggo, R. Irwin, E. Hasebe-Ludt, & A. Sinner. *Storying the world: the contributions of Carl Leggo on language and poetry*. Routledge.
- Lingis, Alphonso (1994) [The Community of Those Who Have Nothing in Common](https://doi.org/10.1080/08873267.2012.642218). Bloomington: Indiana University Press **Kindle Edition – \$9.99**
- Lloyd, R. & Smith, S. (in press). A Practical Introduction to Motion-Sensing Phenomenology, *Revue phénEPS-PHENex Journal*, 11(2).
- Melle, U. (2005). [Edmund Husserl: from reason to love](https://doi.org/10.1080/08873267.2012.642218). In D. Welton & G. Zavota (Eds.), *Edmund Husserl: critical assessments of leading philosophers* (Vol. V, pp. 119–139). London and New York: Routledge.
- Sartre, J. (1970). [Intentionality: A Fundamental Idea of Husserl’s Phenomenology](https://doi.org/10.1080/00071773.1970.11006118). *JBSP. Journal of the British Society for Phenomenology*, 1(2), 4–5.
- Segal, N. (2020). [Touching and Not Touching: The Indirections of Desire](https://doi.org/10.1080/00071773.1970.11006118). In A. Pavoni, C. Nirta, A. Philippopoulos-Mihalopoulos, & D. Mandic, D. (Eds.). (pp. *Touch*. University of Westminster Press.
- Sheets-Johnstone, M. (2014). [Thinking in Movement: Response to Erin Manning](https://doi.org/10.1177/1357034X14547395). *Body & Society*, 20(3-4), 198–207.
- Snowber, C. (2020). [Fragments of the Body, Landscape, and Identity: A Dancer/Poet’s Terroir](https://doi.org/10.1177/1357034X14547395). In Lyle, E. (2020). *Identity landscapes: Contemplating place and the construction of self* (69-82).

Faculty of Education Course Policies

Attendance

Attendance at all classes and small group seminars is compulsory. You are also expected to be punctual. If you are unable to attend class, please inform the instructor in advance and arrange at time to hand in any work due on that day. If you need to leave before the class is over, please inform the professor in advance.

Grading

This course follows the marking scheme specified by the Faculty of Graduate Studies:

90-100%	A+	10	Outstanding
85-89%	A	9	Excellent
80-84%	A-	8	Excellent
75-79%	B+	7	Very Good
70-74%	B	6	Very Good
65-69%	C+	5	Good
<i>All grades below "C+" are failing grades for graduate students</i>			
60-64%	C	4	

Late Policy

Submission of late assignments requires my prior consent. In all other cases, except on the basis of documented medical or compassionate grounds (e.g., serious illness or a death in the immediate family), I will take 5% off for each day late up to a maximum of 50% of the total value of the assignment. Assignments that are still outstanding at the time I am required to submit final marks for the course will receive a grade of zero.

Academic Integrity and Fraud

The University of Ottawa's regulations concerning academic fraud as stated in the regulations of the Faculty of Graduate and Postdoctoral Studies apply in this course (see <http://web5.uottawa.ca/mcs-smc/academicintegrity/regulation.php>).

Plagiarism is one type of academic fraud. A student found guilty of committing plagiarism will be subject to sanctions, which range from receiving a mark F for the work in question to being expelled from the University, and even the revocation of a degree, diploma, or certificate already awarded. For more information about University regulations related to plagiarism and other types of academic fraud, please see the section entitled "Academic Fraud" in the Faculty of Graduate and Postdoctoral Studies Calendar. For useful guidelines to help you avoid plagiarism, please consult the following web page: <http://web5.uottawa.ca/mcs-smc/academicintegrity/tools.php>

Resources in case of sexual violence:

The University of Ottawa will not tolerate any act of sexual violence. This includes acts such as rape and sexual harassment, as well as misconduct that take place without consent, which includes cyberbullying. The University, as well as various employee and

student groups, offers a variety of services and resources to ensure that all uOttawa community members have access to confidential support and information, and to procedures for reporting an incident or filing a complaint. For more information, please visit the [website](#).