

## **Consumption | Individual communication**

### **PP - (21167) - SENSORY LAND-BASED FIELDWORK: DISRUPTING COLONIAL AMNESIA AND FEELING ENVIRONMENT**

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#### **Background and objectives**

We offer a sensory land-based fieldwork as a pedagogical strategy for embodied learning in relationship to the land. This fieldwork education seeks to both destabilize colonial futurity regarding the land within settler-colonial contexts, as well as develop person-land relationships amongst learners.

#### **Process and methods (for empirical research)**

We share a short five minute film containing spoken word instructions for the fieldwork as well as five sensory land-based stories. These sensory stories reflect and respond relationally to the land in mediums the students chose for themselves; combining spoken word poetry, photography, soundscapes, narration, watercolour painting, and beading (a traditional Indigenous art form).

#### **Main results (or main arguments in the case of critical reviews)**

This fieldwork education process provoked students to sensorily experience, recognize, and reflect on “settler emplacement” within their bodies, senses, and histories; pursuing calls for settlers to “un-settle their senses of self and relationship to place” (Morgensen, 2009, p. 158) and environment. Centering the settlement of land and Indigenous history within this fieldwork, recognizes that decolonization and sustainability is a process that troubles settler private ownership and extractive land development, and accordingly, seeks to redresses Indigenous land sovereignty and heal relationships with the land. We locate this fieldwork within land-based education that provokes recognition of the land as Indigenous, as well as situating settler colonialism as an ongoing process of land territorialization and exploitation. Sensory fieldwork within the context of land-based pedagogy induces colonization and environmental degradation to be deeply felt, embodied, and experienced through the senses.

#### **Implications for research and practice/policy | Importance and originality of the contribution**

This fieldwork education process provides possible avenues for fellow settlers, educators, allies, advocates, and accomplices to engage in reflexive pedagogical inquiry that destabilize assumptions and futurity regarding the land and environment, and as importantly, to question and trouble: the roles we inhabit in relationship to the earth and settler-colonialism.