

Time, Play
and the
Craft of knowing

encounter-blog.com

bafico.org

Judith Albrecht

Author	LAISTER, Judith
Title	Ästhetische Allianzen
Date Due	
Borrower's Name	
	im städtischen Raum. Übersetzungsmomente in relationaler Kunst und Kulturanthropologie Schlau 2024.

ning Absence (2021)

re Hoekstra

street

Ildikó

Plajás, I. (2023) Interfaces:
On the relationality of vision, face
and race... Social Studies of Science
53(6): 938-953.

ildikoplajas.com

K & ARTlife Film Collective
Graphic Articulations:
from collaborative work in an
Danish Film Collective,
Spherical Methodologies,
2021

Looking for Dante

exploring the 'Divine Comedy' in Print
from the 15th Century to Today

Wuon-bean Ho, Rebecca Bowen &
Simon Gilson

Introduction to
PLURIVERSAL
ANTHROPOLOGIES

SS20

Decide

Together
The Room

How to

Blocks of 3hr or 4hr sessions
Deeper in sessions together

Everyone gets TOP MARKS
if they do the work



L

SS20

SS20

Sensory Perceptions

salzt



changing perception of time

Learning as a full body experience

Breathing: Thinking and feeling

Multimodal Ethnography
Learning as a full body
experience and a multisensory
act...

Ingredients

Collective, Processual, Concrete,
Responsive, Thinking/feeling

Methods

- To make this multimodal offering you need a collective.
- Make sure your collective has humans, and more / other-than-humans.
- Mix them together to respond to a concrete task.
- Document the responses.
- Value and elevate the process.
- Prepare all of this with thought feeling.

CL4
R205
R20

Miranda

Mis glos, mis (cedera)

ACKNOWLEDGING
ANCESTORS
A1:1400W
A907000H13W

ENCOUNTER
CIRCULATION
KNOWLEDGE

Volter
Caminar

Relinquishing



Proprietary
Fiction

Teaching to Transgress
Relinquish Control &
The Politics of Inviting

storytellers

Scapes



mme multimodal ethnography

creation of time and space
in teaching mme

1. 3 qualities describing experience of sensory walk

WORDS	COLOR
1. silence	
2. trust & responsibility	
3. micro-interventions	

2. title for mme class

multimodal micro-interventions
for a gender responsible city

3. title → curriculum

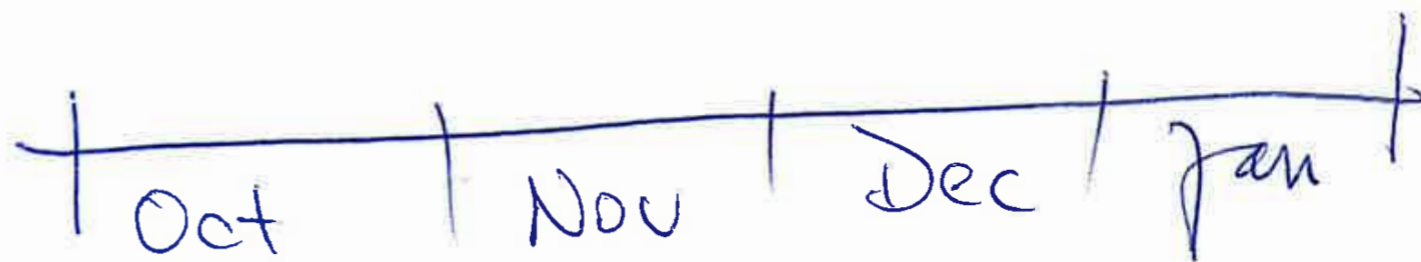
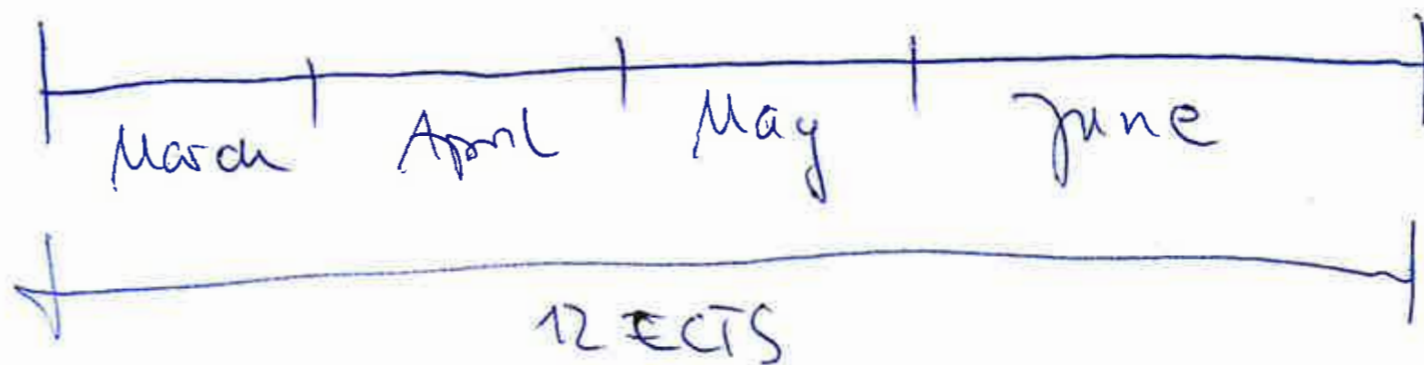
Studienprojekt!
Wien ↔ Graz

Curriculum Graz a. Vienna

Term I March - June

Term II October - January

	Teacher I	Teacher II
Term I	8 ECTS project	4 ECTS Theory
Term II	8 ECTS project	4 ECTS practice



Learning

Otherwise

ORANGE: MA

GREEN: BA

ORANGE: MA

EASA multimodal ethnography Zine workshop 15.5.2025
Task Cards

1. REFERENCING
You have published work in the field of multimodal ethnography—whether in the form of text, film, photography, performance, painting, printing or other ways.
Which of your publications could serve as inspiration for teaching mme collaboratively?
Take a pink or white index card and write down the bibliographical reference of one of your publications that you would like to include in the teaching of mme.

2. IDENTIFYING
Yesterday, you participated in a sensory walk in pairs. One person was blindfolded while the other acted as a guide, leading them through the city.
>>If you didn't take part in the sensory walk think about another explorative method of sensory ethnography that you have experienced.<<
How can we create time and space for these kinds of experiences in collaboratively teaching mme?
1. Identify three qualities that describe your experience and pair each with a color that amplifies it.
2. Create a title for a mme class that reflects this experience and allows for its explanation and analysis.
3. Select one of the existing course descriptions from the board. Add your newly created title to it and integrate it into your Zine page in a way that resonates with your sensory walk experience.

Multimodal Ethnography: Learning as a freebody experience and a multisensual act...
1 Semester Methods

How to Co-create conditions for life in equity each semester
cumulative 5 ECTS

ACKNOWLEDGING ANCESTORS
teaching multimodal anthropology to transgress.

Introduction to Pluriversal Anthropologies
2 Semesters
24 ECTS

Documenting sensory perceptions of field experience
1 semester
12 ECTS

multimodal micro interventions for a gender equal #city
BA TUA
interdisciplinary 24 ECTS / 2 sem.

TRANSFORMATIVE ethnography
12 ECTS
1 semester

BEYOND VISION
Theory AND Practice AND Play

3. IMAGINING
Judith and Tomás provided us with insights into the possibilities and challenges of evaluating mme.
Which evaluation method would best suit the class you envisioned in Session 1, your newly imagined class?
1. Form a group of two (for instance with someone who selected the same course description for session 1 task).
2. Collaboratively create a Zine page about the goal an approach of your evaluation method (e.g. actors involved and their relation, temporalities, media modalities etc.), using the materials available.

4. ASSEMBLING
We have developed a set of new courses for teaching mme together, along with several modes of evaluation.
How do they relate to one another?
1. Write the title of your course on a post-it note.
2. One participant places their post-it on the page, providing a brief explanation of its position (e.g. in the center, at the edge, in a corner, etc.).
3. The next participant places their post-it in relation to the first one and describes the relationship (e.g. complementary, in-depth learning, sequential, temporary, variation of, repetition of, etc.).
4. Continue this process with each participant.

Documenting a field experience



Looking
building
up trust
Participating
Giving
back

Waiting

Listening
back



Course Manual
VISUAL ANTHROPOLOGY
ETHNOGRAPHIC RESEARCH AS MULTIMEDIA PRACTICE
2024-2025

derive

joy of
creativity →
drives
actors →
ECTS
seminars
concentration

curating
trust building
time EXPANDING

How to
co-create conditions
for life in equity

Anthropology and Performance
Institut für Kulturanthropologie und Europäische Ethnologie
LV-Nr. 517.089
Course lecturer: Caroline Gatt (caroline.gatt@uni-gzaz.at)

Introduction: Performance and performativity
Ethnographic Performance
Performance and Politics
Performance and Ritual
Research as Performance
Performative writing and reflection



examination BOARD



The teacher



när
ier



trans FORMative

The main aim of the course is to make you familiar with practical aspects and the theoretical discussions underlying multimodal ethnography.

ethnography

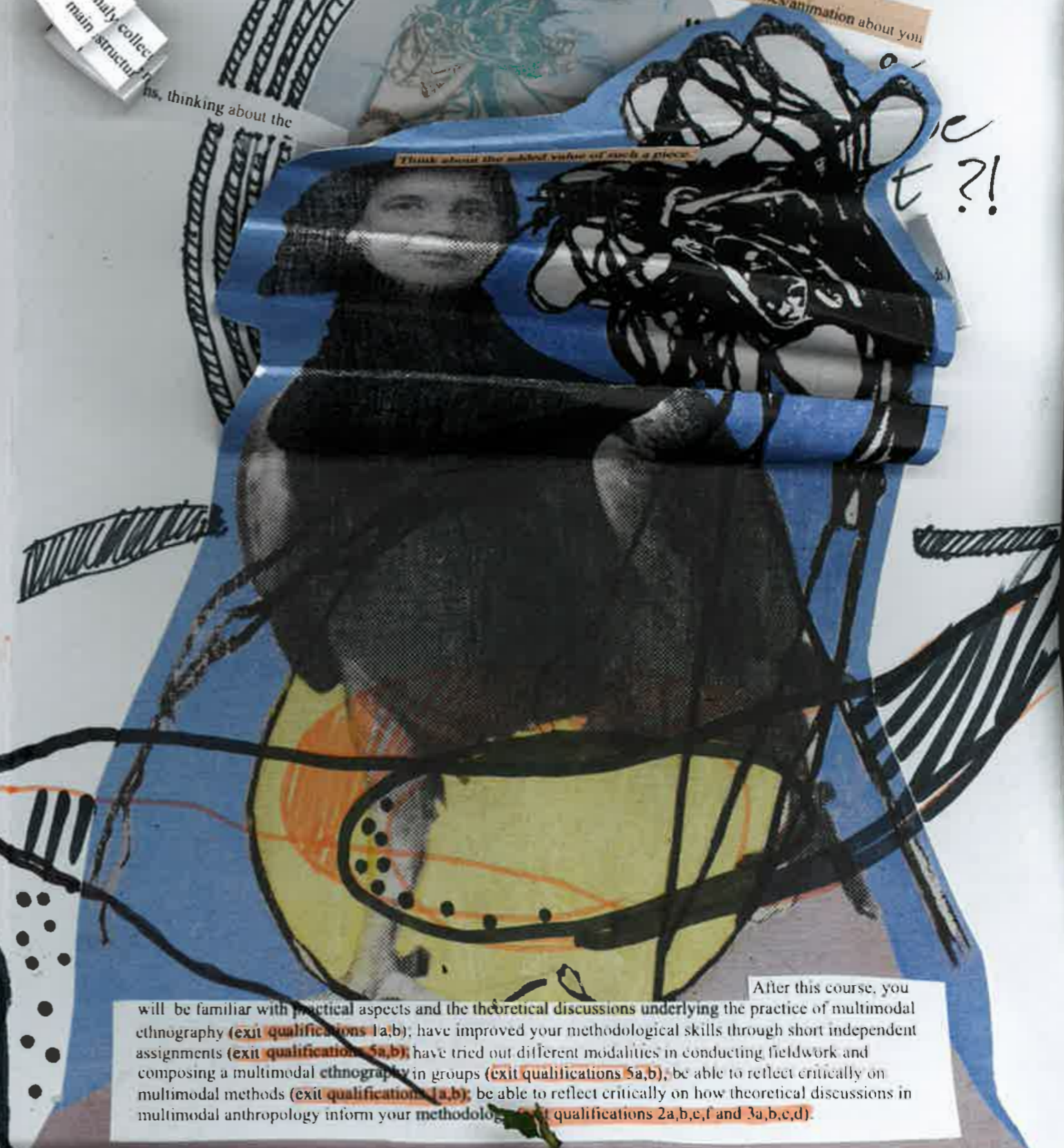
Analyse collect main structures

ns, thinking about the

Make a short drawing, comics/animation about you topic.

Think about the subject value of such a piece

die t?!



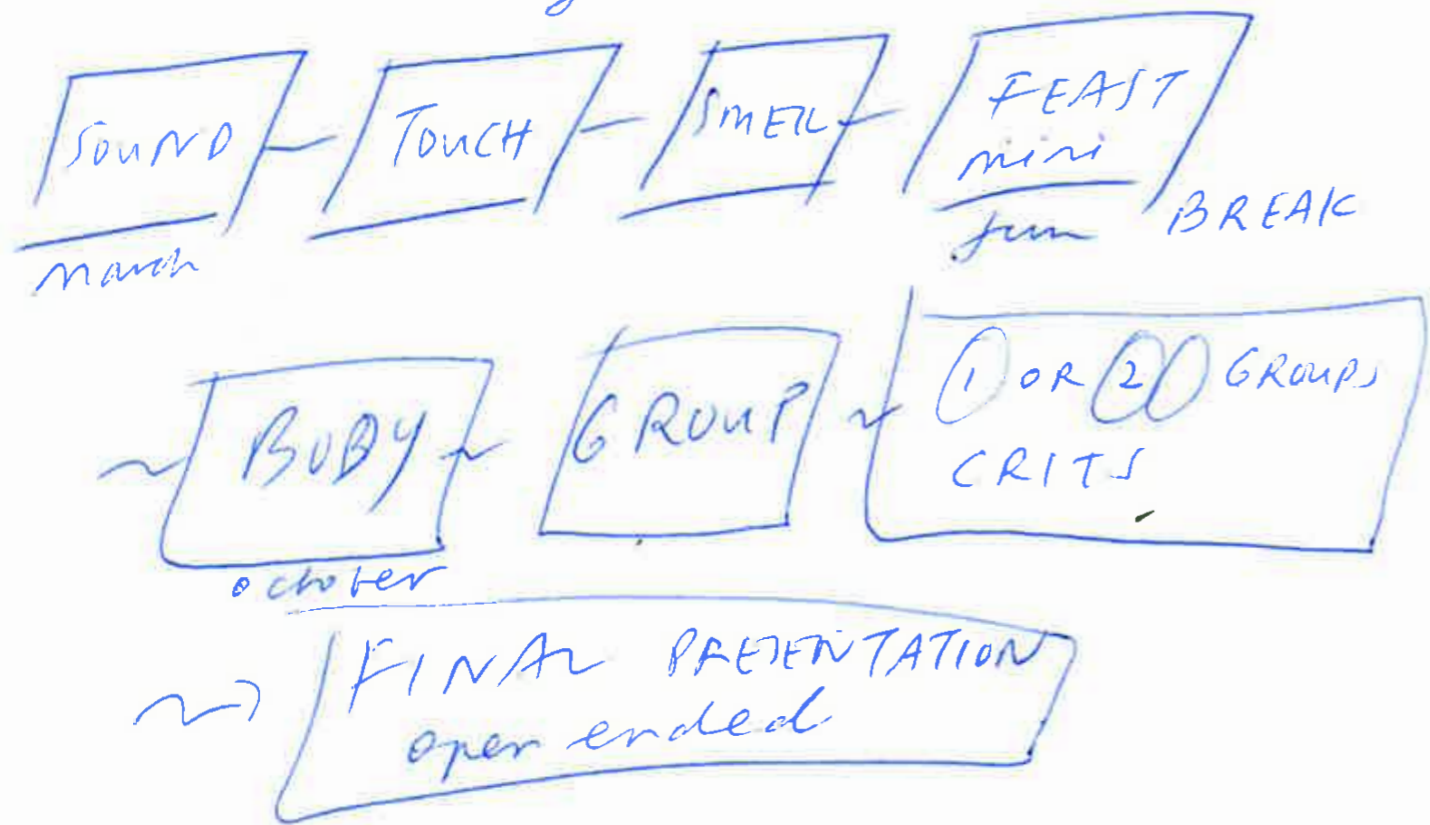
After this course, you will be familiar with practical aspects and the theoretical discussions underlying the practice of multimodal ethnography (exit qualifications 1a,b); have improved your methodological skills through short independent assignments (exit qualifications 5a,b); have tried out different modalities in conducting fieldwork and composing a multimodal ethnography in groups (exit qualifications 5a,b); be able to reflect critically on multimodal methods (exit qualifications 1a,b); be able to reflect critically on how theoretical discussions in multimodal anthropology inform your methodology (exit qualifications 2a,b,e,f and 3a,b,c,d).

Interdisciplinary class

'BEYOND VISION'

: how to express the significant experience
of senses in the city

- 1) PLAYFUL / value systems / games
- 2) SENSES / BLOCKS of subject each 2-3 weeks long



3) 1 YEAR-LONG - 12 ECTS

4) Team teaching

