

ENVS 193 CR: FIELD SEMINAR IN COMMUNITY AND PERSONAL RESILIENCE

Spring 2019, Fridays 12:30 - 3:20 p.m., Bren 4016*

This is a dark time, filled with suffering and uncertainty. Like living cells in a larger body, it is natural that we feel the trauma of our world. So don't be afraid of the anguish you feel, or the anger or fear, because these responses arise from the depth of your caring and the truth of your interconnectedness with all beings.

— Joanna Macy

Instructor: Summer Gray, Assistant Professor of Environmental Studies

Office Hours: Mondays 2:00 - 3:00 p.m. (and by appointment), Bren 4027

Link for Appointments: See Gauchospace

Email: summer_gray@ucsb.edu

Peer Mentor: Elvia Cruz-Garcia, co-creator of Making Adventure Possible for All Students

Email: ecruzgarcia@ucsb.edu

COURSE DESCRIPTION

Welcome! This course offers a meaningful introduction to community and personal resilience through collective problem-solving, transformative action, and experiential outdoor education. It draws on pedagogies, research, tools, and practices from multiple sources, including the work of Joanna Macy, adrienne maree brown, community resilience leaders, and organizations whose efforts are a source of inspiration, vision, analysis, and knowledge.

Structured as a field seminar, 193CR is designed to push the boundaries of what constitutes a “field” (gathering from sociological insights on field theory and the built environment and moving beyond to acknowledge the interconnectedness of all beings). Lessons will take place both on and off campus, exploring readings and activities related to ecological crisis, social equity, intersectionality, and regenerative economy. The course format emphasizes experiential learning through a cycle of action, reflection, and analysis of the underlying patterns, beliefs, structures, systems and conditions that give rise to the social and environmental crises we face. This capacity helps us to comprehend the forces at play and develop strategic interventions to affect systemic change, allowing us to build resilience and co-create a life-sustaining society.

We will engage in critical reflection after every activity as a way to harvest the collective insights of the group and identify potential applications for community resilience, leadership and future action. Together, we will bring new perspectives, struggles, and voices into dialogue with environmental problems and visions for the future by engaging with the work of local groups.

* Some meetings will take place off campus and outside of class time. See schedule for more details.

OVERNIGHT TRIP

There will be a three day field trip during the weekend of May 3-5 (2 nights) at Sage Hill Campsite in the Los Padres National Forest (approximately 30 minute drive from campus). Students will work with Elvia to help organize this trip. MAPAS has access to a supply of 25 tents and sleeping bags for those who do not own their own equipment. A sign-up list for gear will circulate in weeks 2 and 3.

LEARNING OUTCOMES

Upon completion of this course, successful students will:

- Understand some of the basic social and environmental dimensions of sustainability, community resilience efforts, and climate destabilization
- Practice tools for personal resilience and inner awareness that will support deeper and more effective engagement with environmental problems
- Understand how to apply social narratives that motivate and engage people with climate issues
- Identify spheres of influence, potential action steps, and systems of peer support

READINGS

There are two books for this course:

- Daniel Lerch (Ed.), *The Community Resilience Reader: Essential Resources for an Era of Upheaval* (Washington D.C., Island Press, 2017).
- Joanna Macy and Chris Johnstone, *Active Hope: How to Face the Mess We're In without Going Crazy* (Novato, CA: New World Library, 2012).

All other readings will be available for download on Gauchospace.

OFFICE HOURS

To schedule an appointment, find the appropriate link on Gauchospace and sign up for a 15 minute slot (you may select more than one slot if more time is needed). You may also contact me directly at summer_gray@ucsb.edu to request a meeting.

EVALUATION AND GRADING

Resilience Portfolio (50%)

Attendance and participation is vital to this course. Throughout the duration of the course, you will create a body of work that will be gathered into a portfolio. This will include in-class assignments, reflection essays, interview notes, research, photographs, and creative projects. Each week, you will be given prompts and guidance on what to include. You will also have freedom to build your portfolio in a way that is unique to you and your journey. This might include supplementing materials with poetry, artwork, or short videos. At the end of the course,

you will be asked to submit your portfolio and present some of its contents as a poster or a meta-thinking essay based on your entries. Guidelines for posters and meta-thinking essays will be distributed no later than the sixth week of classes.

Book Review (20%)

You will be asked to write a short essay on one of the assigned books of no more than about 1000 words. *Do not* use your space to summarize the book. Beyond that, there is no set expectation for this review, other than to see you engage with the book, whether analytically and/or emotionally. Be sure to tell us the reasons for your views, and back them up with evidence, quotations, and reference to specific page numbers.

Beautiful Solutions Project (30%)

For your final project, you may elect to work individually or in a small group to research an organization that promotes Beautiful Solutions — “the most promising and contagious strategies for building a more just, democratic, and resilient world” — not already featured on the Beautiful Solutions website. You may also elect to work with an existing organization around a particular project, or work with others to co-create a movement by developing a mission statement and hosting a launching event. For your final product, you can produce a report, a creative film project (three to five-minutes of original footage), or an event that showcases your group’s work. Creative projects must be accompanied by a written narrative of three pages. If working in a group, a description of contributions from each member of the group (no less than 250 words) is also required.

Creative Share (encouraged)

In the spirit of co-creating a generative and transformative space together, we also want to create opportunities for creative expression and sharing. You will be invited to volunteer individually or in pairs for creative shares throughout the course. A creative share can be a poem, a song, a dance move, a story, a group icebreaker or game (not to exceed 5 minutes).

Format and Submission Guidelines

For assignments and activities completed *in class*, you must retain a hard copy for your resilience portfolio. I recommend taking photographs or scans of in-class work as a backup. Book reviews and Reflection Essays must be submitted online to Gauchospace as a Word or pdf file on the date and time the assignment is due. The format guidelines for the book review and reflection essays is MLA format: 1” margins all around, 12 point size, Times New Roman font, double-spaced (unless noted otherwise).

RESOURCES AND SUPPORT

Students with disabilities may request academic accommodations for exams online through the UCSB **Disabled Students Program** at <http://dsp.sa.ucsb.edu/>. Please make your requests for exam accommodations through the online system as early in the quarter as possible to ensure proper arrangement.

The Mental Health Peer Program (MHPP) is a UCSB campus resource offering guidance with regard to stress management, anxiety, depression and other related challenges. For helpful resources, please contact UCSB **Counseling & Psychological Services (CAPS)** at 805-893-4411 or visit <http://counseling.sa.ucsb.edu/>

For writing support and general academic support visit **Campus Learning Assistance Services (CLAS)**. CLAS can help with the entire writing process and offers instructional groups, drop-in tutoring, writing and ESL services, skills workshops and one-on-one consultations. CLAS is located on the third floor of the Student Resource Building, or visit <http://clas.sa.ucsb.edu>

COURSE POLICIES

Academic Integrity: The **Office of Judicial Affairs** has definitions, policies, and resources for proper citation use, available on their website at: <http://judicialaffairs.sa.ucsb.edu>. This includes submitting the same work for two courses without my consent. If I detect academic dishonesty on any assignment, you will receive an F for the assignment, and quite possibly for the course, as well as face potential disciplinary action from the University.

Late Papers: I expect all papers to be submitted in class and to GauchoSpace before class on the day they are due. A 10% deduction will be applied for every day a paper is late. If you become ill or have an emergency, please let me know within 48 hours.

SCHEDULE

Readings: to be completed prior to class

Homework: to be completed after class, before the next meeting

* (Asterisk): activity or assignment to include in your Resilience Portfolio

Week 1: Future Visioning

April 5, 2019

Readings:

The Community Resilience Reader, pages 1-64 (Introduction and Ch. 1-2).

Class Schedule:

Part One: Name Tag, Welcome, Brave Space, Community Agreements, and Introductions*

At the start of class, we invite you to come in and create a name tag using index cards and the provided materials. Please include your preferred name, preferred gender pronoun, and a symbol or metaphor that describes one of your strengths and/or affiliated organizations. We will then open with a welcome and set up “brave space,” a term developed by Boostrom and Micky Scott Bey Jones so that we can have outrageous conversations from the heart. We can then co-create some community agreements before we enter into individual introductions of one minute each.

*Part Two: Creative Share, Overview of Syllabus, Future Visioning Exercise**

We will reconvene with our first creative share before we review the syllabus and address questions. The main activity will be a future visioning exercise. You will break into pairs and take turns interviewing each other (20 minutes each). The interviewing partner will take notes (or a recording if agreed upon). These notes (or recordings) will then be given to the interviewee to keep as a record in their Resilience Portfolio.

Homework:

Create a snapshot of environmental privilege/injustice in your hometown*

(Helpful link: <https://oehha.ca.gov/calenviroscreen/report/calenviroscreen-30>)

Week 2: Difference and Social Equity

April 12, 2019

Readings:

1. *The Community Resilience Reader*, pages 95-110 (Chapter 5)
2. *Power Politics: Environmental Activism in South Los Angeles*, pages 1-20 (GS)
3. “Notes for civil society organizing against the climate crisis” (GS)

Class Schedule:

*Part One: Creative Share, Human Map and Taking the Temperature Activities**

We begin with a creative share followed by some short activities that will help us to explore similarities and differences and discuss varied opinions, beliefs, and experiences in the group. We will take a few minutes to write a short reflection on these activities.

*Part Two: Social Equity Mind Maps**

Social equity refers to everyone having the same access to rights and resources to have a dignified and healthy life. We will spend some time understanding how manifestations of social inequity in the United States intersect with environmental challenges and impacts.

Homework:

Compose one or two questions for our Week 3 guest speakers*

Week 3: Intergenerational Healing with Nature

April 19, 2019

Readings:

Braiding Sweetgrass, pages 39-47; 310-347 (GS)

Class Schedule:

Part One: Decolonization Framework, Guest Speakers

Carla Marley and Roxanne Moran will join us remotely to speak on the topic of “Intergenerational Healing with Nature and Indigenous Ancestral Knowledge.”

Carla Marley is a social worker, adjunct Sociology instructor and PhD student in Geography at the University of Oregon studying critical refugee studies, migration and spatial justice. Marley is also the creator of Ixoq Arte, an herbalist self-preservation project maintaining ancestral indigenous knowledge through natural holistic body care.

Roxanne Moran is an advocate for safe and accessible spaces for identifying femmes of color to *heal* through the promotion of *mental health wellness and ancestral practices*. Her journey on the “Red Road” began with *continually* healing her past childhood, young adult, and generational trauma through *Pipil Nahuatl and Native American* ancestral practices from her *Grandmother, Mother, and Madrina*. She continually navigates her healing journey in academia by providing healing circles to identifying femmes of color and promoting the importance of mental health wellness in a *communal process*. Her journey of healing is not only within herself but transcends to the communities and Nations that live within these borderlands.

Part Two: Creative Share, Garden Field Trip with Gary Lytle from Decolonize Our Lives

Following our break, we will join Gary Lytle one of the organizers of the group Decolonize Our Lives to visit a garden adjacent to the American Indian Cultural Resource Center, which is located in the Student Resource Building, the hub of student resources on campus. Gary is a PhD candidate in Geography at UCSB and specialized in indigenous rights, food security, and climate change. For his full bio, visit his departmental website: <https://www.global.ucsb.edu/people/gary-lytle>.

Homework:

Revive and document a healing practice or family recipe or create one of your own*

Week 4: Honorable Harvest

April 26, 2019

Readings:

1. *Braiding Sweetgrass*, pages 175-201 (GS)
2. Global Food Initiative “Facilitating Small Growers’ Ability to do Business with UC” (GS)
3. *Community Resilience Reader*, pages 227-246 (Ch. 13)

Invitation:

Bring a food that is sacred to you.

Class Schedule:

*Part One: Food Systems**

What is a food system? We will spend some time today understanding our current industrial food system. We will also look at how race, class, and gender inequalities are expressed in the industrial food system as we work towards identifying the benefits, values and components of a community-based sustainable food system.

Part Two: Honorable Harvest, University of California Global Food Initiative

Part Three: Creative Share, Planning the Menu for Sage Hill Field Trip

Homework:

Research for the Council of All Beings at Sage Hill*

Instructions: Select a non-human being. The “being” could be any flora or fauna (e.g., a native plant species, a specific tree that you enjoy, or a bird, insect, fish, mammal you’ve read about, et cetera). It could even be an entire ecosystem (e.g., a particular watershed, the Pacific Ocean off our coasts, the desert, et cetera). Do some research and reading to understand the roles and contributions that this being plays in the web of life. What are the gifts this being brings? Find out some of the specific challenges this being faces currently, if any, and what might be causing those challenges (e.g., impacts from climate destabilization, habitat destruction, water stress, et cetera).

Week 5: Zooming In, Zooming Out - Sage Hill Field Trip with MAPAS

May 3-5, 2019

Readings:

Active Hope, pages 1-120 (especially Part One)

Location:

Sage Hill Campground, 177 Paradise Rd, Santa Barbara, CA 93105

Nestled in the Santa Ynez Mountain Range, Sage Hill Campground is a great group camping spot with easy access to the Santa Ynez River. The campground sits in a flat area with some sites shaded by oak trees. Sage Hill is near the river, which flows into Cachuma Lake about seven miles west. The Santa Ynez Mountains make up part of the Transverse Range along the Pacific Coast of California. The Aliso Canyon Trail begins at the rear of the facility and continues to Upper Oso Campground, which is where the Santa Cruz Trail begins (recreation.gov).

Sage Hill Tentative Schedule

Day One

Friday, May 3

Arrive at campsite between 1:30 - 2:00 PM and set up. Afternoon activities may include creative shares, “Three Stories of Now,” and dinner prep. An evening council of all beings will take place around the campfire.

Day Two

Saturday, May 4

Morning practice (voluntary), *zooming in*: inner awareness and personal resilience workshop*, group hike, ecological footprint exercise or journaling*. Evening *zooming out* activity: a tour of the night sky

Day Three

Sunday, May 5

Morning practice (voluntary), pack-up, “We Go Together,” depart by 12:00 PM

Homework:

Write a one page reflection essay on your Sage Hill experience*

Week 6: Just Transitions

May 10, 2019

Readings:

1. *Community Resilience Reader*, pages 65-94 (Ch. 3-4); 195-206 (Ch. 11); 261-278 (Ch. 15)
2. “Buen Vivir: Today’s Tomorrow” by Eduardo Gudynas (GS)
3. *Beautiful Solutions, This Changes Everything* (browse solutions and investigate two)

Part One: Towards a Regenerative Economy

“Today, faced with the realities of a world transformed by a changing climate, humans are confronted with the irrefutable need to confront the design disaster that development is, and hence to engage in another type of elimination design, this time of the structures of unsustainability that maintain the dominant ontology of devastation. The collective determination toward transitions, broadly understood, may be seen as a response to the urge for innovation and the creation of new, non-exploitative forms of life, out of the dreams, desires, and struggles of so many groups and peoples worldwide.” (Arturo Escobar, *Designs for the Pluriverse*, 2018, p. 7.)

We will deepen our understanding of how different forms of economy are organized. This will help us to identify and imagine key strategies for a Just Transition from Extractive Economy to a Regenerative Economy.

Part Two: Creative Share, Transition Practices, and Eco Vista

We will hear from those who have worked on Eco Vista and explore other transition practices

Homework:

Write a one page reflection essay on Just Transitions*

Week 7: Community Resilience

May 17, 2019

Readings:

1. *Community Resilience Reader*, pages 179-192 (Ch. 10)
2. *Active Hope*, pages 121-238
3. “What Would Real Democracy Look Like?” by Camilla Hansen (GS- optional)

*Part One: Deep Listening and Strategic Questioning**

Today, we will learn a tool for inspiring and catalyzing transformation change. Consider the following the questions: How do I bring about change in our society? How do I generate new ideas for change? How do I engage my community in the process of change? These questions and others like them are powerful questions: open-ended questions to which there are no “correct” answers. Rather these questions make us think and talk. They are questions that can generate new information and new ideas, and contribute towards an emergent strategy that can lead us towards the future that we want.

Part Two: Creative Share, Context for Next Week’s Event

Homework:

Compose one or two questions for our Week 8 guest speakers*

Week 8: Flows of Vulnerability (from Montecito to Goleta Beach)

May 24, 2019

Readings:

1. Background reading on Goleta Beach (TBA)
2. Readings to deepening our understanding of adaptation and climate resilience (TBA)

Part One: Creative Share, Lunch, Introductions, Guest Speaker Presentations, Q&A

We will welcome Lucas Zucker from the Central Coast Alliance United for a Sustainable Economy (CAUSE) and Rachel Couch from the California Coastal Commission to discuss coastal justice and tensions of public safety, coastal access, and conservation in the context of climate change.

Part Two: Walking Field Trip to Goleta Beach

Week 9: Beautiful Solutions Group Work

May 31, 2019

Open time for group work

Week 10: Closing Circle

June 7, 2019

Presentation of Beautiful Solutions, Resilience Portfolios, Class Slide Show, and Closing Circle

Source: This course was inspired by and adapted from materials and trainings organized by the University of California Student Leadership Institute for Climate Resilience