

“A resilient community is one that takes intentional action to enhance the personal and collective capacity of its citizens and institutions to respond to and influence the course of social and economic change” (Colussi, 2000, p.5)

“Future generations, if there is a livable world for them, will look back at the epochal transition we are making [from an industrial growth society] to a life-sustaining society. And they may well call this the time of the Great Turning. It is happening now. Whether or not it is recognized by corporate-controlled media, the Great Turning is a reality.” -- Joanna Macy, 2010

GGR434: Building Community Resilience

Winter 2015 Course Syllabus

Instructor: Blake Poland, Associate Professor, Dalla Lana School of Public Health, University of Toronto
Time: Wednesdays 11am-2pm, Winter term 2015
Location: BA2195 (Bahen Centre, 40 St George)
Course website: on Blackboard
Email: blake.poland@utoronto.ca
Office hours: After class or by appointment
TA: Makeda Zook (makeda.zook@mail.utoronto.ca)

Course Description

There is mounting evidence for and an emerging popular and scientific consensus about the likelihood that industrial civilization as we know it will collapse and/or transform radically within our lifetime (possibly sooner). The very prospect seems daunting, overwhelming, and inconceivable to most people. What will this look and feel like? Are there any ‘silver linings’? How to prepare? How to participate in midwifing proactive transformative social change? This course examines social movement responses that emphasize the building of local resilience in the face of uncertainty. Resilience is widely understood to refer to the ability of communities, persons, or systems to withstand shocks or stress without collapse, and the ability to embrace (as opposed to resist) change. This course is designed to assist students to understand and apply concepts of resilience to build the capacity of communities to (a) successfully weather predicted disruptions/ shocks associated with climate change, global pandemics, anticipated disruptions in global food supply, energy insecurity, and environmental degradation; and (b) nurture the development of alternative spaces that support the emergence of more life-sustaining structures and practices. From the development of disaster resilient communities to climate ready cities to navigating the energy transition to resilient local food systems and ecovillages, co-housing and intentional communities, we explore diverse efforts to actualize resilience at the local level. Rather than operating out of fear, I am longing to create a course that rekindles your sense of wonder about this magnificent world we live in, and an expanded sense of possibility for the future grounded in collective social action.

Specific learning objectives: By the end of this course, you can expect to have improved your capacity to:

1. understand key concepts in and features of resilience thinking derived from a range of disciplines and fields
2. compare, contrast, evaluate and critique how resilience is framed and operationalized in different fields, disciplines, and areas of application (e.g. participatory governance of social-ecological systems such as watersheds, climate change adaptation, pandemic and disaster preparedness, economic disruption, Transition Towns)
3. identify the personal and social implications of emerging threats, resilience thinking, and interventions designed to build community resilience (as capacity to bounce back from adversity and as capacity to embrace change and bounce forward into new ways of being and doing)
4. grasp the value and relevance of resilience thinking for your own work in public health and cognate fields
5. work with others (usual and unusual allies) to apply key resilience concepts to building community resilience in response to emerging challenges in public health
6. identify future learning needs and strategies to support further integration of resilience thinking into your personal, community, and professional lives

Your Instructor: I have 20 years experience in research and practice of community development in health, a special interest in social theory, qualitative and community-based research methods, and environmental justice; and experience in national politics and grassroots organizing. I have co-founded several vibrant local community organizations oriented to building community resilience, and I believe that direct experience in the field enhances my teaching and research in this area. I am also leading a national funded study of the emergence of the Transition Town movement in Canada. I am passionate about this topic, and fascinated by the diversity of experiences, approaches, and perspectives that characterize the field.

Expectations: You can expect me to show up at each class having done hours of preparatory work, familiar with the readings and considerable background material, and ready to engage in lively discussion. I expect you to come to class prepared to discuss the readings. The course is designed on the premise that learning occurs through critical engagement with the course material (and other learners and society more broadly); thinking critically about the assumptions underlying knowledge claims, how they are produced, as well as critical reflexivity about the influence of your own biography and social location on your reactions to the course material and in-class discussion. We will use a variety of learning formats, recognizing that everyone has a different learning style and some formats will resonate more with some than others. The emphasis will be on creating a participatory learning environment with lively discussion. I realize this can be challenging for students who are more introverted or who prefer to take some time to reflect before responding. If it helps, please know that I'm more interested in your ideas than your language skills or oratory showmanship. If you are one of those students who shares easily in class, please be mindful of the 'airtime' you are claiming relative to others, and allow space for others to contribute.

In this course, you can expect roughly a third of your learning to come from each of the following components: assigned readings, in-class/online discussion, and assignments. Each is vital and deserves your full attention. I strongly recommend that you make notes on each of the readings in your own words, summarizing the key take-home messages of each article but also your own reflections, questions, and points of resonance or dissonance. This will be of huge assistance in your in-class participation and also for the assignments.

When engaging with texts as learners, the typical academic mode is to skim for content and to criticize everything. There is a place for this. But it can leave us feeling cut off from the material, from each other, and indeed from our own feelings and deeper motivations. I invite you to consider what kind of relationship you wish to have with the kind of material we will be covering in this course. In addition to skimming for content, I invite you to also read for resonance: what resonates with you (or not) and why? And in addition to critical thinking, I invite you to maintain some openness to new ways of thinking, seeing, and doing. We will create together a space for authentic dialogue which engages the whole person.

Required Readings: There is no required textbook (but see list of recommended books on the next page). A list of required readings for each class has been compiled based on experience with previous graduate versions of this course. With few exceptions these are available as direct links to journal articles you have access to via your UofT student registration. To keep the expectations manageable, I have limited the readings to 2-3 per class (about 50 pages of material; less later in the course or during heavy assignment periods). Note that we will be using a variety of learning formats including documentary films, websites, YouTube videos, popular press articles, blogs, podcasts, and scholarly research articles. For those interested in additional optional reading (e.g. as an aid in writing term papers), a list of supplemental readings is available. I strongly recommend that you bring the readings (and your notes on the readings) to class to refer to in in-class discussion.

Course Website: An interactive web space (on Blackboard) has been set up to facilitate learning. PDFs of the course outline and supplementary reading list, as well as links to assigned readings, information on assignments, and slides from weekly presentations will be posted there.

Accessibility Needs: The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: disability.services@utoronto.ca or <http://studentlife.utoronto.ca/accessibility>

Accommodation for Religious Observances: the University welcomes and includes students, staff and faculty from a wide range of backgrounds, cultural traditions and spiritual beliefs. I will be happy to arrange reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Please note that it is your responsibility to alert me in a timely fashion to upcoming religious observances and anticipated absences. For more information on the applicable policies, see <http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm>



This course participates in the Green Course program at UofT aimed at reducing the use of paper. All assignments are submitted, marked, and returned electronically. Readings are available electronically and students are encouraged not to print all the readings (there is now good hardware and software support for reading, highlighting, and annotating pdfs on a variety of portable e-reader devices and computers). Where applicable, lecture slides are made available only electronically in condensed format (several slides per page).

Recommended Texts

Although there is no required textbook, the following books are recommended:

- Berkes, F., Colding, J., & Folke, C. (Eds.). (2003). *Navigating Social-Ecological Systems: Building Resilience for Complexity and Change*. Cambridge, UK: Cambridge University Press
- De Young, R., & Princen, T. (Eds.). (2012). *The Localization Reader: Adapting to the Coming Downshift*. Cumberland, RI: MIT Press.
- Giradet, H. (2015). *Creating Regenerative Cities*. Routledge.
- Lewis, M., & Conaty, P. (2012). *The Resilience Imperative: Co-operative Transitions to a Steady-State Economy*. New Society Publishers.
- Newman, P., Beatley, T. I., & Boyer, H. (2009). *Resilient Cities: Responding to Peak Oil and Climate Change*. Washington, DC: Island Press.
- Walker, B., & Salt, D. (2006). *Resilience Thinking: Sustaining Ecosystems and People in a Changing World*. Washington: Island Press.
- Walker, B., & Salt, D. (2012). *Resilience Practice: Building Capacity to Absorb Disturbance and Maintain Function*. Washington, DC: Island Press.
- Wilson, G. (2012). *Community Resilience and Environmental Transitions*. Routledge
- Zolli, A. & Healy, AM (2012). *Resilience: Why Things Bounce Back*. NY: Free Press.

Assignments & Grading:*

Assignment	Max. Length	Weight	Due Date
Participation (attendance/in-class participation + student group in-class presentation)		10%	
Individual short paper (on resilience)	1,500 words	20%	February 10, 5pm
Final Group Paper			
a) idea statement & outline	500 words	10%	March 15
b) final paper	3,500 words	60%	April 7

* assignments are more fully described on pages 8-9 of this outline

Course Structure & Topics “At a Glance”

Section	Topics (class sessions)
Introduction	1) Jan.7 -- <i>Course Intro & Overview; Intro to the Topic</i>
I. Resilience 101	2) Jan.14 - <i>Resilience Roots & Shoots</i> 3) Jan.21 - <i>Resilience in Socio-Ecological Systems</i> 4) Jan.28 - <i>What is Community Resilience?</i>
II. Applying Resilience Thinking: Building Community Resilience	5) Feb. 4 — <i>Building Community and Community Resilience</i> 6) Feb.11 — <i>Disaster Resilient Communities</i> 7) Feb.25 — <i>Community Resilience & Adaptation to Climate Change</i> 8) Mar.4 — <i>Community Resilience & Energy Transition</i> 9) Mar.11 — <i>Resilient Local Food Systems</i> 10) Mar.18 — <i>Ecovillages, Co-Housing, & Intentional Communities</i>
III. Deepening: Perspectives on (Intentional) Social Change	11) Mar.25 -- <i>Understanding & Working with Emergence, Indigenous & Global South Perspectives</i>
	12) Apr.1 -- <i>Student group project presentations & end-of-class potluck lunch</i>

Detailed Course Schedule & Required Reading List

Note:

- Stable links to the e-journal version of each article are provided on the course website for each week
- I advise you to read the articles in the order in which they are listed below
- Readings listed below are required. A separate supplemental / optional reading list is also available.

SESSION 1: Introduction -- JAN.7

- Introductions
- Course overview & philosophy
- *Presentation: Building Community Resilience*
- Q&A
- time allowing: a series of short (4-7min) videos by professor Phil Hanlon (University of Glasgow) on the crisis of modernity, the future of public health, and the prospects for transformational social change: <http://afternow.co.uk/videos>

Interested in the concept and practice of transformative person-centred education? Take a peek at:

- Curry-Stevens, A. (2007). New forms of transformative education: Pedagogy for the privileged. *Journal of Transformative Education*, 5(1), 33-58.
- Sterling, S. (2010). Transformative learning and sustainability: sketching the conceptual ground. *Learning and Teaching in Higher Education*, 5, 17-33. http://www2.glos.ac.uk/offload/tli/lets/lathe/issues5/Lathe_5_S%20Sterling.pdf

SECTION I: UNDERSTANDING RESILIENCE

SESSION 2: Resilience: an introduction -- Jan.14

FILM: "[Surfing the Winds of Change](#)" by the Cultivate Centre in Ireland

- 4.1 Zolli, A., & Healy, A. M. (2012). *Resilience: Why Things Bounce Back*. New York: Free Press / Simon & Schuster. (Introduction: The resilience imperative)
- 4.2 Rees, W. E. (2010). Thinking resilience. In R. Heinberg & D. Lerch (Eds.), *The Post Carbon Reader: Managing the 21st Century's Sustainability Crises* (pp. 25-42). Healdsburg, CA: Watershed Media
- 4.3 Poland, B., Dooris, M., & Haluza-DeLay, R. (2011). Securing 'supportive environments' for health in the face of ecosystem collapse: Meeting the triple threat with a sociology of creative transformation. *Health Promotion International*, 26(S2), ii202-ii215.

See also: Moberg, F., & Simonsen, S. H. (2014). *What is Resilience? An Introduction to Social-Ecological Research*. Stockholm Resilience Centre. Available online at: http://www.stockholmresilience.org/download/18.10119fc11455d3c557d6d21/1398172490555/SU_SRC_whatisresilience_sidaApril2014.pdf

SESSION 3: Resilience in Social-Ecological Systems -- Jan.21

Readings

- 3.1 Brown, K., & Westaway, E. (2011). Agency, capacity, and resilience to environmental change: lessons from human development, well-being, and disasters. *Annual Review of Environment & Resources*, 36, 321-342.
- 3.2 Davidson, D. J. (2010). The applicability of the concept of resilience to social systems: some sources of optimism and nagging doubts. *Society and Natural Resources*, 23(12), 1135-1149.
- 3.3 Carpenter, S. R., et al. (2012). General resilience to cope with extreme events. *Sustainability*, 4, 3248-3259

see also:

- Nelson, D. R., Adger, W. N., & Brown, K. (2007). Adaptation to environmental change: contributions of a resilience framework. *Annual Review of Environment & Resources*, 32, 395-419.
- Folke, C. (2006). Resilience: the emergence of a perspective for social-ecological systems analyses. *Global Environmental Change*, 16(3), 253-267.
- Walker, B., & Salt, D. (2006). *Resilience Thinking: Sustaining Ecosystems and People in a Changing World*. Washington: Island Press. (Chapter 6: Creating space in a shrinking world — resilience and sustainability)

SESSION 4: What is Community Resilience? -- Jan.28

Readings

- 4.1 Newman, P., Beatley, T. I., & Boyer, H. (2009). *Resilient Cities: Responding to Peak Oil and Climate Change*. Washington, DC: Island Press. (Chapter 3)
- 4.2 Schmeltz, M., et al (2013). Lessons from Hurricane Sandy: a community response in Brooklyn, New York. *Journal of Urban Health*, 90(5), 799-809.
- 4.3 Ernstson, H., et al. (2010). Urban transitions: On urban resilience and human-dominated ecosystems. *Ambio: A Journal of the Human Environment*, 39(8), 531-545.

see also

- Sonn, C., & Fisher, A. (1998). Sense of community: Community resilient responses to oppression and change. *Journal of Community Psychology*, 26(5), 457-472

SECTION II: APPLYING RESILIENCE THINKING: BUILDING COMMUNITY RESILIENCE

SESSION 5: Building Community & Community Resilience -- Feb.4

Readings

- 5.1 Zolli, A., & Healy, A. M. (2012). *Resilience: Why Things Bounce Back*. NY: Free Press / Simon & Schuster. (Chapter 7: Communities that bounce back)
- 5.2 Newman, P., Beatley, T. I., & Boyer, H. (2009). *Resilient Cities: Responding to Peak Oil and Climate Change*. Washington, DC: Island Press. (Chapter 6 - Ten strategic steps towards a resilient city)
- 5.3 Amyot, S., Barter, S., Colussi, M., & Wipond, R. (2013). *Strengthening Neighbourhood Resilience: Opportunities for Communities and Local Government*. Victoria, BC: Community Social Planning Council of Greater Victoria. Available online at: http://resilientneighbourhoods.ca/wp-content/uploads/2013/06/Resilient-Neighbourhoods_web_sm.pdf.

See also:

“Community Development: What Is It?” <http://maori.com/develop/commwhat.html>

SESSION 6: Disaster Resilient Communities -- Feb.11

Readings

- 6.1 de Sherbinin, A., Schiller, A., & Pulsipher, A. (2007). The vulnerability of global cities to climate hazards. *Environment & Urbanization*, 19(1), 39-64.
- 6.2 Cutter, S. L., et al. (2008). A place-based model for understanding community resilience to natural disasters. *Global Environmental Change*, 18, 598-606.
- 6.3 Schmeltz, M., Gonzalez, S., Fuentes, L., Kwan, A., Ortega-Williams, A., & Cowan, L. (2013). Lessons from Hurricane Sandy: a community response in Brooklyn, New York. *Journal of Urban Health*, 90(5), 799-809.

Case Example: Practical Action V2R project in Peru (<http://practicalaction.org/peru>)

See also:

- BC Ministry of Justice, *Disaster Resilient Communities Program* <http://www.embc.gov.bc.ca/em/hrva/hrva.html>
- Kendra, J. M., & Wachtendorf, T. (2003). Elements of resilience after the World Trade Centre disaster: reconstituting New York City's Emergency Operations Centre. *Disasters*, 27(1), 37-53.
- LaLone, M. B. (2012). Neighbors helping neighbors: An examination of the social capital mobilization process for community resilience to environmental disasters. *Journal of Applied Social Science*, 6(2), 209-237.
- Maguire, B., & Hagan, P. (2007). Disasters and communities: understanding social resilience. *Australian Journal of Emergency Management*, 22(2), 16-20.
- Norris, F. H., Stevens, S. P., Pfefferbaum, B., Wyche, K. F., & Pfefferbaum, R. L. (2008). Community resilience as a metaphor, theory, set of capacities, and strategy for disaster readiness. *Am J Comm Psychol*, 41(1-2), 127-150.
- Solnit, R. (2009). *A Paradise Built in Hell: The Extraordinary Communities That Arise in Disaster*.

Feb.18 = reading week (no class)

SESSION 7: Community Resilience & Adaptation to Climate Change -- Feb.25

Guest speaker: Mark Pajot, Climate Change Specialist, Region of Peel

Readings

- 7.1 Tyler, S., & Moench, M. (2012). A framework for urban climate resilience. *Climate and Development*, 4(4), 311-326.
- 7.2 Ebi, K. L., & Semenza, J. C. (2008). Community-based adaptation to the health impacts of climate change. *American Journal of Preventive Medicine*, 35(5), 501-507.
- 7.2 Morello-Frosch, R., Brown, P., Lyson, M., Cohen, A., & Krupa, K. (2011). Community voice, vision, and resilience in post-Katrina recovery. *Environmental Justice*, 4(1), 71-80.

see also

LaLone, M. B. (2012). Neighbors helping neighbors: An examination of the social capital mobilization process for community resilience to environmental disasters. *Journal of Applied Social Science*, 6(2), 209-237.

Saaverdra, C., & Budd, W. W. (2009). Climate change and environmental planning: working to build community resilience and adaptive capacity in Washington State, USA. *Habitat International*, 33(3), 246-252.

SESSION 8: Community Resilience & Energy Transition -- March 4

CASE: *The Cuban "Special Period"*

CASE: *Transition Towns: A Social Movement Response*

Films: *Crude Awakening / End of Suburbia / Escape From Suburbia / The Power of Community - How Cuba Survived Peak Oil*

Video: 300 Years of Fossil Fuels in 300 Seconds (<http://www.youtube.com/watch?v=cJ-J91SwP8w>) (5min)

Films: *In Transition 1.0; In Transition 2.0*

Video: *The People in My Neighbourhood - Toronto in 2030* <http://youtu.be/vkBR3n2JiiQ>

Go to <http://transitiontoronto.ning.com> and have a look around.

Guest Speaker: Andrew Knox, Founder, Transition Toronto

Readings

- 8.1 Davis, R. (2010). Transition towns - the art of resilience. *New Internationalist*, 430, 10-11. AND du Cann, C. (2012). An interview with Shaun Chamberlin. *Transition Free Press*, 1, 8-9
- 8.2 Hopkins, R. (2008). *The Transition Handbook: From Oil Dependency to Local Resilience*. Devon, UK: Green Books. (Chapter8: "A vision for 2030: looking back over the transition" & Chapter 10: "The transition concept")
- 8.3 Seyfang, G., & Haxeltine, A. (2012). Growing grassroots innovations: exploring the role of community-based initiatives in governing sustainable energy transitions. *Environment & Planning C*, 30, 381-400.

see also

Bednarz, D., & Beavis, A. (2012). Neoliberalism, degrowth and the fate of health systems. *Energy Bulletin* <http://www.resilience.org/stories/2012-09-14/neoliberalism-degrowth-and-fate-health-systems>

Friedrichs, J. (2010). Global energy crunch: How different parts of the world would react to a peak oil scenario. *Energy Policy*, 38(8), 4562-4569.

Stevenson, N. (2012). Localization as subpolitics: the Transition Movement and cultural citizenship. *International Journal of Cultural Studies*, 15(1), 65-79.

SESSION 9: Resilient Local Food Systems -- Mar.11

Guest Speaker: Wayne Roberts (wayneroberts.ca)

Readings:

- 8.1 King, C. A. (2008). Community resilience and contemporary agri-ecological systems: Reconnecting people and food, and people with people. *Systems Research and Behavioral Science Systems Research*, 25, 111-124.
- 8.2 Neff, R. A., Parker, C. L., Kirschenmann, F. L., Tinch, J., & Lawrence, R. S. (2011). Peak oil, food systems, and public health. *American Journal of Public Health*, 101(9), 1587-1597.
- 8.3 TFPC. (2012). *GrowTO: An Urban Agriculture Action Plan for Toronto*. Toronto, ON: Toronto Food Policy Council.

see also

<http://www.fiveboroughfarm.org/>

Cumming, G. S., Buerkert, A., Hoffmann, E. M., Schlecht, E., von Cramon-Taubadel, S., & Tschamtko, T. (2014). Implications of agricultural transitions and urbanization for ecosystem services. *Nature*, 515(6 November), 50-57.

Eriksen, P. J., Ingram, J. S. I., & Liverman, D. M. (2009). Food security and global environmental change: emerging challenges. *Environmental Science & Policy*, 12(4), 373-377.

European Commission (2012). *The EU Approach to Resilience: Learning From Food Security Crises*. Communication from the Commission to the European Parliament and the Council. http://ec.europa.eu/commission_2010-2014/georgieva/pdf/20121003_communication_commission_on_resilience.pdf.

Firth, C., Maye, D., & Pearson, D. (2011). Developing 'community' in community gardens. *Local Environment*, 16(6), 555-568.

Fraser, E. D. (2007). Traveling in antique lands: using past famines to develop an adaptability/resilience framework to identify food systems vulnerable to climate change. *Climate Change*, 83(4), 495-514.

McMichael, A. J. (2004). Environmental change and food production: consequences for human nutrition and health. *Asia-Pacific Journal of Clinical Nutrition*, 13, S19.

SESSION 10: Ecovillages, Co-housing & Intentional Communities -- Mar.18

Guest Speakers: Brenda Dolling, Whole Village Ecovillage (<http://www.wholevillage.org>) & Makeda Zook (The Otesha Project - <http://www.otesha.ca>)

Resources:

Canadian Co-housing Network <http://www.cohousing.ca/locations.htm>

Fellowship for Intentional Community <http://www.ic.org>

Ecovillage Network of Canada <http://ecovillagenetworkcanada.ning.com>

GEN - Global Ecovillage Network <http://gen.ecovillage.org>

Readings

10.1 Canadian Cohousing Network (n.d.) "About Cohousing". <http://www.cohousing.ca/cohousing.htm>

10.2 Litfin, K. (2012) "A whole new way of life: Ecovillages and the revitalization of deep community", Chapter 11 in R. De Young & T. Princen (Eds.), *The Localization Reader: Adapting to the Coming Downshift*. Cumberland, RI: MIT Press.

10.3 Trainer, T. (2000). The global ecovillage movement: the simpler way for a sustainable society. *Social Alternatives*, 19(3), 19-24.

See also

Bates, A. (2003). Ecovillage roots (and branches): When, where, and how we re-invented this ancient village concept. *Communities Magazine*, 117.

Christian, D. L. (2007). *Finding Community: How to Join an Ecovillage or Intentional Community*. New Society Press.

Ergas, C. (2010). A model of sustainable living: Collective identity in an urban ecovillage. *Organization & Environment*, 23(1), 32-54.

Kasper, D. V. S. (2008). Redefining community in the ecovillage. *Research in Human Ecology*, 15(1), 12-24.

Kirby, A. (2003). Redefining social and environmental relations at the ecovillage at Ithaca: A case study. *Journal of Environmental Psychology*, 23(3), 323-332.

Walker, L. (2005) *Ecovillage at Ithaca: Pioneering a Sustainable Culture*. Gabriola Island, BC: New Society.

SESSION 11: Understanding & Working with Emergence / Indigenous & Global South Perspectives -- Mar.26

see SacredFireMagazine.com, Indigenous Environmental Network (www.ienearth.org), Nasivvik Centre for Inuit Health and Changing Environments (www.nasivvik.ulaval.ca), KIN (kinincommon.com)

Readings

11.1 RadioLab podcast on emergence <http://www.radiolab.org/story/91500-emergence/> (click on 1st “Listen” button at the top)

11.2 Gudynas, E. (2011). Buen vivir: today's tomorrow. *Development*, 54(4), 441-447.

11.3 Holman, P. (2011). Engaging emergence: turning upheaval into opportunity. *Proceedings from Eighth International Conference on Complex Systems*, Quincy, MA. (Available online at <http://necsi.edu/events/iccs2011/papers/105.pdf>)

See also:

Broadhead, L.-A., & Howard, S. (2011). Deepening the debate over 'sustainable science': Indigenous perspectives as a guide on the journey. *Sustainable Development*, 19(5), 301-311.

Johnson, S. (2002). *Emergence: The Connected Lives of Ants, Brains, Cities, and Software*. Scribner.

Parkes, M. W. (2011). Diversity, emergence, resilience: guides for a new generation of ecohealth research and practice. *EcoHealth*, 8, 137-139.

Scharmer, C. O., & Kaeufer, K. (2013). *Leading From the Emerging Future: From Ego-System to Eco-System Economies*. Berrett-Koehler

Westley, F., Olsson, P., Folke, C., Homer-Dixon, T., et al. (2011). Tipping toward sustainability: Emerging pathways of transformation. *Ambio: A Journal of the Human Environment*, 40(7), 762-780.

SESSION 12: Student Presentations + Potluck Lunch Celebration -- Apr.1

ASSIGNMENTS -- DETAILED DESCRIPTION & RELATED POLICIES

1. PARTICIPATION -- 10%

Student participation in class is a required component for the course. Please read what is written on page 1 of this course outline regarding in-class discussion. Note the emphasis is on quality over quantity, and on coming to class prepared with your own notes on the readings as a basis for discussion. Normal codes of civil conduct will be upheld – intentionally inflammatory or derogatory remarks will not be tolerated in-class or online. On the other hand, you can expect to be challenged to defend your ideas, and you have permission to do the same with the course instructor and teaching assistant. 5% will be allocated to attendance/participation.

In addition, *each student will select one session where, working in a group, they will do a short 10-minute presentation* and lead a portion of in-class discussion (15min). Long boring presentations are not an option. Your task is to zero in on the essence of that week's topic in a way that will be interesting for your peers, and how you could catalyze interaction around a small set of thought-provoking questions. Points will be awarded for originality, capacity to engage your peers and generate discussion, bringing key concepts from that week 'alive' in a way that resonates for your classmates, as well as for understanding key concepts and capacity to identify 'burning issues' related to that week's topic. Think carefully about what interests you in relation to this topic and what might interest your peers. 5% will be allocated to this group presentation/leading discussion.

2. INDIVIDUAL SHORT PAPER (on resilience) -- 20% (1,500 words) DUE: February 23, 5pm

This should be a short paper in which you provide your own assessment of the meaning and significance of resilience, and its relevance to your chosen career field. You can develop an idea that was sparked by the readings and discussion on sessions 1-4 of the course and that you engage in relation to the readings. You should demonstrate your knowledge of the readings as context for your commentary without devoting more than one half of your space to a summary of the readings. I'm not interested in a regurgitation of authors' points but rather in your own thought-through ideas and arguments in relation to the readings and material covered in-class. The commentaries will be evaluated based on the thought that goes into them and how well they are written, as well as engagement with readings and class discussion. Submit to www.turnitin.com by the deadline noted above.

3. FINAL GROUP PAPER — 10% (abstract) + 60% (final paper) (500 words + 3,500 words) DUE: March 15 & April 7

For the final assignment you will be working in groups. Despite the logistic (and sometimes interpersonal) challenges of group work, there is much to recommend it: group work is common in many work places where colleagues collaborate on shared projects; group work typically results in better final products than any single member could produce on their own; the dialogue and reflexivity typical of much group work leads to deeper insights; team members bring different strengths, skills, and perspectives allowing each to contribute what they do best, and group members to learn from one another. It is important to remember that every group member is responsible for the collective well-being and functioning of the group. When in doubt, difficulties should be brought to the attention of the instructor or TA earlier rather than later. We are committed to helping everyone get the most out of this experience and maximize their performance. Except when an exemption is specifically requested, the same grade will apply to all members of each group. In exceptional cases, group members may request a different allocation, based on discussion with the instructor and group members completing a Peer Assessment form (like the one contained at the end of this syllabus) on themselves and on each of their other group members.

So, for this assignment, in groups of 3-4, you will work on one of 2 options:

- 1) undertake a **critical appraisal** of community resilience practice - For this option, you are asked to identify a group or initiative (like PostCarbonToronto, Transition Toronto, Green Neighbours 21, Toronto Food Policy Council, Toronto AfterTheCollapse Planning Group, Toronto Community Garden Network, East Toronto Climate Action Group, Live Green Toronto, Alliance for Resilient Cities, ResilientCity.org, Toronto Survivalism Group, backyardfarmsTO, Canadian Centre for Community Renewal, Low Income Families Together (LIFT), Whole Village Ecovillage, Toronto's bid to be included in the Ruckerfeller 100 Resilient Cities program, or other initiative of your choice) that is working to build community resilience. If possible, you should attend at least one event or meeting of this group (1-2 pages of 'field notes' written right after the event/meeting should be included as an appendix with your paper). You will write a paper in which you offer your own assessment, based on your review of this group's work, and an engagement with

the readings and in-class discussion, of the nature of community resilience and how the work of the group you have chosen builds community resilience (e.g. how did this come together? which principles of resilience are pursued and how? resilience in the face of what? what strengths/limitations/challenges?). You should consult 2 (if you do a field visit) to 5 (if you don't do a field visit) 'grey literature' sources (website, annual reports, newsletters, meeting minutes, strategic plan, etc) to familiarize yourself with the work of the group you've chosen. You should demonstrate your knowledge of the readings as context for your commentary but you should not devote more than half of your space to a summary of the group's work or summary of the readings. I'm not interested in a regurgitation of group documents or authors' points but rather in your own ideas and arguments in relation to the readings and material covered in the course. You will be evaluated based on your grasp of (community) resilience, the thought that goes into your papers, how well they are written, as well as engagement with the readings and class/online discussion.

2) develop a **proposal** for building community resilience in a particular domain and area of application (could be for a specific community organization or NGO) that demonstrates (a) your knowledge of community resilience as a response to one or more emerging threats, (b) your assessment of how best to catalyze social change, and (c) your understanding of promising practices for building community resilience. You will be expected to draw on course readings and discussion and selectively from additional resources/readings (e.g. from the supplementary reading list), anchor your work theoretically, derive clear practice implications, and apply your ideas in a particular context. You will be evaluated on your capacity to critically engage the literature, to translate ideas into practice, and how well your paper is written. Your capacity to produce something that would be useful to a particular organization or initiative will be considered an asset. Refer them to Totnes Local Economic Development blueprint??

Regardless of which option you choose, this assignment will be accomplished in 3 parts:

- a **500 word idea statement & outline (10%) due March 15** (noon). This should be emailed to me and also posted on the course website. Your 10% grade includes you providing useful constructive feedback on one other student proposal within one week (ie by March 18) on Blackboard. My comments and feedback on your outlines (but not your grade) will also be posted on Blackboard for others to see.
- a **brief in-class presentation** and discussion with your peers during the last class (April 1) - not specifically graded, but rather an opportunity to get additional feedback
- a **final paper (max. 3,500 words, worth 60%) due April 7** that fully elaborates your ideas, taking into account the feedback you received from the instructor or TA and from classmates

FURTHER DETAILS ON ASSIGNMENTS

Submission of Assignments -- Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site . Instructions for setting up your turnitin.com account are provided on the sheet attached near the end of the syllabus. To link to GGR434 you will need to use the course ID (7470933) and enrollment password (GGR14_comres). Be sure to register using your UofT email address.

Assignment Format -- all assignments should be single-spaced with no separate title page. Student name and student number should be clearly marked on the first page, as well as final word count excluding references.

Late Assignments: Assignments submitted late will be penalized 3% per day (including weekend days) of the assignments final mark. Anything submitted later than the stipulated time on the due date indicated will be considered late by one day. No assignments will be accepted more than one week late. You are responsible for ensuring the correct file attachment is submitted: "mistakes" not caught until after the deadline will count as late assignments based on the date/time the correct submission is uploaded (hint: send yourself a copy of the email and check that everything is in order with your submission). Circumstances sometimes arise which cause people to legitimately miss deadlines. If you do become ill (or otherwise incapacitated) you must provide me with appropriate documentation. For medical exemptions, only an official UofT form signed by your physician will be accepted (a blank is available online from the Arts & Science website). For non-medical emergencies your college registrar may be able to provide a letter documenting your situation. Submitting a note which has been altered or obtained under false pretences is considered a serious offence by the University.

Writing and Plagiarism: While I encourage you to read and comment on each other's work, I expect that the assignments you submit are your own work. Information taken directly from any source without proper citation is considered plagiarism. Changing a few words in a sentence is not enough to make it your own. Plagiarism is a serious academic offense and we will be taking measures to identify plagiarized assignments. It is your responsibility to understand what plagiarism is, and how to avoid it. Please see "How Not to Plagerize" at the end of this course outline (also available online at: <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>). Nor should you submit material from term papers completed in other courses. You are expected to be familiar with and abide by the University's Code of Behaviour on Academic Matters, available at: www.artsandscience.utoronto.ca/ofr/calendar/rules.htm. I check papers for plagerism and will follow up on suspected offenses.

Assistance is available to help you improve your writing through your college's writing centre or via the following website: www.utoronto.ca/writing .

TURNITIN.COM A GUIDE FOR STUDENTS

Turnitin.com is an electronic resource that assists in the deterrence and detection of plagiarism. Instructors set up “virtual classes” to which students submit their assignments electronically. Each submitted paper is checked for textual similarity against resources stored in the Turnitin.com database and against billions of web pages (including on-line texts and journals). Instructors receive originality reports for all papers submitted through Turnitin which indicate the degree of textual similarity found in each assignment.

1. Set up a user profile:

Visit www.turnitin.com and follow the link to New User.

Follow the on-screen directions (the system will ask you to enter your name and email address and will also ask you to choose a password).

Once you have established a user profile you will be asked if you would like to enrol in a class using the student class enrolment wizard. If your instructor has provided you with the necessary course account numbers you may proceed. (If you do not have the course account numbers you can add the class at a later date – to do so, follow Steps 2 and 3).

2. Logging In

To login visit www.turnitin.com and enter your email address and password in the space provided in the top right hand corner of the web site.

Click the Log in button to enter your personal Turnitin homepage.

3. Enrolling in a class

From your homepage click the Enrol in a class button.

On the next page enter the Class Id and Enrolment password for your class (available from your Instructor or TA; this information will also be posted on the course Blackboard site)

Click Submit to enrol in the class and add it to your homepage. Each class that you have enrolled in will appear on your homepage. Click on the class identifier to enter the class and view the assignments associated with that course.

4. Submitting a paper

From your Turnitin homepage select the class to which you would like to submit an assignment.

Click on the Submit button and select either File Upload or Cut and Paste from the pulldown menu.

To upload a file:

Enter a title for your paper and then use the *Browse* button to select the file that you would like to submit. Click *Submit*. You will be asked to confirm your selection. Click *Yes, submit* to finalize your submission.

Once you have submitted your paper you will receive a digital receipt.

To submit by cut and paste:

Select *Cut and Paste* from the pull down menu, enter a title for the paper and cut and paste it into the text box. Click *Submit*. Once you have submitted your paper you will receive a digital receipt.

Submitted papers will appear in your class portfolio next to the relevant assignment.

HOW NOT TO PLAGIARIZE

From the Code of Behaviour on Academic Matters: It shall be an offence for a student knowingly: (d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism.

Wherever in the Code an offence is described as depending on “knowing”, the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

You've already heard the warnings about plagiarism. Obviously it's against the rules to buy essays or copy from your friends' homework, and it's also plagiarism to borrow passages from books or articles or websites without identifying them. You know that the purpose of any paper is to show your own thinking, not create a patchwork of borrowed ideas. But you may still be wondering how you're supposed to give proper references to all the reading you've done and all the ideas you've encountered.

The point of documenting sources in academic papers is not just to avoid unpleasant visits to the Dean's office, but to demonstrate that you know what is going on in your field of study. Get credit for having done your reading! Precise documentation is also a courtesy to your readers because it lets them look at the material you've found. That's especially important for Internet sources.

The different systems for typing up references are admittedly a nuisance. See the handout “Standard Documentation Formats” for an overview. But the real challenge is establishing the relationship of your thinking to the reading you've done. Here are some common questions and basic answers.

1. Can't I avoid problems just by listing every source in the reference list?

No, you need to integrate your acknowledgements into your own writing. Give the reference as soon as you've mentioned the idea you're using, not just at the end of the paragraph. It's often a good idea to name the authors (“X states” and “Y argues against X”) and then indicate your own stand (“A more inclusive perspective, however, . . .”). The examples on the next page demonstrate various wordings for doing this. Have a look at journal articles in your discipline to see how experts refer to their sources.

2. If I put the ideas into my own words, do I still have to clog up my pages with all those names and numbers?

Sorry—yes, you do. In academic papers, you need to keep mentioning authors and pages and dates to show how your ideas are related to those of the experts. It's sensible to use your own words because that saves space and lets you connect ideas smoothly. But whether you quote a passage directly in quotation marks, paraphrase it closely in your own words, or just summarize it rapidly, you need to identify the source then and there. (That applies to Internet sources too: you still need author and date as well as title and URL. The handout “Standard Documentation Formats” gives examples for a range of types.)

3. But I didn't know anything about the subject until I started this paper. Do I have to give an acknowledgement for every point I make?

You're safer to over-reference than to skimp. But you can cut down the clutter by recognizing that some ideas are “common knowledge” in the field—that is, taken for granted by people knowledgeable about the topic. Facts easily found in standard reference books are considered common knowledge: the date of the Armistice for World War I, for example, or the present population of Canada. You don't need to name a specific source for them, even if you learned them only when doing your research. They're easily verified and not likely to be controversial. In some disciplines, information covered in class lectures doesn't need acknowledgement. Some interpretive ideas may also be so well accepted that you don't need to name a specific source: that Picasso is a distinguished modernist painter, for instance, or that smoking is harmful to health. Check with your professor or TA if you're in doubt whether a specific point is considered common knowledge in your field.

4. How can I tell what's my own idea and what has come from somebody else?

Careful record-keeping helps. Always write down the author, title and publication information (including the URL and other identifying information for web pages) so you can attach names and dates to specific ideas. Taking good notes is also essential. Don't paste passages from online sources into your draft: that's asking for trouble. As you read any text—online or hard-copy—summarize useful points in your own words. If you record

a distinctive phrase or sentence you might want to quote, put quotation marks around it in your notes to remind yourself that you're copying the author's exact words. And make a deliberate effort as you read to notice connections among ideas, especially contrasts and disagreements, and to jot down questions or thoughts of your own. If you find as you write that you're following one or two of your sources too closely, deliberately look back in your notes for other sources that take different views; then write about the differences and why they exist.

5. So what exactly do I have to document?

With experience reading academic prose, you'll soon get used to the ways writers in your field refer to their sources. Here are the main times you should give acknowledgements, with examples showing different ways of working them into your own prose. (You'll notice many different documentation systems in the following examples; see the sheet "Standard Documentation Formats" for advice.)

a. Quotations, paraphrases, or summaries:

If you use the author's exact words, enclose them in quotation marks, or indent passages of more than four lines. But it's seldom worthwhile to use long quotations. In literary studies, quote a few words at a time and comment on them. In other disciplines, quote only when the original words are especially memorable. In most cases, use your own words to summarize the idea you want to discuss, emphasizing the points relevant to your argument. Be sure to document these paraphrases or summaries even when you are not using the exact original words. Mentioning the author's name indicates where the borrowing starts and stops and gains you some reflected glory for responding to the experts.

e.g. As Morris puts it in *The Human Zoo* (1983), "we can always be sure that today's daring innovation will be tomorrow's respectability" (p. 189). [APA system]

e.g. Northrop Frye discusses comedy in terms of the spring spirit, which he sees as representing renewal and integration (Anatomy 163). The ending of *The Tempest* fits this pattern. [MLA system]

b. Specific ideas used as evidence for your argument or interpretation:

First consider whether the ideas you're mentioning are "common knowledge" according to the definition in point 3 above; if so, you may not need to give a reference. But when you're relying on ideas that might be disputed by people in your discipline, establish that they're trustworthy by referring to authoritative sources.

e.g. In September 1914, more than 1300 skirmishes were recorded on the Western Front.⁸ [traditional endnote/footnote system]

e.g. Other recent researchers (4, 11, 12) confirm the finding that drug treatment has little effect in the treatment of pancreatic pseudocysts. [numbered-note system for biomedical sciences]

c. Distinctive or authoritative ideas, whether you agree with them or not:

The way you introduce the reference can indicate your attitude and lead into your own argument.

e.g. In 1966, Ramsay Cook asserted that Canada was in a period of instability (174). That period is not yet over, judging by the same criteria of electoral changeability, economic uncertainty, and confusion in policy decisions. [MLA system]

e.g. One writer (Von Daniken, 1970) even argues that the Great Pyramid was built for the practical purpose of guiding navigation. [APA system]

Prepared 17 June 2009 by Dr. Margaret Procter, University of Toronto Coordinator, Writing Support This handout is available online at www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize. See also the list of advice files on academic writing at www.writing.utoronto.ca

Sample Peer Assessment Framework for Group Work

FRONT

Name _____

Assessment of others is an important skill. You should take time to complete this assessment form, forcing yourself to be objective and unbiased.

Your responses will be kept confidential.

For each member of the group except yourself, award a mark from 1 to 5 for your groupmate's level of participation in each of the tasks identified on the chart on the back of this sheet.

Please use the following scale:

- 1 - did not contribute to this task even though a contribution was expected
- 2 - willing, but not very successful
- 3 - average, did the basic work successfully but no special effort
- 4 - above average, willing, able, successful, and made a special effort
- 5 - outstanding: extra effort, and critical to success of project

X - was not asked to contribute to the aspect of the report

Consider both the quality of your peers' work and the cooperativeness of your peers. For example:

- Did this person attend scheduled meetings?
- Did this person meet all deadlines?
- Did this person accept constructive criticism and act on it?
- Did this person contribute and share ideas and research?
- Did this person do a fair share of the more tedious work (photocopying, typing, formatting of cites, etc.)?

Please write any additional comments in the space available.

BACK

Task	Group Member's Name			
	A.	B.	C.	D.
Research of the report				
Analysis of the data and literature				
Writing the report				
Grunt Work (cites, copy)				
Attendance at meetings or via e-mail				
Group oral presentation				
Overall contribution				

(Please feel free to modify this as you see fit)

Assessment Tool Source: Prof. Teresa Bulman, Department of Geography, Portland State University
 provided via Prof. Helen Batty, Faculty of Medicine, University of Toronto
 Originally downloaded from <http://www.oaa.pdx.edu/CAE/FacultyFocus/spring96/bulman.html>