



“Inquiring into an Ethic of Place”

The Evergreen State College Tacoma

Saturday, January 30, 2016

Agenda in Brief:

- 8:30 Registration, refreshments
- 9:00 Opening Plenary
- 10:10 Beverage break
- 10:40 Concurrent Sessions
- 11:45 Concurrent Sessions
- 12:40 Lunch
- 1:45 Further discussion with the morning’s session leaders
- 2:30 Time for teams & individuals to reflect on the day
Note assigned tables
- 3:15 Plenary: feedback and next steps
- 4:00 Reflections and closing

Welcome!

Thank you for coming! We are delighted to welcome you to this “Inquiring into an Ethic of Place” workshop and hope that it will provide a generative day of sharing ideas about the ways we plant seeds of engagement and commitment through place-based learning.

About our meeting place – Evergreen Tacoma

Evergreen Tacoma has been providing upper-division, interdisciplinary studies both in the daytime and evening to commuting students in the hilltop community of Tacoma since 1972. With its motto, “Enter to Learn, Depart to Serve,” the campus has a longstanding tradition of engaging its students in community-based learning and research.

About the Curriculum for the Bioregion

Founded in 2005, the Washington Center’s Curriculum for the Bioregion initiative aims to better prepare undergraduates for citizenship in a world where sustainability —environmental quality, community health and wellbeing, and equity and justice are paramount. This faculty and curriculum development project is based on two ideas: *experiential learning in local places* can have lasting meaning, and *local knowledge* can be the basis for understanding the larger issues of global change.

About the Washington Center

A public service center of The Evergreen State College since 1985, the Washington Center works at the state, regional, and national level to share promising practices and carry out collaborative projects aimed at improving undergraduate education in the interest of academic success for all students. It is the national resource center for curricular learning communities.

9:00 Opening Plenary Session: Evergreen Tacoma Lyceum

Welcome:

Tyrus Smith, Faculty Member and Planning Unit Coordinator, Evergreen Tacoma
Jean MacGregor, Director, Curriculum for the Bioregion

Opening Discussion:

Jane Compson, University of Washington Tacoma
Kevin O'Brien, Pacific Lutheran University

Poem

Jared Leising, Cascadia College
Paul Nelson, Cascadia Poetics Lab

10:10 Beverage Break

10:40 Concurrent Sessions

1. Methanol, Ecology, and Time: Considering an Ethic of Place from the Global to the Local (Room 105)

In this session, we will explore an emerging, complex issue: the methanol plant that has been proposed for the old Kaiser Aluminum smelter on the tide flats of Commencement Bay at the Port of Tacoma. This session will explore methanol from two primary perspectives. First, the production of methanol is considered through the lens of the relationship between China and Tacoma, especially as it pertains to the health of our oceans: what parties are responsible for the harm from methanol-produced plastics to an ecosystem that no one owns? Then, we consider methanol in terms of both time and place, discussing how Tacoma's industrial past may influence discussions and considerations of an ethic of place. **Ellen Moore** teaches Environmental Communication at University of Washington Tacoma and has created the "Carbon Challenge," where professors and students from all three UW campuses competed to see who could lose the most carbon weight. Currently she is working on her book with Palgrave titled *Green Machine: Hollywood's Representation of Environmental Issues*. **Janie Miller** is a poet and essayist who teaches creative writing, including Eco-Poetry and the Nature Essay, at the University of Washington Tacoma. Their research and writing interests explore the nature of death during the sixth extinction, the violent conditions of separation from nature, queer wildness and the human animal body.

2. (How) Can We Teach an Ethic of Place When We're Stuck in the Classroom? (Room 205)

Many of us want to help students think critically about the environmental and social locations around them, but have few opportunities for fieldwork, field trips, or campus exploration for economic, logistic, or pedagogical reasons. This session will present and develop strategies for helping students develop an ethic of place within the native habitat of most academic instruction—the classroom. Our focus will be on discussion, so participants are encouraged to bring their ideas and strategies for helping students to reflect on their moral relationship to place (and placelessness) in classrooms. **Kevin J. O'Brien** is Associate Professor of Religion and Chair of Environmental Studies at Pacific Lutheran University. His research focuses on the intersections between religion, environmental concern, and social justice.

3. **River Reciprocity: Linking Art and Science in the Study of Place (Room 104)**

In this session, we will share our visual art/science collaboration teaching the “River Reciprocity” coordinated studies program. We will describe the program and share examples of workshops, field journal assignments, field trips, final projects and self-evaluation techniques we used to develop an ethic of stream stewardship and connect students to a local stream as well as the Nisqually and Elwha River watersheds. We invite a conversation about ways artists and scientists can collaborate in place-based educational programs. **Lucia Harrison** is a visual artist and Member of the Faculty *Emerita* at The Evergreen State College in Olympia where she has taught visual art with scientists in interdisciplinary programs for many years. Her drawings and artist books focus on the natural and human history of South Puget Sound to recognize and inspire conservation of nature. She recently curated the international “Dirt?” Exhibition at The University of Puget Sound Collins Memorial Library to commemorate the 2015 UN Year of the Soils. **Carri LeRoy** is a freshwater ecologist and Member of the Faculty at The Evergreen State College in Olympia where she teaches general ecology and stream ecology in both the undergraduate and Masters of Environmental Studies programs. Her research interests focus on terrestrial-aquatic interactions, stream ecosystem function, and aquatic insect communities. She has field sites in riparian zones of the desert Southwest, on the flanks of Mount St. Helens, and collaborates to maintain long-term monitoring plots as part of the Evergreen Ecological Observation Network (<http://academic.evergreen.edu/projects/EEON/>). She is inspired to provide science education and outreach to novel audiences including incarcerated populations, and directs the Sustainability in Prisons Project (<http://sustainabilityinprisons.org/>).

4. **Bringing Transformative Learning Home: Experiencing Study Abroad Outcomes in our Own Backyard (Room 218)**

An opportunity to learn how students engage in purposeful learning with *local communities* and how it's as valuable as studying abroad. We will also discuss examples of tools and perspectives developed in a place-based program and how it can translate to different communities. A small group exercise will help facilitate the conversation of how you might be able to do this in your community/institution. **Jp Avila** is Associate Professor and Chair of the Department of Art & Design at Pacific Lutheran University, and recently appointed the Program Director of the Tacoma Immersion Experience Semester. Along with teaching graphic design and comics, Jp also designs visual novellas as part of his research on nonlinear narrative structures. He has written articles for books and journals on holidays, comics, and departmental leadership in academia. In addition he has provides consultations to other universities for departmental reviews and strategic planning. **Joel Zylstra** is Director of the Center for Community Engagement and Service at Pacific Lutheran University. Following community development work in Nairobi, Cincinnati and Tacoma, Joel returned to PLU four years ago where he spends the bulk of his time on K-12 partnerships, community-engaged teaching and learning and university-based community development work in Parkland, Washington. Recently, he has become involved in the anchor institution movement, exploring the role of higher education institutions in community and economic development.

5. Deepening Relationships to Place through Reflective and Contemplative Approaches (*Room 204*)

Our personal connections to specific places affect (and are affected by) our loyalties and affections as well as by our intellectual knowledge about those places. In this workshop we will explore how pausing for reflection or contemplation might help students enlarge and deepen their understanding of place (or a specific location) and how tapping into emotions and values as well as sensory experiences can prompt new insight and meaning-making. We'll provide examples from our own teaching, and resources on contemplative pedagogies. **Karen Harding** retired from teaching chemistry and environmental science at Pierce College in 2010. Since then she has been facilitating faculty development related to service learning and leading Courage and Renewal retreats. She has loved the outdoors since she was a little tyke and has included contemplative practices in her life for over thirty years. **Jean MacGregor** directs Curriculum for the Bioregion, one of whose faculty learning communities has specifically explored "Sustainability and Contemplative Practice." For many years, she has led workshops entitled, "Don't Just Do Something, Sit There," which invites deeper connections with our landscapes.

11:35 Short Break

11:45 Concurrent Sessions

1. Student Originated Action Research Projects: Addressing Unmet Community Needs (*Room 218*)

In this session, we will provide a curricular model, stories, examples and video footage on how a liberal arts academic program uses student originated place-based action research projects to engage students with their neighborhoods. The Evergreen State College Tacoma Program is guided by values of reciprocity, inclusivity, civility and hospitality: our mission is *Enter to learn, depart to serve*. This mission and these values are intentionally integrated into our learning community's two-quarter collaborative student action research projects. Auto-ethnography and critical ethnography are research methodologies that inform and facilitate students' investigation of issues and actions in their neighborhoods. The intimacy of learning in this place-based inquiry has expanded students imagination of what *is* to what *can be* through formally sharing their research in a public "give back" in the form of a Community Spring Fair. At this fair, students present their findings and offer *doable acts* to community members for their agency in sustaining a healthy community. **Gilda L. Sheppard** is a member of the faculty in sociology, cultural and media studies at The Evergreen State College Tacoma program. She teaches courses in critical ethnography, urban sociology, feminism, media arts, film and criminal justice. She is currently in post-production of her documentary "Swinging with no Hands" on education, compassion and activism among incarcerated men and women in Washington State prisons.

Tyrus Smith teaches environmental studies and environmental policy at The Evergreen State College's Tacoma Program.

2. "Oh, Right, I'm an Animal!": How Sensory Experience Fosters Inquiry, Learning and Respons(ibility) (*Room 205*)

Though we are dedicated to the imagination, there is no replacement for experience. This simple truth—that we must experience a thing in order to apply our minds and imaginations to it—is the cornerstone of teaching the reading and writing of literature. Students must "see it new" in order to see at all; in order to discover the right questions. In this session we will discuss how the senses can connect students to learning, and how this personal engagement can lead to the evolution of a personal ethic that links place to self. **Janie Miller** is a poet and essayist who teaches creative writing, including Eco-Poetry and the Nature Essay, at the University of Washington Tacoma. Their research and writing interests explore the nature of death during the sixth extinction, the violent conditions of separation from nature, queer wildness and the human animal body.

3. Exploring Place in Cyberspace: Pedagogical Field Notes for Teaching an Ethic of Place in Fully Online Courses (*Room 105*)

Fully online classes are increasingly numerous and popular in our universities. Although students and teachers ‘meet’ in cyberspace, it is typical that they may never set eyes on each other, let alone be in the same space at the same time. An extra dimension of paradox is introduced when the subject matter of the course focuses on place – such as courses in environmental studies. Based on experiences and experiments with contemplative pedagogies in an online course (Philosophy, Religion and the Environment), in this session we will consider some strategies for exploring an ethic of place in the cyberspace, and some of the challenges and opportunities that come from teaching in this format.

Jane Compson is Assistant Professor in Interdisciplinary Arts and Sciences at the University of Washington, Tacoma. She teaches courses in applied ethics and religious studies. Her research focuses on the application of practices from contemplative traditions in the contemporary ‘secular’ context, including education and healthcare.

4. Bringing Back the Wealth: Indigenizing the Campus: Reflections of a Learning Community in American Indian Studies at the University of Washington (*Room 204*)

If landscape is memory, and time is living, how might we think about the richness of the environs of the university campus? What can it teach us, and how might we begin to bring back the wealth of the abundant land? In our interactive panel discussion, we hope to engage and inspire collective imagining of what is possible on any campus. Students and faculty will share their perspectives from a recent interdisciplinary course inspired by the newly opened University of Washington's wələbʔaltx^w, the Intellectual House at the center of the campus. It is more than a building on campus: it is the living breath of teachings situated within a rich complex of relationships to the land of the campus. The many types of cultural activities now taking place at wələbʔaltx^w provided us with an opportunity to re-imagine the natural environment of the campus, and frame the restoration of cultural resources in terms of relationships.

Cynthia Updegrave is an experienced botanist with biogeographic, ecological and cultural knowledge of the diverse ecosystems of the Pacific Northwest. Her scientific research has focused on Pacific Northwest seismic and ecosystem history, ecology and the bio-geographical aspects of regional floras. She has expertise in historical ecological research methods applied to restoration ecology. Cynthia is a lecturer in the American Indian Studies Program at the University of Washington, committed to the practice of pedagogies that bridge Native and Western Science. She is a Cosmic Serpent Fellow, on the board of Just Health Action, and has served at Tribal Canoe Journeys since 2010.

NormaAlicia Pino is the Director for Multicultural Education for the Center for Health Equity, Diversity, and Inclusion (CEDI) at the UW Medical School. She oversees courses offered through CEDI such as Indian Health Issues, African American Health and Health Disparities, as well as the Hispanic Health and Health Disparities, Clinical Management of Transgender Health and the LGBTQ Health courses. NormaAlicia also coordinates the certification of students in the Indian Health Pathway and the Hispanic/Latino Health Pathway. She is of Purépecha, Comcaac and Guaicura heritage and from a farmworker family who immigrated to the United States from Mexico. Her background is in cultural anthropology, education, parent/community work, anti-oppression studies and theater. Her primary interests are in Indigenous Science, Medical Education, Psychodrama and Writing.

Jeremy Kibbey and **Teela Sablan** are students in Native American Studies at UW.

5. Learning to Lead in the Salish Sea: The Redfish School of Change (*Room 104*)

The Redfish School of Change is a field-based learning experience designed for undergraduate students who want to lead the way in creating positive social and environmental change. In 2015 the program was held in the Salish Sea, with an explicit focus on bringing together young leaders from both sides of the international border. A collaboration among Western Washington University's Huxley College of the Environment, Center for Canadian American Studies, and the University of Victoria School of Environmental Studies, as well as GreenLearning Canada, the program brought together undergraduate students from Western and the U. Victoria to meet with community leaders, activists, scientists, teachers and politicians on both sides of the border. Wilderness, camping, and on-water experiences were all a part of the learning journey. In this workshop we will discuss findings from our narrative inquiry into the effects of participating in this place-based, experiential field school. We will highlight students' in-field reflections, which they recorded during a storymapping assignment using video, audio, and photographic media, as well as exit interviews and excerpts from interviews four months after the program. Central questions include: how did your sense of the Salish Sea and your place in it change? How can this type of trans-boundary and trans-disciplinary educational experience foster a regional identity in the Salish Sea? What type of leadership do you think is needed for the future health of the Salish Sea? **Nick Stanger** is an assistant professor of environmental education at Huxley College of the Environment at Western Washington University. The main focus of his research revolves around place, displacement, environmental refugees and learning (www.transformativeplaces.com).

Ryan Hilperts is the Director of the Redfish School of Change and a sessional lecturer and research associate at the School of Environmental Studies at the University of Victoria. She teaches ecology, ecological restoration, and global food systems, and she researches the ways in which ecological restoration transforms both human and ecological communities.

Acy Wood, a senior biology major at Western Washington University, is an alum of the Redfish School of Change (2015). His focus is on genomics with an aspiration to study hydrothermal vent metagenomics research in graduate school.

12:40 LUNCH in the Lyceum

NOTE: Please fill out the yellow card in your folder to indicate which conversation you would like to join in the first session after lunch. Drop your card in the basket on the registration desk on your way to lunch in the Lyceum. At the conclusion of lunch, we will announce the locations for these conversations.

1:45 Further discussion with morning presenters, or conversations on your own

This is a time to continue conversations with a presenter whose session you attended in the morning—or to join in a conversation with a presenter(s) you didn't yet encounter.

2:30 Next Steps: Planning and Idea Sharing - Lyceum

We will regroup in the Lyceum space. We encourage campus-teams to use this time to share ideas for curricular and co-curricular endeavors (see sheet in your folder for suggested meeting places at tables). Also, for those attending individually without a campus team, there are designated tables for you to gather.

3:15 Feedback

At this point in the day, we'll hand out a request for some written feedback. We'd also like to hear some ideas and questions that the day has generated!

Facilitators:

Jane Compson, University of Washington Tacoma

Kevin O'Brien, Pacific Lutheran University

4:00: Final Remarks and Closing

*Please leave your feedback form and nametag
at your table or on the registration desk*

Thank you for coming and safe travels home!

Upcoming Opportunities

April 28-29,
2016

Washington Center's Annual Curriculum Planning Retreat

at the Dumas Bay Centre in Federal Way. A planning retreat for faculty teams planning learning communities as well as teams working on curriculum planning related to place-based learning and sustainability. A great mix of workshops and planning time, with resource faculty to assist.

Learn more at <http://bioregion.evergreen.edu>

August 7-9,
2016

"Just Sustainability: Hope for the Commons"

The biannual conference of Seattle University's Center for Environmental Justice and Sustainability. The deadline for Call for Papers is February 22, 2016. Selected papers will appear in a special issue of the journal *Interdisciplinary Environmental Review*. Learn more at: www.js2016.org.

September 9-11,
2016

"Data that Counts: Doing Community-based Research, Science, and Citizen Science with our Students." A weekend-end gathering at North Cascades Institute. More information forthcoming in Spring 2016.

Abundant thanks to members of the Curriculum for the Bioregion Steering Committee for their constant advice and support and for helping to shape today's meeting.

Curriculum for the Bioregion Steering Committee Members 2015-16

Antioch University – Seattle	Kate Davies , Core Faculty, Graduate Program in Leadership & Change
Bellevue College	Rob Viens , Dean of Science
Cascadia College	Sonya Doucette Instructor, Chemistry & Environmental Science
Edmonds Community College	John VanLeer , Earth Sciences & Astronomy Instructor
E3 Washington	Abigail Lynam , Sustainability Studies Instructor
Olympic College	Holly Hughes , English Instructor
Pacific Lutheran University	Abby Ruskey , Former Executive Director
Peninsula College	Kim McNamara , Instructor, Business Transfer Program
Pierce College	Kevin O'Brien , Associate Professor of Religion
Seattle Central College	Matthew Teorey , English Instructor
Seattle CityClub	Karen Harding , Faculty Emerita, Chemistry
Seattle University	Tom Broxson , Chair, Natural Science
Skagit Valley College	Christie Flynn , Dean of the Library and Learning Resources
South Seattle College	Grace Sparks , Biology Instructor
The Evergreen State College	Diane Douglas , Executive Director
University of Puget Sound	Phil Thompson , Professor, Civil and Environmental Engineering and Director, Center for Environmental Justice and Sustainability
University of Washington – Bothell	Claus Svendsen , Chair, Environmental Conservation
University of Washington – Tacoma	Peter Lortz , Vice President of Instruction
University of Washington – Seattle	Tyrus Smith , Planning Unit Coordinator and Faculty, Tacoma Campus
Western Washington University	Karen Gaul , Member of the Faculty, Sustainability and Justice
501 Commons	Daniel Sherman , Associate Professor, Political Science and Environmental Studies
Curriculum for the Bioregion Project Staff	Robert Turner , Senior Lecturer, Interdisciplinary Arts & Sciences
Washington Center	Mike Gillespie , Professor <i>Emeritus</i> , Philosophy, University of Nebraska
The Evergreen State College	Erica Cline , Associate Professor, Biology/Interdisciplinary Studies
(360) 867-6608	Cynthia Updegrave , Lecturer, American Indian Studies
	Grace Wang , Associate Professor, Huxley College
	Nancy McKay , Service Corps Director
	Jean MacGregor , Director, Curriculum for the Bioregion
	Danae Presler , Research Assistant, Curriculum for the Bioregion
	Emily Lardner , Director, Washington Center