Learning locally, connecting globally: Fostering agency and resiliency in the wake of Climate Change

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March 13th 2015

Urban Environmental Studies Research Group

- Urban Education

- Interdisciplinary

- Geographical, Sociocultural and Critical (Theory) approaches to researching the relationship between people and the urban environment in the context of teaching and learning

Urban Environmental Education

Terra Sacer – "wasteland whose inhabitants lack the liberal capitalist insights and technological know-how to properly occupy a city." La Paperson (2014)

- Applies to urban land and bodies
- Almost always the most racially and economically marginalized peoples

Urban Environmental Education Frameworks

Fostering Resilience

Resilience is "the ability of a social system to respond and recover from disasters and includes those inherent conditions that allow the system to absorb impacts and cope with an event" and "emerges from a complex web of social interactions, characteristics and capacities that enable a community to live with the hazards they face" (Holling, 1973 and Crowley et al. 2012 in Puleo 2014).

Agency → Resilience

I really wanted this to imply that AGENCY leads to environmentally and culturally sustainable and resilient futures; with AGENCY being in the sense of affording people (young people and the people who teach and/or facilitate learning experiences for them) the critical lens to view their communities and to make choices with the goal of improving their quality of life in relevant ways that would also contribute to an improving of the local, regional and global quality of life. In other words, the ability to make individual/collective meaningful, relevant and sustainable choices

Urban Environmental Studies Research Group

- Frameworks that foster a sense of agency and self/community-advocacy

- Frameworks that re/considers peoples' relationship to the land

- Frameworks that fosters a sense of resilience with the specter of Climate Change and other environmental issues

- Frameworks that allows people to examine issues of power, access, and equity in the context of their daily lived experiences

Participatory Approaches to Environmental Studies

- Environmental Studies Course
  - Middle and High School aged students
  - Participatory approaches to collaboratively learn about the natural and built urban environment
  - Language to describe inequity and agency to work towards justice
- Community Roots
  - Focus on food security

Teacher Learning Research

- STEM teachers and informal science learning environments
  - Parks (NPS)
  - Museums
  - Community
- Identity and agency
- Advocacy for relevant and meaningful STEM learning

Art and Science Approaches

- Art and science as cultural tools to address compelling questions of our time that are of transdisciplinary origins
- Art allows new ways in and through scientific material and thought
- Art as place-making
- Imagination
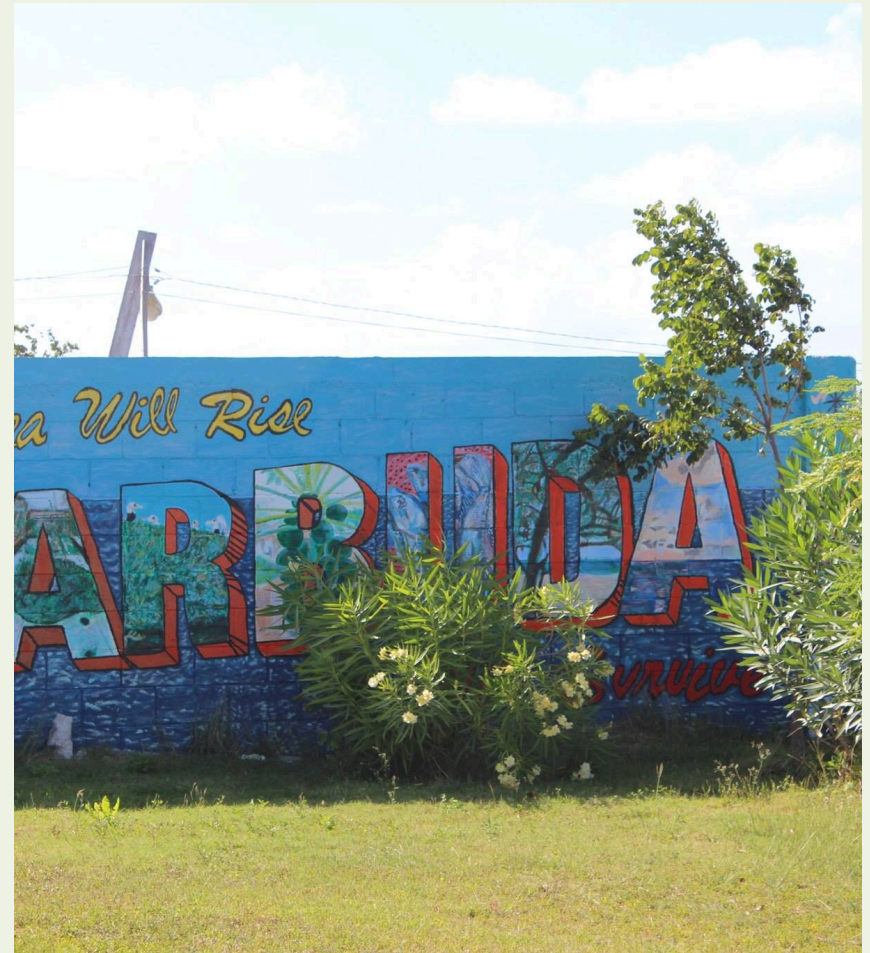
Climate Change

How to we prepare young people and the people who teach them to imagine and enact a sustainable and resilient in their communities and as connected a larger global collective?