

LS 819: Welcoming in a New World: Transition, Trauma, and Transformation

Spring 2021

Wednesdays

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COURSE DESCRIPTION

The COVID-19 pandemic has precipitated a growing awareness that we as a culture can't go back to the "normal." This course is premised on the argument that we are ethically obligated not to go back to the normal: for, the "normal" is the normalization of much that contributed to the current ecocide and genocide that we witness today. The present epoch, the Anthropocene, bears witness to humans' destructive presence on this planet. We must make a decisive shift in the way we live and make relationship with the planet and their myriad of beings. Yet, we are in a difficult time of transition that, for many, feels more like being trapped rather than transitioning; and more like trauma than transformation. How do we mobilize all the resources that are available to us so as to move us out of feeling stuck and discouraged? This course will run as a living inquiry, inviting participants to conduct their own self-inquiry and self-transformation through life writing and other life practices based on inner work and contemplative inquiry. Whatever we discover as participants in this course will be ongoingly shared with each other. Readings and other resources will be drawn from multidisciplinary, interdisciplinary, and transdisciplinary sources, ranging from neurobiology to Zen.

ASSIGNMENTS

1) Group Project/Symposium, Weekly Postings, ETC. 50%

1.1. Autobios on Canvas

1.2. Weekly Postings on Canvas

1.3. “Letters from Pandemic” - GLS 30th Anniversary Event

1.4. Group project and presentation in SYMPOSIA

2) *iChange* Project 50%

Detailed descriptions of and instructions for these assignments will be emailed to everyone prior to the first class and also will be presented to class on the first day for discussion and modification.

CURRICULUM MATERIALS

We will be reading widely and viewing video materials selectively to aid our dialogue and discussion, and to support your projects for this course. Students need not buy anything for this course as all materials will be available online and on CANVAS.

Please note that more readables and watchables may be added as we see fit.

LS 819 SPRING 2021

Dates	Themes	Readables, Listenables, and Watchables
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		(Readables can be found on CANVAS for LS 819 under FILES, unless indicated otherwise. Use of all materials are follow the copyright guidelines. Full Reference list will be given elsewhere.)
	<p>PRE-COURSE READINGS</p> <p><i>These are repeated in W5</i></p>	<p>Bai, H. (2020). A critical reflection on environmental education during the COVID-19 pandemic, Journal of Philosophy of Education, 5x (x), x-y. https://onlinelibrary.wiley.com/doi/full/10.1111/1467-9752.12472</p> <p>The Coronation by Charles Eisenstein: https://charleseisenstein.org/essays/the-coronation/</p> <p>Holdrege, C. Virus in the dynamics of life (PDF on Canvas)</p>
<p>JAN 13</p> <p>W1</p>	<p>Course Orientation, Approaches & Protocols</p> <p>Ethic of Self-Cultivation; Community-building through Self-Other Practice;</p> <p>Inner and Outer Activism; Praxis</p>	<p>Dialogue as a Way of Life and a methodology</p> <p>Multi-, inter-, and trans-disciplinary work</p> <p>Contemplative Inquiry as the foundation</p> <p>Praxis-based academic work</p> <p>AFFINITY groups</p> <p>Readables:</p>

	<p>POST YOUR AUTOBIOS on CANVAS, pls.</p>	<p>Hadot, P. (1995). Philosophy as a way of life. London, UK: Blackwell Publishers. (Chapter 11: Philosophy as a way of life, pp. 264-276. (PDF on Canvas)</p> <p>Foucault, M. (1997). Technologies of the self (PDF on Canvas)</p> <p>Watchable:</p> <p>3D Dialogue: Self-cultivation</p> <p>https://www.youtube.com/watch?v=oCgkKxcdBbg</p>
<p>JAN 20</p> <p>W2</p>	<p>PRAXIS:</p> <p>Writing +Reading</p> <p>Breath-work, body-work, trauma-work, Art-work</p>	<p>Readables:</p> <p>Epstein, M. (1924). The trauma of everyday life (Excepts: PDF on Canvas)</p> <p>Porges, S. (2020). The COVID-19 Pandemic is a paradoxical challenge to our nervous system: A polyvagal perspective. Clinical Neuropsychiatry, 17, 2, 135-138. (PDF on Canvas)</p> <p>Welling, H. (2012). Transformative emotional sequence (PDF on Canvas)</p>

	<p>Your weekly postings on CANVAS</p> <p>-</p>	<p>Van Der Kolk, B. (2014) <i>The body keeps the score</i> (Selections in PDF on Canvas)</p> <p>Levine, P. (2010). <i>In an unspoken voice: How the body releases trauma and restores goodness</i>. Berkeley: North Atlantic Books. (3 PDFs on Canvas) –<i>Note: this set will be more closely read in W8. For this week, just scan them through, if you wish.</i></p> <p><u>IN CLASS:</u></p> <p>Selections from Zen bones and Zen flesh (ZBZF)</p> <p>Selections from Tenzo Kyokun (Dogen)</p> <p>Selections from The Penguin book of Zen poetry (PBZ)</p> <p>(Henceforth, just “<i>Selections</i>”)</p>
<p>JAN 27</p> <p>W3</p>	<p>ZEN of Everything, Everyday</p> <p>Trans-disciplinarity (wisdom traditions);</p>	<p>Readables:</p> <p>Bai, H. (2003). Learning from Zen arts: A lesson in intrinsic valuation. <i>Journal of the Canadian Association for Curriculum Studies</i>, 1(2), 1–14.</p> <p>Retrieval from: http://summit.sfu.ca/collection/204?page=2</p>

	<p>Core/foundational cultivation; Integrating Inner+Outer</p> <p>Zen of seeing; horizons of understanding; nondual, holistic worldviews; seeing phenomena in dynamics and Gestalt, etc.</p> <p>-</p>	<p>Bai, H. & Cohen, A. (2014). Zen and the art of storytelling. <i>Studies in Philosophy and Education</i>. Springer, 33(6).</p> <p>Retrieval from: http://summit.sfu.ca/collection/204</p> <p>Watchable:</p> <p>Eastern Philosophy – Kintsugi</p> <p>https://www.youtube.com/watch?v=EBUTQkaSSTY</p> <p><u>IN CLASS:</u> <i>Selections</i></p>
<p>FEB 3</p> <p>W4</p>	<p>Innerwork</p> <p>Healing</p> <p>(Guest: Cohen)</p>	<p>Readables:</p> <p>Bai, H., Morgan, P., Scott, C. & Cohen, A. (2018). Holistic-contemplative pedagogy for 21st century teacher education: Education as healing. In J. Miller & M. Binder (Eds.), <i>The international handbook for holistic education</i> (pp. 108-117). New York, NY: Routledge. (PDF on Canvas)</p> <p>Cohen, A. Innerwork on your own (PDF on Canvas)</p>

		<p>Diamond, J. (n.d.) Encounters with the spirit: Developing second attention at the edge (PDF on Canvas)</p> <p><u>IN CLASS: <i>Selections</i></u></p>
<p>FEB 10</p> <p>W5</p>	<p>GLS 30th ANNIVERSARY SEMINAR</p> <p>-</p>	<p><i>We are participating in GLS 30th Anniversary Seminar.</i></p> <p><i>Please see the accompanying document for explanations and instructions.</i></p> <p>Bai H. (2020). A critical reflection on environmental education during the COVID-19 pandemic, Journal of Philosophy of Education, 5x (x), x-y. https://onlinelibrary.wiley.com/doi/full/10.1111/1467-9752.12472</p> <p>The Coronation by Charles Eisenstein: https://charleseisenstein.org/essays/the-coronation/</p> <p>Holdrege, C. Virus in the dynamics of life (PDF on Canvas)</p>
<p>FEB 17</p> <p>W6</p>	<p>NO CLASS: READING BREAK</p> <p>-</p>	<p>FOCUSED WORK on your iChange project.</p> <p>(Share with Heesoon and Class Colleagues your iChange plan/draft for discussion and consultation.)</p> <p>-</p>

<p>FEB 24</p> <p>W7</p>	<p>Neurobiology</p> <p>-</p>	<p>Readables:</p> <p>Schore, A. N. (2009). Right-brain affect regulation: An essential mechanism of development, trauma, dissociation, and psychoteraphy. D. Fosha, D. J. Siegel & M. F. Solomon (Eds.). New York, NY: W. W. Norton & Company. (PDF on Canvas)</p> <p>Porges, s. W. (1995). Orienting in a defensive world: Mammalian modifications of our evolutionary heritage. A polyvagal theory. Psychophysiology, 32(4), 301-318. (PDF on Canvas)</p> <p>Watchables:</p> <p>Still face experiment https://www.youtube.com/watch?v=apzXGEbZht0</p> <p>The Divided Brain (Iain McGilchrist) – RSA Animate https://www.youtube.com/watch?v=dFs9WO2B8uI</p> <p>My stroke of insight - Jill Bolte Taylor TED2008 https://www.ted.com/talks/jill_bolte_taylor_my_stroke_of_insight?language=en</p> <p><u>IN CLASS:</u> <i>Selections</i></p>
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<p>MAR 3 W8</p>	<p>Opening and Healing Body, Senses, Mind, Heart, Spirit . . .</p>	<p>Readables:</p> <p>Bai, H., Cohen, A. & Park, S. (2020). From fear and hostility to awakening and hospitality: Learning to encounter the strange with an open heart. In B. Zizek & H. Piepenbring (Eds.), <i>Formen der Aneignung des Fremden</i> (pp. 59-70), Heidelberg, GmbH: Universitätsverlag Winter GmbH Heidelberg. (PDF on Canvas)</p> <p>Bai, H. (2008). Out beyond the ideas of wrongdoing and rightdoing . . . <i>Complicity: An International Journal of Complexity and Education</i>, 5(1), 109-114</p> <p>Watchables:</p> <p>Evelyn Glennie in bodily listening</p> <p>https://www.ted.com/talks/evelyn_glennie_shows_how_to_listen?language=en</p> <p><u>IN CLASS:</u> <i>Selections</i></p>
<p>MAR 10 W9</p>	<p>Perception, Affect, and Transformation</p>	<p>Readables:</p> <p>Levine, P. (2010). In an unspoken voice: How the body releases trauma and restores goodness. Berkeley: North Atlantic Books. (3 PDFs on Canvas)</p>

		<p>Fosha, D. (2009). Positive affects and the transformation of suffering into flourishing (PDF on Canvas)</p> <p>Dean, B. (2005). New organs of perception: Goethean Science as cultural therapeutics, <i>Janus Head</i> 8(1), 113-126. (PDF on Canvas)</p> <p>Watchables:</p> <p>Your brain hallucinates your conscious reality Anil Seth https://www.youtube.com/watch?v=lyu7v7nWzfo</p> <p>The Muppets explain phenomenology https://www.youtube.com/watch?v=cVGAxMo-kiw&feature=youtu.be</p> <p><u>IN CLASS:</u> <i>Selections</i></p>
<p>MAR 17</p> <p>W10</p>	<p>Practices of the Self with Others</p>	<p>Readables:</p>

	<p>- Dialogue, intersubjectivity, ma, democracy, ethics ...</p> <p>-</p>	<p>Bai, H. (2001). Cultivating democratic citizenship: Towards intersubjectivity. In W. Hare & J. P. Portelli (Eds.), <i>Philosophy of education: Introductory readings</i> (3rd ed.) (pp. 307–320). Calgary, AB: Detselig Enterprises Ltd. (PDF on Canvas)</p> <p>Bai, H. (2012). Reclaiming our moral agency through healing: A call to moral, social, environmental activists. <i>Journal of Moral Education</i>, 41 (3), 311-328.</p> <p><u>IN CLASS:</u> <i>Selections</i></p> <p>-</p>
<p>MAR 24</p> <p>W11</p>	<p>Peace Within, Peace Without</p>	<p>Readables:</p> <p>Bai, H. (2013). Peace with the Earth: Animism and contemplative ways. <i>Cultural Studies of Science Education</i>, 1 (10), Springer</p> <p>Bai, H. & Scutt, G. (2009). Touching the earth with the heart of enlightened mind: A Buddhist practice of mindfulness for environmental education. <i>Canadian Journal of Environmental Education</i>, 14, 92–106.</p> <p>Pannikar, R. (1990) A nonary of priorities (PDF on Canvas)</p>

		<p>Watchable:</p> <p>Susan Simrad: How trees talk to one another</p> <p>https://ed.ted.com/lessons/the-networked-beauty-of-forests-suzanne-simard</p> <p><u>IN CLASS:</u> <i>Selections</i></p>
<p>MAR 31</p> <p>W12</p>	<p>SYMPOSIUM 1</p> <p>-</p>	<p><i>These symposia will showcase our work throughout the semester. Specifically, we will organize ourselves into 3 groups with 5 – 6 members, with each group offering creative, practice-oriented expressions of the semester studies, including their iChange work.</i></p>
<p>APRIL 7</p> <p>W13</p>	<p>SYMPOSIUM 2</p>	<p>As above</p>
<p>APRIL 14</p> <p>W14</p>	<p>SYMPOSIUM 3</p>	<p>As above</p>