# ENVS 437

# The Bahamas - Climate Action, Fisheries, and the Island School

# Global Learning Program

## Redfish School of Change

## Total instructional hours - 160

**June 20th, July 4th, 11th –** Pre-course classes

**July 18th – July 30th –** The Island School Course, Eleuthera Island, The Bahamas

**July 31st – August 5th –**Educators Conference (Optional at The Island School)

**August 15th** – Post course

**Instructors: Dr. Nick Stanger** **stangen@wwu.edu** **(360) 977-9723**

**8 credits**

**Course Description**

This course focuses on Climate Education, Action, and Justice within the Bahamian context of fishing, research, and schooling. Set at the sustainability exemplar, The Island School, this course will explore concepts of place-based learning in the context of environmental and social change. Students will be introduced to a variety of strategies within the environmental and social change movements in The Bahamas, and develop their own ideas, approaches, and skills for facilitating change. Working through scientific inquiry, meeting with local conservationists, and experiencing a different way of learning and teaching, this course will expand notions of Climate Action.

**Course outcomes:**

After the end of this course, each student will:

* See themselves, individually and in community, as an actor at all scales of ecology;
* Be proficient with a diversity of skills and techniques related to learning in a socio-ecologically centered school;
* Have access to a diverse network of communities for learning on Eleuthera Island;
* Be able to model inclusive community values in their actions and language;
* Demonstrate effective and personalized leadership and group communication skills;
* Have increased self-awareness and ability for self-assessment and self-care;
* Create and lead a plan for a project related to Climate Action and/or social equity.

**WWU Syllabus Policies:** Please see the policies for students taking this course through WWU:[**https://syllabi.wwu.edu**](https://syllabi.wwu.edu)

**Readings:**

A reader is provided for you that supports thinking about socio-ecological thinking, climate leadership at different scales, specific Eleuthera Island and The Bahamas, and even more specific to The Island School.

Bethel, B. J., Buravleva, Y., & Tang, D. (2021). Blue Economy and Blue Activities: Opportunities, Challenges, and Recommendations for The Bahamas. *Water*, *13*(10), 1399.

brown, adrienne maree. (2017). Interdependence and Decentralization. In​ Emergent Strategy ​(pp 83-102)​ ​. Chico, CA: AK Press.

Columbié, Y.J. (2022). Adapting to Climate Change Through Disaster Risk Reduction in the Caribbean: Lessons from the Global South in Tackling the Sustainable Development Goals. In *Creating Resilient Futures* (pp. 183-203). Palgrave Macmillan, Cham.

Sherman KD, Shultz AD, Dahlgren CP, Thomas C, Brooks EJB, Brooks A, Brumbaugh DR, Gittens L, Murchie K. 2018. [Contemporary and emerging fisheries in The Bahamas—Conservation and management challenges, achievements and future directions.](https://onlinelibrary.wiley.com/doi/epdf/10.1111/fme.12299?author_access_token=t6omZVpypVm5MbhnxSmt3ota6bR2k8jH0KrdpFOxC650gimRPG5XICMXoNaYhQLeJDmMBuEmaS2yC2nATyew8S0I4hsiSjxK5vlOSlrurVFjB_q_PzT1Uq1mbsD1KtuK) *Fish Manag. Ecol*. 25:319–331.

Excerpts from Stanger, N. R. G. (2007). [*Youth and environmental art: The effects of The Island School on ecological literacy.*](http://www.nicholasstanger.ca/downloads/files/stanger%20ecoliteracy%20Final2.pdf) (Masters). Royal Roads University, Victoria, BC.

Starhawk. (2011). *Axis of Learning. In ​The Empowerment Manual​.* Gabriola Island, B.C.: New Society Publishers.

Sheller, M. (2018). Caribbean reconstruction and climate justice: Transnational insurgent intellectual networks and post-hurricane transformation. *Journal of Extreme Events*, *5*(04), 1840001.

Thomas C., Auscavitch S., Brooks A. and Stoner A. (2014) [Assessing Essential Queen Conch (Strombus gigas) Habitat in Eleuthera, The Bahamas: Population Declines Suggest the Urgent Need for Changes in Management.](https://www.researchgate.net/publication/291346429_Assessing_Essential_Queen_Conch_Strombus_gigas_Habitat_in_Eleuthera_The_Bahamas_Population_Declines_Suggest_the_Urgent_Need_for_Changes_in_Management) *Conference paper: 67th Gulf and Caribbean Fisheries Institute, Christ Church, Barbados*.

**Assessments**

1. **PRE-COURSE ASSIGNMENT: Introduction Piece Due June 20 in class**

Using an understanding of your connection to Climate Action, prepare an introduction of yourself to our learning community. Give us a sense of where you are from, who you are now and where you are going. Your introduction should touch on your leadership abilities, your connection to place, and your relationships to human and other-than-human communities. You will be invited to share your work when we introduce ourselves to each other at the beginning of the class - so creating something visual will help out (analog or digital is great)! One example might be a “tree of ecological literacy” where roots represent social and environmental influences, the trunk is where you are now, and the branches and leaves are your future. You might bring a map that charts your path, or a timeline that illustrates something important about where you came from and where you are going. Another might be a short narrative or story that you tell- feel free to be creative and choose a form that best uses your strengths and talents. The written portion of this assignment should be 2-3 pages.

1. **Reading Reflections Journal**

You are to prepare a short reading reflection for the main readings for this course. The purpose of this assignment is to elevate the quality of discussion in The Bahamas by ensuring that you have completed readings and are prepared to engage them. Your reflection should include the following components and be no more than three paragraphs long (250 words) and be submitted in the discussions section in Canvas.

* 1. What are the main arguments of the readings? (~4 sentences)
	2. List 2-3 quotes/ideas that stood out to you/were new ideas/you
	3. found compelling.
	4. Prepare three questions for discussion. These should be open-ended questions you might ask of the author, or that you might ask to stimulate a conversation about the content of the article.

**3. CHECK-IN and Leader of the Day**

You will facilitate one check-in session and be Leader for the day – see below

**Part 1: In the Bahamas, You will facilitate one 30-minute check-in session** **on your own.**

These ‘coming together’ sessions generally occur at the beginning of class. They are a way for the group to check in, raise questions, take stock, share important news, provide feedback, deal with topics and decisions, become energized for the week ahead or reflect on the week just passed. There will likely be questions, considerations, and plans to be made. As the facilitator you must tune into the group and address our current needs.

Your check-in must incorporate a reading or excerpt from a reading that is relevant to the theme of the day, the activity we will participate in, or simply something that you find useful or thought provoking. This can be an excerpt from a text that we’ve read together, a poem, a quote or some other source from our library, though we encourage you to use materials from the readings.

Your check-in should be designed based on where we are at in the program, the needs of the community, and the skills and ideas you can bring. It’s a good idea to check in with Nick before your session to go over plans and ideas.

**Part 2: Leader of the day**

On the day of your check-in, you will also be the facilitator of the day. In this role, you are a point person for the day. Help remind people of the readings, projects that are due, time-keep our zoom meeting (keep us on task) and provide helpful tips throughout the week in Canvas. This may look different for all of you. You will need to read, respond, and react based on the situation and the community’s needs, interests, and challenges.

**Part 3: Self-assessment.**

After your check-in and leader of the week experiences, you are asked to complete a self-assessment sheet. This is an opportunity for you to reflect on how you did, what you still want to learn about facilitation and leadership, and assess how you might improve.

You are each be partnered one other leader of the week for peer feedforward. Please make sure you submit this to the leader of the week within one week of their check-in. We will go over what this should look like in class.

After your check-in and leader of the day, you will meet with Nick, and a peer observer to debrief how it went. Please complete your self-assessment sheet before hand.

**4. Climate Action, Fishing, and Conservation in The Bahamas.**  We will be partnering with various fishers, conservationists, and researchers in the Bahamas. You task is to use socio-ecological theory and tenets of social and environmental justice to assess pathways and potential research topics that support justice for Bahamian and ecological communities (particularly of fishing industry). More information will be provided on this project as we co-build it with our community partners.

**5. Community Engagement Plan**

This final assignment, to be complete by August 15th, asks you to consider what role you hope to play in supporting or leading a project for social or ecological justice.

You’ve completed a number of weeks learning in a specific community. You’ve led the community as a leader of the week, you’ve been led by peers, you’ve encountered community leaders and teachers and you’ve worked with a focus on the Central Salish Sea by land and water.

*What has The Island School experience taught you about what Climate Action Education means?*

This assignment asks you to reflect on the concept of Climate by incorporating specific examples from:

* Your experiences during our trip to The Bahamas - conversations with peers, observations of different conservation and climate action approachesand styles, leader of the day experience, meetings with other partners, other experiences
* Climate Action course readings
* Your personal reflections and inquiry (use your reading reflections as a text!)
* A conversation with a peer or family member AFTER the program is over.

Part 1: **What is Climate Action Education?** Please weave a description of how you now see Climate Action Education with as many threads of your experience as you can. What did you observe in our partners and peers? What did you learn about yourself?

Part 2: **How are you going to incorporate your new perspective on climate action into engagement or action now?** How will your new perspective inform your actions after this program is over? I’d like you to work with this by thinking about climate action in a number of different scales and describing how and what you hope to apply from this learning experience at these different scales. There will likely be different time scales for each, different considerations and different parts of your leadership capabilities and skills you hope to hone in each of these spheres.

* Climate action and self
* Climate action within household/biological family/chosen family
* Climate action in the context of a larger community
* Climate action beyond...?

This project can be a specific plan for action, a description of the type of role you hope to play at each of these levels of climate action, or a combination of the two. How are you going to translate this course experience into real impact in your life and the lives of others?

This assignment can take many formats- I would rather not read an essay – but see a personal planning document, a website, a video, or a listen to a rough cut of a podcast. You can of course do it as an essay – but that only serves you if that is how you think!

**Schedule**

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| --- | --- | --- |
| **Date** | **Activity** | **Readings; Items Due** |
| Pre-Course |
| June 20th10-2pmzoom | Course introductionIntroduce ourselvesOutline our trip, travel and COVID protocol, The Island School BackgroundSyllabusGo over reader and expectations or reading | Check in: Nick  |
| June 4th 10-2pmzoom | Climate Justice in the Caribbean Leadership Styles in communityBahamian HistoryDiscussion of ReadingsGroup projects and setting | Check in: Student 1 |
| July 11th10-2pmzoom | Non-Violent CommunicationDiscussion of ReadingsClimate Justice and recent Disasters and recovery in The BahamasFishing and Conservation in the Bahamas | Check in: Student 2 |
| Field Course |
| July 18th  | Travel Day415 pick up at Rock Sound Airport (afternoon)615 – IS dinner |  |
| July 19th  | 630am – Morning Exercise – learn about place-based exercise815 – IS Breakfast915 – Sustainable Systems/tour and Snorkelling to Patch Reef1215 – IS Lunch115 –Welcome to The Island School and Bahamas Field School Orientation to 615 – IS Dinner715 – Planning research projects in groups9 – end of day | Check in: Student 3 |
| July 20th  | 630am – Morning Exercise – learn about place based exercise815 – IS Breakfast915 – learning about the area – other fishing and important patch reef sites – Presentation by Cape Eleuthera Institute1215 – IS Lunch115 – Meet with local fishers and learn about Conch, Grouper, and other endangered fish615 – IS Dinner715 – Go over fishing gear and set up for fishing research9 – end of day | Check in: Student 4 |
| July 21st  | 630am – Morning Exercise – learn about place based exercise815 – IS Breakfast915 – Shark, Grouper, and Conch fishing research – out in the boat1215 – IS Lunch115 – Meet with local fishers and learn about Conch, Grouper, and other endangered fish615 – IS Dinner715 – Climate Action Workshop9 – end of day | Check in: Student 5 |
| July 22nd | 630am – Morning Exercise - learn about place based exercise815 – IS Breakfast915 – visit local fishing ports Cape Eleuthera, Greencastle, or Davis Harbour1215 – bagged lunch115 – visit local fishing ports Cape Eleuthera, Greencastle, or Davis Harbour615 – Dinner out at Sharil’s in Deep Creek715 – Visit Lighthouse Point10 – end of day | Check in: Student 6 |
| July 23rd  | 630am – Morning Exercise – learn about place based exercise815 – IS Breakfast915 – Out on the boat – visiting other fishers working on the sea 1215 – IS Lunch115 – Meet with local fishers and learn about Conch, Grouper, and other endangered fish615 – IS Dinner715 – Project time9 – end of day | Check in: Student 7 |
| July 24th  | Day off – stay close to The Island School and work on projects | No Check in |
| July 25th  | 630am – Morning Exercise – learn about place based exercise815 – IS Breakfast915 – The Island School curriculum, Leadership through education1215 – IS Lunch115 – endangered fish615 – IS Dinner715 – Go over longlining gear and set up for fishing research9 – end of day | Check in: Student 8 |
| July 26th | 630am – Morning Exercise - learn about place based exercise815 – IS Breakfast915 – Kayak trip around the Cape1215 – bagged lunch115 – Kayak trip615 – out on Kayak Trip715 – kayak trip9 – end of day | Check in: Student 9 |
| July 27th  | 630am – Morning Exercise - learn about place based exercise815 – IS Breakfast915 – Kayak trip around the Cape1215 – bagged lunch115 – return from kayak trip615 – IS Dinner715 – clean up and rest9 – end of day | Check in: Student 10 |
| July 28th  | 630am – Morning Exercise - learn about place based exercise815 – IS Breakfast915 – Work on Projects1215 – IS lunch115 – work on projects615 – IS Dinner715 – Leadership and reflection9 – end of day | Check in: Student 11 |
| July 29th  | 630am – Morning Exercise - learn about Place based exercise815 – IS Breakfast915 – presentations to community1215 – IS lunch115 – Presentations to community members615 – IS Dinner715 – Climate Action workshop9 – end of day | Check in: Student 12 |
| July 30th  | 630am – Pack up815 – IS Breakfast915 – Closing circle and travel to airport1215 – Lunch in Rock Sound115 – flight off island | No Check in |
| July 31st – August 6th | Educators conference – sign up separately <http://www.islandschool.org/educators-conference>  |  |
| Post-course |
| August 15th10-2pmzoom | Closing circleCommunity Engagement projects and presentations | Due: final reflections and essay |

**Overall Sample Rubric – this is how I look at your work – even with P/NP**

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| --- | --- | --- | --- | --- |
| **Criteria** | **Excellent** | **Satisfactory**  | **Unsatisfactory** | **Poor**  |
| **Course Goals and Expectations met (60%)** | Project clearly demonstrates a high level of knowledge and articulates their understanding of EE and the goals of this course. | Project clearly demonstrates a moderate level of knowledge regarding EE and the goals of this course. | Project demonstrates a low level of knowledge regarding EE and the goals of this course. | Project demonstrates level of knowledge regarding EE and the goals of this course. |
| **Communication (10%)** | Project clearly demonstrates a high level of effective communication with no grammatical errors, concise discussion, and efficient language use. | Project clearly demonstrates a moderate level of effective communication with few grammatical errors, concise discussion, and efficient language use. | Project clearly demonstrates a low level of effective communication with many grammatical errors, wordy discussion, and inefficient language use. | Project clearly demonstrates a no effective communication with many grammatical errors, incomprehensible discussion, and inefficient language use. |
| **Creativity (30%)** | Project takes appropriate risks and explores alternative and interactive media in innovative and compelling ways. | Project takes some appropriate risks and explores alternative and interactive media in compelling ways. | Project takes no risks and does not present alternative or compelling mediated experience. | Project is poorly conceptualized with little to no creative thought put to the end product. |