

DePaul University | Undergraduate Programs | Graduate Programs

## Course: # CCH 203 / SCPS 532

### RESILIENCE FOR CIVIC ENGAGEMENT

WINTER 2021

#### Registration Information

- ⇒ **SCPS students in credit-hour based degrees and for any DePaul student:** register for CCH 34490
- ⇒ **SCPS BAIFA students:** register for one competence
  - choose from: L7 34486, A3X 34487, H3X 34488, FX 34489
- ⇒ **Graduate Students:** open to graduate students from any discipline
  - register for SCPS 532 – 32236 -- (For SCPS grads, MAEA students register via the course number, and once complete use for 2 credits of electives; MAAPS students register via the course number, and once complete map to either AP574 or AP560)

#### INSTRUCTOR INFORMATION

**Name:** Caroline M. Kisiel, Associate Professor, School of Continuing and Professional Studies

**Office Location:** Remote

*(My office locale is 14 East Jackson, but I will not be on campus due to COVID-19 restrictions)*

**Office Hours:** Virtual/phone, by appointment

**Best Way to Reach Me:** [ckisiel@depaul.edu](mailto:ckisiel@depaul.edu)

#### COURSE DATES & DELIVERY FORMAT – ONLINE/HYBRID

**Course Dates:** February 9 – March 9 (final class 3/9, final work due 3/16)

**Course Location and Delivery Format:** This course will be delivered in an Online/Hybrid format – instruction will occur via synchronous Zoom sessions and asynchronous assignment work via Desire2Learn (D2L) learning management system.

#### Winter 2021 Synchronous Zoom Meeting Dates and Asynchronous D2L Weeks:

All synchronous Zoom sessions will occur on Tuesdays, 5:45PM-8:00PM

*Zoom link and password are provided to registered students and will be accessible through the course D2L site.*

Synchronous Zoom Sessions

February 9, 16 and March 2, 9

Asynchronous D2L Week

February 23

## COURSE DESCRIPTION

It can be meaningful and invigorating to contribute to change in your community and the world... and, it may also be exhausting! When the causes in the world we care about feel urgent and pressing, our ability to rest and recover often fall to the wayside, and we may not feel we have permission to take time out. In fact, in these times finding ways to be resilient is vital and enhances our ability to contribute. Beyond adaptability and bouncing back, resilience skills involve how we cope with adversity, practice mindfulness, and stay connected to others and our purpose. In this short course, our very lives and the world around us will be our subject matter. Students will tap into their unique creativity and imagination to identify what resilience practices serve their personal wellbeing and their ability to meaningfully contribute to a changing world.

(2 credit hours)

## LEARNING RESOURCES

There is no textbook to purchase for this course. This course will draw on excerpted chapters from books in the field, relevant scholarly articles, news media articles on current events related to our content, and links to websites and online media (articles, videos, organizations, and other resources). All of these will be linked in D2L, and details will be provided in the course site as to what you should read/watch each week.

*Tentative List of Source Materials – for Assigned and/or Recommended Readings can be found at the end of this Syllabus – Registered students should consult D2L for specific assigned materials.*

## ASSIGNMENTS (GRADED EVIDENCES OF LEARNING)

There are three categories of assignments (learning deliverables) in this course.

### **1--D2L Engagement and Assignments – Review of Media, Quizzes, Essays and Responses in Discussion Forums**

During our asynchronous D2L weeks interspersed throughout the quarter, you will be required to **READ** certain segments of assigned course materials linked in D2L, to **WATCH** media linked in D2L under that week's materials, and then you will be asked to **DO**/complete certain tasks, which will include required quizzes (see below - **these are not right/wrong quizzes**, rather, they are designed to support your self-understanding and synthesis of learning). You will also be asked to write two essay-responses in two separate discussion forums, with graduate students writing an additional essay-response. You may be asked to complete additional tasks in D2L. These learning activities when assigned will be due by the following synchronous Zoom session, unless otherwise noted (see due dates for Quizzes in Course

**Schedule below).**

*Two Thematic Discussion Forums – There will be a total of two discussion forums, which will be assigned during the one asynchronous week (Week 3). You will be asked to write an initial post (essay-response) in each forum of minimum 2 substantive paragraphs on a specific theme, and respond to at least 2 other students. Responses to students should be minimum 1 substantive paragraph. Discussion forums and engagement with peers is reflective by nature, and specific instructions will be noted at the forum description, directing you to what to prepare and/or draw on from the readings and media offered in the course materials. Complete details for each forum will be provided at the forum descriptions. **Graduate students will be required to either (1) write an additional post (essay-response) related to your area of practice, OR (2) add a third paragraph to each of your two responses related to your area of practice – details will be provided.***

*Four Quizzes (Grads = Five) – There will be a total of four quizzes in this course, two assigned at the start of the quarter, and two at the end. These are more “assessments,” using the Quiz Feature in D2L, designed to support your clarity about your own values and what you value about the world, assessing your starting point and ending point in this short course. Quizzes (1) Self, and (2) World will be assigned the first week; Quizzes (3) Self, and (4) World will be assigned at the end of the course. Quizzes can be taken multiple times in service of your grasp of the content, but there are specific final due dates for each Quiz, noted in the Course Schedule and in D2L. **Complete Quiz instructions can be found in D2L. Graduate students will have a fifth Quiz on Practice Area, to support an assessment of your learning as applied to your area of practice.***

**2—Three Practice Reflections**

*Three Practice Reflections – shared in Zoom sessions in Weeks 2, 4, and 5. Assigned reflection for the week – in response to a question, prompt, or invitation – come to the Zoom session prepared to share in some form with the class. Details will be provided on how to go about these assignments, and completion of these will count toward your course grade. **Full assignment guidelines for each Practice Reflection, including format options, will be discussed in class and housed in D2L.***

**3—Container of Resilience Portfolio – Culmination of Learning**

*The Container of Resilience Portfolio – is meant to be a culmination of your learning in this course. The Portfolio will be your toolbox or roadmap beyond the class, where you will gather your: (a) summary reflections on your learning during the class, (b) snapshots of your reasons for needing/wanting resilience as relates to your civic engagement (personally and related to your community contributions), and (c) resilience practices you have identified for yourself... with the understanding that these may grow and change over your lifetime. **Full assignment guidelines, including length/format options will be housed in D2L. Graduate students will have an additional component to include in the Portfolio, related to your area of practice.***

## LEARNING OUTCOMES

**Learning Outcomes Applicable to All Students – *after this course you’ll be able to:***

- ⇒ Understand the value of resilience within the context of a demanding/driven society and/or amid crises
- ⇒ Describe various kinds of resilience practices and strategies for coping with adversity, and identify which ones best serve you
- ⇒ Identify important connections between mindfulness and relational support to civic engagement work
- ⇒ Apply your personal brand of creativity and imagination to support your wellbeing

<b>Additional Learning Outcomes for SCPS BAIFA students:</b>	<b>Learning Outcomes for SCPS Credit-Program Students:</b>	<b>Learning Outcomes for Graduate Students:</b>
<p>BAIFA students may choose <u>ONE</u> of these competencies for this course:</p> <p><u>L7</u> – Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning</p> <p><u>A3X</u> – Can understand how purpose and meaning in civic engagement is enhanced through the lens of resilience</p> <p><u>H3X</u> – Can understand the interrelationship of personal resilience practices with effective civic engagement in one’s own life</p> <p><u>FX</u> – Can understand the value of resilience to civic engagement contributions, and apply this to one’s Focus Area</p> <p>---</p> <p><i>The registration under your selected competence will automatically populate your grid.</i></p>	<p>These students should follow the above learning outcomes.</p> <p><u>Notes on How These Credits Can Map to Your Program:</u></p> <p>For SCPS students in the following programs: BA in Professional Studies (BAPS), BA in Leadership Studies, BA in Applied Behavioral Sciences, BA in Business Administration, and BA in Decision Analytics, this course counts for 2 credit hours of Human Community credit or Open Electives.</p>	<p><u>SCPS-MAEA:</u></p> <p>Once course is complete, apply to 2 credits of electives.</p> <p><u>SCPS-MAAPS:</u></p> <p>Once course is complete, map to AP560 or AP574.</p> <p><u>All other graduate students:</u></p> <p>Consult with your program advisor (recommend doing so in advance) for where to apply 2 credits once this course is complete.</p>

## LEARNING STRATEGIES

**Zoom Synchronous Class Sessions:** Zoom synchronous class sessions will involve a variety of active learning methods, including but not limited to: full-class discussions, small group activities and

discussions in breakout rooms, group presentations, individual presentations, in-class writing and reflection activities. Interaction with your classmates is both expected and valued in terms contributing to the learning potential of the participants. It is expected that everyone will attend and participate actively in each Zoom synchronous class session.

**Asynchronous Activities & Assignments via D2L:** Our D2L site will serve multiple purposes for this class. It will house all assignments and resources under the “Content” section. D2L will house all of our assigned and recommended readings (PDFs, links), and assigned and recommended audio and video content. Discussion forums, quizzes, and interactive tools in D2L will be used to help you remain connected to the group and the learning between Zoom synchronous meeting times.

**Where to Submit Your Work:** Practice Contributions are presented in class; the Container of Resilience Portfolio should be submitted to the D2L Submissions section; D2L posts/responses are submitted at the appropriate D2L forum for each of the two forums; Quizzes are embedded in D2L, simply take/re-take the quiz within our course site and the score will be automatically recorded.

**Reading and Writing Strategies:** Reading Guidelines will be provided to help you both navigate and synthesize the reading material. Writing assignments are designed to help you engage in both reflective and formal academic writing that incorporates source material. Writing strategies for academic work will also be discussed in class and resources will be provided in D2L. I encourage you to avail yourself of the services of DePaul’s writing center – [The University Center for Writing-based Learning](#) – a valuable resource.

## ASSESSMENT OF STUDENT LEARNING

The breakdown of your course grade is delineated below

**[Zoom Class Attendance and Participation \(30%\)](#)** – *This includes both attendance as well as engagement and participation in the Zoom synchronous class sessions, both the full group session and breakout sessions. Cumulatively these count for 30% of your course grade.*

**[D2L Week and Discussion Forum Engagement \(15%\)](#)** – *Active engagement in the asynchronous D2L week – primarily through writing and responding in forums, but this may include engaging other media-specific content related to current events, counts for 15% of your course grade.*

**[D2L Quizzes \(15%\)](#)** – *D2L Quizzes combined count for 15% of your course grade.*

**[Practice Reflections \(15%\)](#)** – *Each Practice Reflection (shared in three Zoom sessions) counts for 5% of your course grade.*

**Container of Resilience Portfolio (25%)** – The final project is a Portfolio that represents a culmination of your learning and counts for 25% of your course grade.

## GRADING CRITERIA & SCALE

<b>Class Attendance/Participation Zoom Sessions</b>	30%
<b>D2L Week and Discussion Forum Engagement</b>	15%
<b>D2L Quizzes</b>	15%
<b>Practice Reflections</b>	15%
<b>Container of Resilience Portfolio</b>	25%

### POINTS CORRELATION TO LETTER GRADING SYSTEM FOR OVERALL COURSE GRADES:

A	100-96
A-	95-91
B+	90-86
B	85-81
B-	80-76
C+	75-71
C	70-66

### PASS/FAIL GRADE POLICY

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](#).

### INCOMPLETE (IN) GRADE

This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him/them from

completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade form](#) (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- *The instructor has discretion* to approve or not approve the student’s request for an IN grade.
- *The instructor has discretion* to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor *may not* enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.



## COURSE SCHEDULE ~ WINTER 2021

### Notes on Synchronous Zoom Sessions:

Zoom sessions below are noted with sub-topical questions that you can expect will be brought forward in the session in facilitated, interactive ways. You should plan to come to class to be an interactive participant, and with the expectation to engage with your peers in the large group space as well as breakout rooms. Please see the [Learning Strategies](#) section above for further information.

### Notes on Asynchronous Work in D2L Between Zoom Sessions:

There is one asynchronous D2L WEEK, and it is shaded in the Course Schedule below. The asynchronous D2L “WEEK” contains readings/media/assignments that span the two weeks in between synchronous Zoom sessions. Assigned learning activities during the “non-Zoom” WEEK will be due to be completed by the start of the following synchronous Zoom session, unless otherwise noted. Specific due dates will \*also\* be noted in the D2L Course Calendar.

WEEK	Theme ~ Modality ~ Activities	Assignments
WEEK 1 – February 9	Outer Crises and Your Inner Compass <b>Zoom Synchronous Session</b>  --Our class community – who is present in the	<u>Read/Watch</u> Thematic readings and media in D2L for WEEK 2  -

	<p>room, and what do we care about?          --Defining “resilience” and “civic engagement”          --Crisis and compass – inner calls and worthy causes</p>	<p><u>Assignments for WEEK 2</u>          --Take Quiz 1 &amp; 2 in D2L          --First Practice Reflection</p>
<p>WEEK 2 –          February 16</p>	<p>Wisdom and Information  <b>Zoom Synchronous Session</b></p> <p>--News of the world (outer) and your news network (inner)          --What’s the difference between wisdom and information?          --The body, the world, expressions – nature and humans</p>	<p><u>Read/Watch</u>          Thematic readings and media in D2L for WEEK 3          -  <u>Assignments for WEEK 2</u>          --Take Quiz 1 &amp; 2 in D2L          First Practice Reflection          --Begin setting up your “Container of Resilience”</p>
<p>WEEK 3 –          February 23</p>	<p>Resilience Role Models and Possibilities  <b>Asynchronous D2L Activities</b></p> <p><u>Forum A</u>          Resilience Role Models &amp; Practices</p> <p><u>Forum B</u>          Our Causes &amp; Passions – Celebrating Civic Engagement</p> <p><i>Complete instructions on what to review/do, include in your post, and how to respond to others can be found at the Discussion Forums!</i></p>	<p><u>Complete via D2L</u> –          --Forum A – your essay-response discussion forum post – <b>by February 23, 11:59PM</b></p> <p>--Forum B – your essay-response discussion forum post – <b>by February 23, 11:59PM</b></p> <p>--Responses to at least two peers in <u>BOTH forums</u> – <b>by March 1, 11:59PM</b></p> <p><u>Assignments for WEEK 4</u>          --Second Practice Reflection          --Continue setting up your “Container of Resilience”</p>
<p>WEEK 4 –          March 2</p>	<p>Activity and Rest  <b>Zoom Synchronous Session</b></p> <p>--Messages about/engaging with movement and stillness          --Resilience practices – gatherings from our studies, the what/why/how          --Attention and energy</p>	<p><u>Read/Watch</u>          Thematic readings and media in D2L for WEEK 5</p> <p><u>Assignments for WEEK 5</u>          --Third Practice Reflection          --Finding the edges of your “Container of Resilience”</p>

<p>WEEK 5 – March 9</p>	<p>Despair and Hope <b>Zoom Synchronous Session</b></p> <p>--Dances of darkness and light – in the world, in ourselves --Hard focus and easy focus --Moving forward beyond this class – anchors and remembering</p>	<p><u>Final Assignments</u> --Take Quizzes 3 &amp; 4 in D2L --<b>Grad Students</b> – Quiz 5 in D2L --Complete your Container of Resilience Portfolio --(Optional: share aspects of your Portfolio with others in optional D2L forum)</p> <p><b>All Quizzes and the Portfolio are due by March 16, 11:59PM</b></p>
<p>WEEK 6 – March 16 ~ Exams Week</p>	<p>No class... <b>All work due in D2L by Tuesday, March 16!</b></p>	<p>Go forth, be resilient, and change the world!</p> 

## COURSE POLICIES

### SPECIAL NOTES ON ATTENDANCE & PARTICIPATION IN THIS COURSE

*Our Zoom synchronous class sessions are essential for a number of reasons for our study in this course. Zoom sessions will be conducted in an active, workshop format, with activities that will balance information, reflection and production. Class learning and activities will be an important vehicle where you will share knowledge, test ideas, garner feedback, and contribute and refine your own skills. This will support and fuel you for asynchronous work via D2L.*

*Likewise, timely completion of the asynchronous D2L work will be critical to support the scaffolding and synthesis of your learning, and as preparation for the next Zoom synchronous session.*

*Keeping pace with each week’s activities and assignments will be important for your academic success, as Zoom sessions and asynchronous D2L work are designed to build throughout the quarter. In addition, we will miss your valuable perspective if you are unable to participate and contribute!*

*\*If you know ahead of time that you will have a conflict in attending any Zoom synchronous session, OR if you find you will be delayed in completing any of the asynchronous D2L work, please notify the instructor immediately to make a contingency plan. I do understand that significant emergencies at times*

occur after class has begun, and I will work with you! The key here is **agency** on your part as a student. Please contact me immediately if you find yourself in this situation.

### CLASSROOM COMMUNITY PROFESSIONALISM & ENGAGEMENT

All course participants (students & instructors alike) are responsible for co-creating the learning space of this course—contributing individual uniquenesses while also modulating them for the sake of group learning. In this regard, **professional engagement** is expected from all—and particularly in areas of difference. Such engagement manifests itself through punctual attendance at synchronous sessions, thorough preparation, focused and respectful interactions.

**With regard to Zoom synchronous sessions, this means:** curtailing side-conversations, other devices, and any environmental distractions while you participate in session; active listening; making informed contributions; offering probing questions; keeping an open mind; being respectful to peers and the instructor, etc.

**With regard to asynchronous D2L work, this means:** any interactions with peers and instructor should be respectful, even (and especially) if differences of opinion are shared – and differences are a welcome and valuable part of learning!

In both modalities of the class, a high degree of both self-motivation and self-accountability is expected. In addition, as adults, we are all responsible for **requesting what we need** to improve/sustain learning. The answer may be ‘yes’ or ‘no’---but, not to request is to leave the matter to chance. For additional information pertaining to DePaul’s Code of Student Responsibility, see: <https://offices.depaul.edu/student-affairs/Pages/default.aspx>.

### LATE WORK POLICY

Late work will be assessed at -5% per day for assignments – this applies to any work due in D2L, any work due to be presented in class, and any submissions. Please contact me if this becomes a concern due to emergent circumstances to determine alternatives.

Please NOTIFY ME if you encounter circumstances that prevent your timely submission of any assigned work and complete/submit any work as soon as possible.

The timely completion of your work in this class will be a factor in your passing grade.

## COURSE POLICIES

THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:

[Academic Integrity Policy](#) (UGRD)

[Academic Integrity Policy](#) (GRAD)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Withdrawal/Drop Policy](#) and [Withdrawal Tuition](#)

[Accommodations Based on the Impact of a Disability](#)

*Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.*

[Protection of Human Research Participants](#)

## OTHER RESOURCES FOR STUDENTS

[DePaul Health & Safety Practices](#)

[DePaul Office of Student Success](#)

[DePaul University Library](#)

[University Center for Writing-based Learning](#)

[APA citation format](#) (GRAD)

[DePaul Career Center](#)

[Dean of Students Office](#)

## ADDITIONAL CONSIDERATIONS

This course will conduct regular synchronous sessions via the Zoom platform. Find general information about [Zoom Video Communications](#) technology here, and the dedicated Zoom link for our course will be housed in D2L, available only to registered students.

### **Special Notes Regarding Recording of Classroom Sessions Conducted via Videoconference tools:**

- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.
- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students' identifying information removed.

## INSTRUCTOR BIO

CAROLINE M. KISIEL is an Associate Professor in the School of Continuing and Professional Studies, and an interdisciplinary and civically engaged humanities scholar and public historian. She holds an M.A. in Interdisciplinary Arts (Columbia College Chicago), an M.Res. in Humanities and Cultural Studies (Birkbeck College, University of London), and a Ph.D. in Literature (University of Essex, UK). A travel writing scholar with a focus on Illinois and Ohio Valley history and early American culture, her broader research agenda explores the intersections between travel, culture and creativity, in both print and digital arenas. A researcher and practitioner in the expressive and somatic arts arenas, Dr. Kisiel has designed and taught courses at DePaul University such as *Work, Play, Rest: Navigating Complexities of Adult Life* and *Engaging Play on Purpose*. Dr. Kisiel's recent historical scholarship has been delving into the roots of slavery and abolition in early Illinois, and proslavery and antislavery figures in the early years of statehood. She has been an [Illinois Humanities Road Scholar](#) since 2017, where she has traveled around the state presenting and more recently virtually presents on the topic, *Antislavery Activism on the Frontier: The Story of the English Prairie*, about the role of Albion, Illinois in helping to keep Illinois from becoming a slave state. This is the topic of her book manuscript, in process with the University of Illinois Press. Her background includes work in the fields of immigration law, training and development, creative writing, and improvisational storytelling and movement. Integrating the arts with workplace, cultural, and identity concerns, Dr. Kisiel aims to cultivate onsite and online classrooms that enable learners to express themselves deeply and authentically. She has designed and facilitated on-ground and online offerings for learners in informal and community contexts covering a range of topics for over 25 years. [Link to Professor Kisiel's bio on SCPS website.](#)

## TENTATIVE LIST OF SOURCE MATERIALS

### For Assigned and/or Recommended Readings

*NOTE: This list is only a sampling of materials that will/may be drawn from, depending on needs and interests of the class, and not assigned via this syllabus. Registered students should consult D2L for the specific assigned readings/media for each week. Materials will be updated frequently, given the timely nature of this topic in our society.*

### Books & Scholarly Works

Brown, G. Scott. *Active Peace: A Mindful Path to a Nonviolent World*. Santa Margarita, CA: Collins Foundation Press, 2016.

Cicchetti, Dante. "Resilience Under Conditions of Extreme Stress: A Multilevel Perspective." *World Psychiatry* 9(3): 145-154, October 2010. doi: [10.1002/j.2051-5545.2010.tb00297.x](https://doi.org/10.1002/j.2051-5545.2010.tb00297.x), <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2948722/>

Daellenbach, Kate, Dalglish-Waugh, Ciahn and Smith, Karen A. "Community Resilience and the Multiple Levels of Social Change." *Journal of Social Marketing* 6(3): 240-257, July 2016. DOI: [10.1108/JSOCM-06-2015-0032](https://doi.org/10.1108/JSOCM-06-2015-0032)

Hayhurst, Jill, Hunter, John, and Ruffman, Ted. "Encouraging Flourishing Following Tragedy: The Role of Civic Engagement in Well-Being and Resilience." *New Zealand Journal of Psychology* 48(1): 75-94, April 2019.

McCann, James and Jones-Correa, Michael. *Holding Fast: Resilience and Civic Engagement Among Latino Immigrants*. New York: Russell Sage Foundation, 2020. <https://www.russellsage.org/news/new-book-holding-fast-resilience-and-civic-engagement-among-latino-immigrants>

Palmer, Parker J. *Healing the Heart of Democracy: The Courage to Create a Politics Worthy of the Human Spirit*. San Francisco, CA: Jossey-Bass, 2011.

### **Centers, Organizations, Initiatives, Podcasts, Websites**

The Activist Files, Center for Constitutional Rights - <https://ccrjustice.org/activist-files>

The Activist Files Podcast (features stories of people on the front lines fighting for justice) - <https://soundcloud.com/activist-files-center-for-constitutional-rights>

Center for Courage & Renewal - <http://www.couragerenewal.org>

Creative Resilience Collective - <https://creativeresco.org>

The Equal Justice Initiative – <https://eji.org>

Greater Good Magazine: Science-Based Insights for a Meaningful Life – <https://greatergood.berkeley.edu>

InterPlay (expressive movement and storytelling practice) - <https://www.interplay.org>

Intersectionality Matters! African American Policy Forum (podcast) - <https://podcasts.apple.com/us/podcast/intersectionality-matters/id1441348908>

The Nap Ministry (website, Instagram, podcast) - <https://thenapministry.wordpress.com>

Mindful of Race Institute/Ruth King - <https://ruthking.net/mindful-of-race-institute-2/>

Pod Save the People (podcast) - <https://podcasts.apple.com/us/podcast/pod-save-the-people/id1230148653>

Resmaa Menakem (healer, author, trauma specialist, somatic abolitionism) - <https://www.resmaa.com>

Resilience - <https://www.resilience.org/about-resilience/>

Resilient Educator - <https://resilienteducator.com/collections/civics/>

The Science of Happiness Podcast - <https://podcasts.apple.com/us/podcast/the-science-of-happiness/id1340505607>

Stepping Into Truth: Conversations on Race, Gender, and Social Justice (podcast) - <https://podcasts.apple.com/us/podcast/stepping-into-truth-conversations-on-race-gender-social/id1399794075>

Women Over 70 Podcast - <https://womenover70.com>

### **News Media, Op-Eds, Videos, Blog Posts**

Al-Atabi, Mushtak. "In Defence of Happiness: Why Emotional Intelligence is Key in the Digital Age." *The Conversation*, October 17, 2017. <https://theconversation.com/in-defence-of-happiness-why-emotional-intelligence-is-key-in-the-digital-age-85295>

"Art & Activism: Civic Engagement Through Creative Expression" – panel discussion on video, June 14, 2017 - <https://www.emkinstitute.org/explore-the-institute/public-events-programs/public/art-activism-civicengagement>

Colla, Sheila. "How Planting a Garden Can Boost Bees, Local Food and Resilience During the Coronavirus Crisis." *The Conversation*, May 12, 2020. <https://theconversation.com/how-planting-a-garden-can-boost-bees-local-food-and-resilience-during-the-coronavirus-crisis-136468>

Gammel, Irene. "Radical Hope: What Young Dreamers in Literature Can Teach Us About COVID-19." *The Conversation*, August 11, 2020. <https://theconversation.com/radical-hope-what-young-dreamers-in-literature-can-teach-us-about-covid-19-142528>

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