LOCALIZATION SEMINAR
EAS 564 and ENV 484 – Wednesday 5:30-8:00 pm – Fall 2022

INSTRUCTORS
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READINGS
• Other readings are available on UM Canvas website under Modules and Files.

SCHEDULE

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<td>Biophysical and institutional premise</td>
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<td>Blame no one:</td>
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<td>Drivers of Localization – Consumption</td>
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<td>Farm Stop Tour and Intro to Projects</td>
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<td>Expect no help:</td>
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<td>Drivers of Localization – Beyond Collapse</td>
<td>Support population and extractors (T)</td>
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<td>Do something:</td>
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<td>Stair-case model of transition (T)</td>
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<td>10/26</td>
<td>Philosophies of Localization</td>
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<td>Philosophies of Localization</td>
<td>Transition as societal discontinuity (T)</td>
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<td>Bringing out the Best In People</td>
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<td>Principles for a Resilient Transition</td>
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STRUCTURE

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<th>Time</th>
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<tr>
<td>Prior to seminar:</td>
<td>Readings, book report, term-project</td>
<td>Complete readings, work on book report and term-project</td>
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<td>Write “do something” statement</td>
<td>Prepare and upload to Canvas by Tuesday at 5:30 pm</td>
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<tr>
<td>During seminar:</td>
<td>Develop “do something” Statements</td>
<td>Select, review and build upon several statements</td>
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<td>Mini-lecture and discussion</td>
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<td>Discussion of readings</td>
<td>Discuss readings (insights, questions, comparisons)</td>
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<td>Activity</td>
<td>Report out on resilience.org readings, book project, term project</td>
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<td>Administration</td>
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PREMISE

Consider the premise of this seminar carefully. It provides the biophysical grounding for all of our discussions. It differs significantly from that of most courses. The seminar will return to it frequently as we craft and discuss our response to it and we occasionally may need to remind one another of it.

The seminar anticipates an eventual end to cheap, abundant, and easy-to-acquire energy as well as a significant drop in the availability of high-quality resources during this century. One implication is that everyday life will differ substantially from conventional expectations. There will be reduced consumption, curtailed mobility, and
decentralized settlement patterns. Life will be less affluent, likely more agrarian. Yet, as a result, psychological well-being and societal integrity might improve. Fortunately, the changes will likely emerge slowly, over several decades, and throughout all of our individual lives — a persistent, sometimes punctuated, step-wise downshift to a new normal, experienced personally and institutionally.

Evidence for this downshift is abundant, some believe it is already well underway, but discussions as to the timing are divisive. To debate the exact timing, however, is a dangerous distraction because, afterwards, we’d still need to develop a response. It is more sensible to accept the downshift as highly plausible, explore the many implications of resource limits, then construct responsible and positive responses, and test them. It is prudent to start this transition while we still have surpluses of material, energy and social capital.

The anticipated resource descent within techno-industrial societies will be without precedent. Considering alone the response needed to address climate disruption (i.e., holding constant any biophysical or thermodynamic limits on energy and material resource), the emissions drop needed is over 90% by mid-century with a significant part of this emission drop coming from reduced consumption of fossil fuels. However, independent of climate disruption is the matter of limits-to-growth and resource descent. These are material and thermodynamic issues, not economic issues. Analysis of this impending resource descent is highly contentious but will be briefly outlined in the seminar. We do know that US per capita energy consumption increased by a factor of 3.5 during the last century. Historically, pre-fossil-fuel energy use in the US was an order-of-magnitude lower than current usage. It is possible to live at such a dramatically lower energy and material throughput. Indeed, most of human history occurred within a pre-industrial, low-energy context and such an existence is common for much of the current global population. Yet, never before has the US and similar societies (i.e., the “Global North”) had to prepare for such a large descent in consumption.

Although energy and resource descent is a key driver, the seminar is not about energy and resource policy. It provides evidence for the premise but does not dwell on it. The seminar presumes that now is the time to envision responses, debate alternatives, and plan for the transition. Throughout, members consider the local, regional, national, and international dimensions of localization. In summary, this seminar takes as given that high-consuming, growth-dependent societies soon will:

- Be operating on drastically less energy and material throughput;
- Need to make a rapid and enduring transition to a presently unfamiliar pattern-of-living;
- Be much less affluent, yet possibly function with higher levels of psychological well-being.

**AFFIRMATIVE INTENTION OF THE SEMINAR**

The material covered in this seminar will be unfamiliar to most members yet we hope compelling enough to pursue at length. It will present an unusual scenario yet one that is totally plausible. Moreover, it will conduct all conversations about the premise, and our response to it, in an affirmative manner.

The resources used to construct modern industrial society were vast, but never limitless. Climate disruption, an unanticipated consequence of their use, is intensifying; abundant, high-quality and cheap energy is a gift soon gone; crude oil production plateaus and then slowly declines; other resources will follow in descent during this century; and continuous technological innovation, some of which will ease the transition to a new normal, will not fundamentally change the outcome. A new normal is emerging.

Re-reading the last paragraph, it would be easy to despair. However, the anticipated transition has unexpected features, many positive. First, it likely will not follow what the popular folk mythology of resource apocalypse predicts. It will lack Hollywood’s sudden and catastrophic collapse motif and its hero/anti-hero story line. Second, awareness of this change is rapidly growing. Some observers are coming to recognize and accept this simple truth: high-consuming societies are extracting finite resources for which there are no adequate substitutions and no replenishment. These societies must turn from seeking new resources and toward the creating of new patterns of living that function well within the limits of renewable and primarily local ecosystems. The seminar uses the terms downshift, descent, and most generally transition, to capture this situation, and it rejects the unhelpful yet ever-more-popular term, collapse.

This transition is inevitable (hence, the premise of all discussions), but the nature of our individual and collective response to that premise is not predetermined. A positive response is possible, but so too is a negative one. Yet, of
course, a positive response is desirable. Thus, while we will not debate the premise; we will work to craft a plausible positive response. The seminar calls this response localization. It is a collection of actions that span the individual, community, region, nation, and globe, that focus on place and living within the limits of nearby natural systems.

**BARN RAISING – THE CONVERSATIONAL STRUCTURE OF THE SEMINAR**

In keeping with the affirmative intention of the seminar, all sessions are a participative, high-interaction experience. Sessions explore the implications of the week’s readings for change agents, citizens, researchers, and practitioners. There are many ways to conduct a seminar. It is assumed that we will each understand the difference among the various models below, focus on the barn raising model, and proactively monitor and correct the direction of our conversations when they deviate from that model. Note our intention not to have the seminar decay into a critique mode of discourse. Procedurally, in improvisation, this is practicing as “yes, and” rather than “yes, but.”

Kahn has discussed four basic types of seminars described below (Kahn, 1971; 746 Barn Raising, 2017; both these readings are available on Canvas for your review). **This seminar will use the barn-raising model.**

### A. FREE-FOR-ALL:
There is a prize out there in the middle of the floor. It may be the instructor’s approval or it may be one’s own self-esteem, but it is there and the goal is to win it, and anything goes. You win by looking not just smart, but by looking smarter. Moreover, that means it is just as important to make others look dumb as to make you look smart. The main tool is criticism of the readings and other member’s ideas. The academic critique mode fits well in this model.

### B. BEAUTY CONTEST:
In this model, I parade my idea to you seeking your admiration. Then it is off the runway I go to get ready for my next appearance while you are parading your idea. Of course, I am not paying any attention to your ideas, nor you to mine.

### C. DISTINGUISHED HOUSE TOUR:
In this model, someone advances an idea. The rest of the seminar spends time exploring it, asking questions, uncovering inconsistencies, etc. When they have a good grasp on it one of the other members offers another idea. It may be a completely different point of view on the same subject. The seminar members then explore that new idea. This is a high form of discourse and can produce good outcomes. However, while outright criticism is not used, neither are ideas compared, or built upon.

### D. BARN RAISING:
In frontier America (and in low-input agrarian communities today) when a family urgently needed a barn and had limited resources, their community gathered to help build the structure. The family developed the idea, decided the kind of barn they needed, picked the site, procured the materials, etc. However, it was the community that pitched in and actually built it (Figures 1 and 2).
READINGS

The readings are the foundation of the seminar. They should be completed well in advance of the session during which they are discussed. This gives ample time for consideration of their content. Thoughtful, multi-day reflection on the content of the readings is essential to successful discussions. It is useful to write out, ahead of time, comments that build upon the readings.

SUMMER READINGS

Introduction and premise:
De Young, R. & T. Princen (2022) Localization Seminar Syllabus. [This document].
Front Matter: Preface and Introduction (pp. vii-xxvi).
Morgan, T. (2022) We are now in the perfect economic storm. Radix.org (https://radixuk.org/opinion/we-are-now-in-the-perfect-economic-storm/).

Read one of these very short books:

Complete the summer assignment at end of this syllabus.

BLAME NO ONE

AUGUST 31 – DRIVERS OF LOCALIZATION – RESOURCE DESCENT
Drivers of Localization – Introduction (pp. 2-4)
Chapter 1 The End of Fossil Fuels M. King Hubbert

SEPTEMBER 7 – DRIVERS OF LOCALIZATION – CONSUMPTION
Monbiot, G. (2015) Consume more, conserve more: Sorry, but we just can’t do both, Guardian, 24 Nov.

SEPTEMBER 14 – TERM PROJECTS AND BEYOND (Readings below are from Master’s Projects)

EXPECT NO HELP

SEPTEMBER 21 – DRIVERS OF LOCALIZATION – COLLAPSE
Chapter 3 The Inevitability of Transition Joseph A. Tainter

SEPTEMBER 28 – DRIVERS OF LOCALIZATION – BEYOND COLLAPSE
Case: Box (Planful Shrinkage) (pp. 60) [Also read expanded case by same name on Canvas webpage]

DO SOMETHING

OCTOBER 5 – LOCALIZATION IN PRACTICE
Localization in Practice – Introduction (pp. 56-58)
Chapter 5 An Arc of Scenarios Rob Hopkins
Chapter 6 Inhabiting Place Robert L. Thayer
Case: “Ancient Italian Town Has Wind at Its Back,” Elisabeth Rosenthal, September 28, 2010
OCTOBER 12 – LOCALIZATION IN PRACTICE (continued)

Chapter 7  Locally Owned Business  Michael Shuman
Alexander, Ussher (2012). The voluntary simplicity movement, J. of Consumer Culture, 12, 66-86
Case:  Box (Localizing Finance) (P. 86)

OCTOBER 19 – LOCALIZATION IN PRACTICE (continued)

Chapter 9  Civic Agriculture  Thomas A. Lyson
Chapter 10  A Whole New Way of Life  Karen Litfin
Case:  Box (Erie Canal) (pp. 110)
Case:  Box (Belo Horizonte) (pp. 118)

OCTOBER 26 – PHILOSOPHIES OF LOCALIZATION

Philosophies of Localization – Introduction (pp. 142-143)
Chapter 11  The Decentralist Tradition  Kirkpatrick Sale
Chapter 12  Technology at a Human Scale  Ernst F. Schumacher

NOVEMBER 2 – PHILOSOPHIES OF LOCALIZATION (continued)

Chapter 13  Provincialism  Josiah Royce
Chapter 14  Local Enterprise  Wendell Berry
Chapter 15  Conserving Communities  Wendell Berry
Case: Box (Breaking the Fossil Fuel Habit) (pp. 14)

NOVEMBER 9 – BRINGING OUT THE BEST IN PEOPLE

Bringing Out the Best in people – Introduction (pp. 208-211)
Chapter 16  Abundance and Fulfillment  Sharon Astyk
Chapter 17  Motives for Living Lightly  Raymond De Young
Chapter 18  Enabling the Best in People  Rachel Kaplan & Stephen Kaplan
Case: Box (Work less) (pp. 209-210)
Case: “Yes, there is panic, but I am embracing a slower life.” The Washington Post, 23 March 2020.
Case: “The virus is a reminder of something lost long ago.” The Atlantic, 1 April 2020.

NOVEMBER 16 – APPROPRIATE GOVERNANCE

Appropriate Governance – Introduction (pp. 242)
Chapter 20  Towards the Regional  Gar Alperovitz
Chapter 21  Global Problems, Localist Solutions  David J. Hess
Case: Box (Energy islands) (pp. 272)
LEARNING OBJECTIVES

The seminar’s objective is to develop a plausible positive response to the reality of an energy descent on a people-rich, resource-poor planet. It does not take a doom and gloom outlook, nor employ the ultimately futile coping strategies of avoidance, denial, or wishful thinking. It pointedly, does not take the business-as-usual, efficiency-driven, greener-and-cleaner technology and policy perspective so comforting and common among environmentalists. It seeks ways to intervene that can hasten the goal of positive localization.

The University's 10th president said a public university "has a fundamental responsibility to be critical of society's current arrangements and to entertain, construct and test alternative visions." That is a radical and exhilarating thought. It is one that we instructors find is mostly honored in the breach. This seminar, nevertheless, accepts this responsibility. It is critical (in a constructive sense), and entertains an alternative vision to the prevailing one that has us dominating ecosystems, and peoples alike. The seminar will:

- Develop principles, guidelines, and rules-of-thumb for the urgent transition from a resource-intensive, growth-oriented society to a resilient, localized, low-input society.
- Apply insights gained to specific instances of localization.
- Develop the competence and confidence to publicly discuss the premise and practices of localization, and collaborate with community officials and citizens in promoting positive localization.

COMMENT ON THE READINGS

Readings can be found in the textbook (The Localization Reader) or on Canvas. The first, and vital, assignment is to read thoroughly this syllabus, becoming familiar with all of its details.

All readings are required; the seminar functions only when everyone has the same baseline knowledge, accumulated over the semester. Most readings are in the textbook. The goal is not to accumulate many facts. It is not to memorize. Rather, it is to identify key ideas, concepts, biophysical, psychological, and social contexts, and to generate “Do Something” statements related to localization. To facilitate discussion, students should prepare comments and questions and do so before each class. Consider the following strategy:

a) Approach the readings as an exploration, an active process of making sense of the piece. One resource that aids this process is Fu (2006). Active reading revisited (available on Canvas).

b) Most of the authors were not part of a localization seminar. They would likely frame their piece differently had they been in such a seminar. It will often be useful to reinterpret their work.

c) As you read, takes notes of your own reactions, especially surprises or passages that contradict your previous understanding (or another reading). Share such notes in discussions.
d) Approach the readings, your interpretation, and/or reframing of them, and your note taking from a positive and generative perspective. The seminar seeks to build a pragmatic response to the underexplored biophysical reality of limits. Its purpose is not to criticize each reading for its faults, limitations, sources, etc. (what is otherwise the norm in academic seminars). The purpose is to build upon their ideas and combine them with the works of other authors.

e) Note that some of the readings are older (in both the textbook and syllabus). This is intentional. White (2012) has an interesting perspective on this in her review of the text; “...playing that favourite parlour game where you get to invite anyone, unbounded by time or space, to a dinner party” (this review is available on Canvas in “Additional Resources”).

**CASES** – Human societies have long been organized locally. Recently, cheap and concentrated energy, new technologies, and communications have altered the scale of our settlements and shifted organization to the national and international levels. Examples of localization are hard to come by, as opposed to examples of “the local” which has become an overused notion. Cases can be useful examples; they demonstrate how to provide for basic needs in a durable and resilient manner. Within the readings listed below, there are cases to help us imagine what the transition could be like. Brief texts of these cases are in *The Localization Reader* and on Canvas with other cases listed below (along with their URL). More examples regularly emerge in the media and on the Resilience.org website.

**WRITTEN WORK**

Well-written and very carefully edited work is expected. Unless directed, all submissions will be via Canvas. Weekly statements, book reports, and other written assignments should be formatted single-spacing. At a minimum, always:

- Number all pages (and perhaps number all lines in drafts)
- Include your name, the date, email address, and assignment topic
- Edit very carefully (poorly written work will be returned unread):
  - Clearly and logically organized with headings and, as appropriate, subheadings;
  - Transitions from section to section and from paragraph to paragraph are clear; and
  - Language is concise and free of typos, grammatical errors, and misspellings. The reader should contend only with ideas and arguments, not with problems of exposition.

**Writing assistance** – The instructors assume, and highly recommend, that all students take advantage of the services of the Sweetland Writing Center on campus (1111-1148 Angell Hall; 764-0429). In fact, those with poorly written papers will be referred to the Center and required to submit additional drafts.

**EVALUATION**

Evaluations will involve a combination of numeric and qualitative assessments. The numeric evaluation will be graded out of 100 possible points and will include:

- Weekly preparation, summer work, and participation, including attendance (25 pts)
- Weekly written statements (25 pts)
- “That won’t last” observations (5 pts)
- Book report (15 pts)
- Team-based term project (30 pts)
ASSIGNMENTS

The assignments all assume that the premise and intention of the seminar have been fully accepted, even if only for the duration of the term. Use an exploratory yet affirmative approach in all discussions and writings. Discussions and deliverables should not debate the premise nor criticize the authors, point out their faults, explore their limitations, etc. Our goal is to build upon their insights. It will prove necessary periodically to remind ourselves about the seminar’s premise and intention, and to correct our own and other’s misperceptions and misdirection.

1. **PREPARATION AND PARTICIPATION** – Thorough preparation of readings and diligent weekly and term writings are essential to the success of the seminar. In-class activities are the core of the course, where active listening is as important as speaking. **Attendance at all class sessions is required.** There is no substitute for in-class discussions. Since the seminar is an integrative exercise, presenting one’s views is essential to its success, but so is active, empathetic, and mindful listening and processing.

2. **SUMMER ASSIGNMENT** – **Review of summer reading articles and short book** – Regularly review the website Resilience.org looking for articles about localization.
   a. **Article Synopsis** – Prepare a one-paragraph synopsis of an article of your choice from Resilience.org and then prepare a short paragraph or two with your response to the piece given the premise of this seminar; be prepared to report out to the class.
   b. **Book Synopsis** – Prepare a similar synopsis, in length and content, for the short book you chose to read from those listed in the “Summer Reading” section above.

**Deliverables** – Post both synopses as a “Discussion item” on the Canvas website by Monday, August 29 (i.e., enter as new item). Also, review and comment on each one of the other seminar members’ discussion entries.

3. **WEEKLY “DO SOMETHING” STATEMENT** – The readings are selected to stimulate thought about localization. No one reading or combination of readings says definitively what localization is, yet each may offer a different perspective or frame for understanding localization. However, the seminar is not a theoretical or academic exercise. The intention is to move beyond auditing the past or explaining how we have come to be at the start of a dramatic downshift. Rather, the intent is to figure out what to do next.

**Note:** “Do Something” in the context of the Localization class maxim (*Blame no one, Expect no help, Do something*) will be elaborated on during class lectures along with the term “Barn Builder” and the notion of collective, constructive, mutually supportive idea generation, one of the course’s contributions to decolonizing academic practice.

**Do Something Statement** – Write a few carefully crafted sentences based on one (or more) of the week’s readings that answer the advice given in the class maxim, *Blame no one, Expect no help, Do something.* Suggest an action that an individual, a group, an organization, an agency, or a government (local, provincial, national, or international) could take that might contribute to positive localization.

The action suggested should follow logically from the readings, from its argument or its story or, say, its ethics or passion. The action can be tiny or big, highly specific to a time and place or broadly general. However, it clearly should follow from the readings.

Be explicit about the actor(s).

**Deliverables** – Do the following weekly:
   a. **Post** your “Do Something” action via Canvas under “Assignment/Discussion” 24 hours before class starts (by Tuesday 5:30 pm.)
   b. **Read** all class members’ submissions in the 24-hour period prior to class time.
c. **Pick** one “Do Something” submitted by a classmate to nominate in class as a “*Barn Builder*” discussion starter. The picked submission need not be the best submission but one that the class as a whole can productively work on together to build up.

d. **Bring** your classmate’s submission and your own submission to class on paper with your name on it to turn in to the GSI at the end of class.

### 4. “THAT WON’T LAST” OBSERVATIONS –

Throughout the term, class members will undoubtedly observe, around town and on campus, behaviors, social structures, rules and regulations, etc. that will not fit within the future envisioned by the course. These observations often bother us. They suggest that people and institutions are not making the needed transition to a low-throughput, sustainable future. However, that which is not sustainable soon will not be sustained.

**Note:** This assignment is about practices that fail to fit within the 21st century process of localization and/or the future it will create. They are not about failures under a 20th century environmentalism perspective. This difference is nuanced. For instance, the failure to replace all incandescent lightbulbs with efficient LEDs is a 20th century issue, while failure to design buildings and practices to eliminate the need for daytime artificial lighting by utilizing natural lighting is a 21st century issue. Likewise, failure to have efficient HVAC systems for hot weather is a 20th century issue, while failure to allow windows to open for ventilation (as is the case in the Dana Building) is a 21st century issue. The purpose of this assignment is to explore these two categories, to separate them conceptually and in practice, and to learn to notice them in your everyday travels.

**Deliverables:**

a. **Identify** by observation seven “*That won’t last*” practices (Two for each month of September, October and November, and one observed over the Thanksgiving Break or in December).

b. **Write** a brief paragraph for each observation; give it a name, explain what it is, and suggest why it will not be a part of the transition to and/or eventually settled localized future. Creativity and playfulness are encouraged.

c. **Submit** via Canvas: Two by each of the last seminar session of each month, one in December.

d. **Contribute** your observation(s) to seminar discussions.

### 5. BOOK REPORT –

Each student reads an entire book (or a book’s worth of related articles) on localization (or transition, decentralization, downshift), searching actively for insights beyond those obtained in course readings and discussion.

**Details:**

a. The book must be specifically about localization, not about an environmental issue, greening of supply chains, North-South relations, sustainable development, environmental education, etc.

b. This report is not a critique or a personal essay.

c. Consult the list below of suggested books. In choosing a book appropriate to the seminar and to your individual interests, assume that the title is not enough. Get the book, or a chapter or two, and actually read it. Pay particular attention to the author’s statement of purpose (in a preface or introductory chapter) and the conclusion.

d. If you wish to read a book not on the list, first be sure it meets the above criteria. Then consult with the instructors. Have in mind several back-up books from the list of books below.

e. Note in particular the requirement of a discussion of the “value added” from the book to the seminar. This is the most important component of the report. Allocate the greatest attention to this issue.
Content of Book Report – The report contains three clearly delineated parts:

a. **Concise summary** of the author’s purpose, the larger context of the book (e.g., biophysical, psychological, institutional, cultural), and its major themes, arguments, and principles

b. **Overlap with seminar readings** thus placing it in the context of the seminar’s structure.

c. **The “value added” of the book** to seminar readings and discussion. This is the most important component of this report. Allocate the greatest amount of writing to this issue.

**Deliverables:**

a. **Choose book** by Friday, September 9 – Book choice, submitted to GSI via Canvas. Final choice confirmed shortly after. Acquire the book at UM or local library, via Inter-Library Loan, or by purchase.

b. **Write and submit brief summary** by Friday, October 7 – Prepare a concise, one-page, single-spaced, bulleted book summary and submit via Canvas.

c. **Write and submit draft report** by Friday, October 14 – Prepare a three-page, single-spaced, “nearly final draft” book report. Submit via Canvas. Note that “nearly final draft” means (1) the paper is clearly and logically organized with headings and, as appropriate, subheadings, (2) transitions from section to section and from paragraph to paragraph are clear, (3) the language is concise (i.e., extraneous words are eliminated), and (4) the text is free of all typos, grammatical errors, and misspellings. In short, the paper is so close to final submission) that the writer cannot imagine how to improve it and the reader has to contend only with ideas, arguments, and information.

d. **Write and submit final report** by Friday, November 4 – Prepare a three-page, single-spaced book report.

e. **Share findings** – Contribute insights from the book in seminar discussions at opportune moments.

**List of Books:**

- Berry (1977) The Unsettling of America: Culture and Agriculture.
- Daly & Cobb (1989) For the Common Good.
- Friedrichs (2013) The Future is Not What It Used to Be.
Honor of the Earth Publications (2009) Sustainable Tribal Economies
Krznaric (2011) How Should We Live?
Kunstler (2020) Living the Long Emergency: Global Crisis, the Failure of the Futurists, and the Early Adapters.
Schmelzer, Vetter & Vansintjan (2022) The Future is Degrowth.
Shiva (2013) Making Peace with the Earth.

6. **TEAM-BASED TERM PROJECT** – Beginning at the start of the term, groups of students will develop a small research project based on the major themes of localization. Teams are encouraged to devise their own project; they also have the option of choosing ideas from past projects as highlighted in the [Localization Project Ideas Google Doc](#) located on the home page of the Canvas site.

**Major focus** – While flexible in application, the project should focus on the “**Do Something**” part of the Localization class maxim. This project is not an academic paper or a technical report. Rather, it is to encourage transitional thinking, to have fun applying the themes of localization to everyday life, and to outline pragmatic and doable actions that you can adopt now and maintain after the course ends. Feel free to get creative!

**Overview** – Think about a specific feature, aspect, or practice of our current, techno-industrial society (e.g., school curriculums, grocery shopping, urban planning, food systems, communications and social media,
various material possessions). Now imagine what it will be like as resource descent and systemic reorganization set in. The feature could be as broad or as specific as your team likes, but must be feasible enough to complete the project by the end of the term. Apply this feature to the themes of localization to demonstrate how to “Do Something” to better prepare society for the coming down-shift.

a. An example of a specific project could include breaking down the key concepts, themes and messaging of the course to produce a school curriculum to teach elementary, middle or high school students about localization. With the final product being a sample curriculum usable today by a public school teacher.

b. An example of a broader project idea could include exploring what the implications of localization could be across a person’s lifespan. The product being a guide to specific actions to take now, in the immediate future, and over the next decade that would better prepare one to remain effective throughout the coming down-shift.

Optimal team size is 3 to 5 students. Smaller and larger groups are possible but not encouraged. After a discussion during the seminar of various potential topics in the early part of the term, students must then make a commitment to a single team and topic.

**Deliverables:**

The term project will have a product like the curriculum or guide in the examples above, but the main deliverable is a recorded interview of one of your team members conducted by another team member that explains that product to someone who has not taken the course. This interview will use the StoryCorps Connect service or StoryCorps App. After the interview is completed, it is to be upload to the course StoryCorps Community site using our Storycorps community code (SEASPES2030). Each team will also listen to the other interviews and provide feedback on the Canvas webpage.

The interview initially should use the questions below. However, the intention is to record a conversation. Listen closely and ask follow-up questions. Let the questions provided guide the discussion, but not control it.

**Questions to Use** – Use the questions below as a guide.

a. What is the premise of your project (i.e., the “Blame no one, Expect no help” part of the class maxim, the emerging energy descent, and the coming systemic reorganization)?

b. What is the larger context of the response to the premise (i.e., localization)?

c. Explain how localization differs from conventional sustainability responses (i.e., 20th environmentalism versus 21st century transitional thinking).

d. What project did your team develop (i.e., the “Do something” part of the class maxim)?

e. How did developing this project affect your team’s outlook?

**Dues Dates:**

a. A concise, one-page, single-spaced, proposal of your team’s project. Submit via Canvas by Friday, September 23.

b. Weekly updates from teams on research progress.

c. The product of your team’s work (e.g., like the curriculum or guide in the examples above) or, should there not be such a tangible product, then a three-page, single-spaced project report. Submit via Canvas by Friday, November 11.

d. A detailed outline or rough transcript of the StoryCorps interview. Use this to prepare for and to practice the interview. Submit via Canvas by Friday, November 18.

e. A professional, uploaded StoryCorps, 15-minute interview. Uploaded using the instructions below by Friday, December 2.

f. Each team reviews all the other StoryCorps interviews and provides written comments on Canvas by Friday, December 9.
**Instructions:**

a. The interviewer will need to sign up with *StoryCorps* to get access to the program, apps, etc.

b. The interview will take approximately 15 minutes.

c. Conduct the interview using the *StoryCorps Connect* service or the *StoryCorps App*.

d. The course has its own *StoryCorps* community site: Resilient Ann Arbor
   (archive.storycorps.org_communities/resilient-ann-arbor). You will need to upload your interview to this community using our course community code = SEASPES2030.

e. Start with the provided sample questions but your interview should be a conversation; it should be guided by the questions below but not rigidly follow them.

f. Before beginning the interview, ask for verbal consent from your interviewee to record and share the interview with a public community created for this class.

g. Check out the *StoryCorps Connect* service or the *StoryCorps App* before your actual interview to ensure that your recording will have good sound quality.

h. **VERY IMPORTANT:** Just before beginning the interview and then after ending the interview in the app, wait about 5 seconds. In particular, note that the app picks up conversations after you think it ended.

i. When logged into your account on the *StoryCorps App*, you will see a page with three horizontal dashes in the upper-left hand corner. Tap those dashes, and then tap “*My Interviews*.”

j. On the “*My Interviews*” page, you will see a “+” symbol on the upper right hand corner of the screen, which you can tap to access the “*Prepare an Interview*” option. When you tap “*Prepare an Interview*,” you are prompted to create a list of questions. Use the questions provided. You may also generate your own.

k. When the interview is complete, save it with the following information:
   1. **Interview photo:** If the interviewee is okay with it, include a photo with you and your interviewee. Or perhaps use a photo from your team’s project.
   2. **Interview title:** *INTERVIEWEE NAME and YOUR NAME discuss localization* (e.g., Julie and Desmond discuss preparing for localization)
   3. **Summary:** A couple sentences describing what was discussed during the interview.
   4. **Keywords:** You must include “Localization,” your class name (either “EAS564” or “ENV484”), and “2022.” Feel free to include any other relevant key words.
   5. **Participants:** Include the team member names (if they are comfortable, you can only their first name if preferred, for privacy).
   6. **Recording location:** Ann Arbor, Michigan, USA.
   7. **Who can listen to this interview?:** Public