

A BRIEF REVIEW OF OUR PAST CONFERENCES

2017 - *A Difference that Makes a Difference:*

Systemic Change for Social and Environmental Justice

September 27-30, 2017,

Officers Club, University Guest House, Salt Lake City

Keynote Speaker - Nora Bateson

Next Level Thinking is Needed

What is the pattern that connects the issues of our time? How are the issues of wealth gap, immigration, climate change and spiking addiction statistics related to each other? Can a wider lens serve us to perceive and address these acute issues in another way? This moment in history is the time and the opportunity to challenge habits of reductionism that pin actions to simple binaries, and to bring into the fore a more informed, and contextualized perception of what lies ahead for humanity. Simultaneously we are facing ecological, economic, cultural, religious, political transformation that acutely includes questions of identity and humanitarianism. To address this we must use a lens that can take complexity into account, and to generate information that includes the complexity necessary to think in new ways.

Gregory Bateson's theory of "double bind" is an important key to the systemic changes ahead. This session is brought together an introduction to two new approaches, Symmathesy and Transcontextual Research, develop by Nora who led participants in practicing both as ways to engage in collaborative learning and understand complex issues.

A Selection of Some of the Presentations and Workshops

A Human Science Approach to Systems: A Difference that Makes a Difference

JoAnn McAllister, Robert McAndrews, Jim Smith

HSI Board members reflect on how the Human Science perspective integrates a Batesonian approach to systems, systemic change, and social and environmental justice to make a difference

Toward Complexity and Commitment: Learning to Change our Brains

Catherine Marienau, PhD and Kathleen Taylor, PhD

Descartes' fallacy, "I think, therefore I am," has for centuries warped our understanding of knowing. Current brain research shows, by contrast, "We feel, therefore we learn." Systems thinking, in particular, depends on complex integration of emotion and cognition. For more meaningful engagement in systemic approaches to problem-solving—that is, "difference that

will make a difference”—educators, activists, and other change-makers need to understand how the adult brain learns and also how it resists learning.

The Work of a Social Impact Think Tank: Using Research & Evaluation for Action
Rebecca Norlander, PhD

This interactive session will explore the way a Human Science approach advances our collective understanding of how the public learns from, understands, and engages with creating a more equitable and sustainable world. [New Knowledge Organization Ltd.](#) (NewKnowledge), a nonprofit think tank based in New York City, uses a Human Science approach to address large-scale social issues in partnership with organizations capable of enacting social change.

Making a Difference in Africa: Linking the Ministries of African Women Religious to the UN’s Sustainable Development Goals

African Sisters Educational Collaborative, Marywood University, Scranton, Pennsylvania
Sneh Akruvala, Sr. Kevin Karimi, Jennifer Mudge, & Briana Luppiano

Africa is a vast continent, containing culturally distinct countries of varying histories and unique needs. Yet researchers and outside supporting agencies often lump African countries together, addressing them as one group: sub-Saharan Africa. Empowering Africans to take up leadership roles in their own localities, regions and countries is one strategy to not only combat a homogenous view of Africa, but to create sustainable change within the continent.

Sowing the Seeds: Co-Partnering with Community Organizations to Teach Students about the Impact of Social Inequality in Health Care

Maria Delgado and Krystal Oliver

As a college focusing on the health sciences, where a significant number of students plan to pursue medicine, we have the imperative to teach our students about the socio-cultural and historical context of their future patients. The service-learning model provides a platform for the community to have the primary voice in how students will conduct their volunteer work at their site.

“Do-It-Yourself but Never Alone”: Creating Social Change from Punk to Politics
Joe Mageary, PhD

This presentation will use punk rock culture as a context within which to address the question of how social movements can focus the energy of concerned citizens on the underlying systemic foundations of the status quo. Through the use of visual and auditory examples and current, relevant research from the fields of education, social psychology, ethnomusicology and comparative media studies, the presenter will engage the audience in a conversation about the meaning and importance of the DIY (do-it-yourself) ethos, which emerged from punk rock culture of the 1980s, as it relates to the creation and maintenance of grassroots social, political and cultural movements both in the United States and internationally.

Transformative processes in Learning and Education for social Justice. Bateson's Theory and Mafia children: Knowing other realities to learn Democracy and Freedom
Rossella Marzullo, PhD

In mafia families, children are educated in violence, revenge, and gender stereotypes. What can be done to guarantee these children the right to education, the right to become citizens, to learn democratic values, the right to be men without killing and women without obeying? One possible answer lies in the recent judgment of the Juvenile Court of Reggio Calabria, which has mandated the revocation of parental responsibility in cases in which injury to children is proven. These limitations to parental rights have the purpose of allowing institutions to stop a system of behavior that is harmful to the proper development of the personality of the child and that transmits negative cultural values from father to son. This way can play an important role for democracy in creating the context for progressive social change.

Feeding the Ouroboros: Gregory Bateson's Food for Thought and Thoughtfulness
Jocelyn Chapman, PhD and Bethany Simmons, Ph.D., LMFT-S, LPC

Learning to think about the world we live in and human interaction from a cybernetic perspective changes everything. While cybernetics emerged as a scientific paradigm shift almost 80 years ago, this way of knowing is still revolutionary. Now, more than ever, a cybernetic epistemology is relevant for thinking about systemic change for environmental and social justice.

Still Doing Democracy: Finding Common Ground and Acting for the Common Good
JoAnn McAllister, PhD, Jim Smith, MA & Steven Soifer, PhD

JoAnn McAllister and Jim Smith's forthcoming book *Still Doing Democracy! Finding Common Ground and Acting for the Common Good* introduced some of the concepts they are including to respond to the increasingly polarized social and political environment. Their focus is on helping people become effective Engaged Citizens with an understanding of what divides us and how we can bridge many of our divisions to work together. Steve Soifer joined them to lead participants in using Bill Moyer's model, The Movement Action Plan (MAP). Steve focused on the Resistance movement to show participants how to apply the Eight Stages of Successful Social Movements to their own political and social change efforts.

Going Big, Going Small: Developing a Theory and Practice of Ecological Intelligence
Robert McAndrews, PhD

From propositions about the Big Bang to those of microbial sentience and transhumanism, the constructions of knowledge domains have attempted to understand and describe living systems, large and small. With an objective of investigating several of Gregory Bateson's ideas to inform the developing of a theory and practice of ecological intelligence, this paper will explore, in particular, Bateson's notion of a difference that makes a difference and his ideas about recursive epistemologies and the pattern which connects.

Two Sides, One Country: How Systemic Thinking Creates a Context for Societal Change
Karen McClendon, PhD

The two primary U.S. political parties aim to position themselves ideologically as polar opposites, with each party's values and opinions representing a particular end of a political continuum. This perspective of the two parties creates the impression that each wants none of what it is that the other party wants—placing the values of the holders of these ideologies at opposite ends of a perceived diametrically opposed spectrum. This view of the two parties as opposites leads to dichotomous thinking and perpetuates the idea that there is no common ground. What if we, instead, chose to envision the positioning of the ideologies of the two parties differently? What if we took that line that typically serves as the political continuum and folded it in half, effectively doubling it over onto itself?

Key influences of men who support girls' education in KPK, Pakistan: Findings of a single case study

Miriam Walter

Research indicates that all well-being indices, including combating climate change, are enhanced if females are educated. Resilience and self-efficacy are improved, contributing to this. Girls' education is ranked 6th in a list of 80 solutions to global warming. "[Women] can be more effective stewards of food, soil, trees, and water, even as nature's cycles change" (Hawken, 2017, n.p.). The proposed presentation has two parts: (1) my research around promoting girls' education in Pakistan, and (2) How educating females contributes to combating climate change. Educated women are likely to have fewer children and to engage in interventive behaviors that mitigate climate change. In this context, promoting girls' education contributes to global well-being in ways perhaps not previously evident.

2016 *COMPASSION, CONNECTION AND RESPONSE-ABILITY*

Co-Sponsors

California Institute of Integral Studies

Seattle University, Masters of Psychology

September 8-10, 2016

Officers Club, University Guest House, Salt Lake City

Keynote Speaker – Joseph Subbiondo, President, California Institute of Integral Studies (CIIS),

Integral Education and the Development of a Compassionate Community

Consciousness studies is becoming a distinguishing characteristic of 21st century higher education, and its rapid development is being accelerated by an unprecedented increase in interdisciplinary studies in general, and in cognitive studies in particular. This trend is moving colleges and universities from the limited confines of the traditional disciplines to the broad expanses of new models of integral education, and it is radically changing our understanding of the nature and acquisition of knowledge.

A Selection of Some of the Presentations and Workshops

HSI Panel & Discussion

Human Science Perspectives on Social Change

Robert McAndrews, Wendy Wood, Geoffrey Thompson, JoAnn McAllister

The Therapeutic Relationship as Ground for Social Change: Healing as the Platform of Human Agency

Seattle University, Master's of Psychology (MAP), Panel Discussion,

Convener, Kevin Krycka

We understand social change to be based in the radically local level of human relationship of which the therapeutic relationship is emblematic. In this panel, we will weave in our discussions the traditions, which inform our practice, such as Phenomenology, Epistemology, Hermeneutics, Ethics, Embodied Listening and Inquiry, Cultural Diversity and Context Based Curriculum, and Human Science. We consider social, interpersonal and intrapersonal change as existing first in contexts of human relationship, which can be the ground of both personal healing and social change.The panel will discuss this theme beginning with introductions and orienting comments by Kevin Krycka, "Social Change from the Inside Out." This will be followed Claire LeBeau speaking on the "Paradox of Power and Weakness," Kathleen Pape on "The Importance of the Hermeneutic Process," and alumni Shannon Solie on "Marginalized Sexualities."

"Trance-formative Social Justice Efforts in the Wild West"

Panel and Round Table Discussion

Crete Brown, PhD; (Panel coordinator) Joan Gregory; Muriel Roberts, Helia Belalia

Four regional social and environmental justice workers will share what inspired them into action, challenges they faced, unexpected insights that emerged, and hard won wisdom gathered along the way. This will be an open and interactive roundtable for asking questions, sharing resources and network development.

What's Love Got to Do with Higher Education? How Teaching into the Heart of Knowing Can Foster Compassionate Action

Jocelyn Chapman, PhD & Karen McClendon, PhD

Today's seemingly intractable social and environmental challenges are beyond the scope of a single policy solution--their complexity requires holistic thinking to see the big picture and identify leverage points for positive change. One such leverage point exists in higher education: educators have the opportunity to change students' minds through developing capacities for thinking that is creative, dialogic, nonlinear, connecting, and adaptive. Changing minds has profound consequences because what become habits of mind become habits of action.

School Shooting and Gun Control in the United States: Promoting Awareness and Theories for Change

Andrea Montgomery Di Marco & Stephen Mitchel

In light of the recent mass shooting in Orlando, Florida, the presenters return to research conducted after the shooting at Umpqua Community College in Roseburg, Oregon, in October 2015 where ten people died. As the President has said repeatedly, these types of tragedies do not happen in other industrialized countries. This presentation brings attention to the issues of school shooting and gun control in light of the lack of political and social leadership on these matters. The presenters argue that the onus falls on researchers, activists, and concerned citizens to speak up.

Compassion in Chaos: Using Performing Arts to Connect and Create Social Change

Monique Derr, MA

The power of storytelling through performing arts will be examined, discussed, demonstrated, and practiced. The power of narrative and the empathy that stories can elicit, often about misunderstood social issues, will be explored through the lenses of drama and music. Focus will be on the plight of refugees, gender equality, and racism.

Teaching As An Act of Transformation: A Case Study

Kathy Littles, PhD

Teaching within the context of Integral Education is often an exercise in self-reflection. This case study examines the complexity of racial projections on faculty that emphasizes the historical trauma of race, class and gender in the classroom. While an Integral approach opens the door for thoughtful dialog and reflection on “teaching as a political practice” it also demands a deeper analysis of the teaching profession from a historical and cultural perspective.

A Connection with Nature and Commitment to Environmental Action

JoAnn McAllister, PhD

As concern about the impact of climate change on biological systems, bio-diverse habitats, and specific species increases, many have raised questions about what will motivate people, especially young people, to preserve the natural world. This narrative research project asks long-term volunteers and professional staff working with organizations in the Golden Gate National Recreation Area to share their stories about experiences that connected them to nature and led them to commit significant time to these organizations.

Gregory Bateson and Connection in the Human Sciences

Robert McAndrews, PhD

The work of Gregory Bateson has directly and indirectly had a significant influence on the Human Sciences. Bateson's ideas have influenced many disciplines and fields of inquiry, to include, anthropology, psychiatry, family therapy and family systems, cybernetics, biology, ecology, communications theory and information sciences, and systems theory and practice. This presentation will consider Bateson's contributions as related to the conference theme of connection and how his "pattern which connects" can help frame how we grapple with global conflicts, climate change, managing interpersonal dynamics, and working toward re-connections between people and humans and the natural environment.

Consciousness, Mind, and Nature: The Intelligence of Ecology

Jim Smith, MA

What is consciousness? That seems to be the fundamental question. As mind and self are intrinsically related to each other, and to the larger construct of consciousness, it is difficult to abstract them from one another in the attempt to answer this question. This presentation will explore Gregory Bateson's conceptions of mind, ecology, knowledge, difference, evolution, and their interrelationships and interconnectedness. In addition, his concept of "high civilization" is evaluated as an alternative for a more just and ecologically sustainable society.

Do No Harm: Mindful Engagement for a World in Crisis

Wendy Wood, PhD

This presentation shares the result of academic research that has recently been published as *Do No Harm: Mindful Engagement for a World in Crisis* (Wood & Mazur, 2016, RioKai Press). The stories of seventeen people who are active in the fields of social and environmental justice, health, education, and peace and reconciliation reflect the qualities they have each found to be critical in their work. It reveals thinking as to the nature of our collective social and environmental responsibility and may guide participants to think deeply about their own experiences and how they might be shaped by these qualities of mindful engagement and altruism.

2015 Human Science Institute, Meeting and Colloquium Schedule

September 18-20, 2015, Park City, Utah

Friday, September 18th

- 9:00 am - 9:30 am Welcome and Introductions - JoAnn McAllister
- 9:30 am - 10:00 am Update on HSI accomplishments and planning - Jim Smith
- 10:00 am - 10:45 am Keynote - JoAnn McAllister
- 10:45 am - 11:00 am Break
- 11:00 am - 12:30 pm Guided Discussion - Future of Human Science - McAndrews

12:30 pm – 2:00 pm Sack Lunch and Free time
2:00 pm – 4:30 pm Planning Session - Future of Human Science Institute -Woods
4:30 pm - 6:30 pm Free Time – Walk, Talk, Reflection
7:00 p.m. Dinner on the Town (Meet at Prospect at 6:45 for transport)

Saturday, September 19th

9:00 am – 10:45 a.m. Research Presentations

- 9.00 – 9.30 a.m. Human Science and Being an Intellectual. James Smith
- 9.35 – 10.05 a.m. Research Reconsidered: Reflections on Adapting to the Lived Experience of Participants. Jessica Luckhardt
- 10.10 – 10.45 a.m. Working in Ways that Do No Harm: Meaningful Engagement in Social and Environmental Justice. Wendy Wood, PhD & Thais Mazur, PhD.

10:45 a.m. – 11:00 a.m. Break

11:00 a.m. – 1:00 p.m. Research Presentations

- 11.00 – 11.30 a.m. Transcending Discipline in Nursing Practice & Education. Miriam Walter
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- 11.35 – 12.05 p.m. On polarization: People, Police, and Perception (and the all-too-uncommon quest for commonality). Felicia M. Flores, MA, ABD

1:00 p.m. – 3:00 p.m. Lunch Break (out and about)

3:00 p.m. – 5:00 p.m. Research Presentations

- 3.00 – 3.30 p.m. Complex Subjectivity Revealed Through the Human Science Lens. Geoffrey Thompson, PhD, ATR-BC, LCAT
- 3.35 – 4.05 pm. Walk With Me. Talk With Me. Human Science as a Tool for Communication. K. Kevyne Baar, PhD

5:00 p.m. – 6.45 p.m. - Drive to Sundance (transport provided)

7:00 p.m. – 10:00 p.m. Provided Dinner (Sundance Foundry Grill)

Sunday, September 20th

9:00 a.m. – 11:00 a.m. Conclusions, Next Steps, and Farewells!