



Think Resilience Online Course Discussion Guide



post carbon institute

*This is the first version of the Think Resilience Online Course Discussion Guide.
We welcome your feedback and suggestions to improve future versions at
education@resilience.org or <http://education.resilience.org/contact/>.*

Contents

How to use this discussion guide.....	3
How to get your group set up with the course.....	4
Facilitation guidelines.....	5
Course schedule.....	6
Sessions, lessons, and video times.....	7
Session I. Our Converging Crises.....	8
Session II. The Roots and Results of Our Crises.....	10
Session III. Making Change.....	12
Session IV. Resilience Thinking.....	14
Session V. Economy and Society.....	16
Session VI. Basic Needs and Functions.....	18
Session VII. Action for Community Resilience.....	20
Wrap-up.....	22
For further learning.....	22

How to use this discussion guide

This discussion guide will take your group through Post Carbon Institute's *Think Resilience* online course (<http://education.resilience.org>) in **seven 90-minute sessions**. It provides summaries of each of the 22 lessons, questions to discuss in each session, and discussion facilitation guidelines. We have modeled it on the discussion courses of [Northwest Earth Institute](#) (NWEI), which emphasize conversation, group action, and social connection.

We recommend structuring your group like this:

- **SIZE:** Keep the size of your group under 12 people, so that everyone has a chance to participate meaningfully in the conversation.
- **MEETING DURATION:** Have each session to include about 1½ hours of discussion.
- **MEETING FREQUENCY:** Meet weekly, so the material stays fresh in people's minds.
- **SESSION PREPARATION:** Everyone should watch the video lessons in the session before coming to the meeting; each session covers three to four video lessons, totaling 30-45 minutes.

How to get your group set up with the course

If your group has not already done so, select someone to be the Group Coordinator and have them get set up with these two steps:

Step 1. Register your discussion group. Fill out a short form at education.resilience.org/discussion-groups. You'll receive:

- **A coupon code** for your group's members to get 50% off the \$20 course registration.
- **A download link** where your members can get a copy of this Discussion Guide.

Step 2. Have your group members register in the course. Tell them to:

- **Watch the introductory video** on the *Think Resilience* home page.
- **Use the coupon code to purchase a discounted registration** for the *Think Resilience* Self-Directed Course at education.resilience.org/product/self-directed-course.

When your group's members register as students, they receive access to all the course material—including videos, suggested readings, and discussion forums—plus the opportunity to earn a Certificate of Course Completion.

Facilitation guidelines

These guidelines are adapted from Northwest Earth Institute (NWEI), with permission. For more of NWEI's excellent discussion courses and resources visit nwei.org.

There are two roles needed for each session of the course: the **Opener** and the **Facilitator**. For each session, one participant brings an “opening,” and a second participant facilitates the discussion. The roles rotate each week with a different group member doing the opening and the facilitating; at the end of each session, assign the roles for the next session. This process assumes we gain our greatest insights through self-discovery in open discussion among equals.

A typical session would run like this:

1. The **Opener** shares what they've prepared to start the session (see “For the Opener”, below).
2. The **Facilitator** reads the *Circle Question* (see Session descriptions, below) and elicits brief responses from each participant.
3. The **Facilitator** poses that session's *Discussion Questions* to the group and facilitates the conversation.
4. At the end of the session, the **Facilitator** closes the conversation and asks for volunteers to be the next session's Opener and Facilitator.

For the Opener

Bring something to share with the group at the start of the session—a story, or perhaps an object or photograph that has special meaning. It should be something meaningful to you, or that expresses your personal feelings about resilience (in whatever way you want to interpret the concept). The opening shouldn't take more than a couple of minutes.

The purpose of the opening is twofold. First, it provides a transition from other activities of the day into the group discussion. Second, since the opening is personal, it allows the group to get better acquainted with you. This aspect of the course can be very rewarding.

For the Facilitator

As Facilitator, your role is to stimulate and moderate the discussion. You do not need to be an expert or the most knowledgeable person about the topic. Your role is to:

- Remind the Opener ahead of time to bring their opening.
- Begin and end on time.
- Get everyone’s voice in the room. For the *Circle Question*, be sure that everyone answers it briefly without interruption or comment from others; the purpose is to get everyone’s voice in the room. For the *Discussion Questions*, keep discussion focused on the session’s topic; try keep things moving so that group is able to discuss all the session’s questions.

A primary goal is for everyone to participate and to learn from themselves and each other. Draw out quiet participants by creating an opportunity for each person to contribute. Don’t let just a few people dominate the discussion. Thank them for their opinions and then ask others to share. Be an active listener. You need to hear and understand what people say if you are to guide the discussion effectively. Model this for others.

The focus should be on personal reactions to the lessons—on personal values, feelings, and experiences. The course is not for judging others’ responses. Consensus is not a goal.

Course schedule

This course schedule will help you keep track of group meeting dates and roles.

Group Coordinator: _____ Phone: _____ Email: _____

Meeting Location: _____

Session	Date	Opener	Facilitator
I. Our Converging Crises			
II. The Roots and Results of Our Crises			
III. Making Change			
IV. Resilience Thinking			
V. Economy and Society			
VI. Basic Needs and Functions			
VII. Action for Community Resilience			

Sessions, lessons, and video times

Session	Lesson	Video Time
<i>(You will have already watched the video in this lesson when you were forming your group.)</i>	Lesson 1- Introduction	5:44
I. Our Converging Crises	Lesson 2- Energy	12:18
	Lesson 3- Population & Consumption	12:22
	Lesson 4- Depletion	12:24
	Lesson 5- Pollution	8:52
II. The Roots and Results of Our Crises	Lesson 6- Political & Economic Management	10:48
	Lesson 7- Belief Systems	8:02
	Lesson 8- Biodiversity	7:16
	Lesson 9- Collapse	8:48
III. Making Change	Lesson 10- Thinking in Systems	10:12
	Lesson 11- Shifting Cultural Stories	12:09
	Lesson 12- Culture Change & Neuroscience	11:21
IV. Resilience Thinking	Lesson 13- What is Resilience?	12:18
	Lesson 14- Community Resilience in the 21st Century	11:49
	Lesson 15- Six Foundations for Building Community Resilience	15:11
V. Economy and Society	Lesson 16- How Globalization Undermines Resilience	12:16
	Lesson 17- Economic Relocalization	10:29
	Lesson 18- Social Justice	12:00
	Lesson 19- Education	7:47
VI. Basic Needs and Functions	Lesson 20- Meeting Essential Community Needs	12:35
	Lesson 21- Resilience in Major Sectors	18:54
VII. Action for Community Resilience	Lesson 22- Review, Assessment & Action	8:02

Session I. Our Converging Crises

Lessons to complete before this session

Lesson 1. Introduction

(You will have already watched this video when you were forming your group.)

Lesson 2. Energy

Energy is key to everything—it’s an essential driver of the natural world and of the human world, and it will also be pivotal to the societal transformations we’ll be experiencing in the 21st century and beyond.

Lesson 3. Population and Consumption

Human impact on the environment results not just from population size, and not just from the per capita rate of consumption, but from both together. In this video we explore how adoption of tools, language, agriculture, and most especially fossil fuels allowed humans to temporarily overcome the carrying capacity of the planet to support our growing population and consumption, and why those trends can no longer continue.

Lesson 4. Depletion

Depletion is an inescapable fact of life: As soon as you’ve taken one sip of your coffee, or one bite of ice cream, you’ve begun to deplete that resource. Economists will tell you, “No problem. You can just run to the store and buy more, or find something else just as good as a substitute.” But does that work on a finite planet, and are all resources so easily substitutable?

Lesson 5. Pollution

In nature, waste from one organism is food for another. However, that principle sometimes breaks down and waste becomes poison. Humans aren’t the only possible sources of environmental pollution. But these days the vast majority of pollution does come from human activities. That’s because we humans are able to use energy and tools to extract, transform, use, and discard natural resources, producing wastes of many kinds and in ever-larger quantities.

Circle Question

What is your motivation for taking this course?

*Reminder to the Facilitator: The Circle Question should move quickly.
Elicit an answer from each participant without questions or comments from others.*

Discussion Questions

1. An electric car might run on electricity generated from solar or wind power, but the materials for the car frame, the tires, and the battery (not to mention the roads and other infrastructure) are still all extracted and produced using fossil fuels. What other aspects of our modern world do you think might be difficult to transition to 100% renewable energy? Are there any that might be easy? Or impossible?
2. The global human population has grown from 1 billion to over 7 billion in just the last 150 years. Can you think of a time when the life of someone you know (or even your own life) was saved by a technology that did not exist 150 years ago—before mass-produced antibiotics, sewage treatment, motorized ambulances, and even light bulbs?
3. We would need four planet Earths to provide the resources needed if everybody in the world consumed at the level of the average American. How would your community need to change so that it would be possible for you and your neighbors to live comfortably but with drastically reduced consumption?
4. It has been argued that humanity has always responded to depleting energy resources by exploiting new and better ones—from firewood, to coal, to oil, to natural gas, to nuclear—and therefore we can expect that we'll continue to find sufficient replacements. Do you think this argument is correct? Why or why not?
5. Some people cite the growing risks of climate change as an argument for “geoengineering” that artificially counteracts climate change but could risk different kinds of environmental damage—or for aggressive government policies that drastically reduce carbon emissions but could risk economic disruption. How do you weigh the risks of climate change against the risks of fighting it? How should society go about debating these issues?

Session II. The Roots and Results of Our Crises

Lessons to complete before this session

Lesson 6. Political & Economic Management

Every society has institutions for making decisions and allocating resources. Some anthropologists call this the *structure* of society. Every society also has an *infrastructure*, which is its means of obtaining food, energy, and materials. Finally, every society also has a *superstructure*, which consists of the beliefs and rituals that supply the society with a sense of meaning. In this lesson we see how our current systems of political and economic management—our social structure—evolved to fit with our fossil-fueled infrastructure, and we'll very briefly explore what a shift to different energy sources might mean for the politics and economics of future societies.

Lesson 7. Belief Systems

Every human society has a shared set of beliefs to encourage cooperative behavior. These beliefs may be religious or secular in nature. In either case, they provide what many anthropologists call the *superstructure* of society. Modern industrial society features the pervasive belief in inevitable material progress and economic growth—a superstructure very much suited to our particular, fossil-fueled *infrastructure*.

Lesson 8. Biodiversity

As our human populations and consumption habits have grown, our destructive land use practices and environmentally harmful pollution have wiped out countless ecosystems around the world. As a result, the numbers of species of insects, fish, amphibians, birds, and mammals are declining—everywhere. Biologists call this widespread, rapid loss of biodiversity the Sixth Extinction, and some Earth scientists say we are creating a new era in Earth's history: the Anthropocene.

Lesson 9. Collapse

Historians have long noted that civilizations appear to pass through cycles of expansion and decline. Underlying the factors that appear to contribute to the collapse of civilizations, there may be a deeper dynamic: the relationship between the ability of a society to solve problems and the amount of energy it has available to do work. Unfortunately, most energy production activities are subject to the law of diminishing returns. At what stage in the cycle of expansion and decline might our own civilization find itself today?

Circle Question

What gives you hope for the future, in spite of the challenges humanity currently faces?

*Reminder to the Facilitator: The Circle Question should move quickly.
Elicit an answer from each participant without questions or comments from others.*

Discussion Questions

1. Transitioning away from fossil fuels means society's infrastructure (the means of obtaining food, energy, and materials) will change considerably. How do you think society's structure (the means of making decisions and allocating resources) and superstructure (beliefs that provide a sense of meaning) should change in response?
2. In Lesson 7, Richard Heinberg compared widespread belief in inevitable material progress to the religions of earlier societies. How have you seen this belief communicated and reinforced in the media and in your community?
3. Biodiversity loss isn't just about extinction. When certain plants and animals disappear from a place, the local ecosystem can change drastically. Have you experienced local biodiversity decline and its effects in places you're familiar with?
4. Historian Arnold Toynbee speculated that societies fail to solve new problems because they have invested so much in building ways to solve old problems. What are some ways in which early 21st century society has fallen into this trap? Pick a specific example, and discuss what would be required to get out of that particular trap.

Session III. Making Change

Lessons to complete before this session

Lesson 10. Thinking in Systems

The interrelated crises of the twenty-first century can't be solved with simple technical adjustments. Understanding and responding to them intelligently requires us to think systemically. All systems have: boundaries, inputs, outputs, information flows from and to the surrounding environment, and feedbacks. Systems thinking recognizes the roles of these components, and tries to identify leverage points where small shifts in one thing can produce big shifts in everything. The “shock doctrine” (Naomi Klein) and the theory of the “diffusion of innovations” (Everett Rogers) are two examples of using systems thinking to understand how big changes happen in modern society.

Lesson 11. Shifting Cultural Stories

Society's goals and mindsets could be thought of as the stories we tell ourselves. Some cultural stories are deeply ingrained in us as a species, while some are the predominant narratives of the particular society into which we have been born. They help us make sense of the world around us, but they may also hinder our ability to foresee big social changes and to adjust our behavior accordingly. Therefore, some of these stories need to change: we may need to shift from the consumer economy to a conserver economy; from valuing things to valuing relationships and experiences; from inevitable growth to a steady-state economy; from a politics of mass persuasion to a politics of local engagement.

Lesson 12. Culture Change & Neuroscience

If we want to adapt successfully to a future of less energy per capita, and little or no economic growth, we need to better manage some of the neurological traits that served our evolutionary forebears but are ill-suited to the modern world. Consumerism is a modern version of our biological drives for status-seeking and novelty-seeking, and makes use of how our brain chemistry develops addictions. We also have an innate tendency to give more weight to present threats and opportunities than to future ones; this is called *discounting the future*, and it makes it hard to sacrifice now to overcome an enormous future risk such as climate change. Fortunately we also have some inherited neurological tendencies that would be useful to encourage, like cooperation, empathy, and altruism.

Circle Question

The cultural “stories” we absorb as children help us make sense of life in society. What cultural “story” is your favorite?

*Reminder to the Facilitator: The Circle Question should move quickly.
Elicit an answer from each participant without questions or comments from others.*

Discussion Questions

1. Systems theorist Donella Meadows observed that the most powerful interventions in human systems address their goals, rules, and mindsets, rather than the details of parameters and numbers. Think of an example of a human system you’ve worked with (a project committee; a class at school; a family going on vacation) in which you saw a positive outcome happen because of a change in group mindset. What caused the mindset to change?
2. Give an example of a cultural "story" from another place (or time) that you think is well-suited to the challenges confronting the modern industrial world today.
3. We're biologically wired to “discount the future”—that is, to downplay uncertainties the farther in the future they seem to be. And yet, most people think it's a good idea to spend many years preparing for a career in school and many decades saving for retirement. What’s the difference between these behaviors? Is there a way to think about uncertainties we “discount” (like climate change) in a similar way as we think about careers and retirement?
4. It’s difficult to constantly consider the sustainability consequences of our actions because those consequences are often far removed from us; a systems thinker might say there is not sufficient information flow to have a useful feedback loop. How might we correct or compensate for this?

Session IV. Resilience Thinking

Lessons to complete before this session

Lesson 13. What is Resilience?

In ecology, resilience is seen as the ability of a system to absorb disturbance and still retain its basic function and structure. In other words, a system that's resilient can adapt to change without losing the qualities that define what it is and what it does—which together comprise that system's "identity." Resilience boils down to an ability to adapt to both short-term disruption and long-term change while retaining the system's essential identity. Building resilience starts with decisions about what we value about a system. Concepts like the adaptive cycle and panarchy further aid our understanding of resilience in systems.

Lesson 14. Community Resilience in the 21st Century

This lesson brings resilience into the context of this century's simmering and complex "E4" crises, with (1) ecological, (2) energy, (3) economic, and (4) equity dimensions. It clarifies the relationship between sustainability and resilience, and shows why a lot of the climate change resilience discussion—while necessary—doesn't go far enough. And it explains why this course focuses primarily on building resilience at the community level, as opposed to the global, national, or household level.

Lesson 15. Six Foundations for Building Community Resilience

In 2015, Post Carbon Institute surveyed the academic literature on resilience and talked to scholars, activists, and local leaders around the country to determine how the concepts of resilience might be most usefully applied in communities by people who aren't resilience scientists. We found an easily understood framework that speaks directly to the challenges communities face regarding equity, group decision-making, and their complex social and economic contexts. We identified six foundations that appear necessary for community resilience-building efforts to be successful. And these are: people, systems thinking, adaptability, transformability, sustainability, and courage.

Circle Question

What historical example of community or personal resilience inspires you the most?

Reminder to the Facilitator: The Circle Question should move quickly. Elicit an answer from each participant without questions or comments from others.

Discussion Questions

1. Think of a system (as simple or as complex as you want) that didn't have sufficient resilience to withstand a disruption and so changed into a different system. How would you describe the "identity" of the system both before and after the change? What was the threshold—the "point of no return"—beyond which the old system could no longer recover?
2. How would you describe the "identity" of your community? Now imagine someone in your community of a very different age, ethnicity, or economic class than yourself. How would they describe the community's identity differently, and why?
3. Resilience scientist Charles Redman has said that "sustainability prioritizes outcomes, resilience prioritizes process." What's an example of a community sustainability goal that may detract from resilience? What's an example of a resilience-building process that may detract from a sustainability goal?
4. Is there a characteristic in your community that you think should change, but can't because it's too resilient? What makes it resilient? What role do higher-level and lower-level systems play in maintaining the resilience of that undesired characteristic?

Session V. Economy and Society

Lessons to complete before this session

Lesson 16. How Globalization Undermines Resilience

Globalization is largely about the relentless pursuit of economic efficiency. And while there are benefits to efficiency (increasing profits, minimizing waste), as an economic strategy it has serious costs to community resilience. Wealthier countries lose jobs for higher-paid wage laborers, as well as the skill base and the infrastructure to produce goods and equipment. The offshoring of manufacturing to poorer nations reduces domestic pollution but increases pollution in the exporting nations (which often have less stringent regulations). Economic inequality increases, both within nations and between nations. And as regions specialize, there is an overall loss of local diversity in jobs.

Lesson 17. Economic Relocalization

The local challenges created by globalization can be partly countered by economic localization. It starts with communities supporting local business rather than giving subsidies such as tax breaks and free utility hook-ups to large, non-local businesses, as is so often done. In fact, half of all private-sector U.S. jobs are still provided by small businesses, and almost all of these businesses are local. Moreover, local dollars have a multiplier effect—when spent within the regional economy, they increase local wealth, local taxes, jobs, charitable contributions, tourism, and entrepreneurship. Local economic development benefits everyone—except maybe big multinational corporations.

Lesson 18. Social Justice

Systemic inequality reduces the sustainability and resilience of society as a whole. Capital tends to reproduce itself and become more consolidated and centralized over time—that's its purpose—but only some members of society are motivated or able to set aside money and goods for the purpose of capital accumulation. Inequality is also created, sustained, and worsened over time through institutionalized racism, which results in chronic conditions of poverty and lack of access. Ultimately, promoting equity will require strategies like cooperative ownership of business and expanding the commons—the cultural and natural resources that should be accessible to all members of a society, and not privately owned.

Lesson 19. Education

Education—particularly early-childhood education—not only sets the foundation for who we become in later life, but also shapes society as a whole. If we want a more resilient society and more resilient communities, we have to plant the seeds today in students both young and old. We need education that trains people in both community and personal resilience-building.

Circle Question

Name one thing you learned as a child that has prepared you particularly well for the sustainability challenges of the 21st century.

*Reminder to the Facilitator: The Circle Question should move quickly.
Elicit an answer from each participant without questions or comments from others.*

Discussion Questions

1. Given what you've learned so far about the challenges currently facing humanity and the need to build community resilience, how would you have liked your childhood education to be different?
2. What happened in your community in the years immediately following the 2008 oil price spike, stock market crash, and ensuing financial crisis? To what extent do you think your community's experience was influenced by economic globalization?
3. One of the advantages of relocalization is that money earned as profit at a locally owned business stays in the community and thus gets another chance to be spent locally. Can you think of any examples of this "multiplier effect" in your local economy? What do you think are the biggest challenges faced by locally owned businesses in your community?
4. In order to thrive, both business and households need access to capital—whether as savings or as loans. Historically, some groups have had easy access to capital (e.g., the already-wealthy; landowners) while others have had difficult access or none at all (e.g., African-Americans living in "redlined" districts where banks refused to lend; people burdened with high-interest rate debt). How has different groups' access to capital shaped your community's development over the last 50 years?
5. Optional follow-up to Question 4: What do you think your community could do (beyond what it may already be doing) to remedy the injustices caused by inequitable development?

Session VI. Basic Needs and Functions

Lessons to complete before this session

Lesson 20. Meeting Essential Community Needs

Building community resilience ultimately has to come to grips with the infrastructure that enables any community to function. This lesson looks at *food, water, energy, and money* systems, and how these can be made more resilient. If any one of these essentials goes haywire, a community loses its support capacity very quickly.

Lesson 21. Resilience in Major Sectors

Manufacturing, transportation, and buildings use energy to provide goods and services; transforming these sectors will entail finding ways to use less energy for these purposes, ways to use it that suit renewable energy sources, and ways to provide for human needs while using fewer material resources and producing less pollution. *Land use planning* touches on every aspect of local government concern, involving decisions on air quality, water quality, biodiversity, transportation options, economic vitality, and quality of life. And sound *public policy* is essential to community resilience efforts—with the recognition that imposing policies from above without adequate understanding of, or support for, those policies from community members will lead to political failure.

Circle Question

Of the communities you're familiar with—whether from travel, books, or movies—which is most inspiring to you with regard to resilience? Why?

Reminder to the Facilitator: The Circle Question should move quickly. Elicit an answer from each participant without questions or comments from others.

Discussion Questions

1. Think of a local government policy (a law or regulation) in your community that seems to reduce the resilience of your community in some way. Then think of a policy that seems to *increase* the resilience of your community. Why do you think each of these policies was made in the first place? What public or private interests are served by them?
2. Think about the parts of your community's existing food and water systems that exhibit resilience. What aspects of society's *structure* (the means of making decisions and allocating resources) and *superstructure* (belief systems) do you think led to this resilience?
3. A critical step to build resilience in your community's energy system is to reduce demand. Demand is generally reduced through conservation in the form of either efficiency (doing the same with less) or curtailment (doing without). In what ways could you increase the efficiency of energy use in your community without unintentionally *reducing* resilience, which we learned was a danger in Lesson 16? In what ways could you curtail energy use without sacrificing health and wellbeing?
4. Do you have ways to meet your daily needs (going to work or school; running errands) that *don't* involve using a car? What would need to change for more people in your community to use public transit, bicycle, or walk in order to meet *their* daily needs?

At the end of this session, the Facilitator should ask participants to make a special preparation for the next session: Watch the video in Lesson 22 and then spend 30 minutes reading or viewing some of the Suggested Reading items, each of which provides useful insights to the question of community resilience building. Everyone should be prepared to report back to the group what you learned.

Session VII. Action for Community Resilience

In this final session your group will consider *your own* community and what you might do to help build its resilience. To prepare for this session, each participant should watch the video in Lesson 22 and then spend 30 minutes reading or viewing some of the Suggested Reading items, each of which provides useful insights to the question of community resilience building. Be prepared to report back to the group what you learned.

Lessons to complete before this session

Lesson 22. Review, Assessment, and Action

If you want to apply what you have learned in this course, one way to do so might be to design and implement a *community resilience assessment*. Why an assessment? It's important to understand a system as much as possible before intervening in it.

Circle Question

In just a few words, how do you feel about the current resilience of your community?

Reminder to the Facilitator: The Circle Question should move quickly. Elicit an answer from each participant without questions or comments from others.

Discussion Questions

For this final session, the discussion has three parts:

1. *Each participant should share what insights they gained into building resilience (whether for communities or for systems in general) from the Lesson 22 Suggested Reading items they reviewed.*
2. *Briefly discuss the following preliminary resilience assessment questions, which were introduced in the video. The purpose is to get a feel for the issues that would need to be considered in a more formal assessment, not to find definitive answers.*
 - a. **Resilience of what?** Given both the capacities of the people in your group and the size and type of jurisdiction you live in, what scale of “community” makes most sense to you for thinking about building resilience? (See the “[Why Communities?](#)” section of *Six Foundations for Building Community Resilience* for more guidance.)
 - b. **What is the source of the identity of the community?** What do people in your community most value about it?
 - c. **How is the system governed?** Who makes decisions and how? Who are the stakeholders? Who is often left out?
 - d. **Who is already involved in your community’s resilience?** What groups and leaders are working on key issues and vulnerabilities, and might participate in a formal resilience assessment?
3. *Decide on next steps. Do any participants want to start a new group to pursue a more formal community resilience assessment? Or perhaps begin a new iteration of this discussion group focused on a particular topic covered in the course?*

Wrap-up

Now that your group is done with all the lessons, consider holding a final meet-up to celebrate your completion of the course! You could make it a potluck, or a gathering at a restaurant or a café, and take time reflect together on what you've learned and discuss possible next steps.

Please remember to complete the end-of-course survey at <http://bit.ly/TR-survey>.

For further learning...

Want more? Dive into Post Carbon Institute's newest book on resilience:

The Community Resilience Reader ***Essential Resources for an Era of Upheaval***

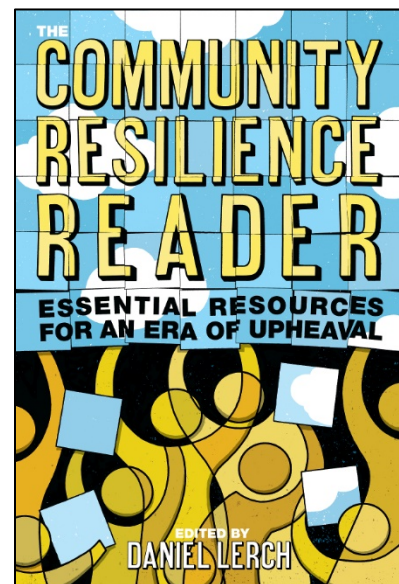
Edited by Daniel Lerch. Published by Island Press, 2017.

The sustainability challenges of yesterday have become today's resilience crises.

National and global efforts have failed to stop climate change, transition from fossil fuels, and reduce inequality. We must now confront these and other increasingly complex problems by building resilience at the community level. But what does that mean in practice, and how can it be done in a way that's effective and equitable?

The Community Resilience Reader offers a new vision for creating resilience, through essays by leaders in such varied fields as science, policy, community building, and urban design. It combines a fresh look at the challenges humanity faces in the 21st century, the essential tools of resilience science, and the wisdom of activists, scholars, and analysts working with community issues on the ground. It shows how resilience is a process, not a goal; how resilience requires learning to adapt but also preparing to transform; and that resilience starts and ends with the people living in a community. Despite the challenges we face, *The Community Resilience Reader* shows that building strength and resilience at the community level is not only crucial, but possible.

Learn more at <http://postcarbon.org/resilience>.



About the *Think Resilience* online course

We live in a time of tremendous political, environmental, and economic upheaval. **What should we do?** *Think Resilience* is an online course to help you get started on doing something. It will get you started on two important skills: how to make sense of the complex challenges society now faces, and how to build the resilience of your community to navigate those challenges. It is offered by [Post Carbon Institute](#) and features video presentations by [Richard Heinberg](#), one of the world's top experts on the urgency and challenges of transitioning society away from fossil fuels.

Learn more and register for *Think Resilience* at <http://education.resilience.org>.

About course host Richard Heinberg

Richard Heinberg is Senior Fellow-in-Residence at Post Carbon Institute. He is the author of thirteen books, including some of the seminal works on society's current energy and environmental sustainability crisis. He has authored scores of essays and articles that have appeared in such venues as *Nature*, *The Wall Street Journal*, *Yes!*, and *Reuters*. Richard has delivered hundreds of lectures on energy and climate issues to audiences in 14 countries, and has appeared in many film and television documentaries, including Leonardo DiCaprio's *11th Hour*.

About Post Carbon Institute

Post Carbon Institute envisions a world of resilient communities and re-localized economies that thrive within ecological bounds. Our mission is to lead the transition to a more resilient, equitable, and sustainable world by providing individuals and communities with the resources needed to understand and respond to the interrelated ecological, economic, energy, and equity crises of the 21st century.

Think Resilience Online Course Discussion Guide

Post Carbon Institute

Copyright © 2017 by Post Carbon Institute. Some material on page 5 is copyright Northwest Earth Institute; reproduced with permission. For reprint permissions and other queries, please contact education@postcarbon.org.

Post Carbon Institute • 800 SW Washington Ave., Suite 5 • Corvallis, OR 97333
postcarbon.org • resilience.org