

Introduction from the Editors

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THIS 50TH ANNIVERSARY EDITION OF the *Humboldt Journal of Social Relations* (HJSR) was conceived in both challenging and exciting times. Amidst the second year of the COVID-19 pandemic, as well as the launch of Humboldt as the third polytechnic in the California State University system, Editorial Board members discussed leveraging HJSR to both highlight and catalyze exciting local scholarship.

As editors of this issue, we are thrilled with the outcomes. We congratulate the faculty, staff, students, and community partners who took up our challenge to:

construct snapshots of the Humboldt intellectual landscape at a pivotal moment in the university history, as the campus transitions to a polytechnic institution with a core identity as an HSI and MSI. Co-authored articles across subfields will position their narratives at the nexus of changes in the field, integrating threads of past Humboldt faculty scholarship, and building forward thinking narratives about current research, applied partnerships, and pivotal questions shaping the work to be done.

This issue intentionally seeded multidisciplinary conversations that wrestle with pressing local and regional problems. The work sets the stage for creative, forward-thinking scholarly collaborations that are the signature of Cal Poly Humboldt. Some of the author teams include partners from outside the university, including Tribes, agencies, and non-profit organizations. Across the issue, authors also detail

connections between research and the university commitment to hands-on education that is a cornerstone of the Humboldt student experience.

In the opening essay, Swartz narrates a retrospective on HJSR founder and sociology faculty member Samuel Oliner. As a Holocaust survivor, Oliner dedicated his career to the study of altruism, kindness, apology, and forgiveness, often in collaboration with his lifelong partner Pearl Oliner. As he passed on leadership of the Altruistic Behavior Institute to Swartz, Oliner was committed to translating that work into action, addressing a broad range of challenges from homelessness and drug addiction to nuclear disarmament and COVID-19. Oliner's work was foundational to the department commitment to applied social science scholarship that now aligns with the new university status as a polytechnic.

In the next essay, HJSR managing editor Guevara invites us into conversations with Department of Art+Film faculty members. Weaving narratives from a series of interviews into the essay, she details the work of faculty and students as they embrace the polytechnic identity. From studio arts to museum and gallery practices, hands-on learning has been and will continue to be central to the everyday lives of art faculty and students. Photographs captured by students accompany the essay and provide examples of these hands-on experiences. The subject matter of the photographs further illustrates the connections between department faculty and students and the polytechnic work across programs.

Native American Studies lays at the heart of a movement to transition Humboldt to a polytechnic university. In their article *Polytech to PolyTEK*, Ris-

ling Baldy, Reed, and Begay narrate many threads of Native American Studies (NAS) woven across the polytechnic transformation. The article conceptualizes Traditional Ecological Knowledge (TEK) and details projects and programs across the university in which NAS curriculum and leadership is central. Many academic majors ground their programs in the physical and cultural places we call Humboldt. The authors detail past and current relationships with indigenous peoples of this land, and the significance of indigenous ways of knowing to solve local and regional challenges.

In *Wildfire*, Kane et al. explore partnerships developed to explore and combat wildfires in the northern California region. They describe several projects that seek to build resilience to wildfire by incorporating multiple ways of understanding and responding. Through founding the Fire Resilience Institute, as well as the development of a Bachelor of Science in Applied Fire Science and Management, the work addresses “the grand wildfire-related challenges” of the present and future. In particular, the authors focus on work to increase a fire resilience workforce, interconnect fire knowledge systems, and increase the region’s resilience to wildfire.

Taking up another facet of climate change in *Sea-Level, Rise* Richmond et al. describe a partnership between the Wiyot Tribe, government agencies, and people from across departments at Cal Poly Humboldt to address this challenge in Wigi (Humboldt Bay). Wigi is part of the homeland of Wiyot people, whose descendants are members of the Wiyot Tribe, as well as the Blue Lake, Bear River, and Trinidad Rancherias. The number of authors on this article reflect this remarkable partnership, with 25 contributors from across multiple disciplines and affiliations. The authors outline the risks of sea-level rise to Wigi, an area marked by colonization, displacement, and development. To address the risks of sea-level rise, they narrate the importance of indigenous knowledge, alongside geospatial analysis, engineering, and social sciences.

Next, in *Smoke, Air, Fire, Energy (SAFE)*, Chatti et al. describe an ongoing partnership between Cal

Poly Humboldt, the Schatz Energy Research Center, the Karuk Tribe, and Blue Lake Rancheria for community-engaged research at the intersection of technology, fire, and indigenous knowledge. The partnership works to honor Tribal sovereignty and expertise, while incorporating engineering and social science knowledge across several research projects designed to accelerate the adoption of climate-resilient technology, smoke detection, and energy microgrids.

Focusing our attention on *Teacher Education*, Ballinger et al. reconceptualize and reaffirm a vision for teacher education that is reflective, relational, reconstructive, and research-oriented. These commitments integrate concepts of positionality, communities of practice, community partners, and polytechnic perspectives to address issues of inequity and oppression, deprofessionalization, and teacher shortages. The vision supports teacher and student alike, and holds the promise of innovation and sustainability in university coursework and clinical practice.

Continuing a focus on education, Tremain et al. in *What Counts as Literacy?* challenge the reader on fundamental assumptions of how they define writing, how they learned to write in their discipline, and how those assumptions can be intentionally addressed to create more inclusive and culturally sustaining disciplinary literacy development. They theorize and describe classroom pedagogies that support the development of student disciplinary literacies through culturally sustaining and socially just approaches. The authors also suggest strategies for writing assignment and assessment designs that support student multilingual and multiliterate ways of knowing.

The COVID-19 pandemic amplified health care provider (HCP) and related system challenges for addressing HCP emotional and social psychological strain. In *Narrative Medicine*, Perris et. al. detail the impact of this trauma on HCPs, comparing it to post-traumatic stress syndrome of military personnel returning from combat. In the article, Cal Poly Humboldt nursing faculty, in collaboration with English faculty, provide a theoretical and evidence-based case for changes in nurse training programs to mitigate HCP trauma and infuse narrative medicine tools

into the nursing workforce. They report in detail on narrative medicine as practiced in the Cal Poly Humboldt nursing curriculum. This work has broader implications for curricular (re)design of current and future programs in the School of Applied Health and the scholarship of teaching and learning in the field.

In *Cannabis, Communities, and Place*, Meisel, Corva, and Pachmayer describe the changing role of cannabis both as a topic of scholarly interest at the university, and as an economic driver in Humboldt County. The authors highlight the new Cannabis Studies Program at Cal Poly Humboldt, which takes an interdisciplinary approach to the complex cultural, social, and ecological impacts of cannabis production and cannabis policies. They follow this with

an outline of the history of cannabis in the region, ending with the post-prohibition era “crossroads” for the industry. While cannabis cultivation has become widespread across the state, growers in Humboldt County have suffered as a result of declining prices and a difficult regulatory environment, with consequences. These experiences have consequences for both the county and the university.

On the final pages of this issue, we return again to HJSR founder Samuel Oliner, as witnessed by generations of students. In these closing testimonials, alumni—who are now faculty across the country—share their memories of Oliner’s impact on their lives. These alumni, and thousands of others, are a part of the remarkable legacy that has been and will continue to be Humboldt.

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