

Drenched:
Education, Transformation and Healing on a Flooding Planet
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The climate emergency has disrupted the Earth's water cycle. Water is a fundamental force shaping our planet, yet it is now reshaping the Earth in response to human-driven pressures. Accelerating sea-level rise, inland flooding, more violent hurricanes and off-course atmospheric rivers dumping unprecedented amounts of water at unprecedented places constitute the near-future reality that is already here. Even with a radical and rapid reduction of emissions, these disruptions are set to continue. In the optimistic two-degree of warming scenario, we end up with a six meter sea-level rise (Wallace-Wells 61).

How do we teach and learn in a flooding world? What is the role of education vis a vis economic, political, and ideological forces that continue to drive the climate emergency while disregarding warnings from science and the impacts of disrupted water cycle on lives and communities? What strategies and tools, Indigenous knowledges and practices are most relevant for k-12 contexts, in higher education, home schooling or community education efforts? What coalitions are required to build resilience and how a better understanding of Earth's water cycle—locally and globally—can help mitigate future damage? This action-oriented collection is predicated on a belief that the flooding of the planet can be slowed and mitigated by concerted human endeavor oriented at creating a sustainable ecological civilization. A project led by faculty at the University of Minnesota's Center for Climate Literacy, the collection brings together voices of educators, humanists, artists, psychologists and social scientists to reflect on how education offers a unique space to bring communities together, help with healing, mobilize adaptation, build understanding and design resilience. The companion volume to *Drenched* is *Scorched*: focused on adaptive educational design in response to rising temperatures, wildfires, heat, drought and other forms of devastation driven by global heating.

Our particular interest in *Drenched* is in three intersecting areas: young audience literature and media representations of hurricanes, floods, rising seas and other devastation arising from destabilized water cycles; hands-on, literature- and media-based pedagogical practices of teaching about water, the climate crisis and biodiversity loss—including work with hurricane/flood survivors, displaced and traumatized populations; and practical ideas/models for school-based community action oriented at transformation, adaptation, conservation and resilience. Chapters will build on specific hydrological disasters and challenges in Asia, Oceania, Europe, Africa, and the Americas. They will consider physical, environmental, psychological and other impacts of rising-seas, floods, hurricanes and other water-related disasters on local populations as well as changing perceptions of how one should live in a flooding world. Topics for chapters may include but are not limited to the following:

- Hurricane and flood survivors
- Hurricane, flooding, and sea-level rise trauma and healing
- Hurricane, flooding, and sea-level rise pedagogy
- Indigenous knowledge and land-based practices related to Earth's water cycle
- Educational applications of local knowledge and transformational practices in response to hurricanes, flooding, and sea-level rise
- Water pollution, conservation, and regeneration
- Restoring rivers, lakes, marshes, wetlands, estuaries and other aquatic ecosystems
- Water and marine ecosystems: representation, protection, regeneration
- Lost and future-lost homelands related to hurricanes, flooding, and sea-level rise
- Literature and media representations of hurricanes, floods, and sea-level rise
- Hurricanes, floods and sea-level rise: impacts, migrations, adaptation
- Healing the planet's water cycle and local water systems
- Water shortages, food and agricultural practices
- Water cycle and the carbon cycle
- Organized community responses to hurricanes, flooding, and sea-level rise
- Climate justice challenges related to hurricanes, flooding, and sea-level rise
- Ideological conflicts, culture wars and conspiracy theories related to hurricanes, flooding, and sea-level rise
- Climate futures vis a vis hurricanes, flooding, and sea-level rise
- Youth participatory activism vis a vis hurricanes, flooding, and sea-level rise

Let us know at your earliest convenience if you're interested in contributing. This CfP is by-invitation only but we are open to your recommendations. Feel free to share the CfP with specific potential contributors in your networks: educators, scholars, artists and professionals. We are looking for actionable expertise and insight, especially based on research, creative work and community engagement.

We anticipate twelve chapters (4000-5000 words inclusive of citations and notes), introduction, and index, with the complete manuscript at roughly 80,000 words. Each chapter will connect to a specific hydrological disaster and/or to a specific challenge—conceptual, psychological, environmental, representational, etc.—that engaging with such events presents, especially in educational practice. Chapters may include descriptions of students' creative responses or survivor testimonials, but they must go beyond description to suggest specific strategies of engagement going forward.

Anticipated and ~tentative~ timeline:

- Submission deadline for proposals (400 to 600 words, incl. title and 3-5 keywords, accompanied by the author's short bio and contact information): **Jan 30, 2026**
- Notification of preliminary acceptance: **March 31, 2026**

- Publisher identified and preliminary contract finalized: **Spring 2026**
- Submission deadline for chapters (about 4000-5000 words each, including notes and works cited. Documentation style pending publisher's requirements): **Oct 1, 2026**
- Peer review completed. Revision suggestions sent to authors: **Dec 30, 2026**
- Revised chapter drafts submitted for final editorial review: **Feb 15, 2026**
- Final manuscript submitted for copy-editing by the publisher: **Spring 2027**