

## **SAMPLE SYLLABUS, SUBJECT TO CHANGE**

**Northern Arizona University**  
College of Social and Behavioral Sciences  
Master of Arts in Sustainable Communities

### **SUS 603** **Social Transformations**

**Course Description:** The central focus of this seminar is to explore the theory and practice of engaged pedagogy and community organizing in relation to democratic, socially just, and sustainable communities. Each week the seminar will move back and forth between theoretical reflection, pedagogical and organizing activities, and reflection on students' experiences in the ARTs. Our emphasis in this course will be to cultivate critical inquiry, expansive imagination, expressive communication, radical receptivity, community building, and practical organizing modalities for generating power and transformation in response to the challenges of our time.

#### **Course Objectives:**

- Provide broad overview of literature on theory and practice of engaged pedagogy, community organizing, and modes of transformation for radically democratic, socially just, and sustainable communities.
- Offer copious opportunities for reflecting upon this literature in the context of students' own work in the Action Research Teams.
- Provide a creative and supportive context for students' work in the ARTs – a forum for discussing challenges, opportunities, connections, innovations, and so forth.
- Develop grassroots democratic community organizing skills such as public narrative, relational meetings, group facilitation, resonant motivation, receptive engagement with the challenges and opportunities of differences associated with entrenched histories of oppression, power mapping, strategy creation, cycle of organizing, community building, web weaving/network creation, creation of hospitable and engaging spaces, generating and sustaining hope in difficult times, resilient community formation, etc.
- Facilitate the development of the MSUS (and beyond) community as a forum for addressing our challenges.
- Provide a supportive and creative context for self-reflection and self-growth in relation to students' own developing aspirations for change.
- **In all serious, to nurture a community that embodies the line attributed Emma Goldman: 'A revolution without dancing is not a revolution worth having.'**

**Required Books to Purchase** (some may be available at used bookstores, such as Bookman's, the rest you can get through amazon, etc.):

John Paul Lederach: *The Moral Imagination: The Art and Soul of Building*

*Peace.*

Charles Payne: *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*

Brian Walker and David Salt, *Resilience Thinking: Sustaining People and Ecosystems in a Changing World*

J. K. Gibson-Graham: *A Postcapitalist Politics*

Joel Salatin: *The Sheer Ecstasy of Being a Lunatic Farmer*

Rosalind Wiseman and Benjamin Zander, *The Art of Possibility*

Rebecca Solnit: *Hope in the Dark: Untold Histories, Wild Possibilities*

### **Semester Schedule:**

#### **August 28<sup>th</sup>: Introduction and Public Narratives**

Marshall Ganz, "Public Narrative":

<http://grassrootsfund.org/docs/WhatIsPublicNarrative08.pdf>

350.org Climate Change Campaign Utilization of Public Narrative

<http://workshops.350.org/toolkit/story/>

Marshall Ganz, "The Power of Story in Social Movements"

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.94.1488&rep=rep1&type=pdf>

Adrienne Rich, "Inscriptions: Origins", originally in *Dark Fields of the Republic*:

<http://books.google.com/books?id=kLNng4aQtMYC&pg=PA273&dq=adrienne+rich+inscriptions&hl=en&sa=X&ei=wPv7UcvqGcjmigKwv4HgDQ&ved=0CDQQ6AEwAQ#v=onepage&q=adrienne%20rich%20inscriptions&f=false>

Ed Chambers, *Roots for Radicals*, Chapters 1 and 2 on Black Board seminar site.

**Assignment:** 3 page public narrative.

**Activity:** Sharing Public Narratives 1-1 and in groups.

#### **September 4<sup>th</sup>: Dialogical Education, Community Organizing, Relational Meetings**

John Paul Lederach, *The Moral Imagination*, 3-127.

**Assignment:** Read, listen to, and coach each other on Pub Narratives in 1-1's in pairs outside of seminar.

## September 11<sup>h</sup>: Associations, Group Facilitation, Poetics, Knowledge

John Paul Lederach, *The Moral Imagination*, 131-177

<http://workshops.350.org/toolkit/campaign/> 4. Build a Movement, and 5. Build a Campaign

Marshall Ganz, “Why David Sometimes Wins: Strategic Capacity in Social Movements”  
<http://leadingchangenetwork.com/files/2012/06/Why-David-Sometimes-Wins-Strategic-Capacity-in-Social-Movements.pdf>

Starhawk, *The Empowerment Manual: A Guide to Collaborative Groups* (selections on Bblearn)

**Assignment:** Read, listen to, and coach each other on Pub Narratives in 1-1’s in pairs outside of seminar.

**Activity:** Facilitating Meetings/Power Mapping in relationship to course material.

## September 18<sup>th</sup>: Dialogical Pedagogy: Power and Freedom

Paulo Freire, *Pedagogy of the Oppressed*, Preface and Chapters 2 and 3.  
<http://libcom.org/files/FreirePedagogyoftheOppressed.pdf>

Nicholas C. Burbules, “Four Types of Dialogue”, in *Dialogue in Teaching* (Bblearn)

Chet Bowers, “Is Transformative Learning the Trojan Horse of Western Globalization?”  
<http://www.cabowers.net/pdf/Transformative%20theorist-Commons.pdf>

Starhawk, *The Empowerment Manual: A Guide to Collaborative Groups* (selections on Bblearn)

**Assignment:** Develop a map of goals and strategy of your ART.

**Activity:** Role play around group dynamics.

## September 25<sup>th</sup>: Difference, Power, Process

Gloria Anzaldua, *Borderlands: Toward a New Mestiza* (selections on Bblearn),

Audre Lorde, *Sister Outsider*, (selections on Bblearn)

Bell Hooks, *Teaching To Transgress: Education as a Practice of Freedom*

(selections on Bblearn)

David Hollinger, *Postethnic America* (selections on Bblearn)

**Assignment:** Write a 2 page paper on these issues as they pertain to your work with the students/SUS/community in the ARTs so far. Swap and meet with a colleague to discuss.

**Activity:** Class reflection on these issues, theoretically and practically in relation to our work and our community.

**October 2<sup>nd</sup>: Learning from a Great Transformation: SNCC and the Reinvention of Democracy.**

Charles Payne, *I've got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle* (selections TBA).

**October 9<sup>th</sup>: The Powers and Risks of 'Drawing the line'.**

Charles Payne, *I've got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle* (selections TBA).

Joel Olson, "The Freshness of Fanaticism" (Posted on Bblearn)

Joel Olson, The Problem with Infoshops and Insurrections: US Anarchism and the Racial Order audio version:

<http://archive.org/details/TheProblemWithInfoshopsAndInsurrectionUsAnarchismMovementBuilding>

Materials on 350.org, Repeal Coalition, Occupy (Posted on Bblearn)

Harry Boyte, [http://www.huffingtonpost.com/harry-boyte/wilderness-politics-meeting-the-challenge-of-climate-change\\_b\\_3263596.html](http://www.huffingtonpost.com/harry-boyte/wilderness-politics-meeting-the-challenge-of-climate-change_b_3263596.html)

**October 16<sup>th</sup>: Class Rescheduled to a longer session on October 23**

**Miguel Vasquez, Professor of Anthropology and Sustainable Communities core faculty member who is teaching the other section of 603, has invited all students in our section to join his on the 16<sup>th</sup>. They will be learning about 'rapid assessment' methodology, where you go into a community and figure out what is going on, what is working, what not, etc. This will be a great opportunity. More on this in seminar.**

**October 23<sup>rd</sup> 5:30-9:30: Cultivating Transformative Selves: Feeling, Seeing, Thinking, Acting Together**

Ethan Miller, “Occupy, Connect, Create” <http://www.geo.coop/node/729>

J. K. Gibson-Graham, *A Postcapitalist Politics*

**Activity:** Reflect upon SUS community, your ART, and the community organization with which you are partnering in terms of how we/they are cultivating feeling, seeing, and thinking.

**October 30<sup>th</sup> : Realities of Possibility: Thinking Sidewise with the Philharmonic Conductor and the Therapist:**

Rosamund and Benjamin Zander, *The Art of Possibility*

**Activity:** Discuss how central concepts might revitalize/jump-start your ART.

**November 6<sup>th</sup>: Sustaining Possibility: Resilience and Transformation**

Brian Walker and David Salt, *Resilience Thinking*

**Activity:** Write a one-page reflection paper on key themes in the readings and how the ARTs might be improved to become more resilient themselves.

**November 13<sup>th</sup>: Making and Taking Transformative Spaces**

Sara Evans and Harry Boyte, *Free Spaces: The Sources of Democratic Change in America*  
(Selections on Bblearn)

David Orr, *Earth in Mind: On Education, Environment, and the Human Prospect*  
(Selections on Bblearn)

**Activity:** Reflect upon campus and community free spaces, their histories, character, and possibilities for more.

**November 20<sup>th</sup>: Transformation and the Arts of Pleasure**

Joel Salatin, *The Sheer Ecstasy of Being a Lunatic Farmer*

**Activity:** Reflect on how we are and are not weaving pleasure into our initiatives, and how we might tend better to these possibilities.

**November 27<sup>th</sup>: THANKSGIVING HOLIDAY**

**December 4<sup>th</sup>: ARTs Celebration No Class Submit 5 page draft of key themes for your final 15 page paper. 1-1 meetings with each other and professor on key themes essays.**

**December 11<sup>th</sup>: Active Hope in the Dark**

Rebecca Solnit, *Hope in the Dark: Untold Histories, Wild Possibilities*

Joanna Macy, *Active Hope: How to Face the Mess We're in without Going Crazy* (selections on Bblearn)

**December 15<sup>th</sup>: 15 page final paper due.**

**Expectations and Assessment:**

**I am expecting that you are extremely dedicated students, desirous to master the material in this seminar, and wishing to excel in all the assignments and activities. In this context, I do not seek to deploy grades as a disciplinary mechanism. On the other hand, where these qualities are clearly absent, I will.**

**Weekly Papers:** Almost every week there will be short papers due that you will submit on the Bblearn website. I will not grade them but provide comments and employ a check, check-plus, check-minus system. Most weeks students will be paired up to read each other's papers, and provide detailed feedback on bblearn. Typically papers will be one page, single-spaced. The first half should summarize key themes in the reading. The second half should engage it critically, expansively, creatively, etc. (20% of grade)

**Seminar Participation:** ... is always expected, and always expected to be better than good! (10% of grade)

**Final Seminar Paper:** Each student will write a 15 page seminar paper which is due on December 15<sup>th</sup>. These papers will reflect upon important themes in the course in relation to their ART experiences and engagement. Please develop this question according to your passions and interests in consultation with me. (50% of your grade will be based on your final paper).

**Action Research Team Engagement:** Students are required to participate in an ART 3 hours each week (or something else if ‘opt out’ path is chosen in consultation with the director of the SUS program. (20% of grade)

#### NORTHERN ARIZONA UNIVERSITY

#### POLICY STATEMENTS

##### SAFE ENVIRONMENT POLICY

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website <http://www4.nau.edu/diversity/swale.htm>. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

##### STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations. Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS.

Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at <http://www2.nau.edu/dss/>.

##### INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the *IRB Policy and Procedures Manual* is available in each department’s administrative office and each college dean’s office or on their website: <http://www4.nau.edu/ovp/regulatorycompliance/irb/index.htm>. If you have questions, contact Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

##### ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s *Student Handbook* <http://www4.nau.edu/stulife/handbookdishonesty.htm>.

##### ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

##### EVACUATION NOTE:

In the event of an alarm, you must leave the building immediately by the nearest exit, and move away from the building. Do not use the elevators. Please help those who may need assistance in exiting.

*The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.*

Plagiarism of any type will result in an "F" in the course and disciplinary action that could lead to expulsion from NAU. Plagiarism can be using someone's work and calling it your own (such as copying another paper, book, or article), or quoting from some work without bothering to use footnotes or quotation marks. All NAU faculty have programs that will, within seconds, cross check your paper with millions of documents - including hundreds of thousands of term papers - to see if there is any similar language. Don't be tempted. If you copy anything you will get an automatic fail in the class and be reported to the university for disciplinary action. Do not cut and paste anything from a web page or another document when writing your essays - I want to read your work.