

CSUS 301
Community Engagement for Sustainability

Spring 2022

Monday and Wednesday 10:20-11:40

Virtual Zoom Meeting

Location: <https://msu.zoom.us/meeting/register/tJAqce2vrj0iHdRjfv50sI23KmUxzMIF9Ih4>

Meeting ID: 947 6470 6870

Password: engage

Instructor: Dr. Lissy Goralnik (she/her/hers)
E-Mail: goralnik@msu.edu [see below for email policies]
Office Hours: In the Zoom room after class and by appointment. Please let me know if you plan to 'drop by' so I can create a schedule and make sure folks get the attention and privacy they need.

Final Exam Time: The week of May 2-6....Stay tuned!

Course Overview:

This course is focused on community engagement for sustainability change. Defining community is a key component of the course, as we explore the opportunities, responsibilities, and relationships that arise through community participation. We will do this by engaging theories and principles of citizenship, sustainability, change, and engagement, and also interrogating our own roles as knowledgeable citizens and community members. At the core, this course is a project-based experience. We will spend the first several weeks digging into the conceptual foundations of engagement and community, then shift toward more project-based skills building, and, after spring break, to group project work with a number of optional classes so you have time to complete your project activities and meet with your groups. This course will provide a practical forum for students to assess and develop personal engagement skills in areas such as communication, decision-making, problem solving, and leadership. Emphasis is placed on developing personal identities as citizens, while adopting the idea that collective worldviews are socially and culturally situated.

This is not just a discussion course. It is also a doing course. To be successful, you'll need to read carefully and think carefully. We will often spend most or all of our class time in activities that build on the knowledge you have gained from reading on your own. Come ready to ask questions, apply what you are learned, and contribute your hard-won insights. In addition to class discussions about the readings, we will also often hear from members of the campus and greater Lansing communities about their work. Indeed, the course is built around them as much as it is built on what historians, scientists, and social critics have said or written. Throughout the semester we will ask ourselves: *What does successful service- and community-based learning look like? Why do we do it? What positive difference can we really hope to make? Who benefits? In what ways does it go wrong, and in what ways does it go right, and why?* Our focus is in our immediate communities, a local focus to community change, paying particular attention to the development, present challenges, and future hopes of the greater Lansing area, but we will also expand our lens to apply this thinking to our wider communities.

This course is built on the idea that students learn more and more deeply when they are actively working to construct their own understandings. So, you'll be asked to work on projects, in groups, and with the instructor in ways that might be new to you, even while you work to improve the reading and writing skills you already have. Some of your projects will serve community partners who can benefit from your hard-intellectual work. The idea is that your work can do more than help you learn...it can also be useful.

Course Description:

Application of principles of change theory, citizenship, sustainability, and community engagement at multiple scales. Public and participatory decision making in diverse contexts. Techniques and skills for community engagement. Examination of personal identities as citizens. Leadership and communication challenges in active practice of engagement.

Required Texts:

1. Most readings will be posted in D2L. See below for due dates.
2. Finding Beauty in a Broken World, Terry Tempest Williams
 - a. Some links to independent booksellers (also used copies very cheap on Amazon):
 - i. Inexpensive paperback, Powell's Books: <https://www.powells.com/book/finding-beauty-in-a-broken-world-9780375725197>
 - ii. E-book, bookshop.com: <https://bookshop.mymustreads.com/purchase.aspx?isbn=9780307377784&shelfid=cc543536-bfa0-466b-a9b4-6742b5d46f68>
 - iii. Inexpensive paperback, thriftbooks: <https://www.thriftbooks.com/browse/?b.search=finding%20beauty%20in%20a%20broken%20world#b.s=mostPopular-desc&b.p=1&b.pp=30&b.oos&b.tile>

Technology Requirements:

For all classes, please plan on using a computer or a tablet. Cell phones will not be adequate for the platforms we will use in class. You will need to be able to use the following software:

- ZOOM, Google Jamboard, Google Slides

Learning Outcomes: *Students who complete this course should be able to:*

- Apply citizenship, engagement theory, and theories of change to plans for action
- Explain theories associated with citizenship and engagement at local to global scales (e.g. dialogue, deliberation, public work, participatory research, leadership, land grant philosophy)
- Identify examples of community-based initiatives and explain how they contribute to quality of life
- Identify ways to work in community contexts to achieve a civic objective and explain how actions may benefit individuals or communities
- Learn to work across differences on critical issues
- Compare and contrast an argument regarding a sustainability issue from a worldview that differs from one's own
- Identify and explain the ethical dimensions of a sustainability situation
- Participate effectively in informed discussions about the ethical foundations of a current sustainability issue
- Demonstrate effective decision-making techniques in diverse contexts
- Explain the role of public policy and social movements in advancing social equity and equality in a national, regional, or community context.

The Basics

- Please prepare all materials before coming to class.
- I do not accept late assignments. Having said this, you will get ONE "Today was NOT a good day" credit to cover one assignment. No justification needed. *This TWNGD credit cannot be used for any portion of your Group Project, Peer Review, or Final Learning Reflection.*
- Attendance and punctuality will affect your overall grade.
- I expect everyone to be present with the learning community. Turn off notifications, reduce other browsers, listen when others speak, participate thoughtfully, use the Zoom chat appropriately.
- This is a virtual community engagement class. While you do not need to have your videos on, engaging with the learning community is a critical element of the learning process. I encourage you to turn your video on periodically when appropriate and to use video during small group work when possible.
- Questions about your grades, class or anything else? Please feel free to schedule an appointment.
- When sending me an email please be succinct, professional, and include CSUS 301 in the subject line. Avoid using text language or formatting. I expect emails to include a greeting and a signature, e.g. something like: *Hello Dr. Goralnik* at the beginning and *Best, Your Name* at the end.

Learning Assumptions:

- Learning takes place in a space that is **respectful, supportive, nonjudgmental and trusting**. This environment does not make stretch learning painless but makes painful learning possible.
- Each person's **learning journey** is legitimate and valuable.
- Meaning during the learning process is both **emergent and co-constructed** – it unfolds over time through our shared experience together.
- **Reflection** on our learning is essential as we strive to become aware of and understand the meaning of our experiences, individually and collectively. While some reflections are private and personal, sharing reflections with your co-learners is expected because it is a significant way to deepen our shared understanding.

Policies

- **Final Exam Policy:** Students must be present during their final exam.
- **Honors Option:** Students may propose an Honors Option in for this course. You must schedule an appointment to discuss/apply for Honors Option credit within the first three weeks of the course. Requests made after that time will not be granted.
- **Pronoun preference:** CSUS affirms the gender identity of each of its members. If you have a pronoun or name preference, don't hesitate to inform me and your co-learners, and/or include your preferred pronoun language on your Zoom window.

Assignments (750 points total)

- Graffiti wall introduction (25 points)
- In-class journal (*Participation*) (100 points)
 - Please keep this in a Word doc so entries are collated and continuous. You will turn this in at end of the semester. Dropboxes are in the Assignment Dropboxes folder on D2L.
 - Journal entries will be assessed (check plus, check, check minus, absent) at the end of the semester. You can make up missed journals by viewing class slides if you miss a day.
- Homework responses (100 points total)
 - Due Sundays by 5pm.
 - 5 Questions (see assignment on D2L), Tools of Engagement modules (<https://tools.engage.msu.edu/>), Reading quizzes, Reflections
- In-class group activities (100 points)

- Due Friday by 5pm
- Includes group reflections; book discussion prompts; the Head, Hands, and Heart exercise; and guest lecture debriefs
- I recommend working in a Google doc that everyone has access to and that you assign someone to turn this in each week. Only one person from the group needs to submit
- Final project (325 points)
 - Community partner project
 - Most groups will work with a community partner, e.g. the Student Organic Farm, the Michigan Bird Banding Observatory, or the Corey Marsh Ecological Research Center. You will complete a project they have outlined and that you co-develop based on their needs and your skills. During the semester you will meet with them several times to determine objectives and share progress. Dr. Goralnik will co-mentor these projects.
 - The final project will include: (a) weekly progress reports (25), (b) agendas and notes from two meetings with graduate mentors (50), (c) a final research report (100), (d) a product you create for the partner and a written explanation of how to implement it (100), and (e) a short in-class presentation about your project (50)
- Final learning reflection (50 points)
- Peer feedback (50 points)

- More info about the assignments, including rubrics, can be found in the *Resources folder on D2L*

Extra Credit: *Extra credit is available for participation in community engagement activities in the community. If you find an event, including river clean ups, workshops, Earth Day activities, slam poetry, etc., please run it by me to make sure it will count. Following the activity, you will have 1-week to write a 1-1 ½ page double-spaced reflection that includes: (a) summary of the event, (b) what drew you to it, details about your experience, (c) a reflection that ties the event to class themes and learning. Please submit these to the Extra Credit Dropbox on D2L. Up to 5 points/engagement activity. Up to 10 engagement activities/semester. Points will be added at the end of the semester.*

Grading Scale

Points	> 925	924-865	864-795	794-765	764-695	694-665	664-595	<595
Grade	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0

Tentative Schedule

Week	Date	Theme	Activity/Lesson	Homework (due following week)
1	1/10	Introductions	Introductions, syllabus, experiential learning cycle	DUE WEDNESDAY <ul style="list-style-type: none"> • Intro questionnaire • Graffiti wall intro
	1/12	Self and Community Engagement	Who am I? Who are we? What is CE? <ul style="list-style-type: none"> • Values reflection handout 	DUE next WEDNESDAY <ul style="list-style-type: none"> • Write: 5 Qs: Who am I? What do I value? • Watch: Ethics of the Anthropocene: https://www.youtube.com/watch?v=O0fg8fei_fs • Finding Beauty in a Broken World
2	1/17	Holiday! No class.		

	1/19	Self and Community Engagement	<ul style="list-style-type: none"> Ethical dimensions of civic engagement 	<ul style="list-style-type: none"> Complete: Tools of Engagement 2 + quiz Finding Beauty in a Broken World
3	1/24	Ethics	Situated Spartan	<ul style="list-style-type: none"> Finding Beauty in a Broken World Write: 5 Qs: What's my worldview? Complete: Tools of Engagement 3 + quiz
	1/26		<ul style="list-style-type: none"> CMERC visit Heart, head, hands activity TOE 2 discussion 	
4	1/31	"Us" as a community	<ul style="list-style-type: none"> SOF visit Worldviews 	<ul style="list-style-type: none"> Write: 5 Qs: How do I learn? Finding Beauty in a Broken World Complete" Tools of Engagement 4 + quiz Complete: Team project questionnaire
	2/2		Book Circle Part 1 <ul style="list-style-type: none"> TOE 3 discussion 	
5	2/7	Individual and Community Wellbeing	<ul style="list-style-type: none"> Identity quizzes and personal identity reflection Story of Now 	<ul style="list-style-type: none"> Read: SDSU (2011) + quiz Finding Beauty in a Broken World
	2/9		<ul style="list-style-type: none"> Book Circle Part 2 TOE 4 discussion 	
6	2/14	Community Capitals and Assets	Communication and Facilitation	<ul style="list-style-type: none"> Finding Beauty in a Broken World Complete: Tools of Engagement 5 + quiz
	2/16		Assets Based Community Development (ABCD)	
7	2/21	Group Dynamics/ Communication	Group Dynamics	<ul style="list-style-type: none"> Write: How do the 5 Qs connect? TBD social justice + quiz
	2/23		Book Circle Part 3 <ul style="list-style-type: none"> TOE 5 discussion 	
8	2/28	Social Justice	Social Justice	<ul style="list-style-type: none"> Complete: Mid-semester feedback
	3/2		Environmental Justice	
9	3/7	Spring Break!! No class. Have fun + restore!		
	3/9			
10	3/14	Citizenship	<ul style="list-style-type: none"> CE wellbeing activities peer review Voting rights lesson Citizenship and voting rights reflection 	<ul style="list-style-type: none"> Watch: Leadership for Social Change video: https://www.youtube.com/watch?v=IfTmzBfejcy + quiz
	3/16	NO CLASS: Partner meetings, group work, CE activities, mentor meetings		
11	3/21	Leadership	<ul style="list-style-type: none"> Sustainability leadership 	<ul style="list-style-type: none"> Watch short video (https://www.youtube.com/watch?v=MpXyHUpgzpo)

			<ul style="list-style-type: none"> No Doze leadership and group development reflection 	<ul style="list-style-type: none"> Read Life.School.House website (https://www.lifeschoolhouse.com/): Respond: If you were to host a workshop, what would you teach? What gifts might you contribute to your communities? If you were attending a workshop, what would you bring to barter for your participation?
	3/23	NO CLASS: Partner meetings, group work, CE activities, mentor meetings		
	3/28	NO CLASS: Partner meetings, group work, CE activities, mentor meetings		
12	3/30	Change	<ul style="list-style-type: none"> What is change? How does it happen? 	Group projects <ul style="list-style-type: none"> TBD change agency + quiz
13	4/4		<ul style="list-style-type: none"> Change Agency: How do I affect change? TOE strengths list Change agency journal reflection 	Group projects <ul style="list-style-type: none"> TBD evaluation + quiz
	4/6	NO CLASS: Partner meetings, group work, CE activities, mentor meetings		
14	4/11	Change	How do we evaluate change?	Group projects
	4/13	NO CLASS: Partner meetings, group work, CE activities, mentor meetings		
15	4/18	Applications	Experiential learning cycles	Group projects
	4/20	NO CLASS: Partner meetings, group work, CE activities, mentor meetings		
16	4/25	Wrap up	Group work sessions	Group projects
	4/27		<ul style="list-style-type: none"> Final projects, presentation prep Dr. Goralnik available 	
final	5/2-6	Final Presentations		<ul style="list-style-type: none"> Final presentation Peer feedback Group project materials

About the learning in this course:

Community engagement work is, by its very nature, unpredictable and un-scriptable. It is our role, as community engagement professionals, to remain open to listening and learning from our practice communities and at all stages of the process. We will also need to remain open to unexpected turns and bends in our interactions with each other as a learning community. This is all part of authentic community engagement learning. Please be patient with the process, generous with each other and yourself, and open to the moments of connection, kindness, meaning-making, and growth.

E-Learning Policies

Information technologies such as D2L and email are widely used in this class. As a result, there are some additional policies that need to be understood.

- Students should visit D2L regularly. Announcements and course updates will be shared on here.
- Students should check their email daily; all class email will be sent to official MSU accounts.
- This course recognizes students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Please review the university policy "Acceptable Use of Computing Systems, Software, and the University Digital Network" at <http://lct.msu.edu/guidelines-policies/aup/>.
- Excessive emails make unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write. Dr. Goralnik will answer email that involves:
 - Confusion regarding course content.
 - Requests for feedback about graded assignments.
 - Private issues appropriate for discussion within the teacher-student relationship.
 - Dr. Goralnik will NOT answer email that:
 - Poses questions answered in the course syllabus or on D2L.
 - Raises an inappropriate subject.
 - Does not adhere to professional communication standards
- Dr. Goralnik will make every effort to answer email received in 48 hours except over weekends. Emails sent on Fridays or over the weekend will receive a response the following week.
- If you are having trouble with D2L, call the MSU Tech/D2L help line. They are quite accessible and very knowledgeable!
- You are responsible for the operation of any personally owned computers. A malfunctioning computer system is NOT a valid excuse for submitting late work.

MSU Required Syllabus Components

SPARTAN CODE OF HONOR

Michigan State University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding and appreciation for academic integrity. Academic integrity is the foundation for university success. Learning how to express original ideas, cite works, work independently, and report results accurately and honestly are skills that carry students beyond their academic career. Learn more here <http://splife.studentlife.msu.edu/spartan-code-of-honor-academic-pledge>.

ACADEMIC INTEGRITY

Article 2.3.3 of the [Academic Freedom Report](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work.

RVSM LIMITS TO CONFIDENTIALITY

All University employees, with some exceptions, have reporting obligation when the employee becomes aware of relationship violence, stalking, or sexual misconduct that involves a member of the University community (faculty, staff, or student) or occurring at a University event or on University property. This includes your faculty convener. Learn more here <https://oie.msu.edu/resources/mandatory-reporters.html>

RCPD DISABILITY ACCOMMODATIONS STATEMENT

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

DIVERSITY, EQUITY, AND INCLUSION

Diversity, Equity and Inclusion are important, interdependent components of everyday life in the College of Agriculture and Natural Resources (CANR) and are critical to our pursuit of academic excellence. Our aim is to foster a culture where every member of CANR feels valued, supported and inspired to achieve individual and common goals with an uncommon will. This includes providing opportunity and access for all people across differences of race, age, color, ethnicity, gender, sexual orientation, gender identity, gender expression, religion, national origin, migratory status, disability / abilities, political affiliation, veteran status and socioeconomic background. (See the full CANR statement: <https://www.canr.msu.edu/news/canr-statement-on-diversity-equity-and-inclusion>)

MENTAL HEALTH

College students often experience issues that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus, and most are at no-charge.

- If you are struggling with this class, please contact your conveners by email.
- Meet with your academic advisor if you are struggling in multiple classes, unsure whether you are making the most of your time at MSU, or unsure what academic resources are available at MSU. The BSP Academic Advisor is Dustin Petty and you can reach him at 517.420.1658.
- Visit <https://caps.msu.edu> for online health assessments, hours, and additional information.
- Drop by Counseling & Psychiatric Services (CAPS) main location for a same-day mental health screening. (3rd floor of Olin Health Center at 463 E. Circle Drive)
- Call CAPS at (517) 355-8270 any time, day or night.
- 24-Hour MSU Sexual Assault Crisis Line (517) 372-6666 or visit <https://centerforsurvivors.msu.edu/>

RELIGIOUS OBSERVANCE POLICY

It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith.

The faculty and staff should be sensitive to the observance of these holidays so that students who absent themselves from classes on these days are not seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors. It is also

the responsibility of those faculty who wish to be absent to make arrangements in advance with their chairpersons, who shall assume the responsibility for covering their classes.

As Michigan State University has become increasingly multicultural, the incidence of conflicts between mandatory academic requirements and religious observances has increased. In the absence of a simple and dignified way to determine the validity of individual claims, the claim of a religious conflict should be accepted at face value. Be aware that some degrees of observance may have a more extensive period of observance. Instructors may expect a reasonable limit to the number of requests by any one student. Some instructors attempt to cover all reasons for student absences from required academic events such as quizzes or exams with a blanket policy, e.g., allowing the student to drop one grade or two quizzes without penalty. If this is meant to extend to religious observances, the instructor should state this clearly at the beginning of the term. If instructors require make-up exams, they retain the right to determine the content of the exams and the conditions of administration, giving due consideration to equitable treatment.

TECHNICAL ASSISTANCE

If you need technical assistance at any time during the course or to report a problem, you can:

- Visit the [Distance Learning Services Support Site](#)
- Visit the [Digitization Support Site](#)
- Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345