CSUS 301: Community Engagement for Sustainability
Community Sustainability, Fall 2020

TIME: Monday & Wednesdays 12:40-2PM
LOCATION: Virtual ZOOM Meeting
https://msu.zoom.us/j/7033859280?pwd=Nk5MOFZSYUI5eDZDZVdjMTBtODVrUT09
Meeting ID: 703 385 9280
Passcode: CSUS301
INSTRUCTOR: Jeno Rivera, Ph.D. – jeno@msu.edu – 517-884-7327
OFFICE HOURS: Since we are virtual this semester, I do not have regular office hours for you to stop by. Rather, please use the following link to schedule an appointment:
https://outlook.office365.com/owa/calendar/JenoRiveraMichiganStateUniversity@msu.edu/bookings/

COURSE DESCRIPTION. Where will they live? What will they eat? What will they use for fuel? How will they access education and healthcare? These are pressing questions that go to the heart of contemporary civic engagement-- What responsibilities, if any, do we have for making our world a better place? What does 'better' mean, anyway? And who gets to decide?

This course is an introduction to the issues, challenges, and opportunities of civic life in the early 21st century. It provides a foundation for understanding the roles of public scholarship, community engagement, and social action in democratic citizenship and global stewardship. We will examine key research and theory underlying recent thinking about community engagement, as well as explore strategies for responsible social and environmental change. 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?
Though our focus is global, we'll pay particular attention to the development, present challenges, and future hopes of greater Lansing. We'll also meet many of the people--civic leaders, city staff, researchers, and community members-- who make Lansing work.

COURSE AIMS. During this course, students will begin to explore the following ideas in both formal and informal educational settings:
- To explore concepts related to community building, including community engagement, cultural understanding, coalition building.
- To understand citizen engagement on issues related to the commons, social conscience, and cultural literacy.
- To examine the roles of change agents in leading change, as a visionary, creative influence, and risk-taker.

COURSE LEARNING GOALS. At the end of the course, students should be able to:
- Apply citizenship and engagement theory to plans for action
- Explain theories associated with citizenship and engagement at local to global scales (e.g. dialogue, deliberation, public work, action and participatory research, leadership, land grant philosophy)
- Apply theories of change and leadership to facilitate strategic planning and decision making
- 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. 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 the student's perspective
- Identify the ethical dimensions of a given situation and explain using ethical concepts and arguments
- Demonstrate effective decision-making techniques in diverse contexts

- Participate effectively in informed and engaged discussions that connect ethics with current issues of sustainability
- Explain the role of public policy and social movements in promoting or advancing social equity and equality in some national, regional, or community context

COURSE MECHANICS & POLICIES. *Please remember that this is a working document and subject to minor modifications throughout the semester. Further info on college and University policies are posted in D2L.*
This is not just a discussion course, but it is also a doing course. To be successful, you'll need to read carefully and think carefully. We'll 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, to apply what you are learned, and to 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.

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 instructors 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 that help you learn…it can also be useful.

- Please have all materials prepared before coming to class.

- Assignments are due before noon on the date indicated on the course assignment (or at the time indicated). I do not accept late assignments. Having said this, you will get ONE "Today was NOT a good day" credit to cover one assignment or one day's participation points. No justification needed. This TWNGD credit cannot be used for any portion of your CE Project, Final Exam, or Book Presentation.

- Class will begin promptly at 12:40. I will take note of folx that roll into class late on a consistent basis. Attendance and punctuality will affect your overall grade.

- Please turn off computer notifications and close/minimize screens unrelated to the course. Be present with the learning community. [Please let me know in advance if you'll need to quickly step away from class for personal reasons.]

- Questions about your grades, class or anything else? Please feel free to schedule an appointment. I typically do not have time to "chat after class".

- When sending me an email please be sure to include the reason in the subject line, do not start the email with 'Hey' or something along those lines, and be succinct. I check emails once a day around lunch. If you need something more immediate, please share your concern/thoughts/questions via the messenger function on TEAMS.

REQUIRED MATERIALS. Get this stuff. Seriously. Order them today. Do it now. I chose these materials with your cash flow in mind. The books can be had used at online vendors (try to support your local vendors whenever possible) or they are available for download at many online book vendors. All resources can be pulled together at a low cost. You're welcome.

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We'll need to learn how to be in community, so order:
Sundeen, M. (2017). The Unsettlers: In search of the good life in today's america. Riverhead Books: New York.

We are going to think about strategies to engage in community, so order:
Schwalbe, M. (2020). Making a difference using sociology to create a better world. Oxford University Press: New York.

But this isn't all…. We'll also read journal articles, newspaper articles, blogs, websites, and documents provided by me or your community partners.

TECHNOLOGY REQUIREMENTS. For all classes, please plan on using a computer or a tablet. I have found that students who are trying to use their phones for class do not have full access to all the platforms we are using in class. You will need to be able to use the following software: D2L, MS TEAMS, ZOOM, Google Jamboard, Software to create materials (i.e. Microsoft 365, Google Suite, or Apple Work), Stormboard (do not download yet, we will set up as a class).

ASSUMPTIONS ABOUT LEARNING IN CSUS 301

- 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 learning 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 understanding.

ASSESSMENT & GRADING

Assignment/Category	Points/%	Due Date	Team/Individual**
CE Project*	25%	semester end	Individual
Final Exam*	5%	final exam	Individual
Small group assignments	40%	ongoing	Team
Book presentation	10%	semester end	Team
Individual engagement	20%	ongoing	Individual
	100%		

*More information about CE Project and Book Presentation can be found under the *Assignment* tab on D2L.
**Some of the assignments are graded individually and some are graded as in your groups as a team grade. As part of your team grade, you will be grading one another in participation, engagement, and contribution. Your team grade will be affected by peer feedback. The rubric for team participation can be found in D2L.

Small Group Assignments. This consists of activities such as mapping, logic model, case studies, book discussion prompts, blog, active listening exercises, and team quizzes. All assignments that are completed and submitted as part of your group work fit in this category.

Individual Engagement. This consists of activities such as preparedness for guest lectures, participation, individual concept maps, posts on TEAMS.

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Viewing Grades.
At the half point of the semester (the week of October 19th), I will provide you with a grade update. If you would like a grade update before or after that, you should schedule an appointment to meet with me so we can work out an approximation.

Grade Scale.

Grade Point	Percentage	Performance
4.0	90 to 100%	Excellent Work
3.5	85 to 89%	Above average
3.0	80 to 84%	Good Work
2.5	75 to 79%	Mostly Good Work
2.0	70 to 74%	Average work
1.5	65 to 69%	Below average work
1.0	60 to 64%	Poor work
0	0 to 59%	Failing work

SEMESTER SCHEDULE. Our course schedule will be frequently updated based on the progress of class. I begin each week in class going over any schedule changes so make sure you have a saved/hard copy where you can make edits as needed. Some examples of changes include- change in format, change in activity/lesson, alteration of assignment, or change in due date.

Date	Format	Activity/Lesson
September 2	ZOOM- Full class	Introductions, 5Q's
September 7	University Closed- No class	
September 9	Zoom- Full class; breakout sessions 2nd half of class	Citizenship and engagement at local to global
September 14	Zoom- Full class; breakout sessions 2nd half of class	Participatory virtues
September 16	ZOOM- Small Groups only	Identities
September 21	ZOOM- Full class	What is the Pluralverse?
September 23	ZOOM- Small Groups only	Communication for sustainability- Case studies
September 28	ZOOM- Full class	Ethical dimensions of civic engagement
September 30	ZOOM- Small Groups only	Book Circle
October 5	ZOOM- Small Groups only	Role of public policy in promoting advancing sustainability
October 7	ZOOM- Full class	The Common Good
October 12	ZOOM- Full class	Tools of Engagement
October14	Zoom- Full class; breakout sessions 2nd half of class	Land-grant to World-grant
October 19	Zoom- Full class; breakout sessions 2nd half of class	
October 26	ZOOM- Full class	Social Justice

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October 28	ZOOM- Small Groups only	CE Projects
November 2	ZOOM- Full class	Community Capitals Framework/Forms of Capital
November 4	ZOOM- Small Groups only	Assets Mapping
November 9	ZOOM- Full class	Logic Models
November 11	ZOOM- Full class	Guest Panel- *We make communities work*
November 16	ZOOM- Small Groups only	Exploring various ways to engage with community
November 18	NO CLASS- CE Project Release	
November 23	ZOOM- Small Groups only	Book Circle
November 25	NO CLASS- CE Project Release	
NO CLASS 11/26-27 for holiday break		
November 30	ZOOM- Full class	CE sustainability and experiential learning cycles; Presentation Prep
December 2	NO CLASS- CE Project Release	
December 7	ZOOM- Small Groups only	Book Circle, experiential learning cycles
December 9	ZOOM- Full class	Presentations
Final Exam	ZOOM- Full class	Presentations

PROGRAM/COURSE POLICIES

Final Exam Policy: Your final exam date and time is included in this syllabus. Students must plan on being present during their final exam. Failing to attend your final exam period may result in a failing grade.

Honors Option: Students may propose an Honors Option in for this course. Students 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 your instructor and co-learners.

OTHER SYLLABUS COMPONENTS REQUIRED BY MSU

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 Digication Support Site

- Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345