

CSUS 301
Community Engagement for Sustainability

Spring 2018
Monday and Wednesday, 10:20-11:40
306 Natural Resources Bldg.

Instructor:	Dr. Shari Dann	Graduate Coach: Bethany Laursen
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Office Hours: **Monday**, 11:40 – 12:30, or by appointment

Finals Week: Thurs, May 3, 7:45 – 9:45 a.m. – Course Brunch; Debriefing and Reflection – Attendance Required – During meeting – write Exit Essay (Weekly Assignment #7)

Catalog 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.

Course Overview: The purpose of this course is for students to apply advanced theories and principles of citizenship, sustainability, and engagement to their own role as active, knowledgeable citizens. This course provides a practical forum for students to assess and develop their personal engagement skills in areas such as communication, decision-making and 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. The course addresses the communicative challenges that occur as part of an active practice of engagement.

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 Outcomes: Students who complete this course will:

- 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

These course outcomes support the Department of Community Sustainability undergraduate program competencies of critical thinking, systems thinking, and ethics. Successful completion of this course provides students with the background needed to frame complex problems and address them systemically in order to successfully complete additional courses in the major. Students can learn more about the Department of Community Sustainability undergraduate program competencies at http://www.csus.msu.edu/undergraduate/sustainability_core. In addition, this course supports Michigan State University's Undergraduate Learning Goals of analytical thinking and integrated reasoning. More information about MSU's Undergraduate Learning Goals is available at <http://undergrad.msu.edu/msu-goals>.

IV. Course Requirements

7 Weekly assignments (individual writing/reflection)	30%
#1 Entry Essay (5%)	
#2 Tools of Engagement Reflection (5%)	
#3 Public Policy Making Meeting (5%)	
#4 Field Study A (Social and Cultural Capitals) (3%)	
#5 Field Study B (Environmental and Physical Capitals) (3%)	
#6 Make Your Own Weekly Assignment (5%)	
#7 Exit Essay (4%)	
Legacy Project Team assignments	30%
Legacy project community colloquium (poster session)	15%
Team contribution – peer evaluation	10%
Participation and attendance	15%

Attendance and participation in course discussions are expected for all class sessions. Many course sessions will be devoted to team work on your Legacy Project; absences will not only affect your “participation and attendance” grade for this course, but they will also affect peer evaluation of your team contribution and your own personal grade on Legacy Project. So, be at every class session. Notify your instructor and your team members in advance of excused absences (health, professional obligations, athletic obligations). Best if you notify in advance, via email – since I keep a record of excused absences.

Course Methods: We will rely heavily on readings done BEFORE class, and class dialogues and interactive activities to demonstrate both theory and practice of community engagement. In addition, there will be off-campus and out-of-classroom work assignment expectations every week. In addition, a semester class-team project, called a Legacy Project, will provide an opportunity for learning by doing. The class project will allow students to utilize tools, methods and ideas from previous coursework and life experience and to integrate their prior knowledge with material from this class in a practical activity with an off-campus, community partner. Student performance will be evaluated in accordance with the activities discussed below under **Grading**.

Required Texts:

Green, Gary Paul & Anna Haines. (2016 – 4th edition). Asset Building and Community Development. Los Angeles: Sage Publications.

Outreach and Engagement on-line modules, MSU University Outreach and Engagement

Articles and reports posted on this course's MSU Desire to Learn (D2L) site (<https://d2l.msu.edu>).

Optional: Facilitative Leadership Participant's Guide, MSU Extension publication # E3238. Loan copies provided in class. Available from MSU Bookstore, shop.msu.edu, 166 Service Road.

Grading:

<u>Grading Scale:</u>	Grade	Percentage
	4.0	93 - 100%
	3.5	87.5 - 92.9%
	3.0	82.5 - 87.4%
	2.5	77.5 - 82.4%
	2.0	72.5 - 77.4%
	1.5	67.5 - 72.4%
	1.0	62.5 - 67.4%
	0.0	under 62.4%

Weekly Assignments: These consist of written and field-based work to be done individually and outside of class. Most weekly assignments will occur during the first/early weeks of the semester. Homework assignments will be posted on D2L. Some assignments will be based on work being discussed in class and some will require additional out of class research or that you travel to a public meeting. Some homework assignments will be submitted through D2L; others will need to be brought to class on a specific date (each assignment will specify how it is to be submitted). Homework assignments will not be accepted after the assigned deadline. Each weekly assignment will be worth 3-5% of your course grade, thus each can make the difference between (for example) receiving a 4.0 vs a 3.5, or a 3.5 vs a 3.0. Be sure to stay current with your weekly assignments.

Semester Legacy Project: Students will complete the semester legacy project in teams. Each team will engage with an off-campus, community partner. The focus of this legacy project is community engagement, no matter one's personal or professional aspirations. Details on the semester project will be provided in class, via "cameo presentations" by community partners.

Community Engagement Legacy Projects will be presented during a final professional poster colloquium, which we will conduct for invitees that will include our community partners, and CSUS and campus faculty, as well as guest lecturers. Grades for the Legacy Project will be based generally on these components:

1. The extent of cross-fertilization of ideas from diverse community partners and across work teams
2. The use of systems thinking in the team's work
3. The quality of the written report
4. The quality of the poster presentation
5. The quality of your work as a team member, based on your reflection and that of your fellow team members

ABOUT THE LEARNING/TEACHING PHILOSOPHY FOR THIS COURSE

As you will soon see, this class is about learning, engagement and change – three things that are central to sustainability in communities. I believe that everyone can succeed, if the learning is focused on real-life, community situations and if we work together. I base this course (and much of my teaching), on these theories and bodies of knowledge:

- Experiential learning
- Place-based education, and bioregionalism
- Multiple Intelligences theory
- Whole-person development
- Community Assets/Development
- Deep and emergent learning
- Transformational and transformative learning

This semester, we will weave these theories, our experiences and the needs and assets of the local community together into the work we do weekly, and into our Legacy Projects with community partners. I look forward to our learning journeys together.

About the readings:

You are responsible for all readings. This is a hybrid course – you will do readings on your own, and some weekly assignments will tie to these readings. Only a small amount of the content from your readings will be “covered” in class. Instead, our class time will be used for sense-making and meaning-making of the content you read and the field experiences in community engagement that you have. This class time will include only a small amount of lecture, especially in the second half of the course. You will be involved, in class, actively in group discussion, whole-class dialogue, interactive facilitative skill-building and capacity-building for community engagement, and in working on your team’s semester-long community engagement project.

About the learning that occurs in this course:

Community engagement work is, by its very nature, unpredictable, and un-scriptable. During the course of this semester, we will encounter unexpected and highly rewarding learning opportunities that emerge, through events on campus, in the news (it is an election year!) and via our community engagement projects. It is our role, as community engagement professionals, to remain open to listening and learning from our community partners. We will also need to remain open to unexpected turns and bends in our learning together. Finally, we will need to navigate through adversity and frustrations. This is all part of authentic community engagement learning.

About the grading philosophy and practice for this course:

This course is challenging in a unique way – by its very nature, community engagement work is sometimes nebulous, and unpredictable. This is because the work is guided BY the community, and not by us as “university experts!” Much of the grading for this overall course grade in CSUS 301 will occur in the last few weeks of the semester.

Likewise, the Community Engagement Legacy Project will seem nebulous for quite a while, and then will come together in the last half of the semester.

To guide you in making good progress on the course and achieving your best work and best grade, here are some suggestions, based on students who have participated in past CSUS 301 course sessions:

- **Attend class all the time.** This keeps you engaged actively with your Legacy project team, and with the course content. This will affect your grade positively, and you will be more likely to earn the full 10% of this part of your course grade.
- **Contribute Actively to All Aspects of Your Team’s Community Engagement Legacy Project.** You must: choose a vital role on the team, visit the Project Site and with project community members, and contribute writing and editing to project Knowledge Product and Poster. Be a positive, and accessible team mate for your project team!
- **Weekly Assignments** are paramount – get all but the last one done EARLY in the semester. Complete these early, in order to have ample time to work in the field with your community partners on your community engagement team project!

Citations and references:

The APA format should be used for any in-text citations and reference lists when you rely on information from other source for writing homework assignments and the final project report. A good reference site for APA style can be found at

<https://owl.english.purdue.edu/owl/resource/560/01/>.

Technology Use:

While in class, students should put their cell phones to silent or turn them off. Students should not send and/or receive text or e-mail messages during class.

My goal during this class is to go “paperless” as much as possible, reducing our carbon footprint and using renewable natural resources (such as paper) responsibly. This means that much of our course content will be placed on D2L. As much as is possible, I will try to post lecture powerpoints just prior to class meeting times, so that you may pull these files up and take notes electronically during class when I am presenting, if that is your preferred learning style.

With that said, however, I have important learning expectations during class regarding use of technologies such as laptops, digital technologies (i-Pods, cell phones & texting, digital photography, etc.). Here are my classroom expectations:

- Class participants will respect the wishes of the presenter, regarding whether laptops open and in use are appropriate or not. Some presenters (including me), prefer not to look at a set of learners who are “garrisoned” behind a protective

wall of laptops. Furthermore, there is no way that presenters like me can “police” the use of laptops to ensure that learners are NOT using these technologies to dual-task by answering emails, cruising the web for non-learning purposes, instant-messaging, and social networking (Facebook, Twitter) purposes. I, like many presenters, do not wish to “police” classroom behavior – rather, it is my philosophy to create a learning environment which is strongly based on peer-sharing, respectful listening, and attentive dialogue processes! If the presenter (including me) says “turn off your laptops,” that will be the expectation.

- Cell phones will be off (completely set onto “silent” mode) during class, especially while we are in the field. No texting or other phone use is allowed during class meeting periods, including field labs. You MAY, however, consult your cell phone as a “clock,” and you certainly MAY (in fact should) have a cell phone handy when you are in the field for this class as an important safety tool. However, when you are in the field, whether for class meeting times or outside-of-class experiences, the phone must be off, or set on “SILENT.” This is so that you can enjoy (I mean thoroughly enjoy) the main purpose of these field experiences – to engage completely with the outdoors and the group with which you are learning (i.e. at a conference or public meeting).
- Be careful of the use of digital photography (camera or cell phone camera) – this is why: minors (children) cannot be identifiable in a photo you use for a project or for the Community Engagement work we do together, unless they have parental permission to be photographed for educational purposes. Also, many adults do NOT wish to be photographed. Use your digital photography equipment carefully, and try to take group photos where individual subjects are not fully visible, unless you know that there is permission on file (for either a child or an adult) for their image to appear in educational products.
- Please be responsible in your use of technology. I realize that some learners have a learning style that means that use of technology during class time will enhance their understanding of material, and certainly we can use technology to decrease our use of paper, etc. I hope that these expectations are general enough, yet clear; this way, I will not have to add more rules/expectations in the future!

Accommodations for Students with Disabilities: 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 an instructor during the second week of class and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Academic Integrity:

[Article 2.III.B.2](#) of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the Department of Sustainability adheres to the policies on academic honesty specified in General Student Regulation 1.0, [Protection of Scholarship and Grades](#); the all-University Policy on [Integrity of Scholarship and Grades](#); and [Ordinance 17.00](#), Examinations.

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, 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 regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Instances of plagiarism constitute academic dishonesty and will result in a grade of zero for the assignment in which plagiarism occurs. See <https://www.msu.edu/unit/ombud/academic-integrity/plagiarism-policy.html> for a definition and discussion of plagiarism.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.

About Confidentiality and Mandatory Reporting

Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at www.titleix.msu.edu.

Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

CSUS 301 – Spring 2018 – as of 1/8/18

Week	Dates, topics	Readings and Assignments
1	<p>Mon., Wed Jan 8 and 10</p> <p>Mondays: Theory, Reflection Who am I, personally and professionally, as a community-engaged scholar? What are the meanings of “civic,” “citizen,” “community,” and “engagement?”</p> <p>Wednesdays: Practice Community Engagement Keeping Field Notes</p>	<p>Weekly Assignments:</p> <p>#1: Entry Essay (Due Sun, 1/14 on D2L)</p> <p>#2: Tools of Engagement (Due Sun 1/21 on D2L)</p> <p>#3: Attend a public policy meeting (Due in mid-Feb)</p> <p>#6: Make Your Own Weekly Assignment</p>
2	<p>MON. Jan 15 – NO CLASS – MLK Day (consider doing your Make Your Own Weekly Assignment!)</p> <p>Wed., Jan 17 -</p> <p>Civic “Engagement”/Involvement – what do national studies say? Use of Nearpod (and similar clicker-based technologies) as an engagement strategy</p>	<p>Weekly Assignment #2: Read: Chapters 1, 2 and 3 of Green and Haines and read/do Tools of Engagement, MSU Outreach and Engagement, Modules 1, 2, 3, 4 and 5 – Look at Reflection Questions (on D2L) while you read these! Due in D2L Dropbox by Sun 1/21</p> <p>#3 Attend a public meeting!</p> <p>Weekly Assignment #4 – Human Social and Cultural Capitals Community Field Study – Due Sun Feb 18 midnight on D2L</p>
3	<p>Jan 22, 24</p> <p>Mon: What is “engagement?” How does it compare to “service,” “service learning,” “outreach” Engagement Theory Using the Assets/Capitals Framework</p> <p>Wed: Facilitation for Community Engagement: Active Listening, Brainstorming</p>	<p>Read: Emery, Fey and Flora article (on D2L)</p> <p>Attend a public meeting!</p> <p>Do your Make Your Own Weekly Assignment (before Spring Break)</p> <p>Read Chaps 4, 5 in G&H</p>
4	<p>Jan 29, 31</p> <p>Mon: The Community Engagement Process, Social Capital and Cultural Capital</p> <p>Wed: Practice – Facilitation Why & How</p>	<p>Read Chap 7, 12 (and skim chap 6) of Green and Haines</p>
5	<p>Feb 5,7</p> <p>Mon: Practice – Facilitation For Community Engagement;</p> <p>Wed: Community Engagement Project work time (attendance essential during these days)</p>	<p>Field Work for Project – Meeting with Community Partner and site visit – Part I due before Spring Break</p> <p>Keep working on : Policy Assignment, Make Your Own Assignment, Field Study #1</p>
6	<p>Feb 12, 14</p> <p>Mon: Finish discussion of Cultural Capital –</p>	<p>DUE Wed Feb 14 - midnight: Weekly Assignment #3: POLICY ASSIGNMENT ON DROPBOX D2L</p>

	Wed: Community Engagement Project Group Work (and mini-lecture)	Field Work for Project – Meeting with Community Partner and site visit – Part I due before Spring Break Keep working on: Weekly Assignment #4 and #6 Make Your Own Assignment
7	Feb 19, 21 Mon: Capacity Building and Community Engagement , Guest: Dr. Diane Doberneck, MSU University Outreach and Engagement Wed: Mini-lecture and Team Project Time	Field Work for Project – Meeting with Community Partner and site visit – Part I due before Spring Break Read: Green & Haines Chaps 8, 10 DUE: Sunday, Feb 18 Weekly Assignment #4: Human, Social, Cultural Capitals Handout Weekly Assignment #5 Environmental and Physical Capital Community Field Study Due Wed, Mar 21
8	Feb 26, 28 Monday: Environmental Capital, Physical (Built) Capital Wed: Mini-lecture and Team Project time;	DUE: Wed, Feb 28 , midnight – Part I Community Engagement Project Read Chap 11, G&H – Political Capital

SPRING BREAK DURING SPRING BREAK (OR RIGHT AFTER): Work on Weekly Assignment #5 (Environmental/Physical Capitals), and Make Your Own Weekly Assignment		
9	Mar 12, 14 Mon: Group Project Work and Peer Assessment of Team Members Wed: Group Project work and instructions on Part II	Continue work on Project!!!! FOCUS ON THIS during this WEEK.....make significant progress
10	Mar 19, 21 Mon: Political/Financial Capital; Wed: Team CE Project Time	Continue Work on Project – GET STUFF DONE!
11	Mar 26, 28 Mon: Community Engagement in Practice (Guest lecturer TBD) Wed: Team CE Project Time	Continue work on Project Readings: D2L BEFORE Monday Apr 2, Read: Materials regarding Deliberative Dialogue on D2L – Must read “Issues Brief” before class to be held on Apr 2
12	April 2, 4 Mon: Deliberative Dialogue in Community Engagement Wed: Professional posters, what, how, why – Bethany Laursen ATTENDANCE ESSENTIAL	Continue work on Project Readings: Materials for Deliberative Dialogue – read before Monday Rolling Due Dates – Drafts #2, #3, #4!!!!!! (Posters and Knowledge products for CE Project)

13	<p>Apr 9, 11 Monday: Review of Asset Based Community Development (ABCD) as Theory Base for Community Engagement; Additional Theories and Models of Community Engagement (Innovation/Diffusion/Adoption Theory, PAR) Wed: Team CE Project Time – By end of class FIRST Draft poster uploaded to D2L</p>	<p>Due Sun April 8 midnight on D2L: Weekly Assignment #5 Environmental and Physical Capitals</p> <p>Rolling Due Dates – Drafts #2, #3, #4!!!!!! (Posters and Knowledge products for CE Project)</p>
14	<p>Apr 16, 18 Mon: Mon: Future of Community Engagement Food, Energy and Community Engagement– Climate Change and Corporate Stewardship/Engagement ATTENDANCE ESSENTIAL Wed: Team Project Time ATTENDANCE ESSENTIAL</p>	<p>Due Sunday April 15: Weekly Assignment #6 Make Your Own</p> <p>Read: Chapter 13, 14, 15 Green & Haines, and additional articles (brief) on-line Edits to Project Materials – Preparation for Community Colloquium Rolling Due Dates – Drafts #2, #3, #4!!!!!! (Posters and Knowledge products for CE Project) Final Edits to Project Materials – Preparation for Community Colloquium Posters will be printed over weekend.</p>
15	<p>Apr 23 Monday: Final Prep for Community Colloquium Poster Session Wed April 25: Community Colloquium Poster Session ATTENDANCE ESSENTIAL</p>	
<p>Finals Week: Thurs, May 3, 7:45 – 9:45 a.m. – Course Brunch; Debriefing and Reflection – Attendance Required – During meeting – write Exit Essay (Weekly Assignment #7)</p>		