

Praxis: Personal & Community Formation PAX 507

Fall 2020

CJP Synchronous Online Course Fridays, 1-2 p.m. EST

INSTRUCTORS' INFORMATION:

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Meetings by appointment

Sidney Morgan, M.A. candidate Graduate Teaching Assistant redsearoadriconsulting@gmail.com Meetings by appointment

COURSE DESCRIPTION:

This pass/fail course for MA in Transformation Leadership (MATL) students contributes to creating a foundation for the student's personal development and supports the development of the learning community that supports students throughout their time at CJP and beyond. Learning in a community is a key brand differentiator for CJP. This course supports that community process while also supporting each student individually. This online course will include some one-on-one coaching from the instructors, as well as small group and class reflection and learning activities.

This course will explore themes of identity, vocation, purpose, community creation and professional development.

COURSE GOALS AND OBJECTIVES:

- What is my purpose / vocation and how am I working (or not) to fulfill this vocation/purpose?
- How do I bring my gifts and talents to meet the needs of this world?
- What are my personal and professional goals for this semester? Beyond this semester?
- What does discernment mean? How do I personally engage in discernment?
- What are my personal values and how do I "show up" in my various communities

REQUIRED TEXTS AND OTHER RESOURCES:

Required readings will be posted on course Moodle site for each week.

For personal and professional development, students may choose to purchase the following books used in this course:

- Ruth, King (2018). *Mindful of Race: Transforming Racism from the inside out*.Denver, CO: Sounds True Publisher. (p.23-34,45-70,73-77)
- R. Menakem(2017). *My Grandmother's Hands.* Las Vegas, NV: Publisher: Central Recovery Press

Read: White identified students: Chapt. 1, 4,7,12 & 16

Read: Black identified/POC Students: Chapt. 1, 5,12,18 &15

- R. Heifetz, A. Grashow, M. Linsky (2009). The Practice of Adaptive Leadership.
 Boston, MA. Harvard Business Review Press. (p.28-40).
- M. Brown, Adrienne (2017). Emergent Strategy: Shaping Change, Changing Worlds. Chicago, CA: AK Press. ISBN 978-1-84935-260-4
- M. Brown, Adrienne (2019). Pleasure Activism: The Politics of Feeling Good. Chicago, CA: AK Press. ISBN 978-1-84935-326-7
- Hooks, Bell (2001). All about Love: New Visions. New York, NY: HarperCollins Publishers. ISBN 0-688-16844-2
- Dixon, Ejeris, L. Piepzna-Samarasinha, Leah (2020). Beyond Survival: Strategies and Stories from the Transformative Justice Movement. Chicago, CA: AK Press. ISBN 9781849353625

REQUIRED ASSIGNMENTS:

Weekly responses to the assigned readings using the 4 A's Protocol Provided in Moodle In this course we want you to consider in depth, the readings. We want you to develop a critical lens for your identity and the work you are doing in the world. The 4 A's protocol is developed for you to go deeper in the assigned reading, and offer your personal responses, as well as responding to at least two other students in the course.

Final Arts Based Presentation

Create a 6-10 minute presentation telling your story using the themes from this course.

These are brief descriptions of required graded assignments for the course. More details for each assignment can be found on the "Guidance Notes" that will be provided in class.

SCHEDULE AND TOPICS:

A general outline of the course schedule and topics follows. Specific reading assignments will be on the course Moodle site.

Week 1: September 4— Identity

Week 2: September 11— Belonging, purpose, self-assessment, Love

Week 3: September 18— Self-care, racial affinity space

Week 4: September 25— Community

Week 5: October 2— Culture, Introduction to Emergent Strategy

Week 6: October 9— Pod Mapping activity

Week 7: October 16— Leadership: Adaptive model

Week 8: October 23— Fall Break

Week 9: October 30— Continue Conversation around Leadership

Week 10: November 6— Strategies and stories from the Transformative Justice Movement

Week 11: November 13— Story-Telling

Week 12: November 20 — Final Assignment Discussion

Week 13: November 27— Thanksgiving Recess

Week 14: December 4— Final Presentations

Week 15: December 11— Final Presentations

Week 16: December 18— Live Closing Circle

Turnitin:

Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using <u>Turnitin</u>, a learning tool and plagiarism prevention system. For CJP classes, you may be asked to submit your papers to Turnitin from Moodle.

Moodle:

<u>Moodle</u> is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class will no longer be accessible. <u>Please be sure to download resources from Moodle that you wish to have ongoing access to.</u>

Technology Requirements and Communication (if joining a class by zoom):

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching or fumbling with them as it creates unwanted noise in the class space.

Regarding feedback on papers/projects: Students can expect to receive papers/assignments back in a class with faculty feedback before the next paper/assignment is due. This commitment from faculty assumes that the student has turned the paper in on the agreed upon due date.

Library

The <u>Hartzler Library</u> offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research.

Office of Academic Access:

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact the Office of Academic Access in the Academic Success Center on the third floor of the Hartzler Library. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

Class Attendance:

Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades. The student is responsible for the material presented in classes missed (from EMU Graduate Catalog). Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that only meet once a week or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

Course Extensions and Outstanding Grades:

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. *PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

Inclusive, Community-Creating Language Policy:

Eastern Mennonite University expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials (see CJP Student Resources moodle page or request a complete copy along with best practices from the Academic Program Coordinator).

Title IX:

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. You can also report incidents or complaints through the online portal. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal & external support resources. Please refer to the Student Handbook for additional policies, information, and resources available to you.

Academic Program Policies:

For EMU graduate program policies and more CJP-specific graduate program policies, please see the complete graduate catalog.

Writing Standards -Graduate Level (revised Spring 2016)

Writing Standards – Graduate Level (revised Spring 2016)								
<u>Criteria</u>	A excellent	expectations	C below expectations	<u>Comments</u>				
Content (quality of the information, ideas and supporting details)	shows clarity of purpose offers depth of content applies insight and represents original thinking follows guidelines for content	shows some clarity of purpose offers some depth of content applies some insight and some original thinking mostly follows guidelines for content	content					
Structure (logical order or sequence of the writing)	shows coherence, and logically developed paragraphs uses very effective transitions between ideas and sections constructs appropriate introduction and conclusion	 shows some coherence and some logically developed paragraphs uses some effective transitions between ideas & sections shows some construction of appropriate introduction and conclusion 	logically developed paragraphs uses minimal transitions between ideas and sections shows minimal construction of					
Rhetoric and Style (appropriate attention to audience)	is concise, eloquent and rhetorically effective effectively uses correct, varied and concise sentence structure is engaging to read writes appropriately for audience and purpose	is somewhat concise, eloquent, and rhetorically effective generally uses correct, varied, and concise sentence structure is somewhat engaging to read generally writes appropriately for audience and purpose	shows minimal conciseness, eloquence, and rhetorical effectiveness uses incorrect, monotonous or simplistic sentence structure is not engaging to read lacks appropriate writing for audience and purpose uses inappropriate jargon and clichés					
Information Literacy (locating, evaluating, and using effectively the needed information as appropriate to assignment)	uses academic and reliable sources chooses sources from many types of resources chooses timely resources for the topic integrates references and quotations to support ideas fully	uses mostly academic and reliable sources chooses sources from a moderate variety of types of resources chooses resources with mostly appropriate dates integrates references and quotations to provide some support for ideas	lacks academic and reliable sources chooses sources from a few types of resources chooses a few resources with inappropriate dates integrates references or quotations that are loosely linked to the ideas of the paper					
Source Integrity (appropriate acknowledgment of sources used in research)	correctly cites sources for all quotations cites paraphrases correctly and credibly includes reference page makes virtually no errors in documentation style makes virtually no errors in formatting incorporates feedback given in previous written assignments	correctly cites sources for most quotations usually cites paraphrases correctly and credibly includes reference page with some errors makes some errors in documentation style makes some errors in formatting incorporates some feedback given in previous written assignments	quotations sometimes cites paraphrases correctly and credibly, includes reference page with many errors makes many errors in documentation style makes many errors in formatting lacks incorporation of					
Conventions (adherence to grammar rules: usage, spelling & mechanics of Standard Edited English or SEE)	makes virtually no errors in SEE conventions makes accurate word choices	makes some errors SEE conventions almost always makes accurate word choices specific written assignment and the	makes many errors in SEE conventions makes many inaccurate word choices					
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Criteria for Evaluating Arts-Based Peacebuilding Projects

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specified goals and audience? Did it involve an appropriate amount of work? Does the final product have coherence and "resonance?"	-project is coherent & likely to resonate with the intended audience -product shows an appropriate amount of effort for this assignment			
Content Is the content appropriate & adequate, given the goals, audience & assignment? Is there evidence of insight, originality &/or creativity?	- information conveyed is clearly adequate for goals, audience & assignment -shows depth & breadth of content -shows insight, originality &/or creativity	-information conveyed is adequate but could be strengthened -some evidence of insight, originality, or creativity	-inadequate information -little or no evidence of insight, originality and/or creativity	
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Criteria for Evaluating Arts-Based Peacebuilding Projects

Background notes:

- Arts approaches can be used in several different stages of a project:
 - 1. To gain or create knowledge. (For example, research "subjects" or participants might be engaged in an arts-based project as a way of soliciting information or encouraging insight.)
 - 2. To add complexity or nuance to created knowledge. (For example, an arts practice may serve as one method in a multi-method research project, creating an integrated, reflective methodology for the project. Alternatively, an arts practice could be used to analyze and/or interpret data collected by conventional methods.)
 - 3. To test knowledge. (For example, researchers might verify their interpretation of findings from a more traditional research process by creating a play or exhibit and testing it for resonance with their subjects.)
 - 4. To share findings. (For example, a play or exhibit might be created to (re)-present data collected or analyzed via conventional methods in order to impart the particular kinds of meaning the researcher considers important, and as a way to reach and engage a broader audience.)
 - 5. As a form of intervention. (For example, a project might be designed to raise awareness of an issue or conflict, to promote dialogue on a contested issue, or to advocate for a cause.)
- Arts-based products often do not specify methodologies used. Thus it may be important for a project to be accompanied by a short paper discussing analysis, theory of change, audience, goals, and methods used.
- Patricia Leavy, in "Method Meets Art: Arts-based Research Practice" (New York: Guilford Press) 2009, argues that "[t]raditional conceptions of validity and reliability, which developed out of positivism, are inappropriate for evaluating artistic inquiry." (p. 15). She suggests that authenticity, trustworthiness, and validity can be assessed through attention to such elements as aesthetics, resonance, and vigor.
- For a discussion of standards, see "Method Meets Art" (Leavy, 2009: 15ff and Chapter 8).