	PRAXIS PROJECT **PAX 508** Spring 2024 *ONLINE via Zoom* *Biweekly TBD*

INSTRUCTOR INFORMATION:
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COURSE DESCRIPTION:
Praxis Project involves the online experience of connecting to a practice community of other transformational leaders and coaching faculty while implementing a project in their organization or home community. A mix of asynchronous assignments and synchronous meetings allow students to engage in course material, engage in collective brainstorming of practice challenges/barriers, view transformational leadership through an emergence lens, and refine leadership skills in complex projects and programs.

Praxis Project is designed to be taken alongside another course to help students think through projects, programs, and/or interventions. Throughout the course, students will explore the MasterMind methodology and receive training in leading and participating in a MasterMind group, explore Human Systems Dynamics and the concept of "the next wise step," and live into trauma-informed and resilient interpersonal engagement.

Praxis Project is a one or two credit pass/fail course; whether a student passes or fails is determined by whether a student attends course online sessions, whether assignments are turned in on time, and meet all requirements laid out in the assignment's guidance note.

COURSE GOALS AND OBJECTIVES:

- By the end of the semester students will learn, practice, and refine transformational leadership skills in emerging contexts
- By the end of the semester students will learn and practice collective engagement in process design, implementation, and evaluation of their project, program, or intervention
- By the end of the semester students will live into trauma-informed and resilient interpersonal engagement.
- By the end of the semester students will practice giving and receiving feedback from peers.

COURSE PHILOSOPHY: At CJP, we seek the creation of a dynamic learning community in which everyone is a teacher and a learner. Our personal and professional lives, social identities, cultural heritage and spiritual beliefs impact the way we, as instructors, understand the course content and how we present it. Likewise, we invite all course participants to bring the multiple dimensions of your experience and identity into the course. In order to encourage this stance, we ask that we all work to:

1. Respect others' points of view (even when you think and believe differently),
2. Listen to gain insights, fresh ideas, and new perspectives,
3. Accept that we are here to learn with and from one another, and
4. Give each other the benefit of the doubt – each of us is on a different journey, with different life experiences, identities, and educational paths. Joining a new learning community (and for some, geographical community) causes uncertainty and necessary readjustment. Some of us deal with this by going with the flow, some of us deal with it by creating cocoons of certainty around ourselves. And most of us are somewhere in between. Let's give each other as much grace and flexibility as possible.

These principles are even more important as we engage with each other in a hybrid learning environment (blended online and in-person classes) where engagement must be intentional and scheduled. You will be asked to interact with each other and the instructors individually inside and outside of the synchronous sessions. We hope that you will share what you know, help us all to learn by listening with curiosity to others, help to hold us all accountable to our values, and find ways to share your constructive criticism, your concerns about process or content, and help us all to be at our best together.

REQUIRED TEXTS AND OTHER RESOURCES:

- Brown, Adrienne Maree. *Emergent Strategy: Shaping Change, Changing Worlds*. AK Press, 2017. ISBN 9781849352604. $14.99. Available via EMU Library in hardcopy and online: https://emu.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1695429&site=ehost-live&scope=site
- Eoyang, Glenda H, et al. *Adaptive Action: Leveraging Uncertainty in Your Organization*. Stanford Business Books, 2013. ISBN 9780804787116. $20.99. Available via EMU Library online: https://emu.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=713309&site=ehost-live&scope=site
- Brubaker, David R, and Ruth Hoover Zimmerman. *The Little Book of Healthy Organizations: Tools for Understanding and Transforming Your Organization*. Good Books, 2009. ISBN 9781561486649. $6.99. Available via EMU Library in hardcopy and online: https://ebookcentral.proquest.com/lib/emu/detail.action?docID=4598235
- Haines, Staci. *The Politics of Trauma: Somatics, Healing, and Social Justice*. North Atlantic Books, 2019. ISBN 9781623173876. $18.99. Available via EMU Library online: https://emu.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2026013&site=ehost-live&scope=site

Plus additional articles and chapters uploaded to the Moodle page for this course.

REQUIRED ASSIGNMENTS:

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.

This course is offered for 1 or 2 credits, and is designed to be pass/fail. The following assignments will be graded as pass/fail. Students are expected to complete all of the readings and written assignments and watch assigned videos listed in the Course Schedule (and posted on Moodle). Due dates in the Schedule are a suggestion for realistic course completion and meaningful learning. Contact me in advance of due dates if you need more time or flexibility.

Course Participation:
Students are expected to attend each class session (typically we will meet bi-weekly via Zoom) and be ready to participate in exercises and discussions:
- Read assigned texts and articles and watch assigned films and videos in advance of each session and be prepared to engage in related activities
- Attend every scheduled class session and participate actively
- Complete ungraded assignments such as small group work, worksheets, and more
- Participate in pair or group meetings with classmates outside of synchronous class hours to discuss readings, practice exercises, get feedback, or complete other joint assignments
- Respond in a timely manner to communication from the instructor and fellow students

Forum Reflections:
Each asynchronous week, you will be provided forum reflection prompts to aid in the engagement and application of the readings. *For the forum reflections*, you will be expected to respond to the reading prompts in 300-400 words and respond to two of your peers commenting on something that resonated with you in their response. Grading is pass/fail. *There will be no forum reflections on weeks that we meet synchronously or when an assignment is due.* Full description and instructions will be available in Guidance Notes on the Moodle site.

Midterm Reflection Paper:
You will write a 3 page double-spaced paper reflecting on your application of personal formation concepts through reflexive practice. This paper builds on the skills and ways of being you learned in PAX 507, new skills and ways of being learned in this class, and the integration of these reflexive skills while navigating the emergent dynamics and contexts of your project. Grading is pass/fail. Full description and instructions will be available in Guidance Notes on the Moodle site.

Proposal, Evaluation or Project Plan:
Write a paper that creates a proposal for your project or creates an evaluation plan, or in detail outlines your project plan. Using research and all the insights gained from the groups. This paper is 3-5 pages double-spaced. A template (depending on your chosen paper) will be provided on Moodle. Grading is pass/fail. Full description and instructions will be available in Guidance Notes on the Moodle site.

Presentation:
A 10-15 minute presentation about what you have learned through your project this semester. The presentation will walk us through your project design, implementation, what you learned while engaging emergent contexts, what would you would change in your design/implementation, and explain the systems you are attempting to deconstruct and/or co-create. Grading is pass/fail. Full description and instructions will be available in Guidance Notes on the Moodle site.

Additional Assignment for those taking this course for 2 credits:

Systems Analysis Paper or a Project Directly Related to Your Work
Write a 7-8 double-spaced page systems analysis of the context and emerging context of your project. Please include in your paper any and all theories, ideologies, and/or people that are currently influencing the context of your project. Use APA format. Make sure you cite your sources correctly. Grading is pass/fail. Full description and instructions will be available in Guidance Notes on the Moodle site.

Writing Guidelines:
Writing will be a factor in evaluation: EMU has adopted a set of **writing guidelines** for graduate programs that include six sets of criteria: content, structure, rhetoric & style, information literacy, source integrity, and conventions (see page 3). It is expected that graduates will be able to write at least a "good" level with 60% writing at an "excellent" level. For the course papers, please follow the APA style described in CJP's *GUIDELINES for GRADUATE PAPERS* (see CJP Student Resources Moodle page or request a copy from the Academic Program Coordinator), unless directed otherwise by the instructor. Criteria for Evaluating Arts-Based Peacebuilding Projects can be found at the end of this document.

Academic Accountability & Integrity:
EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (Adapted from the Council of Writing Program Administrators). This course will apply EMU's Academic Accountability Policy to any events of academic dishonesty. If you have doubts about what is appropriate, Indiana University's Plagiarism Tutorials and Tests may be a useful resource.

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

Moodle:
Moodle 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. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Technology Requirements and Communication/Zoom Best Practices:
Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. Zoom will be used for synchronous online course sessions. Please review these best practices for online classes!

Graduate & Professional Studies Writing Center:
Please utilize the writing program. They offer free individual sessions with a graduate student writing tutor. Students can visit the website to schedule an appointment.

Institutional Review Board (IRB):
All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety.

Grading Scale & Feedback:
In most courses grades will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course (several CJP courses are graded pass/fail). Assignments will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.*

95-100 = A outstanding	90-94 = A- excellent	85-89 = B+ very good
80-84 = B good	76-79 = B- satisfactory	73-75 = C+ passing
70-72 = C unsatisfactory	Below 70 = F failing	

Graduate students are expected to earn A's & B's. A GPA of 3.0 for MA students and 2.75 for GC students is the minimum requirement for graduation.

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 **Hartzler Library** offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research. The library can help you acquire resources not held by EMU through the Interlibrary Loan (ILL) system. The link to ILL is on the left side of the library homepage.

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. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

Class Attendance (for in-person and synchronous online courses):
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. 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.

Religious Holidays
EMU respects the diversity of religious holidays and wishes to provide reasonable accommodations for students who may be unable to fully participate in class, lab, exams, or other assignments due to observation of a significant religious holiday. Students should provide adequate notice (a week in advance) to the faculty of such requests.

Classroom Culture & Related Policies
EMU's Life Together statement describes the sort of learning community that we aspire to be. Learning thrives where there is free and open exchange of ideas, thoughts, emotions, and convictions. Open discourse requires trust and safety. While I anticipate that you may find that some aspects of the class challenge your views and theoretical frameworks, I invite you to respectfully express either agreement or disagreement without fear of consequences. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

I hope we can welcome differences and demonstrate a willingness to analyze issues from frameworks that may or may not feel comfortable. I have opinions, which I may express from time to time. Please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My goal is to create a brave space in which everyone learns to participate in scholarly dialogue that values listening, thinking, feeling, study, and professionalism. (*Adapted from Margaret Sallee and Kathryn Roulston*)

1. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We welcome differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
2. We will trust that people are always doing the best they can.
3. Challenge the idea and not the person. We debate ideas, not the individual sharing this idea or practice.
4. Each of us will strive to speak our discomfort. When something is bothering you, please practice sharing this with the group. Often our emotional reactions offer valuable learning opportunities.
5. Step Up, Step Back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
6. Stay engaged. When overwhelmed or stressed, it can be tempting to slip away from the class or group while meeting. Let us honor one another with focused connection. When we catch ourselves disengaging, let us gently refocus on the tasks at hand.

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.

As an inclusive community, we strive to sustain safety and belonging for students of all gender and sexual identities expressed in the LGBTQIA+ Student Support Policy.

Bias Response:
Bias incidents are harmful to the EMU community and/or individuals within the EMU community. Bias can be intentional or unintentional and may be directed toward an individual or group. A bias incident may take the form of a verbal interaction, cyber-interaction, physical interaction, or interaction with property. Bias reporting is a resource for anyone who needs to communicate an incident or explore a better understanding around issues of discrimination and learning how to effectively respond. All members of the university community are encouraged to report incidents of bias.

Title IX:
The following policy applies to any incidents that occur (on or off campus or online) 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 they will keep the information as private as they 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.

Academic Program Policies:
For EMU graduate program policies and more CJP-specific graduate program policies, please see the complete Graduate Catalog.

Criteria for Evaluating Arts-Based Peacebuilding Projects

CRITERIA	A – Excellent	B – Minimal expectations	C – Below expectations	Comments
Goals & Audience *Are the goals or learning objectives of the project clear? Have they been met?* *Is the intended audience clearly specified?* *Is the project appropriate for this audience?* *Does the project communicate to the intended audience?*	-audience & goals/learning objectives clearly identified. -project appropriate for, and likely to meet, its goals -project is appropriate for specified audience -project understandable to & likely to engage and/or communicate to audience	-audience and goals identified though not as clearly as they could be - project may meet its goals but this is not entirely clear - project is at least somewhat appropriate for, and likely to communicate to audience.	-audience and goals inappropriate or inadequately identified -project unlikely to meet its goals and/or communicate to the audience	
Methodology *Is the overall methodology clear and appropriately used?* *Has the project incorporated specific methods required by the assignment?* *If intended as a form of intervention, has thought be given to how it will be implemented?*	-project incorporates inquiry methods required by the assignment -all methodologies & technologies have been appropriately used, with attention to ethical and methodological issues -if intended as intervention or advocacy, project has given adequate thought to implementation -sources & methods are adequately identified	- methodology basically appropriate to the project and appropriately used, but could be strengthened -sources and methods identified but not as fully as they could be -more thought should be given to implementation issues	-methodology inadequate and/or inadequately articulated. -sources not appropriately identified -inadequate attention to implementation issues	
Analysis *Is there evidence of critical thinking and analysis?*	- evidence of critical thinking about methods, sources, information and analysis or editing. -uses analysis/editing methods appropriate for the project -method of analysis or editing is adequately articulated	- some evidence of critical thinking but could be stronger -analytical approach and the analysis itself is basically appropriate but could be stronger and/or articulated better.	-inadequate evidence of critical thinking -analysis lacking or inadequate -analytic approach inappropriate or inadequately specified	
Craft & Coherence *Is the level of artistic and/or technical craft adequate for the specified goals and audience?*	- level of craft is clearly adequate for the audience & to meet project goals (whether or not it meets "artistic" standards) -project is coherent & likely to resonate	-level of craft is minimally adequate for the audience and goals -project coherence could be stronger	-level of craft inadequate for purposes and/or audience -project is not coherent	

Did it involve an appropriate amount of work? *Does the final product have coherence and "resonance?"*	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	
				Grade

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).