

 <p>25 THE CENTER FOR JUSTICE & PEACEBUILDING</p>	<p>PRAXIS: CAPSTONE PAX 509</p> <p>Course offered on as-needed basis</p> <p>Time to be decided with course participants</p>
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INSTRUCTOR'S INFORMATION:

Amy Knorr, MA

Office: Weaver House, CJP, second floor

Office Hours: By appointment

Campus Phone: 540-432-4610

Cell Phone: 202-669-5966

Email: amy.knorr@emu.edu

COURSE DESCRIPTION:

The intent and design of **Praxis: Capstone** is to provide guided reflection in four areas: 1) Being a reflexive practitioner in transformational leadership; 2) Integrating and evaluating theories of change in their project context; 3) Adapting to emergent contexts with critical theory lenses; 4) Revisit and review goals and reflections on vocation explored in PAX 507.

Praxis: Capstone involves the online experience of integrating all MATL course materials and experiences in a reflective environment to assist students in mentally and physically documenting their work. A mix of asynchronous assignments and synchronous meetings allow students to reflect on their identities, theories of change, skill sets, challenges and barriers, and critical theory in their dynamic and ever-changing context.

Critical theory lenses will guide students in reflecting on their experiences, theories of change, and project(s) as they prepare for their capstone presentations.

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

COURSE GOALS AND OBJECTIVES:

Goals

- By the end of the semester students will practice reflexive transformational leadership
- By the end of the semester students will critique and evaluate personal and organizational theories of change (connect to goals in PAX 507 and theories of change in PAX 508)
- By the end of the semester students will connect transformational leadership in emerging contexts to critical theory

Objectives

- Strengthen reflexive transformational leadership through guided reflections based on the experiences of their course work
- Identify, critique, and evaluate personal, organizational, and societal theories of change in the context of each student
- Review and explore how critical theory influences and informs transformational leadership in emerging organizational contexts
- Plan and prepare for the final capstone presentation
- Celebrate the journey and growth of each student

CLASSROOM CLIMATE:

This course might explore ideas and experiences that have caused harm and traumagenic responses in people's lives, organizations, and communities. With this in mind, we will be utilizing a Trauma-informed Classroom Care Model [Chess, J. D. & Goff, B. 2017. Teaching trauma: A model for introducing traumatic materials in the classroom. *Advances in Social Work*, 18(1), 25-38.]. Elements of this model include:

Trauma Exposure - Course objectives may expose students to elements of trauma and trigger traumatic stress.

Reactions to Trauma - How a student responds to traumagenic information or events varies from student to student and depends on personal history. This course will utilize three phases of trauma recovery: Safety, Remembrance and Mourning, and Reconnection (integration).

Student Disclosure of Trauma - Students have the opportunity to disclose personal experiences of trauma in a variety of ways. These might include individual meetings with the instructor, during on-campus/online discussions, or in writing through personal reflection, email, writing/class assignments.

Flexibility - Students with higher levels of reactivity to course content will be met with a higher level of flexibility.

Course Progression - The instructor will inform students of the topics and progression of the course.

Assessment - Assessments are used to not only measure progress toward stated objectives and student learning but also monitor student reactivity. This will be done through reflection papers, role-plays, circle processes, and projects.

In addition to the above elements, I am adding the following element:

Identity - Each of us have multiple identities at any given moment in time. Being aware of which identities we privilege in the classroom and which identities we choose not to reveal, this class is designed to welcome whichever identities you choose to live into in class by providing a space where your whole self is welcomed.

The free discourse of ideas should be expected in this class. The classroom is a space that thrives on the open exchange of ideas, thoughts, emotions, and convictions. You may find that some of the class readings and/or discussions challenge your views and theoretical frameworks. As your instructor, I expect you to be open to differences and maintain a willingness to analyze issues from frameworks that may or may not be quite comfortable for you. I have opinions, which I may express from time to time. I invite you to respectfully express either agreement or disagreement without fear of consequences. While we in this class may challenge your views, be assured that you will experience no adverse consequences for disagreeing with me as your instructor. 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.

Similarly, 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. (*Adapted from Margaret Sallee and Kathryn Roulston*)

Our goal is to create a space in which everyone feels that they can participate in scholarly dialogue and practical application that values critical thinking, the practice of transformation skills, professionalism, all the while holding the tension of others' lived experiences in dignity honoring ways.

REQUIRED TEXTS AND OTHER RESOURCES:

Required texts for this course are determined with course participants. Below are some of the texts that have previously been used in the course:

Brown, A. M. (2017). *Emergent strategy: Shaping change, changing worlds*. AK Press. ISBN 9781849352604

Haga, K. (2020). *Healing resistance: A radically different response to harm*. Parallax Press. ISBN 9781946764330

(Optional) Incite! (2007). *The Revolution will not be funded: Beyond the non-profit industrial complex*. Duke University Press. ISBN 9780822369004

(Optional) James, Joy. (2013). *Seeking the beloved community: A feminist race reader*. SUNY Press. ISBN 9781438446325

REQUIRED ASSIGNMENTS:

This course is designed to be pass/fail. The following assignments will be graded as pass/fail:

Participation and Attendance Policy:

You are expected to do all assigned reading and actively participate in class discussions, in-class activities (using Flexibility of the Trauma-Informed Care Model as a guide). If you will be late or absent, please let the instructor know before class (notification does not equal an excused absence).

It is the responsibility of the student to know what has been presented in class, in emails, and on the course Moodle page. This includes responsibility for all announcements made at the beginning and end of each class and information given on the first day of class. In the case of a school sponsored absence, the student is responsible for bringing it to the attention of the instructor in writing prior to the date of absence and for gathering all information missed during the absence. It is strongly recommended that students help each other when classes are missed. I am always happy to provide clarification and answer questions that may arise regarding the material.

3, 2, 1 Forum Reflections:

You are expected to complete forum posts using a 3, 2, 1 approach. Forum posts are written in narrative format (no bullets/pearls) that include answers to the following questions:

3 - Three key insights or learnings (What are you taking away from what you read?) (Must include something from all readings.)

2 - At least two questions (What do you wonder? What is not clear?)

1 - At least one personal reflection or next step (What does this remind you of from your own experiences? What is one step you can take to use what you have learned?)

You are also expected to respond to a forum post from your classmate or instructors. Forum posts help inform the learning environment, class content, and structure so that we are engaging in the readings and content in meaningful ways. Forum posts are expected to be completed in a timely manner as communicated by the instructor.

Capstone Presentation:

The Capstone Presentation is an integral part in completing the Master of Arts in Transformational Leadership degree program. The Capstone Presentation will allow the student to reflect, process, and express the significant learnings experienced throughout the degree program. A presentation to the CJP community and friends/family will be the culmination of this class and degree. Please consult the Guidance Note for more information about this assignment. The presentation is graded as pass/fail.

SCHEDULE AND TOPICS:

The course schedule is a living document. General themes will be constant but weekly readings are subject to change due to student engagement with readings and the current needs of the class.

Below is an example of the course schedule from the past. Note that the course schedule will be determined alongside the course participants.

- Week 1: Nonviolence: Groundwork; Readings from The Revolution Will Not Be Funded
- Week 2: Nonviolence: The Will; Readings from The Revolution Will Not Be Funded
- Week 3: Nonviolence: The Will; Readings from The Revolution Will Not Be Funded
- Week 4: Nonviolence: The Skill; Readings from The Revolution Will Not Be Funded
- Week 5: Capstone Presentations