

Department of
Community Sustainability

MICHIGAN STATE
UNIVERSITY

College of Agriculture
and Natural Resources

CSUS 800
Foundations of Community Sustainability II

Spring 2022
Tuesdays 11:30 AM -2:20 PM

Instructor	Dr. Lissy Goralnik
Email	goralnik@msu.edu (best way to reach me)
Office hours	by appointment
Zoom:	https://msu.zoom.us/j/99757028020
Meeting ID:	997 5702 8020
Password:	change

Overview

The work of sustainability is interdisciplinary, collaborative, iterative, and sometimes overwhelming. It requires not just knowledge about systems, but a deep care about system change, self-awareness about ourselves and our capacities as changemakers, a curiosity about the interconnectedness of issues, a commitment to community wellbeing, and the hope that our in the near term can make a difference in the long term. Learning about sustainability can help us frame the problems, develop interventions, and understand how our work fits in the larger framework of sustainability research and practice. But it is only one piece of the puzzle. We also need to understand how change works, how we participate in it, how we evaluate our effectiveness, and how we care for ourselves so we can keep doing the hard work day in and day out, in the face of what can sometimes feel like an insurmountable challenge. These practical and reflexive components of sustainability action are the focus of this course on *Ethics and Action for Sustainability Change*.

CSUS 801 will build on the conceptual foundations of community sustainability developed in CSUS 800 with a particular focus on how to apply the theoretical foundations of sustainability in practice as sustainability change agents. Focus will include the ways ethics, community engagement, and systems thinking inform approaches to practice, collaboration, and evaluation of sustainability projects, as well as the ways we develop a sustainable commitment to sustainability by developing tools to address burnout, complex group dynamics, and emergent project challenges.

Learning outcomes:

Students will:

- Further develop conceptual understanding of the foundations of sustainability
- Apply conceptual understanding of the foundations of sustainability and systems thinking to real-world community engagement contexts in fields of interest.
- Develop awareness of the theory, skills, and practice of community engagement related to sustainability
- Develop practical skills for community engagement (communications, facilitation, collaboration) for use in the public sphere and for which the outcomes are not predetermined.

- Develop capacity for building trust and transparent relationships to achieve a collectively-determined goal.
- Practice and apply skills related to participatory virtues, such as perspective-taking, active listening, multiple group roles, reflexivity, and conflict resolution.
- Recognize and value various ways of knowing and how knowledge is held, represented, shared and created. Honor the processes of co-learning and co-creation of knowledge.
- Develop capacity for change agency and sustainability leadership
- Develop tools to prevent burnout and cultivate a sustainable sustainability practice

Required readings

1. Readings shared on D2L (see below)
2. *Leadership for a Better World: Understanding the Social Change Model of Leadership*, 2nd edition. S. Komives, W. Wagner, and Assoc. Jossey-Bass, 2017.
3. *Active Hope*. Joanna Macy and Chris Johnstone. New World Library, 2012.

Course Schedule (tentative, stay tuned for changes)

Week	Theme	Required Readings (prior to class)	Assignments due
1 1/11	Change <i>What is it? And how do we participate in it?</i> <ul style="list-style-type: none"> • Change agency • Grassroots change • Systemic change 	<ul style="list-style-type: none"> • Van Poeck et al., 2017, An Exploration of Sustainability Change Agents as Facilitators of Nonformal Learning • Frisk & Larson, 2011, "Educating for sustainability: Competencies and practices for transformative action." • Shrivastava et al., 2020, "Transforming sustainability science to generate positive social and environmental change globally" 	<ul style="list-style-type: none"> - Start reading journal - Graffiti wall intro
2 1/18		<p style="text-align: center;"><i>Student-Inspired Resources</i></p>	<ul style="list-style-type: none"> - Student inspired resources - Student inspired resources responses
3 1/25	Purpose <i>What matters and why? What is right action?</i> <ul style="list-style-type: none"> • Values • Vision • Justice 	<ul style="list-style-type: none"> • Nelson & Vucetich, 2009, On Advocacy by Environmental Scientists: What, Whether, Why, and How • Kibert et al., 2012, (63-148): <i>Chapter 3</i>: "Making Ethical Decisions"; <i>Chapter 4</i>: "Obligations to Future Generations and the Precautionary Principle"; <i>Chapter 5</i>: "The Global Community, Social Justice, and the Distributional Principle" • <i>Leadership for a Better World</i> part 2 (41-104) 	Reading journal
4 2/1		<p style="text-align: center;"><i>Student-Inspired Resources</i></p>	<ul style="list-style-type: none"> - Student inspired resources - Student inspired resources responses
5 2/8	Practice <i>How do we get from vision to action?</i> <ul style="list-style-type: none"> • ABCD • Community 	<ul style="list-style-type: none"> • Green & Haines, 2016, The Role of Assets in Community-Based Development • Emery et al., 2006, Using Community Capitals to Develop Assets for Positive Community Change (p. 1-7) • Bassler, A. et al., 2008. Developing Effective Citizen Engagement: A How to Guide for Community Leaders http://www.rural.palegislature.us/Effective_Citizen_E 	Reading journal

	Engagement	ngagement.pdf <ul style="list-style-type: none"> Ferkany & Whyte. 2012. The Importance of Participatory Virtues in the Future of Environmental Education 	
6 2/15		<i>Student-Inspired Resources</i>	- Student inspired resources - Student inspired resources responses
7 2/22	Collective Action <i>How do we get from vision to action?</i>	<ul style="list-style-type: none"> <u>Kurt Richter guest: Implementing Change in Place</u> 	Reading journal
8 3/1	<ul style="list-style-type: none"> Facilitation Collaboration Communication 	<i>Student-Inspired Resources</i>	- Student inspired resources - Student inspired resources responses
9 3/8	Spring Break! Rest. Breathe. Have some fun.		
10 3/15	Leadership + Accountability <i>How do we steer the ship, hold true to purpose, and account for unintended consequences?</i>	<ul style="list-style-type: none"> <i>Leadership for a Better World</i>, Parts 1 and 5 (1-40 and 197-275) Visser & Courtice. 2011. Sustainability Leadership: Linking Theory and Practice McKim & Goodman. 2020. Emergent Opportunities in Complexity, Leadership, and Sustainability 	Reading journal
11 3/22	<ul style="list-style-type: none"> Participatory virtues Managing complexity Styles and traits 	<i>Student-Inspired Resources</i>	- Student inspired resources - Student inspired resources responses
12 3/29	Lissy away. Take a breather. Meet with the 301 teams. Catch up on stuff.		
13 4/5	Evaluation <i>How do we know we're doing a good job, or moving the needle?</i>	<ul style="list-style-type: none"> TBD 	- Reading journal
14 4/12	<ul style="list-style-type: none"> Planning for and observing change Adaptive and iterative progress 	<i>Student-Inspired Resources</i>	- Student inspired resources - Student inspired resources responses
15 4/19	Sustainable Action <i>How do we take care of ourselves as we care for our communities and the world?</i>	Active Hope	- Reading journal
16 4/26	<ul style="list-style-type: none"> Authentic hope Connection to purpose and community Self-care 	<i>Student-Inspired Resources</i>	- Student inspired resources Student inspired resources responses
Finals May 2-6			

Assignments (Total: 775 points)

1. **Graffiti wall introduction (25 points)**

- Share whatever you are comfortable with - interests, background, quotes, images.

- Content should include your name and communicate your experiences and/or interests related to sustainability theory, practice, and/or action.
 - You will use this slide to introduce yourself to the class, so please be prepared to describe the content in a 2-minute intro.
2. **Reading journal (7 weeks, 25 points/week, 175 points total)**
- Each week, due Monday by noon on D2L (**except week 1, due by Friday 1/14 5pm**)
 - For each article:
 - citation info (APA or a style you would use for a journal submission in your field)
 - 2-3 sentence summary of the main points
 - 1-2 questions about what you don't understand, want to know more about, perceive synergies with other ideas/sources, etc.
 - Anything particularly novel, interesting, or potentially useful for you in the future
 - For each week's group of readings:
 - ½ - 1 page about the readings as a group using evidence from the texts
 - *How do they converge, diverge, compliment, or contradict each other?*
 - *What is their commonality, and what's the takeaway for the week's theme?*
3. **Student-inspired resources (50 points each time, 100 points total)**
- Due by Tuesday 5pm the previous week to D2L and shared with the whole class via email. (**except Week 2, will be shared by Friday 1/14 5pm**)
 - Everyone will share resources related to the weekly themes twice during the semester (4 students/class). Think of these resources as applications of the more theoretically-focused readings in the preceding week. You can use peer-reviewed literature, but I encourage you also to consider skill building and real world implementation of the concepts. So think also about Ted Talks, toolkits, curricula, activities (e.g. active listening, team building, leadership skills inventories), case studies, etc. This is a real opportunity to contribute some more diverse perspectives to our discussions, so think about ways you might expand our horizons in our perceptions of the weekly themes, sustainability perspectives, and the practice of change.
 - Plan to lead discussion about your contribution, which could include reflection, an activity, or skills practice. Please also to meet with the other folks sharing that day to create some cross-material discussion, activity, or meaning-making.
 - When you share your resources with the class, please include a framing or set-up introduction that explains:
 - *Why did you choose the resource?*
 - *How does it relate to and/or help us better understand the weekly theme?*
 - *What do you want the class to consider as they engage with the material and/or instructions for participating with the material?*
4. **Student-inspired resources reflections (5 weeks, 25 points/week, 125 points total)**
- Each week, due by class on D2L.
 - 1-2 page reflection about the group of student-submitted resources for each of the weeks you are not presenting.
 - *How do they connect, diverge, compliment or contradict each other?*
 - *How do they help you understand – or confuse you – the weekly theme differently?*
 - *How do they connect to the readings from the week before or other materials/experiences you have previously encountered?*
5. **Reflective/contemplative practice lead and journal (50 points)**
- Due to D2L after you present.
 - A central part of this class is learning how to be a change agent, and an important quality of change agents is developing tools to prevent burnout and continue your good work despite challenge (e.g. the often frightful or sad state of the world). We all

respond to different kinds of practices, and the more tools we have in our toolbelt, the better prepared we are to stay present with the work. Toward that end, everyone will introduce one practice that encourages balance, increased wellbeing, calm, presence, etc. We will practice it during class and then commit to return to it over the week.

6. Community engagement guest lecture: CSUS 301 (100 points)

- In pairs, everyone will prepare a lecture and activity based on our course themes for CSUS 301: Community Engagement for Sustainability.
- Class meets 10:20-11:40 MW. Available content includes:

<i>Content</i>	<i>Date</i>	<i>Content</i>	<i>Date</i>
<i>Worldviews and sustainability</i>	<i>1/31</i>	<i>Sustainability Citizenship</i>	<i>3/14</i>
<i>Personal Identity and Purpose</i>	<i>2/7</i>	<i>Sustainability Leadership</i>	<i>3/21</i>
<i>Communication and Facilitation</i>	<i>2/14</i>	<i>What is Change?</i>	<i>3/30</i>
<i>Group Dynamics</i>	<i>2/21</i>	<i>Change Agency</i>	<i>4/4</i>
<i>Social Justice</i>	<i>2/28</i>	<i>How do we evaluate change?</i>	<i>4/11</i>
<i>Environmental Justice</i>	<i>3/2</i>		

- If you are not available during this time to present, please make a group of 3 so there will be at least 2 presenters if possible. You will collaborate on everything but the presentation itself, and if appropriate, can pre-record a section of the presentation.
- In the past, these have gone really well. The students love learning from you and your experience! Please plan to tell a bit of ‘your story’ as part of the presentation so they learn from your journey, experiences, and expertise.
- You can pick readings or media for them to watch before class as homework (I can help), use case studies, create activities, facilitate discussion or reflection (they keep an in-class reflective journal).
- Teams will meet with me a week prior as you develop your lesson.
- This activity will allow you to apply our learning with a new audience as a way to practice leadership, relationship building, community engagement, and communication skills. There are also few opportunities to develop teaching experience in the department, so this is an opportunity to get practice in the classroom, and if it is useful for you, to collect teaching evaluations that you can add to your teaching portfolio.
- Final report and reflection (2 pages) about your experience, what was challenging, effective, fun, or surprising will be due in D2L one-week after you teach
- Please upload teaching materials into D2L after you teach

7. Community engagement mentorship (100 points)

- In teams you will mentor CSUS 301 teams on their community engagement projects (more info to follow re: their projects). This will require 2 Zoom meetings with the group and some email communication to follow up between/after the meetings if they have questions. Your role is to support their engagement process, reflective thinking, group dynamics and communication, project management, evaluation, and/or project reporting.
- You do not need to be an expert on anything! Your ability to practice active listening, provide organizational support, observe group dynamics, and facilitate their dialogue will all be good practice for your own change agency and community engagement practices.
- Please document the frequency and content of your interactions with the team, as well as any challenges, successes, and observations you make about their projects, progress, and group dynamics. Include this information in a 2-page report about your experience, what you learned in the process of facilitating their learning, any learning or awareness you experienced related to sustainability, change, community engagement, or teaching/learning, and a reflection about what went well, how you were challenged, what you might do differently in the future, or what you learned.

- Reports are due on D2L 1-week following your last meeting with the groups.
8. **Final reflections (100 points total)**
- Final 4-5 page reflection about your learning and how it relates to your own inquiry, practice, or goals. Due by our final meeting to D2L.
 - Using course readings, activities, and reflections, describe: (a) if/how your understanding of sustainability research and practice and your place in it has changed during the semester, (b) what you have learned about your own abilities and opportunities as a sustainability change agent, and (c) anything that might be useful for your research and practice in the future.
 - What challenges to you anticipate as you continue your work in sustainability?
 - How will you stay inspired?
 - How do your values commit you to this work, and how does your work and vision contribute to sustainability change more widely?

Grading Scale

%	> 92.5	92.4-86.5	86.4-79.5	79.4-76.5	76.4-69.5
Grade	4.0	3.5	3.0	2.5	2.0

Assignment Due Dates Aligned with Course Learning Outcomes		
Assignment	Due date	Associated learning outcome(s)
Reading Journal	Every other Monday noon	<ul style="list-style-type: none"> • Conceptual understanding of sustainability, systems thinking, community engagement • Recognize and value various ways of knowing • Awareness of community engagement scholarship and practice
Student-Inspired Resources	Twice/semester, Tuesday 5pm	<ul style="list-style-type: none"> • Apply conceptual understanding of sustainability • Develop awareness of community engagement
Student-Inspired Resources Responses	5 times/ semester, Tuesday class	<ul style="list-style-type: none"> • Conceptual understanding of sustainability, systems thinking, community engagement • Recognize and value various ways of knowing
Reflective/ Contemplative Practice Lead	Sign up in class	<ul style="list-style-type: none"> • Develop tools to prevent burnout and cultivate a sustainable sustainability practice • Practice participatory virtues • Recognize and value various ways of knowing • Develop capacity for change agency
Guest Teaching CSUS 301	Sign up in class. Materials due 1 week following.	<ul style="list-style-type: none"> • Conceptual understanding of community engagement for sustainability • Awareness of community engagement scholarship • Practical skills for community engagement • Develop capacity for sustainability leadership
CSUS 301 Mentorship	By our final meeting	<ul style="list-style-type: none"> • Practical skills for community engagement • Apply skills related to participatory virtues
Final Reflections	By our final meeting	<ul style="list-style-type: none"> • Conceptual understanding of sustainability and systems thinking • Apply skills related to participatory virtues • Recognize and value various ways of knowing • Develop capacity for change agency and sustainability leadership • Develop tools to prevent burnout

Course Philosophy

This course is predicated on the assumption that learning takes place best in a dynamic, interactive and critical atmosphere. Accordingly, the course relies heavily on student initiative and active participation. The format emphasizes structured opportunities for students to share and reflect upon individual experiences.

Students are invited and challenged to shape and share the intellectual workspace of the course whenever possible. Respectful and constructive student input into the approach we take in class is encouraged.

Unexpected Events

Unexpected events take place and factors out of our control can obstruct our plans. I am sensitive to such things. These are challenging times. Students with personal circumstances that impede their ability to carry out work on time are encouraged to contact me in advance. I will do everything I can to help you succeed.

Disability Accommodations

Any student who feels that she or he may need accommodations based on a disability should discuss this with me as early as possible in the semester so we can develop a strategy for success.

Writing assistance

If you have trouble writing, especially because English is not your native language, please just do your best to get your point across, in your own words. If you are frustrated trying to express yourself, I strongly suggest that you visit the MSU Writing Center (www.writing.msu.edu) for assistance. You will find that the Writing Center is an amazing resource for helping you learn an important skill. Putting the time in now will pay off when you get ready to write your thesis or dissertation. They are doing remote meetings and are available to meet with students at any stage of the writing process (e.g. brainstorming, first drafts, editing).

MSU Required Syllabus Components

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. (full 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 instructor 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.
- 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 [Digitization Support Site](#)
- Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345