



GOUCHER COLLEGE

Welch Center for Graduate and Professional Studies

Syllabus - Introduction to Cultural Sustainability

Course Number CSP 600
Semester Fall 2018
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Welcome to the Course!

*Go to the people
Live among them
Learn from them
Love them
Start with what they know
Build on what they have:
But of the best leaders
When their task is accomplished
Their work is done
The people all remark
"We have done it ourselves."
Lao Tzu*

This course introduces cultural sustainability both through its interdisciplinary theoretical foundations in ethnography, anthropology, public folklore, poetics, economics, social theory, and community arts, and through reflection on cultural activism and inquiry. It serves as an entry point for the Cultural Sustainability program. What practices, orientations, and frameworks are helpful and important to effectively work with communities to support the culture that matters to them? This question can have no single answer; rather we see cultural sustainability as a process and an experiment, which takes meaning from the efforts of practitioners guided by a passion to make a difference.

This course is an open collective inquiry. We will meet remarkable people and learn about their efforts and perspectives. We will engage in critical reflection on texts that guide and animate this emerging field. You will begin developing an e-portfolio and professional voice that will serve as a compilation and refinement of the work you are considering undertaking. You will begin to identify the topics, themes, and communities you plan to engage with in the course of your Graduate studies. You will start to develop an articulation of this subject by crafting a preliminary essay, developing a set of resources, launching a weblog and reviewing the literature on your topics of interest.

Main Course Topics

1. The landscape and language of Cultural Sustainability
2. The need for cultural activism that serves to sustain cultures in the face of local and global change
3. The complexity of culture and community and the use of ethnography as a tool for cultural equity
4. Understanding identity and creative expression through the lens of folklore

5. Public applications of Folklore and Anthropology and ethical considerations
6. The centrality of cultural sustainability in planning and policy
7. Community cultural engagement, especially through the arts

Departmental Learning Outcomes

This course is aligned with two departmental learning outcomes, listed below. Students will meet departmental learning outcomes through successful completion of assignments and activities in core and elective courses. A list of all departmental learning outcomes can be found at:

<http://www.goucher.edu/graduate-programs/ma-in-cultural-sustainability/curriculum>

Outcome 1: Research, demonstrate and apply knowledge of cultural practices and contemporary issues pertaining to cultural sustainability which contribute to human and ecological well-being. (MACS1 Knowledge)

Outcome 6: Identify strategies for cultivating a professional network of practitioners and organizations in support of a community of practice. (MACS6 Network)

Learning Objectives

At the conclusion of this course, you will be able to do the following:

1. Synthesize the foundational theories of culture as they relate to the field of cultural sustainability.
2. Analyze issues and themes regarding cultural sustainability as a conceptual framework for cultural activism.
3. Apply critical, theoretical, personal, and ethical considerations to your own community-based work, according to best practices in the field.
4. Conduct annotated bibliographic research using the tools available through the Goucher Library.
5. Formulate strategies for building a collegial community of practice in support of your cultural sustainability work.

Course Format

This course is a combination of a seven-day residency and three weeks of online follow up.

Residency: The face-to-face intensive residency portion of this course will occur on the campus of Goucher College July 21 through July 28, 2018. We will have a webinar orientation via Zoom on Thursday, July 5, 2018 at 7:30 PM Eastern time to acquaint you with the course. There will be a link to the Zoom web room on our course website.

Three week online follow-up: After our time together at Goucher, we will continue to meet for three weeks through the Canvas online education system (July 30 – August 17, 2018). We will use live meetings, blogs, and discussion forums to continue the conversations begun in Baltimore, and to support the development and articulation of your interests. Students will use the time primarily to develop an extensive bibliography and groundwork paper.

Assignments: See the separate schedule of assignments for details.

- Assigned readings
- 7 days on campus, 4 hours each day

- 3 Asynchronous essays with discussion
- 1 mid-residency quiz
- 2 leadership facilitations
- 1 critical review of an additional reading
- 3 live Zoom meetings
- 4 Blog entries
- 1 Final paper
- 1 Bibliography of readings, online links and other resources

Assignment Instructions: (More details can be found on the course website in the relevant module)

1. *Participation (22% of your grade)*: Participation is measured by your active engagement in discussions during the residency and during our three Zoom meetings in the online portion of the course. Active engagement is understood as being present, asking relevant and thoughtful questions, and sharing your perspectives and experiences in ways that move the conversation forward. Examples include responding to something another student says (including answering a question asked by a student), constructively disagreeing with something in the text or said in class while honoring the right to differing opinions, encouraging contributions from students who are less vocal than you. Things to avoid include: not listening, pretending to be listening while texting or checking your social media, speaking without being recognized, dominating the conversation at the expense of other perspectives, making fun or otherwise berating something said by another person. My preference is to allow the conversation to flow naturally, but I will occasionally call on students who have not participated in the discussion.
2. *Student Leadership Teams (2 per student – 10% of grade)*: Pick 2 discussion sessions that you would like to co-lead. Sign up for these sessions on the Student Leadership Page posted on the course website. It is under the module called **Before the Residency**. Follow the instructions to sign up BEFORE the residency begins. As part of a student leader team you will be responsible to:
 - a. “Meet” with your co-leader before the session to discuss roles, develop engaging questions, and plan your facilitation of the discussion;
 - b. Facilitate a discussion on the key themes, issues and ideas that cut across all the articles (not just the one you critiqued).
 - c. Provide an overview of one of the additional articles to incorporate it into the discussion.
3. *Critical Reviews (1 per student – 5% of grade)*: You will select one article from among those listed as Additional Readings of Interest and write a two-page critical analysis (see helpful hints for this review in the course website). You will post your analysis to a Discussion Forum prior to the class for which it was assigned. Your classmates will have access to download the review for future reference. You may choose to select an article for the day you are co-facilitating, but it is not necessary. However, on that day to which that article was assigned, you will provide the class with an overview of your review and how the article is linked to our topic for the day.
4. *Web Presence (8% of grade)*: Create a weblog using an outside service such as Wordpress or Tumblr. You will be required to post 4 blog entries of 300-500 words each to your blog. Topics will be assigned by the instructor. The posts should be professionally written for a public audience and will include the following:
 - Substantial introductions to websites, events, organizations, or books.
 - Thoughtful reflections on the topics and activities of the course.

- Mini essays on issues or themes that pertain to cultural sustainability in general or to your cultural sustainability community/issue of choice.
5. *Mid-Residency Quiz (2% of grade)*: During the residency, you will have the opportunity to test how well you have absorbed key concepts in the readings to date. This is a take-home quiz, giving you 24 hours to complete it. Thus, there is a high expectation that you will ace it.
 6. *Discussion Forums (18% of grade)*: Write (3) Discussion Forum posts of 200-300 words each responding to specific questions or readings assigned during the class or online, and post these to the assigned Discussion Forum (as directed) on the course website. See detailed instructions for each Discussion Board assignment within the appropriate learning unit in Canvas. Provide thoughtful constructive feedback on the writings of at **least two** of your classmates.

Participation in online course activities includes submitting the required postings, reading your classmates entries and responding to them with thoughtful comments. Your responses should provide constructive critiques that will help your peers improve and advance their work. Think about the Discussion Forum as if you are having a conversation in the classroom. Talk with each other, be respectful of each other's ideas, critique without criticizing, use a professional writing style, stay on topic, and participate in a timely manner so others can read your work and respond. Tip: Write your response in a word document before you post. This allows you to review your response before you "go live" so you can check for spelling, tone, and quality. Then use cut and paste to post your final response.

Please be aware that all of your postings and responses are contributing to your discussion forum grade. I will read the responses but, just as in the classroom, I may not respond to every post. I will engage as we would in the classroom, offering resources or additional insights, pushing you a little further, and keeping you on track. Your participation will be assessed on the basis of Content, Critical Thinking, Originality, and Professionalism. See the Discussion Forum Rubric for clarification of these terms. Grades for each Discussion Forum assignment will be posted in the Grade Book within a week of the closing of that Discussion.

Your posts might include the following.

- Thoughtful reflections and critical responses on the readings
- Discussion of substantive questions raised by the readings
- Reflective mini essays on themes that pertain to leadership in your particular community of interest

Your comments to your peers should include one of the following:

- Share and/or compare a connection with a peer's response.
- Explore a difference of opinion related to a peer's response.
- Exchange resources and information related to a peer's response.
- Generate a solution to a problem related to a peer's response.

Your comments to peers should have the following effect on the discussion:

- Broaden the scope of the discussion.
- Reference assigned readings or other resources.
- Communicate respectfully with those who express dissenting views.
- Promote sustained dialogue with peers.
- Demonstrate ability to provide feedback to peers.

7. *Bibliography (15% of grade)*: Compile a research bibliography of at least 50 sources including at least 15 annotations. See instructions in the module for Week One online. You will have the opportunity to submit a draft for review to ensure you are on the right track.
8. *Final Project (20% of grade)*: Complete a Groundwork Paper of no less than 12 pages, that describes and discusses the topics, themes, issues, and community or communities in which you would like to work. See instructions in the module for Week One online.
9. *EPortfolio (no grade)*: Familiarize yourself with E-portfolio, create your Overview Page and begin adding information and artifacts that reflect your work in the MACS program.

Required Readings

See the file called *Required Course Readings* under **Before the Residency** for a full list of the readings. Beyond listing the books to purchase, the document provides live links to articles required for each day. The three books you will want to purchase are:

- Cleveland, William. 2008. *Art and Upheaval: Artists on the World's Frontlines*. Oakland, CA: New Village Press.
- Hyde, Lewis. 2007. *The gift: creativity and the artist in the modern world*. New York: Vintage Books.
- Kovach, Margaret. 2009. *Indigenous Methodologies: Characteristics, Conversations and Contexts*. Toronto: UT Press.

Grading

Course Elements – all are graded on a scale of 1 – 100 points	Percent of Final Grade	Late Work
Participation during residency -- includes attending all course-related activities, engaging in class discussions, and completing residency assignments.	10%	N/A
Session Leadership – Discussion Facilitation (2 sessions; 5% each)	10%	N/A
Session Leadership – 1 Article Critique (5% each)	5%	3 points deducted for each day late
Blog postings (4 entries, 2% each)	8%	3 points deducted for each day late
Mid-residency quiz	2%	3 points deducted for each day late
Participation in Online activities – 3 Discussion Forum posts with feedback (6% each) and three Zoom meetings (4% each)	30%	5 points deducted for any missed Zoom meeting without prior approval or for each day late on a discussion post or feedback
Final Annotated Bibliography	15%	3 points deducted for each day late
Final Groundwork paper	20%	3 points deducted for each day late
TOTAL	100%	

Grade Scale

A	93 or more points
A-	90 - 92 points
B+	87 - 89 points
B	83 - 86 points
B-	80 - 82 points
C+	77 - 79 points
C	73 - 76 points
C-	70 - 72 points
D	60 - 69 points
F	59 points and below

Course Policies

Academic Integrity:

All final work products are to be the independent work of each student original to this course and stored in the electronic portfolio. Suspected violations of the Honor Code will be referred to the Academic Honor Board. For a description of the code and what constitutes a violation of the code, refer to Goucher College's [Academic Honor Code](#).

Accessibility Services:

Please inform me of any accommodations you need to participate fully in the course. Goucher College makes reasonable academic accommodations for students with documented disabilities. Students requesting accommodations must make their request and provide appropriate documentation to the Office of Accessibility Services (OAS). Because classes change every semester, eligible students must obtain a new accommodation letter from the Disabilities Specialist every semester and review this letter with their professors so the accommodations can be implemented. The Director of OAS is available by appointment to answer questions and discuss any implementation issues you may have. For more information, please visit Goucher College's [Academic Accommodations](#) site.

Communication:

- Faculty will be available at their Goucher email address and will respond to queries within 24-48 hours.
- Course participants are responsible for maintaining continuous involvement with faculty, fellow students and student groups. In particular, participation in all online discussions is required. Ongoing communication allows you to gain deeper insights into the content, activities and assignments in the course. Please give notice of any obstacle that prevents this.
- You are encouraged to ask questions whenever information needs clarifying.
- For questions pertaining to your assignments: send an email directly to the instructor (please do not post personal questions on the discussion board).
- For questions about assignments that may be interesting and helpful to other class members: please use the Ask the Professor Discussion Forum.
- For problems with technical aspects of the course website: chat with [Canvas Support](#).

E2Campus Emergency Notification System:

In an ongoing effort to better disseminate information during emergencies and campus closings, Goucher has implemented the e2Campus Notification System. The notification system will only send information regarding emergencies and campus closings as text messages* to your mobile phone. To

receive these messages, you must be registered in the system. Click the following link for information about how to create your [E2Campus account](#).

Inclement Weather:

Online courses will not be cancelled for inclement weather when the college campus is closed. Students and faculty are expected to access their courses just as they would if the campus were open. Each faculty member and student is expected to have a contingency plan for attending online courses in case their primary computer is unavailable or out of service. Additionally, the online component of a residency or hybrid course is not affected when the college campus is closed for inclement weather, although if the residency or hybrid course has a face-to-face meeting scheduled on the closed campus, the meeting will be rescheduled for another day. The course instructor will notify students of the makeup day and time. Only in extreme situations, such as wide spread power outages, may exceptions to this policy be made by the Office of the Provost/Vice President of Academic Affairs. In such severe cases, an official statement concerning online activities will be issued via normal emergency channels.

Late Policy:

For proper graduate student learning to occur, pacing of content mastery is critical. Therefore, assignments are to be completed on time. If extreme circumstances prevent an assignment from being completed in a timely fashion, please notify me **before the assignment is due** so a new date can be negotiated. Only follow-ups completed by the due date can be accepted. Late assignments without such notification will be docked according to the chart above.

Missed Work:

You are responsible for material covered in the course. It is your sole responsibility to obtain any materials missed. You are expected to attend all Zoom meetings and will lose participation points if you miss one, unless you notify the instructor at least 24 hours **in advance**. Advanced notice will allow us to record the meeting for future review.

Nondiscrimination Policy:

Goucher College does not discriminate on the basis of race, color, national origin, ethnicity, sexual orientation, gender identity, religion, sex, age, disability, marital status or genetic information in its programs and activities. The college has adopted a [Nondiscrimination Policy](#). Further details and contact information for the college's Title IX coordinator can be found on [Goucher's Nondiscrimination Notice and Policy page](#).