MDP 5001
WAYS OF KNOWING for SUSTAINABLE DEVELOPMENT
Instructor: Dave Wilsey
September 5, 2017
COURSE OVERVIEW

Who are we? What do we know? How do we know it? How do we privilege and obscure knowledge in our thinking, learning and practice? Whose knowledge counts? Whose reality counts? Can we do a better job of recognizing and including multiple ways of knowing in our personal and professional experiences? These are the questions addressed in MDP 5001, a course designed to improve students knowledge and praxis through exploration of cognitive processes and ways of knowing through structured examination of important topics and issues in the development field.

COURSE LEARNING OBJECTIVES

KEY
- TG - Teaching Goal
- LO - Learning Objective
- LE - Learning Experience

Praxis

MDP 5001 is foremost a course designed to (re) introduce the concept of critical thinking and reflexivity as tools to recognizing and engaging a differentiated world and ways of knowing. While not a theory course, a set of theoretical models will be introduced early to provide a foundation for development of desired practice. Critical thinking and reflexivity are situated within these models. It is important for students to realize that praxis represents the first pillar of MDP 5001 and that exploration of course topics via readings, discussions, etc. represent a vehicle for exercising these skills, which are transferrable to any topic or domain. It is also a course designed to set students along a path that extends through the entire MDP program and into a lifelong experience. No student is or ever will be a master of praxis: these skills require ongoing maintenance and development.

TG Students will learn about Robert Kegan’s Constructive Developmental Theory and its relevance to their personal and professional development.
LO Students completing this course will be able to situate their experiences within Kegan’s five stages of cognitive development and reflect on the implications of cognitive stages
LE Readings, discussion, analytic memos (henceforth, “memos”)

TG Students will learn about Jonathan Haight’s Social Intuitionist Model (SIM) and its relevance to their personal and professional development.
LO Students completing the course will be able to identify and activate reflective pathways in the SIM
LE Readings, discussion, analytic memos and curation of collections and events

TG Students will learn the structure and elements of Richard Paul’s Critical Thinking Taxonomy and its relevance to their personal and professional development.
LO Students completing the course will be able to recognize and categorize elements of critical thinking taxonomy.
LE Readings, discussion, essay, analytic memos and curation of collections and events.
TG Students will learn about **reflective and reflexive thinking and practices**.
LO Students completing the course will be able to implement reflective and reflexive thinking through individualized activity as well as the curation and facilitation of social learning activities.
LE Readings, discussion, essays, memos and curation of collections and events.

TG Students will learn about the **analytic memo** and its utility as a tool for reflective and reflexive practice.
LO Students completing the course will be able to effectively write analytic memos for reflective and reflexive practices (differentiated from memos written for the purpose of qualitative data analysis).
LE Reading, analytic memos (henceforth, “memos”)

**Knowledge/Content**

Recognition of and familiarity with the plurality of ways of knowing (knowledge systems) represents a crucial aspect of the cognitive models referenced in the preceding section, but what exactly is a way of knowing and what does this mean in development practice? MDP 5001 strives to introduce students to a “differentiated” and “contested” world that is experienced and interpreted and negotiated through a variety of constructs and multiple knowledge system. These concepts and systems are important and we will strive to understand them, but the point of the course rests in the practice of recognizing and engaging different ideas, constructs and systems to improve our thinking and praxis. Meanwhile, each facet of the course represents a threshold leading to another course or even field of study.

TG Students will learn about a **differentiated world** through a sampling of constructs and systems within the general lens of the geo-political.
LO Students completing this course will be able to frame and reframe issues through multiple constructs and systems.
LE Readings, discussion, memos, curation of collections and events.

TG Students will learn about a **differentiated world** through a sampling of constructs and systems within the general lens of individual and social identities.
LO Students completing this course will be able to frame and reframe issues through multiple constructs and systems.
LE Readings, discussion, memos, curation of collections and events.

TG Students will learn about a **contested world** through engagement with intersecting natural, economic other global and local phenomena.
LO Students completing this course will be better able to identify and discuss the interplay between discourses and development disciplines in the context of local, regional and global contexts.
LE Readings, discussion, memos, curation of collections and events.
Leverage

Finally, MDP 5001 strives to leverage the University and broader community through engagement around a differentiated world and ways of knowing. Students are expected to cross boundaries, however defined, and strategically bring different perspectives and knowledge systems into contact and mutual consideration. A critical message, however, is that our students represent an invaluable collection of perspectives, knowledge and knowledge systems. Plurality comes through looking inward and outward!

TG Students will learn about the curation and facilitation of plurality and critical thinking.
LO Students will learn to identify and engage difference (ideas, systems) and incorporate difference into shared community dialogue that promotes plurality and critical thinking.
LE Practitioner interview and curation of collections and events.

TG Students will learn basic facilitation tools for application in the curation and facilitation of community learning experiences (e.g., panels, forums, etc.).
LO Students completing the course will be able to effectively curate and facilitate a public event focused on providing a plurality of perspectives and ways of knowing.
LE Reading, memos.

CONDUCT

• All individuals have the right to express their opinions and perspectives within the context of course meetings and assignments and no student shall be penalized for a particular idea or belief.

• Similarly, all individuals have the responsibility and obligation to express their opinions and perspectives in a way that is respectful to their colleges and guests and that demonstrates awareness of alternative viewpoints.

• The instructor will communicate any concerns or issues with individual students in a confidential and respectful manner.

• Likewise, students will communicate any concerns or issues related to the course or course participants with the instructor in a timely and respectful manner and without penalty.

• All guests MUST be treated with respect, regardless of their individual or organizational beliefs or practices. This is imperative and absolute! The ability to navigate contested spaces is an essential professional and personal skill.

WEEKLY MEETINGS

This two credit course meets one time per week. Weekly sessions are geared toward structured and facilitated interactions that depend on the student’s degree of preparation and contribution quality. The course combines lecture, discussion and curated open dialogue amongst the ourselves and with invited guests.

Attendance:

Life happens, even in graduate school! That said, more than two excused* absences will negatively affect your grade, as a course of this nature relies on the attendance and participation of the students. Moreover, communication is essential. More than one unexcused absence will lead to a reduction in your grade. An “excused absence” is one that
is communicated to the instructor before the course begins. I don’t need to see the message before class starts, but it should be in my inbox or voicemail. Messages sent after class begins will not count as excused. *An excused absence is one that has been communicated to the instructor before the weekly session begins. *An unexcused absence is one that has not been communicated to the instructor or that has been communicated after the session begins.

Participation:
Participation is the lifeblood of a discussion course and will be 20% of your course grade. This is a big component of your success in this course and it is a relatively subjective grade. Here's how to get full credit: Do the readings before class. Prepare questions and comments before class. Share your ideas, questions and comments with your peers. Respect others and strive to understand their viewpoint more than you strive to communicate your own. Think deeply and critically about your ideas and beliefs and don’t hide your personal inquiry from the group. Have and demonstrate a positive attitude toward your peers and toward learning. If you do these things and do them convincingly then you will have no issues with your participation grade.

Electronics:
Laptops, tablets and phones are wonderful technologies that can enhance our learning experiences and make life easier in many ways. However, this course is structured on discussion and interaction: the presence of a laptop, tablet, or phone in no way enhances the conversation experience. For this reason, these devices will not be permitted during 5001 class sessions. The benefit of face-to-face engagement and the signaling of mutual respect demonstrated by being fully present outweighs the costs of not being able to access related websites and papers or being unable to take notes directly into word processing documents. I do understand that many people electronically annotate their readings. Unfortunately, salient points will need to be copied to a piece of paper or the documents printed prior to class to preserve the desired classroom ambiance. ** Please let me know before class if you have a personal situation unfolding during class that requires attention to your phone, otherwise I will assume that you are not engaged when I see you gazing at your legs.

Grading Summary
15
Participation
10
Analytic memos
5
Self introduction
5
Essay
5
IDI assessment
5
Expo
15
Tapestry assignment
15
SDG assignment
20
Facilitation
5
Project model
100
WEEK x WEEK OVERVIEW*
*Course readings, activities and assignments can be found in Moodle. Schedule subject to modifications driven by guest availability.

- **Week 1..**: 9/6 Introduction to course and cohort
- **Week 2..**: 9/13 Theoretical models and frameworks. Essential tools.
- **Week 3.**: 9/20 A Differentiated World & Ways of Knowing - GeoPolitical: Third World, Developing, Core/Periphery, Tropical
- **Week 4.**: 9/27 Taking stock: Intercultural Development Inventory (the IDI)
- **Week 5.**: 10/4 A Differentiated World & Ways of Knowing - Human / Social: Gender, Culture, Indigenous Identities
- **Week 6.**: 10/11 Coming to Knowing / Whose Reality Counts: Knowledge systems and acquisition, Expertise, etc.
- **Week 7.**: 10/18 The Art of Hosting, pt.1 - facilitation for inclusive conversations
- **Week 9.**: 11/1 Tapestry assignment
- **Week 10.**: 11/8 The Art of Hosting, pt.2 - facilitation for inclusive conversations
- **Week 11.**: 11/15 SDG assignment
- **Week 12..**: 11/22 No class - early release for Thanksgiving break
- **Week 13..**: 11/29 Facilitated event: topic tbd (class slot held for day/time option)
- **Week 14..**: 12/6 Facilitated panel 2: topic tbd (class slot held for day/time option)
- **Week 15..**: 12/13 Course wrap up! & Grant-writing panel, part I

Of d.s.wilsey
COURSE ASSIGNMENTS*
*Assignment details to be furnished in separate “assignment/project” documents that will be posted to Moodle

Analytic Memos [Individual]
Due: Various deadlines, see Moodle site.
Short description: Short reflections on content or concepts presented or experienced in class.

Self - Introduction [Individual]
Due: September 6, first class session
Short description: prepare a self-introduction based on specified parameters.

Intercultural Development Inventory (IDI) Online Assessment [Individual]
Due: September 20, results will be covered in class on September 27.
Short description: theory driven self-assessment of intercultural aptitude and perspectives

Essay [Individual]
Due: September 22 (Friday)
Short description: one-page essay beginning with “Development is...”.

Contested Environments Expo [Individual]
Due: October 25
Short description: perspectives-driven “expo” on a provided theme

Tapestry Assignment [Group]
Due: November 1
Short description: structured exploration of a foundational concept

SDG Assignment [Group]
Due: November 15
Short description: structured exploration of a foundational concept

Facilitation (Art of Hosting) [Group]
Due: November 29 or December 6
Short description: public forum curated and facilitated by student team

Project Model (for Grant writing workshop) [Group]
Due: December 13.
Short description: a first pass at developing a field placement project description
UNIVERSITY POLICIES

Disability statement
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately and as soon as possible to discuss your specific needs. Please contact the Disability Services office at (612) 626-1333 if you have questions about the University’s policies related to disabilities.

Academic integrity and scholastic dishonesty policy
Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment, please ask during class or discuss these expectations with me during office hours. My goal is to help each of you become strong academic writers, and developing habits of scholastic honesty will take you a long way toward achieving this goal.

Classroom conduct
Instructors are responsible for maintaining order and a positive learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave. Students whose behavior suggests the need for counseling or other assistance may be referred to their college office or University Counseling Services. Students whose behavior may violate the University Student Conduct Code may be subject to appropriate disciplinary action.

This is a discussion course: the use of laptops and other devices will not be permitted during course time.
Harassment

Please note that sexual harassment by any member of the University community, student, faculty, staff, administration, is prohibited. To review the complete policy on this issue, view the following webpage:

http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf

Expected Student Academic Work per Credit*

Workload expectations in this policy are an estimate of the amount of work needed for an average student to earn an average grade. Course grades are based on the quality of the work submitted, not on hours of effort (as provided in Administrative Policy: Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester). Workload expectations per credit do not vary with the method of delivery of the course or the length of the academic term.

A. Undergraduate Courses

1. Student workload expectations per undergraduate credit. For fall or spring semester, one credit represents, for the average University undergraduate student, three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), averaged over the semester, in order to complete the work of the course to achieve an average grade. One credit equals 42 to 45 hours of work over the course of the semester (1 credit x 3 hours of work per week x 14 or 15 weeks in a semester equals 42 to 45 hours of academic work). Thus, enrollment for 15 credits in a semester represents approximately 45 hours of work per week, on average, over the course of the semester.

2. Exceptions to undergraduate workload standard. Professional norms and the nature of the academic work may necessitate spending more than three hours of work per week on average. For example, clinical experiences, some laboratory work, and some studio activities may require more than an average three hours per week. Demands on the student in excess of the average of three hours per credit per week are permissible with college approval and with appropriate notification to the student of the amount of work expected for the course or educational experience (e.g., in class schedules, bulletins, or syllabi).

3. Student workload statement required for undergraduate courses. All proposals for undergraduate courses must include a student workload statement demonstrating how the course conforms to the student workload expectations in sections (a) and (b). College and campus curriculum committees and other approving bodies (e.g., the Council on Liberal Education) must consider the student workload statement in reaching a decision on whether to approve a proposed course.

B. Graduate School and Professional School Courses

It is expected that the academic work required of Graduate School and professional school students will exceed three hours per credit per week.

*Policy available at: http://policy.umn.edu/Policies/Education/Education/STUDENTWORK.html