

MAJOR COURSE REVISION FOR GE 5

For Provost's & Associate Provost's
Office Use
Effective Term: _____

For GE 4 courses in Basic Communication, Humanities, US Studies, Western Civilization, and World Civilizations; all Diversity courses; and current non-GE courses proposed for GE 5

PROPOSER'S NAME (print): Shannon McManimon Signature: _____

SCHOOL/COLLEGE: Business Fine & Performing Arts Science & Engineering
 Education Liberal Arts & Sciences Honors/Interdisciplinary

DEPARTMENT/PROGRAM: _____ Educational Studies and Leadership (social justice education minor) _____

COURSE NUMBER: 380 COURSE TITLE: Learning Beyond Classrooms

CURRENT COURSE INFORMATION: Please attach or enter below the information (course description, credits, attributes, restrictions, pre-/co-requisites) that appears in the [current Undergraduate Catalog](#).

Learning happens everywhere: homes, libraries, gaming spaces, museums, parks, community centers, religious and cultural institutions. Drawing on diverse community resources, this seminar explores theory and practice of education in informal spaces across the lifespan.

Credits

- 3

Attributes

- Diversity
- Liberal Arts

Restrictions

- Must be enrolled in the following level: Undergraduate
- May not be enrolled in the following class: Freshman

Revising a GE 3/GE 4 Course for Approval in an Analogous GE 5 Category

GE 3/GE 4 Knowledge and Skills Areas -> -> -> ->	Analogous GE 5 Knowledge and Skills Areas
COMP / Basic Communication	Communication – Written and Oral
GE 3: DIVR Diversity graduation requirement for GE 4-matriculated students	Diversity: Equity, Inclusion, and Social Justice
HUM / Humanities	Humanities
USST / United States Studies	US History and Civic Engagement
WRLD / World Civilizations	World History and Global Awareness
WEST / Western Civilization	World History and Global Awareness

To propose a GE 3/GE 4 or Diversity course for approval in the *analogous* GE 5 category noted in the table above, complete this section and follow the process outlined below.

1. Identify the proposed GE 5 category: Communication – Written & Oral Diversity: Equity, Inclusion & Social Justice Humanities US History & Civic Engagement World History & Global Awareness

2. Identify any additional course revisions you propose¹:

- Change course title Change course description Change credit hours
 Change course restrictions Change, add or drop pre-/co-requisites
 Add or drop Writing Intensive designation Other (specify):

3. Combine the following documents in a single PDF:

- This revision form, which will serve as a cover sheet.
- A *brief explanation* of how the revised course addresses the GE 5 SLOs.
- A *brief description* of any additional revisions you propose and the reason(s) for each.
- A *revised syllabus* that includes the GE 5 SLOs.

4. Email the revision packet to your department chair/program director for review, sign-off and forwarding to the Associate Dean.

¹If the proposed changes affect other programs or departments, please document consultation with their chairs/directors.

Department Chair/Program Director: _____ Date: _____

Revising a GE 4 Course for Approval in a Non-Analogous GE 5 Category

To propose a GE 3/GE 4 or Diversity course for approval in a *non-analogous* GE 5 category – i.e., a category *other than* the one aligned in the table above – complete this section and follow the process outlined below.

1. Identify the proposed GE 5 category: The Arts Communication – Written & Oral Diversity: Equity, Inclusion & Social Justice Humanities Mathematics (and Quantitative Reasoning) Natural Sciences (and Scientific Reasoning) Social Sciences US History & Civic Engagement World History & Global Awareness World Languages

2. Identify any additional course revisions you propose¹:

- Change course title Change course description Change credit hours
 Change course restrictions Change, add or drop pre-/co-requisites
 Add or drop Writing Intensive designation Other (specify):

3. Combine the following documents in a single PDF:

- This revision form, which will serve as a cover sheet.
- A *brief explanation* of how the revised course addresses the GE 5 SLOs.
- A *brief description* of any additional revisions you propose and the reason(s) for each.
- A *revised syllabus* that includes the GE 5 SLOs.

4. Email the revision packet to your department chair/program director for review, sign-off and forwarding to the Associate Dean.

Revising a non-GE Course for Approval in Any GE 5 Category

To propose a current non-GE course for GE 5 approval, complete this section and follow the process outlined below.

1. Identify the proposed GE 5 category: The Arts Communication – Written & Oral Diversity: Equity, Inclusion & Social Justice Humanities Mathematics (and Quantitative Reasoning) Natural Sciences (and Scientific Reasoning) Social Sciences US History & Civic Engagement World History & Global Awareness World Languages

2. Identify any additional course revisions you propose¹:

- Change course title Change course description Change credit hours
 Change course restrictions Change, add or drop pre-/co-requisites
 Add or drop Writing Intensive designation Other (specify):

3. Combine the following documents in a single PDF:

- This revision form, which will serve as a cover sheet.

- A *brief explanation* of how the revised course addresses the GE 5 SLOs).
- A *brief description* of any additional revisions you propose and the reason(s) for each.
- A *revised syllabus* that includes the GE 5 SLOs.

4. Email the revision packet to your department chair/program director for review, sign-off and forwarding to the Associate Dean.

¹*If the proposed changes affect other programs or departments, please document consultation with their chairs/directors.*

Department Chair/Program Director: _____

Associate Dean / Date: _____ Associate Provost / Date: _____

Laurel M. Garrick Duhaney

A brief explanation of how the revised course addresses the GE 5 SLOs.

This new course, approved in the spring of 2021, was designed as a core course in the new Social Justice Educational Minor and as such, centers diversity, equity, inclusion, antiracism, and social justice. Course texts explicitly address race, ethnicity, class, sex and gender identity, sexual orientation, ability, age, and socioeconomic status. For instance, the required text *The Stars and the Blackness Between Them* is about two young queer Black women (one immigrant) as they explore their identities and relationship and thus about the development of individual and group identity, specifically in terms of race and gender; this text provides space for us to analyze dynamics of power, privilege, oppression, and opportunity in these women's lives and our own. The text *True Justice* is an example of a community activist "apply[ing] the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action" (third SLO).

As a discussion and activity-oriented course, we practice skills related to living, studying, and working in diverse communities and analyze how the sites of learning we explore (e.g., libraries, community centers) do this (or fail to do so and why) (second SLO). We interrogate "dynamics of power, privilege, oppression, and opportunity" in different sites of learning, such as how libraries respond to these issues (see reading assignment for Week Six). As another example, on a spring 2022 fieldtrip students worked with high school students at the Kingston YMCA Farm Project, exploring linguistic and food justice in intergenerational and cross-racial partnership.

Assignments for Modules 1 and 4 (worth 25% of the course grade) ask students to "apply multiple cultural perspectives to demonstrate the ability to act in a supportive manner towards diverse groups" and to investigate their "personal cultural rules and biases, analyze their impact on relationships with people of other backgrounds, and be able to suspend judgments based on their own personal culture" (first and second SLOs). The assignment for Module 2 asks students to think about social justice action (third SLO). The assignment for Module 5 asks students to *apply* what they have learned about working toward social justice and in diverse communities through a group presentation exploring a site of learning.

These elements were in the original version of the course; I have added the new SLOs. To better align with the third GE 5 SLOs, I am creating several new in-class activities in Module 3, "Learning in Community and with the Land" in which students will further their abilities to "apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action."

A brief description of any additional revisions you propose and the reason(s) for each.

No additional revisions.



EDS 380: LEARNING BEYOND CLASSROOMS

This is our work, to discover what we can give. Isn't this the purpose of education, to learn the nature of your own gifts and how to use them for good in the world?

~ Robin Wall Kimmerer, 2013

Course Details

Credit Hours: 3

Note: Each student should provide at least two hours of homework/study/reading time for each hour spent in class (contact hours). One credit is equal to 15 in-class contact hours. So, for a 3-credit class, a student should spend 135 credit hours (45 in-class contact hours + 90 hours outside of class).

Class Days, Time, Location: Old Main XXX (with field trips), Wednesdays, 12:30-3:20 PM, 150-minute contact hours per week (seated)

Pre/Co-requisites: N/A

Attributes: Diversity, Liberal Arts

Instructor Details

Instructor Name: Dr. Shannon K. McManimon

Instructor Email: mcmanim@newpaltz.edu

Office Location: Old Main 101

Office Hours: Wednesdays, 3:30-5:30 PM; Thursdays, 3:30-5:30 PM; other times by appointment.

Course Description

Learning happens everywhere: homes, libraries, gaming spaces, museums, parks, community centers, religious and cultural institutions. Drawing on diverse community resources, this seminar explores theory and practice of education in informal spaces across the lifespan.

SUNY New Paltz Professional Education Unit

CONCEPTUAL FRAMEWORK

School of Education, Art Education Department, Communications Disorders Department & School Counseling Program

Preparing Caring, Critical & Reflective Professionals to Maximize Student Success

This Conceptual Framework identifies four dimensions that Unit faculty, staff and administrators strive to model, as well as nurture and cultivate, in the candidates they serve. Guided and informed by these dimensions, candidates are prepared to maximize their students' success.

Through coursework, field experiences, and clinical practice, the Unit faculty, staff, and administrators aim to prepare caring, critical and reflective professionals who are committed to:

Critical Inquiry & Intellectual Development Professional Skills & Dispositions Culturally Responsive Practice & Social Justice Education Democratic Citizenship & Student Advocacy

Student Learning Outcomes

Upon completion of this course, students will be able to:

- articulate an understanding of diversity, equity, inclusion, antiracism, and social justice; and use that knowledge to develop an understanding based on the differences (GE5: Diversity: Equity, Inclusion & Social Justice; *SoE Conceptual Framework: Critical Inquiry & Intellectual Development; Culturally Responsive Practice & Social Justice Education*);
- apply multiple cultural perspectives to demonstrate the ability to act in a supportive manner towards diverse groups (GE5: Diversity: Equity, Inclusion & Social Justice; *SoE Conceptual Framework: Culturally Responsive Practice & Social Justice Education*);
- articulate perceptive insights into personal cultural rules and biases, analyze their impact on relationships with people of other backgrounds, and be able to suspend judgments based on their own personal culture (GE5: Diversity: Equity, Inclusion & Social Justice; *SoE Conceptual Framework: Critical Inquiry & Intellectual Development; Professional Skills & Dispositions; Culturally Responsive Practice & Social Justice Education*);
- analyze ways in which they (students) and others learn from their cultural and home traditions and differences and similarities in these traditions (*SoE Conceptual Framework: Critical Inquiry & Intellectual Development; Culturally Responsive Practice & Social Justice Education*);

- compare methods and practices different institutions (e.g., community organizations, libraries) use to promote learning (*SoE Conceptual Framework: Critical Inquiry & Intellectual Development; Culturally Responsive Practice & Social Justice Education*);
- design a learning experience for their peers drawing on multiple learning modalities (*SoE Conceptual Framework: Professional Skills & Dispositions*).

Summary of Topics Covered and Course Schedule

Note: The instructor reserves the right to amend this as needed, particularly based on student needs. Complete the readings before the class under which they are listed; this is particularly important as assignments draw on these readings and our in-class work with them. Texts (except for the book) are on Blackboard in the "texts" folder, in the order in which we will read them. Graded assignments are highlighted.

Module 1: Ways of Knowing: Focus on Native Epistemologies (Weeks 1-3)

August 31

Introductions to each other, to the course, and to big concepts (e.g., learning, ontology, epistemology, social justice, antiracism, diversity, equity, inclusion)

September 7

Holistic education in community: Indigenous ways of knowing

Texts:

- Cajete, "The community foundations of Indigenous education"
- Hampton, E. (n.d.) [12 standards of education for Aboriginal students](#).

September 14

Rethinking and re-relationshiping education

Texts:

- Battiste, "Displacing cognitive imperialism" (read pp. 158-163 only)
- Sumida Huaman, E., & Swentzell, P. (2021). Indigenous education and sustainable development: Rethinking environment through Indigenous knowledges and *generative environmental pedagogies*. *Journal of American Indian Education*, 60(1-2), 7-28.
<https://doi.org/10.5749/jamerindieduc.60.1-2.0007>

Assignment due Sunday, September 18:

- What is learning?: Holistic education and Indigenous epistemologies journal reflection (upload to Blackboard)

Module 2: Curated Learning Spaces: Museums and Libraries (Weeks 4-7)

September 21

Problems and potentials of museums

Texts:

- Quinn, "How can museums welcome all bodies?"
- McManimon & Natala, "Museums are burning" (in Bevan & Ramos)
- Moore, "[Reflexive cartography: Or, a ritual for the dying museum landscape – the socio-political impact of change in museums](#)"

September 28

Visit to Samuel Dorsky Art Museum

Text:

- Anderson, A., Rogers, A., Potter, E., Cook, E., Gardner, K. Murawski, M., Anila, S., & Machida, A. (2017). Interpretation: Liberating the narrative. In MASS Action toolkit (pp. 89-103).

October 5

Visit to Elting Memorial Library

Text:

- American Library Association, "[Libraries Respond](#)" website. Read the intro page and pick THREE sections to explore:
 - Black Lives Matter
 - Combating Xenophobia and Fake News in light of COVID-19
 - Cyber-bullying and Doxxing
 - Drag Queen Story Hour
 - Immigrants, Refugees and Asylum Seekers
 - National Day of Racial Healing
 - Protecting and Supporting Transgender Staff and Patrons

October 12 (semester mid-point)

Stories we tell

Text:

- Carruthers, "Reviving the Black radical imagination"

Assignment:

- Object curation (due at the beginning of class; upload to Blackboard; bring printed copy—we will discuss what this looks like)

Module 3: Learning in Community and with the Land (Weeks 8-11)

October 19

Learning with communities

Text:

- Watch: [True Justice: Bryan Stevenson's Fight for Equality](#)

October 26

Field trip TBD

Texts:

- LeGuin, U. K. (1975). The ones who walk away from Omelas. In U. K. LeGuin, *The Wind's Twelve Quarters: Stories*. Harper & Row.
- Jemisin, N. K. (2018). [The ones who stay and fight](#). In N. K. Jemisin, *How Long Til Black Future Month*. Orbit.

November 2

Pedagogy and transformation

Text:

- Simpson, L. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education & Society*, 3(3), 1-25.

November 9

"Field trip" on the SUNY New Paltz campus

Texts:

- Pennimen, "Youth on land"
- Bowens, "Foods are our teachers: Valerie Segrest, Muckleshoot Tribe"
- East New York Farms! [website](#)

Assignment:

- Learning in community playlist due. This assignment will be done in pairs.

Module 4: Learning of Home, Learning at Home (Weeks 12-13)

November 16

Learning in our bodies

Text:

- Petrus (pp. 1-154)

November 23

Where and when

Text:

- Petrus (pp. 155-308)

Assignment:

- Learning in the home visual reflection, due WEDNESDAY, NOVEMBER 30: in class, hard copy (we will share these)

Module 5: Learning Together: Learning Modalities (Weeks 14-15 and final)

November 30

Spaces and purposes of education; work time for group projects

Text:

- hooks, "Telling the story"

Assignment:

- note that the learning in the home visual reflection is due in class this day

December 7

Learning together

Assignment:

- Group presentations

Final: MONDAY, December 19

- Final reflection activities

Reading Materials

Required text:

Petrus, J. (2019). *The stars and the blackness between them*. Penguin Random House. ISBN: 9780525555490

Other texts available on Blackboard; see also the bibliography at the end of the syllabus for full citations of books.

Attendance

Attendance is required for this course; one absence is allowed without penalty. For additional absences, students are required to submit make-up work. We will discuss this in class our first session. For extenuating circumstances or if you need to miss class, please communicate with the instructor. We are still living in a pandemic, so missing class because of covid is also an exception to this policy.

Grading Information

Grading information

Assignments and Weight

- *Module reviews = 4 assignments = 55 points*
 - At the end of each module, you will analyze and synthesize major ideas from this tradition or space of learning. Each module asks you to reflect on your learning in a different format, for instance, in writing or through visuals. An assignment sheet

with more details on each module review is posted on Blackboard. Module one is worth 10 points and modules two through four 15 points each.

- *Final group project = 20 points*
 - In a group of four to six students, you will investigate a mode or space of learning beyond the classroom that we have not explored (e.g., gaming, parks), with attention to how this mode or space reflects (or does not, and why) the diversity of peoples and expressions in our world. You will investigate this learning modality and engage the class in an activity based on your learning and personal experiences. As a group, you will prepare a short, written reflection integrating course themes. An assignment sheet with more details is posted on Blackboard.
- *Final reflection = 10 points*
 - In our final full class session, we will do an in-class activity in which you will reflect on your learning across the semester. We will discuss details in class.
- *Participation = 15 points*
 - This is an interactive course in which key learning takes place in class and cannot be replicated at another time. Your participation grade is based upon a.) coming to class on time and staying until the end of class, b.) being prepared (completing all readings/assignments), c.) actively listening and participating in our class discussions, contributing relevant and insightful ideas or questions and d.) demonstrating your interaction with the course material through short in-class activities (e.g., writing prompts). I recognize that people participate in various ways and have different comfort levels with large groups; we will talk more in class about what active participation looks, sounds, and feels like. Note: You may miss one class due to emergency, illness, etc.; please let the instructor know if you will miss class. For your second (and any following) absence, you will be required to turn in make-up work related to the topics of the day. We will discuss this during our first class meeting and outline the parameters together. Missing more than two classes will significantly lower your grade.
 - *Note on participation:* Participation takes many forms. I encourage you to pay attention to making room for each person's voice and to challenging yourself to participate, as well as to being open to changing while interacting with others and with their stories and ideas. As a teacher, I believe education can and should be anti-oppressive. This means acknowledging that the goals of equity and social justice are incomplete and in process and that we have all been taught misinformation and absorbed stereotypes. As these ideas and behaviors have been learned, we can unlearn them and must take responsibility for doing so. We need to be open to challenging ourselves and each other in this process and to discussing topics we might not often discuss in public. It is okay to feel uncomfortable or to make mistakes as we do this.

TOTAL POINTS = 100 points

Grade Scale (by percentage)

A	100.00 – 93.00	A-	92.9 – 90.00
B+	89.9 – 87.10	B	87.00 – 83.00
B-	82.9 – 80.00	C+	79.9 – 77.10
C	77.00 – 73.00	C-	72.9 – 70.00
D+	69.9 – 67.10	D	67.00 – 60.00
F	Below 60		

Last Day to Withdraw without Grade Penalty

The final day to withdraw without grade penalty is November 6.

Our Work Together

Inclusive Language Use and Respect: In this course, we will wrestle with contentious issues facing our communities, and I ask that we make every effort possible not to demean or degrade others as we share our ideas. I ask that we be open and generous with one another, and remember that language can often get in the way of what we are actually trying to say. I may suggest alternative descriptors in our course discussions as they are relevant, and I hope that you will do the same for me.

Late Assignments: You are expected to hand in all assignments on time. Please contact me at least **two days** prior to any due date regarding specific cases. All work must be submitted by 11:59 PM on Wednesday, December 7 (except for work associated with the final). If this is not possible, I encourage you to withdraw from the class and take it at a time that works better for you.

Personal Electronic Devices: During class, please use your electronic devices only for class work (e.g., looking at a reading). I will ask you to put your device away!

Course Syllabus, Announcements, and Blackboard: The syllabus is on Blackboard. It is your guide to the course. Be sure to read it and to ask questions. Additional information and announcements will be available throughout the semester on Blackboard and in class. You are responsible for this material. Be sure to check regularly the email account associated with Blackboard (your newpaltz.edu email address, unless you have changed that). Blackboard will be used in this course for several purposes, such as announcements, readings, and reading notes.

Student Evaluation of Instruction: You are responsible for completing the Student Evaluation of Instruction (SEI) for this course. I value your feedback and use it to improve my teaching and planning. Please complete the form online between November 29 and December 12.

Incompletes: With few exceptions, I will not submit incompletes for this course. You must formally request an incomplete through my.newpaltz.edu no later than week 12 of the course (or by the deadline set by the Registrar), but understand that it is [university policy](#) for you to have already completed 75% of the course requirements. Exceptions to this policy are rare.

Absence for Religious Observance: SUNY New Paltz [policy](#) states that “each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days.” Let me know in advance if this is the case for you, and we will make arrangements.

Office of Student Affairs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Student Affairs Office at studentaffairs@newpaltz.edu or x3260 for support. Please notify me if you are comfortable doing so as I might know of other resources.

Expectations of Instructor

I believe profoundly that classrooms can be spaces of transformation and that teaching and learning are inseparable and always contextual. I am committed to engaging students in active learning that encourages emotional, social, and intellectual exploration with the aim of fostering social justice. To facilitate our learning together, I will

- Select and organize materials (curriculum) and set up conditions, activities, and experiences that engage a variety of learning styles.
- Ask students to make their own meanings from course topics, connecting their lives and knowledges to academic constructs and to the world around us, and to take risks in sharing and testing out ideas.
- Emphasize discussion and reflection, rather than lecture, while facilitating an atmosphere that encourages a multiplicity of perspectives.
- Address students’ questions and concerns both in and outside of class and provide clarification when needed.
- Provide clear expectations for assessment of learning, including reflecting and processing orally and in writing, in both formative and summative manners.
- Return assignments with feedback in a timely manner.
- Follow SUNY New Paltz policies and procedures.

Expectations of Students

As stated above, I believe that teaching and learning are inseparable and that we are collectively responsible for our work together. To get the most out of the class, I ask that you

- Have access to the Internet and to the course Blackboard site. Check email frequently.
- Complete course readings thoroughly before coming to class: take notes, highlight, jot down questions, comments, interesting quotes, or whatever helps you process the information. Be prepared to respond to questions about your own understandings of and thoughts on the text—from both me and your colleagues. Find something in the text that interests you—even (or maybe especially)—if you completely disagree. Do the work. Class activities will assume that you have done the reading/listening and build on the ideas, not repeat them.
- Prepare for and participate actively and thoughtfully in class activities and discussions, respecting the diverse opinions and ideas in the room and in our course texts. Active participation in class will help you to engage more fully with the course material and allow us to learn from and with each other.
- Attend each class session. Please contact me as soon as possible if you must be absent. You are responsible for getting handouts and class notes.
- Be open to being changed and to disagreement. We all bring differing experiences, identities, beliefs, and values to the classroom. Mistakes and disagreements are part of the learning process.
- Complete and submit assignments on time.
- Provide clear, constructive feedback to me on the course and your own learning. Let me know if you are having difficulties; it is your responsibility to communicate your concerns when you need clarification or extra help. Schedule time to meet with me either in person or via video call.
- Ask questions in or out of class.
- Follow SUNY New Paltz policies and procedures (see, for instance, the below).

Campus-Wide Policy Statements

Please be sure you have read and understand the policy statements in the above hyperlink. Also note the campus resources available to assist you, including the [Disability Resource Center](#), the [Office of Academic Advising](#), the [Center for Student Success](#), and the [Office of Veteran & Military Services](#).

Bibliography of Books from which Course Excerpts are Drawn

Battiste, M. (2013). *Decolonizing education: Nourishing the learning spirit*. Purich.

Bevan, B., & Ramos, B. (Eds.). (2022). *Theorizing equity in the museum: Integrating perspectives from research and practice*. Routledge.

- Bowens, N. (2015). *The color of food: Stories of race, resilience and farming*. New Society Publishers.
- Cajete, G. (2015). *Indigenous community: Rekindling the teachings of the Seventh Fire*. Living Justice Press.
- Carruthers, C. A. (2018). *Unapologetic: A Black, queer, and feminist mandate for radical movements*. Beacon Press.
- Coates, T. (2015). *Between the world and me*. Random House.
- hooks, b. (2010). Telling the story. In b. hooks, *Teaching critical thinking: Practical wisdom* (pp. 49-53). Routledge.
- Pennimen, L. (2018). *Farming while Black: Soul Fire Farm's practical guide to liberation on the land*. Chelsea Green Publishing.
- Quinn, T. (2020). *About museums, culture, and justice: Questions to explore in your classroom*. Teachers College Press.