Syllabus Template:

**Course Title**

An IST 199 Chiron Studies course

Instructor/Instructor Name: Faculty mentor:
E-mail: ***@pdx.edu E-mail: ***@pdx.edu
Office hours: By appointment

*Note: Please use pdx.edu e-mail addresses only, not personal e-mail addresses. Do not use personal phone numbers. While Chiron Studies is not able to provide instructors with office space, please keep in mind that students may need to meet, within reason, outside of regularly scheduled class time in a safe and comfortable environment.*

*While your syllabus may contain additional headings and information based on what you wish to provide in your syllabus, this template provides a guideline for headings and information that must appear in your proposal syllabus. Refer to the Chiron Studies Course Proposal Guidelines for more detailed information.*

**Course Description:**

Write a brief 75-100-word description of the course content. Be concise and explain what your course will offer. Consider using active words like “explore,” “analyze,” “examine” and “investigate” to make your course material and process appealing.

**Learning Objectives and Outcomes:**

Notes: Here are some ways to think about learning objectives and outcomes. **What are your objectives?** Objectives are concrete ways that we will meet our goals though our processes and student learning and growth. They may at times be very similar to goals, or they may be more specific. They will describe what the student will do. You can have more than one objective per goal. **What are your learning outcomes?** Outcomes are specific statements derived from objectives; they help clarify and define the meaning of the objective. Outcomes **essentially take an objective and bound it to a place, time, group of participants, and a level for performance.** Outcomes are specifically about
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what you want the end result of your efforts to be, the changes you want to occur. Learning outcomes are changes in students’ knowledge, skills, attitudes, and habits of mind that result from involvement in a program or activity. It describes what you want the student to know and do. Outcomes are statements of what you will assess.

Objective: Students will develop leadership skills.

Template of learning outcome statement: WHO will do WHAT as measured by WHAT

Example: Students will demonstrate increased leadership skills by successfully completing a leadership skills inventory, as indicated by a score of at least 80% correct.

Pedagogical Philosophy:

Here is an excellent example of a Pedagogical Philosophy written by Cassia Gamill for her Chiron Studies course, Madwomen in Literature:

The Chiron Studies program makes it possible for students to share their academic passions with their peers—other students. While madness (and more specifically madwomen in literature) has long been an interest of mine (which began in reading Sylvia Plath poetry and a biography in high school and continues to expand and grow), developing this course has pushed me to consider not only what I think about these works, but what you might see in them. It was important to me to construct the course in a way that encourages original thought and insight, utilizes creativity and personal experience, and allows for a space where we believe in the power and worth of the literary voice as both individual and collective instrument (one which we all have access to). As your fellow student, I want to engage with you and learn what this looks like for us. As your instructor for this course, I want to support you in achieving all of those things in this class. I thank you very much for this opportunity by enrolling in this class, and I extend my wholehearted desire that you come to me with any questions, concerns, or suggestions. If you feel unable to approach me for any reason, please do speak to Professor Hildy Miller, the faculty mentor for this course, and she will do her best to assist you.
Community Connection:
Explain how students in your course will engage with the community beyond the classroom walls as a vital means of exploring the subject matter. See the Chiron Studies Course Proposal Guidelines for more information.

Assignments: What assignments will students do and why? When will the assignments be due and, if they will count on a point system toward a grade, how many points will assignments be worth? You may wish to include a general rubric for assignments here or, if students will be creating their own assignments, explain how that process will work, in detail, providing examples of assignments and resources for their conceptualization and completion. **What are your policies on late work, absences, et cetera?**

Required and Supplemental Texts and Resources:
Remember to include bibliographical information for all texts and resources you reference, and indicate how they will be made available to students.

Grading/Evaluation Methods
See the Chiron Studies Course Proposal Guidelines for information.

Student conduct:
Academic honesty is very important. Please familiarize yourself with the university’s policy regarding academic dishonesty: http://www.pdx.edu/dos/codeofconduct#AcademicDishonesty
Misrepresenting the work of others as your own could lead to the failure of assignment(s).

Disability Access Information:
If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform your instructor immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150, TTY or Relay 503-725-4178, SMSU 116, www.drc.pdx.edu) to document their needs for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.
Course Calendar:

An excellent example of a course calendar, written by Jared Rhea for his Radical Home Economics, follows. See the Chiron Studies Course Proposal Guidelines for more information.

Note: It has likely become very apparent that my teaching philosophy rests upon the formation of a community that co-creates our class experience. The activities, lectures, guest speakers, tours, etc. included below are designed to encourage us to engage with the material in different ways. For instance, the PSU Walking Tour is designed to show us how our themes have been practically applied in our own backyard. However, to the extent possible, as a class we will decide how we will spend our time.

Week 1: Why study Radical Home Economics? Getting to 'the root' of Home Economies.

Monday: Intro

Due This Week: Community Process Exercise One (Fri)

Readings: Hayes, S., Selection from Radical Homemakers: Reclaiming Domesticity from a Consumer Culture

Week 2: Where is Home? Patriarchy and a Sense of Place.

Monday 1/16/12: Collaborative Lecture – Political Ecology as a Lens to Understand Natural Capitalism

Due This Week: Reading Summaries/Responses Weeks One & Two (Mon/Fri)

Readings: Kimmel, M.S., “Masculinity As Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity” from Privilege: A Reader.


Monday 1/23/12: Supermarket Activity, Creative Project Discussion

Due This Week: Reading Summary/Response (Mon/Fri)
Readings: Day, R.J.F., "Doing It Yourself: Direct-action Currents in Contemporary Radical Activism" from *Gramsci Is Dead: Anarchist Currents in the Newest Social Movements.* *

Grusky, D.B. & Szelenyi, S. (Eds.), Selection from *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender.*

**Week 4: How could Education Perpetuate Privilege? Radical Critiques of Formal Education.**

*Monday 1/30/12:* Commodification Activity, Collaborative Project Discussion, Collaborative Lecture – Blessed Unrest: Libertarianism, U.S. Libertarianism, & Globalizations

*Due This Week: Reading Response (Mon)*


**Week 5: Theme – Radical Parenting; Skill #1 – Making Baby Food.**

*Monday 2/6/12:* Midterm, Guest Speaker – “Wylden Freebourne” on the Black Bloc

*Due This Week: Small Group Skills Presentation, Skill #1 (Mon), Community Process Exercise Two (Fri)*

Required Reference for Group #1/Recommended Reading: Mills, J., Selection from *My Mother Wears Combat Boots: A Parenting Guide for the Rest of Us.*

**Week 6: Theme – Value-Based Recipe Adaptation; Skill #2 – Vegan Baking.**

*Monday 2/13/12:* Collaborative Lecture – The Triple Bottom Line and How Sustainability is Measured, Midterm Discussion

*Monday (Optional): PSU/Park Blocks Walking Tour*

*Due This Week: Small Group Skills Presentation, Skill #2 (Mon), Revised Midterm*

Required Reference for Group #2/Recommended Reading: Patrick-Goudreau, C., Selection from *The Joy of Vegan Baking*

**Week 7: Theme – Reclaiming Heritage Skills through Folklore Cooking; Skill #3 – Cooking with the Seasons.**

*Monday 2/20/12:* Sharing Creative Projects, Guest Speaker – Tressa Yellig, Owner of Salt, Fire, & Time, on Social Entrepreneurship
Due This Week: Small Group Skills Presentation, Skill #3 (Mon), Creative Project (Mon), Online Participation Exercise Week Eight (Fri/Mon)

Required Reference for Group #3/Recommended Reading: Asala, J., Selection from Celtic Folklore Cooking.

Week 8: Theme – Repurposing Waste; Skill #4 – D.I.Y.

Monday 2/27/12: Collaborative Lecture – Greenwashing and Stratification

Due This Week: Small Group Skills Presentation, Skill #4 (Mon), Office Hours Meeting (Fri), Online Participation Exercise Week Nine (Fri/Mon)

Required Reference for Group #4/Recommended Reading: Bravo, K., Selection from Making Stuff & Doing Things: A Collection of DIY Guides to Doing Just About Everything

Week 9: Theme – Deep Ecology and Pickles; Skill #5 – Fermentation.

Monday:

Due This Week: Small Group Skills Presentation, Skill #5 (Mon)


Week 10: Theme – Community-Building as Resistance; Skill #6 – Party Planning.

Monday:

Due This Week: Small Group Skills Presentation, Skill #6 (Mon); Skills Reflection Journal (Mon); Recommended Readings

Readings:

Final Meeting: Final Reflection Paper Due, Community Process Exercise Three Due, and Potluck