Cluster Course Addition
(New Course to UNST clusters)
(When addressing questions, please attach a separate sheet)

Course Title: INTL 410u: Leadership and Change: Gandhi, Zapata and New Agrarianism in North America

PROPOSING FACULTY (Name and Department)
Pramod Parajuli, Ph.D.
University Studies
Sponsored by: International Studies

1. COURSE DESCRIPTION
(100 words or less)
Recently, both India and Mexico have demonstrated leadership in new global agrarianism. While in India, all of these resurrect Mahatma Gandhi's programs of agrarian self-sufficiency and "village republics," in Mexico, Victor Toledo aptly calls the emergent phenomenon a "Zapatismo ecologism." This course examines Mahatma Gandhi and Emiliano Zapata as inspirations for the emergent global agrarian movements that include resistance to biotechnology, groups promoting organic farming, urban and rural food movements, and the envisioning of foodsheds. The course then explores North American agrarianism focusing on writers and practitioners such as Wendell Berry, Wes Jackson, and Elaine Ingham. Students will be involved in doing a 2-3 week long ethnographic research on the ground with several farmers, CSAs and advocacy organizations and explore the nature of leadership, organization and mobilization.

A. DEVELOPMENT
(Is the course based upon an existing course, or a new course in development?)
This is a new course in development

B. AVAILABILITY
(With what regularity has been / will be the class offered?)
Twice a year every spring and summer

C. PREREQUISITES
(What are the current pre-requisites, and the suitability of SINQ as a substitute?)
None

2. COURSE OUTLINE.
Provide a detailed outline of the proposed course, also including its preliminary reading list, and the name(s) of instructor(s) committed to teaching the course.

Designated Instructor
Pramod Parajuli, University Studies
Weekly Thematic Schedule
Week 1: New Agrarianism in North America: Wendell Berry, Wes Jackson, Elaine Ingham, CSAs, Amish agriculture, rooftop gardens and Foodsheds
Week 2: Why Mahatma Gandhi and Emiliano Zapata?
Week 3: Exploring New Agrarianism in India and Mexico
Week 4: How to do Collaborative Research with Farmers, CSAs and Advocacy Organizations?
(Collaborative ethnographic work with farmers, farmers market and CSAs begins)
Week 5: Gandhi’s vision of Agrarian Sustainability and Village Republics in India
Week 6: Emiliano Zapata Rides his Horse in Mexican Countryside
Week 7: The Zapatista Movement and New Mexican Agrarianism
Week 8: Comparative Review and Student Research Presentations
A Panel of Food and Agriculture activists from Portland
Week 10: Assessing Agrarian Futures in North America

3. GENERAL EDUCATION GOALS

The overall objective of this course is to assess the state of leadership and change among agrarian communities and movements in the greater Portland area. Focus is on their visibility and organizational leadership, their prospects and problems. We will do so by developing a unique comparative perspective of Mahatma Gandhi and agrarian movements in India and Emiliano Zapata’s influence in contemporary Mexico and drawing their implications here at home in the US. The specific learning outcomes of the course are developed to meet the needs of International Studies and the SINQ Leadership and Change cluster.

A. CONTENT
Demonstrate that course content is of a high enough caliber to replace an old distribution-model class.
Readings
Weekly readings are drawn from the following sources including three books (underlined below) and a course reader.
For North American Agrarianism

Portland and north-west US based literature from organic certification board, farmers' market, Foodfront, Food Policy Working Group, Biotechnology news, Edmonds Institute, Seattle, CSAs, Yes Magazine, Orion Magazine, The Ecologist, and relevant websites.
Vitek, William and Wes Jackson eds
1996  Rooted in the Land: Essays on Community and Place. Yale University Press.
Internet research on Elaine Ingham's Soil and Food Web (www.soilfoodweb.com)
Berry, Wendell
1987  (Selected chapters from) Home Economics.
Parajuli, Pramod
2002 "In the Footsteps of Gandhi and Zapata: New Agrarianism and Knowledge Democracy" for Encounter: Education for Meaning and Social Justice

Use of internet literature depending upon student research topics

On Mahatma Gandhi, and South Asian Agrarianism
Pinto, Vivek
1998 Gandhi’s Vision and Values: The Moral Quest for Change in Indian Agriculture. Vandana Shiva website (www.vshiva.net)
Vinay Lal
Larry Shinn
Parajuli, Pramod

On Mexico, Zapata, Chiapas and Zapatistas
Hayden, Tom
Esteva, Gustavo
"The Otherness of the Other"
(Selections from Grassroots Postmodernism)
Harvey, Neil
1984 "Playing with Fire: The Implications of Ejido Reform"
Toledo, Victor
1994 "The Ecology of Indian Campesinos"
Wollock, Jeffery
1994 "Globalizing Corn"
Poems and Communiques of Subcommandante Marcos
Internet resources on The Zapatista Movement

B. UNST GOALS
Discuss how the course will fit the four goals of Portland State’s revised general education curriculum: 1) Inquiry and Critical Thinking, 2) Communication (in various forms), 3) Diversity of Human Experience, and 4) Ethical Issues & Social Responsibility.
• Note: Cluster Courses are expected to focus on the goals 3 and 4.
Expected Learning Outcomes of the Course
Specific learning outcomes for this course pertaining to UNST goals are as follows:

1. Critical Thinking
   --Deepen historical understanding of why and how Mahatma Gandhi and Emiliano Zapata have articulated and championed an agrarian civilization
   --Apply Gandhian and Zapatista concepts of agrarianism in the context of agrarian communities in greater Portland area.
   --Identify and recognize the forces that are posing constraints to agrarian mode of life in North America and in greater Portland area
   --Offer a critical review of the goals, organizational structures, and leadership pattern of a particular agrarian community group.

2. Effective Communication
   --Develop ability to use and converse with a set of ideas and words pertaining to Gandhi, Zapata and agrarianism, in relation to students' own reality
   --Be able to use simple ethnographic tools (such as questions, activity observation tools) in order to work with and generate useful information from community groups
   --Be able to narrate and put words into one's own life or a community group's life experience
   --Be able to present findings from ones' own study using oral, textual, and visual mediums.
   --Offer in-class writing opportunities so that students will "learn to write" effectively while at the same time "write in order to learn"

3. Appreciation for Diversity
   --Develop appreciation for the aspirations of the peasant and indigenous communities globally
   --Develop a comparative and historical perspectives between Indian, Mexican and North American agrarian reality
   --Document and appreciate the diversity in leadership, organizational patterns and goals of various agrarian groups in greater Portland area.

4. Ecological, Social and Ethical Responsibility
   --Offer students a hands-on learning opportunity to work in farms and agrarian organizations.
   --Recognize the problems as well as promises of agrarian livelihoods in North America
     --Appreciate the power of ideas and ethics of community engagement from the examples of Gandhi, Zapata and contemporary agrarian movements.

C. CLASSROOM ENVIRONMENT
Discuss the pedagogy and teaching strategies employed in the class.
Note: Cluster Courses are expected to employ student-centered, active-learning strategies, challenging students to display increasingly sophisticated research and communication abilities.
Pedagogical strategies in the course will combine readings, films, in-class activities, group-work, guest lectures, and ethnographic work in the community. These are all designed in order to achieve UNST program goals and to make this course student-centered, based on involvement in community and which develops critical research and writing skills.

D. SUITABILITY

Discuss the place of this particular class within the cluster.

This is the only course within the cluster that is sponsored by the International Studies Department. While offering a global perspective, this course draws from and looks closely at community organizations and movements that address issues of social justice and ecological recovery within the Portland metropolitan region. Hence, the course is also in keeping with leadership and civic engagement goals for the cluster as it critically engages students to think about ways they might take a leadership role to bring about change.

COURSE APPROVED FOR CLUSTER INCLUSION BY

DEPARTMENT CHAIR(S): [Signature] DATE: Jan 5, 2002

CLUSTER COORDINATOR: [Signature] DATE: Jan 5, 2002

CHAIR, CLUSTER COORDINATORS: [Signature] DATE: [Signature] DATE:

CHAIR, UNST COMMITTEE: [Signature] DATE: [Signature] DATE:

All changes to Clusters must be approved by PSU's Senate Curriculum Committee.

PROPOSALS MUST BE RECEIVED AT UNIVERSITY STUDIES BY WEDNESDAY, OCTOBER 31ST.