NORTHERN ARIZONA UNIVERSITY

College of Social and Behavioral Sciences

Sustainable Communities
SUS 208: Community Engagement Fieldwork Experience

Fall 2026
Section 1: Wednesday 9:10-11:10am
Health and Learning Center room 4106

Section 2: Thursday 4:00-6:00pm
SBS Castro room 304

1-3 credit hours
Pass/Fail
Offered in conjunction with SUS 230 and SUS 330
Course Prerequisites: none
Mode of Instruction: In-Person

Section 1
Instructor: Leah Mundell
Office Hours: Wednesday 12:00-2:00pm or by appointment
Office: Biology room 162
Office Phone: 928-523-1570
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Section 2
Instructor: Madeline Young
Office Hours: Tuesday 3-4:30p or by appointment
Office: Biology room 139
Email: mly75@nau.edu

Course Purpose
This 1-3 credit class offers an opportunity for students to engage in community-based social change work for credit. Students are expected to devote approximately 3-9 hours each week (depending on whether you have registered for 1, 2, or 3 credits) to their action team meeting, and agreed-upon work with their action team members and partner organization. The course has two key components: learn practical social action skills through in-class training, and work together through action teams to co-design a social action project. Importantly, students directly develop and choose which nonviolent campaigns/projects to work on, and can change action teams at any point in the semester.

There are both on-campus and online resources that you can and should consult for

social action. The syllabus contains an initial set of references that are necessarily an incomplete set. I welcome your contributions and suggestions for adding to these resources. I also welcome your feedback on the readings for the course and suggestions for adding to or revising the reading list.

Action team meetings provide the opportunity for students:

1. To intentionally develop important grassroots democratic organizing skills as they seek to work on social change projects in their communities.
2. To reflect, evaluate, and better envision together the work they are doing, building a lively, open, engaged community.
3. To relate on-the-ground community organizing work to the theories, historical perspectives, and research strategies introduced in the Community Engagement Minor and other courses..

This is a required course for the Community Engagement Minor.

Course Student Learning Outcomes

Students will:

- Acquire ***facility with grassroots democratic organizing and mentoring skills*** such as relational meetings, public narrative, group facilitation, research actions, decision-making and power mapping.
- Develop ***arts of effective communication*** - including public speaking and listening in diverse contexts – in ways that enhance capacities for grassroots leadership in their own and others' lives.
- ***Analyze processes of community-based social change.***
- ***Connect*** to a variety of organizations and individuals doing social justice and environmental sustainability work in the community.

Assignments/Assessments of Course Student Learning Outcomes

Attendance and Participation

Students are expected to attend all class sessions, have a relational meeting with your instructor outside of class, and fulfill the agreed-upon expectations for your team and community partner. **If you must miss class, you must be in touch with your team members *and* class instructor.**

Action Team Meetings

Each week, students will gather in their action teams during the weekly SUS 208 class meeting to collaboratively complete an activity or set of questions related to the weekly theme of our course materials. All students should participate actively in the discussion and rotate the responsibility of recording responses and submitting them. Sometimes, this activity will just require proof of participation in an action outside of class (e.g., sign-up sheets from a recruiting presentation, photos from tabling, notes from relational meetings, etc.). You will actively add to your Action Team Archive to keep track of your time logs, meeting notes, timeline, project materials, and final report. .

Time Log

Since the success of your action team's organizing campaign depends so much on the contributions of each team member, you will need to keep a time log keeping track of what you have done each week to advance the campaign and complete requirements for the class. We understand that your availability and the needs of the campaign will vary each week, but on average, you should log 3 hours of work for

each course credit. This includes class time, though you should specify what you were working on during the action team meeting during class. Each student will have a physical time sheet that you will fill out and share with the instructor each week.

Action Team Report and Presentation
At the end of the semester, each action team will turn in a campaign report, describing the work they have engaged in and providing a roadmap for future work on this issue. All students on the team are expected to participate in both the preparation of the report and the public presentation. These project reports will be collected and shared with the next action team working on this issue, so that they can continue to move the work forward.

Grading System
Students may take SUS 208 more than once and may take it for up to three credits. Requirements for this course therefore vary depending on how many times you have taken the course before and for how many credits you are registered. The chart below explains in detail what the requirements are for students taking the course for one, two, or three credits. If you are taking the course for the second or third time, please meet individually with your instructor to work out how you will take additional leadership in the course. All individual and group assignments are due on Fridays at 5pm unless stated otherwise.

To receive a passing grade, **students must:**

1. Miss no more than *four* class meetings over the course of the semester. If missing more is unavoidable, you must communicate with your team and the instructor ahead of time to make an alternate plan.
2. Participate in a relational meeting with your 208 instructor.
3. Participate in relational meetings with members of your action team and community members involved with your focus area (4 relational meetings = total minimum; see chart below for details).
4. Submit all individual and group activities (only one submission required per group for group activities).
5. Submit a time log that demonstrates that you have contributed the expected hours to this project for 15 weeks of the semester, including class time.
6. Take a clearly defined role in planning an action.
7. Submit a clear, thoughtful, and analytical action team report that fulfills the requirements of the rubric provided in Canvas.
8. Present about your project with your action team at the end of the semester.

For some assignments, requirements vary depending on whether you have taken the class before and for how many credits you are registered for. The chart below explains the different requirements in more detail.

Reading and discussion leading - applying readings to action team

1-credit (3 hours/wk)	2-credits (6 hours/wk)	3-credits (9 hours/wk)
4 relational meetings	6 relational meetings	8 relational meetings
Facilitate action team meeting	Facilitate action team meeting	Facilitate action team meeting

at least once	at least twice	at least three times
Participate in all class workshops	Co-lead a workshop in class or your action team	Co-lead a workshop in class or your action team
Review optional resources	Apply at least one optional resource to action team (details discussed in class)	Apply at least three optional resources to action team (details discussed in class)

Readings and Materials
The primary text for this class is Scott Myers-Lipton's *Change! A Student Guide to Social Action*. Chapters from this book and all supplemental resources will be posted in Canvas.

Tentative Course Schedule ***Individual and Group assignments subject to change***

Session 1: Course Introduction (week of August 24)
- During class:
  - Introductions
  - Community agreements
  - Syllabus & course overview
  - Issue Exploration
  - Training: Relational Meetings
  - Individual assignments:
    - **Schedule** relational meetings with members of the class
    - Individual assignment: **Action Team Preference Form**
- Resources:
  - Meyers-Lipton *Change!* Chapter 1: Issue Development (p.1-19)
  - Ganz Ch. 1 and 2
  - National Equity Project - "Developing Community Agreements" https://www.nationalequityproject.org/tools/developing-community-agreements

Session 2: Cycle of Organizing (week of August 31)
- To do before class:
  - **Read** Meyers-Lipton *Change!* Chapter 1: Issue Development (p.1-19)
  - Practice your action team pitch
- During class:
  - Training: Cycle of Organizing

Session 3: Group Dynamics (week of September 7)
- To do before class:
  - **Review** Ganz, Chapter 2 pages 14-17 and pages 60-61
- During class:
  - Training: Relational Meetings and Group Dynamics
  - First action team meetings
  - **Do** relational meetings with members of your team
  - Group assignment: **Group Contract Form**

- Additional resources:
    - Chambers, Relational Meetings

Session 4: Facilitation For Mutuality (week of September 14)

- To do before class:
    - Complete **Relational Meeting 1** with a member of your action team
    - **Read** Spade, "Leadership Qualities that Support Mutuality and Collaboration"
    - Review Social Change Ecosystem Map
- During class:
    - Training: Facilitation For Mutuality
    - Individual assignment: **Roles in Social Change Ecosystem**
- Additional resources:
    - Ganz, Chapter 3 pages 23-26
    - Meyers-Lipton Chapter 2

Session 5: Building Power (week of September 21)

- To do before class:
    - Complete **Relational Meeting 2** (with another action team member, your community partner, an alumni of your action team, or a community member passionate about your issue)
    - **Read** Myers-Lipton Chapter 4: Building Power
- During class:
    - Training: Power and recruitment
    - Group assignment: **Recruitment Plan**

Session 6: Research and Power Analysis (week of September 28)

- To do before class:
    - **Research** information about related & broader movements that your action team is a part of. Share these among your action team members in a google doc.
    - **Read** Myers-Lipton Chapter 5: Research
- During class:
    - Training: Action Planning & Time Management
    - Finalize group timeline for action(s)
    - Practice action proposals with action team members
- Resources:
    - Ganz, Chapter 6
    - "198 METHODS OF NONVIOLENT ACTION"

Session 7: Action Proposals (week of October 5)

- To do before class:
    - **Practice action proposals** with action team members
    - **Read** Myers-Lipton Chapter 7: Strategy and Tactics
- During class:
    - Action Team Project Proposals
    - Individual assignment: **Mid-semester Check-in Form**
- Resources:
    - "Building Organizations for the Long Haul!"

Session 8: Power Is Relational (week of October 12)

- To do before class:

    - **Read** Ganz, Chapter 5 pages 36-42
- During class:
    - Training: Power Mapping & Analyzing
    - Group assignment: **Power Map**
- Resources:
    - Anita Tang, "Power Mapping & Analysis"
    - Rethinking Economics: "Power Mapping"

Session 9: Campaign Kickoff (week of October 19)

- To do before class:
    - **Read** Myers-Lipton Chapter 8: Campaign Kickoff
- During class:
    - Kickoff updates and asks

Session 10: Group Dynamics and Consensus Decision-Making (week of October 26)

- To do before class:
    - **Read** Seeds for Change Short Guide to Consensus Decision Making
- During class:
    - Trainings: Consensus Decision-Making and Dialogue Across Difference
    - Practice using consensus style decision-making in your action team
    - Individual assignment: **Consensus Decision-Making**
- Resources:
    - Rebrii, "Zapatistas: Lessons in community self-organisation in Mexico"
    - "On Being" podcast interview with sociologist Arlie Hochschild https://onbeing.org/programs/arlie-hochschild-the-deep-stories-of-our-time/

Session 11: Event Logistics & Accessibility (week of November 2)

- To do before class:
    - Review "Venues and Accessibility" https://www.seedsforchange.org.uk/access
- During class:
    - Training: Planning for Event Accessibility
    - Individual assignment: **What I Do Under Pressure: Self-Reflection Sheet**
- Resources:
    - "A Planning Guide for Making Temporary Events Accessible to People With Disabilities" https://adata.org/guide/planning-guide-making-temporary-events-accessible-people-disabilities

Session 12: **holiday/no class** (week of November 10)

- No class meeting - check in and make progress on remaining tasks with action team:
    1. Schedule remaining relational meetings
    2. Action planning
    3. Final Presentation Materials
    4. Written Project Report

Session 13: Autonomous Grassroots Organizing (week of November 16)

- During class:
    - Training: Zapatismo and Pluriversal Ontology https://youtu.be/TA2VljL36LE?si=qks11AFZM5z3-24N
    - Reminder: schedule & complete **remaining relational meetings**
- Resources:

- Linda Quiquivix Writings https://quiqui.org/writings/
- Crossing the Chasm: Episode 014 w/Linda Quiquivix (Geographer and Educator) https://youtu.be/EBpVUUc53PY?si=0SdADMebXaaQ1hX9
- Spade, Mutual Aid: Building Solidarity During this Crisis (and the Next)

Session 14: **holiday/no class** (week of November 23)

- No class - check in and make progress on remaining tasks with action team:
    5. Action planning and/or evaluation
    6. Final Presentation Materials
    7. Written Project Report

Session 15: Final Presentation Practice (week of November 30)

- During class:
    - Final Presentation practice run-throughs
    - Group Assignment: **Final Presentation Materials**
    - Individual Assignment: **Student Action Team Evaluation**

Final Presentations Thursday, December 3 6:30-8:00pm

Finals Week (week of December 7)

- No class
- Group Assignment: **Written Campaign Report** (due Dec 8)

SYLLABUS POLICY STATEMENTS

Syllabus Policy Statements

ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete the online course entitled **Academic Integrity @NAU for Students** found in their Canvas Dashboard and review the full NAU Academic Integrity Policy.

ARTIFICIAL INTELLIGENCE

Artificial intelligence (AI) technologies bring both opportunities and challenges. Ensuring honesty in academic work creates a culture of integrity and expectations of ethical behavior. The use of these technologies can depend on the instructional setting, varying by faculty member, program, course, and assignment. Please refer to course policies, any additional course-specific

guidelines in the syllabus, or communicate with the instructor to understand expectations. NAU recognizes the role that these technologies will play in the current and future careers of our graduates and expects students to practice responsible and ethical use of AI technologies to assist with learning within the confines of course policies.

COPYRIGHT INFRINGEMENT
All lectures and course materials, including but not limited to exams, quizzes, study outlines, and similar materials are protected by copyright. These materials may not be shared, uploaded, distributed, reproduced, or publicly displayed without the express written permission of NAU. Sharing materials on websites such as Course Hero, Chegg, or related websites is considered copyright infringement subject to United States Copyright Law and a violation of NAU Student Code of Conduct. For more information on ABOR policies relating to course materials, please refer to ABOR Policy 6-908 A(2)(5).

COURSE TIME COMMITMENT
Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

DISRUPTIVE BEHAVIOR
Membership in NAU's academic community entails a special obligation to maintain class environments that are conductive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. For more information, see the Student Code of Conduct policy.

NONDISCRIMINATION AND ANTI-HARASSMENT
NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, veteran status and genetic information. Certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the Consensual Romantic and Sexual Relationships Policy. The Office of Civil Rights Compliance (OCRC) responds to complaints regarding discrimination and harassment that fall under NAU's Nondiscrimination and Anti- Harassment Policy. To report a concern related to possible unlawful discrimination or harassment, to request a time to confer, or file a complaint, please use the "Report Discrimination – NAU Login" button located at https://in.nau.edu/office-civil-rights-compliance/. OCRC also receives, evaluates, and engages in the interactive process relating to requests for religious accommodations. One may request a religious accommodation by submitting the "Request a Religious Accommodation/Adjustment Form" located at https://in.nau.edu/office-civil-rights-compliance/religious-accommodation-adjustment/. OCRC additionally provides access to lactation spaces, and please use to the Lactation Space Request Form for Employees and Students to request use of a location. For additional information about nondiscrimination or anti-harassment, contact OCRC at OCRC@nau.edu, or visit the OCRC website at https://in.nau.edu/office-civil-rights-compliance/. OCRC is located in Old Main on the first floor.

TITLE IX

Title IX of the Education Amendments of 1972, as amended, protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. In accordance with Title IX, Northern Arizona University prohibits discrimination based on sex in all its programs or activities. Sex discrimination includes sexual harassment, sexual assault, relationship violence, stalking, and other forms of sexual harassment. NAU does not discriminate on the basis of sex in the education programs or activities that it operates, including in admission and employment. NAU is committed to providing an environment free from discrimination based on sex and offers a number of supportive measures that assist students, faculty and staff employees, affiliates, and guests.

One may direct inquiries concerning the application of Title IX to either or both the university Title IX Coordinator or the U.S. Department of Education, Assistant Secretary, Office of Civil Rights. You may contact NAU's Title IX Coordinator at titleix@nau.edu or by phone at 928-523-5434. In furtherance of its Title IX obligations, NAU promptly will investigate or equitably resolve all reports of sex-based discrimination, including harassment or forms sexual misconduct and will eliminate any hostile environment as defined by law. To submit a report, please use the File a Report Form. The Office of Civil Rights Compliance and Title IX (OCRC-TIX) addresses matters that fall under the university's Sexual Misconduct Policy, and the Office of Title IX Compliance and Services (TIXCS) facilitates reasonable modifications for pregnant or parenting individuals. Additional important information and related resources, including how to request help or confidential support following conduct covered by the Sexual Misconduct Policy, is available on the TIXCS web site, and you also may contact the office at titleix@nau.edu. The TIXCS is located in Old Main on the first floor.

RELIGIOUS OBSERVANCES FOR STUDENTS
Students seeking to miss class or request other course-related adjustments to participate in a religious observance must submit the Religious Accommodation and Adjustment Request Form. The submission of the form initiates an interactive process that may include the student and relevant parties, as the Office of Civil Rights Compliance (OCRC) deems necessary. If OCRC approves the request, OCRC will provide the student and faculty member with a memo detailing the approved adjustments. For additional information, please visit https://in.nau.edu/office-civil-rights-compliance/religious-accommodation-adjustment/.

Students must submit the request by the second week of a regular term course or as soon as possible upon learning of the need for the requested academic adjustment. In general, the university will not retroactively apply a religious adjustment.

ACCESSIBILITY
Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for individuals with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu

RESPONSIBLE CONDUCT OF RESEARCH
Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. For more information and details, students are encouraged to navigate to the complete policy on Responsible Conduct of Research Training.

MISCONDUCT IN RESEARCH
As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Scott Pryor, who can be reached at scott.pryor@nau.edu or 928-523-5927. Students are encouraged to view the complete policy on Misconduct in Research.

SENSITIVE COURSE MATERIALS
University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

Last revised August 4, 2026