



United Nations Sustainable Development Goals Open Pedagogy Fellowship

Safety and Deep Listening in a Divided Culture

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Introduction:

You are a part of a collegewide effort to increase access to education and empower students through "open pedagogy." Open pedagogy is a "free access" educational practice that places you - the student - at the center of your own learning process in a more engaging, collaborative learning environment. The ultimate purpose of this effort is to achieve greater social justice in our community in which the work can be freely shared with the broader community. This is a renewable assignment that is designed to enable you to become an agent of change in your community through the framework of the United Nations Sustainable Development Goals (SDGs). For this work, you will integrate the disciplines of Sociology, Political Science and Anthropology to achieve SDG #16: Peace, Justice and Strong Institutions. With a focus on 17.15-17.17: Practices to support conflict mediation and support stakeholders partnerships and respect for leadership.

Learning Objectives:

Engaging students in contemplative practices to learn how they can use them to support their studies and evaluate the effectiveness of contemplative practices on national and international governmental bodies and NGOs in dealing with violence and injustice in a challenging and changing world impacted by climate change.

Purpose/Rationale:

This active learning practice is designed to improve your research skills, increase global knowledge on practices used to support calm and peaceful community connections and improve social justice in our community. This research and approach to intra and interpersonal conflict can

reset and refocus people's attention within a politically divided culture on issues spawned by the impact of climate change that can lead to political change.

Instructions:

Students will begin their preparation for this assignment by viewing the following brief video on divisive politics and the need for institutions to consider contemplative practices toward solutions in our modern world of ecological uncertainty and divisive politics:

<https://www.youtube.com/watch?v=sNjnd6L7paE>.

Students will research the impact of South East Asian contemplative culture as an integral component of SE Asian countries' social and intellectual fabric. Thich Nhat Hanh is a Buddhist monk from Vietnam who has also influenced contemplative thought in other parts of the world with majority religions, other than Buddhist, including Christianity, and even secular sectors.

Students will produce an annotated bibliography on peer reviewed research on the impact of the use of mindfulness practices on the reduction of anxiety and depression as well as intra and interpersonal conflict mediation. Students will read and discuss the book, *Fear: Essential Wisdom for Getting Through the Storm*, emphasizing the chapter entitled *Transforming the Fear Around Us* (pp.91-101) and Chapter 7, *Contemplative Senses: Deep Listening and Beholding in Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning* by Daniel Barbezat and Mirabai Bush (2014). Students will produce a 4-6 page annotated bibliography on research supporting the use of mindfulness practices (minimum of 5 credible sources) and provide their feedback on these practices as effective strategies for addressing the divisive "culture of fear" (T.N. Hanh, 2012) after engaging in the evidence-based practices of deep listening and beholding, and other practices from the Hanh book throughout the term.

Format Requirements:

Students will submit the annotated bibliography on their research, and can determine whether they will produce their own podcast, Powerpoint, FlipGrid, Google Slides, Prezi, etc. The presentation should be between 3-5 minutes.

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