



# SOUTHWESTERN COLLEGE & NEW EARTH INSTITUTE



CONSCIOUSNESS-CENTERED GRADUATE SCHOOL  
3960 San Felipe Road, Santa Fe, New Mexico 87507 [www.swc.edu](http://www.swc.edu)

The mission of Southwestern College is *Transforming Consciousness through Education*.

This Course Schedule lists all required classes for Winter Quarter 2025 for doctoral students in the PhD in Visionary Practice and Regenerative Leadership program.

The Winter Quarter Book List and Course Descriptions follow the Course Schedule.

Tuition per quarter unit is \$835. There is an educational resource fee of \$300 per quarter of attendance.

For information on Financial Aid, contact [financialaid@swc.edu](mailto:financialaid@swc.edu)

For assistance with registration, contact [collegeregistrar@swc.edu](mailto:collegeregistrar@swc.edu)

For all other support with winter registration, contact PhD Program Director [annfilemyr@swc.edu](mailto:annfilemyr@swc.edu)

## REGISTRATION INFORMATION

### PLEASE NOTE YOUR COHORT!

*Cohort 1 entered in Fall 2022. Cohort 2 entered in Fall 2023. Cohort 3 entered in Fall 2024.*

#### ONLINE REGISTRATION FOR THESE STUDENTS IS THURSDAY, NOVEMBER 7, 2024, 9am to 3pm MT.

Cohort 1 *continuing* Full-time students enroll in *both* of these courses: VPRL 840 and VPRL 850 or 830.

Cohort 1 *new (4 year plan)* Full-time students enroll in *both* of these courses: VPRL 731 and VPRL 800

Cohort 2 Full-time students enroll in *both* of these courses: VPRL 731 and VPRL 800.

Cohort 3 Full-time students enroll in *both* of these courses: VPRL 630 and VPRL 640.

Cohort 2 Half-time students enroll in either VPRL 630 *or* VPRL 640, *in whichever class you have not taken*

#### ONLINE REGISTRATION FOR THESE STUDENTS IS FRIDAY, NOVEMBER 8, 2024, 9 am to 3 pm MT.

Cohort 1 Most Half-time students enroll in either VPRL 730 for 3 units or VPRL 731 for 1 unit.

Cohort 3 Half-time students enroll in either VPRL 630 *or* VPRL 640.

## VPRL PHD PROGRAM WINTER 2025 COURSE SCHEDULE

### VPRL 630 TRADITIONS OF NATIVE AMERICAN THOUGHT:

#### NEW MINDS AND NEW WORLDS

\$2505/3 quarter units

Gregory Cajete, PhD

Initial class on Tuesday, 1/7, 4-7 pm MT

Zoom Synchronous

All other classes on Mondays, 1/13–3/10, 4–7 pm MT

**VPRL 640 REGENERATIVE LEADERSHIP**

Pramod Parajuli, PhD      Wednesdays, 1/8–3/12, 4–7pm MT

\$2505/3 quarter units

Zoom Synchronous

**VPRL 710 ETHICS: EMBODIED SOCIAL JUSTICE LEADERSHIP  
FOR VISION AND REGENERATION**

Ann Filemyr, PhD      Tuesdays, 1/7–3/11, 4–6 pm MT

\$2505/3 quarter units

Zoom Synchronous

**VPRL 731 THE VESSEL: EXPLORING HISTORICITY, LINEAGE, AND LEGACY**

Ann Filemyr, PhD      Thursdays, 1/9–3/13, 4–5:30 pm MT

\$835/1 quarter unit

Zoom Synchronous

*NOTE: no class meeting on 2/6, the fifth week, or 3/13 the tenth week. Students will meet one on one with the instructor(s) in the fifth and tenth week of the quarter.***VPRL 800 PREPARING THE DISSERTATION PROPOSAL**Barbara Bickel, PhD      Wednesdays, 1/8-3/12, 4-7pm MT  
Michael Fisher, PhD

\$2505/3 quarter units

Zoom Synchronous

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**VPRL 840 COLLABORATORIUM II**

Barbara Bickel, PhD      Thursdays, 1/9–3/13, 4:00-6 pm MT

\$835/1 quarter unit

Zoom Synchronous

**VPRL 830 WRITING THE DISSERTATION I: FINDINGS, CONTEXTS, INSIGHTS**

Wisdom Council Midwife Faculty

\$5010/6 quarter units

Varied Schedules

Meetings with Midwife at least every other week. Two or more Wisdom Council Meetings to include Student/Catalyst, Midwife, Lotus, and Source. Provide weekly status updates to Wisdom Council and tri-weekly reports to Wisdom Council and VPRL Program Leadership.

**VPRL 850 WRITING THE DISSERTATION II: RECOMMENDATIONS, PROPOSALS, SYNTHESIS**

Wisdom Council Midwife Faculty

\$5010/6 quarter units

Varied Schedules

Meetings with Midwife at least every other week. Two or more Wisdom Council Meetings to include Student/Catalyst, Midwife, Lotus, and Source. Provide weekly status updates to Wisdom Council and tri-weekly reports to Wisdom Council and VPRL Program Leadership.

**NOTE: All On-Ground and Zoom Synchronous class times are Mountain Time (MT).**

**VPRL PHD PROGRAM BOOK LIST  
WINTER 2025**

**FOR VPRL 630**

**TRADITIONS OF NATIVE AMERICAN THOUGHT: NEW MINDS AND NEW WORLDS** (Cajete)

\$23 Cordova, V.F. et al. (2007). *How it is: The Native American philosophy of V. F. Cordova*  
ISBN: 978-0816526499

NP Cajete, G. (1994). *Look to the mountain: An ecology of Indigenous education*  
ISBN: 978-1882308651 Available digitally through the library with unlimited access.

**FOR VPRL 640**

**REGENERATIVE LEADERSHIP** (Parajuli)

*NOTE: We are seeking ways to provide access to these three texts so purchasing them is optional.*

\$22 Bendell, Jem. (2023). *Breaking together: A freedom-loving response to collapse*. Good Works. ISBN-13: 978-1399954471

\$38 Hutchins, Giles, & Storm, Laura. (2019). *Regenerative leadership: The DNA of life-affirming 21<sup>st</sup> century organizations*. Wordzworth. ISBN-13: 978-1783241194

\$14 Vince, Gaia. (2023). *Nomad century: How climate migration will reshape our world*. Flatiron. ISBN-13: 978-1250832696

*Additional materials, reports, recordings, articles, book chapters, and websites will be available in Populi online.*

**FOR VPRL 710**

**ETHICS: EMBODIED SOCIAL JUSTICE LEADERSHIP FOR VISION & REGENERATION** (Filemyr)

\$10 brown, adrienne maree. (2020). *We will not cancel us, and other dreams of transformative justice*. AK Press. ISBN-13: 9781849354226. **\*\*UNLIMITED ACCESS:**

[https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2576748&site=ehost-live&scope=site&ebv=EK&ppid=Page-\\_\\_-1](https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2576748&site=ehost-live&scope=site&ebv=EK&ppid=Page-__-1)

\$37 Duran, Eduardo. (2019). *Healing the soul wound: Trauma-Informed counseling for Indigenous communities* (2<sup>nd</sup> ed.). Teacher's College Press. ISBN:978-0807761397. **\*LIMITED ACCESS:**

[https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2294140&site=ehost-live&scope=site&ebv=EB&ppid=pp\\_Cover](https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2294140&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover)

\$ 8 Emerald, David. (2016). *The power of TED (the empowerment dynamic)*. Polaris. ISBN: 978-0996871808. **\*\*UNLIMITED ACCESS:**

[https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2088180&site=ehost-live&scope=site&ebv=EK&ppid=Page-\\_\\_-1](https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2088180&site=ehost-live&scope=site&ebv=EK&ppid=Page-__-1)

\$25 Simpson, Leanne. (2011). *Dancing on our turtle's back: Stories of Nishnaabeg re-creation, resurgence and a new emergence*. Arbeiter Ring. ISBN: 978-1894037501.

\$32 Wahl, Daniel C. (2016). *Designing regenerative cultures*. Triarchy Press. ISBN: 9781909470781.

\*LIMITED ACCESS: [https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2595572&site=ehost-live&scope=site&ebv=EK&ppid=Page-\\_\\_-2](https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2595572&site=ehost-live&scope=site&ebv=EK&ppid=Page-__-2)

- \$48 Jigsaw: Tucci, Joe et al (Eds.). **The handbook of trauma-transformative practice: Emerging therapeutic frameworks for supporting individuals, families, or communities impacted by violence and abuse.** Jessica Kingsley. ISBN: 978-1787755772.
- \$18 *Optional:* Menakem, Resmaa. (2017). **My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies.** Central Recovery Press. \*\*UNLIMITED ACCESS:  
[https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1700394&site=ehost-live&scope=site&ebv=EK&ppid=Page-\\_\\_-1](https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1700394&site=ehost-live&scope=site&ebv=EK&ppid=Page-__-1)

Other materials do not need to be purchased and will be provided in Populi online.

## FOR VPRL 730 & 731

### THE VESSEL: EXPLORING HISTORICITY, LINEAGE, AND LEGACY (Filemyr)

- \$29 Keating, A. (2022). **The Anzaldúa theory handbook.** Duke University Press. Unlimited use permalink:  
[https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3376903&site=ehost-live&scope=site&ebv=EB&ppid=pp\\_Cover](https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3376903&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover)
- \$24 Anzaldúa, Gloria. (2015). **Light in the dark/Luz en lo oscuro: Rewriting identity, spirituality, reality.** Duke University Press. Unlimited access ebook:  
[https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1064930&site=ehost-live&scope=site&ebv=EB&ppid=pp\\_Cover](https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1064930&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover)
- \$27 Hausdoerffer, John, Hecht, Brooke Parry, Nelson, Melissa K, & Cummings, Katherine Kassouf (Eds.). (2021). **What kind of ancestor do you want to be?** University of Chicago Press. Unlimited access ebook:  
[https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2735810&site=ehost-live&scope=site&ebv=EB&ppid=pp\\_Cover](https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2735810&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover)

### RECOMMENDED RESOURCE:

- \$18 Gimbutas, Marija Alseikaitė. (1989). **The language of the Goddess: Unearthing the hidden symbols of Western civilization.** Harper & Row. Internet Archive:  
<https://archive.org/details/languageofgoddess00gimb>

Other materials do not need to be purchased and will be provided in Populi online.

## FOR VPRL 800

### PREPARING THE DISSERTATION PROPOSAL (Bickel & Fisher)

- \$39 Bickel, B., and Fisher, R. M. (2023). **Art-care practices for restoring the communal: Education, co-inquiry, and healing.** Routledge. Unlimited ebook access.
- \$52 Bloomberg, L. D., and Volpe, M. (2022). **Completing your qualitative dissertation: A road map from beginning to end.** Sage (4th ed.). Sage Publications. Six simultaneous user licenses, Permalink:  
[https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3361525&site=ehost-live&scope=site&ebv=EB&ppid=pp\\_C](https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3361525&site=ehost-live&scope=site&ebv=EB&ppid=pp_C)

Other materials do not need to be purchased and will be provided in Populi online.

## FOR VPRL 830, 840, & 850

These courses have independent lists of materials determined by the Student/Catalyst, their Midwives, and their Wisdom Councils, according to their methodologies and methods and reflected in their Approved Revised Dissertation Proposals and their Approved Regenerative Visionary Project Plans, as well as, when relevant, their Approved Institutional Review Board Proposals. Other supportive materials, articles, and selections from books provided in Populi online.

### Required

\$45 American Psychological Association. (2019). **Publication manual of the American Psychological Association (7th ed.)**. American Psychological Association. ISBN 978-1433832178.  
*No college-provided electronic access available. We suggest getting the spiral bound version.*

\$52 Bloomberg, L. D., and Volpe, M. (2018). **Completing your qualitative dissertation: A road map from beginning to end** (4<sup>th</sup> ed.). Sage. ISBN: 978-1544336527 \*LIMITED ACCESS: Available digitally through the library with limited access (6 simultaneous users)

Other materials, articles, and book selections provided in Populi online.

## VPRL PHD PROGRAM COURSE DESCRIPTIONS WINTER 2025

### **VPRL 630 Traditions of Native American Thought: New Minds and New Worlds** **3 doctoral units**

This course will explore selected topics, issues, and processes related to traditions of Native American thought. Lecture, book analysis and discussion followed by reflective writing and individual presentation will form the foundation for this exploration. Special emphasis will be placed on creating a grounded philosophical understanding of Native American traditions of thought upon which students may draw upon as they apply their knowledge of Native American thought in their future educational and professional work. The thematic areas which will be used to guide our exploration as they relate to Native American thought include: telling a special story, the creative and story-based nature of Native thought; the philosophical paradigms inherent in Native thought; traditions of thought as represented in Native American expressions of community; the expressions of Native thought through traditional orientations to plants; the expressions of Native thought through myth and relationship to animals; the expressions of Native thought as expressed in relationship to place and community; exploration of the guiding paradigm of “thinking the highest thought;” exploration of the representations of Native thought inherent in traditional forms of Native education and; transformative perspectives for the future of Native thought in creating “new minds and new worlds.”

### **VPRL 640 Regenerative Leadership** **3 doctoral units**

This course prepares the regenerative leader to critically and creatively perceive the opportunities for transformation within the threat multipliers of the current socio-ecological, systems-scale crises. As a counterpoint to contemporary degenerative and extractive economies and cultures, and the ecological and viral dangers they are generating, the course cultivates learning and leadership inspired by the 4 Ds (diagnosis,

dream, design, and delivery) within systems thinking and regenerative approaches. This exploration spans multiple scales, including the personal biofield, ecological and economic households, as well as the bioregional and biospheric, and universal forces and energies. Learners gain literacy in key challenges, fields, and frames to engage in wild imagination and regenerative leadership, including across materialities, systems, and sites of regeneration such as bodies, economies, carbon, soil, food, fiber, waterways, learning, and design. Students learn from lead practitioners and leading-edge research, collaborating in teams to critically evaluate and utilize complex datasets while applying integrated social-ecological regenerative design. Concepts such as draw-down, uplift, and the pluriverse offer regenerative reframes to inspire the students' emergent ideas. Students explore their own voice and unique offering along several of Scharmer's dimensions, to upgrade: a) our learning infrastructures toward whole-person and whole-systems learning; b) our democratic infrastructures by making them more direct, distributed, and dialogic; and c) our economic infrastructures toward shifting from "ego-system" to "eco-system" awareness. We collaborate to free up fresh frames and unfreeze mind, heart, and will for the important work the world is birthing in us.

***VPRL 710 Ethics: Embodied Social Justice Leadership for Vision and Regeneration*** **3 units**

This course includes an analysis of historical and contemporary ethical frameworks. Students will explore their inherent biases, the role of regenerative leadership in developing and maintaining ethical frameworks, and the strategies that link ethical practice to visionary principles of community and planetary justice and care. This seminar will encourage learners to explore, critique, develop, and embody their own ethical frameworks through a series of readings, reflections, and exercises. In addition to the readings put forth by the instructor, the participants will introduce materials that interest and/or trouble them. These will provide insight into the intersection of ethics and our current and future commitments to work, to each other, and to the Earth. Remembrance, regeneration, and restoration themes are explored through analysis and generation of creative counternarratives. Grappling with and healing patterns of interpersonal drama, marginalization, and intergenerational trauma nurtures relational ethics. Students research and take inspiration from contemporary examples of reparative and emergent strategies. Students will design reparations projects to achieve ethical, visionary, and just practices.

***VPRL 730/731 The Vessel: Exploring Historicity, Lineage, and Legacy*** **3 units/1 unit**

To be in ceremony is to belong, to appropriately apply our gifts and training with the understanding that our work is rooted in healing. This course marks a threshold between the core courses and the start of dissertation design. Students synthesize a conceptual essay to harvest achievements and transformations thus far and pivot in creative courage toward the work ahead. Students grapple with clarifying the streams of their own lineages and contexts, and what legacies their regenerative visionary projects can contribute toward. This course engages students to apply Anzaldúan borderland and nepantla theory as they explore historicity, lineage, and legacy topics to nurture their upcoming dissertation research. Anzaldúa coined the term nepantla, a space between physical, emotional, psychological, and spiritual borders, as a place where nepantleras reconnect with their soul and collective consciousness. Nepantla theory enables visionary scholar-activists to move between thresholds, to hold space in paradox, sustaining a both/and approach to emergent meaning-making. Students apply nepantla theory to curate a way of being that diverges then converges, going out into sources of support and then coming back to synthesize meaning. Nepantlera students are able to fiercely navigate wastelands and spaces-between with transdisciplinary and trans-species grace and embodiment. Traversing borderlands with critical and creative capacities, students will design and build dynamic Legacy Vessels with Scrolls, representing written and artistic distillations and symbols of their evolving sense of belonging, contribution, and legacy. These works serve as community conversation catalysts and process templates. Students' mutual contribution via scholarly, imaginal, symbolic, and reflexive methods poignantly inform and sustain ongoing proposals and life trajectories. The class culminates in the students

sharing their creations with their supportive community, rippling out into the world as they proceed into their dissertation research and writing process.

### ***VPRL 800 Preparing the Dissertation Proposal***

***3 units***

Having completed the major theory and methods courses, the doctoral student turns to the design and proposal of the dissertation. Via the literature review, students elaborate on earlier doctoral program research and writing to articulate a deeper understanding of informing theories and current regenerative practice and research. The student also elaborates and clarifies their focused project design, leveraging regenerative design and leadership as well as robust methods, to pinpoint a research question, an opportunity space, and the means of contribution, writing these up in a formal proposal. This dissertation proposal provides the rationale for the work being proposed in the project. An important dimension of this course involves forming and convening the doctoral team, the Wisdom Council, including recruiting a chair, or Midwife, from amongst Southwestern faculty, a second academic in a relevant field, and an embedded community member from the proposed project space. The student develops a pitch about their project proposal for doctoral team recruitment and additionally proposes an engagement model for consultation and work with their doctoral Wisdom Council. The student begins to identify potential consultants as needed. In this way, the doctoral team is a microcosm of skills-building for the regenerative leadership embodied in the forthcoming visionary project. By the end of the term, the student has successfully formed a Wisdom Council and has submitted their dissertation proposal. The dissertation proposal should be a properly academically styled document, free of grammatical, usage, or mechanics issues and featuring clear organization and signposting and skillful argumentation. The preparation of the dissertation proposal will also reflect skillful and scholarly citation and substantiation of well-designed proposals with clear rationales. In this course, the student also engages in metacognitive/meta-discursive reflection about the process and insights of the term, synthesizing these in a brief process reflection paper.

### ***VPRL 830 Writing the Dissertation I: Findings, Context, Insights***

***6 units***

The dissertation is the culminating document of the visionary practitioner and regenerative leader's journey at Southwestern College. Upon completing the visionary practice action and reflection cycle, which begins after the accepted dissertation proposal, students are prepared to undertake dissertation writing. The dissertation represents the translation of insights from the visionary project, situating these insights inside of the existing literature and the work in the field. The focus of this term is on articulating findings. The student will complete any qualitative sense-making to distill and articulate findings via tables, charts, and major insights. The student will curate compelling stories and substantiation for their findings. The student will also reweave these findings with relevant work in the field and existing literatures to draft the findings chapter. A major milestone in the term occurs when students turn in their draft Dissertation Part 4, Findings, to their Wisdom Council. This integrative work might also surface additional areas for coverage in Part 2, regarding the literature review. Leveraging the dissertation proposal, the student should thus complete the term with a Part 4 findings chapter and be able to integrate this with a refreshed literature review in Part 2, and a revisited methods section for Part 3, reflective of the actual journey of the visionary project. By the end of this term, the student will have begun creating an effective scaffold for the body of the dissertation.

***VPRL 840 Collaboratorium II******1 unit***

Collaboratorium II sustains a nexus for mutual care and support for vibrant dissertation progress. The collaboratorium leverages agile and regenerative leadership practices to close the gap between challenges and embodied solutions for dissertating writers. This course focuses support on the process of developing conclusions and recommendations as well as the peer review and effective revision of manuscripts. Concurrent with their Writing the Dissertation II coursework in developing Part 5, Conclusions, of their dissertation, students will work on clarifying the significance of their findings, translating these into conclusions and recommendations. Course colleagues propose and articulate the “so what” and “now what” of their research and utilize appreciative inquiry to support each other in improving their articulation. The collaborative nature of the course also supports developing and testing the effectiveness of summary visualizations and charts. Further, as the students prepare their complete Dissertation Draft for handoff to their respective Wisdom Councils, they support each other in peer review of their preliminary complete drafts. In preparation, students will add in organizational markers, signposts, and transitions to heighten readability. Appreciative approaches, depth peer review, and skill development in revision management and inspiration build critical capacities for emerging leaders. Instructor-led briefings, mutual momentum meetings, success coaching, group genius resource sharing, a flowing chat “beehive,” and follow-on writing spaces sustain accelerated progress on writing, reflection, and revision. Students leverage the collegial practice space of group genius to hone vibrant, multimodal, and life-giving texts and visualizations.

***VPRL 850 Writing the Dissertation II: Recommendations, Proposals, Synthesis******6 units***

The focus of this term for the emerging visionary practitioner is on translating findings and insights into proposals and recommendations. The regenerative design cycle supports place-based systems-actualizing. The recommendations and proposals of the regenerative visionary practitioner spring to life with vibrant visuals and descriptions, insightful process models, systems-embedded pathways, and/or emerging networks. Thus, the student undertakes writing Part 5, the conclusion chapter, sharing the surprises, recommendations, and the “so what” of the inquiry journey, while identifying vistas for future inquiry, fieldwork, or design. The student formulates any proposals or schemata resulting from their insight process while situating their significance. Depending on the project space, some students might include regenerative designs within their proposals and recommendations as they develop their conclusion chapter. Additionally, the student has now gained a full sense of the trajectory of their writing, insight, and proposal-making. This work prepares students to draft/revise their Part 1, abstract and dissertation introduction, as they also continue identifying any glossary terms and tuning their literature review. Students also undertake updating references, assembling appendices, and grooming for review, applying style guidelines as they revise and sew together their full document, responsive to ease of reading, transitions, and clarity. The aim of Writing the Dissertation II is for the student to assemble a complete draft of their dissertation (including Parts I through 5) by the end of the term, which they will hand off for Wisdom Council review and feedback.