



SOUTHWESTERN COLLEGE & NEW EARTH INSTITUTE



CONSCIOUSNESS-CENTERED GRADUATE SCHOOL
3960 San Felipe Road, Santa Fe, New Mexico 87507 www.swc.edu

The mission of Southwestern College is *Transforming Consciousness through Education*. This Course Schedule lists all required classes for **Spring Quarter 2026** for doctoral students in the PhD Program in Visionary Practice and Regenerative Leadership. The Spring Quarter Book List and Course Descriptions follow the Course Schedule. Tuition per quarter unit is \$835. There is an educational resource fee of \$800 per quarter of attendance.

For information on Financial Aid, contact financialaid@swc.edu

For assistance with Registration, contact collegeregistrar@swc.edu

For questions about your Program Planner, contact PhD VPRL Academic Advisor emilahdetoro@swc.edu

For other support, contact PhD VPRL Program Director annfilemyr@swc.edu or
PhD VPRL Program Coordinator, nananaya@swc.edu

REGISTRATION INFORMATION

Registration is Monday, March 2, 2026

NOTE: Your Program Planner will provide you with clear information on what you need to enroll in next Quarter. You can find your Program Planner in Populi on your page beneath the INFO tab. Scroll down to the section with Program Planners. They are listed by date and the one on the bottom is the most recent. If you have any questions, please contact VPRL Academic Advisor, Emilah DeToro, emilahdetoro@swc.edu

Upcoming Deadlines:

ePortfolio Uploads due: March 20, 2026

Proposals for Summer Self-Directed Study due: April 30, 2026

REGISTRATION INFORMATION

SPRING 2026 SCHEDULE

Spring Quarter, Monday March 30 - Sunday, June 7, 2026

VPRL 651-2 SELF-DIRECTED STUDY & SCHOLARLY EXPRESSION I: WRITING & CITING

\$2505/3 quarter units

Self-Directed Topic Component: SDS Faculty - Student Schedules with SDS Faculty

Scholarly Expression: Writing & Citing Component with Larry Harkcom

Wednesdays, 4/1; 4/22; 5/20, 4–5:30pm MT

Zoom Synchronous

VPRL 670 ROOTS & STREAMS: FINDING YOUR VOICE, CLARIFYING YOUR VISION, MAPPING YOUR INFLUENCES

\$2505/3 quarter units

Ann Filemyr, PhD

V4

Thursdays, 4/2–6/4, 4–7pm MT

Zoom Synchronous

VPRL 681-2 SELF-DIRECTED STUDY & SCHOLARLY EXPRESSION II: WRITING & CITING

\$2505/3 quarter units

Self-Directed Topic Component: SDS Faculty - Student schedules with SDS Faculty

Scholarly Expression: Writing & Citing Component

Asynchronous - See Populi

Students may initiate individual meetings with Larry Harkcom as needed for Scholarly Expression.

VPRL 700 RESIDENCY II: GATHERING & GROUNDING

\$835/1 quarter unit

Ann Filemyr, PhD with other faculty

Plus a \$900 Residency fee

Thursday, 3/26, 9am–5pm MT

SWC Campus, Art Therapy Building & Off Campus Field Trip

Friday, 3/27, 9am–8pm MT

SWC Campus, Art Therapy Building, WildHeart Gallery

Saturday 3/28, 9am–5pm MT

SWC Campus, Art Therapy Building & Off Campus Field Trip

Sunday, 3/29, 9am–4pm MT

SWC Campus, Art Therapy Building & Labyrinth

VPRL 770 REGENERATIVE VISIONARY PROJECT I: PLANNING

\$2505/3 quarter units

Aimée DeChambeau, PhD

Wednesdays, 4/1–6/3, 4–7pm MT

Zoom Synchronous

VPRL 800 PREPARING THE DISSERTATION PROPOSAL

\$2505/3 quarter units

R. Michael Fisher, PhD

TBS

Zoom Synchronous

VPRL 810 DISSERTATION PROPOSAL REVISION & COMPLETION

\$2505/3 quarter units

Wisdom Council Midwife Faculty

Section 1 - with Elizabeth Oriel, PhD, Faculty Midwife

Varied Schedules

Section 2 – with Jessie Ryker-Crawford, PhD, Faculty Midwife

Section 3 – with April Vogel, PhD, Faculty Midwife

Section 4 – with R. Michael Fisher, PhD, Faculty Midwife

Meetings with Midwife at least every other week. Two or more Wisdom Council Meetings to include Student/Catalyst, Midwife, Lotus, and Source.

VPRL 820 COLLABORATORIUM I

\$835/1 quarter unit

Kirsten Mundt, PhD

Thursdays, 4/2–6/4, 5–6:30 pm MT

Zoom Synchronous

NOTE: This is a required co-requisite with VPRL 830. Please enroll in both classes.

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

Faculty Midwife

\$5010/6 quarter units

V4

Section 1: Aimée DeChambeau, PhD, Faculty Midwife Varied Schedule
Meetings with Midwife at least every other week. Three Wisdom Council Meetings spread out over the quarter to include Student/Catalyst, Midwife, Lotus, and Source. Students to meet individually with the Wisdom Council Lotus and the Wisdom Council Source twice during the term. Provide weekly status updates to Midwife and tri-weekly reports to Wisdom Council.
NOTE: VPRL 820 is a required co-requisite with VPRL 830. Please enroll in both classes.

VPRL 840 COLLABORATORIUM II \$835/1 quarter unit

Kirsten Mundt, PhD
Thursdays, 4/2–6/4, 5–6:30 pm MT **Zoom Synchronous**
NOTE: This is a required co-requisite with VPRL 850. Please enroll in both classes.

VPRL 850 WRITING THE DISSERTATION II: RECOMMENDATIONS, PROPOSALS, SYNTHESIS \$5010/6 quarter units

Wisdom Council Midwife Faculty **Varied Schedules**
Section 1 with Elizabeth Oriel, PhD, Faculty Midwife
Section 2 with Ann Filemyr, PhD, Faculty Midwife
Section 3 with Rose Brusaferrero, PhD, Faculty Midwife
Section 4 with Barbara Bickel, PhD, Faculty Midwife
Meetings with Midwife at least every other week. Three Wisdom Council Meetings to include Student/Catalyst, Midwife, Lotus, and Source. Provide weekly status updates to Wisdom Council and major writing to Wisdom Council.

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

**VPRL COURSE DESCRIPTIONS
SPRING QUARTER 2026**

VPRL 651-2 Self-Directed Study & Scholarly Expression I: Writing & Citing **3 doctoral units**
This one-unit portion of the Self-Directed Study Course supports knowledge, practice, and application of scholarly writing and APA 7 style for doctoral students. Through readings, practice, and dialogue with the instructor and each other, students will refamiliarize with structural, stylistic, and tonal elements of writing within an academic context and conceptualize and carry out a plan for applying those elements to a written component of the self-directed study, with which they will be simultaneously engaged. Students will explore tools and strategies for bridging the processes of undertaking and experiencing the SDS and completing a written expression of the same, which fulfills expectations of scholarly work while preserving the spirit and quality of the SDS experiential.

VPRL 670 Roots and Streams: Finding Your Voice, Clarifying Your Vision, Mapping Your Influences **3 doctoral units**
In this course, students will explore coming into voice as they seek to further clarify their vision. They will describe the major influences and perspectives that undergird their work by exploring the question: “Whose shoulders do I stand on?” By identifying the thinkers, writers, artists, activists, doers, and dreamers who inspire and inform them, regenerative visionary students will map the roots and grounding theories that have

shaped them and their viewpoint. They will anchor and apply concepts such as positionality, reflexivity, lenses, theoretical and conceptual frameworks as well as constructs, worldviews, and paradigms. Importantly, students will gain aptitude for finding, curating, analyzing, and synthesizing scholarly resources and literature. Through writing reflective research memos, learners will find patterns and themes amongst their chosen literature. Students reflect on other's points of view and develop argumentation skills and practice the ability to cite and format in the most current APA style while developing their review of the literatures. They will practice telling the story of their connected informing literatures in a transdisciplinary way. They will learn to be in conversation with other contributors in their field and begin to envision their Wisdom Council while weaving resource literature together into a strong, draft literature review. By exploring the question: "What kind of ancestor do I want to be?" and clarifying what streams of regeneration they are contributing toward, students imagine the legacy they hope to leave behind. Using arts-based and visionary approaches, the students develop a "zine" expression of their literature review as well as a scholarly document. This course provides an opportunity to further refine and communicate students' doctoral projects and the direction of their dissertations as they more accurately define their purposes and express their hopes for what they are seeking to accomplish.

VPRL 681-2 Self-Directed Study & Scholarly Expression II: Writing & Citing

3 doctoral units

This one-unit portion of the Self-Directed Study Course supports knowledge, practice, and application of scholarly writing and APA 7 style for doctoral students. Through readings, practice, and opportunities for engagement with instructor and peer feedback on drafts, students will engage with structural, stylistic, and tonal elements of writing within an academic context and conceptualize and carry out a plan for applying those elements to a written component of the self-directed study, with which they will be simultaneously engaged. Students will apply concepts and tools from the readings, practice, and feedback to their SDS writing independently, with direct support from the instructor upon request and work toward completing a written expression of the SDS, which fulfills expectations of scholarly work while preserving the spirit and quality of the SDS experiential.

VPRL 700 Residency II: Gathering & Grounding

1 doctoral unit

This four-day immersive on-ground experience frames the start of the second phase of study for doctoral students as they become candidates and move from students to catalysts, becoming regenerative designers. The second residency marks a significant transition, concluding their course of divergent study and converging on their regenerative visionary project and dissertation focus. During this residency, students will identify strengths as well as gather skills and insights to support their dissertation proposal and field work/research design. They will envision their Wisdom Council community and map the doctoral pathway ahead. We review the Program Learning Outcomes, and students identify what they need to investigate in more depth. Immersive field experiences as well as guided encounters help develop clarity in embodied practices, drawing from and expressing densely saturated fields of meaning. Gathering, clarifying, distilling, consolidation, and deepening are hallmarks of the second residency. Students share and receive feedback and support on their emerging project vision and design while gaining greater knowledge and capacity to express their ideas.

VPRL 770 Regenerative Visionary Project I: Planning

3 doctoral units

In this course, students draw together the strands of their vision, interests, informing literatures, and methods to propose a project in the field of experience. The regenerative visionary project represents the fieldwork and data collection for the dissertation. Therefore, the IRB requirement must be satisfied in order to move ahead with the visionary project. The concurrent course in revising the dissertation proposal satisfies the IRB requirement and prepares the student for the fieldwork described in this course's proposal. The student works with their Wisdom Council and the community with which they plan to engage to design, detail, and revise

their regenerative visionary project proposal. This proposal will overview the project, include information about site or partner logistics, goals and methods, and means of encounter and engagement of the regenerative visionary project. The student artfully considers what information, data, investigations, curiosities, conversations, and recordings might help shed insight and support exploring the effectiveness of the project. Students demonstrate project management skills by producing a detailed timeline and budget as part of their project proposal. In this course, students undertake a revision cycle of their regenerative visionary project proposal with a major milestone after the quarter's midpoint, to integrate feedback from their Wisdom Council and any site teams in their emerging work.

VPRL 800 Preparing the Dissertation Proposal

3 doctoral 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 810 Dissertation Proposal Revision & Completion

3 doctoral units

This course supports the student's iterative revision and finalization of their dissertation proposal with the guidance of their Wisdom Council committee. The student will also develop and submit their Institutional Review Board proposal. The Wisdom Council dissertation committee continues to be a nexus for emerging regenerative leadership practices, facilitation skills, and agile communication. The quarter flows through four main processes and related milestones. (1) Feedback: A committee meeting focalizing feedback on the completed dissertation proposal is held within the first few weeks of the quarter. (2) Revision: The student actively engages in the dissertation proposal revision process, tracking changes responsively, and developing clarifying visualizations. By the course midpoint, the revised proposal plus revision table should be submitted to the Midwife for review, with subsequent sharing with the committee. (3) Proposal finalization: Often students find it helpful to hold a final proposal review meeting to gain sign off on their dissertation proposal. Any final outstanding changes can be agreed upon and rapidly resolved through diligent doctoral learner leadership. (4) Institutional Review Board (IRB) Research Proposal Submission. Simultaneous with further committee review and final revisions, the student will be finalizing the research design for submission to the Institutional Review Board. This IRB proposal will include the research proposal form, a brief representation of the literature review and methods, and detailed protocols and procedures for recruitment of research sites

and/or participants, methods of data generation, analysis, and community review, along with other ethical considerations. Completion of the course requires the Wisdom Council signoff and successful submittal of the IRB research proposal to the Institutional Review Board. The student will also submit a final reflective paper, along with sample research memos and evidence of the ongoing research journal, summarizing evolutions and learnings from the quarter.

VPRL 820 Collaboratorium I

1 doctoral unit

As a nexus for mutual care and support, the Collaboratorium leverages each other's writing and theoretical wonderings to close the gap between challenge and embodied solutions. The Collaboratorium achieves mutual momentum on crafting and articulating inspiring, senseful, and compelling transdisciplinary dissertation writing through sustained engagement and weekly synchronous sessions. Students will practice appreciative approaches, careful listening, and share approaches and resources for maintaining progress. Student-led briefings, group genius resource sharing, and follow-up writing spaces support reflection and meaning-sensing. If appropriate, Instructor-led discussions can include: maintaining momentum and rewiring procrastination; setting micro-milestones and writing goals; writing from sketch and concept map to extended outline; pre-writing, flow writing; signposting in complex manuscripts; manuscript organization, or other requested support. This is a corequisite with VPRL 830.

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

6 doctoral 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. This is a corequisite with VPRL 820.

VPRL 840 Collaboratorium II

1 doctoral 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 doctoral units**

The focus of this quarter 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 quarters 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 quarter, which they will hand off for Wisdom Council review and feedback.

SOUTHWESTERN COLLEGE SPRING 2026 VPRL PHD PROGRAM BOOK LIST

FOR VPRL 651-2

SELF-DIRECTED STUDY & SCHOLARLY EXPRESSION I: WRITING & CITING (Harkcom)

Self-Directed Study Courses have 2-units of independent lists of materials determined by the student and their Self-Directed Study Faculty reflected in the approved Course Learning Contract. The one-unit scholarly writing and citing portion of VPRL 651-2 will utilize these resources:

Required

\$45 American Psychological Association. (2019). **Publication manual of the American Psychological Association (7th ed.)**. American Psychological Association. ISBN 978-1433832178

Other materials, articles, and selections from other books are provided in Populi online.

FOR VRPL 670

ROOTS AND STREAMS: FINDING YOUR VOICE, CLARIFYING YOUR VISION, MAPPING YOUR INFLUENCES

(Filemyr)

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 of the Full 7th Edition. If you do not have this book by now, you MUST obtain a physical copy for this class.

Other materials, articles, and selections from other books are provided in Populi online.

FOR VPRL 681-2

SELF-DIRECTED STUDY & SCHOLARLY EXPRESSION II: WRITING & CITING (Harkcom)

Self-Directed Study Courses have 2-units of independent lists of materials determined by the student and their Self-Directed Study Faculty reflected in the approved Course Learning Contract. The one-unit scholarly writing and citing portion of VPRL 681-2 will utilize these resources:

Required

\$45 American Psychological Association. (2019). **Publication manual of the American Psychological Association (7th ed.)**. American Psychological Association. ISBN 978-1433832178

Other materials, articles, and selections from other books provided in Populi online.

FOR VRPL 700

RESIDENCY II: GATHERING & GROUNDING (Filemyr)

Required

\$38 Hutchins, G., and Storm, L. (2021). **Regenerative leadership**. Wordzworth. ISBN 978-1783241194

No electronic option through the library for this book. **Students should purchase and read this book before Residency II.** Electronic selections of other readings will be provided on Populi.

FOR VPRL 770

REGENERATIVE VISIONARY PROJECT I: PLANNING (deChambeau)

Note: All required books and readings will be available electronically, free of charge, in Populi.

Required

\$47 **Project management for research: A guide for graduate students**. (Badiru et al, 2016). (required)
ISBN: 978-1482299113

Online ebook: https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1204415&site=ehost-live&scope=site&ebv=EB&ppid=pp_A

\$15 **Holding change: The way of Emergent Strategy facilitation and mediation**. (brown, 2021). (required)
ISBN: 978-1849354189

Unlimited online ePub:

https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2576741&site=ehost-live&scope=site&ebv=EK&ppid=Page-__-1

FREE **Technical project management in living and geometric order (3rd ed.)**. (Russell et al, 2018). (required)
ISBN: 978-1610642989

Free textbook online: <https://wisc.pb.unizin.org/technicalpm/>

Recommended

\$56 **Project management (10th ed.)**. Lock, Dennis. (2012). Routledge. (optional)
ISBN for Paperback - 978-1409452690 ****UNLIMITED ACCESS ELECTRONICALLY****

https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=504684&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover

FREE **Visuals for influence, in project management and beyond**. (Van der Horn, 2021).
ISBN: 978-0648769866

Free textbook online. <https://usq.pressbooks.pub/visualsforprojectmanagement/>

FOR VPRL 800

PREPARING THE DISSERTATION PROPOSAL (Fisher)

Required

- \$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*

Other materials will be provided in Populi online.

FOR VPRL 810

DISSERTATION PROPOSAL REVISION & COMPLETION

This course has 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* (4th ed.). Sage. ISBN: 978-1544336527 *LIMITED ACCESS: Available digitally through the library with limited access (6 simultaneous users)
<https://research.ebsco.com/linkprocessor/plink?id=c539210a-3ec8-3af2-b0dd-9958b1bfe585>

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

FOR VPRL 820

VPRL 820 COLLABORATORIUM I (Mundt)

These materials are recommended and optional to support students writing their dissertations:

Recommended

- \$15 Berlant, L. & Stewart, K. (2019). *The Hundreds*. Duke University Press, Durham.
- \$25 Butler, J. (2005). *Giving an Account of Oneself*. Fordham University Press, New York.
- FREE Cuff, L. (2024). *Writing place: A scholarly writing textbook*. University of British Columbia. *Free online ebook: **UNLIMITED ACCESS ELECTRONICALLY** <https://pressbooks.bccampus.ca/writingplace/>*
- Dennis, M., Cabrera, M., DiMatteo-Gibson, D., & Halbert, J. D. (2022). *Virtual dissertation circles: Student engagement strategies and lessons learned*. *Journal of Strategic Innovation and Sustainability*, 17(4), 1-9.
<https://doi.org/10.33423/jsis.v17i4.5743>

- FREE Diversi, M., & Moreira, C. (2009). *Between talk: Decolonizing knowledge production, pedagogy, and praxis*. Routledge.
*Unlimited access: https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=398659&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover
- Gale, K., & Wyatt, J. (2016). *Working at the wonder: Collaborative writing as method of inquiry*. *Qualitative Inquiry*, 23(5), 355-364. <https://doi.org/10.1177/1077800416659086>
- Gale, K., & Wyatt, J. (2023). *Between-ing: Collaborative writing and the unfoldings of relational space*. *Qualitative Inquiry*, 10778004231207130, 1-7. <https://doi.org/10.1177/10778004231207130>
- FREE Galman, S. C. (2013). *The good, the bad, and the data: Shane the lone ethnographer's basic guide to data analysis*. Routledge.
[See Populi] *LIMITED ACCESS ELECTRONICALLY* Single simultaneous access:
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1244168&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover
- \$45 Goodman, A., & Prince, M. (2019). *Speaking of writing: A brief rhetoric*. Broadview Press.
- \$17 Graff, G., & Birkenstein, C. (2021). *"They say / I say": The moves that matter in academic writing*. Norton.
- \$21 Haraway, D. (2016). *Staying with the Trouble: Making Kin in the Chthulucene*. Duke University Press, Durham.
- \$28 Manning, E. & Massumi, B. (2014). *Thought in the Act: Passages in the Ecology of Experience*. University of Minnesota Press, Minneapolis.
Stoller, P. (2023).. Cornell University Press, Ithaca.
- Wyatt, J., Gale, K., Gannon, S., Davies, B., Denzin, N. K., & St. Pierre, E. A. (2014). *Deleuze and collaborative writing: Responding to/with "JKSB."* *Cultural Studies & Critical Methodologies*, 14(4), 407-416.
- \$36 Wyatt, J., Gale, K., Gannon, S., & Davies, B. (2011). *Deleuze & collaborative writing: An immanent plane of composition*. Peter Lang.

FOR VPRL 830

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

This course has 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 may be 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.

Recommended

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

VPRL 840 COLLABORATORIUM II (Mundt)

These materials are **recommended and optional** to support students writing their dissertations:

Recommended

- \$15 Berlant, L. & Stewart, K. (2019). *The Hundreds*. Duke University Press, Durham.
- \$25 Butler, J. (2005). *Giving an Account of Oneself*. Fordham University Press, New York.
- FREE Cuff, L. (2024). *Writing place: A scholarly writing textbook*. University of British Columbia. *Free online ebook: **UNLIMITED ACCESS ELECTRONICALLY*** <https://pressbooks.bccampus.ca/writingplace/>
- Dennis, M., Cabrera, M., DiMatteo-Gibson, D., & Halbert, J. D. (2022). **Virtual dissertation circles: Student engagement strategies and lessons learned**. *Journal of Strategic Innovation and Sustainability*, 17(4), 1-9. <https://doi.org/10.33423/jsis.v17i4.5743>
- FREE Diversi, M., & Moreira, C. (2009). *Between talk: Decolonizing knowledge production, pedagogy, and praxis*. Routledge.
*Unlimited access: https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=398659&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover
- Gale, K., & Wyatt, J. (2016). **Working at the wonder: Collaborative writing as method of inquiry**. *Qualitative Inquiry*, 23(5), 355-364. <https://doi.org/10.1177/1077800416659086>
- Gale, K., & Wyatt, J. (2023). **Between-ing: Collaborative writing and the unfoldings of relational space**. *Qualitative Inquiry*, 10778004231207130, 1-7. <https://doi.org/10.1177/10778004231207130>
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