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ORST 100

### **Executive Summary**

The purpose of this capstone is to understand the direct link between teaching and learning in Organizational Theory. The intended structure of this course flips academia on its head, democratizing the space where the student is the teacher and the teacher is the student. This co-collaborative space is orchestrated by both the syllabus created by Professor Junisbai which essentially operates as the set intentions of the course and the students who put those intentions into praxis. After looking closely at the course objectives, I identified six core themes that act as “codes” within this qualitative report. They are: Community/Collectivity, De-naturalization, Reimagination, Membership/ In(ex)clusion/Belonging, Praxis/Integration, and Reflection. The data provided in the weekly reflections coupled with the learning objectives show possibility for expansion in education. It shows how a course that operates within an institution, in this case higher education, can reject the inevitable hegemonic structures within academia. In education, there is a lot of talk about teaching and learning. Teaching being what teachers or professors set out to teach their students and learning being what students gather, take away and then put into praxis. Oftentimes, both students and teachers forget that these terms “teaching” and “learning” should be working closely together, if not synonymous, in order for the classroom to be democratized. Hopefully, both the qualitative and quantitative data help shape any changes for the syllabi the next time this course is being taught. I also hope that this capstone provides a moment for reflection on the course.

### **Acknowledgements:**

Thank you to my parents and my sister for being such a strong foundation and for opening me up to seek out the good in the world. I am grateful for my friends (too many to name) who have been by my side for the past four years. For their constant support, vulnerability, and laughter. To my childhood best friends - Aria and Molly for reflecting on our shared experiences in primary and secondary school. And for reminding me where I started (as someone who wanted to questionably be a wedding planner and princess at the same time?!). Thank you to all my professors this semester who have provided me with spaces where I was able to see and experience different pedagogical approaches that made this capstone experience richer and more nuanced. Lastly, I have deep gratitude and admiration for Barbara who created a space in our learning environment where I could think deeply and actually believe that my dreams of a more just society that centers humanity can be feasible when we work in community.

## MEMO

This memo serves to disseminate the data that was given for the following four weeks of class responses on the following metaphors: Domination, Psychic Prison, Political Systems and Brain. I began with looking at ORST 100 course objectives, identifying key themes. After finding six core themes, I began coding each week's response. Qualitative data collection is so subjective, so my findings may very well vary with someone else's interpretation of the data. Also, please note the percentages are rounded whole numbers.

ORST 100 course objectives are the following:

**course goals: what 'enduring understandings'<sup>1</sup> do we hope to achieve and why?** come mid-december, i hope that we will look back over the fall semester and affirm that together we:

- a) *co-created* a liberatory and lovingly probing *learning community* where ideas, arguments, and writing are exchanged, constructively critiqued, revised, and clarified;
- b) *reflected upon* our unique, embodied<sup>2</sup> experiences and knowledges—racialized, gendered, and classed, among others—and *articulated* how these experiences shape our *organizational selves and values*;
- c) *integrated* the metaphors/lenses/perspectives offered in this course with the wealth that we each bring—our imaginations, experiences, knowledges, and values—to *de-naturalize and reimagine organizations*, both familiar and unfamiliar; and
- d) *scrutinized our own organizational ways of being* to more closely align with that which we value and that to which we aspire, embracing *reflexivity and assessment* so that it becomes a routinized, organizational, and personal praxis. i hope that each of us learn to praxis reflexivity and assessment continuously—for ourselves, in our relationships, in our organizations, and with our communities. [what is praxis, btw? reflexivity? assessment?]

i also hope that, beyond this particular course taken this particular semester, we will continue to:

- embrace our *unique human agency*—acknowledging very real and enduring structural inequities but not succumbing to them—so that we can
- apply a) through d) above to *positively inform, if not transform*, how we engage with collectivities inside and outside of the 5Cs, during our time at the 5Cs, and well after our time at the 5Cs. how can each of us enact what we've learned in org studies to revitalize our communities, create structures that liberate and fulfill, and envision something better than the organizational frameworks we've inherited?

The  
six

codes can be defined as the following:

### 1. Community, Collectivity

Communal action or reflection. Uses words that allude to community and collectivity including those words specifically.

### 2. De-naturalization

Seeing someone or something differently than the norm.

### 3. Reimagination

Reframing or changing a current mindset, situation or system. Uses words like imagine/ation, dream, hope, seek.

### 4. Membership, In(ex)clusion, Belonging

Group shared identities and/or feeling solidarity within the group. Some examples of identities listed are race, class, gender, and age. Talks about inclusion and exclusion within spaces.

### 5. Praxis, Integration

Utilizing lessons and/or reflections and putting them into action.

### 6. Reflection

Directly thinking deeply about an idea, event, relationship or concept

Code	Color	# and % of occurrences per metaphors						
		Domination		Psychic Prison		Political Systems		Brain
		Q1 (18)	Q2 (7)	Q1 (27)	Q2 (27)	Q1 (17)	Q2 (16)	Q1 (17)
<b>Community, Collectivity</b>		2, 11%		9, 33%	9, 33%	4, 24%	12, 75%	9, 53%
<b>Denaturalization</b>		4, 22%	2, 29%	12, 44%	9, 33%	1, 6%	1, 6%	0, 0%
<b>Reimagination</b>		5, 28%		7, 26%	12, 44%	4, 24%	0, 0%	3, 18%
<b>Membership, In(ex)clusion, Belonging</b>		7, 25%		6, 22%	4, 15%	4, 24%	9, 56%	8, 47%
<b>Praxis, Integration</b>		2, 11%		7, 26%	13, 48%	6, 35%	3, 19%	6, 35%
<b>Reflection</b>		4, 22%	1, 14%	13, 48%	16, 60%	7, 41%	1, 6%	6, 35%
<b>Total # of responses with one of the codes</b>		<b>16, 89%</b>		<b>26, 96%</b>	<b>27, 100%</b>	<b>13, 76%</b>	<b>14, 88%</b>	<b>15, 88%</b>
<b>Total # of responses with two of the codes</b>		<b>5, 28%</b>		<b>16, 59%</b>	<b>20, 74%</b>	<b>12, 71%</b>	<b>9, 35%</b>	<b>8, 47%</b>
<b>Total # of responses with three of the codes</b>		<b>1, 6%</b>		<b>8, 30%</b>	<b>10, 37%</b>	<b>8, 47%</b>	<b>1, 6%</b>	<b>6, 35%</b>
<b>Total # of responses with four of the codes</b>		<b>0, 0%</b>		<b>1, 4%</b>	<b>5, 19%</b>	<b>0, 0%</b>	<b>0, 0%</b>	<b>4, 24%</b>
<b>Total # of responses with five of the codes</b>		<b>0, 0%</b>		<b>1, 4%</b>	<b>2, 7%</b>	<b>0, 0%</b>	<b>0, 0%</b>	<b>0, 0%</b>
<b>Total # of responses with six of the codes</b>		<b>0, 0%</b>		<b>0, 0%</b>	<b>1, 4%</b>	<b>0, 0%</b>	<b>0, 0%</b>	<b>0, 0%</b>

The following pages serve as examples of coding student's responses.

## Week 4: Domination

# of Code	Direct Quote (Q1)	Specific Code(s)
1	"...something we discussed last week about community being really helpful within organizations, but also for organizations to be part of the community outside of them. I believe a focus on community within can be helpful for productivity and innovative ideas..."	-Community,
2	"...The quote was " Black female prosecutors argued they couldn't pick one type of oppression when discriminated in both forms of sexism and racism". This exemplify's the organization-as-domination metaphor because it highlights how the court did not want to accept there was more than one issue in treatment towards Black women working in an organization. In organizations and domination, there is no room for critique, change, and feedback... Kimberly Crenshaw used the term "intersectionality" to highlight these two forms of oppression that were not being acknowledged by the system around them."	-Membership -De-naturalization
3	" '...they can become opportunities for renewal, for learning about ourselves within the context of American society, the economy, and politics writ large.' I like this quote from your Diversity Statement because it suggests a way to break through the 'domination' of organizations and improve both yourself and the org itself."	-Reimagination -Praxis -De-naturalization

## Week 5: Psychic Prison

# of Code	Direct Quote (Q1)	Specific Code(s)
1	"The organizational metaphor of domination resonates with me because it emphasizes that those who dominate are unaware of their domination on others, which is part of what makes domination hard to break."	-Membership
2	"The org metaphor of psychic prisons resonates most with me because that is what i pictured this class to be about when i registered. i think it's a really powerful way of seeing the mind tricks that we have created to streamline our life that can be very beneficial but also very detrimental. it's important to keep these in mind when aiming to do good."	-Reflection -De-naturalization
3	"Psychic Prison's resonates with me quite a bit because this metaphor has really made me think more critically about how my subconscious has be conditioned to process information in a particular manner. Too overcome this prison would result in a drastic mental shift which could result in separation from the social norm."	-Reflection -Reimagination -Denaturalization
4	"Psychic Prison has blown my mind the most...Morgan where he states that psychic prisons delve in the unconscious, so is there even a point in trying to escape if we can't even understand the unconscious??? Also, something that came up during my group conversation is the fact that organizations are formed when people come together with a shared idea. Psychic prisons set a level of mutual	- Reimagination -Community - Praxis - Reflection

	understanding with others, so if we broke away from psychic prisons would organizations cease to exist....!! I cannot even begin to fathom what would happen if we were to reconstruct the essence of organizations and then rebuilt it.”	
5	“... Knowledge can be liberatory but it also can uphold certain norms that cause harm for people that don't have access to the ivory tower of education. Pitzer is a psychic prison. We are rooted in core values of social justice, and love and community - yet we are still bound to the system of giving grades, looking for outputs, bound to a calendar of deadlines which mirrors the current capitalist system. At our institutions' best, professors and students integrate these values into the classroom, but there are larger systemic actors at play that stop us from fully living those values. In a more equitable world, an institution like Pitzer College wouldn't exist -- or at least it wouldn't be privatized. Entering any private institution upholds specific norms trapping us in this psychic prison. At the same time, I find people that are trapped in this cycle trying to break it in community - as Morgan states, "Change will occur spontaneously only when people are prepared to relinquish what they hold dear for the purpose of acquiring something new or can find ways of carrying what they hold dear in the old to the new.”(229) These readings have made me think, what am I willing to relinquish? How can I view letting go as a source of expansion and ultimate liberation, not just for me but for folx around me.”	-Reimaginalization -Community -Praxis -De-naturalization -Reflection

# of Code	Direct Quote (Q2)	Specific Code(s)
1	“... healing ourselves to heal the organization.”	-Praxis
2	“...By exposing the psychic prison of domination, we can begin to start challenging the traditional notions of organizations. Taking and offering this course is a great first step to educate ourselves and be active agents of change in organizations.”	-De-naturalization -Praxis
3	“...being able to see that you are in something gives you a lot of power. From there, we then have to start imagining what things could be without the psychic prisons and domination and work towards building that world.”	-De-naturalization -Reimaginalization -Praxis
4	“... culture needs to be re-conceptualized. while change should be de-centralized and begin from smaller marginalized oppressed groups, it cannot happen under the mental terms we operate now. the way we start to reimagine will be to listen to marginalized/oppressed groups, decolonize our ways of thinking, and accept that there are multiple realities and each has their own truths.”	-Reimaginalization -Membership -Praxis -Reflection
5	“I think we start by healing ourselves to heal our organizations. I found the Jungian analysis of organizations the one I resonated the most with... This brought me to think about how we might go about returning to an 'essential wholeness' of ourselves and our organizations. I think that therapy can help people connect with their own needs and emotions that may have been shut down by organizational or circumstantial events in their lives. Therapy and the alterations of organizations to allow us to bring our whole selves to the table might help people reach across difference and reconnect to each other in ways that allow individuals to understand the other. Through this connection, we might be able to break through the psychic prisons that are keeping us chained to structures of domination.”	-De-naturalization -Membership -Praxis -Reflection -Membership

## Week 6: Political Systems

# of Code	Direct Quote (Q1)	Specific Code(s)
1	"...Politics are defined as the actions people within an organization take in order to further their status."	-Membership
2	"...using your learned interpretation of yourself to rejoin into new conceptions and use your political power to engage with others towards these goals."	-Reflection Community
3	"...Introducing these metaphors encourages us to rethink how we interact in the class organization and understanding this early on gives us the chance to practice this change in language with in the class setting, where everyone is also adapting."	-Reflection -Praxis -Community

# of Code	Direct Quote (Q2)	Specific Code(s)
1	"The political...can be related to administrations, a given student's political beliefs, or who sits with who at dinner tables."	-Membership
2	"Todays conversations about college as a political organization helped to reinforce the notion that we have the power to contribute to collective change and to make our a difference and to let our voices be heard."	-Community -Praxis
3	".... our actions as consciously as possible, and engaging in praxis to reflect and continue to improve. As it pertains to college, I was able to see how even at a "liberal" school like Pitzer, there are still injustices and causes worth advocating for... disagreement on what ought to be done about it by those affected and those in traditional power roles."	-Praxis -Reflection -Membership

## Week 9: Brain

# of Code	Direct Quote (Q2)	Specific Code(s)
1	"One piece of work I was inspired by was "4 Ways To Make Your Workplace Equitable For Trans People" because the way those Tran individuals spoke about what they needed from their coworkers and allies to make their working experience more equitable in such a honest and forward manner showed me how asking for what one needs is should not be something one is ashamed or embarrassed to do..."	-Membership
2	"I feel like I am embodying the continual refinement part of the brain as a metaphor in that I am learning every class and every time we do new readings: whether that be broadening my perspective, learning new useful vocabulary, or	-Reflection -Praxis

	changing the way I think about organizations as a whole.”	
3	<p>“..., they face the challenge of constant learning and, perhaps even more important, of learning to learn.”(Morgan 81)</p> <p>“This quote inspires me to continuously evaluate the goals I set in my grading plan and push myself further as I learn and grow throughout the semester. I like how we can add to our grading plans and do check-ins throughout the semester because this facilitates self-reflection, growth, and allows us to modify our goals as we learn more about ourselves and our capabilities—we are learning organizations....”</p>	<ul style="list-style-type: none"> <li>-Community</li> <li>-Reflection</li> <li>-Praxis</li> </ul>
4	<p>“I have to not only look for ways I can improve as an individual, but also how I can help the class grow... making sure that everyone knows they have something to contribute. I've gotten more comfortable speaking in to our whole class, because I have the reassurance that it is for the benefit of our collective learning, and that if I am wrong, someone will be more than willing to correct me. There are no limits in our class, especially when it comes to dreaming.”</p>	<ul style="list-style-type: none"> <li>-Community</li> <li>-Reflection</li> <li>-Membership</li> <li>-Reimagination</li> </ul>