Mgt 655 is a sustainability-focused course at NMSU. This means our focus is on the sustainability of systemicity, as well as antisystem, and antesystem processes in terms of environment sciences, equity, and socioeconomics.

What is systemicity? Systemicity is defined as the dynamic plurality of unfinished, partial, fragmented, overlapping systems that do not achieve 'wholeness' rather than one monist, monological, whole-system, be it closed, mechanistic, open, organic, living, or general (Boje, 2008a). As soon as we unpack the fiction of system, to its actant systemicity plurality, we enter the realm of hermeneutics and critical ontology. Systemicity is enacted in plurality of social, economic, political, cultural, and ecological contexts.

The course does not presume specialized background in Organization Systems & Complexity Theory. However, it is an advanced graduate course in the philosophy and
qualitative methods of dynamic systemicity study. This is a CORE course for Management Ph.D. majors. It is open to any and all graduate students (Masters or Ph.D. or post-docs) who want advanced training in macro theory, macro research, and the qualitative research methods.

Please use the **Study Guides for 655** when preparing your CANVAS answers, and Two Journal-Projects. Thank you!

<table>
<thead>
<tr>
<th>JOURNAL Projects</th>
<th>Required All Book Chapters</th>
<th>Short Assignments</th>
<th>Topic-Content &amp; Participative-Learning process of the Day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td><strong>Please come to class out, and after class revise it to enter into CANVAS within 24 hours (Read all columns, several articles/chapters to include &amp; reference in answer). Where time allows we answer together.</strong></td>
</tr>
<tr>
<td></td>
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<td></td>
<td><strong>Instructions: CANVAS. Each class one student will enact the participative learning, fine-tune the topic content, by posing two CANVAS Questions, and co-leading the discussion. Each student needs to prepare by meeting with the instructor ahead of time, preferably week before the class meets. Each week you will be asked to give Feedback in writing answers to the 2 questions.</strong></td>
</tr>
</tbody>
</table>
Select the THEORY-Journal-Writing-Project; please complete IRB certificate on Human Subjects ASAP in case your 2nd project (analysis) strays into human subject work.

Kötke: 1 The Pattern of Crisis
Heidegger: Foreword by Carman
Boje STO1; 2 to get at Boulding's 9 systems hierarchical levels
Boje STQE Intro & section on William James


Grand Narratives (GN), and their counter-GNs are struggling and oppositional within and between contexts. Those Contexts are themselves, entangled, interconnected, and in flux.

Canvas Question 1a: What is one Grand Narrative [hover over for definition] of GNs for counter-Grand Narratives within a context, and between different sorts of contexts (political, cultural, and ecological).

Canvas Question 1b: Give your own living story web [hover over for definition] of systemicity that are counter to the Grand Narratives you constructed in 1a?

Today's Session

1.1 ~ Class Overview and assign who writes 2 questions for next week, and who dies
1.2 ~ What is Systemicity Thinking?
1.3 ~ Exploring the notion of a Agent Based Modeling
1.4 ~ Pragmatism Concepts &Definitions:
1.5 ~ Ontological Concepts & Definitions
1.6 ~ Grand Narrative, Living Story Webs, and Antenarrative Concepts & Definitions
1.7 ~ Fractal Concepts & Definitions: Quantum Systemicity in Inter-connected, embedded contexts with multiple agents

Hint: See case example of Food Safety Systemicities and Ideologies, Boje Newsletter guide devoted to Grand Narratives and my suggestion is to begin with EGO-Self articles in 11 contexts that Grand Narratives of OST and GST decontextualize, in order to achieve.

After reading about Grand Narratives, ask yourself, what is ideology? Lyotard, jean-F. Postmodern Condition, The English version, a pdf is on line and is searchable. Look for uses in legitimation of knowledge. See Is Green Capitalism Possible study guide for
<table>
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<tr>
<th>Individaul THEORY-Journal-project</th>
<th>Theory paper Rehearsal</th>
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<tbody>
<tr>
<td>Kötke: 2 The End of Civilization</td>
<td></td>
</tr>
<tr>
<td>Heidegger (see searchable text): Intro I Necessity, Str, and Priority of Being; Intro II Twofold Task in Working Out the Question of Being</td>
<td></td>
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<tr>
<td>Lefebvre 1 The Critique of the Thing</td>
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</tbody>
</table>

1. **10:01**

**Slavoj Zizek - How are we embedded in ideology? - Part 1**, in Grand Na systemicities? Part 2, Part 3 (known unknowns), Part 4 (implicit rules ideology), Part 5 (obscene underside of institutions), Part 6 (ideology Other), Part 7 (learn, learn, learn joke), Part 8 (ideology of charity is lost of ideology New Age ecology; i.e. harmonious balance systemicity ideology not lost eco balance, we are in one eco catastrophe crisis after another it). Discuss1, Discuss2, Discuss3 (critique of liberal & fundamentalist ideologies), Discuss4 (critique of Stalinist ideology).

You are invited to the Teaching Academy and to the Book Signing event for my new Wednesday. Teaching Academy on Teaching with Storytelling is 3:30 - 5PM in Room signing is 5PM in Barnes and Noble, in the 'Living Room' 2nd floor. Get the book with or at the event) and save 20%

**Quantum Systemicity Theory study guide** has definitions of two Quantum Principles Polyphonic Contexts you can explore in your Canvas Questions on Living Story Web

From here on out the students will, in rotation, develop a grand narrative and a living each class. Please meet with instructor ASAP to develop your questions for the class

**Canvas Question 2a: What is a Grand Narratives about ______?**

**Canvas Question 2b: What is your own Living Story Web that is counter to the G**

Some Study material for this class: Quantum Systemicity Theory study guide

Look at the antenarratives that interconnect Grand Narratives of OST/GST to Living Capitalism?"

In Latour, there is relation of Systemicities of OSC to Gaia and political culture, Posthumanism. Is Green Capitalism possible? See more YouTubes on "Green Capitalism?"

In Kant’s architectonics in Critique of Pure Reason with Bakhtin (STO) and Heidegger with Kant’s (pp. 57-58) time? See Heidegger (1962) searchable text
Humans, Cyborgs, Posthumans: Francesca Ferrando at TEDxSiliconAlley

PDF - Haraway, Donna. "The promises of monsters: a regenerative politics for inapp

Enabling Quantum Organizations as a new level of effectiveness - Keith D. Swen


Boje's essay What is posthumanist ontology?

Kant, Immanuel. Critique of Pure Reason (begin with one of the very last sections of
551) - to get sense of his cognitive approach); for Bakhtin see Boje 2008a STO chapt

Kötke: 3 Soil: The Basics of Life; 4 The Forest

Heidegger: Part One: I Analytic Dasein; II Being-In-The-World; III Worldhood of
the World

Deleuze A Thousand Plateaus chap 14

Lefebvre 2 Rhythmanalysis

Assignments for CANVA Shint

Canvas Question 2a: What is a Grand Narrative about _____? Canvas Question 2b:
Living Story Web about _____?

The Climate Change We Need - Daniel Wildcat lecture part one

Daniel Wildcat on climate change (PowerPoint—'By people who have no power, an
point!')

difference/similarity of posthumanist systemicity and Being-In-The-World for
Arendt Hint 2b: According to Barad Heisenberg is epistemic not an "ontoepistemology of
inseparability of ontology and epistemology. Boje (2014a) sees Heisenberg as an
also see see Dewey, 1929 references to Heisenberg)?) Hint

How would you complete Heidegger’s unfinished project (p. 64, footnote 1) is to crit
Aristotle (Physics IV essay on time) and Kant, Immanuel. Critique of Pure Reason (st
would Lefebvre rhythmanalysis and Deleuze ontology contribution to that unfinished

For Karen Barad, Agential realism is an ontoepistemological standpoint. Agential
materiality with discourse. There are other ontoepistemological standpoints for syst

Ramsés Fuenmayor (1991), The Roots of Reductionism: A Counter-Ontoepistemolog

Assignments for CANVA Shint
Approach  This does not mention Barad’s ontoepistemological, and focuses instead on

Proposition SOP ("systems ontological proposition"): the ontological claim stated as "wholes which transcend the mere collection of their parts.”

Proposition SEP ("systems epistemological proposition"): the epistemological claim (phenomena) should be studied as transcendental wholes and not as mere aggregate of parts.

Proposition COE ("counter-ontoepistemology proposition"): is to ask, through SEP, whether there is another method, or science that studies phenomena as if they were not holons but, rather, as aggregate of parts?

WHY?

1. SEP transcends not solely transcending from the mere collection of its parts from the "thing in itself."
2. SOP is still in the Cartesian Ontological ‘mind-matter’ dualism of Descartes’ approach
3. The COE tries to resolve the Descartes’ ontological duality with counter-ontoapproach
4. SEP’s epistemological thrust acts as a conditioning ontology in which "being distinguished from "appearance" (Aristotle’s paradox).
5. Parmenides ontological standpoint the being of things in the world is uncha “Not-being” s “unspeakable” (Being-is and Non-Being is not).
6. For Parmenides - deciding in advance that Non-Being is the ground from which disregarded (Heidegger, make Dasein the Being-there already for Being-is)
7. Parmenides: That which is uncoiled is that which appears as actual, and thus Heidegger, Being-in-the-world is a disclosability, an unconcealing
8. Hericlitus ontology is being is change (being-entity-time), which is the foundation Counter-ontoepistemology of a systems approach

and so on.


What is the hermeneutics of Roland Barthes? Answer: the five codes; see Felluga, Di the Five Codes." Introductory Guide to Critical Theory. Purdue U.
http://www.purdue.edu/guidetotheory/narratology/modules/barthescodes.html


What NMSU is doing. Click here prior year 655 article; Main Types of Sustainability; Sustainability - Compare to UNM Climate Action plan See actual UNM plan, NMSU pl

Capra, F. Speaking nature's language: Principles for sustainability


Kötke: 5 The Phantom Agriculture; 6 The Dying Oceans; 7 Extinction of Life
Heidegger
Part One: Being-in-the-World as Being-With and Being-One's-Self, The 'They'
Lefebvre 2 Seen from the Window

Canvas Question 3a: What is a Grand Narrative about _____? Canvas Question 3b: Living Story Web about _____?

PLEASE Note: Class will be held at Career Expo on Sep 16; We will sit and observer with and assess strategy-as-practice of sustainability @ NMSU.

John Dewey develop Observer Effect on Ontological Pragmatism
Extinction of Life, the post-process & strategy-as-practice; Arendt’s The Human Condition.
Heidegger and Lefebvre’s look through window


Arendt, Hannah (1958). The Human Condition. Arendt was Heidegger’s student. She lack of political answerability, and develop a counter-ontological theory that puts political focus on work (& labor) and equipmentality.

Boje, 2014
Toward Sustainability Ethics of Equity & Social Justice; Hamilton, Clive (2010) Hami denial to North American conservatism that views environmentalism as a threat to sustainable economic growth and man’s mastery over nature;

Dewey, J. (1929). The Quest for Certainty. Gifford Lectures. Do a search on indeterminism, Heisenberg and observer (effect), and you will quickly see how Dewey develop a (quantum) standpoint that is different from that of William James and Charles Sanders Peirce. He is closer to Heisenberg, and is different from Heidegger, & much closer to Arendt.

please discuss Presentation to NMSU Sustainability Council by Dr. Connie Falk

PLEASE ATTEND & PARTICIPATE in the 30th Annual Career Expo – September 16-17.
This is a special "GREENING Career" Day - look for Green Leaf Employers

Kötke: 8 Population; 9 Cultural Dynamics of Empire
Heidegger
Part One: V Being as Such; VI. Care as the Being of Dasein
Lefebvre 3 Dressage
Deleuze A Thousand Plateaus Ch 14

Canvas Question 4a: What is a Grand Narrative about _____? Canvas Question 4b: Living Story Web about _____?

Cultural Dynamics of Empire in Quantum-Liquid
Sustainability: socio-cultural, economic, and environmental

Deleuzian Ontology Chapter 14, relation of open and closed to smooth and striated; various models; how it differs from Arendt, Merleau-Ponty, Lefebvre, and Heidegger.

Heidegger, Merleau-Ponty, Arendt, and Deleuze present differing ontologies. The contrary to them.


### Quantum Storytelling: Blacksmithing Art in the Quantum Age

Quantum Storytelling: Blacksmithing Art in the Quantum Age, presents David M. Boje's "Quantum Storytelling" approach. This film...

Boje, D. M. (2012b). *The ♥-of-Care of the Life-Path of Organizations’ Double-Spir through Landscapes*


Kötke: 10 The Psychology of Empire; 11 History of Modern Colonialism; 12 Colonialism in the Modern World

Heidegger Part Two: I Dasein’s Possibility of Being-A-Whole & Being-Towards-Death

Lefebvre ch 5 apparatuses


MATERIAL STORYTELLING and SYSTEMICITIES OF ORGANIZATION AND SOCIETY: dissertation today for definitions of material storytelling in Part I, and Method in Part II. [http://vbn.aau.dk/da/publications/the-between(bd2a7c76-0985-4af8-ba57-d3](http://vbn.aau.dk/da/publications/the-between(bd2a7c76-0985-4af8-ba57-d3)


Heidegger QCT

<table>
<thead>
<tr>
<th>Canvas Question 5a: What is a Grand Narrative about _____? Canvas Question 5b: Living Story Web about ____?</th>
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<tbody>
<tr>
<td>Your material footprint</td>
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<tr>
<td>Material storytelling in organization and systems design,</td>
</tr>
<tr>
<td>Lefebvre ch 5 apparatuses</td>
</tr>
</tbody>
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PART II: Seed of Future

Kötke: 13 Principles of Life

Assignments CANVAS

Canvas Question 6a: What is a Grand Narrative about _____? Canvas Question 6b: Living Story Web about ____?

Rhythmanalysis of Living Systemicity in Seed of Future (e.g. rhythm of capital (Kincheloe’s critical ontology of living system))

Biological materialisms, and posthumanist feminists critiques for Capra’s Liv...
<table>
<thead>
<tr>
<th>Kötte: 14</th>
<th>Canvas Question 7a: What is a Grand Narrative about _____? Canvas Question 7b: Living Story Web about _____?</th>
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<tr>
<td>Culture as Organism</td>
<td>Green Ethics of Culture as Organism</td>
</tr>
<tr>
<td>Heidegger Part Two: Dasein’s Authentic Potentiality-For-Being-A-Whole and Temporality as the Ontological Meaning of Care; IV</td>
<td>New process school’s relation to systemicity and ontology of Heidegger, Deleuze, and Guattari</td>
</tr>
</tbody>
</table>

- **Heidegger**
  - **Part Two: II: Dasein’s Attestation of an Authentic Potentiality-For-Being, and Resoluteness**
  - Lefebvre 6 Manipulations of Time

- **Kincheloe** (2007: p. 896): "Thus, in a critical ontology our power as meaning makers is enhanced. Cognition is the process in which living systems organize the world into meaning. With this in mind critical ontology creates a new era of immanence—'what is implied so much.' More..."**

  - Capra, F.; Pier Luigi Luisi (Eds.) The Systems View of Life: A Unifying Vision

- Capra p. 35 days “Descartes’ uncompromising image of living organisms as mechanical nature... can be explained in terms of the arrangement and movements of its parts” in the system. Where as Capra’s "living system” has “emergent properties... not found in any of the levels of the system as a whole.”

- "Later on, the concept of organization was refined to that of 'self-organization,' which is contemporary theories of living systems." (p. 64).**

  - Luhmann’s theory of autopoietic social systems by David Seidl (2004). This is a living system. Autopoiesis literally means "auto (self)-creation" and it has a critique for being solopist rational epistemic

- Canvas Question 7a: What is a Grand Narrative about _____? Canvas Question 7b: Living Story Web about _____?

- **Green Ethics of Culture as Organism**

- **New process school’s relation to systemicity and ontology of Heidegger, Deleuze, and Guattari**
Temporality and Everydayness

Lefebvre 7
Music and Rhythms
Deleuze A Thousand Plateaus Ch 14, music fractals


Kötke: 15 Life of the Tribe
Heidegger Part Two: V. Temporality and Historicality
Lefebvre 8 Conclusion

Canvas Question 8a: What is a Grand Narrative about _____? Canvas Question 9: Living Story Web about _____?

Life of Tribe

Systemicity-Rhythm in Liquid-Quantum Modern; rhythmanalysis of a systemic and dwelling-within inhood (see posthumanist ontology)


Reading Heidegger BT

Kötke: 16 Restoration of the Life of the Earth
Heidegger Part Two: VI. Temporality and Within-Time-Ness As the Source

Canvas Question 9a: What is a Grand Narrative about _____? Canvas Question 10: Living Story Web about _____?

Restoration of Life of Earth? 98

Mead and the practice turn


Mead (1932) The Philosophy of the Present.

Readings Heidegger BT, the realms

Kötke: 17 Permanent Desert Culture

Canvas Question 10a: What is a Grand Narrative about _____? Canvas Question 11: Living Story Web about _____?

New Mexico Desert Culture?

the many 'destining's' in Heidegger's QCT on line version is searchable

Heidegger QCT

Kötke: 18 Choosing Reality
Merleau-Ponty differences with Heidegger

Assignments CANVAS

Canvas Question 11a: What is a Grand Narrative about _____? Canvas Question 12: Living Story Web about _____?

New Mexico’s materialisms

Merleau-Ponty changes to Heidegger ontology

Merleau-Ponty (1962). Phenomenology of Perception

Diana Coole develops a materialism storytelling of Merleau-Ponty; Coole, Diana. (20

Readings TBA

| Kötke: 19 Natural History of the Watershed | **Canvas Question 12a:** What is a Grand Narrative about _____? Canvas Question Living Story Web about _____? New Mexico’s Watershed History |
| No Class | **THANKS GIVING HOLIDAY BREAK** |
| Kötke: 20 Planetary-Watershed Restoration | **Canvas Question 13a:** What is a Grand Narrative about _____? Canvas Question Living Story Web about _____? Planet’s Watershed Restoration |
| Final Paper Due | **Please submit your two JOURNAL PROJECTS (one is Theory, second one is Qual include individual portfolio of your Canvas entries - Class held off campus at 4 at 3:30 till 5:30 or 6PM** |
| FOLLOW UP | **Dec 17 to 19 Quantum Storytelling Conference in Las Cruces (Inn of the Arts); Your a paper are welcome** |

**Detailed Schedule** (check weekly for Topic updates)
Purpose of Course:

To have students obtain a basic knowledge Organizational Systemicity [Theory] & Complexity (OSC) in its Ecological Contexts. Barry Commoner's, *Closing Circle* in 1971. [Source]. Here are four classic pragmatic RULES:

1. *Everything is connected to everything else.* There is one ecosphere for all living organisms and what affects one, affects all.
2. *Everything must go somewhere.* There is no "waste" in nature and there is no "away" to which things can be thrown.
3. *Nature knows best.* Humankind has fashioned technology to improve upon nature, but such change in a natural system, says Commoner (source), "likely to be detrimental to that system" [aka 'Systemicity']
4. *There is no such thing as a free lunch.* Exploitation of nature will inevitably involve the conversion of resources from useful to useless forms.

We will call living organisms, 'AGENTS.'

![Diagram of Agent Based Modeling (ABM) of Systemicity](Drawing by Boje).

**Figure 1 - Agent Based Modeling (ABM) of Systemicity (Drawing by Boje).**

**ABM** - Agent Based Modeling

**GST** - General Systems Theory

**OST** - Open Systems Theory - rooted in second order cybernetics (deviation-counteracting & deviation-amplification loops)

**CAS** - Complex Adaptive Systems - rooted in first order cybernetics (deviation-counteracting loops) are the basis of what we study as the socio-technical beast.

**e.g.**
Introduction to Complex Systems: Patterns in Nature

This video is about complex adaptive systems in Nature, how birds and fish move in amazing patterns that emerge in the aggregate. Micro behaviors of individual-Agents turn into Group of Agent behaviors. E.g. Birds follow simple rules forming self-organizing patterns.

Rule 1. Stay close but don't bump into birds around me.
Rule 2. Fly as fast as birds near me
Rule 3. Move toward center of the group

Complex adaptive systems: an introduction

Health Care as a Complex Adaptive System

- CAS have non-linear dynamic, agents are intelligent and learn, and are self-adapting, with no single point of control in Healthcare example.


A brief overview Old style modeling of Complex Adaptive Systems using ABM - search for macro-patterns over times with multi...
agents interacting, each using simple rules

ABM is an alternative to Old Systems Theories (GST/OST/Mechanistic/Framework, etc.) reductionism, trying for universalism through acts of abstraction and appropriation. Old Systems Thinking, the Idealism that results in the inexistence of Agents, the glossing over of Event, and Event-trajectories in Systemicity, in space-time-materialisms (Boje, 2014a).

An alternative is a retheorized Materialism of Event, to Agent interactions that are not reduced to cross-sectional variable boxes with arrows between them. The ABM materialism is about how patterns of systemicity unfold in spacetimemattering that exceed the Agent's simple Rules of dyadic engagement to form complexity patterns of multiplicities within multiplicities. ABM is also an alternative to Deleuze's ontology of unfathomable chaos of the rhizome vortex. The idea that System is a set of unified parts, greater than the Whole, is the Grand Narrative of old systems thinking. Watch the YouTubes below to get an understanding of why this is so. Old systems theorizing accounts for organization as a stable state disrupted by an Event, and then a old-style CAS or OST takes over. However, such universalizing is a Grand Narrative. "Nowhere is there any endpoint, either above or below. There is neither initial One, nor an ultimate atom" (Tarby, 2013: 136-7). Sets of Agents in relation to multiplicities create aggregate patterns that are a successive set of possibilities. The observing Agents have the impact of their Observer Effect, though they may think themselves to be innocent bystanders to the Event, the ensuing trajectories. For Alain Badiou (2013) it is the "dialectic of being and event" (Tarby, 2013); while for Heidegger (1962) its an Encounter, in Being-in-the-world, in the ontologic situation worlds within worlds: world of work in relation to world of equipmentality (technologies), world of supplies, world of nature, world of welfare, and so on. Human Agents and non-human Agents interact in ecological and other contexts. Humans do not control all the Events.

What is an Event?

"Event is the sudden irrupton within this scene of a set of things, of elements, that were neither given nor determined" (Tarby, 2013: 142). Events happen in a flash, a dazzling revelation, all very suddenly. Other Events take some time to be noticed.

The Event happens, often suddenly, and the Agents' Situation is shocked into a change in its activities, and the RULES may change. Some Agents may deny the event, while others are reactive by seizing the day, in "creative humanity" to enact new RULES (Tarby, 2013: 143). As more incidents happen, some are Events, that interrupt the Agents' Situation, and can be Tipping Points in the trajectories (paths) through SPACE and TIME, in Materiality (Boje, 2014a). "We are surrounded by materiality" (Tarby, 2013: 142)

Events happen in says that Agent structures and networking adapts to. Here are some basic principles of events Several of these are adapted form Tarby (2013) chapter on work of Alain Badiou.

Principle 1: Event is always relative to a Situation in various contexts. E.g. social racism, economic inequality, political hegemony, cultural decline, ecological species decline, and/or their counter-contexts.

Principle 2: Event cannot change everything. There are local changes, some global ones, and after a time some returns, but everything does not return.

Principle 3: The human social dimension of the event is lost when we use GST/OST/CAS theories to confer a final determination of some universal Truth (see Tarby, 2013: 114). E.g. when systemicity is reduced to summary variables without tracing what individual agents are doing, or when cross sectional methods such as survey research are used in ways that do not trace longitudinal developments.

Principle 4: Event opens up trajectories as the Agents interact and enact respective courses of action. E.g. some Seize the day and create change, while others deny the Event and go about their business-as-usual.

Principle 5: Event trajectories "make the event a simulacrum" (Tarby, 2013: 144). ABM is a simulation, and there is also simulacrum behavior by Agents Being-in-the-world. See Boje & Rhodes (2005, Leadership Quarterly article on this topic, PDF download)

Principle 6: Event trajectories as they course through Agent networks, modify knowledge of the Agents, however full knowledge cannot be perfect. E.g. As an Event traverses a Living Story Web of families, friends, professions, the pattern remains open. Trajectories are not determinate, sine more incidents and stages happen, and affect the course. Therefore any definite final Truth is lost.

Principle 7: There is always hope that out of Event, some Grand Narrative (GN) of Universality will take hold of an Agents' context.
without fully denying, marginalizing, or re-appropriating by reduction or manipulation the Living Story Webs (LSWs).

ABM can be used to model Event principles and Agent rules.

What is AGENT BASED MODELING?

"An agent-based model (ABM) is a class of computational models for simulating the actions and interactions of autonomous agents (both individual or collective entities such as organizations or groups) with a view to assessing their effects" on the systemicity dynamics. "Most agent-based models are composed of: (1) numerous agents specified at various scales (typically referred to as agent-granularity); (2) decision-making heuristics; (3) learning rules or adaptive processes; (4) an interaction topology; and (5) a non-agent environment." (source).

Agent-Based Modeling of Sociolinguistic Contact James Stanford, PhD Lindsay Whaley, PhD

Agents can be defined as individuals, groups, organizations that follow simple sociolinguist and various organizing rules, while their interactions create non-linear complexity patterns of Systemicity over spaces and times. Agents can be human, animal, plant, bacterial, and any other living things. ABM allows testing various principles, and how communities for example, vitalize their languages within pressures of socioeconomic contexts on indigenous languages.

Demonstration of an agent-based simulation

This simulation demonstration of ads, their effectiveness with early-product adopters and detractors, over time as the word spreads through a marketplace.

Only in humanism are the agents just human beings. In posthumanist ABM the agents are any species, all species interdependent a given domain, following their Rule. For example, new product adopters over time

As Events happen, changes in Systemicity patterns emerge. Agents communicate and combine, interacting with other Agents to form Living Story Networks that are dialectic to Grand Narratives of various contexts.
Agent-Based Modelling by Bruce Edmonds

ABM allows social science to explore the relations between the micro-world and the macro-world. The qualitative techniques for eliciting stories from people can allow us to program the rules of social interaction.

Agent-Based Modeling How? H1N1 Model Design

- by Miles Parker
- 4 years ago
- 3,199 views

In previous screen

Why Agent-Based Modeling? Part I by Miles Parker

Why Agent-Based Modeling? Part II: Modeling H1N1 by Miles Parker
Herbert Simon's bounded rationality applies to ABM.

Whereas Old Systems Theories attempt to build a representative reduction of social and operational or productive systems, the ABM is at the population level, including all the agents, and all the states they move through, and how that aggregate interaction occurs over spacetime, and in material interactions with the environment.

Agents are heterogeneous with different ideas for living and Being-in-the-world:

Agent 1 - 'I care about my home, my local space.'

Agent 2 - 'I care about getting rich, and that's all.'

Agent 3 - 'I care what happens in my life, and don't care at all about what happens to future generations.'

Agent 4 - 'I care about virtual real, about mass-produced entertainment, and could care less about the natural world.'

Agent 5 - 'I care about living my life so the 7th generation will have resources for life.'

Agent 6 - 'I care about greening and sustainability of the natural world.'

Agent 7 - 'I care about capitalism, and do not care about escaping into virtual entertainment or natural world.'

Agent 8 - 'I care about making smoke and mirrors that hides my true intent from other agents.'

Agent 9 - 'I care about creating an ethical story in relation other other storied lives.'

And so on...

As these and other agents interact, they form patterns of interaction, and structures in relation to Events suddenly happening in their midst.

The Systemicity process can be a one of fractal-pattern emergence, scalability from the lower (micro-scale) of systemicity to it higher (macro-scale). The behavioral rules generate complexity patterns, such as fractals, as multiple agents, each bounded rational, act in their own PRAGMATIC interests. Some have CRITICAL PRAGMATIC, others ONTOLOGIC PRAGMATIC, others more post POSITIVIST PRAGMATIC, and some with EPISTEMIC PRAGMATIC ways of sensemaking and enactment (Boje, 2014a). These pragmatics are NOT independent. In multiple agent systemicity, different actors apply different pragmatic rules, such as Commoner's Closing Circle, while others, such as Australian Premier Tony Abbott is an agent applying a Vulgar Pragmatic of the "environmental vandal" (see Carol Williams, Aug 19 2014). In this political context he enacts anti-regulation programs: (1) repeals the carbon tax on biggest emitters of greenhouse gasses; (2) invited loges to open the Tasmanian 2,000 year old growth forest logging in defiance of UNESCO World Heritage designation which 97% of Australians surveys still support; (3) Put a climate change skeptic in charge of Australia's Renewable Energy Target Program; (4) shifted authority from federal to state and territorial governments for analysis of green light proposals; (5) Tax rollbacks that environmental scientists say is creating an "environmental train wreck."(see Carol Williams, Aug 19 2014).

The process of Agent Based Modeling (ABM) of Systemicity is one of recognizing how autonomous agents follow rules preserving their own PRAGMATIC self-interests in ways that create complex multi-agent, multiple-contexts patterns of emergence.

ABM agents do learn, and adapt to conditions of multiple contexts and multiple agent relationship networks.

There are several mixed qualitative and computational methods to study systemicity: (1) Monte Carlo simulations of ABM introduce randomness. (2) Markov Chains is another approach; (3) social movement theory; (4) Game Theory; (5) Decision Theory.

Here we will look at two kinds of emergent fractal patterns of complex systemicity:

What is a COMPLEX SYSTEMICITY?
A complex systemicity creates by ontologic story, or by simulations, dynamics of multiple agents using simple rules such as Babbage commoner's Closing Circle rules in inter-connecting contexts whose properties are not fully explained by an understanding of its component parts. In short, complex systemicity consists of a large number of mutually interacting and interwoven contexts, agents, rules, and entities. Out of very simple rules, agents create amazing complexity dynamic patterns. Some of these are fractal (Read More).

Learn how to research the inter-pragmatic: Ontico-Ontological Condition of OSC [please hover over for definition to appear]. To become proficient in 'critical ontology' analysis of 'systems thinking and practice.' To examine how OSC is used by a variety of qualitative methods approaches. To learn an ontological theory and method, in making a paradigm shift the various popular approaches. One paradigm shift is from an 'Epistemic GRAND NARRATIVE' (hover over for definition) rendering of OSC to a critical ontological one. Second, is from epistemic schemes of OST that are without environmental ontology, to a Systems Sustainability an interdisciplinary Ontological field that draws on theory, methods, and praxis from environmental sciences, economics, sociology, ethics, and philosophy. OSC are entities in the Ontic (Post-positivist) disciplines and Ontologic, and these combine (Ontico-Ontological) in the internal and external complex, dynamic, and contested relationships among many stakeholders and contexts. Agents follow quite different pragmatic rules:

![Figure 2 - Quantum Systemicity Theory and COPE-Pragmatisms (see Boje, 2014a for discussion).](image)

To see study guide on QST click here. In Grand Narratives Study Guide you will find ways to approach the construction of questions about Grand Narratives of OST and GST which have decontextualized what I call systemicities (Boje, 2008a). One aim is to move beyond 'vulgar pragmatism' the 'whatever works' practice.

There are research opportunities using systemicity as the next move beyond single-systems thinking.

Systems Science and Health in the Behavioral and Social Sciences (R01)
Department of Health and Human Services
The sponsors invite applications for that propose to develop basic and applied projects utilizing systems science methodologies relevant to human behavioral and social sciences and health. This FOA is intended to encourage a broader scope of topics to be addressed with systems science methodologies, beyond those encouraged by existing open FOAs. Research projects applicable to this FOA are those that are either applied or basic in nature (including methodological development), have a human behavioral and/or social science focus, and feature systems science methodologies. This FOA will use the NIH Research Project (R01) award mechanism.
As the Department of HHS puts it "Systems science methodologies are specific methodological approaches that have been developed to understand connections between a systems structure and its behavior over time. "Systems science methodologies" is an umbrella term to refer to a variety of such methodologies including (but not limited to), agent-based modeling, microsimulation, system dynamics modeling, network analysis, discrete event analysis, Markov modeling, many operations research and engineering methods, and a variety of other modeling and simulation approaches.

... Relevant to systems science is recommendation #6 in this report: “The pathways between the social, economic, and environmental causes of poor health are complex and interconnected. Models and other novel analytic tools can elucidate these pathways and relationships and be used to assess the benefits and harms of policy and intervention options. These tools are needed to support policy-making, including resource allocation. Therefore, the committee recommends that the Department of Health and Human Services (HHS) coordinate the development and evaluation and advance the use of predictive and system-based simulation models to understand the health consequences of underlying determinants of health. HHS should also use modeling to assess intended and unintended outcomes associated with policy, funding, investment, and resource options” (More)

- Agent based modeling presentation (Video)

"A system, in this context, refers to the particular configuration of all relevant entities, resources, and processes that together adequately characterize the problem space under study (i.e., a system is defined by the boundaries that stakeholders use to determine which acts/observations are relevant for their inquiry as well as the interpretations/judgments that they use to guide decisions or actions) (Ulrich, 2002). Systems science methodologies are valued for their ability to address the complexity inherent in behavioral and social phenomena, for example they excel at identifying non-linear relationships, bi-directional feedback loops, time delayed effects, emergent properties of the system, and oscillating system behavior” (More, please see Ulrich 2002)

Systemicities occur in multiple contexts, and across those contexts, that involve Storytelling process (Boje, 2008a).

For example, Grand Narratives (GN), and their counter-GNs are struggling and oppositional within each context, and between contexts. Those Contexts are themselves, entangled, interconnected, and interweaving.


We tell stories to make sense of everyday life and communicate to others who we are.
Narrative Analysis by Vanessa May

“We are narrative beings... we need narratives... fundamental to who we are... Narratives identity... how organizations make sense of the world... in policy documents We make sense of the world through the stories we tell... Narrative can be text or can be physical, like dance performance, or numerical. Numbers tell stories, as well. ... Narratives are linked into structures of power... Narratives are not just stories... Narratives matter. It matters how we tell stories about the world, who tells them, in what way"

There is a constant narrative going on in our heads and we are telling our Living Story in a Web of others' Living Stories. The Grand Narratives give coherence to our experience, and to fit into grander frameworks. The Agent's Living Story Web is local, grounded... The Grand Narrative seeks the universal, the abstract, and the general. The Grand Narratives and the Living Story Web are in a dialectic relation in Agent networks, and change across spacetime in relation to materialisms.

This course will examine and analyze the internal and external dynamics of OSC from a variety of philosophical perspectives I (Boje, 2014) call Pragmatic COPE [please hover over for definition to appear]. However, the main purpose is to provide graduate students with an overview of the historical, on going theoretical debates, and qualitative research in OSC. This is an advanced qualitative methods course in ABM, in macro History and Micro-Behavior of OSC within Complex Social, Political, Economic, Cultural, Philosophic, and Ecological contexts that are themselves interactive forming the basis of complexity science of systemicity. In this course, we will contrast three very old schools of systems theory: (1) the naïve US school of systems theory, (2) the General Systems Theory School (GST), and (3) the Language School of Systems Theory (hover over for short discussion) with the COPE-pragmatic systemicity analysis methods. CANVAS discussions will be developing the transition of systems to complex theory to your own area of expertise and to your Journal-Project-writings, so be prepared.

Course Objectives:

1. To acquire a thorough understanding of the Pragmatic COPE [please hover over for definition to appear] OSC Theory, with special focus this term on Critical Ontology analysis

2. To develop a Critical Pragmatic Ontologic' (hover over for short definitions) appreciation of the historical roots of OSC

3. To examine the classic schools of OSC including Central Debates in the OSC Literature, (hover over for short list) and write a potentially publishable journal article on ‘critical ontology’ of OSC.

4. To explore the strengths and weakness of the main OSC theoretical approaches and acquaint you with multiple levels of analysis and advanced qualitative methods for empirical research in this field in a potentially-publishable journal article (ready for submission).

5. To review professional, ethical, legal, cross-cultural, and sustainability issues related to OSC of ‘critical ontology' Praxism

6. To develop new researchable theories and ideas, including your own pragmatic-critical-ontologic theory of OSC Theory. Weekly Canvas discussion answers as basis for writing an article together

7. To examine your own participation and embeddedness in OSC 'critical' ontology, to understand how it impacts on you and your work with Others in ontico-ontologic ways. To become adept at practicing assessment of the Sustainability of OSC [please hover over for definition to appear]

8. In sum, our task is to arrive at the primordial experience of OSC in an ontological standpoint of its positive possibilities Being, while shaking off the 'social constructivism' traditions of the obscured schemata of open systems thinking treated
self-evident categories that have neglected the problem of Being in-space, in-time, and in-materialisms
Please review Study Guides for 655 when preparing your Canvas answers

Course Requirements:

1) To read assigned chapters from texts
2) To make CANVAS discussion answers to two questions in syllabus each session, and posed/modified in class (Credit for posted answers in CANVAS with 24 hours following the class meeting)
3) To engage in Professional class participation including several office visits with instructor to discuss learning, get feedback, make learning a success for self and others
4) Do project research, writing, and revisions; Produce publishable-quality possible article to submit to a journal.
5) Work with the instructor to create a successful classroom learning experience for Self and Others in ‘critical’ ontological research methods.
6) Complete course evaluation at conclusion of the course (deduct 20% of grade if NOT completed)
7) Get your IRB certificate for this course since you may decide you want some interviews (not required). To begin the online certificate here and follow the instructions (save a copy of your certificate so we can amend our IRB and add you to it). This is in case you or observations involving any human subjects. The course is designed to do a theory journal article write up and a qualitative only archival (perhaps mostly on line) texts (therefore need not have interviews or field observations).

In addition to your individual two-project journal article write ups (one on theory, another on archival analysis of texts) for grade, you will have your individual and Canvas Discussions (1 page each answer to each question) that I hope you will make especially reflective and practical for your individual fields of study.

Course Format

You are expected to come to class prepared to discuss scheduled readings. Please bring your Heidegger (1962) book to class A online text). To help this outcome recur, you are required to submit a brief (one page) Canvas memo entry for each week’s reading, encouraging you to begin this before the class meeting, with reflection on the critical discussion of readings (note: it is not a summary of opinions), rather push the state of knowledge or method in the field, challenging weak theory with new formulations, next steps, questions, your own reflexive introspection (such as life story examples), and/or researching examples in Google Scholar, and so on.

During each class, I will give an overview of the readings of the day. I will help you have time to reflect and discuss the questions, students at random to open the critical -ontologic reflexive and/or pragmatic philosophical discussion based upon what they read. This can be based on notes of the initial draft of Canvas entry that is due midnight the day following class meeting. Instead of summarizing the readings, bring out debates in the field, unanswered research questions, examples of praxis that need improvement.

You will get the most out of each class by turning off your lap tops, cell phones, and actively participating in the Here and Now Print out your notes ahead of time. Share in the learning experience by being prepared, having read several of the readings on time, ready to take the lead in opening a discussion. 25% of your grade is on the Canvas discussion entries. Another 25% is on your active, constructive, professional participation.

At the end of class, I will briefly summarize the next batch of readings. As the term progresses, more time will go to working on projects.

Two Project Requirements

Project one THEORY-JOURNAL-ARTICLE- each student develops a pragmatic-critical-ontologic OSC theory for submission to Academy of Management Review (for students not in Management, other journals may substitute). Theory Project must be pre-approved by you to develop a review of critical ontology OSC literature (not a summary) from one or more weeks course material, extend that material with additional sources to final term Journal-theory-project. Includes dialogue with articles from Academy of Management Review, Organization Science, Human Relations, etc. If you deviate form archival data, in the Qualitative Data Collection of the Journal Project, you must get university IRB that must be approved in consultation with the instructor. In AMR there is no data collection or analysis, as of February 2018, there are 132 articles mentioning "Systems Theory", and including words ‘pragmatic’ or ‘pragmatism’ only 14 articles. To help you, I have searches of relevant publications connecting ontologic-pragmatism and systems theory in various ways.

Most cited articles mentioning “Systems Theory” (132 total in AMR):


Most cited that include 'pragmatic' or 'pragmatism' only (14 total in AMR)


AMR articles with **Ontology and pragmatic or pragmatism (28)**


And only 3 articles in AMR with **ontology, pragmatic OR pragmatism "systems theory"**


Heidegger is mentioned in **13 AMR articles**


In other management/organization journals Heidegger is mentioned 269 in Strategy as Practice articles


Heidegger with both pragmatism "strategy as practice" reduces the list to 129

Heidegger pragmatism "systems theory" "strategy as practice" reduces it to 25.


PROJECT 2: ANALYSIS-ARTICLE-WRITING: ARCHIVAL ANALYSIS OF 'CRITICAL ONTOLOGY' OF SYSTEM(ICITIES) CASE FOR A JOURNAL PROJECT

This is an analysis of existing web or other archive material, such as annual reports, company website, non-profit web-sites, may be a sophisticated and rigorous qualitative analysis. Please pre-approve the project with instructor. The developmental work for a THEORY article can be input to the application in the ANALYSIS-ARTICLE for possible submission.

Grading Scholarly and Professional Performance Outcomes

Final Grade:
1) 25% THEORY JOURNAL Project paper
2) 25% Qualitative ANALYSIS JOURNAL Project paper
3) 25% for professional contributions to success of class
4) 25% for on time, Canvas Discussion of two weekly questions and doing your peer-comments on other's answers
5) 1 excused absence allowed. 4% loss for every other absence; 4% loss for each missed CANVAS assignment answers.
6) Not completing a course evaluation will result in 10% lower grade (in short, please don't forget it)

A - Excellent Outstanding Journal-Article write ups, CANVAS write ups of answers to questions posed in class; Demonstrates superior understanding of ontological qualitative method and theory. On time peer-feedback comments on their answers to CANVAS question; participation in instructor's discussion of readings; makes contribution to success of course; work makes sound contribution to convivial and professional manner. Open to learning new paradigms, new ontologies, new epistemologies, and new methodology study. Contributes ideas to instructor and peers that make the class more effective for all.

B - Submits good write ups of Journal-Article Projects (one of which is outstanding), keep up with discussion, makes contribution to average understanding of ontologic-pragmatic method and theory; is contributing actively to the success of the course; good contribution to success of our class and a harmonious convivial atmosphere. Does on time peer comments on their answer. Is open to learning new methods. Met at least once with instructor in office hours (or appointment), periodically to discuss teaching/learning process and outcomes. Is able use convivial and professional manner. Open to learning new paradigms, new ontologies, new epistemologies, and new methodology study. Contributes ideas to instructor and peers that make this an excellent experience for all.

C - The Journal-project write ups are average, or one is below average; does not keep up with Canvas write ups, is not concerned with inquiry, does not make as important a contribution in their Journal-Project writing. Is closed to new ideas, new paradigms, and narrow self-interests of scholarship. Forgets to be on time with peer comments on their answers. Had problems or a petulant, or disgruntled attitude with class, or instruction, and did not meet with instructor to discuss and problem solve. Is only able to methods that have direct utility to self-interests. Does not help instructor or peers make this an excellent experience for all.

D - In class - seems distracted, is not prepared, CANVAS sometimes late, the contribution to Journal-project is not substantial. Had problems or an attitude (see above) to instruction, but did not bother to go to instructor in office hours or appointment to address Wastes class' and instructor's time trying not to learn, defending not reading, not writing, not participating in constructive manner, or more peer comments on their answers.

F - Failure to participate in class, and non-performance CANVAS and/or Journal-writing projects (did not pull weight); or just plain disruptive in class, including on cell phone, texting during discussion or lecture time, distracted, and a distraction to others and instructor that is relentless. Had problems with class, or developed an attitude (see above) to instruction, but did not bother to go to office hours or appointment to directly work out concerns.

Grading:

<table>
<thead>
<tr>
<th>Point Spread for Grade Determination</th>
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<tbody>
<tr>
<td>92.1 to 100 = A</td>
</tr>
<tr>
<td>90 to 92 = A-</td>
</tr>
<tr>
<td>85 to 89.9 = B+</td>
</tr>
<tr>
<td>80 to 84.9 = B</td>
</tr>
<tr>
<td>75 to 77.9 = C+</td>
</tr>
<tr>
<td>70 to 74.9 = C</td>
</tr>
<tr>
<td>68 to 69.9 = C-</td>
</tr>
</tbody>
</table>

etc.
REQUIRED BOOKS are abbreviated in schedule at SO and NM (respectively).

ABBREVIATIONS

BT Heidegger's Being & Time; QCT Heidegger's Question Concerning Technology; STO - The Storytelling Organization

CTE - Critical Theory Ethics for Business & Public Administration (Information Age, 2008) - Critical Theory Ethics for Business & Public Administration


REQUIRED ONLINE BOOKS (James, Boje 2013 and any other you choose).


Aristotle's Categories


Aristotle's On the Soul

Aristotle (350 BCE) Physis (check his views on space and time).

Aristotle’s Poetics. (350 BCE). Translated by S. H. Butcher.

Aristotle. (350 BCE). Rhetoric. Translated by W. Rhys Roberts

Aristotle (350 BCE) Topics.


Boje, D. M. (2012f). Quantum Storytelling. Free online book (until it gets finished with its revisions, and a publisher calls)

Boje, D. M. (2012g). Quantum Spirals for Organization Consulting online book (until it gets finished with its revisions, and a publisher calls)


Kant, Immanuel. *Critique of Pure Reason* (especially section on architectonic systems, as perhaps the earliest approach in philosophy of science)


Lyotard, Jean-Francois. (1979/1984). *The Postmodern Condition*. the English version, a pdf is on line and is searchable


Merleau-Ponty (1962). *Phenomenology of Perception*

Pierce, Charles Sanders. (1904) *New Elements*


6. Please read one of these other books:

Boje, D. M. 2001 Narrative Methods for Organizational & Communication Research. London: Sage (should be in books section)


**ANNOTATED READINGS IN SYSTEMICITY AND COMPLEXITY**

Not Required, also good choices:


4. See http://peaceaware.com/655/ for the readings we will select for the class.


Cited Articles /Chapters in Syllabus


READ ALL POLICIES

1. Absentee policy: Students with more than two absences will be dropped administratively. Administrative drops will be processed for any reason (illness, accident, athletic, or whatever other reason) requires a makeup paper (3 page minimum) based upon the assigned readings. Students who have missed more than two absences will be administratively dropped. Students who are administratively dropped cannot file an appeal for reinstatement

2. Academic and non-academic misconduct: rules of classroom behavior: (1) no joint papers; (2) no disrespect to others students or the professor; (3) no using of others’ work (please use proper references; you are responsible to fully understand what is plagiarism). Grade of “F” will appear on your transcript. See academic misconduct in the NMSU Student Handbook (www.nmsu.edu/~vpss/03-04handbook.pdf).

3. Multiple submissions: Not legitimate to submit class work in this course that has been submitted in other courses.

4. Make-up work on CANVAS and/or final paper are due on due date; no exceptions. If you miss a class for some good reason, the professor will accommodate you, but you are responsible to read the readings assigned. Call it distance ed. See absentee policy above.

5. NMSU and the individual members of its faculty, staff, and student body recognize their responsibility for protection of the rights and welfare of human subjects in research. Students will be required to understand the NMSU human subjects guidelines.

6. Disabilities/Employee Relations: Call the Director of Institutional Equity at 505.646.3635 with any questions you may have regarding your disability.
discrimination, including sexual harassment. Call the Coordinator of Services for Students with Disabilities at 505.646.6840 regarding
Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973. All medical information will be treated confidentially.

7. Final Exams: The dates for final exams are published in the NMSU course schedule each semester. The date or time at which
unanimous approval of students in the course as well as the approval of the department head. No exam given during the week
length.

8. Incomplete Grades: Under university policy, incompletes may be given only if a student has a passing grade at mid-
semester from successful completion of the second half of the course by a documented illness, documented death, family crisis or other
incomplete should not be given to avoid assigning a grade for marginal or failing work. Requirements for removal of the I grade
the form must be provided to the student. It is up to the faculty member to determine whether an incomplete is appropriate.
course is not completed.

9. Record Retention: Instructors or their departments are required to keep grade books or computer records of students' scores
absences are penalized), etc. for two years. In cases involving grade appeals, records should be kept for at least two years after

10. Students learn the ethics of systems practice and research. This includes following New Mexico State University IRB Human
interviews fill out the following consent form. Please review any material with the client that you intend to appear in any king
Form (copy to be stored in Boje’s office, BC 318; give copy to interviewee)

NMSU is a recipient of federal funds and the following notice to students is included on

Class Syllabus Notice:

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) covers issues
questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact: Trudy Luk
Center, Rm. 244 Phone: (575) 646-6840 E-mail: sas@nmsu.edu Website: http://s

NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, na
condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex disc
(sexual assault, rape), sexual harassment and retaliation.

Please notify your instructor, David M. Boje, immediately if you are the recipient of an

For more information on discrimination issues, Title IX, Campus SaVE Act, NMSU Policy Chapter 3.25, NMSU’s complaint proc
Coordinator Agustin Diaz, Title IX Deputy Coordinator Office of Institutional Equity (OIE) - O’Loughlin House, 1130 University
Website: http://eeo.nmsu.edu/

Other NMSU Resources:

NMSU Police Department: (575) 646-3311 www.nmsupolice.com
NMSU Police Victim Services: (575) 646-3424
NMSU Counseling Center: (575) 646-2731
NMSU Dean of Students: (575) 646-1722
ADA STATEMENT:
Feel free to call the Student Accessibility Services (SAS) Office at 575-646-6840 or email at sas@nmsu.edu for any questions you may have on student issues related to the Americans with Disabilities Act (ADA) and 504 of the Rehabilitation Act. Students requesting accommodations and/or services relating to a disability should seek assistance from the SAS Office located in Corbett Center, Room 244. All medical information is kept confidentially. If you have already registered, please make sure that your instructor receives a copy of your accommodation memorandum from SAS within the first two weeks of classes. It is your responsibility to contact either your instructor or a SAS representative in a timely manner if services/accommodations prove insufficient or ineffective in meeting your needs.

Questions regarding NMSU’s Non-discrimination Policy and discrimination complaints should be emailed to Jose Nevarez, Office of Institutional Equity, 575-646-3635.