The Institute of Cultural Affairs in the U.S.A.

3 Week Service Learning Course
Summer 2011

ICA Staff

Oklahoma City University

DEVELOPING LEADERSHIP FOR A TIME OF TRANSITION

Service-Learning in a New Millennium

Program Summary

Leadership formation in a time of civilizational challenges: responding to the needs of higher education; engaging with local community organizing and action; discerning the challenges of social policy formation and social transformation.

The Institute of Cultural Affairs - USA

The Institute of Cultural Affairs – USA is currently developing a new service-learning program in response to interest expressed by several Institutions of higher education. The field of service-learning is very large and diverse. There are many creative programs linking higher education and a variety of forms of civic engagement. Service-learning has been an integral part of the post-secondary educational journey for many years.

What is ICA-USA's particular contribution to *service-learning?* Our intent is to shape a program that **emphasizes leadership development**. We believe this requires enhancing the conceptual tools and life skills that prepare students from diverse academic and social backgrounds to actively participate in the social transitions of our time. We are also interested in creating a program that facilitates an especially creative connection between higher education and local community organizing efforts that are *on the ground* in this time of transition.

Program Design

We envision a service-learning program that is roughly two-thirds missional engagement and one third contextual work. However, A rich experience of **community life** will be the *envelope* in which missional engagement and contextual study occur. The ICA is uniquely positioned to introduce program participants to the dynamics of **intentional community**. Participants will experience a learning community that is challenging and supportive – one that demonstrates and teaches the dynamics of mutual responsibility and accountability. They will experience and reflect on the challenging balance of individual growth and creativity in the context of community life.

Missional engagement. Participants in this program will be involved in ICA programming or will be engaged with other community-based

efforts that seek social transformation (as opposed to those who understand their work as purely social service). These assignments will be self-selected when practical and when possible will be related to students' academic tracks. It is our intention that placements will provide a rich learning experience for participants and will be practically helpful to the programs involved.

Contextual work. Participants will engage in rigorous academic exploration in three arenas: *Building a Green, Sustainable Society; Creating a Just and Equitable Society; Building the Foundations for Peace.* These curriculum modules will be tailored to meet the academic requirements of participating colleges and universities and, where appropriate, program staff will serve as adjunct faculty to participating institutions. Participants will receive academic credit from their institution for their participation in this program.

The contextual curriculum will provide conceptual tools and application skills in three areas: intellectual methods, social methods and spirit methods (tools of the interior life). The curriculum design will incorporate a warp and weft dynamic with all three methodologies woven through each contextual module.

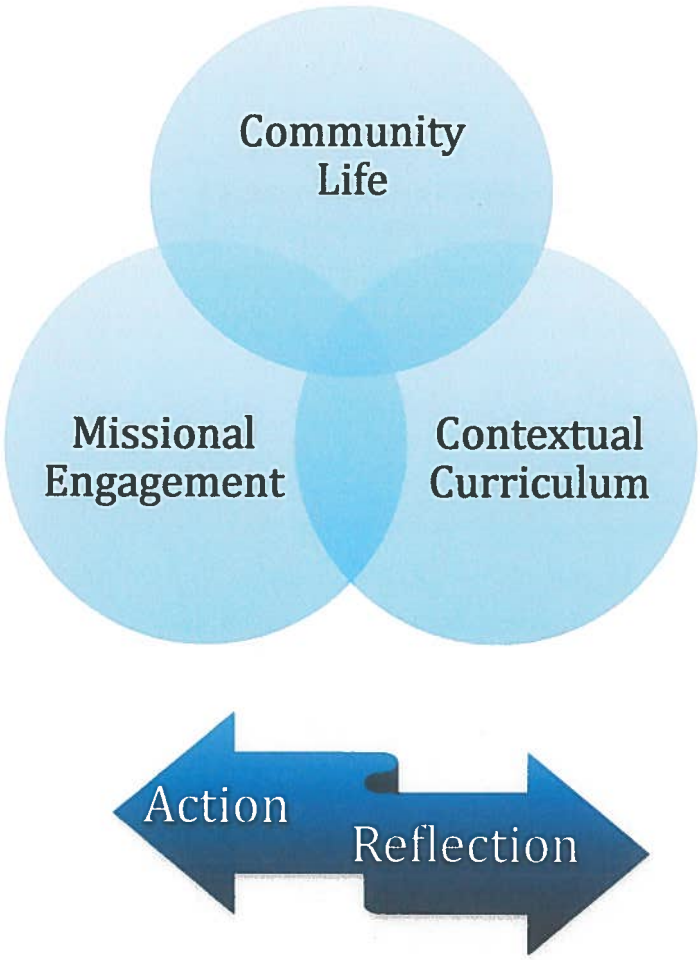
Action-reflection pedagogy will provide the bridge that connects missional engagement and contextual study. Participants will engage in ongoing depth reflection that brings to the surface linkages among curriculum subjects and missional engagement.

Program Duration and Group Make-up

We envision a program that will have three options time-wise: a two-three week intensive experience; a semester/term experience; and a one week experience that works well as a "between terms/semester" opportunity. Each of these will be designed to accommodate either individual participants or groups from colleges/universities.

We believe the semester/term and the two-three week intensives will be most beneficial and accessible to third and fourth year and graduate students; the one-week experience will serve the needs of all students. Participants' experience of community will be enhanced by diversity; therefore we will encourage institutions to be intentional regarding the demographics of participating groups.

Each group that participates in an ICA service-learning experience also will be asked to participate in an evaluation process. This, in turn, will elicit insights and guidance that will help us strengthen and grow the program over time.


Community Life
Missional Engagement
Contextual Curriculum
Action
Reflection

Developing Leadership for a Time of Transition

ICA-USA's Service-Learning Program

Contextual Curriculum Modules

1. Building a Green, Sustainable Society

This module explores the challenges of being sustainably green in urban America. It includes neighborhood engagement and empowerment; developing the political will to shape relevant policy initiatives at the city, county and state levels; building supportive infrastructure (such as city-wide recycling programs); and engaging schools (public and private), non-profits, and community organizations in the effort.

The social values that underlie this module and will guide our work are:

Economic processes and practices that are regenerative in relation to the earth's biosphere;

Political processes and practices that intentionally bias stewardship over dominance, deconstruct power relationships that lead to ecological devastation, and that shape multigenerational accountability relationships;

Cultural processes and practices that promote sustainability, encourage industrial practices that minimize ecological impact and that value biodiversity.

2. Creating a Just and Equitable Society

This module explores the multigenerational systemic dynamics that replicate poverty and social subordination. It will explore how systemic advantages based on socially-constructed identities (race, gender, class, sexual orientation, ability, etc.) reproduce disproportionate economic, political and cultural benefits. Finally, it will address the implications for organizing social transformation.

The social values that underlie this module are:

Economic processes and practices that support equitable access to the goods and services provided by the institutions and systems of society and that provide fair compensation and safe work places;

Political processes and practices that strengthen and increase popular participation in decision-making and governance at all levels of community life and that support mutual accountability systems;

Cultural systems and practices that value diversity of expression, protect and promote access to cultural identity, and that bias multicultural pluralism over monoculturalism.

3. Building the Foundations for Peace

This module explores the value matrices that are determinative in shaping relationships among human populations and between human communities and the planet's ecosystems. It will address the challenges of shaping and inculcating value systems that are restorative and reparative in a complex, dynamic, interrelated world. Participants will work to discern the deep – at times stealthy – connections among ecological devastation and threats to sustainability, the persistence of poverty, and the replicating forms of systemic oppression (including contemporary examples of genocide).

Participants will utilize a number of case studies to focus the key practical challenges to peace in our world today (including relationships between Indigenous communities in the Americas and the dominant society; the ambiguities and complexities of multigenerational struggles such as Darfur, Israel-Palestine, etc.).

The organizing value matrix guiding this exploration is that of justice – as a multilayered, multidimensional perspective. This will incorporate the economic, political and cultural value statements in the preceding modules.

ICA-USA'S SERVICE-LEARNING PROGRAM

Pedagogical Biases and Method

Action-Reflection is central (al la the research and pedagogy of Paulo Freire and the research of the Ecumenical Institute in Imaginal Education) to the contextual work in the ICA Service-Learning Program. This approach includes the following values and principles:

- Developing a mutually accountable, covenantal learning community
- A collaborative learning model: all are teachers and learners
- A teaching/learning process in which power is in the center of the table (rather than just "up front") and authority is equitably accessible to all
- Mutually respectful learning processes
- Teaching/learning that requires attentive, careful and critical reflection
- Teaching/learning that facilitates deep reflection
- Teaching/learning that is multi-modal and utilizes multiple media.
- Teaching/learning that is visually (imaginal) oriented and utilizes analogical approaches to facilitate content access
- Teaching/learning that utilizes narrative (story-telling) as a primary teaching tool
- Teaching/learning that is existential in character and perspective
- Teaching/learning that promotes personal agency
- Teaching/learning that stresses the importance of community and communal values
- Teaching/learning that is indicative – that stresses "is" before "ought"

Institute of Cultural Affairs-USA

Service-Learning Opportunity

Three-Week Intensive Oikos Scholars Program

Program Description

This program takes place in the city of Chicago – one of America's major metropolitan areas. It is hosted and facilitated by the Institute of Cultural Affairs – USA at their national headquarters in the Uptown neighborhood of Chicago.

Students participating in this intensive service-learning opportunity will complete the equivalent of one academic course and will receive three credits. They will spend roughly one third of their *for credit* time in rigorous academic work that is carefully integrated with the two thirds of their time spent in community action projects.

The academic portion of their experience will consist of three modules that are an extension of the Oikos Scholars Curriculum: *Creating a Just and Equitable Society; Shaping a Green, Sustainable Society;* and, *Building the Foundations for Peace.*

Woven throughout these three modules and connecting them to the community action component are three methodological strands: intellectual (conceptual/cognitive) methods, social (social analysis, participative planning, and organizing social transformation) methods, and, methodologies of the interior life (journaling, meditation, etc.). The three *academic* modules, the three *methodological* strands and the community action projects constitute an integrated curriculum with a warp and weft character.

Action-reflection pedagogy integrates the academic curriculum with participants' community action experience. Community action will be an extension of and complimentary to participants' academic work in the program. Community action assignments will offer participants the opportunity for practical engagement in one of the local program areas of the ICA-USA.

Additionally, participants will have a rich experience of intentional community life. The *community* dimension of this program serves as the envelope in which academic inquiry and community engagement occur. Participants will experience themselves as a *community of learners,* eating, working and celebrating together.

The intensity of life in community will be balanced with time for solitary reflection and exploration. There will also be opportunity to experience Chicago's richly diverse neighborhoods, as well as its well-known cultural and artistic life.

Curriculum Design

Service-Learning

ICA-USA

Three/Four Week Intensive

Students participating in this intensive service-learning opportunity will complete the equivalent of one academic course and will receive three credits. They will spend roughly 1/3 of their time in rigorous academic work that is carefully integrated with the 2/3 of their time spent in community action projects.

The academic portion of their experience will consist of three modules that are an extension of the Oikos Scholars Curriculum: *Creating a Just and Equitable Society; Shaping a Green, Sustainable Society;* and, *Building the Foundations for Peace.*

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Additionally, participants will have a rich experience of intentional community life. The *community* dimension of this service-learning program serves as the envelope in which academic inquiry and community engagement occur. Participants will experience themselves as a *community of learners,* eating, working and celebrating together.

The intensity of life in community will be balanced with time for solitary reflection and exploration. There will also be opportunity for experiencing the cultural and artistic richness of America's premier heartland metropolis.

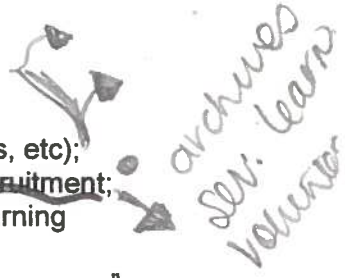
Prep for Service Learning

Objective: during a four month period, late August through mid-December 2010, undertake initial actions to establish a volunteer / intern program; this will include the creation of a job description for a permanent position to be filled in 2011.

Major Activities:

- recruit interns and volunteers, both residential and non-residential, by following-up on existing leads and developing new contacts (e.g., Chicago universities, AmeriCorps volunteers, etc);
- develop formal relationships with universities for a "service learning" program.
- orientate new volunteers and interns to the uniqueness of ICA;
- organize volunteer inputs from former ICA staff members to assist in creating, and conducting, contextual events;
- manage and oversee the engagement of volunteers and interns when working at ICA; this means helping them to identify relevant and appropriate project, create work plans, and conduct debriefing reflections with them throughout; this includes work on the Global Archives that is occur during the month period.
- develop a business plan for continuation of the volunteer / intern program in 2011.

Deliverables during the four month period



- Coordination of all volunteers working with ICA-USA during Sept-Dec 2010;
- Identification of prospective participants and potential partnering institutions;
- Recruitment of participants (be they knows as volunteers, interns, sojourners, etc);
- Creation of simple "information sheets" or promotional materials to aid in recruitment;
- Coordinating input from ICA constituents in the development of a service learning program;
- Developing a business plan for future implementation of a "service learning program;"
- Job description, integrated with the emerging program, for a future "service learning program coordinator;"
- Conceptual framework options for action learning (action reflection dynamic) -- combination of action, reflection, and community life;
- Make the program happen when volunteer and participants are onsite.
- MOUs developed with partner institutions and individuals as needed;
- Monthly "collegiums" to involve ICA-USA staff in the development of the service learning program;

ICA Chicago Program

The ICA Chicago Program is proposed to have three components:

A. Full Semester Internship program : 12-15 credit hours

1. Semester Internship:
    a. Students work M-Th, 8 hours per day. (6-9 hours academic credit). I
    b. Internship Seminar is held on Friday (3 hours academic credit)
    c. Internships offered at the non-profits in ICA headquarters and its partners in the City
2. One or two classes (if there are sufficient students) are offered in the evenings at the ICA facility. Students take one course.
3. Cultural/co-curricular program: Two Fridays per month there are trips to cultural sites, attractions in the area

Suggested Policies/Procedures

1. Students are enrolled full-time at their home institutions. (12 to 15 credits). **Explanation:** This enables students to draw down financial aid.
2. Sixty-percent of tuition at home institution goes to the ICIP; 40% goes to home institution. **Explanation**: Improves support for program at the home institution- not all the tuition dollars are going away from the home institution and avoids issues with differences in tuition rates at participating institutions.
3. Tuition is paid to the home institution. ICA bills each institution prior to the beginning of the term.
4. ICA will determine a room and board rate for the semester. ICA will require a deposit from the student when the student applies to the program. The student is billed for the room and board by ICA. **Explanation**: Some students will be commuters at the home institution; other will be residential. Colleges generally cannot or do not bill students who are away from campus for room and board.
5. Students apply to participate through their home institutions. Applications are due one month prior to the end of the semester prior to the semester students wish to participate
6. ICIP Board is established to provide input and oversight to program once there are several participating college/universities. **Explanation**: Improves support level at home institution and provides a recruitment mechanism at each institution.

Background for suggestions:

I have been involved with the United Methodist Colleges Washington Consortium for about 13 year. The program was initiated by Nebraska Wesleyan as a solo initiative but they found they could not

generate a sustainable and steady level of students to participate in the DC program. They reached out to other colleges and together the colleges created the consortium. The consortium started with 6 colleges and has expanded to 11 (10 Methodist and 1 Catholic). The policies above mirror the policies that have been developed over the early years of the consortium and have resulted in sustained partnerships and steady enrollment. Since ICA already has a building, I think the program could be launched with one or two partners and then network to develop additional partnerships for the consortium.

The accrediting issues for the colleges are as follows: The individuals at ICA who are teaching the courses would need to meet the criteria to be appointed as adjunct faculty at the participating college or colleges. (It could work with just one of the participating college being the college of record and issuing transcripts and credits to participants from all colleges but it really is smoother if each college transcripts the credit for its own students.) The course syllabi would need to be submitted to the participating college or colleges.

I am not sure where ICA is in working with other institutions but I think that there is real advantage to everyone to bring all current participants into the conversation. Lindsey Wilson is part of the Appalachian College Association which is seeking to facilitate study away from campus opportunities for its 36 member institutions and of the UMCWC. I am willing to talk to both groups to see if there is immediate interest among other colleges in forming an ICA-Chicago Program (or whatever you decide to call it) Consortium.

B. Winter or May term Service-Learning Experience: 4- 6 credit service learning course(s)

1. Winter term: 4 to 6 hours: The bulk of the academic portion of the experience would be conducted using distance learning technology in December. Students would travel to ICA in early January for a 2.5 to 3 week service experience that incorporates evening reflection session.

   Explanation: SACS requires essentially one week of reflection time for credit hour awarded. Certain times of financial aid that students might be eligible for require a minimum number of hours of enrollment (4 to 6 hours). To meet these requirements, accommodate the holiday season, avoid additional travel costs and allow for maximum financial aid possibilities

2. May Term Service-Learning Experience: 6 hours
   Could be operated much like full term program, with reduced service and credit hours.

C. Service trips : Alternative fall and spring break experience

Same pattern as used for recent LWC trip to ICA in October.

ICA SERVICE-LEARNING COLLEGIUM, 9-9-10

Brainstorm Summary

Aims/Objectives for one week program with students

Rational Objectives

Sustainability is key global challenge

How to problem solve – how to identify problems

They will know ICA's orientation to the issue

More diversities of people than they could imagine

A new understanding about linkage between poverty, justice and sustainability

Poverty is across the U.S. (witness urban poverty)

They will know what sustainability is

(They will know) who ICA is

(They will) know part of Chicago/how to navigate

Experiential Aims

(They will) experience themselves as a leader (facilitative leadership)

Chicago with a bus card (e.g. Museum of Science & Industry, Smart House)

They will live ORID and will know it!

(They will) tap creativity and innovation

(They will) experience rude, abrupt awakenings

Really a lot I don't know

Diversity in real life

Urban brokenness

(They will) work in the ICA garden

Their journey path: from ignorance to fact, fear to courage to practical love to service

The link between sustainability and poverty

Enhanced Capacities

Talk differently to their parents

Develop "street smarts"

Ability to talk with people who they may never have before (and may have avoided)

Charting

ORID

Do ORID: focused conversation

Understand ICA's learning context

Tools for building group understanding

Understand & create a personal & group mission statement

Comfortable asking & dealing with life questions and dealing with the underlying dilemma

Image Shifts (shifts in imagination, perspective & perception)

It is not enough to give a hand-out; you need to give a "hand up" too

Addressing service/transformation not as a side to life but as a central focus to ones life

A youthful view of "greening" to a personal commitment

A very lively street culture

Fear to challenge

See broken people as human beings

They will experience working in a diverse community – economically, culturally, etc. and will experience an urban mass transit system

Ignoring problems doesn't make them non-existent/go away

From U.S. citizens to global citizens

What Skills & Tools will they need (to accomplish the aims/objectives)?

Intellectual:

Learning multiple intelligences

The ability to reflect on complexity & brokenness of urban society

Understand emotional quotient and intellectual quotient

Listening!!! Focus conversation

Systemic thinking

Critical thinking

Gridding and charting

How to partner & how to work in teams

(Will grasp) that freedom links with responsibility

Social/Relational/Sociological

ORID

Know & use 5-10 methodologies for group & personal effectiveness

Ability to focus and pay attention

Developing language skills: ICA's, the community, the street

Listening

Skills of engagement with people on the street

Not poverty trourism

Doing one-on-one's (an organizing tool)

Spiritual

Compassion

Relationship to tragedy (innocent human suffering)

Silence and mindfulness

Life time-line (next 20 years)

Connecting

"I am accepted and so are you!"

Understanding and willingness to help

Speak to and be able to identify the underlying energy or dynamics of any situation

Able to reflect and meditate

Song, story, symbol, slogan

A visual of the city in 10 years

Ability to challenge denial

Emotional Capacities

Dealing with fear through being more aware and watchful

Naming one's emotions

Dealing with being overwhelmed

Gratitude replacing "oh, ain't it awful!"

Express compassionate love even if I disagree with you

SERVICE-LEARNING INTERNSHIP

DESIGN LAB

AIMS/OBJECTIVES

Participant Profile

A mixture of long-time colleagues (staff and others) and a few new prospective colleagues

Terry B.	Jim T.
Pam B.	Brittany L.
Nina W.	Harish (SG)
Danny M.	Dave (SG)
Walter F.	Seva G.
Karen S.	James A.

Rational Objectives

Initial draft design

Key questions/unresolved issues named

Potential organizational partners named

A new perspective on/of the program has emerged

Experiential Aims

Excitement re the prospects of an academic internship program

Participants are resolved to promote and advocate for this program

Enthusiastic re the participation of new colleagues in the planning process

A deepened sense of ownership of this effort

Enhanced Capacities

Participants have the ability to state clearly the program's aims and objectives

Participants have the ability to articulate the uniqueness of ICA's program

The ability to articulate the program's role in ICA's work

Ability to state the program's historical relevancy

Image Shifts/Shifts in Perception & Perspective

Participants will experience a shift in their understanding of their role: **from** advisors **to** advocates and ambassadors;

From: seeing this program as ICA's internship program **to** seeing this program as a micro contribution to the challenge presented by the social transition before us;

This Lab will also give "us" a new "take" on the three-week service-learning program.

Key products of the Lab

Draft of the term-long internship program; unresolved issues named; potential organizational partners named

DESIGN LAB

Movement One: *Developing Scenarios*

Rational Objective: to generate scenarios of the prospective term-long internship. **Experiential Aim:** engaged excitement

Prelude

"The first step in our work together is to let our imaginations roam broadly re what our program *might* look like. The role of this first step is to *prime the pump* of our imaginations; to generate *grist* that we can work with."

I. *Scenario Instructions* ***5 minutes***

- First, I want each of you to "team-up" with someone whose relationship to ICA (or ICA connection) is different than yours. (If necessary, one triad is appropriate.)
- Now, your assignment is to imagine what the ICA internship experience might be like. What can you imagine happens to an intern in this program? What do you "see" occurring as they enter this building? What activities, relationships, etc., are part of this experience? Be imaginative and take into account what you feel should be a part of such an experience.
- One of you needs to start the process; then you can create the scenario together.

II. *Scenario Conversations* ***10 minutes***

- Diads form – with possibly one triad
- One person begins.....
- A collaborative conversation ensues....

III. *Sharing Insights* ***15 minutes***

- "Now, I'd like each diad to share some of the elements of the program that you imagined – what does this program *look like* in your scenario?"
- Each diad/triad shares a few comments.....
- "Now, what did you *hear* emerging as key parts of these scenarios? Points of commonality? Distinctiveness? (One facilitator captures key parts on large post-its as the group calls them out.)

Postlude

"Now, this gives us some *grist* to work with as we begin to generate clear aims and objectives for this program."

Service-Learning – OKCU

Contextual (Academic) Curriculum – 3 modules

(Each module is comprised of 4x90 minute sessions)

Module One: Creating a Just and Equitable Society

Session One: Doing a Power Analysis

Session Two: The dynamics of Systemic Power

Session Three: Racialization and society

Session Four: Antiracism and the Reparation of Community

Module Two: Shaping a Green, Sustainable Society

Session One: *Hot, Flat and Crowded:* the global context (video)

Session Two: the view from local neighborhoods

Session Three: Indigenous Wisdom (video)

Session Four: the principles of Permaculture and local application

Module Three: Building the Foundations of Peace

Session One: *Empathic Civilization* (video)

Session Two: *Hot, Flat and Crowded*: monoculture and the crisis of diversity

Session Three: the radical challenge of being green, globally

Session Four: discerning the connections – green sustainable, socially just, communities

WEEK ONE- OCU SERVICE LEARNING

	MONDAY 7/25	TUESDAY 7/26	WEDNESDAY 7/27	THURSDAY 7/28	FRIDAY 7/29	SAT/SUN 7/30-7/31
Morning	Community Meal & Daily Contextual Work					
	Building tour Orientation	Academic Work: Power Analysis & Understanding System Power	Tour TBA	Exploring Neighborhood	Academic Module: Understanding Racialization & antiracism communications reparations	Excursions, Explorations and Rest
Afternoon	Uptown tour	Introduction to Civic Engagement & Transition Towns	Associated Colleges of the Midwest	Exploring Neighborhood	Shaping A Research Plan	Excursions, Explorations and Rest
Evening	Evening Meal & Reflections for the Day					
	Personal Prep & Recreation	Personal Prep & Recreation	Personal Prep & Recreation First Journal Entry Due	Personal Prep & Recreation	Open Evening	Excursions, Explorations and Rest Second Journal Entry Due

The Institute of Cultural Affairs in the U.S.A.

Developing Leadership in a Time of Transition
Three Week Intensive Program
Oklahoma City University
7/24/11 to 8/13/11

Course Description

This program takes place in the city of Chicago – one of America's major metropolitan areas. It is hosted and facilitated by the Institute of Cultural Affairs – USA at our national headquarters in the Uptown neighborhood of Chicago.

Participating in this intensive service-learning opportunity will be the equivalent of one academic course, and you will receive three credit hours. Your time will be split between rigorous **academic work**, **community action projects**, and life in an intentional **learning community**. For every hour spent in academic work, two hours will be spent in community action projects.

The academic portion of this experience will consist of three modules that are an extension of the Oikos Scholars Curriculum of Oklahoma City University: ***Creating a Just and Equitable Society; Shaping a Green, Sustainable Society;*** and, ***Building the Foundations for Peace.***

Woven throughout these three modules and connecting tto the community action component are three methodological strands: intellectual methods (conceptual/cognitive), social methods (social analysis, participative planning, and organizing social transformation), and, methodologies of the interior life (journaling, meditation, etc.). The three ***academic*** modules, the three ***methodological*** strands and the community action projects constitute an integrated curriculum.

Action-reflection pedagogy integrates the academic curriculum with participants' community action experience. Community action assignments will offer an opportunity for practical engagement in one of the local program areas of the ICA-USA or involvement with another neighborhood-based local action agency.

Additionally, you will have a rich experience of intentional community life. You will experience yourselves as a ***community of learners,*** eating, working and celebrating together.The intensity of life in community will be balanced with time for solitary reflection and exploration. There will also be opportunity to experience Chicago's richly diverse neighborhoods, as well as its well-known cultural and artistic life.

This program will be most beneficial to third-year or beyond students. It is also open to students that have demonstrated a degree of maturity and personal discipline that in the opinion of Service-Learning staff would benefit from and contribute to the program. Participants will gain the most from the program if they are prepared to be challenged and have a degree of comfort with ambiguity, diversity and social critique.

Week One: Creating a Just and Equitable Society
7/25/11-7/31/11

This week provides an overview of the multigenerational systemic dynamics that tend to replicate poverty and social subordination. It will explore how systemic advantages based on socially-constructed identities (race, gender, class, sexual orientation, ability, etc.) reproduce disproportionate economic, political and cultural benefits. Finally, it will address the implications for organizing social transformation rooted in the strengths and assets of local communities.

You will have the opportunity to view how these dynamics play out in the diverse, vibrant neighborhoods of Chicago. You will encounter individuals and groups that are actively involved in social justice organizing efforts and will be challenged to imagine your place in organizing social change. Particular attention will be paid to surfacing the deep linkages between social justice and shaping a green and sustainable society.

Learning Objectives/Outcomes

- You will gain a deeper understanding of the dynamics of systemic oppression, socially constructed identities (race, class, gender, etc.) and the self-replicating processes that produce poverty and social subordination;
- Your sense of personal agency and resolve will be strengthened;
- Your capacity for systemic thinking and analysis will be strengthened.

Resources

Primary text

Lopez, I.H. (2006). *White by law: The legal construction of race.* 10th Anniversary Edition, New York: NYU Press

Secondary Materials

Alexander, M. (2010) The new Jim Crow: *Mass incarceration in the age of colorblindness. New York:* New Press.

Anzaldúa, Gloria, and Moraga, C. (1981) *This Bridge Called My Back: Writings by Radical Women of Color*. Watertown, Mass.: Persephone Press, 1981. Reprint. New York: Kitchen Table Women of Color Press, 1983.

Hooks, B. (2003) *Teaching community: A pedagogy of hop.* New York: Routledge.

Systems Thinking , The Kirwan Institute, The Ohio State University, 2010

Video: Race, the Power of an Illusion, 2003