



Developing Leadership in a Time of Transition

Three Week Intensive Program

5/28/12 to 6/16/12

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 to 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 5/28/12-6/1/11



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

Week Two: Shaping a Green, Sustainable Society 6/4/12-6/8/11



This week explores practical challenges of being sustainably green in urban America. It presumes the importance and necessity of moving toward a society that is committed to minimizing destructive environmental impacts and shaping sustainable economic and social processes. It will explore energy initiatives, recycling programs, popular education, etc., from a community perspective (in contrast to a more typical governmental or corporate perspective).

You will examine neighborhood engagement and empowerment; the process of 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. You will also examine, briefly, the challenge of shaping neighborhood level recycling programs that are economically viable.

The broader context for exploring these practical challenges is that of living in a time of global economic stress, dramatic transition in energy production and consumption, changing consumption patterns and your impact on the production of goods and services, the impact of digital technology on life style and organizing the support of corporate American beyond public relations campaigns.

Learning Objectives/Outcomes

- You will gain a clear grasp of some of the practical challenges associated with “going green” in urban America;
- You will develop a sense of personal agency regarding “making the case” and facilitating/organizing the change process at the local level;
- You will gain a deeper understanding of and skill at framing issues as practical challenges rather than ideological debates.

Resources

This class will utilize articles, reports and videos that explore the challenges and experiences of local people committed to “green” organizing; these will be provided on-site by ICA. Local Chicago organizers will also share their experiences as guest presenters.

Hawken, P. (2007) *Blessed Unrest: How the largest movement in the world came into being and why no one saw it coming*. New York: Penguin

Hopkins, R. (2008) *Transitions Handbook: From oil dependency to local resilience*. White River Junction, VT : Chelsea Publishing

DVD: A Convenient Truth: Urban solutions for Curitiba, Brazil

Week Three: Building the Foundations for Peace 6/11/12-6/15/12



This week explores challenges to peace in our complex, multicultural world with its globalizing economy and multigenerational political conflicts. You will work to discern the deep connections among international peace, creating just and equitable societies and building green, sustainable communities. You will explore the challenges of ecological sustainability, long-term economic viability and social justice. The module will initiate a dialogue that addresses the challenge of economic processes that seek to balance profit and growth with community wellbeing and ecological health;

Learning Objectives/Outcomes

- You will gain a deeper grasp of global interdependence; your ability to discern and articulate linkages among the persistence of poverty, shaping sustainably green communities, and building the foundations for global peace will be strengthened.
- You will also gain a sharpened appreciation for the importance of local/micro actions in relation to global/macro challenges.
- You will gain the ability to see and think beyond the silo imagination that separates the issues and challenges of social justice, ecological sustainability and world peace.

Resources

Primary text

Friedman, T. (2008) *Hot, flat, and crowded*. New York: Farrar, Straus and Giroux

Secondary Materials

Pomeranz, K., Topik, S. (2005) *The World That Trade Created: Society, Culture, and the World Economy, 1400 to the Present*. New York: ME Sharp (paperback)

Diamond J. (2006) *Collapse: how societies choose to fail or succeed*. New York : Penguin

Mann, C.C. (2006) *1491 : New revelations of the Americas before Columbus*. New York: Vintage (paperback)

Civic Engagement

The civic engagement component will be where you spend two-thirds of your time. Central questions that will be answered during the action-research of the Civic Engagement component:

1. What is already going on in this neighborhood re grassroots sustainability efforts? What are the assets of the neighborhood and are they being utilized? To what degree are local groups already interacting with each other?

Key Product: Neighborhood Asset Map (visual tool).

2. What is the process that will enable this neighborhood to select its best examples of local sustainability efforts to be highlighted in the June 2012 Sharing Approaches That Work event?

Key Product: A paper spelling out recommendations and implementation for enabling the community to agree upon its best examples. Provide guidance in relation to the number of people hours needed on a weekly basis, cost, and possible financial resources.

Learning Community and the Interior Life

The course design stipulates that one third of daytime work will be in the form of contextual sessions in a classroom while two thirds of the work will be in civic engagement activities outside of the classroom. In a sense, these dimensions focus on the “knowing” and “doing” aspects of learning. The course design also assumes the use of morning and evening meals, Monday-Friday (with the exception of Friday dinner), as a time for reflection on the interior life and one’s personal journey within the context of a community. This is a dimension that focuses on the “being” aspects of life. Together, the design of this program on “knowing, doing, and being” approaches education in a holistic manner.

This course, therefore, is a short 3-week experiment in being a learning community that involves all dimensions of human experience. As such, it is an unconventional experience that will be unusually “intensive” in comparison to most traditional courses of higher education. It is assumed that you have been motivated to register for the course in part because of your interest to be involved in an experimental program like this.

Having “free time” is also a key piece of the human experience. While the daily schedule is indeed full, schedule time will end at 7:30pm every evening after dinner. Friday evening is also entirely free as are all day Saturday and Sunday up to dinnertime. Sunday’s evening dinner will be a community meal with a celebrative flavor.

Grading Criteria

(description drawn from Michigan University School of Social Work)

Public Blogs 20%

Public blogs are to be posted twice weekly -- once midweek (due by midnight Wednesday evening) and once during the weekend (due by midnight Sunday evening). The blogs are opportunities to reflect upon the totality of the learning experience and all of its dynamics. Each weekly blog entry will have a particular focus.

The weekend reflections are to focus on key points of the "Academic Contextual Sessions" and reading assignments and their relationship to analytic insights gained from the "Civic Engagement" experiences. The blog entries are reflections, therefore, on the cross-fertilization and integration of these three aspects of the course and will be evaluated on your ability to articulate connections between different aspects of the course syllabus.

The midweek reflections are on one's personal journey -- new experiences, questions, changes in personal attitude or perspective, etc. -- and implications they have about leadership. These reflections in particular may be drawn in part from private daily journal entries. These entries will be evaluated on your effort to look beyond the surface rather than on specific content or conclusions.

Community "Asset Map" 25%

The Civic Engagement components of the course will consist of action-research projects. The first will focus on meeting community residents and learning about local initiatives occurring in the community concerning environmental sustainability. The research questions guiding activities in the field include: what is already going on within a particular neighborhood in regard to grassroots environmental sustainability efforts? what are assets -- physical features and resources, skills, human relationships, organizations, knowledge, etc. -- within the neighborhood and how are they being utilized? to what degree are local groups already interacting with each other on community issues in general and sustainability issues in particular?

This action-research work will be accomplished by a team effort. The product of this work will be an "asset map" by each team that displays answers to these questions in a visual manner. The visual report will be presented on the second Friday of the course (August 5). While you are free to creatively report your findings (e.g., via hand drawn maps, videos, photographs, or something other, etc.), your work will be evaluated on the breadth of your action-research (how many interviews were they able to conduct, what different types of groups were they able to contact) and information gained in conjunction with the research questions. All members of a particular team will receive the same score for the product of your collective work.

Paper on Community Engagement and Selection Process Recommendation 25%

The second project of the Civic Engagement component builds upon each team's work asset map but then takes the work one step further. Each team will prepare recommendations for a selection process with your respective community. This has to do with selecting best examples of local sustainability from the communities. An 8-10 page paper will be prepared by each team. Key points to be addressed in the paper are attached. The paper is due on the third Thursday of the course (August 11th). These papers will be assessed according to the points highlighted in attachment. The paper will be produced through a team effort and each team member will receive the same score.

Presentation 10%

Leadership involves skills of presenting complex information in an interesting and succinct form to audiences that may be unfamiliar with the subject matter. At the end of the course, each team will have an opportunity to make a 20 – 25 minute presentation to an external audience and follow-up time for questions and discussion from the audience. These will consist of summaries about each team's Civic Engagement work content of which will be drawn from your completed assignments to produce an "Asset Map" and a paper with recommendations. Each team will be evaluated on the clarity of your presentation and imaginative ways in which they engage your audience with the content of your findings. Team members will receive the same score.

Attendance and Participation in the Holistic Learning Community 15%

Leadership also involves the discipline to work within structured group settings and to be socially interactive within them. This course is admittedly an intensive experience in being a holistic learning community that entails (1) contextual academic sessions, (2) civic engagement in local communities, and (3) intentional community life through self-conscious use of meal times. You will be evaluated according to your promptness, full attendance, engagement in group discussions, and completion of assigned community tasks.

Personal Journal 5%

Evening dinners Monday-Thursday will include solitary time, in a collective setting, for individually reflecting upon the day's experiences. The keeping of a personal journal is practical tool for enabling this to occur. While this is a private exercise, and there is no standard format, one effective method is to write by answering a sequence of four questions: (1) what objectively occurred during the day? e.g., what memorable comments, what did people do, what other happenings stands out, etc? (2) what were your emotional responses of any of these? (3) what interpretations can be made from these experiences? e.g., how were they valuable, what insights can be gleaned, what new understanding has emerged because of them, what implications do they convey about the future? and (4) what actions or decisions are required? You will be evaluated by your discipline to make personal entries in your journey during the designated time at dinner.

Service Learning 3 Week Intensive Program

(1 week example shown)

Time Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
Morning	Academic Work (3hrs)	Community Action Assignment (3.75 hrs)	Community Action Assignment (3.75 hrs)	Community Action Assignment (3.75 hrs)	Community Meal and Daily Contextual Work (5 academic hours)			
Afternoon	Community Action Assignment (3.75 hrs)	Community Action Assignment (3.75 hrs)	Community Action Assignment (3.75 hrs)	Community Action Assignment (3.75 hrs)	Academic Work (3hrs) Community Action Assignment (3.75 hrs)	Excursions and Exploration	Recreation and Restoration	
Evening	Personal Prep & Recreation	Personal Prep & Recreation	Personal Prep & Recreation	Personal Prep & Recreation	Open Evening	Chicago Events	Celebrative Meal	
	Evening Meal & Reflections on the day (4 academic hours)							

Note: 1 hour of class time per 2 hours of community action

Totals per week: Total time = 135 hours

15 hours of class time

30 hours of community action