

# Local/Global Engagements: *Service, Solidarity, and Social Change*



**Comparative History of Ideas - 399A/B & 498**  
**June 19-August 18, 2017**

## **Program Instructors:**

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## **Communications:**

<https://canvas.uw.edu/courses/1145742>  
[Chid399a\\_su17@u.washington.edu](mailto:Chid399a_su17@u.washington.edu)

## **Times and Locations:**

**M/W 10:20-1:40** (Smith 111 & CHID Lounge)  
**Monday – Friday** (10 hours, negotiated with site supervisor)

## Program Overview

*Local/Global Engagements: Service, Solidarity, and Social Change* is an integrated program that aims to help you think in more complex ways about the world we share. The program combines rigorous academic study, engaged community-based learning, and creative reflection and knowledge production in order to explore intersections among local and global ideas and realities, with a particular emphasis on the pursuit of social and economic justice. Students work as interns in change-oriented Seattle-area organizations that have an international focus and participate in seminars to expand and deepen their thinking on a range of questions such as: How are inequities, oppressions, and injustices conceived by activists and movements working for transformative change, and what tensions exist among these understandings? What kinds of collectivities are working for transformative change in Seattle and how do their efforts connect with struggles and movements around the world? What visions of social transformation animate collective action and what tensions exist across visions of change? How do change-makers navigate choices to work within, against, or outside dominant systems and institutions to pursue their visions of a better world? Why? Like other CHID courses, the program takes a comparative perspective, highlighting a broad range of theoretical models and the personal perspectives that animate the efforts of those pursuing a more just world.

By engaging with, reflecting on, and articulating a wide and diverse range of ideas and practices, the program is designed to help you develop your ability to:

- **Compare and utilize critical theoretical frameworks** for detecting and understanding expressions of power, dominance, oppression, and injustice, and approaches to transform injustices.
- **Compare and utilize creative methodologies** for imagining and envisioning change toward equity, justice, and ecological health.
- **Apply program knowledge and skills via strategic thinking and courageous action** in a range of contexts and at different scales.
- **Practice constructing educational encounters and processes** to support your own learning and that of others.
- **Articulate your understandings and commitments** related to program themes in analytic essays and other creative forms.

## Partnering Organizations

Although we have ongoing partnerships with numerous local organizations, internship sites change yearly depending on student interest. Participating organizations use strategies such as education, advocacy, service, community building, mobilization, community organizing, cultural production, and social movement building to pursue such aims as human rights, community resilience and self-determination, anti-oppression, and social, economic, and global justice. Between 2011 and 2017, partnering organizations have included the following (this year's partners in **bold**):

**350 Seattle** - <http://350seattle.org/>

Asian Counseling and Referral Service - <http://www.acrs.org/>

Beacon Hill Merchants Assoc. - <http://www.beaconhillmerchants.com/>

**Community Alliance for Global Justice** - <http://cagj.org/>

**El Centro de la Raza** - <http://www.elcentrodelaraza.org/>

Global Washington - <http://globalwa.org/>

Foster Pepper - <http://www.foster.com/>

Horn of Africa Services - <http://www.hoas.org/>

Kore Ionz - <http://koreionz.com/>

**NW Detention Center Resistance** – <http://www.nwdcresistance.org/>

One America - <http://www.weareoneamerica.org/>

**One World Now!** - <http://www.oneworldnow.org/>

Peace Trees Vietnam - <http://www.peacetreesvietnam.org/>

Seattle Against Slavery - <http://www.seattleagainstsavery.org/>

Seattle Indian Health Board – <http://www.sihb.org/>

Wing Luke Museum - <http://www.wingluke.org/>

**UW Ctr. for Human Rights** - <https://jsis.washington.edu/humanrights/>

**\*\*Please understand that this syllabus is a living document and may be modified over the course of our work together with reasonable notice at the discretion of your instructors.**

## Expectations

Some of our work together will be evolving, but some expectations will be consistent throughout our summer experience.

### As a program participant, you are expected to:

1. Attend all class sessions, arriving on time (email the whole group if absent).
2. Read/watch all assigned course texts. Bring hard copies of readings to class each meeting.
3. Complete and bring weekly assignments to class on time.
4. Participate in all class activities and discussions, stretching yourself to stay on your learning edge.
5. Collaborate to shape a learning environment that is inviting to all.
6. Share relevant insights, information, and experiences.
7. Engage generously, reflectively, and actively with opinions, ideas, and contributions of others.
8. Not agree with all materials, participants, or facilitators.
9. Follow through on all internship commitments.

### From your facilitators, you can expect the following:

1. To be treated as an intelligent, thoughtful member of a participatory learning community.
2. To receive timely responses from facilitators on your work.
3. To be nudged onto your learning edge regularly.
4. That we will not agree with all materials, participants, or each other.
5. For our classroom dynamics to be considered shared course material, open for group discussion.
6. For facilitators to encourage risk taking and mistake-making.
7. That we will challenge racism, sexism, classism, homo/transphobia, ablism, ageism, all forms of aggression.
8. That we will take risks and make mistakes.
9. That we want this to be a powerful learning experience for you and we will be actively seeking and open to feedback about how to best support your learning.

**Guiding practices for collaborative seminar work:** Together, we'll explore and develop a shared set of guidelines to support our work over the summer. Here are some starting places inspired by the AORTA Collective (great work, look them up! <http://aorta.coop/>).

1. **Computers and Phones:** Please turn off and put away all electronic devices before class begins. Generally you will only need paper and pen.
2. **One diva, one mic:** Unless we use a different format, let's take turns.
3. **No one knows everything, together we know a lot.** We'll be pursuing a learning community in which we are all both teachers and learners.
4. **Oops! Ouch! Snaps!** Actively recognize when you have said or done something hurtful or that you did not mean. Actively name when something feels hurtful to you. Actively express appreciation for a viewpoint you find to be a valuable contribution to the learning community.
5. **Take space/Make space:** If you often speak easily, move up your listening; if you often listen, move up your contributions you share outwardly with others. Actively invite others to also "take space/make space."
6. **Confidentiality:** What's said here, stays here; what's learned is shared.
7. **Be aware of time:** This is part of being an active contributor: come to class and come back from breaks on time.
8. **Be curious.** Magical things can happen when we work from a place of curiosity...

**\*Academic Honesty** We all build our ideas in relation to the ideas of others. Plagiarism is a form of academic dishonesty that includes copying sentences or paragraphs from the web, books, articles, or other sources and using them without proper citations, and representing someone else's words and work as your own. It's awful for everyone involved and may result in loss of credit for assignments or for the program as a whole. Check your student handbook for information about the university's policy on this issue. Please do not do it. If you are struggling, please do get in touch. We can help!

## Access, Accommodations, Resources

Your experience in this program is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you anticipate or experience barriers to any part of the program based on disability, you are welcome to meet with Tamara or Tara to discuss options. We may need to partner with Disability Resources for Students (DRS) for support. If you have already established accommodations with DRS, please provide us with your letter of accommodation when we meet to inform and guide our discussion of options. Information about DRS and other campus resources is below.

### Disability Resources for Students

<http://www.uw.edu/students/drs>

DRS offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and, as needed, DRS. If you have, or think you have a temporary or permanent disability that requires accommodations (this can include mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS.

### The D Center

<http://depts.washington.edu/dcenter/wordpress/>

The D Center strives to create an inclusive, accessible space affirming of all bodies, minds and identities by fostering a culture of social justice and pride. Located in Mary Gates Hall 024.

### Office of Minority Affairs and Diversity

<http://www.washington.edu/omad/>

Find OMA/D Counseling Services programs in the Center for Undergraduate Advising, Diversity, and Student Success in Mary Gates Hall 141. OMAD Instructional Center info here:

<http://depts.washington.edu/ic/content/index.php?style=graphics>

### International Student Services

<http://iss.washington.edu/>

International Student Services provides support to UW international students so that they may reach their educational goals. ISS is accessible by phone, email, live chat, or in person, year round including quarter breaks, except for weekends and major holidays observed by the UW. On the website above, find general regulatory information, procedures, forms, and contact information.

### Q Center

<http://depts.washington.edu/qcenter/wordpress/>

The Q Center facilitates and enhances a brave, affirming, liberatory, and celebratory environment for students, faculty, staff, and alumni of all sexual and gender orientation, identities, and expressions. It is a fierce primarily student run resource center dedicated to serving anyone with a gender or sexuality: UW students, staff, faculty, alum, and community members. We host and support student groups, put on regular programming events, house a lending library, and amplify student voices on our Student Blog.

### Odegaard Writing and Research Center

<http://depts.washington.edu/owrc/>The OWRC exists to empower writers

and foster a supportive learning community on the University of Washington Seattle campus by collaborating with students, staff, and faculty on all kinds of writing and research. It's open to all members of the UW community and features exceptional tutors and convenient hours. Go to the website above to sign-up for an appointment!

### PoliSci, LSJ, Jackson School, and CHID Writing Center

<https://depts.washington.edu/pswrite/index.html>

Our mission at the Pol S/JSIS/LSJ/CHID Writing Center is to support students in becoming stronger writers. We assist at all points of the writing process--from brainstorming to the final draft--so that your written work clearly and effectively communicates your ideas. In addition to helping with class assignments, we can also provide feedback about major, graduate school and law school applications; cover letters; internship applications; fellowship applications; etc.

### UW Counseling Center

<http://www.washington.edu/counseling/>

The Counseling Center is staffed by psychologists and mental health counselors who provide developmentally-based counseling, assessment, and crisis intervention services to currently-enrolled UW students. To schedule an initial appointment, please call the Counseling Center (206) 543-1240 or stop by the Center at 401 Schmitz Hall.

### Program Parts and Evaluation

Some parts of this program will utilize a self-grading process, others will incorporate peer feedback and feedback from instructors, still other parts of the course will be evaluated on a credit/no credit basis. If you do not receive credit for part of your weekly work, you may work with Tamara to revise and resubmit within a week to receive credit. Each element of the program will be made up of a variety of activities. You will receive two grades for the program – one (5 credits, CHID 399A) based on fulfilling your internship commitments and requirements and another (7 credits, CHID 399B and CHID 498) based on your participation in the weekly seminar and its related work.

Grading for the **internship** portion of the program will utilize the following questions as considerations:

- Was the internship contract completed and submitted before the end of week one? Was a resume submitted?
- Were the required hours for the internship met?
- Did the intern meet the performance expectations of the site supervisor and/or respond adequately and in a timely way to feedback provided by the site supervisor?
- Did the intern thoroughly complete these required processes: resume submission, initial goal-setting, mid-quarter evaluation, and end-of-quarter self-evaluation, revised resume?
- How did the intern assess their own engagement with the organization at the quarter's mid and end points, especially in relation to tasks/role agreed-upon at the start of the quarter and the intern's own learning goals? Did the intern advocate for himself/herself regarding meeting the "learning goals" stated in the contract? How?
- Was the intern's *final presentation* (Wednesday, week 9) a well prepared and thorough reflection, connecting experience interning with quarter-long inspiration mapping process? (More info coming mid-quarter!)

Seminar grading will be based on the following:

***In-class Processes:*** 20%

***Weekly Journal:*** 30%

***Peer Facilitation:*** 25%

***Synthesis Paper:*** 25%

#### ***In-class Processes (20%)***

The "in-class processes" component of your grade will be based on your active engagement with a variety of credit/no-credit aspects of the course, as well as your own graded self-assessment of your engagement over the summer.

Participation in this element of the program involves preparing for and attending class every day on time and includes such activities as in-class writing and other assignments, providing feedback on others' writing, submitting a learning-style letter, defining your own individual course goals, engaging in in-class short writing reflections, participating in mid- and end-of-quarter evaluation processes, and giving other course participants feedback on their engagement. If you need to miss a class, you need to arrange some form of distance participation for that session in cooperation with Tamara. As part of preparing for participation, plan to spend 6 hours with course texts each week.

#### ***Weekly Journaling (due every Monday & Wednesday 30%)***

Most of your learning will occur outside our weekly dedicated 7 hours of class time. Journaling will be an essential element in your learning process as you read/listen to/watch weekly materials and engage in writing and creative journaling to *construct your understanding* of these texts. Aim to spend around 3 hours journaling each week and bring hard copies of all journals to each class. Your journal will receive qualitative feedback and be evaluated on a credit/no credit basis – if you do not receive credit for any part, you may revise based on Tamara's comments and resubmit within a week for a reevaluation.

***\*Journals will be semi-public documents***, regularly shared with other course participants and with your co-instructors; they will also be directly utilized for class discussions and activities.

There are **three** parts to your required journals that you will do each week:

### 1. Summary Sentences (1 sentence per text, 1 sentence per author)

Write a **summary sentence** for every reading, film, website (etc.) in your own words that describes the “theory of change” implicit or explicit in the text (a dense sentence that describes the what, who, how, & why of transformative change according to authors – practice will make this easier!). Do some internet research and write a **summary sentence** about each author. These sentences aim to help you contextualize our texts and identify key take-aways. We will share these regularly in class. Do these quickly after reading/watching!

### 2. Critical Engagement Response (2 full single spaced pages, 2-sided)

Respond to the week’s critical engagement **prompts** (see questions for weeks 1-8 below) in essay form and utilizing at least **three** of the week’s sources. These essays aim to help you build your analytic writing skills and connect our texts with your internship experience. These writings will become the building blocks of your final paper. Plan to spend 3 hours on this essay each week.

### 3. Inspiration Map (3+ entries, 1 paragraph annotation per entry)

Using Wednesday texts as a springboard, each week, add (at least) three resources to your “inspiration map.” This map allow you to gather resources about individual or collective action promoting change (in the world outside our classroom and your internship site) that you find hopeful or inspiring in relation to the week’s themes, creating a place and process to compare, contrast, and reflect on strategies for change.

The map can be digital or paper or some other creative form, but you need to be able to share in class each Wednesday. For each resource you add, create a one-paragraph annotation that explains 1) what the entry is and how it inspires you, 2) what connection you are drawing to the week’s text or ideas, and 3) how the resource helps you think about change in relation to your internship work.

A few ideas about things you might include on your inspiration map:

- Local, regional, or global community organizations/movements
- Demonstrations, protests, or other political actions
- Change in a law, policy, or practice
- One-off or ongoing community events
- A person actively seeking change whose efforts inspire you

### Peer Facilitation (twice during the quarter, 25%)

One of CHID’s principles states “Students are the agents of their own education.” Drawing inspiration from this idea and the commitments of many of our course authors, the program aims to support you in becoming a more effective agent in your learning and in learning processes with others. To step toward this goal, starting week 2, participants in the course will collaboratively facilitate 60 minute sessions during our Wednesday classes. For *planning* and *facilitating*, credit will be assigned based on accomplishing these steps. Credit for the *reflecting* step will be assigned based on how thoroughly you reflect on your session using the process below as a guide.

***\*Your aim will be to design an hour long session that enables students to reflect on and share internship experiences in light of weekly themes or key ideas.***

There are **three** parts to peer facilitating:

**1. Plan:** Preparing will take time, please start early! You are responsible for emailing Tamara a copy of your agenda by *Tuesday at noon* on the week of your facilitation session. Your agenda should include information about the objectives/goals of the session, detailed descriptions of the activities/processes you will guide us through, and information about roles each facilitator will be taking on at different steps in these processes.

**2. Facilitate:** Your facilitation session should create space and a process. Your reading of other students’ journals in class on Monday will help you anticipate what might emerge during your session and help you revise your agenda. Building from previous weeks’ discussions is strongly encouraged!

**3. Reflect:** As a team, please make time to reflect on your experience of organizing and facilitating a class session. As you do, these questions may be useful: How was the process of collaborating with your partner(s)? What were the most meaningful and challenging parts of facilitating? Did things go as you anticipated? How did your facilitation strategy work as a way to explore internships in light of the program’s focus? What lessons/learnings will you fold into your next facilitation session? Once you have considered these questions,

please make a *bulleted list of suggestions* for teams who facilitate later in the quarter which includes an explanation for each bit of advice you offer. This may be done as a team or as individuals, but all team members must participate. (~1 single spaced page).

**\*\*After your group facilitates, ask one person to post your group's agenda for the session on the "facilitation resources" Canvas page and post each facilitation team member's list of advice below the agenda.**

**Theorizing Change Synthesis Paper & Letter (due Monday Week 9, 25%)**

Over the last two weeks of the quarter, you will write a paper of 12-15 double-spaced pages that synthesizes some of your key learnings. The paper needs to be well-written, have a specific audience, and be grammatically and stylistically intentional, including a clearly organized introduction and conclusion, as well as textual citations (minimum of *ten* different texts). The final paper will consist of the following elements, and using the points below as a guide, you may organize and/or blend in any way that works for you. You will find that your weekly journals provide building blocks for the paper – use them! *More information about this part of the program to come mid-quarter.*

**\*We'll spend lots of time discussing and workshopping these papers!**

**The Paper: Theorizing Transformative Change**

Provide the theoretical foundation for and engage in an in-depth analysis of your organization in light of the program's primary frames of *service, solidarity,* and *social change*. Then recommend ways to strengthen the impact of its efforts. Your paper will do at least the following:

- Describe a key *problem* or social reality the organization aims to transform.
- Describe the *vision of transformation* it seeks.
- Explain what *theory or theories of change* currently drive(s) the work of the organization.
- Describe and assess the specific *strategies* it utilizes in its efforts.

- Then please *make recommendations* (at least 3) that might strengthen the organization's effectiveness in moving from current realities toward its vision of change and explain why you find them promising.

In addition to organizational documents, interviews, and other resources related to your experience as an intern, utilize at least 10 course texts to compare, contrast, flesh out these ideas in detail.

**The Letter: Documenting Your Changing Perceptions**

In a letter to Tamara and Tara, reflect on and draw upon *your writing* this quarter to explore how your perceptions and understandings about yourself, your internship, and other ideas/practices related to the program have changed over the course of the quarter. Examine closely the lenses you began the program with and those you are using to see now. Highlight the processes by which you negotiated your experience as an intern with the readings and discussions from class.

**\*Alternative proposals welcome.** Please talk with Tamara about your ideas.

**Grading Scale:** Your grade for 399B (5 credits) and 498A (2 credits) will be based on the following scale:

GPA	%	GPA	%	GPA	%	GPA	%	GPA	%
4	100-99	3.3	86-85	2.6	76	1.9	69	1.2	62
3.9	98-97	3.2	84-83	2.5	75	1.8	68	1.1	61
3.8	96-95	3.1	82-81	2.4	74	1.7	67	1	60
3.7	94-93	3	80	2.3	73	1.6	66	0.9	59
3.6	92-91	2.9	79	2.2	72	1.5	65	0.8	58
3.5	90-89	2.8	78	2.1	71	1.4	64	0.7	57
3.4	88-87	2.7	77	2	70	1.3	63	.6-0.0	56

The letter grade equivalents for the numerical grades listed above may be found here: [http://www.washington.edu/students/genclat/front/Grading\\_Sys.html](http://www.washington.edu/students/genclat/front/Grading_Sys.html)

## Weekly Themes and Materials

Each week, we will examine theories, case studies, and reflections from academic and community intellectuals and activists in order to examine the week's themes and key concepts. To help you focus your reading and note taking, Tamara recommends starting your preparation each week by closely reading the week's description (concepts list, materials, journaling questions, and learning goals) in the syllabus and flipping through materials to get a sense of how long you'll need to spend with them. Please come prepared every Monday and Wednesday by reading the appropriate books, chapters, and journal articles and viewing/listening to films or podcasts before we meet. Please bring *printed copies* of all readings to class with you Monday and Wednesday.

For our written materials, you will need to purchase two course **texts**:

- Course packet available at Rams Copy Center (41<sup>st</sup> and the Ave)
- Octavia's Brood (available from Tamara or find otherwise)



### Schedule:

#### Week 1: Introductions and Overview

**Concepts:** *Positionality, Theory, Collective Liberation, Oppression, Social Service, Solidarity, Social Change*

#### Monday (6/19)

- Sandy Grande, “Preface” (2004)
- bell hooks, “Theory as Liberatory Practice” (1994)

#### Wednesday (6/21)

- Syllabus (2017)
- Young, “The Five Faces of Oppression” (1988)
- Ivan Illich, “To Hell with Good Intentions” (1968)

### Summary Sentences + Critical Engagement

Using Grande’s “Preface” to *Red Pedagogy* as a springboard, write a version of your “preface” to this course. Spend some time examining your organization’s website; then reflect in writing on what you know about the problems it seeks to address, the vision of social transformation that guides its efforts, and the strategies for change it utilizes.

### Learning Goals:

- Articulating initial thinking about core program concepts
- Naming individual learning goals
- Mapping self-in-context, mapping internship site-in-context



## Week 2 – Framing Discourses

**Concepts:** *Auxiliary tool, Story, Discourse, Globalization, Theory of Change, Damage/Desire-Centered Research, Complex Personhood*

### Monday (6/26)

- Paulo Freire, “Don’t let the fear of what is difficult paralyze you” (1998)
- Thomas King, “Chapter 1,” *Truth About Stories* (2005)
- Matthew Sparke, “Discourse” (2013)
- Watch “Peace, Propaganda, and the Promised Land” (2004)  
<https://www.youtube.com/watch?v=GSXFNSvInIE>

### **Summary Sentences + Critical Engagement:**

What do this week’s texts say about the role and significance of stories, discourses, and/or framing in how we view and interact with the world around us? What similarities and tensions in this week’s texts seem significant to you, and why? How can you apply King and Sparke’s ideas to the film? What particular stories, discourses, and frames are especially significant for your internship site? Why and how?

### Wednesday (6/28)

- Eve Tuck, “Suspending Damage” (2009)
- Chimamanda Adichie, “The Danger of a Single Story” (2009)  
[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)
- Center for Story Based Strategy: <http://www.storybasedstrategy.org/>

### **Summary Sentences + Inspiration Map**

#### **Learning Goals:**

- Recognizing dominant (“common sense”) and critical frames/lenses
- Explaining processes by which stories are constructed and reproduced
- Theorizing stories as strategies for resistance and self-determination
- Describing and utilizing strategies to change dominant stories

## Week 3 – Stratifying Systems

**Concepts:** *Intersectionality, Positionality, Privilege, Matrix of Domination, Solidarity*

### Monday (7/3)

- Combahee River Collective, “The Combahee River Collective Statement” (1978)
- Allan G. Johnson. “Privilege, Power, and Difference” (2001/2006)
- Burke, et al, “Power Flower” (1991)
- Taranath, “Out and about as a global citizen” (1988)  
<http://awayjournal.org/?article=out-and-about-as-a-global-citizen>
- Mia Mingus, “Hollow” (2015)

### **Summary Sentences + Critical Engagement:**

How do this week’s readings resonate with, add to, or complicate the “five faces of oppression” described by Young? What, specifically, do they add to your theoretical toolbox for understanding structural oppressions and injustice? What questions do they raise about your role in creating change? How do these tools help you theorize about, understand, and/or describe your internship site and the work it does in the world?

### Wednesday (7/5)

- Watch “In Pursuit of Social Justice”:  
<https://www.youtube.com/watch?v=aVZWgTb2DLs>
- Tinsley, Chatterjea, Wilcox, and Gibney. “So Much to Remind Us We are Dancing on Other People’s Blood” (2010)
- Movement for Black Lives – A Vision for Black Lives (2015)
- Paul Kivel, “Social Service or Social Change” (2000)
- Check out Octavia’s Brood website/blog: <http://octaviasbrood.com/>

### **Summary Sentences + Inspiration Map**

#### **Learning Goals:**

- Identifying commonalities & intersections among oppressive systems
- Exploring and experimenting with approaches to solidarity and allyship
- Examining movement-generated visions of change

## Week 4 – Constructing Institutions

**Concepts:** *Border Imperialism, Displacement, Criminalization, Racialized Hierarchy, Social Construction of Difference, Labor Precarity, Migration, Strike, Abolition*

### Monday (7/10): No Class – Slice through the City Field Trip

- Leslie Marmon Silko, *The Border Patrol State* (1994)
- Harsha Walia, “What is Border Imperialism?” (2013)

#### **Summary Sentences + Critical Engagement:**

Which specific social, political, economic, and cultural institutions have we examined in our course texts so far? How do the specific institutions introduced/described in texts for today structure oppressions, according to our authors? How do our authors imagine transformation of these institutions and/or transformation of the social context in which these institutions exist? Through what actions? What institutions does your internship organization seek to engage and to change? Specifically, why and how?

### Wednesday (7/12)

- NWDC Resistance, “Hunger Striker’s Handbook” (2017)
- Walidah Imarisha, “Black Angel” (2015)
- Check out No One Is Illegal <http://www.nooneisillegal.org/>
- Check out NWDC Resistance <http://www.nwdcresistance.org/>

#### **Summary Sentences + Inspiration Map**

#### **Learning Goals:**

- Examining institutions impacting immigrant and migrant communities
- Analyzing influence of institutions at local, regional, and global scales
- Assessing points of intervention as identified by groups/movements
- Imagining abolition

## Week 5 – (De)Colonizing Processes

**Concepts:** *(De)colonization, Indigenous, Settler, Incommensurability, Fugitivity, Indian Boarding School, Nationalism, Sovereignty, Familial Relationships*

### Monday (7/17)

- Eve Tuck and K. Wayne Yang, “Decolonization is not a Metaphor” (2012)
- Rachel Nez, “Valedictorian of Carlisle Indian School” (2016) <https://vimeo.com/178488668>
- King, “What is it about us that you don’t like?” (2003)

#### **Summary Sentences + Critical Engagement:**

What do this week’s texts/videos about colonization and settler colonialism add to your thinking about injustice? How can you apply these ideas in contexts with which you are familiar or which you are curious about? What courses for action do you think this week’s authors would advocate in these settings, and why? How does your organization engage with colonial past and present in Seattle and/or elsewhere? If it does not, what connections can you draw between your site’s work and this week’s resources?

### Wednesday (7/19)

- Ryan Red Corn, “Bad Indians” (2010)
- Haunani Kay Trask. “Feminism and Indigenous Hawaiian Nationalism” (1996)
- Watch Kanesatake 270 Years of Resistance (1993) [https://www.nfb.ca/film/kanehsatake\\_270\\_years\\_of\\_resistance](https://www.nfb.ca/film/kanehsatake_270_years_of_resistance)

#### **Summary Sentences + Inspiration Map**

\*\*Also: Complete mid-quarter evaluation.

#### **Learning Goals:**

- Defining settler colonialism
- Examining political, economic, and cultural aspects of colonial power
- Comparing colonial structure/process in different contexts
- Imagining decolonization

## Week 6 – Resisting Actions

**Concepts:** *Occupation, Resistance, Nakba, Self-Determination, BDS Movement, Revolution, Safety Net, Liberal Empowerment, Community Development, Social Justice*

### Monday (7/24)

- Stephen Salaita, “How Palestine Became Important to American Indian Studies” (2016)
- Listen to Professor J.Kēhaulani Kauanui on Palestine <https://archive.org/details/ProfessorKehaulaniKauanuiOnPalestine>
- Mast, El-Zabri, and Palestinian Information Project, “NAKBA: The Ongoing Ethnic Cleansing of Palestine” (2015)
- “Israel & Palestine: A Very Short Introduction,” <https://www.youtube.com/watch?v=Y58njT2oXfE>

### **Summary Sentences + Critical Engagement:**

What do this week’s readings add to your understanding of colonialism broadly, settler colonialism specifically? What questions remain? What visions of change are explicit or implicit in this week’s materials? (Draw on last week’s too if helpful.) How can you apply ideas you are exploring this week to your internship site? What visions of change animate its efforts? What visions of change do you hold in relation to the work undertaken by your organization?

### Wednesday (7/26)

- Ann Curry-Stevens, “Models of Social Transformation” (2003)
- Barghouti & Dwikat, “The ‘I’ in BDS” (2014)
- Check out BDS Movement <https://bdsmovement.net/>
- Check out US Campaign for Palestinian Rights <https://uscpr.org/>

### **Summary Sentences + Inspiration Map**

\*\*Also: Write short history/overview of your organization (~1 single sp. pg.).

### **Learning Goals:**

- Comparing colonial structure/process in different contexts
- Examining modes of anti-colonial resistance in different contexts
- Imagining, comparing, constructing models of transformative change

## Week 7 – Transforming Responses

**Concepts:** *Capitalism, Climate Change, Earth Democracy, Caring Global Citizenship, Environmental Justice, Just Transition, Cooperation, Resilience*

### Monday (7/31)

- Watch “This Changes Everything” (2015) via UW Library’s Kanopy <http://washington.kanopystreaming.com/video/changes-everything>
- Shiva, “Earth Democracy,” interview in Yes! Magazine (2002) <http://www.yesmagazine.org/issues/what-would-democracy-look-like/earth-democracy-an-interview-with-vandana-shiva>
- Matthew Sparke, “Responses” (2013)

### **Summary Sentences + Critical Engagement:**

How do this week’s materials add to, complement, and/or complicate your understanding of injustice? What core values underlie authors’ visions of change and what, if any, tensions exist among these? What strategies for change do our authors advocate and why? How do these relate to strategies employed within your internship?

### Wednesday (8/2)

- Curry-Stevens, “Criteria for Choosing Strategies and Tactics” (2003)
- Jobin-Leeds & AgitArte, “Environmental Warriors” (2016)
- Movement Generation, “From Banks/Tanks to Cooperation/Caring”

### **Summary Sentences + Inspiration Map**

\*\*Also: Review final paper guidelines and make a list of at least 8 course texts you anticipate drawing on and how you’d like to use them.

### **Learning Goals:**

- Connecting human liberation with liberation of other species & earth
- Envisioning change at a different scales
- Assessing and evaluating strategies for change
- Designing change strategies grounded in critical assessment of promises

