

Community Action 101: Envisioning Social Change
Trinity College
Fall 2020



Images: Black Lives Matter mural on Trinity Street, Hartford, CT (Fox 61)

Mural organized by Hartford organizer and artist LaShawn Robinson and longtime Hartford resident Levey Kardulis in collaboration with Black Lives Matter 860. Each letter was painted by a different local artist.

Professor: Jia-Hui Stefanie Wong
stefanie.wong@trincoll.edu, 860-297-2626
McCook 312 (but I will working remotely this semester)

Mentors: Tiana Starks, tiana.starks@trincoll.edu, 860-888-5577
Reagan Flynn, reagan.flynn@trincoll.edu, 919-545-4915

Course Schedule: Tuesdays and Thursdays, 11:15 AM-12:55 PM
All classes occur via Zoom: <https://trincoll.zoom.us/j/93490506881>

Office Hours: Wednesdays, 10 AM-12 PM
Or by appointment: <https://calendly.com/stefaniewong/>
All office hours and meetings with Prof. Wong occur via this Zoom link:
<https://trincoll.zoom.us/j/8991721718>

Course Description

How do different community organizations (neighborhood groups, non-profit advocates, unions, government agencies, social entrepreneurs, philanthropies, etc.) envision social change? What strategies for change do we find across the City of Hartford? How can Trinity students cultivate and engage in meaningful partnerships to promote social change? Students will investigate these and related questions through readings on community action and social impact, hands-on research and interviews with community stakeholders in Hartford, and the design of collaborative social action projects around a core theme (to be implemented in the spring semester). Students will think critically and reflexively about the root causes of social problems, the ways that power and privilege shape social change work, and how their biographies shape their understanding of and engagement with Hartford. This course will serve as the first part of the two-semester Community Action Gateway.

Course Objectives:

- Explore and learn about social change in Hartford, reflecting on how our histories and assumptions about Hartford shape our understanding of and interactions with the city.
- Analyze and compare “theories of change” across Hartford community organizations and how perspectives vary based on individuals’ and organizations’ histories, structural positions, and topics.
- Create videos to reciprocate relationship with community partners.
- Evaluate the roots and the multi-faceted nature of social problems.
- Propose and design long-term projects for the spring semester.

Because this course serves as your first year seminar, we will also spend time developing skills you’ll need as college students, as well as learning about the resources available to you on campus.

Remote Learning

First, some overarching messages. I know that a remote course isn’t what we all imagined or hoped for. Like you, I am disappointed that a remote course is our best option. It’s okay to be sad that this wasn’t in the plan; I know that I find disappointment and frustration popping up at various times. I hope we’ll be able to simultaneously mourn the semester we wished we could have had, while also looking forward to the new ways we’ll be engaging with each other, and the different opportunities that will arise.

Next, some practical information. I know that keeping track of coursework, assignments, etc. is particularly challenging with remote learning. Moodle will be your “one stop shop” for anything you will need for this course. Each class session will have a section that will tell you what you need to have done before class, and the links/materials you will need during class. The course Moodle will also include resources like the syllabus, assignments guidelines, etc. Essentially, if you’re looking for something related to this course, start by checking Moodle.

Most of our class time will be synchronous, at the times designated in the course schedule and will take place on Zoom. If possible, and particularly if you are on campus, please leave your video on whenever you can. I hope that being able to see each other will help us feel more connected and build a community, even if we can't be together in person. I understand that we may all need to sometimes turn off our video, and that's okay. But when you can, let

Finally, a word of reassurance. I know that this is a challenging time and way to begin your college career. This is my commitment to you that I will be patient, flexible, and creative as we all adapt to this new course format. If something isn't working, we'll work to make it better. If you're struggling with something, let me know and we'll come up with a solution together. I only ask that you extend the same patience to me, your mentors, and each other.

Course Requirements and Evaluation

You will be evaluated on the items listed below. More detailed information about assignments will be discussed in class and posted to Moodle. To streamline and simplify, all assignments for this class are due on Sundays (with the exception of the final paper).

Class Participation

= 20 points

Attendance is required during. Missing class can affect depth of understanding and is frequently reflected in the quality of written analysis and in your overall learning experience. Class begins on time and you are required to attend all classes from start to finish. More than two absences will affect your grade, except in cases of illness, religious observances, or family emergencies. Absences for these reasons may be made up through an alternative assignment. Email me to receive permission to complete a makeup assignment. Especially during this semester, I encourage you to reserve your allowed absences for cases of illness or family emergencies. Every two late arrivals, early departures, and/or instances of leaving class will count as an absence.

Given the challenges of learning remotely and during a pandemic, I seek to be as accommodating as possible about absences this semester. When possible, email me in advance if you know you will not be able to make a class to make arrangements to complete a makeup assignment.

Effective attendance and participation means more than just being present. Read and reflect on all the assigned readings before class on the date they are listed on the syllabus. Come to class prepared to engage with the class in discussing the readings and relevant themes. Reading loads and difficulties will vary; it will be in your best interest to look ahead and budget your time accordingly. You should analyze the readings in relation to your experiences, other readings from class, and other scholarly literature you have read.

Your class participation will be evaluated based on your participation and contributions to learning in class. Outstanding participation involves not only making thoughtful contributions,

but also leaving space for your classmates to share their opinions and perspectives and being a reflective listener.

I know that a remote course poses some challenges for class participation. There are multiple ways to show your engagement and participation during class time, including: speaking out loud in Zoom (either with the whole class or smaller breakout rooms), contributing in written format (e.g. chat, Padlet, shared notes), contributing in visual form (e.g. Padlet, emoji reactions, body language that shows you are engaging – like nodding or giving a thumbs up when you agree with a point someone else is making).

Get to Know Trinity & Hartford Activities and Reflections **4 x 5 points = 20 points**

You will complete a series of activities to help you get to know Trinity and Hartford, and write brief reflections about the experiences. This semester, all off-campus activities will be virtual. All Trinity-related requirements can also be completely fully remotely. Any in-person campus events must comply with campus social distancing requirements. You may complete and submit these any time before Sunday, November 1 at 11:59 PM. However, I strongly recommend completing them in the month of September.

Reaction Papers **2 x 10 points = 20 points**

You will write two reaction papers (2-3 pages each) that connect your understandings to course readings and themes. These papers will help prepare you for the more in-depth Theories of Change paper. Reaction Paper 1 is due Sunday, September 20 at 11:59 PM. Reaction Paper 2 is due Sunday, October 11 at 11:59 PM. You are required to get feedback from the Writing Center for support on at least one Reaction Paper. Hooray! You made it this far through the syllabus. Email me a picture of a cute animal and I will give you 2 points of extra credit.

Community Partner Social Media Project **= 33 points**

The community partner social project is one of our major projects that you will work on for much of the semester. In your assigned groups of three, you will work with your community partner to create a social media posts that meets the needs of the organization. The project will be structured through ongoing assignments as listed below. Unless otherwise noted, assignments are to be submitted as a group. All group members will receive the same grade except in extenuating circumstances. Social media posts will be presented to community partners at a virtual event on Tuesday, November 17.

Team Contract and Work Plan (due Sun, Sept. 27, 11:59 PM)	= 5 points
Email to Set Up Interview (due Sun, Sept. 27, 11:59 PM)	= 1 point
Interview Questions (due Sun, Oct. 4, 11:59 PM)	= 3 points
Social Media Posts 1 & 2 Drafts (due Sun, Oct. 11, 11:59 PM)	= 1 point
Social Media Posts 1 & 2 Final Versions (due Sun, Oct. 18, 11:59 PM)	= 4 points
Interview Transcript (due Sun, Oct. 18, 11:59 PM)	= 2 points
Social Media Posts 3 & 4 Drafts (due Sun, Oct. 25, 11:59 PM)	= 1 point
Social Media Posts 3 & 4 Final Versions (due Sun, Nov. 1, 11:59 PM)	= 4 points

Social Media Posts 5 & 6 Drafts (due Sun, Nov. 8, 11:59 PM)	= 1 point
Social Media Posts 5 & 6 Final Versions (due Sun, Nov. 15, 11:59 PM)	= 4 points
Project Reflection Paper (Individual) (due Sun, Nov. 15, 11:59 PM)	= 5 points
Collaboration Evaluation (Individual) (due Sun, Nov. 15, 11:59 PM)	= 2 points

Theories of Change Paper = 15 points

In a 5-page paper, you will use your group’s interview, as well as any other information about your community partner, to analyze the organization’s underlying theory of change, in conversation with relevant course readings. A draft is due Sun, Oct. 25 at 11:59 PM, and the paper is due Sun, Nov. 8 at 11:59 PM.

Annotated Bibliography Entries = 4 points

To help you prepare for your final paper, you will submit find and submit two annotated bibliography entries of academic sources you plan to cite in your final paper. Due Sun, Nov. 8 at 11:59 PM.

Final Paper (Research Proposal) = 20 points

The final project for the class will help build toward a research project to be pursued with a community partner during the spring section of the course. The paper is due Fri, Nov. 20 at 11:59 PM.

Grading Scale

All assignments are worth a total of

The grading scale is as follows:

90 to 100%= A (outstanding work)

80 to 89%= B (good work)

70 to 79%= C (adequate work)

Below 70%= D or F (unsatisfactory work)

Each letter grade is divided into equal thirds for minus (-), regular, and plus (+) letter grades (e.g. 80 to 83.33 is a B-, 83.34 to 86.67 is a B, and 86.68 to 89.99 is a B+).

Academic Policies

Accessibility

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. If you have approval for academic accommodations, please provide notification electronically using SARC Online during the first two weeks of the semester or a minimum of 10 days prior to utilizing your accommodations. Following notification, students are required to meet with faculty to further discuss implementation of accommodations. If you do not have approved accommodations, but have a disability requiring accommodations, or have questions about applying, please contact Lori Clapis, Coordinator of Accessibility Resources at Lori.Clapis@trincoll.edu, 860-297-4025 or

refer to the Student Accessibility Resources (SARC) website:
<https://www.trincoll.edu/StudentLife/StudentAccessibilityResources/students>.

Intellectual Honesty and Plagiarism

According to Trinity College policy, intellectual honesty “assumes that students do their own work and that they credit properly those upon whose work and thought they draw” (Trinity College Student Handbook, 2016). While we often draw upon the work of others, it is essential that any work presented as your own is indeed your own, no matter how big or small the assignment. Ideas and/or words that are not yours should always be appropriately cited.

Intellectual dishonesty and plagiarism in any form will not be tolerated in this class. Instances of academic dishonesty or plagiarism may result in assignment failure, course failure, referral to the Honor Council, and/or other consequences. If you are unsure about how to use another scholar’s work to support your own ideas without plagiarizing, please ask me.

Academic Citations

It is always important in academic writing to give credit to other people’s ideas. You are required to appropriately cite works in all assignments for this course, whether you quote them directly or draw on their ideas. You may use any citation style, as long as you use it consistently.

Late Assignments

Please make every effort to submit assignments on their scheduled due dates. However, in recognition of the challenges posed by remote learning, there will be no late penalties on individual assignments as long as you adequately communicate with me. If you are unable to complete an assignment by a due date, email me as soon as possible. In your email requesting an extension, you must include a new due date for yourself. Remember that because this is a 10-week course, assignments are due nearly every Sunday of the semester. Submitting assignments late can quickly put you behind on subsequent assignments. Any late work must be submitted by Friday, November 20 at 11:59 PM.

Group assignments (for your Community Partner Social Media Project) should be submitted by the designated due date. Late group assignments will be penalized with a 10% deduction for every 24-hour period beyond the deadline, with exceptions granted only for medical and family emergencies. Other extenuating circumstances should be discussed with the instructor and will be handled on an individual basis.

Re-Writes and Extra Credit

If the instructor warrants that a re-write of an assignment is appropriate, you will meet with the instructor to self-assess errors and review grading comments. The paper will be resubmitted on an agreed timeline for up to 90% of the assignment point value.

Extra credit assignments may be offered at my discretion. An example of an extra credit assignment might include attending a lecture or community event and writing a reflection that connects to course readings and themes. Please see me if you are interested in an extra credit assignment to receive approval.

How to Succeed in this Course

Come prepared to all classes. You should fully prepare for all classes. This includes arriving on time and ready to participate, completing all reading and/or other assignments prior to class, and having any necessary materials available (such as readings and notes).

Actively engage in class. Reflect on and analyze the readings and your placement experiences and make thoughtful contributions in discussions. Listen respectfully when others are speaking or sharing.

Actively engage with your community partner. Arrive as scheduled and on time to meetings and events. Make efforts to genuinely get to know, build relationships, and learn from your community partner.

Make use of feedback. We all learn through receiving feedback about what we're doing well and what we can improve on. Pay attention to my feedback on your assignments, especially early in the semester, and think about how you can incorporate suggestions into future work. Make the most of peer editing opportunities and the Writing Center (<http://writingcenter.trincoll.edu>).

Reach out when you need help. I encourage you to ask questions in class if you do not understand something. If you are confused, it's likely that other students are, too. If you are more comfortable seeking assistance in a more private setting, feel free to ask me by sending an email (for quick questions), stopping by my office hours, or making an appointment. You can also ask your mentors about any questions. You should also use your classmates or other peers as a resource – sometimes just talking through confusion can help clarify things.

Course Schedule

Note: All readings should be read BEFORE class on the date they are listed.

Unit 1: Hartford, Power, and Privilege

What understandings and assumptions do we have about Hartford? What is unique about Hartford? How do broader systems of systems and structures of power play out in the Hartford context? What is the relationship between Trinity College and the larger Hartford community?

Tue 9/8 No Class – #ScholarStrike for Racial Justice

We will not have a class meeting today, because Professor Wong will be participating in the [#ScholarStrike for Racial Justice](#) in support of Black lives and Black power.

Instead, during our scheduled class time (11:15-12:55), you should engage with virtual teach-in resources or segments and post a response on our Padlet. Detailed instructions for these tasks are available on Moodle.

In recognition of the everyday racial labor endured by Black people, Black students are not required to participate in the Teach-In (though are welcome to if they wish).

If the teach-in tasks do not take up our entire class time, you might also begin the reading scheduled for Tuesday 9/15, which also help us think about racial justice.

Thur 9/10 Introduction to the Course

How do I read and understand syllabi? How do I plan my semester? How do I communicate with professors (email, office hours, etc.)? How do I engage in remote classes?

**** Add/Drop for fall courses ends on Monday, September 15 ****

Tue 9/15 Frameworks for Understanding: Power and Privilege, Part 2

- Read: Hannah-Jones, Nikole. (2019, Aug 14). Our democracy's founding ideals were false when they were written. Black Americans have fought to make them true. *The New York Times 1619 Project*.
- Read: Townsend, Amber. (2017, Mar 14). I grew up on the other side of town. *Hartford Courant*.
- Read: Young, Iris Marion. (2018). "Five Faces of Oppression." *Readings for Diversity and Social Justice* (pp. 49-59).
- Read: Cuauhtin, R. Tolteka. (2019). "The Matrix of Social Identity and Intersectional Power: A Classroom Resource." In *Rethinking Ethnic Studies* (pp. 38-47).

What is academic research? How do we read academic texts?

Writing Center introduction (tentative)

Thur 9/17 Getting to Know Hartford and Your Community Partners

- Read: Dougherty, Jack. (2020). "Investigating Spatial Inequality with the Cities, Suburbs, and Schools Project." In *On the Line: How Schooling, Housing, and Civil Rights Shaped Hartford and its Suburbs*. <https://ontheline.trincoll.edu/investigating.html>
- Read/View: Delano, Pablo. (2020). Excerpt from *Hartford Seen*.
- Read: Rodriguez, Eric. (2018). "Gentrification Will Drive My Uncle Out of His Neighborhood, and I Will Have Helped." *Readings for Diversity and Social Justice* (pp. 223-224).
- Read: Required materials about your community partner

**** REQUIRED EVENT: COMMUNITY PARTNER VIRTUAL MEET AND GREET ****

Thursday, September 17, 1-2 PM

**** Reaction Paper 1 Due Sunday, September 20 at 11:59 PM ****

Tue 9/22 Social Media Project Preparation

- Read: Goodman, Andy. "Why do Nonprofits Need to be Storytellers?" The Bridgespan Group.
- Read: Hou, Y., & Lampe, C. (2015, April). Social media effectiveness for public engagement: Example of small nonprofits. In *Proceedings of the 33rd annual ACM conference on human factors in computing systems* (pp. 3107-3116).
- Review: Your community partner's social media presence (all platforms: Facebook, Instagram, Twitter, TikTok, etc.)

Guest speakers: Erica Crowley and Dave Tatem (tentative)

Thur 9/24 Community Learning: Possibilities and Pitfalls

- Read: Mathieu, Paula. (2005). "Students in the Streets." In *Tactics of Hope: The Public Turn in English Composition* (pp. 277-297).
- Read: Stoecker, Randy & Tryon, E. (2009). *The Unheard Voices: Community Organizations and Service Learning*. Chapter 1 (pp. 1-18).

**** Team Contract and Work Plan Due Sunday, September 27 at 11:59 PM ****

**** Email to Community Partner to Confirm Interview due by Sunday, September 27 at 11:59 PM **** (Schedule interview ideally between Monday 10/5 and Friday 10/9, and no later than Friday 10/16)

Tue 9/29 Trinity Within Hartford

- Read: Iorio, Vianna. (2017, Jul 19). "Student: Unraveling White Privilege At Trinity." *Hartford Courant*.
- Read: Brown, Megan & Silva, Mabel. (2019). Summary: Trinity's Relationship with the

Hartford Neighborhood: Results from a Community Resident Survey.

- Read: Baldwin, Davarian. (2017, Jul 30). "When Universities Swallow Cities." *The Chronicle of Higher Education*.

Guest speaker: Mabel Silva '20

Thur 10/1 Building Skills: Interviewing, Library Resources, and Academic Research

- Read: Seidman, Irving. (2006). Interviewing as Qualitative Research: A Guide for Researchers in Education and Social Sciences. Chapters 6-7 (pp. 78-111).

Interview Practice with Robert Cotto and Carlos Espinosa (11:30-12)

Library Information Session with Rob Walsh (12:10-12:55)

**** Interview Questions due Sunday, October 4 at 11:59 PM ****

Unit 2: Theories of Social Change

What are various theories of social change? How do individual, organizational, institutional, and structural factors shape understandings about social change? What are the challenges and tensions of working for change?

Tue 10/6 Introduction to Social Change Theory

- Read: Myers-Lipton, Scott. (2018). "Change Theory." In *Change! A Student Guide to Social Action* (pp. 31-50).

Thur 10/8 Abolitionist Theories of Change

- Read: Davis, Angela. Y. (2011). *Are prisons obsolete?*. Seven Stories Press, Chapter 1: Introduction – Prison Reform or Prison Abolition? (pp. 9-21)

**** Reaction Paper 2 due Sunday, October 11 at 11:59 PM ****

**** Social Media Posts 1 & 2 Drafts due Sunday, October 11 at 11:59 PM ****

Tue 10/13 Critical Race Theories of Change

- Read: Lawrence, Charles R., Matsuda, Mari J., Delgado, Richard, and Crenshaw, Kimberlé Williams. (1993). Introduction. In *Words That Wound: Critical Race Theory, Assaultive Speech, and the First Amendment* (pp. 1-15).

Thur 10/15 Indigenous Theories of Change

- Read: Tuck, Eve. (2009). Re-visioning action: Participatory action research and Indigenous theories of change. *The Urban Review*, 41(1), 47-65.

**** Interview Transcript due Sunday, October 18 at 11:59 PM ****

**** Social Media Posts 1 & 2 Final Versions due Sunday, October 18 at 11:59 PM ****

Tue 10/20 Case Studies: Movement for Black Lives / Undocumented and Unafraid

- Read: Movement for Black Lives. Vision for Black Lives, Policy Platform: End the War on Black People: <https://m4bl.org/end-the-war-on-black-people/>. Read “The Preamble,” review the list of demands, and choose at least 2 demands to read in detail.
- Read: United We Dream. Mission: <https://unitedwedream.org/about/> and Our Spaces: <https://unitedwedream.org/about/our-spaces/>

Unit 3: The Roots of Social Challenges

What are the roots of complex and multi-faceted social challenges, such as structural racism, economic and political inequality, heteropatriarchy, transphobia, and xenophobia? How do various forms of oppression intersect? Why are systems of oppression so persistent and difficult to challenge?

Note: It may seem like there’s a lot of reading in this unit. For each day, the texts (not all readings!) listed last offer examples of how communities are challenging systems of oppression and dominant narratives about them. These texts are mostly relatively short, so I encourage you to engage with them, so that we don’t forget that oppression always comes with resistance.

Thur 10/22 Racism and White Supremacy

- Read: Bell, Lee Ann, Funk, Michael S., Joshi, Khyati, Y., and Valdivia, Marjorie. (2016). Excerpt from “Racism and White Privilege.” In *Teaching for Diversity and Social Justice* (3rd Ed.) (pp. 133-147).
- Read: Anderson, Carol (2017). *White Rage: The Unspoken Truth of Our Racial Divide*. Prologue: Kindling (pp. 1-6) and Afterword: After the Election: Imagining (pp. 161-178).
- Watch: Lykes, Jonathan. I Love Being Black music video: <https://www.youtube.com/watch?v=ShKUGjUxHQo> (and read Youtube description)

**** Theories of Change Paper Draft Due Sunday, October 25 at 11:59 PM ****

**** Social Media Posts 3 & 4 Drafts due Sunday, October 25 at 11:59 PM ****

Tue 10/27 Poverty and Classism

- Read: Mencimer, Stephanie. (2014, Mar 25). What If Everything You Knew About Poverty Was Wrong? *Mother Jones*.
- Listen: On the Media podcast, Who Deserves To Be Poor? <https://www.wnycstudios.org/story/who-deserves-to-be-poor>
- Read: van Gelder, Sarah. (2018). “How Occupy Wall Street Changes Everything.” *Readings for Diversity and Social Justice* (pp. 225-229).

Thur 10/29 Xenophobia

- Read: Massey, Douglas & Sanchez R., Magaly. (2010). *Brokered Boundaries: Immigrant Identity in Anti-Immigrant Times*. Chapter 3: The Rise of Anti-Immigrant Times (pp. 58-80).
- Read: Jobin-Leeds, Greg & AgitArte. (2016). *When We Fight, We Win: Twenty-First-Century Social Movements and the Activists That Are Transforming Our World*. Excerpt from "The Power of Stories: The DREAMers and Immigrant Rights" (pp. 76-80; 93).

**** Get to Know Trinity and Hartford Reflections due Sunday, November 1 at 11:59 PM ****

**** Social Media Posts 3 & 4 Final Versions due Sunday, November 1 at 11:59 PM ****

Tue 11/3 Ableism

- Read: Ostiguy, Benjamin J., Peters, Madeline L., Shlasko, Davey. (2016). Excerpt from "Ableism." In *Teaching for Diversity and Social Justice (3rd Ed.)* (pp. 299-314).
- Watch: Berne, Patty & Millbern, Stacey. My Body Doesn't Oppress Me, Society Does: <https://www.youtube.com/watch?v=7r0MiGWOY2g> (~ 5 mins)
- Read/Watch: Sins Invalid - Read mission statement here: <https://www.sinsinvalid.org/mission>, then watch at least one performance video here: <https://www.sinsinvalid.org/video-clips>

Thur 11/5 Cis-Heteropatriarchy

- Read: Loerber, Judith. (2018). "Night to His Day": The Social Construction of Gender. *Readings for Diversity and Social Justice* (pp. 354-359).
- Read: Catalano, D. Chase J. & Griffin, Pat (2016). Excerpt from "Sexism, Heterosexism, and Trans* Oppression." In *Teaching for Diversity and Social Justice (3rd Ed.)* (pp. 184-192).
- Listen: Chapter Two: The Fight of podcast, "Queer Freedom and Trans Delight: Trans Day of Resilience Art" (29:12-43:27), <https://www.whenwefightwewin.com/podcast-episode-5-queer-freedom-and-trans-delight-trans-day-of-resilience-art-project-with-micah-bazant-kemi-alabi/>

**** Theories of Change Paper Due Sunday, November 8 at 11:59 PM ****

**** Annotated Bibliography Entries Due Sunday, November 8 at 11:59 PM ****

**** Social Media Posts 5 & 6 Drafts due Sunday, November 8 at 11:59 PM ****

Tue 11/10 Intersectionality

- Read: Crenshaw, Kimberlè. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. University of Chicago Legal Forum.

- Watch: Four Years of #SayHerName, African American Policy Forum, <https://www.youtube.com/watch?v=z1liEHXRLzI> (Content Warning: the first minute of the video contains scenes of police violence against Black women and girls) ~4 mins
- Watch: Say Her Name: The Lives That Should Have Been, African American Policy Forum, <https://www.youtube.com/watch?v=je4wJHpTmcM> (~4 mins)

Thur 11/12 Radical Possibilities / Course Wrap Up

- Read: Baldwin, James. (1963/2018). A Talk to Teachers. In *Teaching for Black Lives* (pp. 287-293).
- Read: Jobin-Leeds, Greg & AgitArte. (2016). *When We Fight, We Win: Twenty-First-Century Social Movements and the Activists That Are Transforming Our World*. Epilogue: Solidarity – A Gathering (pp. 155-161).
- Read: Anzaldua, Gloria. (1987). "No se raje, chicanita / Don't Give In, *Chicanita*." In *Borderlands/La Frontera: The New Mestiza* (pp. 222-225).

**** Final Versions of Social Media Posts 5 & 6 due Sunday, November 15 at 11:59 PM ****

**** Social Media Project Reflection Paper and Collaboration Evaluation Due Sunday, November 15 at 11:59 PM ****

**** REQUIRED EVENT: COMMUNITY PARTNER SOCIAL MEDIA POST SHARE OUT, Tuesday, November 17, 12-1:30 PM ****

**** Final Paper Due Friday, November 20 at 11:59 PM ****