Inequality in America:
Policy, Community and the Politics of Empowerment

Fall, 2019

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Program Director/Faculty

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Seminar Hours:
Tuesdays & Thursdays 10:00 a.m. - 3:30 p.m. (and as arranged)

Class Location Unless Otherwise Specified:
Dreamland Arts
677 Hamline Avenue North
St. Paul, MN, 55104

Office Hours for Phil Sandro:
Before and after class and Wednesday and Friday by appointment

Phil Sandro: 651-354-1810 (cell) or psandro@hecua.org

I dare say, after the life I have lived, that there is nothing quixotic or romantic in wanting to change the world. It is possible. It is the age-old vocation of all humanity. I can’t think of a better life than one dedicated to passion, to dreams, to the stubbornness that defies chaos and disillusionment. Our world, filled with possibilities, is and will be the result of the efforts offered up by us, its inhabitants. ~ Giocanda Belli,
The Country Under My Skin
Program Overview

Goals & Framing Questions
The topics we will cover this semester are highly complex and interrelated. Our curriculum goals are to understand the determination, evolution, and reproduction of various forms of economic, political and social inequality and to learn about, utilize, and evaluate strategies being employed to address these issues.

We will pursue three major framing questions using a number of relevant and contested theories as lenses. The three framing questions:

1. What are some of the root causes of increasing levels of economic, political, and social inequality and poverty in the U.S., particularly in cities and their regions? We will take an interdisciplinary approach to explore how various social classes and groups are impacted by inequality.

2. How are economic, political, and social inequality and poverty reproduced? In other words, why do they persist? To answer this, we pose two sub-questions: First, what mechanisms, systems, structures, and behaviors perpetuate inequality and poverty? Secondly, how does the political system remain legitimate and relatively stable in the face of continuing and increasing inequality and poverty? In other words, why do people “consent” to inequality and even sometimes act against their own interests?

3. How do we reduce economic, political, and social inequality and poverty, and what are some concrete social change tools for making these changes? Students will read about many policy and social change efforts aimed at increasing economic, political, and social equality and security. Students will have direct conversations and work with practitioners in non-profit social change organizations. Finally, each student will work at a social change internship and we will integrate those experiences with readings and field experiences.
Structure and Courses of the Program
The program has four fully integrated components or courses that combine for a total of 16 credit hours. See “Course Descriptions and Requirements” below for details on each course.

1. *Inequality in America: A Political Economy Approach* - called “Reading Seminar” in the day-to-day schedule below. 4 credit hours.

2. *Political Sociology of Building Power, Change and Equity* - called “Field Seminar” in the day-to-day schedule below. 4 credit hours

3. *Internship and Integration Seminar* - Students work at internships a minimum of 150 hours over the course of the semester. The Integration Seminar focuses on the connections among the theoretical work in the classroom, fieldwork and internships. 8 credit hours.
Course Descriptions and Requirements

Inequality in America: A Political Economy Approach (Reading Seminar)
4 Credit hours

Course Description
This seminar provides the theoretical and background foundations necessary for understanding the roots, dynamics and reproduction of urban and regional economic, political, and social inequality and poverty. It will also equip students with the key theoretical tools for evaluating alternative policies and strategies for addressing various forms of poverty and inequality. Theory will be treated in an integrated or praxis-oriented fashion with students’ field and internship work and will draw from numerous disciplines but with a particular focus on the field of political economy. Students examine a series of interrelated social systems relevant to the study of poverty and inequality such as the economy, the politics of economic policy, labor markets, geographic systems and housing, education and welfare systems. Theories of oppression help students understand how institutionalized racism, classism and gender discrimination factor in and among all of these systems.

Suggested Disciplines for Academic Credit
Political Science  Geography (Urban and Regional)
History  Politics of Race, Class and Gender
Economics  Family Social Science
Sociology
Justice and Peace Studies

Assignments and Points toward Course Grade
Critical Questions  30 points
My Own Analysis Paper  30 points
Participation  40 points
TOTAL  100 points
**Reading Seminar Participation Requirements**
Participation counts for 40% of the grade for the Reading Seminar. HECUA’s type of teaching and learning relies on *everyone’s* participation. The participation grade is based on the following:

1) Being on time to reading seminars. Being late reduces points for the day.
2) Actively participating in discussions and other seminar activities.
3) Contributing to a respectful, positive, constructive learning environment.
4) Carefully reading all assigned readings so that you can contribute fully.
Political Sociology of Building Power, Change and Equity (Field Seminar)
4 credit hours

**Course Description**
This seminar illuminates, grounds, and “tests” and refines theoretical perspectives and insights gained in the “Inequality in America: A Political Economy Approach” seminar. Students will examine a variety of policy alternatives and strategies for social change used to address poverty and inequality by conversing with policy makers, community activists, and public and private organizations, participating in a number of structured field exercises and a 150 hour internship.

**Suggested Disciplines for Academic Credit**
- Economic Sociology
- History
- Geography (Urban and Regional)
- Political Science
- Sociology (Stratification)
- Sociology of Race, Class and Gender
- Family Social Science
- Justice and Peace Studies

**Assignments and Points toward Course Grade**
- My Own Lens: 25 points
- Praxis Paper: 35 points
- Participation: 40 points
- **TOTAL**: 100 points

**Participation Requirements for Field Seminar**
Participation counts for 40% of your grade for the Field Seminar. HECUA’s type of teaching and learning relies on everyone’s participation. The participation grade is based on the following:

1. Respecting field speakers by being on time to field seminars.
2. Actively participating in discussions and other seminar activities.
   - Asking field speakers questions and/or entering into conversation with them.
3. Contributing to a respectful, positive, constructive learning environment.
**Internship and Integration Seminar**
8 credit hours

**Internship Description**
The internship is concentrated practice and facilitates student learning on many levels. Students integrate, test and refine their theoretical understanding from the Reading Seminar, build and develop skills, gain a greater understanding of methods of social change, and grow in their understanding of vocation. The program deliberately integrates these experiences with themes and experiences from the other courses in the program. Students work a minimum of 150 hours at their placement, approximately 12-13 hours each week for the duration of the program.

**Suggested Disciplines for Academic Credit**
- Internship/Service Learning Requirement
- Civic Engagement Requirements
- Courses dealing with political process analysis and social change
- Departmental or disciplinary credit, based on the nature of the internship and related assignments.

**Assignments and Points toward Internship Part of Grade**
- Learning and Work Agreement: 10 points
- Mid-semester Evaluation: 10 points
- Final Internship Evaluation: 30 points
- Internship Hours (150 total): 50 points
- **TOTAL**: 100 points

**Integration Seminar Description**
This seminar integrates theoretical and experiential work in the other seminars of the program with internship work, and provides further theoretical frameworks for making meaning from the internship experiences. Students analyze the operation of organizations that are dedicated to changing systemic inequalities, learn how, when, and why organizations collaborate, and explore the perspectives that internship organizations and staff bring to individual and societal change. Assignments ask students to articulate and assess worldviews on social change and
movement-building, including; their own, those in texts discussed in the classroom, those expressed by field speakers who visit the program, and staff at their internship sites. Through guided examination of the assumptions they bring to interactions with practitioners and communities, students see how those varying worldviews play out within organizations and in processes of social change. Finally, students reflect on the impacts their classroom training and lived experiences have in real-world work and community environments, and articulate plans for their future engagement.

**Suggested Disciplines for Academic Credit**

- Internship/Service Learning Requirement
- Civic Engagement Requirements
- Courses dealing with political process analysis and social change
- All disciplines suggested in the other courses—see above.
- Departmental or disciplinary credit—based on the nature of the internship and related assignments.

**Assignments and Points Towards Integration Seminar Part of Grade**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Mission and History Presentation</td>
<td>30</td>
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<tr>
<td>Policy Analysis</td>
<td>40</td>
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<tr>
<td>3 Reflection Papers</td>
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<td><strong>TOTAL</strong></td>
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**Total Points for Internship and Integration Seminar**

200 Points
Policies for all courses

Attendance/Participation Requirements

For all seminars:
1. Attendance and participation for each seminar (morning and afternoon) will be critical. Late arrivals will result in a lower participation grade.
2. Excused absences are granted for medical and family emergencies and religious observations. These must be cleared with Phil **before** class. Other absences will result in loss of attendance points, which affects participation grades.
3. Participation grades are based on active participation, active listening, engagement in discussion, asking questions and contributing to positive group dynamics.
4. Each student is allowed excused absences for the equivalent of **two class sessions** (one full day) for internship-related work.

Late Papers

The late paper policy applies to all assignments. We expect everything on time. Turning assignments in on time is a way of respecting your teachers, your peers, and yourself. If you have a legitimate reason for turning a paper in late, and if you talk to Phil at least three days before the paper is due to explain the reason, there is a good chance something can be worked out. If you simply turn in a paper late, you will be penalized ½ grade for each day it is late.

Rewrite Policy

Upon return of written work students have one week to submit a rewrite for a re-evaluation.
**Grading Criteria**

1. **Organization/Clarity:** Organization and clarity reflect written work that is well organized, accessibly written, and clear in its arguments.
2. **Concern for Evidence/Citation:** The degree to which written work supports claims with theoretical or field evidence and conforms to guidelines concerning the citation of published materials.
3. **Content Completeness:** The degree to which written work completes all necessary components of the assignment.
4. **Creativity/Originality:** Written work that reflects creative, insightful, thought-provoking scholarly work.
5. **Theory/Practice Integration:** HECUA programs encourage students to integrate classroom, fieldwork, and internship experiences.
6. **Apparent Effort Involved:** Apparent effort involved is reflected in the overall quality of written work.

**Grading Scale**

For each seminar, you will be able to earn a maximum of 100 points. Your final grade will be based on points earned according to the following scale:

- **A** = 93 points and above
- **A-** = 90-92 points
- **B+** = 87-89 points
- **B** = 83-86 points
- **B-** = 80-82 points
- **C+** = 77-79 points
- **C** = 73-76 points
- **D+** = 68-72
- **D** = 64-67
- **D-** = 60-63
- **F** = 59 points or below.
Teaching & Learning in the Program

There are four “pillars” to HECUA’s pedagogy:
First, it is **interdisciplinary**. HECUA programs integrate elements of many disciplines. This program brings together various disciplines including political science, sociology, economics, geography, history, critical studies, urban and regional analysis, and critical studies of race, gender and ethnicity as we pursue the three key framing questions outlined above.

Second, the pedagogy is **integrated**, meaning that theory and practice are interrelated. The Reading Seminar focuses on theory and case studies, while the Field Seminar focuses on practical application of ideas from the Reading Seminar and Internship. Students converse with practitioners in the field and test the relative strengths of competing theories. Integration is a deliberate process of bringing together theory with practical insights from all seminars and the internship.

Third, it is **experiential**. In HECUA programs experiences are highly structured and linked to theoretical explorations, equipping students to critically analyze their experiences and use these insights to strengthen both theory and practice.

Finally, it is **holistic**. Faculty and mentors do not simply encourage students to deal with issues from a cognitive theoretical standpoint alone. Instead, students are encouraged to view themselves as actors in history, as full participants whose values and decisions have consequences for the political trajectory of many systems and for the quality of life that they and others will experience.

Together, these four pillars create the foundation for a unique and transformative kind of teaching and learning that informs, engages, and empowers students to become active agents of social change.
### Semester Outline

Each of the following segments is taught through the integration of the four courses described above.

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<th>Orientation:</th>
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<td>Introduction to the Program</td>
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<td></td>
<td>HECUA Pedagogy, Building a Community of Learners</td>
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<td></td>
<td>Decolonizing Experiential Education</td>
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<tr>
<th>Week 2</th>
<th>Preparation for Your Internships</th>
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<tr>
<td></td>
<td>Building the Ethics of Community Participation</td>
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<td></td>
<td>Introduction to the Dimensions of Poverty and Inequality</td>
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| Week 3 | Dimensions and Theories of Poverty and Inequality. The Working Poor. |

| Week 4 | Comparative Social Welfare Systems, Social Constructionism, Introduction to Theories of Oppression |

| Week 5 | Theories of Oppression Continued |

| Week 6 | Theories of Oppression Continued. Introduction to Theories and Practices of Social Change; Theories of Social Movements, Introduction to Organizing. |

| Week 7 | Introduction to Theories and Practices of Social Change Continued: Legislative Advocacy |


<p>| Week 9 | The Political Economy of Poverty and Inequality: Governmental and International Response to the Crisis of the 1970’s and the Rise of Neoliberalism. |</p>
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<thead>
<tr>
<th>Week 10</th>
<th>The Political Economy of Poverty and Inequality: Unions and Worker Centers.</th>
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<tr>
<td>Week 12</td>
<td>Geography of Poverty and Inequality: Policies and Strategies to Reduce Homelessness.</td>
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<td>Week 13</td>
<td>Geography of Poverty and Inequality: Debate Over Regionalism and Tensions with In-Place Equity Development</td>
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<td>Week 14</td>
<td>Education, Poverty and Inequality.</td>
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<tr>
<td>Week 15</td>
<td>Education, Poverty and Inequality. Closure: Community Gathering and Retreat</td>
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**Assignment Due Dates**

All Assignments Should be Turned in on Moodle Unless Otherwise Noted

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment Due</th>
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<td><strong>September</strong></td>
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<tr>
<td>10 (Tuesday)</td>
<td>Critical Questions</td>
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<td>12 (Thursday)</td>
<td>Critical Questions</td>
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<tr>
<td>17 (Tuesday)</td>
<td>Critical Questions</td>
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<td>19(Thursday)</td>
<td>Critical Questions, Learning and work Agreement</td>
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<td>24 (Tuesday)</td>
<td>Critical Questions, My Own Lens Paper</td>
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<tr>
<td>26(Thursday)</td>
<td>Mission and History Presentations, Critical Questions</td>
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<td><strong>October</strong></td>
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<tr>
<td>1 (Tuesday)</td>
<td>Critical Questions</td>
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<td>3 (Thursday)</td>
<td>Critical Questions</td>
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<td>8 (Tuesday)</td>
<td>Internship Reflection #1</td>
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<tr>
<td>10 (Thursday)</td>
<td>Critical Questions</td>
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<tr>
<td>15 (Tuesday)</td>
<td>Critical Questions</td>
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<tr>
<td>17 (Thursday)</td>
<td>Mid-Semester Internship Evaluation</td>
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<td>Date</td>
<td>Assignment</td>
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<td>22 (October)</td>
<td>Critical Questions</td>
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<td>24 (Thursday)</td>
<td>Critical Questions</td>
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<td>29 (Tuesday)</td>
<td>Critical Questions</td>
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<td>31 (Thursday)</td>
<td>Critical Questions</td>
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<td><strong>November</strong></td>
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<tr>
<td>5 (Tuesday)</td>
<td>Critical Questions, Internship Reflection #2</td>
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<tr>
<td>7 (Thursday)</td>
<td>Praxis Paper</td>
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<tr>
<td>12 (Tuesday)</td>
<td>Critical Questions</td>
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<tr>
<td>19 (Tuesday)</td>
<td>Critical Question</td>
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<tr>
<td>21 (Thursday)</td>
<td>Policy Pitch Presentations and Outline, Julia Dinsmore’s Book assignment.</td>
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<tr>
<td><strong>December</strong></td>
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<tr>
<td>3 (Tuesday)</td>
<td>Critical Questions, Internship Reflection #3</td>
</tr>
<tr>
<td>5 (Thursday)</td>
<td>Final Internship Evaluation</td>
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<tr>
<td>11 (Wednesday)</td>
<td>My Own Analysis Paper, Internship Timesheet Totals</td>
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**Assignments Across the Program**

All assignments should be turned in on Moodle unless otherwise noted

My Own Lens Paper

The purpose of this assignment is to assist you in clarifying some of the components of your own lens/world view and underlying assumptions about poverty, inequality and social change.

Write a 7-9 page reflective paper addressing the questions outlined below. This assignment is worth 25 points and is graded on a pass-fail basis and will be assessed on the degree to which you discuss the required questions.

1. Reflect on how the following experiences have contributed to your own interpretive perspective (your own lens/world). The list below is not exhaustive.
Feel free to include any other formative/influential factors of your background and experience.

- **Racial/Ethnic Identity**: Has racial and/or ethnic identity been important in your life? How so? Why? Why not? How has your racial/ethnic identity impacted your life chances? How has its relative importance or unimportance in your life influenced how you understand the causes and impacts of poverty and inequality?

- **Class Location**: How would you describe your family’s class location? What is your definition of class that you used to assess your family’s class location (owner, worker, cultural, education, income, status)? Has your family’s class location changed in the past few generations? Why? Why not? How has your class location impacted your life chances? What impact has your family’s class location had on how you understand the causes and impacts of poverty, inequality and social change?

- **Gender Identity**: How would you identify your gender? What experiences in your life do you feel have been influenced by gender? How has this impacted your life chances? How have these past experiences influenced how you understand the causes and impacts of poverty, inequality and social change?

- **Sexual Orientation**: How would you describe your sexual orientation (lesbian, gay, bisexual, straight etc.)? What experiences related to your sexual orientation have impacted you (either positively or negatively)? Have you ever been part of an institution or social group that implicitly or explicitly (de)legitimized your sexual orientation? How has your sexual orientation impacted your life chances? How have these experiences influenced how you understand the causes and impacts of poverty, inequality and social change?

- **Occupation**: What kinds of occupations do your parents/guardians have? What occupations did they have while you were growing up? What barriers, if any, did they have in realizing occupational goals? What were their expectations around the kind of occupation you would have? What are your own expectations for yourself concerning occupation? What values are important in selecting an occupation? After thinking about this, how does this impact how you think about the causes of poverty, inequality and social change?

- **Level of formal education**: What level and type of education do your parents have (public/private, high school/college/professional degree)?
barriers to education, if any, did they face? How did their educational level influence your experiences growing up? How has their levels of education, and your own level of education, influenced your life chances? How has all of this influenced how you understand the causes and impacts of poverty inequality and social change?

- **Religious/Spiritual Orientation:** Do you have a particular religious or spiritual orientation or not? How has this influenced how you understand the causes and impacts of poverty, inequality and social change?

- **Formative Political and Social Events:** What are some the formative political and social events in your life? How have they influenced how you understand the causes and impacts of poverty, inequality and social change?

- **View of Human Nature:** Do you believe that people have essential characteristics (i.e., An unchangeable human nature)? If so, what are these? If not, briefly explain. As you think about this, what are the implications for the causes and impacts of poverty, inequality? What are the implications for social change?

- **Rural/Urban/Suburban:** What kind of community did you grow up in? How do you think it influenced your life chances? How did this community impact your understanding of the causes and impacts of poverty, inequality and social change?

- **Housing:** Has worry about keeping your housing ever been an issue for you and/or your family during your life? Have you ever experienced homelessness? Whether you have or have not had housing issues, how has this impacted your family and your life chances (ability to do well in school, find and keep jobs etc.)? How has your housing experience impacted your understanding of poverty, inequality and social change?

- **Nationality:** What do you consider your nationality to be? What nation did you grow up in? How has what country you grew up in influenced your life chances? How does your nationality impact how you understand the causes and impacts of U.S. poverty, inequality and social change?

- **Media Exposure:** What kinds of explanations of poverty and inequality do you think you have absorbed consciously and unconsciously from the media? How has this influenced your understanding of the causes and impacts of poverty and inequality?
• **Intersectionality**: Has the impact of the intersection of racism, classism, gender oppression and sexual preference in your life influenced how you understand the causes and impacts of poverty, inequality and social change? If you think you haven’t experienced any of these how did these forms of oppression impact your life? What does this tell you about the causes of poverty and inequality?

• Write about any other life experiences that may have shaped your understanding of the causes and impacts of poverty, inequality and social change.

1. As you answered these questions, did you unearth any part of your lens/world view (or underlying assumptions) about poverty, inequality and social change that you were not aware of?

2. What parts of your lens about poverty and inequality that you knew about already were reinforced OR challenged by doing this assignment.

3. The U.S. has a 15% poverty rate (U.S. Census) and the top 10% owns 92% of the national wealth. The top 1% earns 24% of the nation’s income. Look at all of your answers above (they are all part of your lens). Use them (and other knowledge) to discuss why you think we have such poverty and inequality?

**Critical Questions**

One key part of the Reading Seminar grade is to carefully read all assigned readings. On days with readings you will be required to come to class prepared with critical questions that can help you engage more deeply in discussions. Many of our Reading Seminars will be driven by these questions. So bring your questions (non-written) to class. I will call on people randomly to present theirs. **IMPORTANT: YOUR QUESTIONS IN CLASS MUST CLEARLY SHOW THAT YOU AVE DONE THE READINGS.**

**What to Include in Your Critical Question** (Do these for each reading please)

Bring one critical question for each reading. It must clearly be about the content of the reading. Say why this is an important question for you or others to discuss.
Grading Rubric for Critical Questions

You can earn a maximum of 30 points for each critical question assignment.

- State your critical question.  
  10 points
- Talk briefly about the background in the reading and where your question comes from in the reading.  
  10 points
- Say why the question is important to discuss.  
  10 points

What is a Critical Question?
A critical question is not one that asks for help understanding the reading. You should ask those questions before or during class. A critical question gets students to think really hard and critically. These are just a few examples:

a) Ask questions that invite the class to think about what is highlighted and obscured in the argument and whose interests might be benefited or marginalized as a result if policy decisions were based on it. But please do not simply ask, “Whose interests might this argument benefit or marginalize? Be more specific.

b) Questions that probe whether the article reproduces the hegemony of dominant ideology and therefore systems or unmask and resist it. Be clear by what you mean by dominant ideology and which systems.

c) Questions concerning whether the author lays out evidence that adequately supports their argument? Is this evidence strong enough and consistent with the argument? What did the author highlight? What did the author obscure (leave out) What implications for the strength of the argument?

d) Ask questions that integrate internship, field, and other experiences as a way to assess the strengths and weaknesses of the argument made by the author. Do not just simply ask. “How does this reading relate to your internships?” Be more specific. This is a question using evidence from your internship or field seminar.

e) Questions that assess whether the author considers other viewpoints and makes a case for theirs over the others. Did they set up a “red herring”?
f) If the assigned readings come from different perspectives, consider which perspective with which you agree. Why? Which perspective has the most convincing evidence? Are the underlying assumptions strong? How would you know? What questions need to be asked in order to assess the relative strength of each? Can you agree with parts of each, or do the readings preclude each other? (Note: Some perspectives cannot be reconciled. For example, they may have irreconcilable theoretical postulates).

g) Ask questions that cause discussants to make connections to previous program contents, readings, field seminars, discussions, or internships. But please do not simply ask, “How does this reading connect to previous program contents etc.? Be specific.

h) Consider the author’s background and historical context. How might these contexts impact their lens or content of the reading? But please, do not simply ask, “How does the author’s background impact his or her analysis?” Be specific.

Learning and Work Agreement

HECUA finds that a Learning and Work Agreement is a helpful tool in preparing you and your supervisor for the internship. The agreement should outline your professional and personal goals for the internship and your work plan for the term. **It is very important that your goals and the workplan that your site wants you to do connect with one another as closely as possible.** HECUA finds that a successful internship is more likely to occur when you are able to connect your goals to your work plan in the Learning and Work Agreement.

Be clear and specific about your goals. Sometimes you do not know what you do not know. So in addition to discussing your goals with your supervisor ask them what other goals they think you might achieve through the internship. All of this involves negotiation between your supervisor and you. This document is one tool to facilitate mutual understanding of what is expected and what is possible through the internship. The more specific you are in your agreement upfront, the better you will be able to evaluate, reassess and achieve your goals.

Again, because the agreement is a negotiated contract, it can be revisited and reevaluated by your internship supervisor and you. Thus the agreement should act
as a flexible contract that allows for growth and change of all involved parties. Make sure that you and your supervisor both agree that the desired outcome can be achieved in the time allotted and with the resources that are available.

The Learning and Work Agreement is available for download on Moodle. Once you have completed it, save electronic copies for yourself and for your supervisor, print out a hard copy, and, after you have both signed it, upload the final version to Moodle. If you have difficulty with uploading it, make sure to contact Rachel in advance.
These three internship reflection papers will allow you to document and reflect on what you have been learning and experiencing at your internship site. They are also intended to help you draw connections between what you are learning in HECUA reading and field seminars with what you are learning and experiencing at your internship. Each reflection paper should be 3-4 pages in length, single-spaced, 12 point font. Please respond to the following questions, then elaborate on your own thoughts and reflections as you wish.

- Write about something specific you experienced or noticed happening at your internship in the past few weeks that is significant to you. Why is it significant to you?
- What connections can you make between the mission and practices of your internship organization and issues examined in BOTH a segment in the Reading and Field seminars AND overall course themes?
- Thinking back to “the stages of an internship”, where do you place yourself now? Why?
- What challenges or problems (can be intellectual, ethical problems as well as work or interpersonal) have you encountered in the past few weeks and how do you plan to go about addressing them? Do you have any insights into the challenges that relate to broader themes or issues we have covered thus far in class?
- What questions are coming up for you related to your internship, your work there, or the issues they are working to address? How do you propose to bring these questions into our class discussions in the next two weeks?

RECORDING YOUR INTERNSHIP HOURS
There is a timesheet on Moodle for you to download, or you can create your own or use one provided by your internship site. You are expected to document your internship hours from week to week. Please keep this updated and attach it to the mid semester evaluations and again at the end of the semester with your final evaluations. Completion of these timesheets is how you will receive credit for your completed internship hours.
These three internship reflection papers will allow you to document and reflect on what you have been learning and experiencing at your internship site. They are also intended to help you draw connections between what you are learning in HECUA reading and field seminars with what you are learning and experiencing at your internship. Each reflection paper should be 3-4 pages in length, single-spaced, 12-point font. Please respond to the following questions, then elaborate on your own thoughts and reflections as you wish.

In the last internship reflection you identified a challenge or a problem at your internship and how you planned to go about addressing it. Did you follow up on that plan and how did it go? Why or why not? If it did not go as well as you wished what might you do differently if this were to happen again? This is sometimes called the “Circle of Praxis.”

Write about something specific you experienced or noticed happening at your internship in the past few weeks that is significant to you. Why is it significant to you?

Now that you have been at your internship longer, what connections are you now making between the mission and practices of your internship organization and issues examined in BOTH Reading and Field seminars AND overall course themes?

Thinking back to “the stages of an internship”, where do you place yourself now? Why? If you are in the confrontation phase, discuss what you are doing to address it or what you have already done.

What questions are coming up for you related to your internship, your work there, or the issues they are working to address? How do you propose to bring these questions into our class discussions as we finish up the semester?
RECORDING YOUR INTERNSHIP HOURS
There is a timesheet on Moodle for you to download, or you can create your own or use one provided by your internship site. You are expected to document your internship hours from week to week. Please keep this updated and attach it to the mid semester evaluations and again at the end of the semester with your final evaluations. **Completion of these timesheets is how you will receive credit for your completed internship hours.**

**Internship Reflection Paper #3**

- Write about something specific you experienced or noticed happening at your internship in the past few weeks **that is significant to you**. Why is it significant to you?

- As you approach the end of your internship, what connections are you now making between the mission and practices of your internship organization and issues examined in BOTH a segment in the Reading and Field seminars AND overall course themes?

- What have been the key takeaways from your internship over the course of your semester (things like personal growth, intellectual takeaways, skills etc.)? Do they correspond to your original learning goals? Or were there some learnings that happened beyond your original goals? Things you didn’t know that you didn’t know.

- Write about some things you wish to do in the remaining days of your internship relating to leaving. What do you want to say to your supervisor and/or staff? Are you envisioning continuing working there? If so, how will your relationship with the organization change? This is no longer an internship. Are there any requests you want to make; letter of recommendation now or in future, staying in touch with the organization, exit interview etc.? Are there people you have worked with (community members, kids etc.) that you wish should say goodbye to? How will you do that?

- Anything else not listed above?
Mission and History Class Presentation

This assignment asks you to present to your fellow HECUA students what you have learned about your internship site from your own experiences, observations, interviews and other research. The assignment will help you to connect your day-to-day experiences and projects at your internship with the broader social mission of the organization. Teaching others can be a powerful way to synthesize what you have learned and to draw out opportunities for further learning.

The other purpose of this assignment is to inform the group about your internship’s mission. Thus, besides their own internships your fellow students will learn about yours as well.

To complete this assignment, you will need to utilize online, printed, and human resources at your internship site. We encourage you also to use this assignment to get to know people at your internship site. Try to talk to a variety of staff members, contacts in the community, clients or constituents, board members, etc. Past students have found it useful to set-up brief time periods to meet with your new colleagues (e.g., lunch or coffee, or a formal meeting with your supervisor).

Come to class prepared to share in a ten-minute presentation of what you have learned about your internship organization with your fellow classmates. (Power Point, Google Slides, Prezi, or other effective format).

In addition to researching the website, recent grant applications, or other marketing materials, you must interview at least two people to seek out information for this assignment. Please include a quote from one of the people you interviewed in your presentation. The presentation should include information and your reflections on the following questions:

1. What is the mission of the organization? Why is this the mission? What is the organization trying to change or impact in the world?

2. What is the history of the organization and the historical context for its creation? How has the organization changed over time? How is this history reflected in the organization’s work? What does the future hold for the organization? Do they have a vision for what they want to become?
3. How does the organization try to make social change? What strategies does the organization employ? In what ways are their strategies successful? Important: Tell a brief story about something you have witnessed at the organization that demonstrates the importance of the work or how it is making a difference. Important: Ask about the underlying assumptions the organization has about why they think their strategies will contribute to a decrease poverty and inequality. In other words, why do they think what they do will contribute to reducing poverty and inequality?

4. How is the organization funded? Do they receive foundation support? Individual support? Do they have earned income streams? Important: How does the organization’s sources of funding (funders) shape, limit or create their mission and approach to social change?

5. How does your work this semester fit into the organization’s mission and history? What impact do you see yourself having on the organization’s work and mission? What do you feel you have to contribute and what do you feel you have to learn?

Please address all of the questions above. If you hit roadblocks, reflect on why staff at your organization may be unaware of or unable to share this information. Please include citations of where you found all of your information. This list must include at least two in-person interviews with people connected with the organization. The assignment will be graded on the quality, persuasion, and creativity of your presentation, and on the evidence of your research. Please try and use photographs from your internship wherever possible.

In gathering information from your interviews and other sources, please use your own words and summarize the information you gathered, what you learned, and any thoughts you have about what you learned. While quoting people you interviewed is encouraged, you will not be given full points for only quoting your supervisor’s answers to your questions without adding your own thoughts, analysis and/ or commentary.
Praxis Paper

The term praxis refers to the inter-relationships among theories and practices (actions) in such a way as it improves both and leads to more impactful practice (action). The term is most often attributed to the Brazilian popular educator Paulo Freire, who had likely read the work of Antonio Gramsci, an Italian activist. Because you will be integrating theory and practice in this paper, you will need to draw upon and integrate your learning from all of the courses in the program.

A Few Things To Remember About the Praxis Paper

First off, your praxis paper has two parts. Don’t forget either! Both parts of these assignments reinforce the learned skill of critical thinking and action. One of these two parts should be from your internship. It doesn’t matter which part you choose. It’s up to you.

Secondly, the thematic content of your praxis paper is completely up to you as long as (1) it has to do with some aspect of poverty, inequality or social change, and (2) one part relates to your internship. In both parts of the assignment you may write about whatever questions, problems, or issues you desire, again, as long as it relates to poverty, inequality, and social change. However, you must demonstrate the steps of praxis outlined below

Part One: Learning from an Experience
The first part of this assignment is based on a foundational theory of experiential education put forth by David Kolb and also the work on critical thinking of Stephan Brookfield. It is essentially an exercise in praxis. Here are the steps:

1. Identify a challenging experience you have encountered thus far in the program. It must but one that also presents a challenge to you. This experience could have occurred, for example, at your internship, during class, during field seminars, or even while reading an assigned reading, riding the bus, or talking with your roommates or family etc.. It is best if this is a concrete experience. Describe the experience and how you dealt with it.

2. Next, reflect on what worked and what didn’t in your handling of the above situation.
3. Now try as best you can to identify the underlying assumptions you used in handling the situation.

4. How accurate do you think your underlying assumptions were? Assumptions often come from your lens.

5. How would you check out those assumptions for accuracy if you had time?

6. What might be some other assumptions you could have used and how might you check those out (another point of view/lens)?

7. Considering all of the above, now write about what you think you learned from dealing with this experience. Did what you learned cause any kind of shift in your own assumptions or lens? Note: Some experiences do not cause shift.

8. Finally, given what you have learned from this experience, how has your thinking and acting changed? In other words, what might you do differently (or not) if this situation were to arise again and why?

**Part Two: Analyzing an Experience**

The purpose of the next part of this assignment is to show you how an interpretive lens influences how you understand and act in the world (interpretive lenses include theories, world views, ideologies, stories, even language).

This part of the praxis paper asks you to explicitly utilize and apply an interpretive lens to discuss an issue or question that you are concerned about. It is like role playing, but the role is the lens itself. It can be the same question you wrote about in part one, but more than likely it will be a larger, more policy-oriented question. Most likely you will choose a question or issue that is contested. This part of the praxis paper gives you the opportunity to explore varying interpretive lenses on the issue or problem you have chosen to discuss. Do not feel pressured to argue the definitive answer. The goal is to explore a critical problem using a particular interpretive lens and to critically analyze how the lens does it’s work (what outcomes it gives you and how it does that) and the usefulness in practice of that lens.

Here are the steps for part two, which, for the sake of clarity, you should write about in order.
1. Identify a critical problem, question, or issue related to poverty, inequality, or social change that has arisen and challenged you from the program. It could be the same issue identified in part one or it could be a different question entirely.

2. Next, identify and outline the key features of an interpretive lens that you will use to discuss your question. **Don’t discuss your question here. Just lay out the lens you will use to discuss the issue you chose.** Here is what to include; a) Identify and describe the interpretive lens you will utilize, b) What *in general* does the interpretive lens highlight? b) What does it omit or obscure? c) What are some underlying assumptions of the lens? You will be using this interpretive lens to analyze the question you have identified as you complete the next step in the assignment (#3 below). Your interpretive lens can come from our readings, other readings or theoretical work or you may want to develop your own interpretive lens. **In all cases cite your sources.** If you draw from our readings be very explicit about them.

3. Then and only then use your interpretive lens to discuss the question you have identified in step one. **Stay within the lens in this part of the paper. Take it on as your own lens even if it is a lens with which you might disagree.** Think of this as a kind of role playing. Stay in your role.

4. Now take a critical approach to analyze the results of the lens you have selected for the question or issue you chose. To do this discussing the following questions:
   a. For the question you chose, what does the interpretive lens (1) highlight and (2) omit/obscure **in relation to the specific question or issue you chose.**
   b. Given what the lens highlights and omits whose interests might be benefited or be marginalized if this were the dominant lens in society and were used to guide policy or influence people’s behavior **in regard to your specific question or issue you chose?** Say why certain groups would benefit or be marginalized.
   c. What other lenses might help to strengthen your analysis of this issue and **would the other lenses conflict in any way with the original lens you used?** In other words, can you really be eclectic and blend interpretive lenses in the case you discuss? Some interpretive lenses cannot be reconciled with each other because their underlying assumptions are so different. **This is very important.**
In this assignment you will learn how to make a policy pitch to a policy maker.

The assignment has 2 two deliverable parts.

(1) Oral policy pitch that you will present to our group (See “Preparation for Both Policy Pitch and Outline” below)

(2) Outline that you will turn in (See “Preparation for Both Policy Pitch and “Outline” below)

Ideally, the policy you choose will be related to your internship.

Rationale for the Assignment
This assignment puts you in the position in which many advocates and bureaucrats find themselves as they push for various policies. These include:

(1) Limited time and staff capacity to research a policy and, therefore, the need to identify, review, and evaluate key literature and strategies efficiently.

(2) Limited time to present a policy to someone or to a group who can actually implement a policy. For example, if you are proposing a policy to a mayor, or if you are lobbying a legislator for a particular policy, you may only have ten minutes to present all of the work you have done. You need to be concise, clear, and strategic. They will not have time to listen to a major dissertation on the subject. The assignment gives you a chance to develop the skill of convincingly boiling down complex issues into an effective policy pitch without oversimplifying too much?

Procedure for Selecting a Policy
For the sake of this assignment we will define a policy as a law, an administrative practice, a particular program, or organizational practice that impacts social groups in some systematic way. Whether your internship organization works to affect policy or not, there are policies that have been created and are in the process of being designed that will either inadvertently, indirectly or directly affect the mission of your organization.
Preparation for Both Policy Pitch and Outline

Once you have selected a policy to research and pitch here are the next steps to completing both the policy pitch and overall outline.

(1) Do a literature review of some of the research on the policy you have selected using library and/or internet sources. There is limited time. This is not a dissertation, so review five or six key sources. Ask your supervisor or others in the field what might be good sources. You will cite your sources, including interviews, in your outline.

(2) Your research shall also include in-person consultations with staff at your internship site and at least one other person from a different organization that might be a resource in thinking through the policy. Cite your sources in your outline. Remember, call or email to make these appointments well ahead of time. This is a matter of respect. Busy people may not accommodate any last-minute requests for a consultation. A quick phone call or email exchange does not substitute for this part of the assignment. You can do a phone call, but ask for 20-30 minutes of time when you set up the appointment.

(3) Develop a “policy pitch” (no longer than 12 minutes) that you will deliver to a group of Inequality in America students as if you were really advocating for your policy. Be very clear on exactly who you will be pitching your policy to. You will be asked to discuss this briefly before giving your pitch in class. Also prepare to facilitate a short discussion with the group answering questions your classmates may have. See “Elements of a Policy Pitch” below.

Elements of a Policy Pitch (delivered orally in class)

NOTE: Before you give your policy pitch in class, be sure to let the group know to whom you are pitching your policy. This is very important. Following are the elements of a good policy pitch. Please follow this format.

Briefly state the policy you are recommending that the policy maker adopt and why. Here are some examples. I am proposing that you support a bill that requires use of body cameras from the moment that an officer receives a dispatch because
this will help evaluate excessive force episodes.

**Describe the problem(s) that the policy you are advocating addresses.** Explain the problem(s) and why it is important that it be addressed by the policy you are pitching. **IMPORTANT: Think about whom you are pitching the policy to. Think strategically here.**

**Explain how the policy you are advocating will address the problem(s).** In other words, what will change in regard to the problem if this policy is implemented?

**State other competing policy alternatives and why the policy maker should adopt the policy you are suggesting as opposed to those alternatives.** What interest groups will likely be for the policy you are pitching (the policy maker’s allies) and what groups will likely oppose. This helps the policy maker assess the “risk/benefit” (political cost and rewards) of their supporting your policy. They generally REALLY appreciate your doing this.

**Repeat your “ask.”** In other words, **state again** what you would like the decision maker to do. The biggest mistake advocates make is to talk all about a problem or policy without ever being clear about what they want the policy maker to do.

**Ask the policy maker if they have any questions.**

**Outline that you will turn in.**

1) Outline of your policy pitch (**not word for word, just an outline**)

2) Brief statement about whose interests might be benefitted and whose might be marginalized, if any, if the policy were implemented.

3) A bibliography for your literature search.

4) Identify the people you met with at your internship related to this assignment.

5) Identify the other organization and the individual at that organization with whom you consulted. Briefly explain why you spoke with those people and organization.
Mid-Semester and Final Internship Evaluations

The mid-semester and final internship evaluations are two documents with space for your own self-reflection and evaluation of your internship work (“Student Evaluation”), and room for your supervisor’s comments and evaluation (“Supervisor evaluation”). Student and supervisor versions of the mid-semester and final internship evaluation forms are available for download from Moodle. Please save your own electronic copies and submit them to Moodle on each of the due dates. Be sure to also upload or send your completed internship timesheets that record our internship hours.

We recommend that you (1) complete your own evaluation, (2) give your supervisor a copy of your completed evaluation and a blank supervisor evaluation, and (3) schedule a time to sit down and discuss your evaluations together. Make any revisions to your learning agreement that seem useful or necessary at your mid-semester meeting with your supervisor. Plan ahead for your mid-semester and final evaluation meetings with your supervisor! It can be difficult to schedule meetings with them on short notice. Again set the time to get your supervisor’s feedback reasonably ahead of time so that you can turn in your evaluations on the date they are due. “My supervisor was not available to meet with me” will not be accepted as a valid excuse for late evaluations. Again, this is unlikely if you ask for time with your supervisors well in advance.

My Own Analysis Paper

What types of social changes you think are necessary to reduce poverty and inequality and how you assess the adequacy of various social change strategies very much depends on your analysis of the causes of poverty and inequality. The intention of this assignment is to help you solidify, for now, your analysis of the causes and reproduction of poverty and inequality.

As you know, the Inequality in America program takes an interdisciplinary approach to understanding poverty and inequality. We have studied a number of systems: political systems, economic systems, geographic systems, housing systems, educational systems and welfare systems. We have made the claim that all of these systems and structures are interconnected and interrelated in many complicated
ways as they influence people's life chances and individual and collective behavior. You've examined major theories of poverty and inequality. This assignment gives you a chance to tie all of these pieces together to form an overall analysis. This is really a chance to summarize what you've learned this semester.

Write a 7-10 page, double spaced paper that addresses as best you can the first two of the three key framing questions that we have been exploring all semester. Utilize readings from the Reading Seminar, field experiences from the Field Seminar and, if applicable, draw from your internship experiences. This is a very difficult assignment because of the page limitation. You must be clear and concise as you develop the most complex and powerful analysis you can. Be aware that you will be theorizing (using lenses) whether you know it or not as you write this and be very clear in your paper about the theoretical perspectives (lenses) that inform your explanations.

The first two framing questions for the Inequality in America program are as follows:

1) What are some of the root causes of increasing levels of economic, political, and social inequality and poverty and how does this impact various social classes and groups in the United States?

2) How are economic, political, and social inequality and poverty reproduced? Consider the two sub-questions here.
   a) What mechanisms, systems, structures and/or behaviors perpetuate inequality?
   b) How does the political system remain stable in the face of continuing and increasing inequality and poverty? Why do people “consent”? And why do some people sometimes act against their own interests?
Week by Week Schedule

class location unless otherwise specified:
Dreamland Arts, 677 Hamline Avenue North, St. Paul, MN, 55104

Week One: September 3-6
Orientation: Introduction to the Program. HECUA Pedagogy, Building a Community of Learners, Decolonizing Experiential Education.

Bullet Key
- Course packet
- Moodle
- Other format

Tuesday, September 3

Integration Seminar, 10:00-12:30
- Introduction to the Learning Community
Community Faculty Julia Dinsmore in Class All Day

Integration Seminar, 1:30-3:30
- Introduction to the Program

Thursday, September 5

TO BE READ:

Field Seminar, 10:00-12:00
Native Studies Director, Osseo School District, Ramona Stately, Santee Sioux
Location:
Fort Snelling State Trail
St. Paul, MN. 55111
Use free parking lot.
Reading Seminar, 1:30-3:30
- Debrief visit with Ramona Stately: Power, Place and Inequality
- Finish River of Life Exercise
- Introduction to Dimensions of Inequality.
Community Faculty **Julia Dinsmore** will be in class

**Week Two: September 9-13**
Preparation for Your Internships. Building the Ethics of Community Participation.
Introduction to the Dimensions of Poverty and Inequality

**Tuesday, September 10**
DUE TODAY: Critical Questions
TO BE READ:
- Cruz, Nadinne. (1990). “A Challenge to the Notion of Service.” Combining Service and

Reading Seminar, 10:00-12:30
- Power, privilege and internships: Ethics of Political Participation. Asset-based approaches to working with communities
- Norming

Integration/Reading Seminar, 1:30-3:30
- Community Faculty **Julia Dinsmore**: Her story and how it relates to the ethics of community participation. She will be attending the whole day.
Thursday, September 12
DUE TODAY: Critical Questions
TO BE READ:


Integration Seminar, 10:00-12:30
-9:00-10:00 Staff meets with supervisors.
-10:00-11:30 Students with supervisors.

Integration Seminar, 11:30-12:30
-Preparing for your Internship Workshop

Reading Seminar, 1:30-3:30
-Introduction to Dimensions of Poverty and Inequality. Some Impacts of Inequality.

Friday, September 14

First day of Internships

Week Three: September 17-20
Dimensions and Theories of Poverty and Inequality;
The Working Poor

Tuesday, September 17
DUE TODAY: Critical Questions
TO BE READ:


**Reading Seminar, 10:00-12:00**
- Debrief first day of your internship
- Dimensions of Poverty with Focus on the Working Poor

Community Faculty Julia Dinsmore in class all day.

**Field Seminar, 1:00-3:30**
Watch and discuss the movie: “*Waging a Living*”

**Thursday, September 19**

DUE TODAY: Critical Questions, Learning and Work Agreement

TO BE READ:

**Reading Seminar, 9:30-12:00 Note early start time.**
- Theories of Poverty and Inequality-Structure and Agency
- Social-psychological impacts of inequality; Shame and Anxiety- the social emotions of inequality. Social evaluative threat.
Field Seminar, 1:30-3:30
Poverty Simulation-Structured Field Exercise
Location: Greater Minneapolis Council of Churches (GMCC): Urban Immersion Retreat Center
   1100 East Lake Street, Minneapolis, MN 55407 (At 11th Street on NE Corner)

Week Four: September 23—27

Comparative Social Welfare Systems
Social Constructionism
Introduction to Issues of Oppression

Tuesday, September 24
DUE TODAY: Critical Questions, My Own Lens Paper
TO BE READ:

  ❖ The HECUA Approach-Introduction to Social Constructionism vs. Essentialism.

Reading Seminar, 10:00-12:30
-Debrief Poverty Simulation- Apply Structure and Agency, Theories of Poverty and Inequality and Social Evaluative Threat.
-Comparative welfare systems and Connection to the Working Poor.
Community Faculty Julia Dinsmore in Class All Day.

Reading Seminar, 1:30-3:30
-Comparative Welfare Systems (continued)
-Introduction to Social Constructionism and the HECUA Approach.
Thursday, September 26
DUE TODAY: Mission and History Presentation, Critical Questions
TO BE READ:


Reading Seminar, 10:00-12:30
Perspectives on Oppression: Racism Classism, Intersectionality and Equity
Community Faculty Julia Dinsmore in class all day.

Reading Seminar, 1:30-3:30
-Mission and History Presentations
-Community Faculty Julia Dinsmore in class.

Week 5: September 30-October 4
Theories of Oppression Continued

Tuesday, October 1
DUE TODAY: Critical Questions
TO BE READ:

- Lartey, Jamiles. “Risk of Poverty and Suicide Much Higher Among Transgender People, Survey Finds In Society.
Reading Seminar, 10:00-12:30
Perspectives on Oppression: Sexism, Gender Oppression and Intersectionality
Community Faculty Julia Dinsmore in class all day.

Integration Seminar, 1:30-3:30
Mission and History Presentations

Thursday, October 3
DUE TODAY: Critical Questions
TO BE READ:

- Crenshaw, Kimberie. "Why Intersectionality Can't Wait"

Reading Seminar, 10:00-12:00
-Discuss readings,
-Watch and discuss the segment of the documentary movie “Race-The Power of an Illusion.”
Community Faculty Julia Dinsmore in class all day.

Field Seminar 1:30-3:30
Peter Rachliff, co-director of the East Side Freedom Library
History of anti-immigration sentiment and policies in the US.
Location:  East Side Freedom Library
          1105 Greenbrier St.
          St. Paul, MN. 55106
Week 6: October 7-11
Theories of Oppression Continued
Introduction to Theories and Practice of Social Change; Social Movements, Introduction to Organizing.

Tuesday, October 8
DUE TODAY: Internship Reflection #1
TO BE READ: No readings for today

Field Seminar, 10:00-12:30
Readers Theater: Levels of Racism
Watch Movie: Last Chance for Eden
Community Faculty Julia Dinsmore in class all day.

Integration Seminar, 1:30-3:30
Discuss Last Chance for Eden

Thursday, October 10
DUE TODAY: Critical Questions
TO BE READ:

Reading Seminar, 10:00-12:30
Concepts of social change: Social movement theory, 3 Faces of Power, Wellstone Triangle. Organizing: Power, interests, cutting issues, one to ones.

Integration Seminar, 1:30-3:30
Practice 1x1’s
**Week 7: October 15-19**
Introduction to Theories and Practices of Social Change Continued: Legislative Advocacy

**Tuesday, October 15**
DUE TODAY: Critical Questions
TO BE READ:

**Reading Seminar, 10:00-12:30**
Stages of a campaign, Developing Strategy, Power Mapping

**Integration Seminar, 1:30-3:30**
Practice power mapping and Strategy Formulation on an issue related to internships.

**Thursday, October 17**
DUE TODAY: Mid-Semester Evaluation
TO BE READ: No Readings

**Integration Seminar, 10:00-12:30**
Legislative Process Analysis
How to Organize a Legislative Advocacy Campaign
Techniques of Lobbying in the Context of an Advocacy Campaign

**Integration Seminar 1:30-3:30**
Techniques of Advocacy
If time share internship reflections
Week 8: October 21-25
The Political Economy of Poverty and Inequality: Comparative Analytical Frameworks, Economic Crisis of the 1970’s, Corporate Responses to the Crisis and the Rise of Neoliberalism 1970’s to the Present

Tuesday, October 22
DUE TODAY: Critical Questions
TO BE READ:

Reading Seminar, 10:00-12:30
Basics of the Conservative Political-Economy Analytic Framework and Introduction to Social Darwinism and the Far Right.

Reading Seminar, 1:30-3:30
-Basics of the U.S. Liberal Political-Economy Analytic Framework

Thursday, October 24
DUE TODAY: Critical Questions
TO BE READ:
• Bluestone, Barry and Bennett Harrison. The Deindustrialization of America; Plant Closings, Community Abandonment and the Dismantling of Basic Industry. Chapter 1 “Capital vs. Community” pp. 3-21.

Reading Seminar, 10:00-12:30
-Marxist Analytical Framework
-Explain Praxis Paper (provide real example)

Reading Seminar, 1:30-3:30

Week 9: October 28-November 1
The Political Economy of Poverty and Inequality: Governmental Responses to the Crisis of the 1970’s to the Present and the Rise of Neoliberalism

Tuesday, October 29
DUE TODAY: Critical Questions.
TO BE READ:

Reading Seminar, 10:00-12:30
-Finish corporate response to the crisis of the 1970’s
-Politics, Policy and the Role of Government in Exacerbating Inequality and Poverty.
Community Faculty Julia Dinsmore in class all day.
Reading Seminar, 1:30-3:30
- Politics, Policy and the Role of Government in Exacerbating Inequality and Poverty
- Trumpism and the “America First” doctrine

Thursday, October 31

DUE TODAY: Critical Questions.
TO BE READ:

Reading Seminar, 10:00-12:00
Neo-liberal Globalization and U.S. Poverty and Inequality.

Field Seminar, 1:00-3:30
Watch and discuss the movie: Life and Debt

Week 10: November 4-8
The Political Economy of Poverty and Inequality: Unions and Worker Centers

Tuesday, November 5
DUE TODAY: Critical Questions, Internship Reflection #2
TO BE READ:
**Reading Seminar, 10:00-12:30**
- Union and Worker Center Organizing as a Strategy to Decrease Inequality
- My Own Analysis Paper Workshop

**Working Lunch-Community Gathering and Retreat Committee Meetings**

**Field Seminar, 1:30-3:30**
Conversation with a union organizer TBD

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**Thursday, November 7**

DUE TODAY: Praxis Paper

- Visit Centro de Trabajadores Unidos en Lucha website. [www.CTUL.net](http://www.c tul.net).

**Field Seminar, 10:00-12:00**
Worker Centers-O rganizing Immigrant Workers in the Twin Cities.
**Veronica Mendez-Centro de Trabajadores Unidos en Lucha** (Center for Workers United in Struggle)
Location: Centro de Trabajadores Unidos en Lucha (CTUL),
3715 Chicago Avenue South, Minneapolis, MN. 55407

**Field Seminar, 1:30-3:30**
Kristiana Wright- The Story of the $15/hr. Victory.
Community Faculty **Julia Dinsmore** will be in class.
Week 11: November 11-15
Geography of Poverty and Inequality: Historical Rise of Segregation and Concentrated Poverty in Cities and Regions, Housing Affordability Crisis and the Rise of Homelessness 1980’s to Present

Tuesday, November 12
DUE TODAY: Critical Questions
TO BE READ:

Reading Seminar, 10:00-12:30
Debrief CTUL and Kristiana Wright
-Introduction to Housing and Homelessness; Extent of Homelessness. Crisis in Supply of Affordable Housing. History of segregation and evolution of cities to present day.

Working Lunch-Community Gathering Committee

Field Seminar, 1:30-3:30
Arique Aguilar-Self care, trauma and healing justice.

Thursday, November 14
To Be Read: No Readings for Today

Field Seminar, 9:00-5:00 (Please note early start and late end times)
-A Day in the Life-Structured Field Exercise
**Location:** St. Stephen’s Shelter,
2211 Clinton Avenue South, Minneapolis, MN. 5540
Use parking lot door.

-A Day in the Life—Structured Field Exercise on Homelessness.
Week 12: November 18-22
Geography of Poverty and Inequality: Comparative Approaches to Regionalism

Tuesday, November 19
DUE TODAY: Critical Questions
TO BE READ:

Reading Seminar, 10:00-12:30
Debrief ADITL. Discuss Reading (Regionalism and Deconcentrating Poverty) vs. In Place Development and Race/Class.

Working Lunch-Community Gathering and Retreat Committee

Field Seminar, 1:30-3:30
Neeraj Mehta-McKnight Foundation

Thursday, November 21
DUE TODAY: Julia Dinsmore’s book assignment (Bring hard copy to class). Policy Pitch Outline and Presentations.
TO BE READ:

Reading Seminar, 10:00-12:30
Discussion of “My Name is Not Those People...” with the author, Julia Dinsmore.

Integration Seminar, 1:30-3:30
Policy Pitches
Week 13: November 25-29
Geography of Poverty and Inequality: Renter’s Rights and the Struggle for Affordable Housing

Tuesday, November 26
DUE TODAY:
TO BE READ:
Visit Inquilinxs Unidxs por Justicia website. www.inquilinxsunidxs.org

Integration Seminar, 10:00-12:00
Policy Pitches
Community Faculty Julia Dinsmore will be in class.

Field Seminar, 1:30-3:00
Tenants Rights Organizing
Location: Inquilinxs Unidxs por Justicia (Renters United for Justice)
3715 Chicago Avenue South
Minneapolis, MN.

Thursday, November 28 No Class. Thanksgiving Break

If you wish to take Wednesday and Friday off, you should negotiate this with your internship supervisor.
Week Fourteen: December 3-7
Education, Poverty and Inequality

**Tuesday, December 3**

DUE TODAY: Critical questions, Internship Reflection #3, Internship Timesheet Totals

TO BE READ:

**Reading Seminar, 10:00-12:30**
Introduction to Education Segment: Schools and Social Reproduction

  Julia will be in class.

**Working Lunch for Community Gathering Committee.**

**Integration Seminar, 1:30-3:30.**

Leaving Your Internship Seminar

**Thursday, December 5**

DUE TODAY: Final Internship Evaluation

**Field Seminar, 10:00-12:00**
Print Culture/Oral Culture: Schools and Social Reproduction

  Julia Dismore

**Integration Seminar, 1:00-3:30**
Prep for Community Gathering
Week Fifteen: December 10-14
Education, Poverty and Inequality
Closure: Community Gathering and Retreat

Monday, December 9
DUE TODAY:
TO BE READ:

Integration Seminar, 10:00-12:30
Prep for Community Gathering

Field Seminar, 2:00-3:30
Jamal Abdur-Salaam

Tuesday, December 10

DUE TODAY:
TO BE READ:

Integration Seminar, 10:00-12:00
Prep for Community Gathering

Reading Seminar, 1:30-3:30
No Child Left Behind and Social Reproduction
Best Practices

Wednesday, December 11

DUE TODAY: My Own Analysis Paper
TO BE READ:

Integration Seminar, 10:00-12:30
Prep for Community Gathering

Field Seminar, 1:30-3:30
Prep for Community Gathering
Thursday, December 12
9:00-12:00  Community Gathering
Location:     SPNN
             550 Vandalia St.
             St. Paul, MN.

Julia will attend.

Field Seminar, 1:30-3:30
Education for Social Justice
Location: South Side Family Charter School
         4500 Clinton Ave. South
         Minneapolis, MN. 55419

Friday, December 13

Retreat, 10:00-3:30
Location to be determined.