

CCE Changemaker Curriculum

Blockly Workshop Series

2021-2022

Lead Instructor: Dr. Jordan Travis Radke
in partnership with several co-facilitators!
Email: jradke@coloradocollege.edu
Location: TBD

Meeting Times: September 14th – May 12th
First-years 2nd Tuesdays (3:30-5:00)
Sophomores 2nd Thursdays (3:30-5:00)
Juniors 3rd Tuesdays (3:30-5:00)
Seniors 3rd Thursdays (3:30-5:00)

What are the core learning goals of the Changemaker Curriculum?

Community engagement is not intrinsically or inevitably impactful - or even beneficial - for communities or students. Knowing how to engage effectively, intentionally, or democratically must be learned. Within the academic division of labor in higher education, students discern what they believe needs to be changed in the world in core disciplines and majors; the field of civic engagement, with a foot in theory and a foot in practice, builds experiential knowledge of how to effect change in the world.

To impact students' development into lifelong citizens, we believe students must have the opportunity to learn and grow from their engaged experiences in structured spaces. The CCE 4-year Changemaker Curriculum was designed to be that space.

The Changemaker Curriculum workshops aim to generate spaces for dialogue and reflection around three core themes (below). Interwoven throughout each theme are *skills* of organizing and co-creation.

- (1) **Self:** self-inquiry and understanding, exploring the intersection between engagement and “positionality” – meaning how one’s position in the social and political world shapes one’s perspective, voice, and influence in community-engaged work
- (2) **Community Impact & Issues** – how to gain place-based knowledge and deep understanding of the issues in which you engage
- (3) **Theories of Social Change** – theories and models of social change, and strategies to engage with — not for — communities beyond our campus.

When will workshops meet?

This is a 4-year blockly workshop series designed for specific classes (first years, sophomores, juniors, seniors). We’ll offer one workshop per block geared toward students in each class; students can take blockly workshops throughout their CC experience in a developmental progression ... meaning the conversations fit together and build on one another over time. Below is the regular schedule:

First Year Workshops: 2nd Tuesdays, 3:30-5:00

Sophomore Workshops: 2nd Thursdays, 3:30-5:00

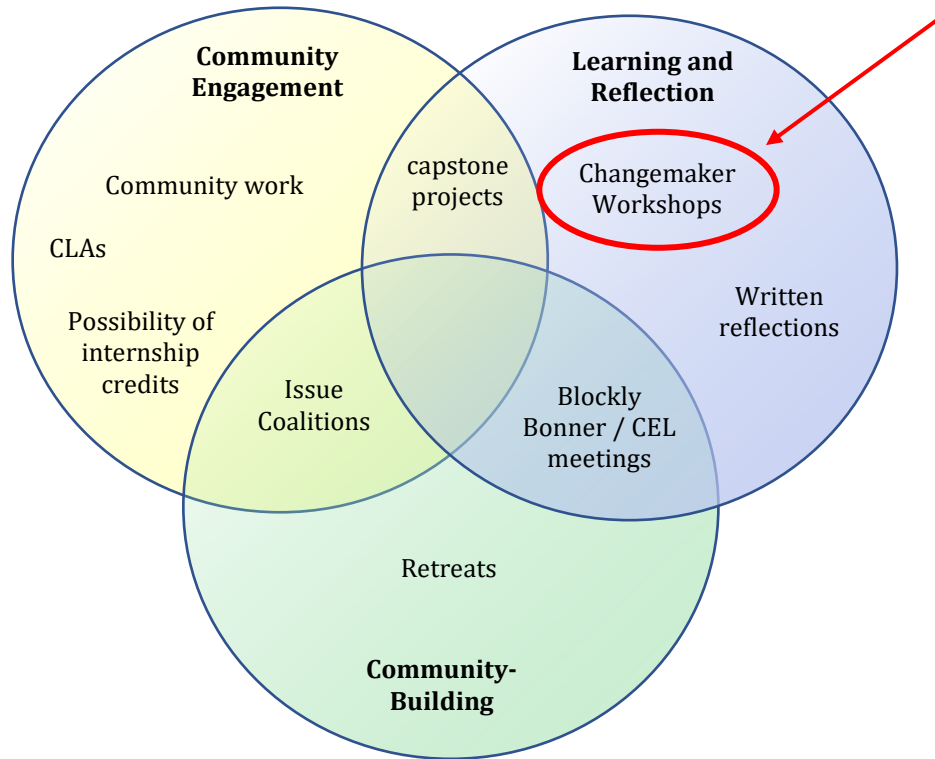
Junior Workshops: 3rd Tuesdays, 3:30-5:00

Senior Workshops: 4th Thursdays, 3:30-5:00

We are hopeful these times will work for most students. However, if multiple students have ongoing conflicts with these times, we’ll adjust! Please email jradke@coloradocollege.edu if you anticipate that you will have ongoing class and/or work commitments during these times.

How do Changemaker workshops fit into Bonner and CEL?

Bonner and CEL are programs that integrate three core components: (1) deep and sustained community engagement, (2) engaged learning and reflection, and (3) community-building. Each of these goals are fulfilled through different program components:



Changemaker is the shared educational curriculum for the CCE's signature programs. Bonners and Community Engaged Leaders will go through this blockly progression, and Community Engaged Scholars are asked to join one workshop per semester. Blockly CEL and Bonner meetings will incorporate community-building elements as well as open-ended reflection, and will build on themes in changemaker workshops. Developmental core content, ideas, and questions will be introduced into these class-specific workshops.

As part of your core commitment to community-engaged learning and action, hours spent in workshops fulfill CEL and Bonner hours, and are eligible for pay for Bonners.

How do Changemaker Workshops fit into the Community Engaged Scholars program?

Engaged Scholars are asked to attend 8 learning opportunities and 4 skills trainings over the course of their college experience. Each workshop will be tagged as either a learning opportunity or skills training, and students are welcome to join as many as are of interest!

How will the Changemaker Curriculum relate to my community engagement?

The goal of the Changemaker Curriculum is to transform your community engagement experiences into *community-based learning* experiences. To do so, workshops provide structured opportunities to bridge concrete experience to abstract conceptualization, so that students learn from, and apply learning to, their community engagement. On the block plan, there is a particular need for community-engaged learning in *co-curricular* space, as this is the only space for long-term, sustained learning experiences.

What is community-engaged learning? Experiential learning that integrates education and community engagement in ways that strengthen and transform both in the process. In CEL programs, students engage in addressing mutually-defined community needs in collaboration with community partners, while participating in structured opportunities to reflect on and learn from the experience. These programs aim to benefit both students and communities through: (1) propelling academic learning into the world, directing education toward the public good; and (2) enabling community-based work to become a vehicle for intellectual, moral, and social personal development for students.

In short, our strong hope is that these workshops will be useful, relevant, and applicable to your daily lives and pursuits for social change. Students will bring in, share, and reflect on their experiences in workshops to ensure the integration of experiential and conceptual learning. Our hope is that you approach your engagement experiences with a learning and growth mindset, seeking to be ever present to your experience, approaching your work and interactions with the same sort of attention as you would a book that you are reading. Please consider this focused observation and social awareness of your community engagement experience as a core “text” for this course. These experiences also provide space for you to apply and embody the knowledge gained in the course, and in so doing bring learning back to your experience.

We hope that community-based learning experiences contribute to your personal and intellectual development through:

- (1) Contextualizing abstract learning in applied ways that deepen your understanding of your academic disciplines.
- (2) Helping you situate your community work within larger societal issues and structures, to gain a more realistic, nuanced understanding of social problems and solutions.
- (3) Encouraging you to be more analytical and intentional during your engagement such that you contribute to the community in more informed, thoughtful ways.
- (4) Fostering empathy through reflection on experiences in which you interact with diverse groups and consider how environments and social forces influence individual lives, life chances, thoughts, behaviors, and potentials.
- (5) Fostering self-reflection and intentionality, motivating you to critically examine your own lives and bear in mind the social consequences of personal actions and decisions.
- (6) Fostering critical self-awareness of your own social location, identities, privileges, and disadvantages, and the ways you may be implicated in structures of difference and inequality.
- (7) Awakening your hope and obligation to build a more just, humane world, and developing confidence in your ability to influence positive social change.
- (8) Developing your skills and capacities in ways that will assist you in your work as change agents.

Who will teach the workshops?

Dr. Jordan Travis Radke will be the lead instructor and curriculum designer and will bring in a number of co-facilitators and partners from the campus and community who are best equipped to teach different topics. I (Jordan) got my PhD in Sociology from the University of North Carolina (Chapel Hill) in 2016, with a research focus on how and why people come to use their lifestyles as tools for social activism. My dissertation was on the modern homesteading movement, entitled "Opting Out: Efficacy, Identity and Ideology in the Modern Homesteading Movement." My broad areas of expertise are social movements and social stratification; qualitative methods, and particularly in-depth interviewing methods; and community-engaged pedagogy. I decided early in graduate school that I wanted a career in applied sociology, in which I could be both an educator and a practitioner; directing the CCE is my dream job.

I have been teaching since 2009, at the University of North Carolina, Elon University, and Colorado College, including the following courses below. For my teaching, I received the UNC Tanner Award for Excellence in Undergraduate Teaching (2015), the Everett K. Wilson Teaching Award, UNC Sociology Department (2012), and the Future Faculty Fellowship from the UNC Center for Faculty Excellence (2011).

Teaching History:

- Organizing for Social Change (2020-2021)
- Introduction to Community Engagement (2020-2021)
- Community-Based Praxis (2020)
- Engaged Journalism (2019)
- Beyond the Vote: Engaging in Community, Politics, and Activism in a Post-Election World (2017)
- Service Practicum (2015)
- Race, Class and Gender (2012, 2014)
- Social & Economic Justice (2013)
- Economy & Society (2011, 2012)
- Sociological Theory (2011, 2012)
- Sociological Perspectives, online (2013-2015)
- Sociology through Film, Elon University (2013)
- TAed 3 CBL courses: Social & Economic Justice (2015, 2013); Human Rights (2010); as well as Qualitative Methods (2015, graduate), Race & Ethnic Relations (2014, 2011), Economy & Society (2010), Aging (2009)

Why bring in campus and community co-facilitators?

Community engagement is not the same as community outreach. Outreach implies a unidirectional relationship in which the college has something to offer. Engagement implies a relationship. To truly engage, we cannot just go out into the community, but also invite community in to our educational mission - enabling communities beyond the campus to be a part of "us." By inviting the community to participate in and contribute to the intellectual life of the college, we honor the forms of knowledge outside of academia that enhance classroom learning.

By learning from and with community members, we recognize and honor that much knowledge is held outside the classroom and gained through experience rather than learned in a book. In workshops, we aim to bring in campus and community practitioners, those engaged in and impacted by real-world issues. As co-facilitators are set, more about their backgrounds, experience, and assets will be shared with you so you know what they bring to the space. Please welcome them into the Bonner and CEL communities!

What is the intellectual philosophy and approach of the workshops?

Our goal is to give you ideas and strategies about how to engage and build the world you imagine, and to inspire you to do so deliberately, democratically, sustainably, and reciprocally. Our goal is not to give you the causes you should care about, or even necessarily to endorse one strategy or another. We hope to help you think through what you care about and why, and how to best effect change on that issue.

We are not interested in theory for theory's sake, but rather the way in which knowledge can inform real-world practice and experience. We believe firmly that, if you want to effect social change, it is not enough to just care; you must show up. You must *do* and work toward social change. We also believe that engagement is not just something you do in compartmentalized activities, but something you embody and practice in daily life, the way you interact with others in all realms, and the way you "show up" in both public and private spheres. If, for example, you are committed to equity, this commitment cannot be relegated to participating in specific activist campaigns, but must also extend to cultivating equitable relationships in all of your life. In a theoretical sense, we believe that our social world is made up of *both* macro-level systems that guide and constrain individual behavior, as well as from micro-level interactions that emergently create, reinforce, or resist those macro-level systems.

We hope to encourage respectful dissent and diversity of opinion. We aim to motivate forms of engagement that require interaction with diverse groups in a range of social dimensions, including interaction with people who think, see, and experience the world differently than you do. Our goal is not to send a message that all perspectives are equally valid, but that there is value in seeking to understand the conditions, contexts, and reasons that contribute to why people think and do the things they do. We believe in the power of coalition building and honest dialogue, while maintaining the integrity of one's commitments and the centrality of one's values.

Expectations and Commitments

During Workshops

1. This is a process where the more you put in, the more you'll get out of it. Come to each session, be mentally present, engage in discussions, be courageous but humble in sharing your thoughts, and be open to change, growth, and hard self-inquiry.
2. To be fully engaged, please disengage from distractions, such as cell phones or multi-tasking on your computer, during workshops.
3. At a minimum we ask that you **seek first to understand** – then critique. If another student says something you disagree with, first ask questions and seek to analyze, even empathize, before dismissing it.

Schedule, First Years

** All workshops and discussions will be held from 3:30-5:00 on 2nd Tuesday unless otherwise noted. **

Topics and Orienting Questions

Block 1	Introduction to the Changemaker Curriculum
	<ul style="list-style-type: none"> (1) What will I learn through the Changemaker Curriculum this year, and why? (2) How is this curriculum relevant to my interests, life, and current community commitments? How might these topics apply to my real life and engagement?
Block 2	Power, Positionality and Community Engagement
	<ul style="list-style-type: none"> (1) Who am I? (2) Who are we? (3) How does my intersectional positionality in the social and political world shape my perspective, voice, role and influence in how I engage and should engage? How can I be attentive to, and attend to, power and privilege in my work?
Block 3	Issue Panels
	<ul style="list-style-type: none"> (1) What issue(s) do I want to learn about and commit to during college? (2) What is place-based learning, and why does it matter to my ability to affect social change? (3) How do systemic issues manifest locally? (4) How does my engagement relate to broader sociopolitical and economic contexts?
Block 4	Best Practices of Community Work
	<ul style="list-style-type: none"> (1) What are best practices of community work? How are these concepts defined, and what do they look like in practice? (2) What principles might I use to guide my work, in an effort to be intentional and equitable, and embody justice in the process (not just goal) of my engagement?
Block 5	Pathways of Engagement: Social Change Strategies
	<ul style="list-style-type: none"> (1) What are core strategies or pathways of engagement? How are they defined, and what opportunities are available to me to engage in these strategies as a CC student? (2) How might I use these strategies to affect change in college and beyond?
Block 6	Self and Community Care
	<ul style="list-style-type: none"> (1) How do I care for myself and my community? (2) How are self- and community-care intertwined? (3) Why is self-care important in community engagement and activism?
Block 7	History of Colorado Springs
	<ul style="list-style-type: none"> (1) What are the histories of Colorado Springs and the Pikes Peak Region? (2) What does the past teach us about our current moment, and pressing issues facing our community now?
Block 8	My Engaged Journey at CC: Making a Plan of Action
	<ul style="list-style-type: none"> (1) Knowing what I now know, how do I plan to commit to and engage in community work next year? (2) Why is this my plan?

Schedule, Sophomores

** All workshops and discussions will be held from 3:30-5:00 on 2nd Thursday unless otherwise noted. **

Topic and Orienting Questions

Block 1	Introduction to the Changemaker Curriculum
9/14	<ol style="list-style-type: none"> (1) What will I learn through the Changemaker Curriculum this year, and why? (2) How is this curriculum relevant to my interests, life, and current community commitments? How might these topics apply to my real life and engagement?
Block 2	Discovering Your Strengths
	<ol style="list-style-type: none"> (1) What are my assets and strengths, and how might I invest them in community work? (2) What are my limitations, and how might I work collectively with others whose strengths match my limitations?
Block 3	Asset and Power Mapping
	<ol style="list-style-type: none"> (1) What is an asset-based perspective, as distinct from a deficit-based perspective? Why does this perspective matter for democratic social change? (2) How might we use power or asset-mapping as tools for social change? (3) What is a capacity-building project, and how does it build on asset-based approaches?
Block 4	From Theory to (Best) Practice: Working with Community Partners
	<ol style="list-style-type: none"> (1) What do best practices in community engagement look like in day-to-day interactions? (2) What are common areas where CC students may fall short of those best practices? What are common dynamics of higher ed/community interactions that get in the way of reciprocal partnerships? (3) How might I use this knowledge to be more intentional in how I engage?
Block 5	What is "Systemic Change"?
	<ol style="list-style-type: none"> (1) What do we mean by a "system" and "systemic change"? (2) How can we nuance, and problematize, common uses of "systemic change"? (3) How might I apply systems-level thinking to my areas of interest, and how does this perspective inform my work? (4) How, and why, should I localize systems-level thinking?
Block 6	Understanding my Why
	<ol style="list-style-type: none"> (1) Why do I engage? (2) How do my identities, personal belief systems, values, ethics, and convictions inform my motivations to do community work?
Block 7	Reform vs. Revolution: Do I work within the system ... or burn it down?
	<ol style="list-style-type: none"> (1) To affect systemic change, should I work for incremental changes within the current structure (reformist), or seek to dismantle and replace the structure (revolutionary)? (2) What are the pros, cons, and limitations of the reformist and revolutionary approaches to social change? (3) How can I commit to a reformist or revolutionary approach in real community work, while collaborating and compromising with others who take a different approach?
Block 8	Everyday Activism: Embodying my Politics, Commitments and Values
	<ol style="list-style-type: none"> (1) To what extent do I live up to, and embody, my values and ideals in daily life? (2) How might I be more intentional in aligning my actions with my commitments and politics?

Schedule, Juniors

** All workshops and discussions will be held from 3:30-5:00 on 3rd Tuesday unless otherwise noted. **

Topic and Orienting Questions

Block 1	<p>Introduction to the Changemaker Curriculum</p> <ol style="list-style-type: none"> (1) What will I learn through the Changemaker Curriculum this year, and why? (2) How is this curriculum relevant to my interests, life, and current community commitments? How might these topics apply to my real life and engagement?
Block 2	<p>Reflexive Engagement: Minimizing Harm</p> <ol style="list-style-type: none"> (1) To what extent do the impacts & consequences of my engagement align with my purpose and intentions? (2) To what extent does my engagement create positive change, and to what extent might it produce harm? What strategies might I use to minimize my harm to others? (3) How might I have experienced harm during your engagement? What strategies might I use to minimize harm that I experience?
Block 3	<p>Knowledge: What is it, who holds it, and how might it create change?</p> <ol style="list-style-type: none"> (1) What is the role of knowledge in effecting social change? (2) What do we consider “knowledge” and who do we consider a “knower”? How do I know what I know about the issues that are important to me, and what biases, inequities, and limitations might exist within that knowledge? (3) What strategies might I use to honor and incorporate diverse forms of knowledge in my community engagement? How might I use community-based research principles and techniques to gather and apply community-derived knowledge on social issues?
Block 4	<p>Activism vs. Organizing: Knowing when, and how, to fight the power ... and when, and how, to build it.</p> <ol style="list-style-type: none"> (1) What is power, who holds it, and who should hold it? (2) What insights do different strategies of social change (organizing, activism, service, collective impact, capacity-building partnerships...) offer into understanding, using, and redistributing power? (3) How and when do I apply these strategies in my real life and engagement? How might I best build and harness collective power to effect change on the issues I care about?
Block 5	<p>Communities of Praxis: Capstone Project</p> <ol style="list-style-type: none"> (1) How might I invest what I know, and can do, into the public good through a capacity-building project my senior year? (2) What are the characteristics of good capstone projects? To what should I aspire? (3) What support systems and resources are available to me for capstones?
Block 6	<p>The Work Continues: Preventing Burnout</p> <ol style="list-style-type: none"> (1) How might I work to ensure my community work is sustainable, and prevent burnout? (2) How can I navigate my newsfeed to stay informed and motivated, but not overwhelmed? How can I prevent compassion fatigue?
Block 7	<p>Community Organizing 101: Mobilization through Self and Collective Interest</p> <ol style="list-style-type: none"> (1) What is my self-interest, and how does it connect with collective interest? (2) How does self-interest (soul-interest) mobilize individuals? (3) How can I use 1-on-1s to discern others’ self-interest in an issue? (4) What strategies do community organizers use to leverage self and collective interest?

Block 8

Understanding and Critiquing the CC Culture of Engagement

- (1) What is the culture of engagement at CC?
- (2) How does this culture support, shape, and constrain the way I engage?
- (3) How might I benefit and learn from, build on, and/or resist and change parts of this culture?

Schedule, Seniors

** All workshops and discussions will be held from 3:30-5:00 on 3rd Thursday unless otherwise noted. **

Topic and Orienting Questions

Block 1	<p>Introduction to the Changemaker Curriculum</p> <ol style="list-style-type: none"> (1) What will I learn through the Changemaker Curriculum this year, and why? (2) How is this curriculum relevant to my interests, life, and current community commitments? How might these topics apply to my real life and engagement?
Block 2	<p>Leaving the Bubble: Dialogue across Difference</p> <ol style="list-style-type: none"> (1) How can I effectively dialogue with others with different perspectives and worldviews? How can I balance authenticity and commitment with seeking to find common ground? (2) Why is dialoguing across difference important to community-building and social change? (3) When do I: listen, engage, advocate, or walk away?
Block 3	<p>My Theory of Change and Philosophy of Engagement</p> <ol style="list-style-type: none"> (1) What change do I want to see in the world, and why? (2) How do I think change occurs (my Theory of Change), and how will I invest in that work? (3) What are my assets and strengths? What role do I best play? (4) What principles are most important to me in the way I engage and approach change work (the process, not just outcome)? How will I embody those principles everyday?
Block 4	<p>Can I get paid for this? Integrating careers and engaged commitments</p> <ol style="list-style-type: none"> (1) What are some of my options after college? How might I get paid to do work I love? (2) How can I best use the skills and experiences I have gained through community engagement to help me get the type of job or degree I want? (3) If I'm not sure what your next steps are, what might I be doing, or asking myself right now to help me discern my path?
Block 5	<p>Communities of Praxis: Capstone Project</p> <ol style="list-style-type: none"> (1) How are things going in my capstone project? (2) What is going well that I would like to celebrate and share? (3) What challenges do I face, that the group could help me problem-solve? (4) What support systems and resources are available to me for capstones?
Block 6	<p>Storytelling Workshop</p> <ol style="list-style-type: none"> (1) How do I tell my public narrative – my story of self, story of us, and story of now? (2) What are skills/techniques of storytelling, and how do I apply them to telling my story? (3) What is the role of narrative and storytelling within engagement and change work? Why is it important for me to be able to tell my story?
Block 7	<p>Senior Retreats: Reflecting on my CC Journey and Next Steps</p> <ol style="list-style-type: none"> (1) Thinking about your community-engaged experiences and learning the last four years, what have I learned? How have I grown? (2) What is next for me? How am I feeling about life after graduation? (3) How do I envision I will continue to engage in community work after graduation? What changes do I look forward to, and what do I anticipate will be challenging? (4) What self-care and community-building strategies might I use to sustain myself in this work? (5) What legacy do I hope I've left at CC?

Block 8

Senior Presentations of Learning

- (1) How can I tell the story of my engagement work as a CC student?
- (2) How did my engagement culminate in a capstone project? What led me to the project?
- (3) How and why did I do your capstone project?
- (4) What did I learn, and what did I impact, during my time at CC?
- (5) What's next for me?

*Please note that this syllabus and schedule is a living document, and subject to change.
And, you will be notified of any changes*