



Los Angeles Trade Technical College-Community Planning and Economic Development Program

Syllabus for Community Planning 102 - a One-Credit introductory course on **Cultivating Consciousness: The Reflection of Self in the Community as an Organizer**

Instructor: Vanessa Vela Lovelace

Course Description:

Cultivating Consciousness is a course intended to provide a space for community organizers to explore issues of race, class and privilege and its impact on the self and communities. Students will learn skills and knowledge related to group dynamics, sustainability, self analysis and macro and micro issues related to the role of community organizers.

This class will explore the role, principles and real challenges that an organizer faces in balancing their life as they work for justice. In addition to exploring the life-work balance of an organizer, we will also explore both local and international practices and models of those that do community organizing while incorporating the “fully human” aspects of our lives into our social justice work.

Student Learning Outcomes:

- Students will develop understanding of race, power, and privilege in inter-personal relationships.
- Students will develop skills incorporating health, well-being, and peace in daily practice.
- Students will learn and develop conflict resolution, communication/facilitation active listening skills.
- Students will develop framework for self-reflection and lifelong learning and create one-year self-development plan.

Grading:

Students will be graded on a 100 point scale. Everyone is expected to complete assignments and participate to gain the maximum amount of points. Extra credit will be made available with the approval of the instructor. Absolutely no assignments will be received after last day of the class.

15 points - Class Participation, Timeliness to Class and Attendance

15 points - Individual Development Plan & Self-Assessment Survey

40 points - Assignments & Reflection Papers

30 points - Final presentation

Grade Scale:

80 - 100 A

60 - 79 B

40 - 59 C

20 - 39 D

0 - 19 F

Group Discussion Questions and Debate: This section of class time will be utilized to discuss and debate critical questions.



Attendance and Participation: Students are expected to attend all class sessions, participate in small group and individual assignments and submit all homework on time.

Course Materials: Readings will be handed out in class and must be read before the previous class. These readings must be used in the reflection papers.

Attendance: Regular attendance is important and required to learn this subject. All work must be handed in on due date; otherwise a letter grade will be deducted.

Standard of Student Conduct: A student enrolling in one of LACCD colleges may rightfully expect that the faculty and administrators of the college will maintain an environment in which there is freedom to learn. (Damage to property, college documents, disruption of classes will not be tolerated). Please refer to your college catalog board rules for further information.

Academic dishonesty policy: Violations of academic integrity of any type of a student provides grounds for disciplinary action by the instructor or college. Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade. For more information on the Standards of Student conduct refer to the college catalog available in hardcopy and online at www.lattc.edu.

Incomplete Policy: Students will not be given an incomplete grade in the course without sound reason and documented evidence as described in the Student Handbook. In any case for a student to receive an incomplete, he or she must be passing and must have completed a significant portion of the course.

ACCOMODATIONS / Students with disabilities: Students who need any assistance or accommodations should contact the instructor in the beginning of the semester. Students should also contact the Disabled Student Programs and Services (DSPS) Center located in E-110 or call 213-763-3773.

****Students who are experiencing difficulty in learning or with disabilities should contact the instructor in the beginning of the semester. ****



COURSE SCHEDULE, REQUIREMENTS, ASSIGNMENTS

Day 1:

Class Orientation. Defining Leadership, Self Reflection and Creating Self Development Plans

Welcome and overview of course requirements and schedule. Leadership is often viewed in a linear and traditional way but using the practices from various cultures, there is openness to new ways to express leadership. We will also work in class for each student to develop a self-development plan that will help to put into action their own leadership development.

Transformative Self-Analysis: Self-reflection, lifelong learning, and changing unhealthy behavior. Compares frameworks for self-evaluation; evaluates aspects of self with framework most aligned with their worldview; creates one-year self-development plan; summarizes and discusses key learning with peers.

Reading Materials for this Class:

- *Combating Liberalism*, Mao Tse-Sung, 1937
- *What Makes a Leader*, Daniel Goleman
- *Healing from the Effects of Internalized Oppression*, Marya Axner

Assignments - Individual Development Plan & Skills PreAssessment Survey Tool (15 points)

Day 2:

Exploring Internalized Oppression and how it affects our work in the community

We will look at how internalized oppression plays into our lives as people of color and organizers. This exploration into our own internalized oppression will reflect in the ways we work in the community.

From macro to micro: Understanding race, power, and privilege in inter-personal relationships. Critiques current social justice organizations that fight for social justice yet continue to uphold dominant power structures.

Assignments - Reflection Paper (20 points):

Write a 1 page reflection paper answering one or more of the following questions:

- *What is your definition of accountability?*
- *What is one way you would want to improve your communication style to be more accountable to your own principles?*
- *How will these improvements affect your communication with others?*
- *What's your definition of internalized oppression?*
- *How have you experienced?*
- *How do you overcome it?*
- *How do you help other people overcome it as an organizer?*



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Day 3: Theory of Non-Violence and Non-Violent Communication

The ways we interact with each other as organizers, activists sometimes replicates the violence and trauma that we have experienced in our families, communities and daily lives. We will look at the evolution of the theory of non-violence and its impact on social justice movements as well as how we take that theory into our daily practice.

Sustainability: Incorporating health, well-being, and peace in daily practice.

Summarizes and compares social justice organizations/movements that explicitly integrate macro and micro level social change.

Assignments - Communication Reflection Exercises (20 points)

- A -What are your communication defaults?
- B -What are your communication blocks?
- C -What did you learn? What can you do about it?

Day 4: Conflict Resolution

Group Dynamics: Non-violent communication/facilitation, active listening, and finding your voice/style when working in community. Develops conflict resolution facilitation plan for various community conflict scenarios; compares and evaluates peer approaches.

Day 5: Aligning for Impact & Developing a Public Narrative

Personal practice has to be combined with models of sustainability within a group or organization so that everyone can learn or share in a process that practices our values of social justice inside and outside the individual and organization. We will look at models of organizations who are experimenting or developing models of sustainability, and reflecting on how to align our personal principles for the purpose of community impact.

Final Presentation (30 points)