

## **Chuck Green Civic Engagement Fellowship**

### **Communities, Organizations, and Political Change**

#### **(Facilitator's Draft, Pre-Negotiation)**

Carnegie 305, Spring 2020

Tuesdays: 9:40-11:10 am (seminar)

Thursdays: 8:30-9:00 am (breakfast), 9:10-11:10 am (seminar)

Field trip Thursdays: Time varies, but within the window of 8:00-11:45 am

**2020 Facilitator:** Paul Dosh / [dosh@macalester.edu](mailto:dosh@macalester.edu) / office Carnegie 203H

[Paul's Office Hours Sign-Up](#)

#### **Seminar Description**

In his 40-year career at Macalester, Professor Chuck Green functioned as a one-man 'leadership academy,' inspiring and guiding students to make the transition from detached observers to engaged citizens. Through his teaching, mentoring, and example, Professor Green instilled in students a sense of confidence and optimism about their ability to engage proactively in the world. The Chuck Green Civic Engagement Fellowship honors this legacy.

In this seminar, Chuck Green Fellows will study democratic engagement in social and organizational change, identify a partner organization working for the public good with whom the student can analyze and address a problem, and then work with that partner on a mutually agreed-upon solution. You may work alone or **you can team up with another Fellow for your summer project**. The Fellowship includes an event in which Fellows, faculty, and community partners have an opportunity to reflect on the fellowship experience. The Fellowship fulfills the practicum requirement of the political science major.

The seminar employs problem-based learning and is cohort-based, meaning that all students will work together to help navigate troubles and pitfalls as they arise, provide support and advice to one another, and share their knowledge and expertise along the way.

We rely heavily on student participation and leadership to steer the course throughout the semester. As such, each Fellow is expected to actively participate in all sessions. Our success depends not only on your active engagement of seminar materials and each other, but also your willingness to contribute ideas and perspectives to guide the class, to suggest pathways for the class to follow, and to show an ability to get things done. The success of the Fellowship hinges on the quality of your contributions and engagement!

This seminar emphasizes peer-based collaborative learning. Some class sessions will be workshop sessions in which fellows bring organization-based problems and questions to class and work through them as a group. In addition, the second half of the syllabus is not yet structured, and will be negotiated and collaboratively designed by the Fellows (actually, the first half gets negotiated quite a bit too!).

## Course Objectives

This seminar seeks to help you:

- 1) Develop and practice the skills necessary for an ambitious and independent project with an outside organization;
- 2) Prepare you for a life of independent activism (in the broad meaning of the word), focusing your energies toward positive organizational and social change;
- 3) Explore the possibilities within a current of discussion, thought, and possibilities for the role of government in the life of society;
- 4) Challenge yourself in ways different by type and degree from other challenges you may have received to date.

## Readings

Most readings will be available via this Negotiated Syllabus. All Fellows will soon have “teacher” privileges on our Moodle site.

There is also one required text at the bookstore: Jose Antonio Vargas, *Dear America: Notes of an Undocumented Citizen* (Norton, 2018).

## Students with Special Needs

I am committed to providing assistance to help you be successful in this course. Students seeking accommodations based on disabilities should meet with Melissa Fletcher, Director of Disability Services (Kagin 125). Students are encouraged to address any special needs or accommodations with me as soon as you become aware of your needs. I’m committed to working with you to develop creative solutions and accommodations that fit your needs. Asking for accommodations is not an imposition – it is your right. More info [here](#).

## Students Experiencing Challenge or Crisis

Macalester has professionally trained staff to support students experiencing crisis. When a personal challenge or crisis occurs, it has an academic impact and may require flexibility around course responsibilities. In such situations, talking to a trusted professor can be helpful. If I can be of help, please don't hesitate to talk to me.

Please be aware that I am *not* a confidential resource. As a faculty member, I am a *mandatory reporter* of sexual violence--I am required to report any information you may share with me about an experience of sexual violence (whether it occurred on or off campus, or before or after you came to Macalester) with the Office of Title IX & Equity. This allows the Office of Title IX & Equity to follow up to offer resources and options for support. To find confidential resources on campus, visit [macalester.edu/violenceprevention/support](http://macalester.edu/violenceprevention/support).

### Summary of “Pre-Negotiation” Assignments

These are pre-negotiation assignments because most Fellows will not complete all these assignments as written. If a task does not serve you or the cohort, it is your *responsibility* to reflect, consult with peers and Paul, and possibly design/propose an alternative assignment that is better suited to *this* cohort of fellows, working in 2020. **Nearly all these assignments emerged in exactly this fashion over the past cohorts of Chuck Green Fellows.** We rely on each cohort to improve/replace assignments, and discard those that are no longer needed.

#### Pre-Negotiation Assignments (% of grade)

#### Pre-Negotiation Due Dates

- |  |                  |
|--|------------------|
| 1) Seminar engagement (asterisked items) (25%)       | ongoing          |
| 2) Changemakers in History*                          | Feb 9            |
| 3) Interview a fellow*                               | Feb 11           |
| 4) Informal site visits (x2)*                        | Feb 13           |
| 5) Resume and contact materials*                     | Feb 13           |
| 6) <b>Mapping the possibilities</b> (10%)            | Feb 18           |
| 7) Mock interview*                                   | Feb 25           |
| 8) Interview Two Possibilities*                      | Feb 27           |
| 9) Negotiated Syllabus pitch*                        | Mar 8            |
| <b>Teaching Negotiated Syllabus Lesson(s)</b> y(15%) | dates vary       |
| 10) Partner org acquisition / communications*        | Mar 12 / ongoing |
| 11) Research Paper Proposal*                         | Mar 12           |
| <b>Research Paper</b> (15%)                          | Mar 31           |
| 12) Project proposal*                                | Apr              |
| 13) <b>Public presentations/posters</b> (15%)        | TBD (April)      |
| 14) Draft action plan*                               | Apr 16           |
| <b>Final action plan</b> (20%)                       | Apr 30           |
| 15) Web story about your project                     | July 24          |

### SYLLABUS

#### (Facilitator’s Draft, Pre-Negotiation)

Date (meeting dates in bold)	Agenda	Assignments / Readings
<b>Thur, Jan 23, 9:10-11:10 am</b>	(no Thursday breakfast today) <b>Welcome!</b> •What it Means to be a Chuck Green Fellow	

	<ul style="list-style-type: none"> <li>•Peer Introductions (in pairs) (30 min)</li> <li>•Negotiated Syllabus</li> <li>•Opening Retreat overview, planning, and gear</li> <li>•generate Cohort Objectives for Retreat</li> </ul>	
<b>Sat, Jan 25 - Sun, Jan 26</b>	<p><b>Opening Retreat</b></p> <ul style="list-style-type: none"> <li>•10:30 am, Sat: Brunch</li> <li>•Noon, Sat: Drive to Camp St. Croix, WI</li> <li>•Noon, Sun: Return to Macalester</li> </ul>	<ul style="list-style-type: none"> <li>•Note: Lunar New Year (Jan 25)</li> <li>•Vargas, <i>Dear America: Notes of an Undocumented Citizen</i> (pp. xi-xv, 3-87).</li> <li>•see Vargas Discussion Questions doc.</li> </ul>
<b>Tues, Jan 28</b>	<ul style="list-style-type: none"> <li>•Tuesday check-ins</li> <li>•Discussion of <i>Dear America</i> (30 min)</li> <li>•Informal presentations about potential Partner Organizations (50 min)</li> </ul>	<ul style="list-style-type: none"> <li>•Vargas, <i>Dear America</i> (pp. 89-174).</li> <li>•Fox News (2012): “<a href="#">Jose Antonio Vargas Talks to Bill O'Reilly</a>” [5 minutes]</li> <li>•Add a question to Vargas Discussion Questions</li> </ul>
<b>Thur, Jan 30</b>	<ul style="list-style-type: none"> <li>•8:30-9:00: Breakfast @ Cafe Mac (breakfast topic: 2016 cohort’s Accountability Triads)</li> <li>•9:10-11:10 Seminar</li> <li>•Informal presentations about potential Partner Organizations (70 min) —5-minute break—</li> <li>•Discussion of <i>Dear America</i> (40 min)</li> </ul>	<ul style="list-style-type: none"> <li>•Vargas, <i>Dear America</i> (pp. 177-230).</li> <li>•Fox News (2016): “<a href="#">Jose talks with Megyn Kelly about DACA+/DAPA</a>” [2 minutes]</li> <li>•<a href="#">Define American</a> website.</li> <li>•Add a question to Vargas Discussion Questions</li> </ul>
<b>Tues, Feb 4</b>	<ul style="list-style-type: none"> <li>•Tuesday check-ins.</li> <li>•Engage readings on Privilege and Position.</li> <li>•Introduce assignments #1-6.</li> </ul>	<ul style="list-style-type: none"> <li>•Beverly Daniel Tatum, “Defining Racism: Can We Talk?”</li> <li>•Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack.”</li> <li>•Maggie Potapchuk, “Flipping the Script: White Privilege and Community Building,” pp. 25-27.</li> <li>•Maya Pisel, “The Need-Aware Policy.”</li> </ul>
<b>Thur, Feb 6</b>	<p><b>Field trip to Reviving Sisterhood and NEON (Northside Economic Opportunity Network)</b></p> <ul style="list-style-type: none"> <li>•9:00-11:00 am: at Reviving Sisterhood / NEON in North Mpls.</li> <li>•“Advocacy and Intervention” workshop with advocacy director <a href="#">Asma Mohammed</a> (2012 Chuck Green Fellow)</li> <li>•Return to campus by 11:45 am.</li> </ul>	<ul style="list-style-type: none"> <li>•Read over the <a href="#">Reviving Sisterhood</a> and <a href="#">NEON</a> websites.</li> </ul>
Sun, Feb 9		<ul style="list-style-type: none"> <li>•Post your Changemakers in History speech/video here by 3 pm.</li> </ul>
<b>Tues, Feb 11</b>	<ul style="list-style-type: none"> <li>•Tuesday check-ins &amp; North Mpls field trip debriefing (10 min)</li> </ul>	<ul style="list-style-type: none"> <li>•Write-up of Fellow Interview (hard copy).</li> <li>•Written reactions to Changemakers in History</li> </ul>

	<ul style="list-style-type: none"> <li>•Engage readings/videos on Changemakers in History (60 min)</li> <li>•Paul's tips on Resume &amp; Contact Materials (10 min)</li> </ul>	posts.
<b>Thur, Feb 13</b>	<ul style="list-style-type: none"> <li>•8:30 am: Breakfast @ Cafe Mac (discuss interviews with former Fellows)</li> <li>•Engage readings on Civic Engagement and Social Capital</li> <li>•Workshopping of Resume &amp; Contact Materials (in groups).</li> <li>•Brainstorming / planning for April public event.</li> </ul> <p><u>Nuts &amp; Bolts</u></p> <ul style="list-style-type: none"> <li>•Introduce task of creating cohort page for CGF website. Assign responsibilities and set timetable.</li> <li>•CGF budget, van use.</li> <li>•Introduce assignments #7-9.</li> </ul>	<ul style="list-style-type: none"> <li>•Deadline to complete two Informal Site Visits.</li> <li>•Resume &amp; Contact Materials (bring 4 hard copies).</li> <li>•Kurth-Schai and Green, Prelude / Chapter 1</li> <li>•Robert Putnam (1995), "<a href="#">Bowling Alone: America's Declining Social Capital</a>"</li> </ul>
<b>Tues, Feb 18</b>	<ul style="list-style-type: none"> <li>•Tuesday check-ins.</li> <li>•The Pitch and the Project</li> </ul>	•Mapping the Possibilities
<b>Thur, Feb 20</b>	<p><b>Field trip to St. Paul organizations focused on immigration and refugees</b> (field trip under construction; possible site visits to GAP, Hmong American Partnership, Karen Organization of Minnesota, Immigrant Law Center, or International Institute) (Sarbjot, Yunze, Paul)</p>	
<b>Tues, Feb 25</b>	<ul style="list-style-type: none"> <li>•Tuesday check-ins &amp; field trip debriefing.</li> <li>•<b>"How to Enter a Community Organization... and How to Exit"</b></li> <li>•Engage readings on Social Entrepreneurship and (versus?) Activism</li> <li>•Share what you learned from Mock Interview</li> </ul>	<ul style="list-style-type: none"> <li>•Deadline to complete Mock Interview.</li> <li>•Smith, Andrea, "Introduction" from <i>The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex</i></li> <li>•Shuman and Fuller, "<a href="#">The Revolution Will Not Be Grant Funded</a>"</li> <li>•Kivel, Paul "Social Service or Social Change?"</li> <li>•Stall and Stoecker, "Community Organizing or Organizing Community?"</li> <li>•Optional: Rodriguez, Dylan, "The Political Logic of the Non-Profit Industrial Complex"</li> </ul>
<b>Thur, Feb 27</b>	<ul style="list-style-type: none"> <li>•8:30 am: Breakfast @ Cafe Mac</li> <li>•Engage readings on Imagining and Working</li> </ul>	<ul style="list-style-type: none"> <li>•Write-up of Interview Two Possibilities.</li> <li>•Shaw, Introduction and Chapter 1</li> </ul>

	<p>Towards Social Change.</p> <ul style="list-style-type: none"> <li>•Project updates in groups.</li> </ul> <p><u>Nuts &amp; Bolts</u></p> <ul style="list-style-type: none"> <li>•Introduce assignments #10-12.</li> </ul>	<ul style="list-style-type: none"> <li>•Alinsky (1971), “Prologue”</li> <li>•Gumbs (2008) “Freedom Seeds: Growing Abolition in Durham, NC” (pp. 145-155)</li> <li>•Alinsky (1971), “In the Beginning”</li> </ul>
<b>Tues, Mar 3</b>	<ul style="list-style-type: none"> <li>•Tuesday check-ins.</li> <li>•Engage readings on Radical Egalitarianism and Public Education.</li> <li>•10x10 Lightning Tour of Facilitation Techniques (10 teaching tools in 10 minutes; 20 minutes of Q&amp;A/discussion; Paul will share the 10 slides afterward; these can be incorporated into Negotiated Syllabus pitches)</li> <li>•Mid-semester course evaluations (shared with cohort so that your Negotiated Syllabus pitches can help us improve)</li> </ul>	<ul style="list-style-type: none"> <li>•Freire, “On The Right and the Duty to Change the World”</li> <li>•Kurth-Schai, Ruthanne, and Chuck Green (2006), Prelude / Chapter 1 (from Feb 11)</li> <li>•Kurth-Schai and Green (2006), Chapter 6</li> </ul>
<b>Thur, Mar 5</b>	<p><b>Field trip to Project for Pride in Living</b></p> <ul style="list-style-type: none"> <li>•9 arrive PPL</li> <li>•9-9:45 Meet with Don Samuels, CEO of Microgrants.</li> <li>•9:45-10:30 Meet with Paul Williams, CEO of PPL.</li> <li>•10:30-11:30 PPL Walking tour on Franklin Ave.</li> <li>•Return to campus by noon.</li> </ul>	<ul style="list-style-type: none"> <li>•<a href="#">PPL website</a></li> <li>•<a href="#">Microgrants website</a></li> <li>•Bouza 2003—Intro of Joe Selvaggio</li> <li>•Selvaggio 2009—Microgrants excerpts</li> <li>•Selvaggio 2013—Empowerment vs. Entitlements</li> <li>•Selvaggio (2015), “Redistribution of wealth?”</li> </ul>
Sun, Mar 8		<ul style="list-style-type: none"> <li>•Negotiated Syllabus Pitch posted here.</li> </ul>
<b>Tues, Mar 10</b>	<ul style="list-style-type: none"> <li>•Tuesday check-ins &amp; field trip debriefing.</li> <li>•Analyzing Work by past Chuck Green Fellows</li> <li>•April event planning time (purpose, participants, parameters, date/time, possible co-chairs)</li> </ul>	<ul style="list-style-type: none"> <li>•Nora Kassner 2012-Sample Alternative Research Paper</li> <li>•Zack Avre, “Map of the Week: <a href="#">Four-Day School Week’s Hidden Cost</a>”</li> <li>•Matt Kazinka and Jeanne Stuart 2012—LEDC (Latino Economic Development Center) Green Business Report</li> </ul>
<b>Thur, Mar 12</b>	<ul style="list-style-type: none"> <li>•8:30 am: Breakfast @ Cafe Mac</li> <li>•<b>Negotiating the Syllabus</b></li> </ul>	<ul style="list-style-type: none"> <li>•Research Paper Proposal.</li> <li>•<b>Partner organization confirmed!</b></li> </ul>
<i>SPRING BREAK</i>		
<b>Tues, Mar 24</b>	<b>Negotiated Syllabus</b> (designed by Fellows)	

	<p><u>Nuts &amp; Bolts</u></p> <ul style="list-style-type: none"> <li>•Introduce assignments #13-15.</li> <li>•Introduce task of designing Summer Contract</li> <li>•Appoint: <ul style="list-style-type: none"> <li>-April event co-chairs</li> <li>-July CGF web stories co-editors</li> <li>-July camping/celebration captains</li> <li>-September recruiting session co-organizers (must be on campus Fall 2020).</li> </ul> </li> </ul>	
<b>Thur, Mar 26</b>	<b>Field Trip #4 (to be designed by Fellows)</b>	
<b>Tues, Mar 31</b>	<b>Negotiated Syllabus</b> (designed by Fellows)	•Research Paper
<b>Thur, Apr 2</b>	•8:30 am: Breakfast @ Cafe Mac <b>Negotiated Syllabus</b> (designed by Fellows)	
<b>Tues, Apr 7</b>	<b>Negotiated Syllabus</b> (designed by Fellows)	•Project Proposal
<b>Thur, Apr 9</b>	<b>Field Trip #5 (to be designed by Fellows)</b>	•Note: Passover (Apr 9-16), Easter (Apr 12)
<b>Tues, Apr 14</b>	<b>Negotiated Syllabus</b> (designed by Fellows)	
<b>Thur, Apr 16</b>	•8:30 am: Breakfast @ Cafe Mac <b>Negotiated Syllabus</b> (designed by Fellows)	•Draft Action Plan due.
<b>Tues, Apr 21</b>	<b>Negotiated Syllabus</b> (designed by Fellows) •Workshop Draft Action Plans in groups.	
<b>Thur, Apr 23</b>	•8:30 am: Breakfast @ Cafe Mac <b>Negotiated Syllabus</b> (designed by Fellows) •Peer review of Action Plans	•Note: Ramadan begins April 24. •DUE: Peer feedback on draft action plans
<b>Tues, Apr 28</b>	<b>Negotiated Syllabus</b> (designed by Fellows)	
<b>Thur, Apr 30</b>	•8:30 am: Breakfast @ Cafe Mac <b>Negotiated Syllabus</b> (designed by Fellows) •End-of-Course Surveys •Affirmations	•Final Action Plan due.
<b>Mon, May 18, 7-9 pm</b>	•CGF Summer Projects begin! •Weekly Monday evening meeting.	•Reminder: Paul available for meetings or phone consultations. •Introduce Paul to your key collaborator or supervisor at your partner organization.
<b>Mon, May 25, 5-7 pm</b> (Memorial Day)	•Welcome back dinner. •Consider possible summer social event with	•Note: Ramadan ends on May 24 (Eid). •Set a date for Paul to visit you at your partner

	partner organizations.	organization, sometime during the first four weeks of your summer work (no later than July 12). •Site visits by Paul.
<b>Mon, Jun 1, 7-9 pm</b>	•Weekly Monday evening meeting.	•Site visits by Paul.
<b>Mon, June 8, 7-9 pm</b>	•Weekly Monday evening meeting.	•Paul concludes last of site visits.
<b>Mon, June 15, 7-9 pm</b>	•Weekly Monday evening meeting.	
<b>Mon, June 22, 7-9 pm</b>	•Weekly Monday evening meeting.	
<b>Mon, June 29, 7-9 pm</b>	•Weekly Monday evening meeting.	
<b>Mon, July 6, 7-9 pm</b>	•Weekly Monday evening meeting.	
<b>Mon, July 13, 7-9 pm</b>	•Final Monday evening meeting.	
<b>Sat, July 18 - Sun, July 19</b>	<b>Celebration and Fellowship closure</b>	
Mon, July 20	(no weekly meeting)	
Fri, July 24	•CGF Summer Projects conclude.	•Project stories completely done and fully published on CGF web site by July 24.
<b>September 2020 (date TBD)</b>	•Information and recruiting session for 2021.	

### **Descriptions of Default Assignments**

1) **Seminar Engagement.** This draft negotiated syllabus provides a hefty number of default assignments and experiences, and your completion of **most** of these is a key part of your seminar engagement. I say “most” instead of “all” because one **responsibility** you have is to **improve this negotiated syllabus or a specific assignment**. These assignments were created or modified by past cohorts of Chuck Green Fellows. **Individually** and as a **cohort**, you need to leave your mark on this framework.

2) **Changemakers in History.** Working with a partner, find a short speech/video of a

changemaker in history that inspires you. If your choice is lengthy, identify a shorter excerpt for people to review. In preparation for class, review the posted videos and speeches. In your notebook, jot down one reaction to each. Does it motivate you? Challenge you? Frustrate you? What are its implications for your work?

3) **Interview a Fellow.** Interview a [former Chuck Green Fellow](#) and write a short commentary on the interview. In your write-up, you may wish to focus on tangible advice or tips for this year's cohort, reflections on the place of the fellowship in one's personal and professional development, and what involvement in the fellowship means to you.

4) **Informal Site Visits (x2).** Building on the experience of your group's self-guided tour, you will visit at least two other organizations in different parts of the Twin Cities. This can be done with a partner. The main goal of this task is to get you to consider your project from different angles and to be thinking about it while you are off-campus. Thus, plan time to sit, reflect, and perhaps journal. Imagine yourself working in different settings. What will challenge you? What do you have to offer? Even if you are visiting an organization you will definitely not working with, it may still provide an opportunity for you to strategize about your project through what you observe in the Twin Cities environment and what you observe about yourself. You will report your visits in seminar, but don't need to turn in anything written.

5) **Resume and Contact Materials.** You have a resume already, but as your audience changes you should reconsider its aim and features. Think about your target audience and prepare a polished draft to workshop in class. Revise your resume so it sells you *as a Chuck Green Fellow*. Similarly, prepare a cover letter/email to accompany the resume and initial contact you will make with potential partner organizations, and a script or set of questions for an informational interview. In your cover letter, identify the skills and positive contributions you can bring. Bring four copies to seminar, to workshop.

Tip: People are often slow to reply via email, but then follow-up calls can feel like you're impatiently nagging them. Thus, create a space for your follow-up call by telling them in your introductory email that you plan to call ("I'll follow up with a phone call, but wanted to first introduce myself via email...").

Sample CGF Contact Materials - Rathikrishnan

Sample CGF Contact Materials - Crowder

6) **Mapping the Possibilities.** From your project area, identify at least three organizations in the Twin Cities that present potential partnerships. Collect as much information as you can about each and sketch what a partnership with each organization might entail. Describe the dimensions on which these organizations differ from each other and discuss how these differences might

influence your decision regarding with whom to partner. What can you take away from each organization? How well does it fit with your overall goals? What might it mean to work with each of these organizations? Where can you envision potential challenges and opportunities? How will your choice of an organizational partner shape your experience as a Chuck Green Fellow? Fellows are encouraged to visit these organizations in person to get a sense of the physical space, their public events, and factors that may be missed via phone/email/web.

Sample CGF Mapping the Possibilities - Cardona

7) **Mock Interview.** You will conduct a role-played interview. You decide who interviews you, but it can't be a 2020 Fellow. It could be a former Fellow, a faculty/staff member who has a bit of knowledge about the topic area that interests you. Choose based on what will help you get the most out of the role-play. You should dress for this interview the way you would for the real thing. Consider the environment in which you'll conduct this practice interview. Set a time and when you show up, the role-play begins instantly, without preamble or pre-interview discussion of what you want to get out of this. Play it out to the end, saying good-bye and physically leaving the space. Then you can re-group and talk about how it went, what you should replicate, and what you should improve.

8) **Interview Two Possibilities.** From your list of three organizations, conduct informational interviews with at least two of them. Write up the results of those meetings, paying particular attention to the costs and benefits of partnership with them.

Tip: Create space for them to ask you about CGF and your own experience. You want a dialogue, not just you asking them questions.

9) **Negotiated Syllabus Pitch / Teaching Negotiated Syllabus Lesson Plan.** Chuck Green discovered the unsurpassed capacity of college students to direct their own learning. In anticipation of post-Spring Break student-created classes and field trips, each fellow will craft a lesson plan "pitch" and post it online; everyone will review all the pitches. If you work with a partner, you should generate two pitches. In seminar, we will spend time on: 1) presentations of each pitch that are brief because everyone has already read them all; 2) selecting which pitches to implement; and 3) dividing up responsibility for fully designing and implementing the selected pitches.

10) **Partner org acquisition / communications.** To ensure that your project is indeed collaborative, you need to maintain regular communications (written and oral) with your partner organization. Keep track of these communications.

11) **Research Paper (and Proposal).** A paper that focuses on your area of social change and

civic engagement. It can be current or historical. The paper provides an opportunity to learn about the histories, successes, and failures of the communities that you will work with this summer and to thoughtfully engage these issues in the context of your project.

The principal objective of this paper is to engage your individual interests in relation to social movements, social change and civic engagement. The concept behind this assignment is to gain a foundational understanding of the field you intend to work in, to improve your communication with individuals already working in the field, and to provide you with knowledge to more effectively create change. Research will allow you to discover the roots of the movements that you feel passionately about and will permit you to analyze the successes and failures of each respective movement. With this information, you will equip yourself with the knowledge to avoid simply following what has already been done and is already being done within your area of social change. Instead, you will be empowered to propose new ideas, strategies, and projects based upon your analysis. Your paper should in some way comment on **your own position** relative to your research topic.

Your paper's citation style should conform to an established style guide **and you should identify that style guide at the top of your bibliography** (e.g., "APSA style"). All sources are acceptable for use, but your bibliography should include at least 5 scholarly sources and, ideally, the results of at least one interview with a community member with experience in your given area of social change. Number of pages? You guessed it: you decide. Or, more precisely, paper length should be determined by project needs.

**Paper Proposal:** You will submit a 2-page proposal outlining the direction in which you wish to take the paper. The purpose of the proposal is to get you thinking critically about the area of social change in which you wish to work through your summer project, to afford you the opportunity to hit the ground running in the research process, and to serve as a check-in point as well as a means for initial feedback from Paul and the cohort. Provide a description of the area of social change and civic engagement you wish to study and explain why it interests you in light of your project. Include a reflection on your learning objectives for the paper and touch on what role you hope it plays in your project development. Finally, provide a bibliography of at least five sources.

Sample CGF *Alternative* Research Paper - Kassner (i.e., this sample does *not* conform to the above assignment; instead, the author took the assignment in a different direction)

12) **Project Proposal.** This is a short document that sketches out the likely project you will pursue in collaboration with your partner org. In particular, it should briefly address three things: what you will do, why you think it's worth doing, and how you will go about achieving this goal. Partner org sign-off is essential.

13) **Presentation of Projects and Client Partners to the Larger Community.** In the past this

has often been done through a reception in April, but we can approach this important objective through either a reception, a poster session, or some creative alternative. The key ingredients are: 1) public presentation of the project proposals; and 2) a chance to bring community partners together to get a sense of how “their” Chuck Green Fellow’s work fits into the larger Fellowship program.

14) **Action Plan.** This paper is the major planning document for your summer civic engagement project. Review the Action Plans of past Fellows to get a sense of the variety of elements that may be appropriate to include for your particular project.

Sample CGF Action Plan - Ahrens

Sample CGF Action Plan - Kassner

Sample CGF Action Plan - Mohammed

Sample CGF Action Plan - Stuart

15) **Web Site Story About your Project.** Write a 150-200 word story about your project for the CGF web site. Reading these published reports, a prospective applicant should feel excited, motivated, and informed about the daily experience of a Chuck Green Fellow. It should give a brief, readable glimpse into your experience that captures a specific moment rather than providing a broad summary that may fail to reveal the depth of your experience. A reader might read one or two such summaries, but would get bored reading several. To get started, try responding to one of these prompts: 1) What was your greatest success in your project?; 2) What does an average day at your organization look like?; 3) What moment of the spring seminar motivated your choice of a final project?; 4) What moment of the spring seminar changed the way you think about working in the community? You might also link to a document or video that you created as a part of your project that you’re proud of, or anything else that you think would be readable and enjoyable.