

The Provost Scholars Program

The Advocacy Institute

Overview

Advocacy Workshops (virtual/synchronous & asynchronous) 1:00 – 2:00 pm (M/W/F)

Programming is based on Provost Scholar-identified concerns during the 2018-2020 academic years and integrating the five Collaborative for Academic, Social, and Emotional Learning [CASEL](#) Social Emotional Learning (SEL) core competencies: self-awareness; self-management; social awareness; relationship skills; and responsible decision-making. Through developing their own ideas to create and/or support community initiatives, SLI participants can promote positive outcomes for themselves and their peers.

The Provost Scholars have identified three main areas to focus their efforts:

- **Civic Engagement (CE)** (learning how to connect and network with local to global institutions, voting, census)
- **Social-Emotional Intelligence Development (EQ)** (self-regulation, civility, mindfulness, empathy, delayed gratification)
- **Developing Scholarship (DS)** (improving the intellectual self and collaborating with others in an effort to have a positive impact on the community)

The Advocacy component of the SLI encourages participants to explore, research, and implement solutions to problems they have identified through the course of the University Intensive Seminars and the Advocacy Workshops from previous years. Each week has a theme based on the scientific process for problem-solving: **Week 1 – Identification of a Problem/Hypothesis; Week 2 – Researching Background and Significance; Week 3 – Understanding Methodology; Week 4 – Summary of Findings and Future Steps.** At the end of the four-week summer program, the Scholars will present their findings to their peers, faculty, administrators, mentors, families, friends, and community stakeholders during a Capstone Presentation (August 7 @ 1:00pm) as a Zoom Webinar.

The Capstone

Each participant in the SLI will be part of a small group presenting a community advocacy idea or concept that they have determined worthy of further examination and research. The Webinar offers the Scholar an opportunity to share their findings and suggestions for future steps by orally presenting a poster, website, or slideshow.

Workshops

There are 11 sessions that make up the series of workshops designed to prepare Scholars for the capstone presentation. Some preparation outside of meeting time may be required. The format of the workshop is based on in-depth and critical discussion and is intended to be a process of thought exploration and building a critical framework.

Session 1: Monday, July 13, 2020

Introduction to the Advocacy Institute and Planning

Purpose:

This workshop is designed to give the Scholars an overview of the three main areas of focus: Civic Engagement (CE); Social-Emotional Intelligence Development (EQ); and Developing Scholarship (DS); and discuss formats for portfolio contents and final projects. We will also discuss potential partnerships, create plans for future implementation, and consider how these projects should be developed so that they can provide lasting, sustainable results. The Scholars will be introduced to the core text, *The Fire Next Time* by James Baldwin. The end of the session, the Scholars will be charged with mapping out their academic work for the week.

Workshop Facilitators: Dr. Gary, Eva Barrett & Kate Klonowski

Time: 1:00 – 2:00 PM

Location: Zoom Meeting Room

Supplemental Materials: N/A

Learning Objectives:

1. Identify the three areas of focus and the four weekly themes
2. Create a feasible method for scheduling out at least five hours of independent academic work time

Progression:

1. Introductions (faculty)/check-in and discussion of the Syllabus (Q&A) – 25 min.
2. First journal entry (and testing the classroom setup) – 10 min.
3. Troubleshooting any potential tech/schedule concerns – 10 min.
4. Academic time mapping for the week – 10 min.
5. Prepare for first ACT Prep course on Tuesday (7/14) @ 10:00 AM – 5 min.

Discussion Questions:

1. What do you hope to learn from the Advocacy Workshops?
2. What areas do you feel you need the most support in academically?
3. Who was James Baldwin? Why do you suppose his work was chosen to be integrated with the SLI?

Portfolio Product: Journal Entry #1 – Exploring a Hypothesis: What is a Source of Community Distress?

Session 2: Wednesday, July 15, 2020

Finding Your Voice (CE)

Purpose:

The Provost Scholars will learn expression techniques based on Twelve Literary Arts' core programming that inspires, promotes, and supports youth and adult writers in the development of their literary crafts and form relationships within and across age groups with an emphasis on intergenerational interaction and learning. We will read, discuss, and write about "My Dungeon Shook," from *The Fire Next Time* by James Baldwin.

Workshop Facilitators: Eva Barrett and Kate Klonowski

Time: 1:00 – 2:00 PM

Location: Zoom Meeting Room

Supplemental Materials: Copy of "My Dungeon Shook" from *The Fire Next Time* (provided)

Learning Objectives:

1. Learn the skill of mindfully honoring ourselves and others (free write and check-in question)
2. Introduce the work of a foundational voice in American social commentary and Black literature; Encourage the scholars to think about how they would write about their own communities

Progression:

1. Free Write Question - 5 min.
2. Community Candle, welcome, and check-in question – 5 min.
3. Read aloud "My Dungeon Shook" – 15 min.
4. Seminar discussion – 25 min.
5. Journal response – 10 min. (At the two-minute mark of the end of class we will open the floor to those who might like to continue writing. We will invite them to email it to us by 3:00pm the same afternoon)

Discussion Questions:

1. Who is Baldwin writing? Why?
2. In what year is he writing?
3. How did this letter make you feel? What did it make you think of?
4. What would you say to a young person in your life if you wrote them a letter? Who would you write it to?

Portfolio Product: Journal Entry #2: Response to "My Dungeon Shook"

Session 3: Friday, July 17, 2020

What Does Community Leadership Look Like? (CE)

Purpose:

Provost Scholars will learn about the different organizations that provide a variety of services in the Cleveland Area and particularly those with a vested interest in the East Cleveland community. Guest speakers Travelle Harp and Robert Barnes from NOAH.

Workshop Facilitators: Kate Klonowski, Travelle Harp & Robert Barnes

Time: 1:00 – 2:00 PM

Location: Zoom Meeting Room - <https://cwru.zoom.us/my/provostscholars>

Supplemental Materials: N/A

Learning Objectives:

1. Name at least two organizations in NEO committed to helping communities
2. Determine three ways in which you could be a community leader

Progression:

1. Free Write Question - 5 min.
2. Guest speaker presentation – 35 min.
3. Q & A and Discussion – 10 min.
4. Journal response – 10 min. (At the two-minute mark of the end of class we will open the floor to those who might like to continue writing. We will invite them to email it by 3:00pm the same afternoon)

Discussion Questions:

1. What are some ways NOAH is supporting the community of East Cleveland?
2. What does it take to build leadership skills?
3. What are the hallmarks of a healthy community leadership structure?
4. What can non-voters do to be civically involved in community?

Portfolio Product: Journal Entry #3: What does community leadership look like?

Session 4: Monday, July 20, 2020

Researching Ourselves and Our Relationships (EQ)

Purpose:

Today is an examination of what we bring to the table and how an understanding of who we are is crucial to that understanding. The Provost Scholars will participate in a self-assessment activity to help reveal how each of us tends to behave as an individual and in groups, and reflect on the results. We will also continue our exploration of James Baldwin's writing and how his understanding of self played into his work.

Workshop Facilitators: Eva Barrett and Kate Klonowski

Time: 1:00 – 2:00 PM

Location: Zoom Meeting Room

Supplemental Materials: Copy of "Down at the Cross: Letter from a Region in My Mind" from *The Fire Next Time* pp. 11-29 (provided)

Learning Objectives:

1. Draw the scholars to analyze how Baldwin frames his life story within his argument about race in America.
2. Identify one or two existing community issues that are challenging or controversial and explore the personal feelings and responses around them.

Progression:

1. Free Write Question - 5 min.
2. Community Candle, welcome, and check-in question – 5 min.
3. Brief Lecture: Elements of "The Block," a basic breakdown of *habitus*, *ideology*, and *cultural hegemony* – 15 min.
4. Discuss Baldwin pp. 11-29 – 25 min.
5. Journal response – <https://www.16personalities.com/free-personality-test>

Discussion Questions:

1. What words, phrases, or sections jump out at you? Did any sections make you pause and reflect?
2. Are there any words that are unfamiliar to you? What parts of the text are difficult to understand?
3. What are the elements that make up Baldwin's neighborhood? What elements appear to make up Baldwin's identity?

Portfolio Product: Journal Entry #4 – Who do you think you are?

Session 5: Wednesday, July 22, 2020

Researching Our Understanding of Institutions (DS)

Purpose:

Within the context of Baldwin's writing, the Provost Scholars will consider what types of research techniques support the understanding of how institutions work, and how they present benefits and challenges to individuals and groups of people. Exploring the roots of bias and oppression is a key element of institutional established practice.

Workshop Facilitators: Eva Barrett and Kate Klonowski

Time: 1:00 – 2:00 PM

Location: Zoom Meeting Room

Supplemental Materials: Copy of "Down at the Cross: Letter from a Region in My Mind" from *The Fire Next Time* pp. 29-47 (provided)

Learning Objectives:

1. Challenge the scholars to identify three institutions of American society that are affected/infected by racism
2. Consider at least two ways in which these institutions could be analyzed

Progression:

1. Free Write Question - 5 min.
2. Community Candle, welcome, and check-in question – 5 min.
3. Discuss Baldwin pp. 29-47 – 30 min.
4. Brief lecture on qualitative research methods and lines of inquiry – 10 min.
5. Journal response – 10 min.

Discussion Questions:

1. What words, phrases, or sections jump out at you? Did any sections make you pause and reflect?
2. Are there any words that are unfamiliar to you? What parts of the text are difficult to understand?

Portfolio Product: Journal Entry #5 – How do I find out about what I don't know or understand?

Session 6: Friday, July 24, 2020

Street Scholarship (CE/EQ/DS)

Purpose:

An examination of how the elements of civic-mindedness, emotional intelligence, and building a scholarly attitude about the world are pulled together through the power of thought and language. Developing as a scholar means understanding its responsibilities. This special performance/discussion workshop harkens to the essence of

Workshop Facilitators: Mary Barrett & Kate Klonowski

Time: 1:00 – 2:00 PM

Location: Zoom Meeting Room

Supplemental Materials: TBD

Learning Objectives:

1. Introduce the Provost Scholars to the meaning of being a “Street Scholar;” The scholars will gain a keener awareness of their being experts in their own experience
2. The Scholars will reflect on how their knowledge as “Street Scholars” and as Provost Scholars can be used to identify, analyze, and deconstruct systems of oppression.

Progression:

1. Free Write Question - 5 min.
2. Community Candle, welcome, and check-in question – 5 min.
3. Performance: Mary Barrett – *Neo Negros* – 5 min.
4. Q&A/Discussion – 30 min.
5. Journal reflection/Share out – 15 min.

Discussion Questions: TBD

Portfolio Product: Capstone Project Proposal Brainstorm

Session 7: Monday, July 27, 2020

Contextualizing Topics in Social/Emotional Learning (EQ)

Purpose:

The Provost Scholars will explore their respective topics by creating a research project and line of questioning that takes into account elements of SEL that they wish to address in their capstone projects. Provost Scholars will also revisit their journal entries and discussion notes regarding “The Block,” and the scaffolding of their communities.

Workshop Facilitators: Eva Barrett and Kate Klonowski

Time: 1:00 – 2:00 PM

Location: Zoom Meeting Room

Supplemental Materials: Copy of “Down at the Cross: Letter from a Region in My Mind” from *The Fire Next Time* pp. 47-82 (provided) & *I Am Not Your Negro* (film & script)

Learning Objectives:

1. Scholars will analyze how intersectionality plays out in James Baldwin’s *The Fire Next Time*, as well as in their own lives.
2. Based on their analyses, scholars will develop as a group their own definition of intersectionality as a framework for solving issues in their own communities.

Progression:

1. Free Write Question - 5 min.
2. Community Candle, welcome, and check-in question – 5 min.
3. Review: Elements of “The Block,” a basic breakdown of *habitus*, *ideology*, and *cultural hegemony* – 10 min.
4. Group Discussion – Baldwin and Defining Intersectionality – 20 min.
5. Small Group Work – Elements of SEL in capstone – 10 min.
6. Journal response – 10 min.

Discussion Questions:

1. What words, phrases, or sections jump out at you? Did any sections make you pause and reflect?
2. Are there any words that are unfamiliar to you? What parts of the text are difficult to understand?

Portfolio Product: Journal Entry #6 – What is the role of SEL in addressing my capstone project?

Session 8: Wednesday, July 29, 2020

Contextualizing Topics in Personal Scholarship & Personal Responsibility (DS)

Purpose:

The Provost Scholars will explore their respective topics by creating a research project and line of questioning that takes into account educational concerns they wish to address in their capstone projects.

Workshop Facilitators: Eva Barrett and Kate Klonowski

Time: 1:00 – 2:00 PM

Location: Zoom Meeting Room

Supplemental Materials: Copy of “Down at the Cross: Letter from a Region in My Mind” from *The Fire Next Time* pp. 82-113 (provided)

Learning Objectives:

1. Scholars will synthesize what they’ve learned through the text, the film, and through class discussions into their core values as scholars and change agents in their communities.
2. Based on their analyses, scholars will develop as a group their own definition of intersectionality as a framework for solving issues in their own communities.

Progression:

1. Free Write Question - 5 min.
2. Community Candle, welcome, and check-in question – 5 min.
3. Discussion: Baldwin & Intersectionality (part 2) – 20 min.
4. Small Group Work: Elements of education in capstone presentation – 10 min.
5. Journal response – Elements of education in capstone – 10 min.

Discussion Questions:

1. What words, phrases, or sections jump out at you? Did any sections make you pause and reflect?
2. Are there any words that are unfamiliar to you? What parts of the text are difficult to understand?

Portfolio Product: Journal Entry #7 – What is the role of education in addressing my capstone project?

Session 9: Friday, July 31, 2020

Developing Project Topics (CE/DS/EQ)

Purpose:

The Provost Scholars will learn about the components of an effective advocacy project proposal and begin to create their own in the form of what will eventually be the Capstone Webinar. This workshop features guest speaker Lisa Kollins from the Schubert Center at CWRU and the Executive Director of the Superhero Project.

Workshop Facilitators: Lisa Kollins & Kate Klonowski

Time: 1:00 – 2:00 PM

Location: Zoom Meeting Room

Supplemental Materials: N/A

Learning Objectives:

1. Create and finalize at least two solid lines of questioning for the capstone
2. Determine the product which will be presented (webpage, slides, or poster)

Progression:

1. Mini Lesson: Planning a Proposal – 15 min.
2. Small Group Work: Brainstorm in small groups – 10 min.
3. Large group discussion and

Discussion Questions:

1. What makes this project important and relevant?
2. Why is this project important for this time and place?
3. Why does this project proposal need to come from you (rather than someone else)?

Portfolio Product: Capstone Presentation First Draft

Between July 27th and August 7th:

Bridging the Gap Between Personal Experience and our Academic Work

Portfolio Product:

1. Watch/read *I Am Not Your Negro*
2. Consider the following questions and write a **one-page reflection** on at least one:
 - Discuss the nature of Rael Peck's process of pulling together *I Am Not Your Negro*, considering what all he had to pull together through James Baldwin's *Remember This House*.
 - In the same way that Peck had to discern a beginning, middle, and end, how must we as Provost Scholars discern the beginning, middle, and end of our projects?
 - Peck manages to connect the struggles of black people during the Civil Rights Movement to that of black people today by way of Baldwin's notes and an array of photos and video clips. How does this compare to your own project process?
 - How, when facing the problems in our communities today, do we remember that we are always connected to those who first laid the groundwork, as Baldwin and Peck demonstrate in their work?

Session 10: Monday, August 3, 2020

Developing Goals and Solutions for Academic Excellence (DS) and Social/Emotional Learning (EQ)

The Provost Scholars will workshop together using content gleaned from their respective projects in education (building off of the rough draft with SEL discussion points) to create final discussion points for the Capstone Webinar.

Portfolio Product: Capstone Presentation Second Draft

Session 11: Wednesday, August 5, 2020

Webinar Practice

The Provost Scholars will conduct a practice webinar with the SLI faculty and make final modifications to presentations.

Portfolio Product: Capstone Presentation Final Draft (final approval of project and capstone presentation)

Session 12: Friday, August 7, 2020

Capstone Presentations

The Provost Scholars will virtually meet with family, friends, peers, educators, and community stakeholders to **share their capstone projects** via Zoom webinar. The discussion will extend into action steps that the Provost Scholars could implement and evaluate in the future.