

## **COLLECTIVE AIMS**

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- Promoting healthy and balanced ways of knowing, being and doing. Reflecting on structural inequalities in or around learning environments, and their consequences for collective engagement, coping, and interpersonal relations.
- Learning about how collectives are formed, how they organise, and the deep questions that arise in the process. Experiencing or learning about the process of contributing to an organization, network, or group of individuals dedicated to community, social justice, or other similar activity. Following a “start in my own backyard” approach or one of allyship.
- Learning in (and about) ways that are experience-based, empowering, inclusive, and socially and personally transformative. Reflecting on learning experiences in the past, present and future.

## **PERSONALISED AIMS**

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In choosing and planning individual and/or collective work in the course, consider which of the following skill sets – or others – would be ideal to pursue:

- Literature review, document analysis, question development, secondary research, publication-level writing, and presenting or discussing information.
- Navigating coping tools in community organising (like self-care, counselling, goal-setting, referral systems, network-building, etc.).
- Public communication / journalistic / information technology to communicate concerns and issues.
- Teamwork and interpersonal communication, particularly in contexts and/or situations of broader structural violence (i.e. inequality).
- Advocacy and strategic planning for campaigns or collective action in community organising and social movements.

## **WAYS OF LEARNING**

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*Open discussion or group work* – participation is encouraged and not graded; this may include in-person activities, such as: <https://toolbox.hyperisland.com/>

*Student presentations* – sharing work with the class individually or in partners or groups; this could be in the form of a skit, video, song, activity, spoken word, etc.; it may or may not include

in-person activities, or digital tools, i.e. photographs, text, video, audio, and/or diagrams that tell a story or depict a concept

*Guest speakers* – authors, academics and others directly involved in the topics and contexts under discussion

*Collaborative Indigenous Learning Bundles* – more information on these can be found here: <https://carleton.ca/edc/carleton-university-collaborative-indigenous-learning-bundles-cucilb/>

*Open educational resources* – from the Community Mobilization in Crisis project, <http://cmic-mobilize.org/materials/english-modules/>

*Journal* – to help write the short reflection piece over ten weeks, keep a journal on your hopes, fears, aspirations, why you joined the course, what you learned (and taught others), how you transformed (and others), what the readings meant to you, and ideas for the future. The journal is yours alone and is not submitted or graded.