"How Do We Make that Change?" Analysis of Transformative Dialogue in a Community Initiative

Tanya A. Brown

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“HOW DO WE MAKE THAT CHANGE?”
ANALYSIS OF TRANSFORMATIVE DIALOGUE IN A COMMUNITY INITIATIVE

A Dissertation
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In Partial Fulfillment of the Requirements for the Degree of
Doctor of Philosophy in Clinical Psychology

By

Tanya A. Brown

September 2008
“HOW DO WE MAKE THAT CHANGE?”

ANALYSIS OF TRANSFORMATIVE DIALOGUE IN A COMMUNITY INITIATIVE

By

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ABSTRACT

“How do we make that change?”

Analysis of Transformative Dialogue in a Community Initiative

By

Tanya A. Brown

September 2008

Dissertation Supervised by Martin J. Packer

The purpose of this dissertation is to explore the processes through which people are transformed in their encounters with one another and consequently moved to engage in civic action. Proponents within critical pedagogy have underscored the significance of dialogue for motivating hope, agency, and civic engagement. The importance of conceptualizing dialogue as transformative has been underscored in light of research and theories within community psychology, which have both argued for the significance of civic engagement for social change, and documented its decline in recent years. Despite this, review of literature addressing transformative learning and civic engagement point to the absence of detailed accountings of how communities are transformed through their interactions with one another.

In order to articulate transformative processes toward civic engagement within a community setting, this author conducted a detailed analysis of group interactions from a selection of participants from the community initiative, Meetings for Civic Change (MCC). Using an interpretive research methodology informed by Hegel’s (1977) theory
of human transformation and De Rivera’s (1977) theory of the intersubjectivity of emotions, the author showed that MCC participants were transformed in their relationship to the interminable difference of other people. Facing this difference, participants explored what they did not know about themselves. This process moved participants to consider different ways of relating to other people in their community. Based on her analysis, she argues that dialogue may be studied as an intersubjective phenomenon. The research methodology allows for articulation of how people are transformed in their relationships with one each other. She encourages a more nuanced approach to community practices aimed at transformative action, and offers suggestions for a more engaged praxis.
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My parents Balfour and Evelyn Brown have inspired this dissertation project. They were the first to show me the power of community to engage and transform a citizenry. Thank you for teaching me how community may be a site not only for political action, but also a place where people meet to critically reflect on the meaning of their everyday hardships and find solace in the company of neighbors.

Many thanks to Morten Haugaard and Trudy Gardner for their unyielding love, support, and editorial advisement even in my most stressful hours. Special thanks to my communities of friends in Pittsburgh, Boston, and Toronto; they have served as continued inspiration and motivation throughout this project. They too have taught me how to grow in the company of others.

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INTRODUCTION

“Human beings are discourse. That flowing moves through you whether you say anything or not. Everything that happens is filled with pleasure and warmth because of the delight of the discourse that is always going on.”

~ Rumi, Discourse 53

Transformation occurs in one’s relationship to another person. It is powerful as it reinforces the significance of human relationship in shaping human subjectivity. Central to my dissertation topic is the power of dialogue to change people. Dialogue, as an encounter between people, is one way people are transformed. The kind of change I wish to articulate is located in community settings, where people meet across differences, learn from one another, and engage civically.

If one considers the debate over the character of learning over recent decades, it has become clear that learning cannot be adequately understood simply as the acquisition of knowledge, nor as the construction of knowledge, or even as the social construction of knowledge. Learning is transformation in a person’s relationship to knowledge and subsequently herself. Learning involves a process of becoming; a person is changed in her educative encounters with others as she meets new ways of perceiving and relating to the world (Hall, 1997).

We may situate theories on this understanding of learning in the disciplinary area of critical pedagogy, where a transformative learning process is considered crucial for addressing issues such as power inequalities and civic engagement. In fact, it has been argued that without this form of education both inside and outside the classroom, hope for a more engaged citizenry diminishes, and people are left victims of social ills without being empowered to address them (Freire, 1970; Glass 2001; hooks, 1990, 2003). Freire
reminds us that learning is dialogue. He claims that dialogue is an existential necessity, as it is the only mode by which human life can only hold meaning. He writes, “Dialogue is the encounter between men, mediated by the world, in order to name the world” (p.77). Dialogue, then, is not any conversation; it is a humanizing encounter that includes both action and reflection, and results in the transformation of those involved.

The importance of conceptualizing learning as a transformative process is even clearer when we consider the research and theories within community psychology, which have both argued for the significance of civic engagement for social change, and documented its decline in recent years. Putnam’s (2000) indication that since the 1960s Americans “join less, trust less, give less, vote less, and schmooze less” verifies the gravity of this issue. It has been argued that the disintegration of a sense of connection between individual citizens and social organizations results from the loss of public spaces where people can learn, can challenge assumptions and explore meanings with one another (Putnam, 2000; Schwartz, 1997; Selvin, 2000; McMillan & Chavis, 1986).

In response to the decline in civic engagement, proponents within in community psychology have recently begun to encourage responsive and empowering practices in studies of social and community issues. In particular, research and evaluations of community initiatives are beginning to focus less narrowly on the efficacy of the implementation of a given program’s interventions, and are identifying indicators of community engagement, collaboration, and/or development. Although existing studies in the field have aimed to have an ameliorative impact in communities, community psychologists, such as Prilleltensky & Nelson (1997) and Weinstein (2006) show that these studies do not offer enough critical analysis of the relationships between a
community program and its participants. Such an analysis would question important aspects of a community program’s implementation: the theoretical and pedagogical assumptions embedded in its mission and goals; how the targeted community receives its praxis; whether its interventions address community concerns, and if so, how?

My dissertation research focuses on a community initiative, which was targeted toward fostering heightened civic engagement in local issues. The initiative, Meetings for Civic Change (MCC), is located in a mid-sized city in the mid-Atlantic United States, where years of political fragmentation have perpetuated social inequality and segregated communities, and failed to confront economic decline, environmental problems, and poor health. These problems, endemic to this city, are representative of the oppression and marginalization that continue to plague North America, eroding efforts at community development and renewal.

I participated in the community project and was personally affected by the movements of the group process. Indeed, I came to this project troubled by questions about the movements of transformative change – how can this happen in a community space? As a woman of color and first-generation citizen, I learned early on that acknowledging difference and struggling with the power inequalities rampant in our society is necessary for my own health and any study of human transformation. As a student of clinical psychology and psychotherapist, I discovered that people learn about themselves through meeting with another. The therapy room has been a space for people to explore different feelings, find hope and agency. Signing up for MCC I hoped to find evidence of these smaller scale verities in communities, where people may mutually learn

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1 All identifies, including the program name and its geographical location, have been changed to protect participant confidentiality.
and be emotionally impacted by one another. I later became a member of the evaluation team contracted to investigate the impact of the program on its participants. Precisely because I pay attention to human interaction in this study – how I was concurrently impacted by and impacting others over the course of my involvement in the program ripples reflexively throughout this paper. My multiple positions as researcher, program participant, evaluator, and idealist will flow through as I interweave my story of change through the chapters.

Therefore, the objective of my dissertation is to articulate the transformative processes that moved MCC participants to increased civic engagement. My exploration of the participants’ interactions is intended to open up the dynamics involved in a transformative learning process. My analysis focused on how participants worked together and the emotional transformations of their process in order to articulate how accountability, hope, and agency are fostered in a community. One over-arching question guided the study: what are the transformative movements of Meetings for Civic Change (MCC) program participants’ interactions? I asked the following sub-questions: (1) What did the transformative process look like? and, (2) What were the key movements of this process? I selected these research questions following my review of literature addressing transformative learning and civic engagement, and my review of the findings from the program evaluation of MCC. Both reviews pointed to the absence of detailed accountings of how communities in general, and the MCC program participants, in particular, were changed through their interactions with one another. I selected a research methodology that informed how I may define and articulate transformations over the course of the MCC program processes.
I provide an outline of the dissertation and literature review in chapter 1. In chapter 2, I elucidate my research methodology. I discuss how theories of human transformation and the intersubjectivity of emotions inform my research procedures and address my research questions. In chapter 3, I review the findings from the program evaluation of MCC to show that an analysis of the participants’ transformative process would illustrate how participants were moved toward increased civic engagement. Then, I summarize the procedures for the current study. The analysis was organized according to the research sub-questions, moving from narrative summaries of what the transformative process looked like for MCC participants, to identifying key movements of the program processes. In chapter 4, I discuss my analysis of MCC participant interactions. I show that participants were transformed in their encounters with other participants and explorations of social issues. In chapter 5, I underscore the significance of studying dialogue and articulating transformative processes in community psychology research and practice.
CHAPTER 1: BACKGROUND TO THE STUDY

Civic change requires interaction. People relate with others, learn, are affected emotionally, and respond because of the interaction. Civic change is a public process; people make issues in their broader community a preoccupation and in so doing, witness and take part in their public membership. The kind of interaction that I take particular interest is dialogue. It is a critical dimension of civic encounters as it is a propelling force for the movements leading up to engagement with other people and civic change. But, what do we know about the movements about this kind of interaction? How does it galvanize us to engage civically?

There is an exhaustive range of work spanning personal, educational, economic, political, social, and cultural levels of analysis on the impact of civic engagement (Bennett, 1999; Brydon-Miller & Tolman, 1997; Costa & Kahn, 2003; Slocum, Wichart, Rochleau, & Thomas-Slayter, 1995; Tolbert, Lyson, & Irwin, 1998). Contributions from critical pedagogy and domains within psychology speak to various aspects of this process: what it means to be transformed through interactions with others; how individuals behave in groups where issues of difference and social justice are prominent; how these kinds of interaction affect us emotionally; and the kinds of change that we can expect to see as a result. (Brown 2000; Cronick, 2002; Darder, Baltodano, & Torres, 2003; Giroux 2003; Hosking & Morley, 2004; Nagda, 2006; Nelson & Prilleltensky, 2005; Schweder, 1991). Although there is acknowledgment within these domains that this kind of interaction takes place at both an individual and global level (Erikson, 2004), there is a paucity of work addressing the processes of civic change in psychology. These
contributions, though illuminating, only provide a topography of the varied movements that take place within transformative encounters.

My dissertation aims to address recent trends in community psychology research and practice that seek to more effectively articulate transformative praxis in community settings. Contributions from theorists studying critical pedagogy underscore the significance of using dialogue to engage people in the praxis of challenging the existing social situation that is rife with disparities. Essential in critical pedagogical praxis is an accounting of the social situation, particularly the ways in which people are marginalized and unrecognized. Through identifying characteristics of transformative encounters, intergroup relations researchers identified important features of group processes working through cultural, racial, and social differences toward increased civic engagement and social action. The nuances of the transformative processes remains to be articulated, however. In attempting to situate the study of transformative group processes in psychology, I turned to community psychology, a field with the mission of understanding people in context, in an effort to challenge social issues unique to community settings. Despite the aims of the field, research and praxis exploring transformative movements in civic spaces is only in its nascent stages.

In response to fissures within the literature, I had one over-arching research question guiding this dissertation study: What are the transformative movements of Meetings for Civic Change (MCC) program participants’ interactions? I asked the following sub-questions: (1) What did the transformative process look like? (2) What were the key movements of this process?
In chapter 2, *Methodology*, I outline a methodology that more intimately captures the complexity of interactions within a community-based setting. I used an interpretive research method that is informed by theories of human transformation and the intersubjectivity of emotions. These theories revealed the intersubjectivity inherent in dialogue, and as a result, guided my analysis of how participants were changed through their interactions in the program. The methodology was guided by two theories: Hegel’s (1977) master/slave dialectic and De Rivera’s (1977) theory of emotional experience as intersubjective.

According to Hegel (1977), transformation involves change in a person’s subjectivity, which emerges through relationship with the Other. The Other refers to that which we distinguish as different than us. This includes other people, the environment, and parts of ourselves. De Rivera’s (1977) argument that emotions are intersubjective provided a method for identifying the movements of the MCC groups’ transformative process. Transformative movements referred to distinct processes of transformation over the course of a person’s relationship to the Other.

In chapter 3, *MCC Background and Procedures*, I summarize key findings from the program evaluation of MCC, which evidence the transformative impact the program made in moving the participants to greater civic engagement. In doing so, I also show how further analysis of the program processes may illustrate how the participants were moved to increased civic engagement. Then, I outline the procedures for this study. I reviewed the program evaluation findings to identify two groups with a significant proportion of the participants who reported that the program significantly impacted their resolve to engage civically. The analysis of program interactions was informed by the
guiding theories. I analyzed participant interaction by first creating narrative summaries of two MCC group processes to illustrate what the transformative process looked like. Next, I identified key transformative movements of the participants’ process. Last, I used these analyses to provide a general summary of the transformative movements of the MCC program process.

Next, in chapter 4, *Analysis*, I show that transformation is an intersubjective process. Transformation toward increased civic engagement required facing the Other. Facing the Other meant moving toward the difference of another person, and subsequently, the difference within the self. Through relationship to the Other, participants moved toward increased hope about the meaningfulness of civic action and became increasingly motivated to engage civically.

In chapter 5, *Discussion*, I argue that my analysis illustrates how we may study dialogue as an intersubjective phenomenon, and how study of interaction illuminates the transformative movements of a community process. Although not explicitly addressed by my research questions, embedded within this study includes discussion of the following: how a diverse group of people engage in a critical praxis – where people have to grapple with their privileges, and/or positions of marginality with others; the challenges of working in solidarity in diverse groups; and the emotional movements people experience in facing the Other. I explore these issues as well as possible contributions to the field of community psychology in the final chapter.

In this chapter, I provide an overview of research and theory of transformative learning and models of group interaction that lead to transformations in the way people think about social issues and participate civically. In particular, I review contributions
from critical pedagogy, which are most notable for articulating a transformative praxis. I argue that expanding notions of dialogue may more appropriately capture the intersubjectivity of group processes as well as illustrate the transformative movements that a critical praxis may take. I question how these contributions may best inform study of diverse groups processes, like MCC, where participants represent varied social positions. Building on questions of diverse group processes, I review intergroup relations research to examine models of diverse group interaction. While there is an abundance of literature pointing to the successes of intergroup dialogue and indicators of critical factors that lead to transformative change, intergroup relations researchers argue that the transformative processes within group interaction beg to be articulated. Last, I turn to community psychology, a field focused on studying the individual in relationship to the community context, to further explore the study of transformative processes. I show that the field is only the nascent stages of articulating how people are transformed toward increased civic action in their communities.

**Transformative learning & group interaction: theory and research**

Critical pedagogy is often equated with any kind of educational process that aims to transform the social situation. It emanates from a long history of critical discourses around social action (Darder, Baltodano, & Torres, 2003). Theorists from disciplines spanning the human sciences and education have cited oppressive practices as major undercurrents for poor education and continued marginalization in both developing and industrialized nations (Apple, 2003; Freire, 1993; Giroux 1993, 2003; hooks, 1990, 1994, 1995, 2003; Pilger, 2002; Potter, 2000; Prileltensky & Nelson, 1997; Prilleltensky, 2003;
Weiner, 2003). It has been argued that so long as the subjectivity of one group is subjugated and denied, everyone lives in a dehumanized situation (Freire, 1993). Critical pedagogy, then, serves as a means for people to articulate and eventually challenge oppression, working toward greater humanization for all.

Cultural studies has emerged as an interdisciplinary space within the academy, which concurrently displaces ethnocentric epistemologies and rallies divergent social, cultural and theoretical perspectives (Giroux, 1993, 2003). Key thinkers within cultural studies regard it as a space distinctly for critical pedagogy, and encourage engaged, critical discourse as the means toward transformative social change (hooks, 1990, 2003; Giroux, 1993). Critical theorists, like Giroux (1993), have argued for a critical pedagogy, which challenges the means to knowledge, displacing archaic disciplinary lines for a more politically sensitive and engaged educational system.

Critical discourses are sensitive to how ongoing oppressive and colonizing practices delimit citizens’ access to structures of knowledge and power (Fanon, 1967; Giroux 1993, 2003; Hall, 1996). Central to this work is addressing the dehumanization rampant in contemporary society. Theorists work dialectically to expose such practices and consider new modes of learning and means of challenging systemic ills. Without this kind of work, proponents within cultural studies warn that we risk losing our sense of civic agency, and ultimately, our hope for alternative modes of interaction (hooks, 2003; McLaren, & Leonard, 1993). hooks (2003) reminds, “When we only name the problem, when we state complaint without a constructive focus on resolution, we take away hope. In this way critique can become merely an expression of profound cynicism, which then works to sustain dominator culture” (p. xiv).
Friere's (1993) *Pedagogy of the Oppressed* highlights the dehumanizing social contexts in which we exist and offers a humanizing praxis to challenge it. Freire argues that it is the vocation of the oppressed to struggle toward humanization for everyone. Humanizing action acknowledges human subjectivity, and in doing so opens up a more creative relationship with the world. Freire advocates a humanizing pedagogy to revolutionize the dehumanized state in which the oppressed are positioned. His pedagogy includes a praxis founded on dialogue and solidarity.

According to Freire (1993), the oppressed learn to critically reflect on their position in relationship to the world and their oppressors. Praxis presupposes an understanding of reflection and action as interdependent moments. He explains that reflection involves the explaining of one’s own action with careful attention to its implications for both oneself and others. Over the course of revolutionary involvement, praxis becomes the “new raison d’etre of the oppressed” (p. 66). For praxis, dialogue is necessary to build trust and make apparent the oppressive conditions in which the oppressed find themselves. Through dialogue they develop solidarity with their comrades, and reflect upon their present actions in society. Freire defines dialogue as an act of creation and the means by which one achieves significance as a human being. It is an encounter between people, mediated by the world in order to name the world (p. 88). Additionally, dialogue is love as it is demonstrated in an active acknowledgement and respect for a person’s relationship with the world and others. Dialogue is the transformative medium through which the oppressed may reflect on the limits of their situation, act by naming the world in which they live, and choose to respond in new and different ways. It includes recognition of the Other – more pointedly the oppressed,
understanding the Other’s position in dominant culture, and addressing the implications and consequences of representing this position. Thus, Freire’s theory refers to a dialectical understanding of otherness, and he regards dialogue as a locus for change and growth.

Historically, critical pedagogy meant serving first and foremost the voices of those who have gone unheard in dominant culture. It created a space to challenge the social situation, to liberate and empower people, and ultimately aim to promote greater humanization for all (Darder, Baltodano, & Torres, 2003). To underscore, Freire’s praxis is for the oppressed. His aim involves revolutionary change that is manifested in the material reality of the social situation, and a liberatory education for the people involved. Freire observes that for the oppressor to engage in this praxis, he must contend with the dual challenge of facing his positions of power and privilege, and entering into solidarity with the oppressed. He warns, “Pedagogy which begins with the egoistic interests of the oppressors (an egoism cloaked in the false generosity of paternalism) and makes of the oppressed the objects of humanitarianism, itself maintains and embodies oppression. It is the instrument of dehumanization” (Freire, 1970, p.54).

Influenced by Freire, hooks (1990) illustrates how Black-Americans challenge systemic racism and sexism by taking hold of their marginalized positions and work through language to reclaim and re-write their histories and horizon of possibilities. Often when the radical voice speaks about domination we are speaking to those who dominate. Their presence changes the nature and direction of our words…We are wedded in language, have our being in words…The oppressed
struggle in language to recover ourselves, to reconcile, to reunite, to renew. Our words are not without meaning, they are an action, a resistance (p.146).

hooks’ (1990) continues that via a politicization of memory, Black-Americans engage in an act of remembering that serves to illuminate and transform the present. They resist existing representations of black identity, recover and re-narrate repressed narratives, and in effect, “confront and accept dispersal and fragmentation as part of the construction of a new world order that reveals more fully where we are, who we can become, and an order that does not demand forgetting” (p.148).

Indeed this process requires more than solidarity among those engaged, but also personal engagement with the ways a person has been marginalized and a willingness to endure and share in the emotional storms that come along with it. hooks’ (1990) notes, …The effort to speak about issues of ‘space and location’ evoked pain. The questions raised compelled difficult explorations of silences – unaddressed places within my personal and political evolution. Before I could consider answers, I had to face ways these issues were intimately connected to intense personal upheaval regarding place, identity, desire (p.146).

Dialogue is more than the medium through which a transformative praxis takes place; it is integral to the process. Dialogue moves people toward one another, opens up critical reflection and works through emotions layered by sediments of social injustice. Choosing to engage in a transformative praxis means accentuating the difference and the lack to which one has been attributed. In so doing, the marginalized begin to dismantle existing oppressive representations.
Embarking on a critical pedagogical praxis requires consideration of a given social-political-cultural situation. In fact, Deans (1998) observed that many have misappropriated Freire’s praxis without framing his theories within a postcolonial discourse that acknowledges his historical context (1960’s third-world Brazil) and radical ambitions. Framing a critical pedagogical praxis for current times, many have observed how Freire’s theories resonate in the American context, with its class divisions and disparities, racial and ethnic repression and enmity, gender and heterosexist supremacy, inequity of schooling, and eurocentrism (hooks, 1990, 2003; Giroux, 1993; Glass, 2001). What is more, rapid growth in ethnic diversity and the persistence of xenophobia has been argued to have a deleterious impact on social solidarity and civic engagement (Putnam, 2007).

Considering the American context, how different people grapple with these problems together becomes ever more prescient. Nonetheless, collecting a group of different kinds of voices to explore, challenge, and move toward greater civic engagement is not as straightforward as we would like to presume. According to Freire (1993), at stake for the person who endeavors to move toward the Other in solidarity involves contending with her relative positions of power and privilege, and working to move alongside the Other towards greater humanizing action. There is also much at stake for those who occupy marginal positions too, where a history of oppressive practices has worn at their willingness to move toward another person in trust and faith in challenging the social situation.

In contrast to Freire’s claims, the divisions between oppressor/oppressed, privileged/marginalized are not as clearly demarcated as we would like to believe.
Human subjects occupy multiple socio-cultural positions. Engaging in critical praxis inevitably includes more than just the voices of one oppressed group for any given issue. To illustrate, I provide an excerpt from an ethnographic field note of an interaction I had with a fellow MCC group participant, Rose. She and I were the only black participants in this particular round of the program; all the other members were white.

As I entered the room, almost everyone was already seated. At the food table, I bumped into Rose, with who I had not yet had the chance to speak to one-on-one. I reintroduced myself to her right after I served myself, and she responded jubilantly. I asked her about where she lived. After mentioning her current residence, she added that she was raised in the neighborhood that the program meetings are situated – a predominantly lower SES and black community. She recalled the neighborhood where I currently lived, but asked about my hometown. Upon my response that I was from Toronto, she happily replied, “that’s right, the mixed kid.” I must say that I was somewhat disturbed by this remark. (ethnographic field note, group E-1, October 2004).

At the commencement of the group process, I related very strongly to Rose’s comments and identified with the experiences she shared of being a black woman. Evidently, she did not think similarly. She underscored the fact that she was from a predominantly lower SES and black neighborhood in the city. When she learned that I was from Toronto, Canada, she equated this background as “mixed heritage,” despite not knowing about my cultural background or the kind of neighborhood in which I grew up. I was not the kind of black that she knew and thus our different histories held different meanings for her. Being “mixed” also connoted that I had some sort of privilege of which I was not privy until that moment.

We find another example with the 2008 democratic party presidential candidate, Barack Obama. In relating his personal history of occupying multiple marginal and privileged positions to the history of racism rampant in American society, he conveys his confidence in different people working together against social injustices.
I believe deeply that we cannot solve the challenges of our time unless we solve them together – unless we perfect our union by understanding that we may have different stories, but we hold common hopes; that we may not look the same and we may not have come from the same place, but we all want to move in the same direction – towards a better future for our children and our grandchildren (speech, Philadelphia, PA, March 2008).

Critical pedagogy pertains to what’s at stake in participating in transformative learning and what is required of the people engaged in this process. What would the movements of a critical pedagogy look like in an informal learning situation, such as MCC, where the goal is increased civic engagement for a diverse group of participants – where some hold greater power and privilege, and others may be wary of discussing experiences of marginalization and/or oppression?

Transformative learning requires more than a focus on how people grapple with the material constraints of the social positions that they occupy. It involves careful attention to how people struggle emotionally with the valences of their socio-cultural positions (hooks, 2003; Moisio, 2007), and the ways people interact with and challenge others. hooks (2003) states that progressive education is a democratic process; it allows people to work through feelings of loss and detachment rampant in our culture and enables them to move to greater intimacy and sense of connectedness. Moisio (2007) encourages a gentle shattering of identities in which the starting point of a critical adult education is “the destruction of the walls of belief that people build around themselves in the course of their lives.” Thus, an important step in moving toward solidarity in a
diverse group is facing the otherness in oneself as a movement toward understanding how others go unrecognized.

Expanding on Freire’s (1993) argument regarding transformative praxis for the oppressed and the dual challenge for those who occupy positions of power and privilege in working toward humanization, I argue that transformative praxis with a diverse group requires that people face the Other and work toward solidarity through their interactions. Facing the Other involves not only moving toward the unrecognized subaltern within the socio-cultural context, but facing the otherness within our selves who may identify with the kinds of dehumanization we observe rampant in American society. This process is laden with the very emotions that usually keep people from engaging in this work: anguish and guilt about our relative power and privileges (Freire, 1993); rage for being reduced to an object and having one’s subjecthood rejected (Fanon, 1967; hooks, 1995); and misery and fear that challenging the status quo may lead to verifiable change (Fanon, 1967; hooks, 1990, 1994, 1995, 2003). Engaging in critical dialogue with a diverse group nonetheless offers an opportunity to move toward solidarity, connectedness, and engagement in the civic sphere. In constructing the project of critical pedagogy in this manner, the challenge remains recognizing, exploring and attempting to move in solidarity with the position of Otherness. Transformative learning would also include taking an honest assessment of the impact a person’s circumstances has had on her until present, exploring her options, eventually realizing her agency in her present situation, making choices, and realizing her responsibility for living in a humanizing manner for herself and others.
Researchers studying intergroup relations have documented the transformative impact of engaging in dialogue about social injustice in diverse groups. (McCoy & Scully, 2002; Miller & Donner, 2000; Nagda & Zuniga, 2003; Schoem & Hurtado, 2006) Intergroup dialogue is a facilitated process in community-based and educational settings organized to provide a safe space to express anger and indignation about injustice, learn about social injustices, and motivate participants to engage in further collaboration and advocacy about targeted issues (Dessel, Rogge, & Garlinton, 2006).

In their review of intergroup dialogue research, Schoem & Hurtado (2001) summarized several studies that documented positive changes in program participants outcomes based on dialogue participation. Participant change includes: increased personal awareness with regard to identity and difference; increased knowledge about other groups and social inequalities; greater commitment to social responsibility and action; reduced stereotyping; more complex thinking; improved communication skills; and a greater ability to manage conflict (Schoem & Hurtado, 2001).

Further research outlines the impact of intergroup process on civic engagement and critical processes that mediate the impact of intergroup encounters. Echoing transformative learning literature, McCoy and Scully (2002) identified deliberation and dialogue coupled to community organizing as critical factors in moving a group to increased civic engagement. Based on more than ten years of observing both the ways people talk in civic contexts and how particular types of talk produce different results at the Study Circles Resource Center (SCRC), the authors outlined 10 principles of dialogue, and deliberation that are most successful in public engagement processes. These include: creating a democratic process; encouraging multiple forms of speech and
communication so that participants have a “real voice;” promoting effective listening skills; connecting personal experience with public issues; creating a foundation for working relationships through trust building; exploring multiple perspectives on a given issue; encouraging critical analysis; developing public judgment and common ground for taking action; providing ways for participants to envision and become civic actors; connecting the issues to broader government and policymaking; and last, creating an ongoing process to steward public engagement. Other studies of community-based efforts working toward increased civic engagement have noted similar principles and characteristics of the process (Baille et. al, 2004; Dessel, Rogge, & Garlington, 2006; Earnest, 1996; Tolbert, Lyson, & Irwin, 1998).

Upon observing how intergroup dialogue can both engage participants, (which follows in line with the principles outlined above) and estrange people through ways of interacting that perpetuate dominant group norms, Nagda (2006) aimed to illuminate the complexity of intergroup dialogues. Referring to social psychology literature, he sought to expand the existing paradigm of critical processes in intergroup relations beyond simply pedagogical interventions that lead to a psychological shift toward bridging differences, to integrating communication processes as integral in mediating pedagogical processes toward psychological impact. Communication processes were defined as including: alliance building; participants actively becoming involved in interactions with others (“engaging self”); participants engaging in critical self-reflection; and participants appreciating difference, which was demonstrated by interest in learning about others, hearing other’s narratives, and demonstrating an openness to different perspectives. The study showed that the communication processes were interrelated in their collective
impact on bridging differences. Furthermore, while ‘alliance building’ and ‘engaging self’ had a direct effect on bridging difference, ‘critical self-reflection’ and ‘alliance building’ were shown to be a necessity, “especially in situations where socio-political differences are real and salient outside the encounter situation (Nagda, 2006, p. 567). These results, of course, echo Freire’s description of the critical pedagogical praxis requiring dialogue and solidarity.

Key methodological limitations were noted in Nagda’s (2006) study, however. Namely, the data collected was self-report questionnaires completed by students following the completion of a required course titled, “Cultural Diversity and Justice.” Despite Nagda’s desire to further articulate the complexity of the intergroup process, his methods did not assess how the students’ communication behaviors unfolded over time. He tested only for those processes he presumed significant in intergroup dialogical encounter, preventing him from learning about other conversational movements integral to the process. Consequently, despite positive findings that indicated the significance of various communication processes, this study did not illustrate the participants’ emotional movements – whether the entire process involved moments of engagement, a mixture of both engagement and estrangement, or even more nuanced interpersonal dynamics. Nagda encouraged future research of intergroup processes occurring outside of academic settings; research that collects evidence of how these communication behaviors unfold; and longitudinal assessment of the long-term impact of intergroup process.

Indeed a good deal of intergroup relations research was conducted in academic settings where quantitative methodological measures informed solely the outcomes of the process (Dessel, Rogge, & Garlington, 2006; Miller & Donner, 2000; Nagda, 2006;
Nagda, Kim, & Truelove, 2004). These studies, though excellent in demonstrating the significance of the intergroup process, do not illustrate what transpires in encounters across racial and cultural difference, and ultimately do not show how group processes transform participants. A similar argument may be said of studies of intergroup processes toward civic engagement. While the literature identified the characteristics of successful group processes (Dessel, Rogge, & Garlington, 2006; Earnest, 1996; Houle & Roberts, 2000; McCoy & Scully, 2002; Nelson & Prilleltensky, 2005), questions remain regarding how participants in small group processes work together through dialogue about civic issues. Ultimately, we are left with a Pollyanna image of the promise of group processes working toward civic change and lose sight of how challenging these processes indeed may be.

Community-based evaluations of settings using intergroup learning processes to move toward greater social justice and civic engagement require further study. Many have identified, among other questions, a wish to learn the characteristics of public dialogue processes and a more nuanced analysis of what occurs over the course of these processes (Schoem & Hurtado, 2001; Dessel, Rogge, & Garlington, 2006; Nagda, 2006). Considering that a preponderance of intergroup relations study occurs in academic settings where researchers conduct their projects in class settings, research on the efficacy of intergroup dialogue in community-based settings as a means of achieving social justice and change has been encouraged (Dessel, Rogge, & Garlington, 2006).

In-depth study of intergroup learning processes may speak to how different people relate to one another; the impact of cultural, racial, and various social differences on the group process; how participants learn from one another; and ultimately how a
transformative process unfolds. I turn to community psychology to see how transformative learning and study of group processes are applied to research and praxis in community settings.

Community Psychology: Putting civic engagement at the forefront of psychological research.

Since my study of civic engagement is most concerned with interactions between people in a community setting, community psychology is a fitting area to locate my study. Since its inception 40 years ago, the major assumption held in community psychology has been that the structure and practices of a social system in which a person is positioned play a crucial role in how she participates in the system (Murrell, 1973). Murrell (1973) writes, “The relationship between the social system and the individual is interactional; the individual can have a powerful impact on the social system as well as being powerfully influenced by the social system” (p. 8). Hence, the mission of community psychology is to study people in community context and intervene in a preventative and/or transformative manner (Prilleltensky, 2004).

Accordingly, proponents within the subfield encouraged research and practices resonant with its mission. The community psychologist was positioned as a “participant-conceptualizer;” one who based actions on knowledge from psychology and other social sciences and in this process, was committed to the developing knowledge of relationships between individuals and social systems (Murrell, 1973). It was believed that by directing research focus toward people in community contexts rather than studying individual human behavior, community psychologists might expose systems of oppression rampant
in American culture and address them in a responsive manner. Indeed it should be a clearing for critical discourse and pedagogy within the field of psychology. Prilleltensky (1997) outlined five main values (health, caring and compassion, self-determination and participation, human diversity, and social justice), which he contends must be espoused within community psychology for addressing issues of oppression and inequity within community contexts. An example of research building upon the mission of the subfield, with particular pertinence to the study of civic engagement, is the concept psychological sense of community (PSC) (Sarason, 1974; McMillan & Chavis, 1986). This concept is presently the most referenced within the subfield. PSC refers to factors indicating that a person feels like a viable member of her community. McMillan and Chavis (1986) state, “Sense of community is a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members’ needs will be met through their commitment to be together” (p. 9). They outline four elements to PSC: membership, influence, integration and fulfillment of needs, and shared emotional connection.

‘Membership’ highlights the boundedness of a community – people perceived as either belonging to the community or not. For those who belong, there is a sense of emotional safety, belonging and identification, and personal investment. Group boundaries are upheld by a common symbol system that is recognizable to the individual members. McMillan and Chavis (1986) acknowledge that group boundaries are at times created at the expense of others who are either scapegoated or marginalized so that the group may distinguish themselves. Nevertheless, they argue that community boundaries create a sense of security and belonging, which protect group intimacy (p. 10).
‘Influence’ is a bidirectional notion. In one direction, a person is most attracted to the community in which she feels she will have discernable influence. On the other hand, group cohesiveness is contingent upon the group’s ability to influence its members (McMillan & Chavis, 1986, p.11). Community norms are maintained by members’ conformity with community values and practices. McMillan and Chavis (1986) claim that these two forces can work simultaneously toward strengthening a community’s bond and promoting a sense of control and meaningful influence for its members. In fact, they cite research indicating that as influence is drawn away from a locality, the integration and cohesion of a community are threatened (p. 12).

‘Integration and fulfillment of needs’ refers to reinforcements within communities, which function to promote cohesiveness and attend to the needs of the members. Common effective reinforcements include status of membership, success of the community, and the competence of the members.

Last, ‘shared emotional connection’ relates to the kind of interaction that individual community members have with one another (McMillan & Chavis 1986; Fyson 1999; McMillan, 1998; Rappaport 1987). It is created by way of a shared history with which community members identify. McMillan and Chavis (1986) note that the quality, frequency, and investment of interactions between community members at shared events may facilitate or inhibit the strength of the community.

McMillan and Chavis (1986) argue that the PSC concept illustrates the power of group involvement to motivate individual agency and connection between people toward both transformative and destructive ends. They acknowledge that building a community is not necessarily a positive end in itself. The dynamics within a given community may
constrain and or dissuade individual difference, or, the shared values of a community may be directed toward furthering systems of oppression. This argument has been echoed elsewhere, and some theorists question the discursive force of the term “community” to flatten out diverse voices and exclude others who are not representative of the norm (Fendler, 2006; Weisenfeld, 1998). McMillan and Chavis (1986) have rallied community psychologists to direct their study and practice toward reinforcing behaviors leading to the development of a sense of community particularly for socially transformative efforts (p. 19).

PSC has been pivotal in motivating community psychologists to focus on a person’s relationship to her community and to conceive of methods to improve upon a person’s sense of well-being and relationship with others within a community setting (Chavis 1983; Rappaport 1987). There is a multitude of research pertaining to PSC. To date, much of the research revisits and refines the concept by adding components such as “conscious identification” (Obst, Smith, and Zinkiewicz, 2001; McMillan 1998). Also, the concept has been applied to the notion of spiritual connectedness in communities, the study of political ideologies, and increased engagement in community settings (Fyson, 1999; Fox, 1985; Zeldin, 2004).

For the most part, however, research pertaining to PSC or community interaction has not addressed the transformative potential of communities as the authors of PSC encouraged. To date, research and practice in community psychology focuses primarily on indicators of community wellness, and a community’s responsiveness to interventions made by community psychologists. Community psychologists have only recently begun to intervene at the community or setting-level to explore context specific and broader
socio-political factors affecting community members (Wolff, 2000; Weinstein, 2006; Prillettensky, 2003). Echoing back to the values of community psychology stated above, Prillettensky (2003) notes, “community psychology has focused much of its energy on the personal and relational levels of analysis” (p.12). In fact, the latter three values (self-determination and participation, human diversity, and social justice) have only recently begun to influence the process of community research and action toward systemic social change.

Prillettensky and Nelson (1997) claim that the values of self-determination and participation, human diversity, and social justice are in the nascent stages of the discipline. Although it is important to build and develop communities, it is also important to challenge existing structures that marginalize and/or exclude others from becoming members in communities. Prillettensky and Nelson (1997) state, “By focusing primarily on ameliorative work, community psychologists have not paid sufficient attention to transformative efforts to help oppressed communities” (p. 183). So, even though the mission of community psychology is grounded in exploring individuals in context, with the aim of liberating and challenging oppressive social practices, we are witnessing the first waves of work that endeavors to transform civic engagement at the community level.

Additionally, many community psychologists argue that crucial developments in theory and research methodology have only recently taken place in the subfield. For instance, Van Uchelen (2000) contends that individualistic assumptions of the nature of the individual and social reality in community psychology have resulted in misrepresentation of collective efforts and insensitive research (p.67-68). Such assumptions are based on constructing distinctions between the individual and the context
in which she is situated, holding individual dominance and agency as essential components in definitions of power and control, and viewing the agentic and self-contained individual as an ideal of mental health (p. 74). This perception is in direct contrast to the “interactional” approach to viewing human action that early proponents of community psychology encouraged.

Moreover, with regards to methodology, until recently research in community psychology has been dominated by quantitative methods. Intuitively, one would assume that a qualitative methodology would much more readily capture interpersonal dynamics between community constituents. This form of inquiry both engages people at the level of their experiences of feeling connected to communities, and attends to multiple meanings within a context (Schweder, 1991; Stein & Mankowski, 2004; Stewart, 2000). Community and critical psychologist, Eric Stewart (2000) states, “Qualitative methods and theories, until quite recently have been marginalized within community psychology; it is surprising because qualitative methods seem ideal to a discipline that seeks to work with rather than on people and communities” (p.726). Stewart advocates research that crosses boundaries, indicating that “the ‘Other’ for community psychology is most often the poor, the disenfranchised, the marginalized of our own society…‘the civic Other’” (p.729). Thus, where theories of transformative learning from critical pedagogy and intergroup relations research appear to be very fitting for the aims of research and praxis in community psychology, we find key absences in extant literature.

In summary, the goal of this dissertation is to articulate transformative movements toward increased civic engagement in a community initiative. I reviewed theories of transformative dialogue, intergroup relations research, and community psychology
research and practice, to explore existing theory and research of transformative processes in community settings. I situated theory of transformative dialogue in the disciplinary area of critical pedagogy, where a transformative learning process is considered to be crucial for addressing issues such as power inequalities and civic engagement. Paulo Freire, in particular, is most notable for articulating a transformative praxis. His critical pedagogy involves challenging the dehumanizing conditions of social life. He argues that through dialogue, the marginalized in society may work toward liberation by action and reflection of their social situation. Expanding on Frière’s arguments, I question how his praxis may be more appropriately applied to the current American context. I argue that transformative praxis with a diverse citizenry requires that people face the Other and work toward solidarity through their interactions. Facing the Other involves not only moving toward the unrecognized in the socio-cultural context, but facing the otherness within ourselves, which may identify with dehumanization we observe in American society. In chapter three, I explain the notion of facing the Other through discussion of my guiding theories.

Through identifying characteristics of transformative encounters, intergroup relations researchers identified features of group processes working through cultural, racial, and social differences toward increased civic engagement and social action. Results from these studies provided models for diverse group interaction and indicators of critical factors that lead to transformative change. The nuances of the transformative process remained to be articulated however.

In attempting to situate the study of transformative group processes in psychology, I turned to community psychology precisely because it is a field committed
to study and practice of challenging social issues in community contexts. Despite the aims of the field, research and praxis exploring transformative movements in civic spaces is only in its nascent stages. To date, research and evaluations of community initiatives have focused, for the most part, on the efficacy of a given program’s interventions and have identified indicators of community engagement and/or development. Although ameliorative, such methods do not offer critical analysis of the relationships between a community program and its participants. Many community psychologists argue that crucial developments in theory and research methodology have only recently taken place, particularly with respect to research and practice articulating transformative processes.

Thus, in response to the lack of a nuanced articulation of how people are transformed to increased civic engagement, I endeavored to show that studying people’s interactions could illustrate how they are transformed in relationship to each other. In order to do this, I used an interpretive research methodology framed by theories that allow for an analysis of dialogue as an intersubjective phenomenon. I elucidate these theories and how they inform my research practices in chapter three.
CHAPTER 2: METHODOLOGY

My research methodology was selected in response to the paucity of research that adequately captures the complexity and dynamics of community interaction. Even though community psychology research and practice has recently been directed toward understanding the interactions between individuals and their community systems, the field continues to struggle theoretically and methodologically to address this phenomenon (Prilletesnky & Nelson, 1997, Stewart 2000, Weinstein 2006). In fact, Packer (2007) argues that despite the recent shift to using qualitative methods in the field of psychology, research continues to lack sensitivity to the multifaceted nature of human experience, remaining tied to the positivist epistemologies of the discipline’s history.

I used an interpretive research method informed by theories of human transformation and the intersubjectivity of emotions. These theories revealed the intersubjectivity inherent in dialogue, and as a result, guided my analysis of how participants were changed through their interactions in the program. The methodology was guided by two theories: (1) Hegel’s (1977) master/slave dialectic – a theory of human action as motivated by the desire for recognition, and explication of human transformation as impelled by relationship with the Other; and (2) DeRivera’s (1977) theory of emotional experience as intersubjective. De Rivera argues that emotions occur in movements between a self and an Other. Thus, the changes in a person’s feelings about the Other may be articulated by study of their interaction. Using these theories together, I distinguished transformative movements over the course of participant interaction. Each transformative movement in the group process involved a change in the participants’ relationship to each other or in reaction to the program structure.

In this chapter, I discuss interpretive methodology to provide a general framework for orienting the study, and then I discuss the theories guiding the methodology. I used
an interpretive research method for this analysis precisely because it emphasizes a nuanced approach to studying human action. Packer’s (1985) study of moral conduct is an exemplar of the interpretive method. Using this approach, he explored how people interact with one another during moral conflict, particularly those aspects of moral conduct that we all find familiar, but allow them to go unnoticed and un-reflected. The aim of his inquiry was to provide appropriate and informed interpretations of the interactions under study. Further, methods of data analysis focused on the narrative form of personal accounts and the oral performances that take place in everyday talk provide a means for capturing the dynamics of communication (Coffey & Atkinson, 1996). Indeed, Zinberg, Boris, and Boris (1976) provide a model for articulating group processes grappling with social change using a narrative structure. Their analytic method further informs this model of study.

My discussion of interpretive research methods and guiding theories framed my analysis of MCC participant interactions. Analysis began with an articulation of how individual participants, through dialogue with group members, were transformed in the way that they thought and felt about the Other in their community and consequently how they were changed individually by this process. Next, I articulated how the program processes moved participants to critically reflect on civic issues and how they eventually moved to increased civic engagement. In this chapter, I discuss how I designed my research method and provide preliminary discussion of my research procedures. In chapter 3, I provide a background of the MCC program with review of a program evaluation of the program to further set the context for the current study. I outline the procedures of the current analysis as informed by the guiding theories discussed in this chapter.
Methodological Framework: Framing my analysis of MCC

Theories of human action, which verify the complex nature of human action, served as the key departure for the study. I have been guided in large part by Martin Packer’s (1985a) approach to understanding human action.

In numerous studies, Packer (1985; 1985a; 1989a) strove to capture various dimensions of human action and relationships by remaining as close as possible to the action as it unfolds. Furthermore, he has advocated for interpretive methodological approaches as a response to the paucity of nuanced psychological study. In particular, he has documented the strength of the hermeneutic paradigm for attending to the richness and ambiguities of human action.

Hermeneutics is the ancient discipline of interpreting texts. Although numerous philosophers have cited its relevance, Martin Heidegger made notable contributions to the human sciences. Heidegger (1962) utilized the hermeneutic method in his seminal work, *Being and Time*. According to Heidegger, to be human is to be in action, which is organized in time, space, and in relation to other things and humans.

Knowledge is located in the everyday, practical activity and relationships of people (Packer, 1985, p. 1083). According to the hermeneutic approach, human action is best understood interpretatively, with close and detailed attention to how people make meaning through their everyday activity (Packer, 1985, p. 1081). We learn about human activity, then, by examining “what people actually do in practical circumstances” (p. 1086). Packer (1985a) notes, “When we adopt a hermeneutic approach to human action, we essentially treat the action as though it has a semantic and “textual” structure” (p. 1082).

To illustrate, Packer (1989) used an interpretive method for his study of moral conduct so that he may explore how people interact with one another during moral
conflict in a nuanced manner. He aimed to uncover the aspects of moral conduct that we all find familiar, but allow them to go unnoticed and un-reflected. His method was an ever-unfolding articulation of the interactions between his research participants who were involved in moral conflicts. The aim of his inquiry was to provide an appropriate and informed interpretation of the interactions understudy. Unlike the positivist methodologies, which he has critiqued elsewhere (1985, 1985a, 1989, 2007), he does not provide causal or logical explications for the behavior he studied. Instead, he illuminated his participants’ action in order to get at a deeper understanding of their interactions. His work remained true to the complexities of human action in that he further elaborated on and opened up some intricacies of conflicts about morality.

Packer states that, “interpretation always starts in, and is an articulation of, the interpreter’s everyday, common-sense understanding of what is going on” (1989a, p. 97). My interpretation of MCC participant interactions was guided, then, by an in-depth articulation of the action I observed occurring between them.

I also referred to Zinberg, Boris, and Boris (1976) to provide a model for articulating group processes moving toward civic engagement. In their project to evaluate a number of process groups addressing desegregation and sexuality in schools, the authors provided a detailed narrative account of an amalgam of group processes, punctuating their interpretation with “abridged versions of group sessions to illustrate how individuals processed the group experience internally” (p.41). While this project does not focus on the internal experience of MCC program participants per se, employing elements of Zinberg, Boris, and Boris’ analytic method, I illustrated broader movements of the group process while remaining near to the interactions between group participants.

Packer (1985) states that the movement between understanding and interpretation requires shifts in one’s modes of engaging in the world. Shifts in engagement involve
moving from being immersed in action, to a more distant, reflective stance to the action in which one was once immersed (Heidegger, 1962). An important consideration, then, is that the researcher always enters into a study with preliminary understandings and biases of the topic. However, my positions, as past participant, co-evaluator, and researcher, not to mention a person who occupies various marginal social positions, not only made these shifts more tangible, but I could never fully shift to a distant, reflective stance. My memories of being immersed in the action of the program and my personal reactions to the data coated all of my interpretations of the findings. I did not only enter the study with preliminary understandings and biases, they reverberated throughout. Certainly, Ellis & Bochner (2003) describe reflexive practice, particularly in ethnographic study, “…authors use their own experiences in the culture reflexively to bend back on self and look more deeply at self-other interactions. The researcher’s personal experience becomes important primarily in how it illuminates the culture under study” (p.211). So, simply accounting for my various biases and preliminary understandings of the research findings would not suffice to arrive at more meaningful results; these multiple positions amplified how I approached the data. For this reason, I dialogued my ethnographic field notes from the evaluation study and personal experiences from participating in MCC with the data in my efforts to interpret the action.

Packer (1989a) argues that what is vital for interpretive inquiry is not getting at the right interpretation, but entering into the field of study in the most appropriate manner and working to remain there. This involves four considerations: (a.) Selecting the appropriate entity to interpret (b.) Preparing action for interpretation (c.) Reflexivity over the course of the research process and; (d.) Articulation of various elements of the discourse.
I have chosen to interpret the transcribed interactions of the MCC program participants. Since over 100 people participated in the program and the evaluation findings suggest that some participants found the program more successful than others, I studied those group interactions involving at least three participants who reported that the program motivated them to engage in civic action. I find this population most appropriate for my study because I am concerned with those interactions that led to increased action. “Preparing the action for interpretation” for this project involved transcription of MCC program meetings. The articulation of my interpretations was informed by theories guiding my research, which I discuss below. I provide further detail of my transcription process and data analysis in the procedures section of chapter 4.

Reading human activity according to a hermeneutic approach acknowledges that our action is always understood in relation to the contexts within which we find ourselves and the multiple perspectives present in our relationships with others and social structures. Packer (2007) has gone further to argue that an interpretive approach does not stop with a hermeneutic understanding of human activity, but it is also informed by theories that are even more sensitive to how human understanding and action are informed by cultural systems to which our lives are contingent and the social forces of power and privilege, which constrain and delimit one’s action.

Human action may be understood by interpreting practical activity. Study of human action involves a careful articulation of what is happening before us. All meaning is latent in human action, which is bounded by our situation and our relationships. Understanding involves an uncovering process of making evident taken-for-granted meanings latent in human experience. We arrive at this knowledge by interpreting it in a textual manner. Since I, the researcher, like any other human agent is also bounded by my
situation, I must begin my work by positioning myself in relation to it, making clear what perspectives will guide my research.

Guiding Theories

Informed by a general method of studying human interaction, I endeavored to interpret the transformative process moving MCC participants to increased civic engagement. My research was guided by two theories regarding human action, which help me study MCC participant dialogue as an intersubjective process and account for the transformative processes of interaction between participants. I review contributions from Hegel and De Rivera, which inform how I articulated the sub-questions: (1) What did the transformations of group interaction look like? And (2) What were the key movements of the group’s transformative process? With respect to the first sub-question, Hegel’s notion that human action is motivated by the desire for recognition offers explication of human transformation. Transformation involves change in a person’s subjectivity that emerges through relationship with the Other. Next, ‘key movements’ refers to identifying shifts in the transformation in the self and Other. De Rivera’s argument that emotions are intersubjective provides a method for identifying the movements of the MCC groups’ transformative processes. Using these theories, I analyzed how participants were changed in their interactions and how they were moved toward increased civic engagement. The methodology, then, was organized to articulate the movements of transformation that happen in dialogue.

Hegel: The desire for recognition as motivating action

Contributions from Hegel persuade critical reflection of how one becomes motivated to act and for what sake. Hegel’s (1977) theory of human action is depicted in the master/slave dialectic. He posits that humans act for the sake of recognition. Hegel
distinguishes human action from that of animals in his discussion of self-consciousness in *The Phenomenology of Spirit*. For him, human action begins in the meeting with the Other and it is motivated by the desire to be recognized by the Other as a distinct human being. The Other is that which we distinguish as different than us. Difference manifests in our worldly encounters with people, the environment, and in relationship to other dimensions of ourselves. It is what we do not know and thus it is not incorporated into our conception of self. We respond in relationship to the Other by seeking understanding, comprehension, and acknowledgement; in an effort to negate it as “not us” and thus a lesser entity; or we flee fearing annihilation or subjection. Hegel’s theory of human action pertains to the transformation of the self in relationship to the Other. Transformation involves change in the way we relate to the Other. This relationship, in turn, changes our understanding of ourselves. Transformation is the intrapsychic and intersubjective experience of facing the Other. In meeting the Other, we are faced with our subjectivity: our understanding of ourselves changes through relating to the difference of the Other. For Hegel, subjectivity involves being recognized by an-Other and distinguishing oneself as a human being. It requires being in relationship to people and things in the world in a reflective and creative manner. Human action is predicated on our desire to be subjects and it emerges in our relationship to the Other.

The master/slave dialectic is the compromised resolution of the conflict of self-consciousness meeting itself. It evidences the actuality that in order to be, one must be recognized by another. It is the process by which the world is created. Peters (1999) notes, “For Hegel the self has no “inside” – its self-discovery goes on in the daylight of common life in the company of others” (p. 113). Hence, transformation of the self occurs in relationship to the Other. Analysis of MCC participant transformation may be articulated through participants’ interactions with each other. The master/slave dialectic
involves the following transformations: (1) Meeting the Other in which self-consciousness meets itself - that is, a meeting between two human beings; (2) A “life and death struggle” in which self-consciousness attempts to annihilate the Other, but in attempting to do this, self-consciousness realizes that the ability to annihilate the Other signifies the possibility of the annihilation of the self; (3) The master/slave dialectic, in which the Other is subjected as a slave to the victor of the “life and death struggle”; and last, (4) The slave’s relationship to the otherness of the world, which she meets in her work for the master. In the last movement, through work, the slave’s understanding of self is transformed. Articulating these movements provide a framework for analyzing MCC participant interactions. Hegel’s discussion of the master/slave dialectic illustrates how I may describe how participants were transformed in their relationship to each other and the program.

According to Hegel (1977), human action emerges in the dialectic of self-consciousness. Self-consciousness is the process in which the “I,” an entity distinct from other sentient beings, is created and revealed. It involves one’s meeting the Other and soliciting its recognition of oneself as a conscious subject. The master/slave dialectic is the resolution of the initial meeting in which the master wins recognition from the slave. The slave, however, continues to struggle to become a subject in her work towards recognition. To explain the transformations within the master/slave dialectic, I will briefly distinguish human and animal action, further describe the movement of self-consciousness, and then conclude with a summary of the master/slave dialectic.

Unlike animals, human desire transcends an immediate relation to the phenomenal world. In his summary of Hegel’s master/slave dialectic, Kojeve (O’Neill, 1996) notes that the animal’s desire, unlike the human’s, remains contingent on its immediacy in the

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2 I will use the feminine pronoun in this discussion for ease of clarity.
natural world. The animal instinctively satiates any desires it experiences, never
distancing itself long enough to contemplate its relationship to the world. Through the
revelation of speech, however, the human may distinguish herself from other entities by
naming them through language. The human is distanced from the world in her act of
distinguishing herself from other objects. By naming things, she appropriates what is
different and makes it her own. She does not desire to remain in an indistinguishable
relationship to the world, but seeks unity with herself, the “I,” who desires to negate her
phenomenal immersion in the world. Here, we observe transformation in her moving
away from her relationship to the world by distinguishing herself from the otherness of
the world. In her desire to distinguish herself, she desires to be recognized as a being who
desires to distinguish herself.

The movement of self-consciousness begins when two conscious beings meet one
another. Hegel describes the movement of self-consciousness as its splitting of itself into
two parts such that self-consciousness recognizes itself in the Other and the Other in
itself. Hence, the movement of self-consciousness involves the mutual recognition of
difference. Within this movement, the desire for recognition from both sides of self-
consciousness prompts actions for the sake of being recognized by the Other as a desiring
being and negating the Other as a lesser entity.

The desire to be recognized by the Other person results in a life and death struggle
between the two beings. This transformation involves movement against the Other in an
aim to annihilate, guarantee recognition, and maintain a distinct understanding of self. To
win the battle would certify one’s acknowledgement from the vanquished and distinction.
What is more, it would certify that one is not a mere thing, but pure being-for-self.
However, by killing the Other, one’s distinction as a desiring being would be held of no
account as the Other would no longer be present to recognize one. Death signifies the
collapse of the middle term, self-consciousness, into two lifeless unopposed extremes and
the two would not relate dynamically as conscious, desiring beings but rather merely
inert, as things. The significance of life then is posited in this encounter and the struggle
is resolved by the master/slave dialectic.

Action for the sake of recognition is the dynamic between master and slave. The
master and slave relate in an unequal, opposed relationship. The master, having won the
struggle, gains recognition from the slave and negates him as a lesser entity. The slave,
having lost the struggle, on pain of death submits herself to the master’s will, relinquishes
her desire to be a being-in-itself and – again immersed in the phenomenal world – toils
for the master.

Following the struggle, the master no longer engages in the world in a formative
manner. The master exists mediatelly between the slave and objects in the world,
remaining certain only of herself and the enjoyment she derives from her distinction and
the objects she possesses. The object is the thing that chains the slave to the master, as the
slave must continue to work on the world as material for labor for the master’s
enjoyment. The master, then, only engages with the dependent aspects of things, whereas,
the slave must continue to work with objects, engaging them as independent entities.
Also, since the slave has been relegated to the status of a lesser entity, the master’s desire
to be recognized by an equal is no longer fully satisfied. The master, divorced from her
relationship with nature, becomes increasingly dependent on the slave for recognition.
Thus, transformation occurs in the compromised relationship between master and slave.
The master maintains distinction from the Other, the slave, through subjection. While the
master forecloses further engagement with the world through this relationship, the slave
remains in relationship with the world, which allows for continued relationship with the
otherness of the world.
In her work with objects, the slave creates and transforms them. All the while, she strives for recognition from her master. Over the course of her struggles, she is transformed as she engages with the otherness of the world and the otherness within herself. Hyppolite (O’Neill, 1996) notes that the slave finds herself in the product of her work. Work is *Bildung*, it both transforms the world and the person doing it. The process is a technique that leads to further (self-) transformation, as the slave contends with her fear of death in order to rise above her position. Through working for the master, she faces the otherness within herself: her fear of being annihilated. In the process of meeting her fears, she realizes that her life is contingent upon her fears, motivating her actions. The slave struggles to surmount her fear of death in order to end her slavery.

The dynamic of the dialectic propels the slave’s later sustained efforts toward subjectivity. Her fear of death is the otherness within her, with which she struggles intrapsychically. The process toward subjectivity and independence from the master takes place in her relationship to the world in the form of work. The slave’s desire is “held in check” (O’Neill, p. 35) as she works toward recognition by the master. The slave’s confrontation with her fear of death is the instantiation of the process of thinking. Hegel outlines three ideologies in which the slave works through various forms of reason: stoicism, skepticism/nihilism, and Christianity to achieve greater recognition of herself as a human being.

Human action, according to Hegel, is prompted by the desire for recognition from another person. Transformation is the change in the self’s relationship to the Other, which creates a change in the understanding of the self. The process of becoming a subject is evidenced in the master/slave dialectic. The master conquers her fear of death to achieve recognition from the slave; however, it results in a deficient and dependent relationship. The slave, working for the master, struggles to achieve recognition in her labor with the
world and her efforts to conquer her fear of death. Analysis of MCC participants’
transformative processes then, involves articulation of how participants relate to the
Other. For MCC participants, the Other includes other group participants, other people in
their community, and the program goal to move them to increased civic engagement. As
Hegel narrated the master/slave dialectic, I created an account of the participants’ action
in dialogue, that is, how their desire for recognition moved them toward or away from the
Other. Articulating transformation involved studying how the participants’ relationship to
the Other shifted their understanding of themselves and broader community issues.

Hegel’s project, the *Phenomenology of the Spirit* is a telling of the processes of
human action. Peters (1999) notes, “the aim of his entire system is communication: not in
the sense of shared information, but in the richer sense as the process whereby a free
human world is built collectively” (p. 110).

Communication is action. It is a key site where action unfolds and transforms.
Indeed, communications theorist, John D. Peters (1999), argues that communication is
multivalent – it breathes into all that which we are entangled – spatially, temporally, and
interpersonally. Peters reminds us that the flows of communication make up the entire
expanse of human action – from dialogue as a mode of revolutionizing perspectives, to
indoctrinating and oppressive forms of mass communication (and vice versa). What is
more, through communication, whole worlds are revealed and reinterpreted. Erikson
(2004) states, “Talk is both a local and global process” (p. 107). Much more is being
enacted than simply two subject positions. MCC group dialogue is the location of the
program’s transformative process. Individual participant change occurred in the
interactions between participants. Studying dialogue as an intersubjective process that
invokes the action between self and other allows for an articulation of individual
transformation.
Hegel’s arguments regarding the significance of recognition to motivate action make evident how communication is dynamic – it creates, brings depth to, and changes human experience. By attuning to the interchanges in the program participants’ discourse, I will observe and experience how they acted upon each other through their speech.

De Rivera: The Intersubjectivity of emotions

According to DeRivera (1977), emotions always occur in relation to another person. Emotions are intersubjective; occurring in the interaction between the self and an Other. In his work, The Structural Theory of the Emotions, he seeks to understand, among other things, “the necessary and sufficient conditions for the occurrence of a particular emotion” (p. 6), and the interpersonal function of particular emotions. According to his theory, emotions are a fundamental way of relating a person to her environment; they organize and transform a person’s relationship to the world. Emotions, then, are dynamic; they “reflect the transformations of our relation to the world. The transformations are the movements of emotion and each type of emotion (anger, fear, love, etc) reflects a different kind of transformation” (p. 35). DeRivera provides a structural theory of emotions that allows for articulating their movements between self and Other. Employing this theory, I identified the movements of the group’s transformations.

DeRivera (1977) argues that emotions are always related between a self and an Other3 (another person or an internalized Other). He also suggests two basic types of emotional movement: decreases and increases in the distance between the self and the Other (1977, p.42). So, movements are emotional transformations that involve an Other moving toward or away from the self, or the self moving toward or away from the Other.

3 De Rivera refers to ‘other’ as another person or an internalized Other. Considering the consistency of this definition with the discussion of Other as difference outlined earlier, I capitalize Other here too to convey similar meaning.
The movements of emotions are explicated via a 24-emotion matrix, which is organized according to three dimensions termed fundamental human relations (belonging, recognition, and being). Each dimension refers to a cluster of emotional movements characterized by a particular kind of relationship between self and Other. The belonging dimension refers those emotional movements involving a sense of connection with another or establishing a boundary because another does not belong. DeRivera states, “When we speak of the person as belonging to an other we imply that he has made the other’s concerns his own to the extent that he will feel gladdened by the other’s gains and saddened by the other’s pain” (p.52). DeRivera described this dimension as horizontal movement between the subject and Other. That is, a person has a personal investment in belonging to another person. The recognition dimension refers to those emotional movements concerned with how one appears in the face of Others. This dimension deals most strictly with social relations and involves one’s sense of honor, reputation, and morality (1977, p.53). This dimension is described as moving vertically between a subject and Other; one looks up to and recognizes another, or down upon and dismisses another. The being dimension refers to those emotions, which grant or deny another person’s existence – not simply another person’s physical existence, but those factors a person deems necessary to perceive another person as meaningful to her (i.e. terms such as the essence and soul of another person). The movement here is an “in and out” dynamic; a person opens up to or closes another person out.

Each dimension is comprised of 8 emotional transformations, which include the following features: the subject of the movement (‘me’ or ‘Other’), the direction of the movement (toward or away from the person or Other), and the impact of the movement (whether it alters the position of the person or Other). DeRivera (1977) claims that the three dimensions may be regarded as different aspects of a person’s identity, “In another
sense, the three different relations may be regarded as three different dimensions of the psychological space in which the movements of emotions occur” (p. 65).

For the purposes of my study, I am most interested in exploring the recognition and being dimensions of emotional movements. The being dimension directly informs my earlier discussions of the desire for recognition as motivating action. The emotional transformations included in these dimensions may be observed in the conversations between the program participants, particularly those who found the program successful and went on to engage in civic action. Articulating the emotional transformations between participants further provides a way to identify those transformative movements moving them to increased motivation toward civic engagement.

The emotions along the being dimension include: moving toward a person in acceptance and wonder, and moving away in rejection and dread. Acceptance acknowledges the being of the Other, “[It] transforms the situation so that we stop insisting that the other meet our own ideal and allow the other a separate being…the moment the other is accepted for himself, he begins to change, usually becoming more like the ideal that was initially demanded” (DeRivera, 1977, p.63). Wonder involves moving the Other, whom we do not understand, toward the self. The movement of wonder acknowledges the being of an-Other and involves an attempt to understand the meaningfulness of the Other, “thus bring[ing] it fully into being” (DeRivera, 1977, p. 63). Rejection involves denying the being of the Other, negating his meaningfulness. In turn, the Other responds in sorrow, experiencing a loss of meaning of part of the self. In dread, we move the Other away in fear that the other’s being will foretell our own annihilation (DeRivera, 1977, p. 64). The self responds in panic fearing that its being is on the verge of disintegration. This movement involves a desperate attempt to hold the self together and maintain its being.
The recognition dimension informs analysis of how the MCC participants grapple with their self-image and perception of their ideal self. Emotions along this dimension of pertinence to my analysis of group interaction include: admiration, horror, and guilt. Admiration involves recognition of one’s ideal self in the Other. “The movement of admiration identifies us with the other so that we recognize our own ideal self in the other” (DeRivera, 1977, p. 53) In horror, we remove ourselves from the Other whom we no longer recognize as a member of the group. When a person experiences the emotion of guilt there is an implicit Other who is withdrawing in horror from the person. Guilt, however, preserves a person’s identity as a member of a group since he disidentifies with his action (DeRivera, 1977, p.59).

According to his notion of the matrix of emotions, DeRivera (1977) argues that any particular emotion is the outcome of a pattern of ‘choices’ that organize our relationships with the Other. He grounds his argument on the transactional school, which “holds that any perception is really an interpretation of a situation, and hence, involves an implicit choice” (p. 71). A person’s emotional responses directly follow from her perception of an event or interaction. Agency, for Rivera, lies in how a person perceives an event. Since any emotion that one experiences is the product of a number of unconscious choices, there are many more degrees of freedom in one’s life than are usually recognized. However, once these choices are made, there are inevitable consequences; the emotional organization requires definite perceptions and inter- and intrapersonal relationships” (p.74).

An emotion is a gestalt, which may be characterized by four interrelated parts of its structure: (1.) Emotions are informed by a particular way of perceiving the situation in which one finds oneself. It is a transaction, which involves a number of choices that give meaning to what occurs. (2.) Emotions are a response to the perception, which involves a
movement or transformation of the person’s relationship with the other. The emotion persists until the situation has been transformed. (3.) The emotion is expressed by the way it transforms the body and/or her relation to her environment in a specific way. The transformations are in service to the emotions instruction. (4.) An emotion is a functional adjustment to the exigencies of a person’s total situation (DeRivera, 1977, p.95).

I analyzed emotional movements to identify transformative movements in the group process. Transformative movements included shifts in the relationship between the participants to the Other. I identified these shifts by articulating emotional movements evident in the participants’ dialogue. Thus, different emotional movements marked shifts in participant interaction. I identified recurring clusters of emotional movements, which suggested that a particular emotional movement referred to a pivotal transformation in the group process. I named these movements as “key” and articulated how it marked a transformative shift in the program process. So, movements involve emotional transformations that also mark the transformation between self and Other as I discussed with respect to Hegel’s master/slave dialectic. To illustrate how this notion of movement incorporates Hegel’s and DeRivera’s theory and guided my analysis, I return to the slave’s transformation through work. In the slave’s working for the master by engaging with the world, the slave moves toward the otherness of the world through wonder. In her wonder, she acknowledges the being of this otherness and in so doing she transforms it by bringing it fully into being. The slave derives joy in her act of creation with the world and is transformed in meeting otherness within herself – the ability to create. She develops an independent relationship to the world that is distinct from her subjection to the master. Meeting this otherness within herself propels another intrapsychic movement to face the otherness of her fear and surmount her fear of death in order to end her slavery.
My methodology, then, informs how I may study dialogue as an intersubjective process to articulate MCC participants transformative process toward increased civic engagement. Using interpretive research methods based on a theoretical framework about the intersubjectivity of human action, I followed the nuances of MCC participants’ interactions. I framed the study using Hegel’s theory of the motivation to act as dialectically driven by the desire for recognition, and DeRivera’s (1977) theory of the intersubjectivity of emotions. Guided by this framework, I studied what the transformative process looked like by summarizing how individual MCC participants were changed in relationship to other group members, the otherness of the program goal, and the otherness within themselves. Articulating this process involved detailed accounting of how participants related to one another. To identify these movements I identified the emotional movements between them. Next, I identified key transformative movements in the group process by identifying recurring shifts in the transformations in the participants to the Other.

The research procedures included transcription and analysis of multiple meetings for two groups of MCC participants. I selected the groups with the most participants who reported that the program was influential in moving them to increased civic engagement. Analysis moved from broader narrative to detailed accounting of conversation movements. Creating narratives of the transformative process mirrored my discussion of Hegel’s (1977) master/slave dialectic as an articulation of human transformation. DeRivera’s (1977) theory of emotions informed how I could identify transformative movements in the program process. This methodological approach provided a way to articulate how participants were transformed over the course of the program process. I further explain my research procedures after providing a background of MCC and summary of the program evaluation in chapter 3.
CHAPTER 3: MEETINGS FOR CIVIC CHANGE PROGRAM BACKGROUND

AND PROCEDURES

The facilitator then read the poem, “More Light! More Light!” This piece, by Anthony Hecht juxtaposed the light inspired by Goethe’s last words of a person acting courageously and evading death to the atrocious holocaust killings where no light remained. Bob began the discussion by highlighting Rose’s comment from last week, “we all need to become Martin Luther Kings.” He elaborated that we all must take a stand. Sunny quipped (and Rose supported his claim) that a critical mass is necessary in order to take a stand and do something. When I asked, though, how a critical mass may be gathered, he responded that he did not believe that it was possible, and that he, in fact, no longer believed that evoking change was possible. The group slumped in response and it seemed that most of us felt hopeless.

-Ethnographic field note, Fall 2004, Group E-1, Meeting #4: “Reality check”

The excerpt above documents my experiences in a group where everyone who participated described feeling transformed by their participation in MCC. They developed relationships with one another and remained in contact months following completion of the program. As a result of their involvement in the program, they all made sweeping changes to further engage civically and act locally. The passage here doesn’t show this however. Here, we see a morass of despair and frustration about the possibility for social change. How then, were we moved to action over the course of the process?

I first participated in MCC in the fall of 2003. I was encouraged to attend by the prompting of a professor who was familiar with my love of good conversations and equally strong investment in studying social change. My participation in the program illuminated my fascination of this new kind of space, an opportunity to connect with others, and multiple concerns and quandaries about how we, the participants, addressed social issues. I was struck by how readily I connected with certain dimensions of the program process and not others. Of course, this kind of experience is the norm for anyone entering into a new space, particularly if you occupy as many different socio-cultural positions as I do. Nonetheless, the program purported not only to address numerous social issues, but also to engage people across a diversity of backgrounds and
perspectives through dialogue. The persistence of my divided experience over the course of the program tormented me. I wanted to understand what was remained unspoken in the process and what pulled me to further explore my social concerns with the participants. I also wondered about their experiences: what movements in the dialogue led to interconnectedness and shared responsibility amongst them?

Following my participation in the program I became a member of an evaluation team, co-led by Rodney Hopson, PhD and the Dewey & Kaye consulting firm, conducting a three-year ethnoevaluation of MCC (completed June 2006). An ethnoevaluation utilizes an ethnographic methodology to investigate how the program impacted the participants and to gain insight into interactions between the community program and its participants (Hopson, Peterson, & Lucas, 2001). As a member of the evaluation team, I worked under key figures in the field to learn how to conduct an evaluation and consider multiple dimensions of the evaluation process; particularly how an evaluation may be culturally responsive to the participant population and how it may assess the use of findings for the program and its recipients.

The evaluation of the initiative offered a different lens to understand the program processes. Evaluation, unlike research, is targeted toward understanding the impact and implications of various funded research projects and social programs. It offers a reflexive look at the processes of the program under study, assessing the outcomes and associated effects of its proposed efforts. Within the program evaluative endeavor lies a fecundity of possibilities for lifting up the realities of social efforts and calling attention to innovative ways for addressing complex issues (Cousins & Whitmore, 1998; Greene, 2003; Kaufman, et. al, 2006). Over the course of this evaluation, I was primarily concerned with the how I may most effectively account for the qualitative dimensions of the program, specifically the extent to which meanings that emerged during the program
conversations connected the participants to one another and the resulting implications of their shared, bridged, or divergent perspectives. Herein, I will provide a more detailed description of the program and a brief synopsis of evaluation activities and findings.

**Program Background**

The program director (personal communication, 2002) argued “we lack a civic space to talk about things that really matter to us, to make meaningful human connectedness across difference, and to reflect on our own contributions to the common good.” The program aimed to tackle multiple goals: to create a new civic space to cultivate social change, to bridge diverging perspectives, and to cultivate a new language of civic discourse. Indeed the program goals are expressed in the program name: Meetings for Civic Change. The features of the program then, emphasize its structure, setting, diversity of participant population, and style of group facilitation.

**Program Structure and Setting**

MCC solicited participants from the local community by distributing flyers in the neighborhoods, local stakeholders and shareholders in the community, city churches and other community organizations. In an attempt to attract a diverse group of people, the program director set the conversations in a distinctly “community-oriented environment.” Hence, MCC was set in one of the city’s largest neighborhoods at an endowed liberal church whose mission is to serve the surrounding community. On two occasions, groups were located at an academic setting in a collaboration effort with a local university leadership program.

MCC meetings were divided into rounds of groups made up of an average of 8 - 10 individuals from differing race, gender, ethnic, religious, occupational, and educational backgrounds. Two rounds were held concurrently, each round meeting for seven weekly meetings. The course of the program was structured thematically and each
meeting was facilitated by the program director. The conversations were structured to focus on the personal and social implications of some issues with which our culture struggles: race/diversity, economic disparities, environmental degradation, and materialism/media.

**Meeting Structure and “Cultivation of a New Civic Language”**

The meetings were intended to move thematically from “shared hopes” in the first meeting to “shared commitments” for common wealth. Each meeting followed a similar structure: dinner was provided; introductory reflections on the previous meeting or on the evening topic were discussed; the group observed art work pertinent to the evening’s theme followed by discussion of oppressive practices and transformative “change-makers;” and then the groups shared closing reflections and completed session evaluations.

The program director (personal communication, 2003) stipulated that through facilitated discussion, personal reflection and resource materials, participants learn from each other, create meaningful relationships, and move to action. The conversations were structured around a process termed “shared looking;” the analysis of media such as music, poetry, photographs, literature and other forms of art. The program director posited that in the act of shared looking “imaginative empathy” emerges. Via “imaginative empathy” participants connected their personal beliefs, concerns, and experiences to the images presented and discussed, the participants would approach social issues by an alternative vantage point and further engage in social action. During the last session of the program, participants were invited to make a renewed commitment to commonwealth by investing in a project of their choosing and maintain relationships with the other participants as fellow agents of support and critique (“continued conversations”).
Audiences

The program director consulted with an advisory board, which helped him in the construction and management of MCC. Three funders provided grants to the program, which are all known for supporting social programs with similar aims as MCC. The municipal funders were interested in cultivating greater civic engagement in the city, with particular attention to advancing education and knowledge about proactive civic practices. The FM foundation was concerned with issues surrounding civic justice and diversity, particularly engaging people across economic boundaries. The Z endowment was interested in how MCC affects people’s interest in the arts and engaging in various arts programs throughout the city. Last, national funder, the APP foundation was interested in how MCC may motivate change beyond individuals and affect institutions as well.

Evaluation Activities

Three evaluation questions were identified: (a.) How may we evaluate the program as a complex, embedded learning system? (b.) How is the program influencing the participants? (c.) How do the core program practices contribute to the program’s impact on participants? The first question referred to our framework for studying the impact of the program on multiple stakeholders (i.e. the participants and surrounding community). It was also an effort to create a nuanced approach to analyzing the dynamics between the participants and the program director, and the program with local organizations. The latter two questions referred to an in-depth assessment of the value of the program to the participants and the surrounding community.

Evaluating “complex learning experiences” meant attention to both process and outcome-related issues in the evaluation. Early on in the evaluative process, we learned that a simple survey of the program’s “effectiveness” would not suffice if we wanted to
understand how the program was impacting the participants and the larger community. Our evaluative approach was informed by contributions from democratic and culturally responsive evaluation theories, which specify how evaluations are politically located within a socio-cultural context, thus influenced by power dynamics and value systems, (Greene, Hopson, & Millet, 2004; Hopson, 1999, 2001; SenGupta, Hopson, Thompson-Robinson, 2004) and Prilleltensky & Prilleltensky’s study of community systems (2006). We analyzed the impact of the program by exploring how the program impacted the participants individually (did participation lead to increased civic engagement?), relationally (how did the participants relate to one another? how did the participants react to the program “core practices”), and collectively (how were local organizations affected by the program’s efforts?).

Our data collection included surveys, telephone interviews, in situ interviews with two participants, focus groups, interviews with three local organizations who collaborated with MCC, and participant observation of two rounds of program meetings (Groups E-1 and G-1). Data was transcribed using quantitative and qualitative software (Survey Monkey and Atlas TI) and interpreted according to the evaluation questions.

To ensure a representative sample of all the participants, that is, a range from those who actively participated to those who dropped out early, the evaluation team identified four kinds of participants: completed completers, continued completers, non-continued completers, and non-completers. The first category, “Completed Completers,” refers to participants who attended greater than four of the seven MCC meetings, completed the pre-participation survey and the 1-year post participation survey. The second, “Continued Completers,” refers to participants who attended greater than four MCC meetings and at least one optional follow-up MCC meeting. The third, “Non-continued completers,” refers to participants who attended greater than four meetings but
did not attend any of the optional follow-up meetings. The last, “Non Completers,” refers to participants who attended less than four meetings. Following completion of the participant-observation, in situ interviews, and focus groups, we observed that respondents represented mostly the “completed completers” and “continued completers” categories. We conducted telephone interviews from the pool of non-continued completers and non-completers to learn about their experiences from the program.

The specific procedures and instrumentation employed included the following:

- **Participant observations:** Evaluation team members, as part of the ethnographic evaluation process assumed the role as participant observer in conversation and continued conversation rounds from October, 2004 – June, 2005. Reflecting on conversations, participation and the process of how social change was being realized, the ethnoevaluators “enrolled” in conversation rounds and attended continued conversations. Participant observations served to observe and document MCC group activities and develop relationships with current participants for purposes of ethnographic interviews.

- **Ethnographic interviews:** Ethnographic interviews were conducted with two participants who had completed the MCC rounds to more thoroughly depict participant backgrounds, motivations for attending MCC, and the role of MCC in their lives. More specifically, these interviews and discussions helped to develop ethnographic portraits about a selected number of participants. Ethnographic interviews were audio-recorded for purposes of highlighting major ideas around the MCC experience and informed consent forms were completed by participants. Ethnographic interviews, began in December 2004.

- **Focus groups.** Three focus groups took place in the months of May and June to further ascertain participant understanding of the MCC experience. Aligned to the two central evaluation questions, focus group questions focused on the impact of MCC and how MCC was distinct from other group experiences. The Duquesne University team conducted the first two focus groups, the third in collaboration with the Dewey & Kaye team. Focus groups were administered at the setting of MCC and ranged from 75 – 90 minutes in duration.

- **Telephone interviews:** Recorded telephone interviews were conducted in a semi-structured format, lasting on average 10-20 minutes in length. All interviews occurred between business hours from end of June to the beginning of July 2005 at participants’ homes or offices. Out of a total of 39 participants, three participants provided no contact information during their participation with MCC, and thus were not contacted for interviews. Of the remaining thirty-six participants, nineteen (53%) participants were unable to be contacted during

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several attempts, nine (25%) individuals agreed to participate in the recorded telephone interview at the receipt of the phone call from the interviewer, four (11%) participants were willing to be interviewed at a later, more convenient time, and another four (11%) individuals were unwilling to participate in the interviewing sessions entirely. Follow-up attempts to call participants who agreed to being contacted at a later and more convenient time for interview sessions were unsuccessful as none of these individuals were available by phone during the prearranged and agreed upon times set by the participants and the evaluator.

- **Survey Participation:**
  - Pre-Test: 67/94 respondents; response rate = 71%
  - Programmatic Test: 16/40 respondents; response rate = 40%
  - One-Year Test: 25/89 respondents; response rate = 28%

### Table 1: Pre-Test Participant Demographics

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<th>WHITE/CAUCASIAN</th>
<th>AFRICAN-AMERICAN</th>
<th>ASIAN</th>
<th>NATIVE AMERICAN</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>71.2%</td>
<td>25.4%</td>
<td>0%</td>
<td>0%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Yearly Household Income</th>
<th>LESS THAN $15,000</th>
<th>$15,000-$25,000</th>
<th>$25,000-$40,000</th>
<th>$40,000-$75,000</th>
<th>$75,000 OR MORE</th>
<th>DON'T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.1%</td>
<td>8.5%</td>
<td>15.3%</td>
<td>30.5%</td>
<td>35.6%</td>
<td>5.1%</td>
</tr>
</tbody>
</table>

**Findings**

We learned that for the most part, participants’ reported having a unique and inspirational experience in the program in which they developed relationships, increasingly shared personal narratives that connected to the program content, developed new perspectives about social issues, and recognized one another’s strengths. Upon completing the program, many noted changes in the way they think about social issues,
engage in social action, and an increased openness to new ways of thinking and relating to different people. Results from pre- and one-year post surveys showed that 92% of respondents reported that MCC affected their decisions to take action by focusing engagement. After one year, 84.6% of respondents were able to name a commitment they had made or name a cause they were involved in that was contributing to the common good. 45.5% of respondents stayed in contact with others from the conversations, whom participants had not known before. 47.4% of respondents after one year said MCC was most helpful in energizing and focusing their commitment. 26.3% reported making their commitment as a result of MCC, and 42.1% renewed their commitment as a result of their experience in MCC.

- I think for me I am becoming aware that I have a voice, whereas before if I didn’t like something I would just walk away, but now I am really bothered by walking away. I just can’t do that. I have to voice how I feel about something and it doesn’t matter what class of people I am voicing about my values.”

- … I somehow changed what I was doing. I wouldn’t have said it had much effect except that, when I look back over the two years since, I’m doing stuff I hadn’t been doing for 15 years. This past year I’ve committed extra time to do community oriented projects. I could beat myself up but there are a number of things that I’ve done that I hadn’t done in the past and you know I said when’s the time going to be right... It’s taking a risk that you realize is not really a risk at all once you do it. You get what you give.

Some noted difficulty in translating their program experiences into civic action following the program and instead emphasized the way the program impacted them in a subtle way.

- Mostly in a subtle, systemic way; I lean more toward the common good than I used to and that shows up in a variety of forms, from volunteering to voting, from attending meetings to speaking out.

- Generally, participating in life more directly. The metaphor that describes it best is, coming out from behind the glass. I feel much more ready to make decisions and take action. Part of me was behind the glass and part of me just thought I was. I feel much more in the open today.
MCC offers a space for people to explore their concerns about social issues and concurrently mobilize one another toward engaging in civic action. Participants, for the most part, developed relationships, shared stories, supported and challenged each other’s concerns and actions. Notably, most focus group participants noted gravitation to differing perspectives and groups following their participation. Almost all respondents underscored that MCC provided a rare opportunity to interact with people from different walks of life to talk about issues usually confined to discussing in private spaces.

Now I would much rather, if there were a group of people at a party and there is a really diverse group and there is a WASP group over here, I would rather go to the diverse group. I want to be with people that are different from myself. Like Sue said, I would feel more comfortable now doing that.

MCC retained participants who, for the most part, were already involved in similar social initiatives or activities, felt downtrodden by existing work in the civic arena, were familiar with the setting or the facilitator, or curious about the use of art for motivating civic engagement. Some participants noted difficulty in specifying identifiable change as a result of the conversations, but noted subtle differences in the manner in which they presently engage the issues discussed in MCC. Mobilization toward further civic action was evidenced in participants’ discussion and recognition of their own existing resources and by being in the company of others who they considered to share similar investments with respect to social action.

Participants reported that MCC’s supportive, structured setting facilitated discussion of diverse viewpoints and stimulated lively conversations. Interestingly, almost all participants, including those who dropped out early, indicated that they would recommend this kind of experience to others because of the unique conversational space that the program offered. The core practices: group composition, group process and
facilitation, and diversity, were the most contentious. A majority of respondents reported that the group process was a pivotal aspect of the program and that the diversity of the program participants was crucial to deepening the impact of the meetings. Indeed, we observed that over the course of group participation, some participants began to model some of the program practices in their personal and work relationships.

To illustrate, the following excerpt, a field note after the sixth meeting in group E-1, a participant, Rose’s (the only person of color in the group, besides me) shared a selection of prose with the group and later with me during a meeting break in a manner that echoes the group practice of using an image to engage in “imaginative empathy.”

During the break, Rose approached me. She told me that she had brought a selection of prose and a perceptual illusion to group the prior week, which I had missed. She encouraged me to read it, as she believed that it would affect me deeply as a fellow person of color. The piece, “And the Message is Still True,” by William Lynch was an edict outlining an effective strategy for oppressing black slaves and the entire race for centuries. Rose described the perceptual illusion, “The Power of Perception,” as a reminder that everything can be seen in multiple ways. The combination of these two pieces was her lesson to group, her effort to engage everyone in “imaginative empathy” about the racial divide in the United States (ethnographic field note, group E-1, October 2004).

Rose employed a similar reflective strategy to encourage group members to think critically about race in the United States. During a later interview session, she noted that the program helped her voice her concerns. “I always cared about this stuff, I just didn’t have the words for it.”

Participants attributed learning new perspectives and personal growth to the diversity of the group composition. Interestingly, the group composition was predominantly advanced degree, middle-class, White-Americans. Despite this, participant perceptions of what characterized a group as “diverse” ranged considerably –beyond differences in race and class, but ethnicity (among white participants, particularly), sexual
orientation, religious affiliation, and the geographic settings in which participants reside (i.e. urban, suburban, rural).

Furthermore, despite wide-sweeping reports of the impact of the group process, there was a split between those preferring a discussion format informed by the program structure and facilitator prompts, and a number of participants, who stated that at times, the program structure and facilitation interfered with the program process. These participants claimed that open-ended discussion was more effective than a strictly facilitator-led discussion format.

Thus, creating a civic space for critical conversations about civic action is more complex that we often presume. While MCC offers something that is deemed necessary in our culture, many of the dynamics occurring in the program that I have discussed thus far point to some of the tensions we continue to contend with socially – deep concern for social welfare but stunted or ineffective organized efforts to address them (Weinstein, 2006).

The evaluation was structured to study the program’s impact on individuals and its relationship to the larger community. The evaluation isolated some program features that motivated some participants to engage in civic action more than others, such as group process and open-ended discussion. Our evaluative approach assumed that the program itself was the site of transformational change; the implementation of the core practices steered any change that occurred for the participants and community. However, the statement that the program is a “complex, learning system,” and our findings indicating that participants experienced the program impact “subtly,” particularly in the group process and open-ended discussions, suggested that motivation toward further civic engagement was not solely located in the program’s efforts, but also in the interactions among participants.
What is more, following the program evaluation, I was still unclear about what took place in the participants’ interaction during program meetings, which led some to further engage in civic action more than others. These findings did not open up the movements from utter despair to renewed hope and civic investment that I outlined at the beginning of the chapter. How did these participants interact with each other, and how did they respond to the program prompts? What is it about the appreciation for group process that moved participants toward civic engagement? How was the manner in which they were impacted communicated in the group meetings? That is, what is the nature of this movement? Did it involve the empathic journey and courses through reflective expanses as the program director had envisioned? Obviously not, but the complexity of the participant dialogue remained to be articulated. All of these questions refer to my research aim: to articulate the transformative movements of participants’ interactions.

An exploration of the participants’ interactions may open up the dynamics involved in motivating civic action. This study would further the evaluation’s objective of studying how various interactions within the program changed the participants in the community and, continue the project within community psychology of exploring dynamics within community systems that lead to transformative change.

**Procedures for current study**

My dissertation study builds on the evaluation study of MCC. The research question guiding my study is: What are the transformative movements of MCC program participants’ interactions? In order to answer this question, I asked the following sub-questions: 1) What did the transformative process look like? and; 2) What were the key movements of this process and how did they unfold over the course of the program meetings?
The MCC initiative was three years in duration and attracted 106 participants. It was based in a church in an urban neighborhood and at a local university setting. Three evaluation questions were identified: (a.) How may we evaluate the program as a complex embedded learning system? (b.) How is the program influencing the participants? (c.) How do the core program practices contribute to the program’s impact on participants? Data collection included quantitative survey data, in situ interviews, focus groups, and participant observation of program meetings. Informed consent was sought for interviews, focus groups, and participant observations. Also, the program director informed all program participants of the ongoing evaluation and research of the program, and requested consent for recording MCC meetings. Program meetings were recorded only after all participants in the grouped consented. Data was transcribed using qualitative software (Atlas TI) and interpreted according to the evaluation questions. Findings indicated that a large percentage of the participants reported having a unique and inspirational experience in the program.

For this study, I analyzed archival data: a selection of transcribed interactions of program meetings. I reviewed the evaluation findings to inform the selection of data. I employed interpretive methods of analysis, as described in the methodological framework, to articulate the transformative movements of the participant interactions.

Data collection

I analyzed a selection of recordings of MCC program meetings. These meetings were recorded by the program director, who informed the group that the recordings would be for review to improve the program structure and later evaluation and research study. The program director requested taping group meetings at the commencement of each group round and informed the participants that he would not do so without full group consent. In the event that only one participant objected, the program director did
not record the meetings. Some groups opted to proceed without recording for a few meetings and then decided to permit taping as they became familiar with the process.

I made an inventory of all MCC program related recordings (see appendix A). There are 52 disks categorized according to the meeting rounds. There are 3 different kinds of recordings: testimonials (interviews between the program director and individual participants), regular meetings (titled according to the meeting letter/number, date, or meeting title), and “continued conversations” (titled according to the meeting round). Since I am interested in studying how interactions between participants and the facilitator incited further investment in civic interests, my selections included recordings of regular meetings from group rounds that had 3 or more participants who reported that the MCC motivated them to engage civically (Groups D-2, & G-1). With these parameters, I could notice shifts in the meeting dynamic over time.

The Duquesne University Institutional Review Board (IRB) approved the data collected for study, November 16, 2004. The research, Protocol #04/104 was approved on an expedited status. In order to continue analyzing the data collected from the evaluation study, I sought expedited status from the IRB for my dissertation study. It was approved June 9, 2008 (Protocol #08-65).

Data transcription and summary

MCC program meetings were recorded onto MiniDisc. I backed up the recordings to CD using GarageBand software. I transcribed and summarized all. The transcription conventions are detailed in Appendix B.

As mentioned earlier, reflexivity over the course of the research process is an important element to an interpretive methodology. How I interpreted the movements of dialogue was critical for this research. “Reflexive knowledge…contains not only
messages, but also information as to how it came into being, the process by which it was obtained” (Meyerhoff and Ruby 1982, p. 2). “Preparing the data for interpretation” (Packer, 1989), then, is not a process distinct from data analysis. Every choice I made in selecting data to transcribe and summarize reflects my role as researcher. “Preparing the data for interpretation,” too, is an expression of my interpretive practices. My practices of transcription and data summary are elaborated below.

The transcription of meetings was loosely influenced by conversation analysis (CA). CA is an empirical method of transcription and analysis that focuses on the structure and organization of turn-by-turn talk (Boden, 1986). It allows for nuanced analysis of the action that occurs in dialogue. Researchers may examine how speakers take on certain roles through their talk and how particular outcomes take place through interactions (Silverman, 2003). By attending to the turns and changes that happen in and between utterances, the researcher may find the transformations that take place in talk. Each turn exposes another analysis of the first, and they are intersubjective in the sense that every person treats the adjacent utterances in similar ways (Packer 2007).

Using the CA method of transcription, I captured the context and events that took place within the temporal field of the group rounds. Considering the large body of data, I did not transcribe all the selected data. After listening to the meetings, I transcribed all the selected recordings for group G-1. Following this, I completed detailed summaries of D-2 meetings. Creating detailed summaries involved the following steps: 1) uninterrupted listening of meetings; 2) second listening accompanied by a rough summary of the meeting process; 3) third listening with turn-by-turn summaries of each participant’s utterances; 4) fourth listening including transcriptions of those moments in the group process that suggested a distinct shift in conversation, a poignant utterance, or particular evocative movements. For D-2, I summarized the facilitators’ pedagogical statements that
followed the program structure as these can also be found in G-1 group transcriptions (e.g. explanation of meeting focus and introduction of program materials). In one meeting, D-2 participants’ conversation almost entirely diverted from the program prompts. Struck by this drastic group shift, I transcribed nearly the entire meeting. Complete transcriptions and summaries of the group meetings are included in appendices D and E.

Data Analysis

“Analysis is about the representation or reconstruction of social phenomena. We do not simply “collect” data; we fashion them out of our transactions with other men and women. Likewise, we do not merely report what we find; we create accounts of social life, and in doing so we construct versions of the social worlds and the social actors that we observe. It is, therefore, inescapable that analysis representation.” (Coffey & Atkinson, 1996, p. 108).

The analysis responded to the research sub-questions and it was informed by the guiding theories of the research methodology. My interpretation of MCC transcriptions and summaries attempted to move from what Spradley (1970) refers, “specific incident statements” to “general statements about the cultural scenes” of MCC. That is, I worked from articulating particular behaviors and events within MCC meetings that demonstrated the cultural knowledge in action, to making general statements about the program process that captured some of the transformative movements of the MCC social scene (Spradley, 1970, p. 116).

In an effort to illustrate the reflexive process through which I “create[d] accounts of social life” (Coffey & Atkinson, 1996, p. 108), my inquiry moved from turn-by-turn analysis of program meetings to generating key movements of the program process. In doing so, my findings included creating a narrative summary of each group process and then identifying the transformative movements of the program processes. Organizing my findings in this manner also followed in response to and in coincidence with my research
sub-questions. So, the analysis involved three stages: (1) I created narrative summaries of each group process; (2) I identified key transformative movements in the program process; and (3) I created a general summary of the transformative movements of participant interactions. The first two stages corresponded with the research sub-questions. The last stage was informed by my analysis of the latter two stages and responded to my overarching research question. A summary of the process is provided in Table 2 in chapter 4, Analysis.

Narrative summary

As discussed in the research methodology, analysis of MCC participants’ transformative processes involves articulation of how participants relate to the Other. For MCC participants, the Other includes other group participants, other people in their community, and the program goal to move them to increased civic engagement. Creating narrative summaries of two group processes showed what the participants’ transformative process looked like over the course of their participation in the program. Returning to group G-1 and D-2 transcripts and summaries, I performed a turn-by-turn analysis of the program meetings. I summarized the action of the talk by reading each turn in relation to the broader conversation. This included identifying De Rivera’s (1977) emotional transformations, and the outcomes of particular conversation segments. Next, keeping the principles of the turn-by-turn analysis, I created general summaries of the action for specific conversation segments that suggested distinct movements in the meetings. Last, I created a narrative summary for each group, which included discussion of group processes over the course of the final four meetings. I included excerpts of conversation segments to illustrate my interpretations of action of the participants’ talk. In creating narrative summaries, I endeavored to remain as close as possible to the group interaction.
In this way, I could illustrate the uniqueness of each group process in a manner that did not flatten the movements by generalities. I could also conduct a comparative analysis of the groups: how do the narratives collectively speak to the transformative process for program participants, and how can these movements unfold in different ways? After completing the narrative summaries, I returned to the post-MCC participation survey data to learn which participants reported that the program impacted them and to see how this further informed the analysis. I included these findings at the close of each narrative.

My other aim in creating narrative summaries was to illustrate what Denzin (2003) refers to as “civic transformations.” Civic transformations is a form of accounting that “invites readers to become participants, not mere spectators, in the public dramas that define meaningful, engaged life in society today…it gives a public voice to the biographically meaningful, epiphanic experiences that occur within the confines of the local moral community” (Denzin, 2003, p.464). The narratives are heavily spliced with extended excerpts from the group meetings. In my organization and presentation of particular movements within group processes, I hoped not only to illustrate my interpretive findings, but also to provide enough of the conversational movements that participants’ voices became louder, the partiality of my interpretations more present, and the text act on the reader. In reading the summary, the reader may react to and respond to the text with questions: how would I respond to this participant? How I am transformed by the text? To illustrate my analytical and summary practices, my pilot analysis is provided in appendix C.

**Identifying key movements**

I returned to the transcripts and summaries after creating the narrative accounts to identify key movements in the program process. By this point in the analysis, I had
listened to the recordings and analyzed the data several times. Returning to each turn in
the transcript or summary, I summarized how the participants related to the Other, and
who or what the Other was.

I observed clusters of dialogue where participants related to the Other in similar
ways. Each cluster referred to a “transformation” because it described the relationship
between the participants and the Other. Next, I re-read the interactions involved in each
cluster to describe the emotional movements occurring in the transformation. I termed the
pairing of a particular transformation with emotional movements a “transformative
movement.” For example, when a participant talked about relating to the experience of a
person described in the program materials, I described the transformation as “moving
toward Other.” The Other, in this case, was the subject in the program materials. The
emotional movement was termed “wonder.”

To identify a movement, I noted shifts in the transformations between
participants. A shift occurred when participants related to the Other in a different way or
when one participant challenged the groups understanding of the Other. In both cases, the
Other became something else. For example, the participants, after speaking in wonder
about the challenges faced by the working class, began to explore their own challenges of
being mistreated in similar ways. The participants’ discussion about the working class
would be identified as one movement (exploring the Other’s experience), the shift to
exploration of their own challenges marked another movement (exploring the otherness
within themselves).
After naming transformations throughout the transcripts or summaries, I read through all of the transformative movements and highlighted those that recurred with most frequency. I named these movements “key” and explained how it marked a transformative shift in the program process.

After identifying and naming four key movements, I selected examples of each movement from the narrative summaries, transcripts, and data summaries, and proceeded to write an extended explanation of each example to illustrate the movement. To learn how these movements unfolded over the course of the meeting process, I returned to the transcripts and summaries, this time, naming each turn or micro-conversational segment according to a movement. I conducted a distribution analysis of when the movements occurred over the course of each meeting process. I also compared the movements to the program structure and the influence of the facilitator’s interventions by reviewing program materials, facilitator guidelines, and my own ethnographic field notes from other groups.

Using these practices I identified transformative movements in the group processes that suggested that the participants were shifting in the manner they related to one another or talked about civic engagement.

Assessing the quality and rigor of the research

It is widely believed within qualitative inquiry that reflexive practice also bolsters the credibility of research findings (Ellis & Bochner, 1996, 2003; Finlay & Gough, 2003). Anfara, Brown, & Mangione (2002) argue, though, that despite all the varieties of verifying qualitative data, they fail to “sufficiently call attention to the issue of publicly disclosing decisions made during the research process” (2002, p. 30). It does not suffice to merely discuss my own reactions and reflections of the data. Thus, far I have outlined
the decisions made in my data collection, transcription, and analysis procedures; these practices refer to how I arrived at my findings and subsequent conclusions. In an effort to make the inquiry more public, I have included a table outlining a summary of my procedures and how they map onto the results at the beginning of the Analysis chapter (Table 2).
CHAPTER 4: ANALYSIS

A summary of the research question, sub-questions, procedures and findings are provided in Table 2. In what follows, I provide detailed analysis according to the research sub-questions: what did the transformative process look like? What were the key movements in the program process, and how did they unfold over the course of the program? I use these analyses to create a summary of the transformative movements of MCC program participants’ interactions in response the overarching research question.

Table 2: Summary of procedures and findings

<table>
<thead>
<tr>
<th>Research sub-questions</th>
<th>Procedures</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did the</td>
<td>- Selected two groups (G-1 and D-2) with most respondents reporting that the program</td>
<td>The significance of recognition: Participants’ explore, react to, and share experiences of what it means to be unrecognized within the broader community and the group itself. Working to understand and challenge this position propels participants desire and commitment to further engage in action.</td>
</tr>
<tr>
<td>transformative process</td>
<td>influenced their decision to engage civically</td>
<td></td>
</tr>
<tr>
<td>look like?</td>
<td>- Analysis of transformations over the course of group process for groups G-1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and D-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Aggregated narrative summary illustrating each group process over 4 final</td>
<td></td>
</tr>
<tr>
<td></td>
<td>group meetings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Cross-referenced findings with evaluation study 1-year post MCC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>survey data to identify participants most influenced by program participation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Comparative analysis of groups G-1 and D-2 to explore differences and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>similarities in transformative processes</td>
<td></td>
</tr>
<tr>
<td>What were the key</td>
<td>- Turn-by-turn interpretation of participant utterances</td>
<td>Key movements: 1. Exploration of the Other’s position 2. Exploration of self in relation to the Other 3. Discussion of barriers to action 4. Identifying motivators for action</td>
</tr>
<tr>
<td>movements of the</td>
<td>- Detailed analysis of data selections indicating shift in group process. (See</td>
<td></td>
</tr>
<tr>
<td>program process?</td>
<td>appendix C for example from pilot analysis)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Distribution analysis of key movements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Comparative analysis of program structure and facilitation style using</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ethnographic field notes of group E-1 (from evaluation study) and review of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>program materials and facilitation outlines.</td>
<td></td>
</tr>
</tbody>
</table>
Participant selection:

I have interpreted transcriptions of the program participants’ group interactions. Since over 100 people participated in the program, and the evaluation findings suggested that some participants found the program more successful than others, I studied those group interactions involving at least three participants who reported that the program motivated them to engage in civic action. I found this population most appropriate for my study because I am concerned with those interactions that led to increased civic engagement and action.

The participants were identified by responses to a post-MCC participation survey. The respondents had completed their involvement with MCC a minimum of three months prior to completing the survey. 25 people completed the survey. 16 respondents selected options A, B and/or C out of five possible options to the question, “How did MCC influence your commitment(s): (A) I made this commitment as a result of my experience in MCC; (B) I renewed this commitment as a result of my experience in MCC; (C) MCC helped focus or energize me with respect to this commitment; (D) MCC didn’t affect my involvement with this commitment; and (E) I don’t know.” Of the 16 respondents, eight participated in round D-2 and G-1 (four respectively). There are 14 recordings for the two rounds (5 for round D-2 and 9 for round G-1). I analyzed recordings of the final 4 meetings (out of 7) of each group process. The first 3 recordings of G-1 consisted only of facilitator prompts, as the group had not yet agreed to being taped. I kept any data with identifiers in a locked, secure place. Any data that is made public has all identifiers removed. I have coded participants by gender accompanied by a number for each group. I designated the number according to the order of utterances from my first listening of the
recordings. For example, participant F8 is a female who was the 8th female to speak in the first meeting that I transcribed. This referent was kept for this participant throughout all other transcriptions.

**Group G-1: Participants and meeting details**

The participants in this round of the program were also participants in a leadership program affiliated with a local university. Nearly half of the participants were students, the rest were professionals from the community and from the university. One participant was a staff member of the leadership program; another participant was the co-evaluator for the MCC study. Although I explored their roles in the group process, neither completed the survey, nor considered one of the critical respondents indicating that the program had impacted them.

<table>
<thead>
<tr>
<th>G-1 Participant demographics:</th>
</tr>
</thead>
<tbody>
<tr>
<td># Participants: 12</td>
</tr>
<tr>
<td>Female: 8</td>
</tr>
<tr>
<td>Male: 4</td>
</tr>
<tr>
<td>Race/ethnicity: White (8)/ Black (3)/ Hispanic (1)</td>
</tr>
<tr>
<td>Religious affiliation: Not specified</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transcribed recordings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>G-1 Meeting #:</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>#4 Economic fairness</td>
</tr>
<tr>
<td>● Poem: Jim Daniels, “Night Janitor, McMahon Oil”</td>
</tr>
<tr>
<td>● Article from Spare Change News: Robert Soderstrom, “A single lucid moment”</td>
</tr>
<tr>
<td>● Poem: R. Lundy, “La Moussa”</td>
</tr>
<tr>
<td>#5 True wealth</td>
</tr>
<tr>
<td>● Poem: Miller Williams, “The Curator”</td>
</tr>
<tr>
<td>● Book selection about Oseola McCarty: Bill Shore, <em>The light of conscience</em></td>
</tr>
<tr>
<td>#6 Resources</td>
</tr>
<tr>
<td>● Segment from PBS show, “Visionaries,” produced by Bill Mosher</td>
</tr>
<tr>
<td>● Song: Sweet honey and the rock, “I remember, I believe,” from the album <em>Sacred Ground</em></td>
</tr>
<tr>
<td>#7 Response and commitments</td>
</tr>
<tr>
<td>No art media presented or discussed</td>
</tr>
</tbody>
</table>
Group D-2: Participants and meeting details

Participants were solicited by flyers distributed throughout the community and word-of-mouth. Four of the participants (3 men; 1 woman) had moved to the U.S. from Turkey for post-doctoral study at various local universities. These participants all identified as Muslim. The remaining 3 participants were Caucasian women from the local area.

<table>
<thead>
<tr>
<th>D-2 Participant demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td># Participants: 7</td>
</tr>
<tr>
<td>Female: 4</td>
</tr>
<tr>
<td>Male: 3</td>
</tr>
<tr>
<td>Race/ethnicity: White-American (3)/ Turkish (4)</td>
</tr>
<tr>
<td>Religious affiliation: Muslim (4)/ Christian (2)/ Non-religious (1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transcribed recordings:</th>
<th>Media discussed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-2 Meeting #</td>
<td></td>
</tr>
<tr>
<td>#4 Environmental degradation</td>
<td>• Poem: Mary Oliver, “Some questions you might ask”</td>
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<td></td>
<td>• Poem: W. S. Merwin, “The Shadow”</td>
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<td></td>
<td>• Book chapter on Wangari Maathai and Kenya’s green belt movement from <em>Hope’s Edge</em>, by Frances Moore Lappe and Anne Lappe</td>
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<tr>
<td>#5 Materialism and the media</td>
<td>• Poem: Philip Levine, “What work is”</td>
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<td></td>
<td>• Poem: Robert Coles, “Recession 1992”</td>
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<tr>
<td>#6 Communities of challenge and support</td>
<td>Participants did not refer to program materials at any point in transcribed recording</td>
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<tr>
<td>#7 Commitments</td>
<td>No media presented</td>
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**Narrative Summaries: significance of recognition**

The dynamics of recognition were prominent in both group processes, though they unfolded in a dissimilar ways for groups G-1 and D-2. In G-1, participants moved toward one another in greater acceptance and wonder, and it was this style of interaction that propelled their desire to reassess their situation, explore options, and commit to increased engagement. In D-2, participants toiled with feelings of fear, guilt, and dread about their social circumstances and their positions in it. Through identifying and arguing for particular personal ideals, participants focused on examining how other participants
made sense of social action; they also moved away from one another when participants rejected various participants’ views. In this way, these participants also attempted to eschew their social responsibility. Struggling with these positions transformed the participants of D-2. For both groups, participants thought differently about how they viewed others in their community, and they changed in the manner that they related to other community members.

The meeting processes for each group were organized in narrative form and spliced with transcribed excerpts from program meetings. Both narratives spanned all transcribed meetings for each group. Transcription conventions may be found in Appendix B.

Group G-1

The participants discussed how some people go unrecognized in our society, wondered why these people go unseen, identified with being in this position, and questioned how to act in response and challenge the current situation. These actions referred to the work toward recognition (i.e. being recognized by others in a way that motivates further action & engagement).

Throughout the program process, participants discussed the importance of recognition in order to feel like a viable citizen. In reaction to three program prompts in meeting #4 (topic: economic fairness), participants first identified how one is denied recognition in the economic arena. The selection below documents participants’ reactions to the program prompts. The first prompt was a selection of an article about the experiences of Robert Soderstrom, a Peace Corps worker in Papua New Guinea (PNG).
The author narrates an instance where the indigenous people, with whom he is residing, offer hospitality to two homeless American men after viewing an image of them in an American newspaper. The author highlights the contrasting cultural perspectives between Americans and the indigenous people of the village in PNG. He wonders why Americans are more reluctant to assist those of lower economic means, when the village residents unquestionably offered their time and space to an unknown person. The second prompt, a poem by Jim Daniels, reflects the experience of working a minimum wage job. The last prompt, a poem by R. Lundy, illustrates life in poverty for a young child outside of a large urban center.

<table>
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<tr>
<th>F3</th>
<th>Struck by article in that the New Guineans were able to come to a solution. “Why don’t I have an answer like that? Why can’t it be that simple at the same time?”</th>
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<td>F4</td>
<td>I’m amazed about how in their world they are all responsible for each other to the point that, you know, someone’s homelessness is just a foreign concept to them because they all feel that care of each other is everyone’s responsibility. So, I just think it’s such a, quite a phenomenon {LF in seeming disbelief}</td>
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<td>F8</td>
<td>I guess that rings true to the (. ) I guess differences in both of these societies. The difference is that we live in such an individualistic society and so it’s you know (. ) survival of the fittest. And if you can’t, if you don’t have your own home, then, sorry. But, you know in this culture it’s very different. And it, a lot of these poems rang true, as to how much we ignore the help - in quotations. I mean, just people who are in just service. Even what M2 was talking about, he was talking about McDonalds. Now how many times do you ignore the people that work in those types of professions or you ignore the person who comes and gets your trash everyday. It just seems like they’ve become this other person, they’re meant to be, you know, there, but not spoken to or listened to.</td>
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<tr>
<td>F2</td>
<td>In relation to that there’s sort of a dichotomy in that these, you know, jobs (. ) like janitor and McDonalds - they’re all necessary jobs, but we think we’d never want those. And so, like, if they’re so necessary, but if that’s the only job you can get, then something’s wrong with you. But at the same time, we need someone to clean up our trash, we need someone to service our hamburgers. We don’t have any respect for the things we can’t live without.</td>
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The conversation progressed to the ways in which participants have experienced themselves going unrecognized when working in low paying jobs. As participants considered these positions in society, they articulated how much people in these positions do contribute, and they considered the challenges these people face. The group moved toward the imagined Other (i.e low wage employee), wondered about the position the Other inhabits and in identifying with the Other, they developed a greater appreciation for what it means to be in this position.

M3
I definitely agree with that. I worked in a fast food and grocery before that’s like, they look at you like you’re the one who’s dumb, but you listen to some of the customers, man it seems like you’re the like— they’re driving the nice car or whatever, they got money, feel like you ought to switch role with them, but they’re dumber than you are [FAC: Do you feel invisible?] Um, I don’t know, I mean, I don’t know from that stand point, you know what I’m saying, ‘cause I mean if you’re in a server’s job, they kind of have to deal with you so they can’t just ignore you, except when I was at McDonalds, but when I was working in a grocery store, like you know, it was kind of like a customer service type thing, so you know, they would talk or whatever, but, um, that could be a good thing or a bad thing because some of them (.) like the more they talk, the more, the less sense it seemed like they had, you know what I mean, does that make sense to you? {mumbles of agreement from other participants}

F8
Comments on skills required for lower wage jobs – they are not as “elementary” as generally perceived. People deserve to be paid more.
Discusses her personal experience working as a waitress, how difficult it was, how shocked she was that she couldn’t manage the job.
“Nobody gets paid what they’re worth. We really don’t understand the hard work and the skill it takes to be in these professions.”

The conversation transitioned to what it would be like to recognize people with fewer resources. As one participant argued about how people continue to go unrecognized by “hidden agendas” within supposed efforts to assist the disenfranchised, two participants challenged his claim with two arguments: 1) organized efforts are not always the best way to recognize and assist the disenfranchised, and; 2) although some people may position themselves as needing assistance, they are in fact taking advantage
of others. Participants M2 and F3 questioned the value in engaging civically, particularly in response to assisting another person. Their resistance spoke to the fear inherent in beginning to challenge existing social circumstances in which some benefit from their positions in the community and others do not. As participants continued to articulate the kind of change that is possible for them, they moved to greater appreciation of their respective agency in their particular circumstances. As meetings progressed, participants articulated their options for action with respect to the program goals.

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<td>M4</td>
<td>Yeah, (.) don’t have any kind of stupid, hidden agenda, we just want to help them out (.) doesn’t really care about them anymore, they lost their jobs, who cares, they had their chance, they lost it.</td>
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<td>F3</td>
<td>There’s always a program. It’s not let’s a couple people get together and feed the homeless. Let’s create a program first and then we do it.</td>
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<tr>
<td>M4</td>
<td>Let’s first get us jobs, and then we can help others.</td>
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<tr>
<td>F3</td>
<td>Yeah [LF].</td>
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<tr>
<td>F5</td>
<td>Very much so, and then you have the element of, when the programs are established, then you have to meet 8,000 criteria in order to benefit from that program. It’s interesting.</td>
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<tr>
<td>M2</td>
<td>I was reading um, reading something, it was talking about how um, yeah – you talk about programs, we have all these programs, all this bureaucracy, you know, to help people who are in low-income housing (.) and you know, and all this other stuff, and that um, in reality, if you were to get rid of all those programs and take all the money that went for paying for those benefits, and then just issue stipends, you know, (.) to people who are at, below a certain income level and graduate it. Um, ‘cause one of the big problems is like, lot of programs like that, is you hit a point a just drop off. There’s no incentive to even go beyond a certain point to help yourself out because if you go beyond, you know, $10,000 or whatever, you lose $3000 of benefits, so basically that $1 more drops you down $3000. But, besides from that, It was just saying how um, (.) how a lot of programs we think are trying to help people in the end, almost, (.) exacerbate the problem. One the things I was talking about is the housing projects and stuff like that. Public housing started in 1950’s and ‘60’s. When they constructed those houses, the-the low-income housing buildings, they actually destroyed more housing areas than they created. So it actually caused um. Well, the people actually lucky enough to get into those housing developments (.) were better off. People who you were then, didn’t have housing were much worse off because they were having to fit fewer people, more people, into</td>
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fewer spaces. So, a lot of times, you know, we tend to be short sighted and look for a quickie-solution and don’t look at the long-term consequences of our actions.

F3  //I think that| uh, go ahead (2) There are like a lot of problems, with like, (.) the things set up to help, you know, disadvantaged people. I don’t want to sound like I’m against the homeless or the po--oor, or that I don’t care about them. It’s just that you have to look at like their backgrounds. It’s not like they were just magically dropped on the street homeless without anything. They had to have made choices or things had to have had happened to them to get there. And it’s like, I don’t know, things in place to like help them, like assistance and everything, it is flawed. ‘Cause I used to work at a grocery store for three years. I started out as a bagger and went up to assistant manager. And you would see like the same customers all the time. And there was this one woman, I could not stand her. She had like five children and she was on food stamps, okay. But everything she would buy was the most expensive things, things that I couldn’t eat, ‘cause you know, I paid with my own money. She would always be standing there on like her cell phone, on that Razr phone, the real thin, the real expensive one. And then, I would after work, you know ‘cause someone would you know, give me a five dollar tip or something, I’d go to Barnes & Nobles with my friend and we’d be at Starbucks and we’d be behind her in line, (.) you know, and she’d be, you know, cash, she could use her cash for her cell phone, and, you know, for $3 cup of coffee. Now why can’t she, she needs government aid to feed her kids the most expensive food? It’s like they (.) can work the system, and that’s kinda like, I don’t know. It’s one of those things, you know, you can’t just look at these people and lump them all together. It’s like, there are the ones who really do need help, but then there are the ones who take the help when they don’t really need it. I think with like, when you look at the disadvantaged, the lower class, the poor people. You can kinda group it up. ‘Cause people in the city, who are like homeless and poor are different than the ones who are in like the more suburban areas, more rural areas, kinda like where I was from. Who are different from the people who are in the out there, middle of no where, like West Virginia areas. They’re not all, like one, the same group. They can be like, they each have different needs. And you try and create like, programs to help just one overall.

Implicit in these two challenges appeared to be questions and fears about who should be recognized as a needing support and how we should best respond.

Prior to M2’s extended comment, he and other participants reflected on their desires to intervene directly with economic issues. They claimed that Americans turn to convoluted systems of social programs to assist others so that they may personally benefit from the
intervention. M2, however, argued two points (1) that it is not necessarily economically beneficial for Americans to assist the disadvantaged, and (2) that people should not intervene immediately, but take a convoluted approach to prevent them from exacerbating the problems of the disadvantaged. In effect, he supported the very argument that the group contested. He related to program participants, however, in a manner that recognized and followed along in a similar flow to the conversation. He affirmed their comments through reiteration, and “yeah’s.” While his opening statements acknowledged their positions, he offered other perspectives by way of outside material. The reading that he cited, provided substantiation for his argument, “It was just saying how um, how a lot of programs we think are trying to help people in the end, almost, exacerbate the problem.” He closed his argument with a new consideration to be heeded by the group, “we tend to be short-sighted…and don’t look at the long-term consequences.”

M2’s statements shifted the flow of conversation, opened up diverging perspectives, and challenged earlier movements. Interestingly, his comments were offered as contributing reflections upon effective and sensitive ways to assist others. His comment was not followed by disagreement or challenges by others. Rather, F3 followed M2 with further quandaries about how they may effectively assist people. Through F3’s manner of inquiry, she aligns herself with M2’s wariness of civic efforts aimed at assisting the economically disadvantaged. Following her suggestion that the group considers the “backgrounds” of the disadvantaged prior to assisting them, she provided a narrative of her encounters with a disadvantaged woman representative of a group who “take the help when they don’t really need it.”
F3 narrated the contrast between she and the woman with images of hierarchal positions, and in doing so, illustrated movements along the “recognition” and “being’ axes of DeRivera’s (1977) emotional transformations. F3 “went up” from bagger to assistant manager, F3 found herself behind the woman “who can work the system.” F3’s questions following her narrative also referred to the woman’s failure to recognize F3, despite F3’s stated efforts to move up the social ladder via a culturally-recognized behavior: a hard work ethic. F3 began her narrative stating, “And there was this one woman, I could not stand her” F3’s comment was a refusal to acknowledge the being of the woman. F3’s question, “Now why can’t she?” referred to questions beyond why can’t she work? or why is she exploiting the system?, it also includes why must I recognize this disadvantaged other?

The comments made by M2 and F3 not only shifted the flow of conversation from wondering about the Other and moving toward this position, they demonstrate conservative perspectives about social services in America – a marginal perspective within most MCC groups. Ever so gently, they challenged the liberal ponderings gently trickling through the group conversation. Both speakers spoke affirmatively, professing a desire to address the difficulties of poverty. Both speakers used metaphors of “dropping,” and ascending or descending along a socio-economic hierarchy. M2 cautioned that efforts of various social programs have dropped off with respect to incentives, “Um, ‘cause one of the big problems is like, lot of programs like that, is you hit a point and just drop off.” He encouraged an alternative route to assisting others by issuing stipends to those “below a certain income level and graduat[ing] it.” F3 claims that the fates of the disadvantaged are not necessarily held in her hands, “It’s not like they were just magically dropped on
the street homeless without anything.” She notes that the disadvantaged make choices that have led them to their present difficulties. In fact, while she has worked diligently to ascend the economic ladder, some disadvantaged have cheated their way up the hierarchy, positioning themselves before her. Consequently, based on her observations of different disadvantaged groups, she stated that the disadvantaged may be categorized—according to those more deserving of assistance, and those suspect of abusing the system.

M2 and F3 moved away from the Other through their challenging remarks. In response, the facilitator entered the conversation in an attempt to reconnect these participants’ arguments with the previous movements of the conversation. The discourse shifted from an everyday two-turn discourse to a three-turn pedagogical discourse as he encouraged all of the group members to elaborate on the supposed categories of “disadvantaged” people suggested by F3. In effect, the facilitator attempted to critique these categories and challenge F3’s rejection of the disadvantaged Other’s being. Following a number of comments by group participants, he summarized M2’s argument—acknowledging M2’s concerns, and then encouraged the group to suggest other methods to intervene in economic issues.

Referring to the comments of M4, M2, F3, and F1: “I was hearing a couple of threads in what you (M2) were saying. Programs aren’t always the ideal places of solving problems. Although they can be a helpful way of doing it, um. But also, the other stream I heard you saying was that that well we often say well, we’ve got what we need, let’s you know, if I was hearing you right, we’ve got what we need, so let’s not worry about those other people (3).”

How do people feel about the two things M2 is raising here? One is how much do you need? After you get 2 million do you need the next x million. The other, this is a little bit of a generalization, people in government don’t care.
The participants contextualized who may be disenfranchised in American communities. The facilitator summarized the earlier challenges and encouraged the group to respond directly. In response, F8 underscored an earlier point that the disenfranchised do go unrecognized in the community. The facilitator observed that her comment is “the other side” of the earlier challenges. F8 provided another example but this time, incorporated a comment from M2 and referred to the participants’ shared community (the university setting). Participants began to wonder aloud about how they may bring broader awareness to the challenges they see within their community. Participants began to brainstorm ways of “having a voice.”

| F8      | How much is enough to somebody who can get it? The power to get that. It’s never a question, like, do I have enough? It’s like, can I get more, you know? I agree with M2 with them being out of touch. And this is personally coming home for me, in this past year, watching a movie on how they recruit minorities to this university. And slowly but surely they have eliminated every program that deals with getting minority students here at this university. They eliminated all of them…They cut it, because they’re afraid, they’re out of touch” |
| FAC     | Let’s go to that, that’s a fairness issue, not necessarily, it doesn’t need to be broken down by race, it could be broken down by economic [F8: yah, race, gender, age, you can break it down on everything] Okay, so, what could people here in this room as students, as employees of X university or whatever, do you have any voice in that? |
| M5      | Yeah, we can ask questions. |
| F3      | Definitely. |
| F5      | Sometimes politicians are out of touch ‘cause we don’t write to them. We don’t tell them what’s going on. I wrote to Reagan once, when I was in elementary school because he was going to talk with the Russian president, my last name is Russian. I thought that that was great, and he wrote me back (.) but I’ve never written to a politician saying I think you need to support this policy, I think you’re forgetting about this aspect or anything like that. You know, people barely vote. If they all took the opportunities they had, they wouldn’t be complaining that nothing’s being changed. They weren’t actually making efforts to change things themselves. |
| M3      | I think something we could do to help is just spending time and energy to helping other people out. *Compares this to simply spending money on others. “spending time” is more helpful.* |
When F8 (African-American, student) referred to M2’s (Caucasian-American, student) argument, she moved toward him, accepting his position. She echoed that programs are “out of touch,” but applied this issue to her personal experience as a minority student in the university. She critiqued programs for being “out of touch” for a different reason than M2’s; she has witnessed a program that she found valuable lose funding despite its impact on the university.

As the participants pondered how to respond to issues raised, older participants observed a decrease in civic action within the community and questioned how to become more active in efforts to call attention to the lack of or absence of recognition about these concerns, and to support disenfranchised groups and issues affecting the groups’ shared community.

F2  Shares a story about her proactive behavior as a student. {Did not transcribe due to F2’s stated request for privacy} “I just use this as an example, you know, we talk about change and change can happen, it’s just a matter of inspiring people and motivating them and showing them, look this is not right, this is not fair. How do we make that change?”

This question continued to be raised in Meeting #6 (Topic: resources). Following the group’s listening of the song “I remember, I believe,” a song about struggling for justice, group members described feeling inspired by the lyrics and impelled to action. Participants began to articulate their positions with respect to the program goals:

| F8 | I think it’s such a powerful statement, I mean, only you know seven words, she said, “I do remember that’s why I believe.” I mean, I think people give themselves, you know such hassle trying to figure out why certain things happen either to their families or to themselves. But, she says, ‘I do remember and that’s why I believe.’ I think that’s such a, that’s powerful to me. I can’t explain how, but it’s means-it means a lot. There’s a lot of significance in it. |
| F5 | I think following up on that, I know I read a couple articles lately, I think that it’s been in the Post-Gazette, of women who have lost sons to violence and um, even other lives have just got wiped out by that sorrow. Just what |
it does to them. They have started groups to prevent the violence or that kind of thing, and I think again, it’s what you do with experiences like you remember and then you move forward in that memory to try to do—try to make something better, you know, rather than just having it totally be debilitating or something, you know, I don’t know.

FAC I’m thinking they’re remembering struggle of course, but also some positive things I think are part of that memory. You know, remembering our father stood our ground, and those sort of emblematic moments.

F3 I thinks what’s interesting in the last line of the poem, it says, “though no one forced us, we did build the barricade under the fire” and I think with all the things we’re doing here, I think no one forced us to sign up - to come sign up to learn about this or, no one’s forcing us to review our commitments {group laughter} you’re looking at F4 like she insist that you come! {More laughter}, [M2: I’m under attack] But we’re not being forced to continue on to do things to help the commonwealth or not. It’s our choice to decide to be active and choose to make a difference. So, we can just let nothing happen, we could be active and do it.

FAC (5) Anybody else want to jump in?

F2 I like the line, uh, the last line, ‘gave me a song to sing and set me on my way. I raise my voice just as I believe.’ I think it illustrates, I guess, sort of what you were talking about, um, finding something you enjoy, um, what is it, finding your passion and finding where the world needs it. Yeah. It’s good, I mean, I don’t know, trying to think of what your passion is or what you want to do is, finding your song or something, you know? A song is something that’s harmonious, that you like, probably would like to do [FAC: mhmm], you know, and people would want to listen to it, you know? Here’s your song, now go sing it. [group LF]. Like this is your talent, you know, here’s your talent, here’s your interests, now use that, use that somehow.

As participants F8, F5, F3 and F2 mused on the program materials, they observed how the singers remained resolute in their action to combat injustice. The four women moved toward the imagined Other in this prompt in admiration and used the narratives as inspiration to reflect on their own action. F3 observed how the Other took up the choice to take action and applied this example to her participation in MCC, “We’re not being forced to continue on to do things to help the commonwealth or not. It’s our choice to decide to be active and choose to make a difference.”

All participants reported “commitments” to social change in the final group meeting. Many of these resolutions were tied to issues and ideas raised earlier on in the
group process. Following the analysis of the group process, I cross-referenced this group with the evaluation study data. 4 out of the 10 participants (i.e. excluding the leadership staff and co-evaluator) completed the 1-year post MCC survey. All respondents reported naming and remaining engaged in a particular “commitment” to civic action and engagement. 3 of the 4 respondents reported that they made a commitment as a result of MCC. Interestingly, of the participants who made challenging comments on more than one occasion, M2 reported that MCC did not affect his involvement with his commitment, nor did it affect the way he made decisions or took action related to social issues. Reviewing his utterances over the course of the meeting, he did not move toward participants, but instead, spoke in a declarative manner, stating his positions and observing how they contrasted with the meeting materials. At these times, he often referred to another source to support his claims. Although his comments were frequently in line with those of some other participants, he did not respond in support of their statements, nor did he respond to other participants’ encouragement of his views. Rather, he built upon his arguments. In all, there appeared to be some emotional distance between him and the other participants, as if he did now open up emotionally in a similar way to them.

Group D-2

In comparison to group G-1, where participants explored the art media to inform their discussions, participants in group D-2 focused on exploring each other’s perspectives as they discussed the meeting topics. Despite the facilitator’s repeated efforts to shift the discussion to analysis of art media and self-reflection of ongoing
efforts to address social issues, group members dwelled on the glaring differences between one another, particularly, ethnicity, class, and religious affiliation. Secondary to and in relation to these positions, the participants considered how each person thought about the task of their work in MCC.

Most palpable in this group process was the participants’ fears and anxieties about moving toward and committing to increased civic engagement. These anxieties were made evident by the participants’ style of discourse, which rarely moved to the personal (i.e. their experiences, wishes, plans, and feelings about group topics) without the cajoling of the facilitator. For the most part, participants theorized about the significance of issues raised by meeting topics, and argued about key concepts that influenced how they understood and responded to social issues. As the meetings progressed, these tensions became increasingly entrenched, such that on many occasions participants moved away from one another in expressions of anger and rejection. In these discussions the participants’ feelings of guilt about their existing positions in society, desires to respond to the social situation, and their relative fears and apprehensions in doing so seemed latent. Nonetheless, participants remained engaged in this process and toiled with the challenges of the program. What were initially discussions about the limits of their positions, power, and privilege, moved to their exploration of their resistance to engage civically, opened up spaces to wonder about how they may act from their position. The participants’ continued efforts to find ways to accept divergent views or find broader meanings functioned to salve some of the cleavages among them.

In meeting #4, (topic: environmental degradation), participants discussed how listening to exemplar stories of social action did inspire their hope for greater social
change. After listening to the story of Nobel prize winner Wangari Maathai, and watching a movie on doctors working to address the AIDS epidemic in Africa, participants observed how listening to inspiring stories functioned to offset feelings of dread that emerge when thinking about their social situation.

| F4 | I think that it’s a good thing that you find these things {referring to FAC}. And that you end our sessions with them. Otherwise I would go home and have nights and nights of sleeplessness. I mean, I feel like the last time you end- and I was being sincere, the last time you ended it with stories of, where people’s personal efforts have made a difference and I mean, I’m only speaking as one cynical person who often feels like it doesn’t, so it’s a good anecdote for me. A little wake up call to say, oh yeah I can. |
| FAC | At the risk of going negative (.) this last sentence, that this person has been beaten and gone to jail for this stuff. |
| F4 | “=Not because of the trees. It was because she challenged the power structure. I mean that was my take on it.” She continues a back and forth with F2 in an effort to argue that Maathai got in trouble because she became more political. “If she just stuck with the trees (.)” |
| F2 | Wait a minute, I didn’t go that far, all she did was build - was build the trees.” |
| FAC | Clarifies the events of W. Maathai’s circumstances, and then encourages the group to complete the chapter reading for more information. |
| F4 | Well if she just stuck to trees= |
| F2 | She’d be alright. |
| F3 | Well, I think there’s some social problems as well. I mean, she instigated - here’s a woman who has inspired many other and now they’re changing some structures. To question, um, you know, everything from their husbands’ control, to president Daniel Loy’s rule. So that touches to the heart of households in villages. You know, so we’re not just trees here. It’s the structure. |
| F4 | That might not be good in the United States, it would be one more reason why the environmental movement would get a bad press. |
| F2 | We, you know, we can look to US whether you like him or not. You know, look back to the 70’s with Ralph Nader. I mean, we have seatbelts because of Ralph Nader. And whether what you think of him today or not, it was his being a pain in the butt that had got it done. This makes me uncomfortable for two reasons: it’s the frustration of what’s the one thing I can do? And #2, I don’t have the guts to get shot at and beaten. It scares the heck out of me.” |
| F4 | Well, you might not have to. |
| F2 | Well, I mean, if you go to Africa – and I was Malawi, I mean, people were telling me how the students closed the university and how they got beaten because they published um, letters, you know, anti-government, ah poisoned, you know? I thought I don’t have that kind of courage. |
| F4 | But the thing I like about that story is, as well as this other thing that is included in the packet of information is that (.) is more that I see it as a call to action |
where you could, you could have an impact without necessarily having to take on – ‘cause I don’t know, it’s not about being beaten, sometimes for me it’s about not to expend, to beat my head against the wall, expend energy in a pointless fashion. Like I don’t feel like I would be able to necessarily change atomic energy policy in this country, but I could plant trees.

F2 Isn’t because the issue, this is – being too old? Refers to efforts in the 60’s and how everyone became involved. “Is there anything that sparks the imagination and will power of any of us today or are we all worn out?

F4 I don’t think, to me, I don’t think it’s not that at all. People are called to action in ways that’s directly proportional to the threat they perceive...I think it wasn’t just civil rights and the war, but in the sense, it’s a lot easier to galvanize people around a single issue when um, threat is fairly close to home, and I think in certain situations that’s been true in environmental issues. The more um, popular an area is, the more people perceive the issue is direct- relating to them and affecting to their life. The more they’re willing to get involved. Whether it’s effective or not is still questionable, but um, I – I know every time I go there, just on a personal basis I get discouraged, so for me I appreciate the fact there are stories of how one person can – effort can make a difference. And I particularly felt that way at the end of the video. Because for me the AIDS epidemic in Africa is overwhelming and so to see that doctor who said, ‘irrespective of what people tell me I’m going to forge ahead’ and was able to say he was able to make a difference in spite of that, is reassuring. And stories like that are reassuring to me.

Both participants F4 and F2 struggled with conflicting feelings about engaging civically. F4 discussed her feelings of dread about their social situation, “Otherwise I would go home and have nights and nights of sleeplessness,” and F2 shared fears about the possible deleterious consequences of becoming more outspoken in the social arena. Their movements through these feelings follow different paths, however. F4 continually returned to the art media as exemplars that served to “reassure” her and show her how she may be called to action without feeling overwhelmed by what she may have to take on. She used these exemplars to re-inspire wonder and hope about how to engage civically and in so doing, this countered feelings of dread, which previously lead her to withdraw in the face of anticipated discouragement about participating in civic action.

Using personal and historical examples, F2 reiterated her fears that her civic efforts may expose her to harm by another more powerful group. Speaking of her fears,
she moved away from what it means to engage civically. Following this however, she
returned, in response to F4’s comments, and thought nostalgically of a time when many
people were socially active. She wondered, “Is there anything that sparks the imagination
and will power of any of us today or are we all worn out?” Her questions moved her to
hold in tension: her fears about how she will regarded by others who observe her actions,
and her simultaneous desire to engage and be re-invigorated.

Grappling with these conflicting feelings proved to be difficult for all participants,
and their anxieties were visible in their arguments about civic action. Participants rejected
other participants’ views in an effort to cover over their guilt about their relative social
privileges.

In each of the following meetings, participants returned to questions of what
motivates civic action by exploring: the limits of power and choice for people of different
classes and it’s relative effects on how they approached civic engagement (meeting #5,
materialism and the media); and the origins, meaningfulness, and value of one’s civic
efforts (meeting #6, communities of challenge and support). In meeting #6, as the
facilitator pressed the participants to think more deeply about their positions on the issue
of civic engagement, and anticipated commitments to subsequent civic engagement,
participants initially resisted by continuing their argument about theories of civic action.

In the following excerpt from meeting #6, participant F4 (middle aged woman,
non-religious, economist, served in the military) was asked to discuss how she sometimes
feels discouraged about engaging civically. F2 responded to F4’s comments by first
distinguishing herself with her religious affiliation and then use this position to argue that
her understanding of civic action was more ethical than F4’s.
Fac: So let me ask you F4, what are the things that motivate or support you when you are trying to be, um, you know, your best self toward other people? What are the things that really sustain you? I know you experienced some discouragement, so this talking about being sustained is a little bit difficult, but the points when you felt sustained, what’s done it?

F4: Well, my discouragement has not been about helping people. [Fac: mhmm] Mostly it’s been about not accomplishing, not having the satisfaction that comes with accomplishing what you set out to accomplish. But, um, and the occasions when I have helped people, to me, there’s also different types of help, there’s helping people directly, when you’re actually working one on one with somebody and there’s a certain— for me, satisfaction comes from feeling useful, being of service, being of, um, and to me, there are differences in that too, I mean, when I help somebody build a barricade, to me, if I— if I envision myself in the Polish story, that’s not about, that’s like duty, that’s like desperation, that’s ah, we’re afraid, we do what we have to do in spite of the circumstances. That’s not really the same thing to me as being of service, foregoing a pleasant skating to do something to help somebody else. It could be, um, [Fac: They could of sat it out, they could have sat in their house] That’s a totally different situation. To me doing, feeling like um, you must take this act or dire consequences are going to befall you is less of a choice than um foregoing pleasure in order to be of service. You know, volunteering to me is you give up your free time, you give up the opportunity for pleasure in order to be of service to somebody else, which is very different than um, when I was in basic training, you’ll dig the ditch, you’ll build the sand bag, but not because you’re being of service, not because you’re building the barricade because you want to, you know, you’re being ordered to, it is where you go to work. I mean, I don’t necessarily go to work because I want to, I’m not of service, it’s an exchange. It’s not as much a free transaction. Whereas you give up your free time and are of service and helping somebody, the reward is so much less tangible. So for me when I do that it is more a feeling I get or a satisfaction I get being of assistance, mostly when it’s one-on-one it has to do with um, having been in a situation like that myself and understanding how meaningful that kindness would mean to somebody else. Sometimes I think of it as paying a debt, paying it forward.

F2: I guess, I hear so many ideas floating around here, one is the difference between doing something that is meaningful, doing something that is a quid pro quo, you give it because you got this debt going forward, or something that, um, it is a fundam—, for me a religious belief is something above and beyond the subjectivity that I am capable of as an individual person. And I guess what I’m struggling with is someplace that I read the difference between one religion and another is whether service is an ethical optional behavior from belief and whether it’s the essence of—in my case, the essence of the meaning of the gospel, it’s not a choice. And I’m hearing, for me, I’m hearing three different ideas, meaningfulness, the religious essence, and I would use the word ‘essence’ as opposed to option, um, making me feel good or utilitarian idea, or quid pro quo idea, going forward. And I— I don’t know where I am, when I hear all these different perspectives, I’ll say, where am I in all the four issues.”
F5: “mixture of everything.”

F2: “Well, I come out of a religious tradition though that really does separate them, and prioritize them. [F5: yes] Alright it leaves me, F3, you may remember this, we were taught what we were doing was not natural, it was supernatural. Okay, [F3 agrees] so the idea of pleasure was really made quite subordinate and not significant. That we ought, the duty [F3: and the spirit and the body were -] the spirit and the body, yeah, and therefore, um, it never got the separation of spirit and body but the body was driven by the spirit. [F3: mmmm, and it was our lower nature] yah, so, you know you didn’t do something, I’m trying to fall back, obviously meaning, maybe I should ask this for everybody here, is meaning different than feeling good about something? [F3: yeah; F5: definitely]

Before describing why she sometimes feels discouraged about civic engagement, F4 first makes a distinction between “helping people” and the results of said action. She outlines different kinds of “help:” being of service and working out of duty. She noted that being of service includes having the choice to assist another and benefiting from the action. In contrast, working out of “duty” does not involve a choice. She referred to the “Polish story” (a narrative about Jews in world war II Poland attempting to build a barricade to prevent deportation to prison camps) to illustrate that participating in building the barricade was not an option: “that’s like duty, that’s like desperation, that’s ah, we’re afraid, we do what we have to do in spite of the circumstances.” F4 described her form of helping, “being of service” as a privilege that she has, “you know, volunteering to me is you give up your free time, you give up the opportunity for pleasure in order to be of service to somebody else.” For her, the “reward” for this kind of action involves something “less tangible:” relating to an Other in a way that acknowledges the Other’s position and communicates an understanding of the Other’s challenges. “When it’s one-on-one it has to do with um, having been in a situation like that myself and understanding how meaningful that kindness would be to somebody else.”

Referring to her experiences of discouragement, F4 underscored that she was discouraged about the results of past actions in which she did not receive the
“satisfaction” that she hoped for. This satisfaction included gaining a kind of recognition in which she could see herself giving to another person in kindness. She referred to this as “more intangible” than giving to others in the form of service or exchange, and she ranked it as more meaningful. F2 challenged the language F4 used and the distinctions she made. F2 emphasized that her Catholicism does not make any distinctions between being of “service,” “exchange,” or “helping,” as all human relationship is meaningful. What was important about civic engagement to F2 was not the kind of recognition one would receive in exchange, but the moral imperative guiding action that speaks to the meaningfulness of the human spirit. F2 aligned with F3 (also catholic) and F5 (devout Muslim) in noting that human service is fundamental to human behavior, and reduced F4’s comments about desiring satisfaction and seeking pleasure as “not significant.” In effect, F2 rejected F4’s understanding of what motivates her.

This argument continued throughout the remainder of the meeting. F4 eventually discussed feeling excluded in the group process since her understanding of what motivated her to action was not religious.

| F4 | But, um, it depends, see what’s difficult about this conversation is I feel like I’m the only non-religious person, I mean, not that you’re, I mean, non-religiously affiliated person participating in the conversation and I feel like um, [FAC: feel a little beleaguered] not, not beleaguered, but in the way that sometimes the conversation, for people that are that religious there’s always that higher order, we answer a higher calling, and I think, well crap I do things, help out, be of service, blah /x/x/, without having the higher calling so I don’t know, I think it’s, you don’t need to be part of a religious affiliation in order to answer a higher calling or a concern for your – the well-being of your fellow man. And there’s always this justification built around it in religious terms, that, I don’t feel beleaguered, it’s more that I feel – or resented, as much as I feel like it undermines the value of it. That somehow people are only good because they have to be because of their religion, and I think that there’s lots of examples where I think that people are kind to their fellow man or help out or whatever, that have nothing to do with religion, but do have to do with duty. And oftentimes the argument that says, even if you don’t feel good, you’re not happy,
you’re doing it out of a sense of duty because you live- to live in accordance with the beliefs that you’ve been brought up with is um, easier, more peaceful, uh, brings you a level of happiness that comes with not having to question. You know, so even though, when I talk about people do it to make themselves feel good it’s not like, ‘let’s get happy,’ it’s living in accordance with your beliefs makes you happier than to [FAC: having a kind of integrity, you would say] exactly. That even if it’s that, you don’t want to help your friend move, but you believe it’s the right thing to do, so even though, um, maybe you’re motivated by anger or you’re not happy, in the jubilant sense, doing it because you live – because you now are able to feel righteous and able to live in accordance with your belief makes you happy.

<table>
<thead>
<tr>
<th>F2</th>
<th>And I have knee jerk reaction to three points. 1 – makes you feel righteous. And I think um- [F4: there is a philosophical school of thought that says that’s why people participate in religion, so they can feel better about- ] sure, sure, sure. But there’s also a philosophical and human experience that says that is an opinion, not human reality.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F4</td>
<td>Well everything’s opinion {Turkish participants having side conversation in background (inaudible)}</td>
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<tr>
<td>F2</td>
<td>Fair enough. So when I- when I hear you [F4: thank you M1] ascribe to religion, when I hear you make religion equal righteousness, I have a knee jerk reaction. [F4: okay] Like, where, like not only knee jerk, but um, from whence come such a declaration? By what authority? Secondly I think um, if I could quote something I read, maybe this helps [people preparing food in background] It is true, that in some of the literature that I would read based in my own faith, it would make a distinction between something out of quote purely eleemosynary motivation. [F4: purely?] Eleemosynary. [FAC: you’re going to have to help us with that definition, it’s a pretty hard word] Philanthropic or purely, um, public benefit, charitable, um, philanthropic motives. As opposed to a deeper motive of the reality of God and the reality of a people, that are the people of god. That there’s something, bigger reality out there than just my being good to you because of my own subjective personal view of life. I mean that’s - that’s where I would be coming from.</td>
</tr>
<tr>
<td>FAC</td>
<td>Right, I think F4 is saying that she doesn’t [F4: I don’t have that so I can’t relate]</td>
</tr>
<tr>
<td>F2</td>
<td>So, which is alright, alright, but to ascribe to either perception, right or wrong to righteousness is a little bit unfair.”</td>
</tr>
<tr>
<td>M2</td>
<td>I would like to say something [F4: I didn’t hear you, go ahead M1] No, no, I did not, I could not hear some of your conversation, but you were talking, I want to say something that talking to you. But you go and talk, [FAC: um, well I was going to take us in a slightly new direction still building one what I think has already been said, but shift focus. Did you want to say something M2 before I shift?] I just want to say, I mean, we should agree that helping people makes people happy. I mean no matter what you are doing this is a fact. The second thing, when we do some action and we want to legitimate that action some people say this is due to my religion, and that gives the meaning to their action. In their case, you said, I feel useful than give you the meaning, so that main thing here is the meaning. So this life has a meaning. Okay, this way or other</td>
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By noting her difference from the majority of the group members, F4 described that what she found meaningful went unrecognized, and consequently the value of her actions were “undermined.” She wondered what her actions meant in the absence of the “higher calling” to which other participants referred. In reaction, she countered the motivation to assist the “fellow man” via religion, with the call of “duty.” In referring to duty, she invoked her own “higher” order from which she had been recognized through military service, and used it to move away from F2’s argument. F2 retorted, noting a similar experience to F4: most significant to F2’s understanding, her religion, was rejected as “righteous” by F4. She continued in a similar fashion to argue against and consequently move away from F4 by using religious theory to deny F4’s position. Feeling nullified, F4 responded, “I don’t have that so I can’t relate.” M2, (young adult, graduate student, Turkish, Muslim) entered the argument in order to move toward both participants and recognize their claims. He spoke generally about the effects of helping others and underscored that the “meaning” of action for people is what propels them. Thus, M2 attempted to accept both positions and move forward with the group.

Nonetheless, this argument morphed into further discussion about assessing the intentions of the person who proffers help or service. As the arguments continued, participants resisted following the facilitator’s urges to explore their own positions and the ways that they have felt supported and/or challenged in engaging in social issues.

| F4   | I have a question for you before you go on. Is helping people different than being of service? Because what you’re talking about is being – I thought being involved, I thought participating, which is not- to me synonymous with helping. When you’re saying, when you’re talking about= |
| FAC  | I’m trying to get us, not into some abstract, ethereal thing. I’m trying to get us on our own lives, right here, where shortly the question’s going to be, what sort of |
new or renewed commitment do you want to take, stepping out to help, to be of
service, to help other people that can take political shape, that can take volunteer
shapes. So okay, having said that for a moment, now I’m trying to focus us on,
not so much on what do you plan to do, although that is certainly a significant
question, but, when you’re stepping out in that direction and to me, I think there
is an important element of when you step in that direction, you step toward, I
feel I’m stepping toward some center of integrity, some center of meaning, some
center of significance. The question I’d like us to spend a little bit of time on is,
what sustains you, you know, when you move in that direction? What keeps you,
you know, stepping in that direction toward an integrity, toward this, you know.
You know, it could be this, when I feel better when I’m more integrated, but I’m
kind of more interested in the things in your life that help you achieve that. And I
pointing now for a moment to these things that we listened to. I mean the one of
them was talking about my tradition, my history, the sort of things that I listen
to, the voices that I carry. Um, are meaningful to me and help that person in the
song, I think, step out in a kind of integrity even at some cost to themselves. The
Rumi poem, is saying okay, I’m moving toward this kind of integrity and the
move there is saying, okay, I’m in a listening posture. I’m in a kind of not falling
asleep, kind of posture. I’m kind of interested in what tools, what things sustain
you, help you move both in this outward direction toward others, which is also a
move kind of, toward integrity. So I’d like to ask everybody to talk a little
personally, not so much intellectually about what sustains you.

The facilitator attempted to redirect the participants to discuss what supported
them when addressing social issues. He used terms that encompassed earlier positions
made by the participants. He moved away from discussing social issues solely in terms of
helping or serving the other and used the art media (i.e. a Rumi poem and “I remember I
believe song”) to illustrate how participants may move toward greater “integrity” and change their posture. His understanding of “integrity” referred to being able to live in a manner consistent with how a person wishes to see himself and thus serves to respond to the feelings of guilt about the group’s struggle to articulate their ideal ethical position.

The participants’ resistance to exploring the issue at hand was made evident by the facilitator and he again attempted to re-engage them. Considering previous remarks where group members discussed feeling discouraged and fearful about engaging in change, the focus on helping the needy referred to their guilt about not effecting the kind of change that was commiserate with their ideals, and holding positions of privilege in society. Participants wished to identify themselves with the ideals about which they argued, but they did not want to discuss their conflicted feelings and resistance to engaging civically.

| FAC | I think we’re very conveniently always wanting to talk about these sort of general other people. {loud group LF}; [F5 okay, I will talk about myself] I would like think about us talking about ourselves in the difficult business – [F4: F5’s stepping up to the plate] |
| F5 | Discusses the “very poor people” who tend to the harvest at her family’s home. Observes that these people travel to the village just for work, and this work pays just enough for their “food need for the day.” “So you see those people and help them.” Discusses how family members provide charity. “I used to live there, and I used to see those images too, so that was motivating me to give away – not only money…my time, everything that I have.” |

In this discussion, the ‘Other’ for the group members was someone who is helpless. Feelings of guilt about their relative positions of privilege in relation to the “needy” were implicit in the participants’ arguments over their personal ideals regarding ethical response to others. The participants perseverated on the meaning of service and helping others in lieu of discussing what it would mean for them to act more often, question their own positions, and take account of their benefits in society. If effect, they
attempted to atone what they did not want to recognize: a self that benefits from the Other and does not see this Other. When the facilitator made the participants avoidance apparent, they laughed raucously, but nervously. F5 offered to speak in a sacrificial manner, sharing a story of how her community in Turkey addressed differences in class in an ethical manner.

Following the analysis of the group process, I cross-referenced this group with the evaluation data. 4 out of the 7 who participated completed the 1-year post MCC survey. All respondents reported naming and remaining engaged in a particular “commitment” to civic action and engagement. 3 respondents reported that they renewed a previous commitment as a result of MCC, 1 respondent reported that MCC did not affect his involvement with his commitment.

Participants F2 & F4, who were most at odds with one another and other participants, reported that they renewed their commitment to civic engagement as a result of their participation in MCC. F2 reported that she had in fact increased her efforts for over a year after participating in the group. She also reported that MCC affected the way she made decisions and took action by being “more circumspect about conversation on sensitive religious and cultural issues.” F4 reported that the group had challenged her to think of new ways of using her expertise in organizations in which she was interested. She reported that MCC was “encouraging” and that it pulled her out of a “rut of believing volunteering or having change oriented conversations didn’t have much of an impact.”
Comparative summary

In conclusion, significant in both groups was that they undergo a process akin to Hegel’s (1977) discussion of the slave’s work. Participants in G-1 identified with the unrecognized Other via discussion and relating to art media; D-2 group members also did this, but some found themselves in the position of being unrecognized by fellow participants and struggled to be seen and heard. The group processes moved these participants to greater civic engagement through the participants’ exploring and acknowledging the Other’s being. Through this process, they moved toward the Other in their own communities.5

Analyzing the transcripts of G-1, it was apparent how emotionally involved the participants were. Unlike the classroom, where diligent students work to prove themselves, everyone considered the facilitator’s directions by how it resonated with their own values, goals, and aspirations. G-1 participants moved toward one another in wonder and acceptance – even in disagreement, thus recognizing and affirming each other’s subjectivity. They continually built on each other’s comments, even when they openly disagreed with one another. When a person disagreed or challenged, participants encouraged him or her to move toward the group members by sharing their curiosity about the other person’s position. With increasing acceptance, participants openly evaluated their personal situation, their feelings of frustration and discouragement about social issues, and explored options within their given situation as a means to act.

5 Although it is known that at least two participants were not transformed (according to 1-year post MCC participation survey data) through the program process (M2 from G-1, and M1 from D-2), I refer to all the participants since I’m referring to how the group interactions moved those who were influenced by the program - this inevitably includes even those who were not impacted by the group.
Following analysis of D-2, I was bewildered that so many of the participants reported they were indeed motivated and committed to further civic engagement a year following group participation. In G-1, acceptance and recognition of others’ positions moved participants toward one another and prompted wonder, admiration, and inspiration to act. In contrast, for D-2, it was the struggling with their resistance to exploring and exposing their situation, eventual expression of this, and dedicated return to these topics, that kept these participants focused on the issues at hand. Although the facilitator criticized them for speaking abstractly, they were candid and direct with one another, more so than most of the groups that I observed over the course of MCC. Furthermore, as they wondered about each other’s difference, particularly with respect to ethnicity, class, and religious affiliation, they communicated their desire to be recognized by each other, and relative efforts to reject others’ views - and distinguish themselves against them.

Struggling with issues raised by the program materials and/or other participants was not foreign to me. I recalled, on several occasions, participants expressing despair, frustration, and indifference about our social situation, our positions within it, and possible spaces to change and engage in different ways. I also observed how some participants worked through it as the participants in D-2 and G-1 did, and others who eventually recoiled from their presence in the group, becoming increasingly contrary and cynical in the discussions, and some who disappeared from the group entirely. Returning to my ethnographic field notes of groups that occurred between D-2 and G-1, I found several examples of group processes where the participants worked through feelings of frustration with each other and with the goal of program. Most interestingly, I found a
selection illustrating my own frustration of feeling unrecognized during my participation in group E-1.

During meeting #4, “Reality check,” many group members including myself became increasingly frustrated by the prompts that the facilitator presented. We felt that he added many more miles to what already felt like an unending journey through a desert of abysmal realities. In reaction to a testimonial from a child amongst many in Uganda who were abducted, and then forced to kill and eat another abducted child, we responded in a rote manner to questions about how to address the issue, playing the roles of good students, “Education…Publicize stories like this more broadly…” We seemed detached, and began to bubble with irritation at the task set before us. This group plowed through, however, we expressed our frustrations, began to explore new ways of thinking, shared personal stories, and many members went off to develop relationships outside of the group, working together on some of their “commitments” to civic engagement. In what follows I present my reactions to the facilitator and the burgeoning movements out our desert.

I, at some point during the conversation, voiced the struggle that I was experiencing. I began by empathizing with Frank’s frustration of feeling that despite his efforts, nothing was being recognized. I briefly described my ongoing frustration as a black woman having to give an account of myself and culture to others. I followed up by saying that if it were not for my support systems, which empathize and share in my struggles, I would quickly give up on my beliefs about the power of civic action. The program director highlighted my comment, saying that it was similar Mike’s hope for some sort of organization, but that a support system further encourages individuals to continue their invested actions.

Rose also commented, “do we need a gun to our head before we help others?” We wondered together how much pressure was necessary before we act. A few talked about how many Americans would rather remain in their “comfort zones” before acting. The group seemed contemplative at this time, some agreeing, others I could not read.

In all, distinctive of the group processes was their grappling with recognition: participants explored the experience of being rejected, the impact of the denial of
another’s being, and how a person may work toward greater recognition of important social issues. Participants were moved to explore their own social positions, work through feelings of fear about challenging the social situation, guilt about their relative privileges, dread about existing social realities, and identification with being rejected by others. Through these interactions, participants were transformed in the way they thought about others, propelling them to wonder, acknowledge, and move toward the Other in their communities. What are the pivotal processes that moved both groups to increased civic engagement? I addressed this question by identifying the key movements of the transformative process.

**Key movements of the transformative process**

The sharp differences in the styles of interaction between groups nonetheless point to how they worked to understand their social circumstances and challenge each other to envision new ways of relating to others and acting in the civic realm. Both group processes included several key movements that further engaged participants, moved them to explore their situation in a different way, and envision new ways of engaging civically. These movements included: 1) Exploration of the other’s position; 2) Exploration of the one’s own position in relation to the other; 3) Discussion of barriers to action; and 4) Identifying motivators for action. These movements followed the general structure of the program: moving from in depth analysis and discussion of various social issues, self-reflection of participants’ own positions in relation to these concerns, and challenging existing ways of perceiving social issues in meetings #4-6, to identifying motivators for action and resources to sustain action in the final meeting. I will focus, herein, on
outlining each movement and the various dynamics within each. Table 3 provides a chart depiction of the four movements with a brief description of each process.

Table 3: Key movements of the transformative process

<table>
<thead>
<tr>
<th>Transformative Movement</th>
<th>Transformations within each movement</th>
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<tbody>
<tr>
<td>Exploration of Other’s position</td>
<td>Observation of denial of Other’s being&lt;br&gt;- Wonder about the experience of this position</td>
</tr>
<tr>
<td></td>
<td>Observation of other acting with agency to challenge situation&lt;br&gt;- Admiration for action, inspired reflection</td>
</tr>
<tr>
<td>Exploration of self’s position in relation to Other</td>
<td>Observation re: lack of recognition of social issues within shared community&lt;br&gt;- Personal reflection on how other viewed them</td>
</tr>
<tr>
<td>Discussion of barriers to action</td>
<td>Identification of barriers/impasses to action. How one is “stuck.”&lt;br&gt;- Feelings of frustration, discouragement</td>
</tr>
<tr>
<td></td>
<td>Pedagogical role: facilitates analysis of participants’ circumstances and position within situation&lt;br&gt;- Acceptance of frustration and perceived limitations</td>
</tr>
<tr>
<td></td>
<td>Exploration of means to action from this location&lt;br&gt;- Wonder about existing options</td>
</tr>
<tr>
<td>Identifying motivators for action</td>
<td>Observation of exemplars of action by others from participants’ given situation as model for each subject’s action (i.e. in art media, or by examples from other participants)&lt;br&gt;- Wonder about existing options</td>
</tr>
<tr>
<td></td>
<td>Based on understanding exemplars of action, participants assess areas within their own life where the can engage civically&lt;br&gt;- Identify plans to action</td>
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1. Exploration of the Other’s position

Participants’ exploration of the Other refers to those moments in discussions when participants considered the experience of someone else’s situation. This movement involved wonder, admiration, and identification with the Other’s position. In particular, through discussions of the program materials, participants wondered about what it is like to go unrecognized by others. These discussions prompted identification with and exploration of the realm of possibilities for the person/group in question. In group D-2, some participants reported feeling rejected by other group members. In response,
discussion was directed to understanding these participants’ experiences and its impact on them. Participants also referred to the Other in program materials to explore how some people have overcome their situation, maintained hope, and dedication to social change. In these instances participants spoke with admiration about the other and considered how they transcended their situation in light of their circumstances.

A.) Observation of the denial of Other’s being

Participants in both groups wondered about the experience of someone who goes unrecognized by others. When considering this position by discussing the art media presented in group, participants moved toward one another, identifying with the position, and further described the dynamics of this position – how one is rejected by others, the experience of this position, and similar instances of this occurrence within their community setting. In group D-2, some participants reported feeling unrecognized by other group members. In these instances, they described their experience of the occurrence and their difficulties expressing their positions as a result of the group’s behavior toward them. Excerpts from transcriptions below illustrate these processes:

In group G-1, meeting #4 (economic fairness), participants referred to the poems “Night Janitor,” and “La Moussa” to discuss how people go unrecognized in society.
And it, a lot of these poems rang true, as to how much we ignore the help – in quotations. I mean, just people who are in just service. Even what M2 was talking about, he was talking about McDonalds. Now how many times do you ignore the people that work in those types of professions or you ignore the person who comes and gets your trash everyday. It just seems like they’ve become this other person, they’re meant to be, you know, there, but not spoken to or listened to.

F8 identified the Other as “help” and “just service,” whose being is rejected when occupying these positions. She explored how people stop relating to them as a person deserving to be seen, and noted the implicit imperative that they are “not meant to be.”

Following her comment, F2 responded,

In relation to that there’s sort of a dichotomy in that these, you know, jobs like janitor and McDonalds – they’re all necessary jobs, but we’d think we’d never want those. And so, like, if they’re so necessary, but if that’s the only job you can get, then something’s wrong with you. But at the same time, we need someone to clean up our trash, we need someone to service our hamburgers. We don’t have any respect for the things we can’t live without.

F2 observed the significance and necessity of the position of the Other. The Other occupied a position that provides necessary services, but yet occupying this position means that the Other is less than the rest and undeserving of acknowledgement.

Similarly, in group D-2, meeting #5 (economic disparities) participant F4 referred to poems “What work is” and “Recession 1992” to discuss the limits of one’s power within the modern economic system. In referring to both characters in the poems (a working class man on the assembly line, and a successful business man during the 1992 recession) she argued that both of them are subject to the “man,” the “economy,” which dictates the limits of their power and action.

The sort of – the message that I see is similar in both of them is that, you as a person is powerless against these forces. You can stand in line, but you are at the mercy of the man about whether you will have work or not. And, you know,
even if you are this writer, and you’re in this shop and you buy the Italian – and you conform, you are still at the mercy of the recession. I mean, um, for me that’s what the economy is.

The participants in both groups use discussion of the art media to explore these positions. In group D-2, though, some group members readily identified themselves as being unacknowledged by other group members and related this to the particular social positions that they occupy. In meeting #6 (Communities of support and challenge), participant F4 described feeling as though the value of her civic efforts were undermined in comparison to the majority of the participants who referred to their religious affiliation as informing their civic action. She continued that these statements implicitly claimed that acting from their position was more valuable and venerable than her own.

But, um, it depends, see what’s difficult about this conversation is I feel like I’m the only non-religious person, I mean, not that you’re, I mean, non-religiously affiliated person participating in the conversation and I feel like um, [FAC: feel a little beleaguered] not, not beleaguered, but in the way that sometimes the conversation, for people that are that religious there’s always that higher order, we answer a higher calling, and I think, well crap I do things, help out, be of service, blah/x/x/, without having the higher calling so I don’t know, I think it’s, you don’t need to be part of a religious affiliation in order to answer a higher calling or a concern for your – the well-being of your fellow man. And there’s always this justification built around it in religious terms, that, I don’t feel beleaguered, it’s more that I feel – or resented, as much as I feel like it undermines the value of it.

F4 mentioned that the religious participants also had the privilege of being recognized by a “higher order,” which substantiates their actions and beliefs. She wondered how and why her own similar efforts for concern of the “fellow man” go unacknowledged.

B.) Observation of the Other acting with agency to challenge situation:

In both groups, when discussing the Other (as referred to by program materials or comments made by other group members), participants reflected on how these narratives
incite inspiration for further civic action. They spoke in admiration of the Other’s actions and explored in depth the efforts made by the person in question.

In group G-1, meeting #6 (Resources), F8 states the following in reaction to listening to a song called “I remember, I believe” by Sweet honey and the rock about overcoming violence in southern Africa:

| F8     | I thinks it is such a powerful statement, I mean, only you know seven words, she said “I do remember that’s why I believe. I mean, I think people give themselves, you know such hassle trying to figure out why certain things happen either to their families or to themselves. But, she says, ‘I do remember and that’s why I believe.’ I think that’s such a, that’s powerful to me. I can’t explain how, but it’s means-it means a lot. There’s a lot of significance in it. |

F8 reflected that the song has impacted her. In her admiration of how the songwriter overcame her situation, F8 noted feeling moved by these actions so much so that she begins to challenge how other people contend with and perceive social injustice. Though still incomprehensible, “I can’t explain how, but it means – it means a lot,” her admiration of the song moved her toward re-envisioning how to respond to injustice.

In group D-2, meeting #4 (theme: environmental degradation), participants spoke in admiration of Wangaari Maathati’s environmental impact in Kenya. F3 encouraged the participants to appreciate the scope of her impact - that Maathai transcended her initial project of addressing drought and deforested trees. F3 observed the resonances of Maathai’s work and thus outlined how her efforts permeated the broader political structure within Kenya.

| F3     | Well, I think there’s some social problems as well. I mean, she instigated - here’s a woman who has inspired many other and now they’re changing some structures. To question, um, you know, everything from their husbands’ control, to president Daniel Loy’s rule. So that touches to the heart of households in villages. You know, so we’re not just trees here. It’s the structure. |
2. Exploration of one’s own position in relation to the Other

In response to exploring another person or group’s position, how they maneuvered within it, and the possible feelings and experiences they may have endured and/or overcome, participants reflexively explored their own positions. In particular, participants identified with the position of the Other and observed the relative lack of recognition of a particular social issue and/or group within their community setting.

Examples of these kinds of responses are provided below:

Group G-1, Meeting #4 (theme: economic fairness), following extended discussion of how people working in “service” positions go unrecognized in society, participants reflected on occupying similar positions.

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<td>M3</td>
<td>I definitely agree with that. I worked in a fast food and grocery (.). they look at you like you’re the one who’s dumb, but you listen to some of the customers – they’re dumber than you are [FAC: do you feel invisible?] Um, I don’t know, I mean, I don’t know from that standpoint. ‘Cause if you’re in a servers job they kind of have to deal with you, they can’t just ignore you except, like when I was at X fast food restaurant, but I know in a grocery store, like you know it was kind of a customer service type thing so, I mean, they would talk or whatever, but, um, that could be a good thing and a bad thing – with some of them, the more they talked, like the more, the less sense they seemed like they had.</td>
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<tr>
<td>F8</td>
<td>Wasn’t there something interesting out about – and I forget where I got this from – the skills that it takes to work in these professions that people tend to ignore is not – you need to be getting paid more than $5.15. You see what I’m saying? (.). Nobody gets paid what they’re worth. We really don’t understand the hard work and skill it takes to be in these professions.</td>
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Group G-1, Meeting #5 (theme: true wealth):

After listening to a story about Oseola McCarty (a working class African-American woman who raised over $150,000 for university scholarships), participant F2 first observed her efforts, explored her actions in light of her circumstances, and then
applied McCarty’s example to challenge her own aspirations and feelings of
discouragement about being a teacher.

| F2 | It’s interesting that she could have easily have been just very helpless. Just you know, she wasn’t rich, she wasn’t making very much money. But she decided that wasn’t going to be helpless, she was going to you know, be proactive, she was going to make something happen. And you know, it took her years to save up this money, but she was willing to be patient and allow things to work out and sometimes we want to change things – I think about becoming a teacher. I think I’ll go into the classroom and I’ll change all the students [F8: right, FAC: mumbles in agreement]. That’s kind of an absurd thought. Just because you’re only with them, well for a little bit of time. You can definitely have a big impact on people, but um, I shouldn’t expect world peace after I teach a science class. But, ah, she- when you’re willing to take the time and not just let yourself be a victim or helpless, you can wallow in self-pity of not getting anything done. You can get a lot more done. |

3. Discussion of barriers to action

After contemplating the realities of their social situation, particularly in response to an Other as presented through program materials or by participants’ experiences over the course of the group process, participants discussed what they viewed as barriers to further engaging in civic action. They spoke in detail about how they felt “stuck” within their circumstances and noted feelings of frustration and diminished motivation about envisioning future action. Feeling “stuck” also referred to feeling powerless and hopeless that proactive change may make a difference in their community. The facilitator and participants responded pedagogically by encouraging deeper analysis of a participant’s feeling “stuck,” accepting their feelings of frustration and perceived limitations. This served a pivotal role in moving participants to exploring alternative means of action within their particular location. Rather than relating through expressions of frustration and despair, participants moved toward one another as they commiserated about these feelings, and wondered about existing options and possible alternatives, thus re-vitalizing
their esteem about action. Three transformations occurred within this broader movement:

a) Identification of barriers to action; b) Facilitated analysis of participants’
circumstances and perceived limitations; and c) Exploration of means to action from this
location.

In what follows I provide an illustration of these three movements in sequence. In
both examples, the facilitator summarizes and acknowledges the participants comments,
and then he shifts the discussion to questioning their options.

Group G-1, meeting #4 (Economic disparities):

FAC Referring to the comments of M4, M2, F3, and F1: “I was hearing a couple of
threads in what you (M2) were saying. Programs aren’t always the ideal places of
solving problems. Although they can be a helpful way of doing it, um. But also,
the other stream I heard you saying was that that well we often say well, we’ve got
what we need, let’s you know, if I was hearing you right, we’ve got what we need,
so let’s not worry about those other people (3)”

{Text cut out for brevity}

FAC How do people feel about the two things M2 is raising here? One, Is how much do
you need? After you get 2 million do you need the next x million. That’s one
stream, the other, sounded like little bit of a generalization, people in government
don’t care.

{Text cut out for brevity}

FAC Let’s go to that, that’s a fairness issue, not necessarily, it doesn’t need to be
broken down by race, it could be broken down by economic [F8: yah, race,
gender, age, you can break it down on everything] Okay, so, what could people
here in this room as students, as employees of X university or whatever, do you
have any voice in that?

M5 Yeah, we can ask questions.

F8 Definitely.

F2 Sometimes politicians are out of touch ‘cause we don’t write to them. We don’t
tell them what’s going on. I wrote to Reagan once, when I was in elementary
school because he was going to talk with the Russian president, my last name is
Russian. I thought that that was great, and he wrote me back…but I’ve never
written to a politician saying I think you need to support this policy, I think you’re
forgetting about this aspect or anything like that. You know, people barely vote (.)
If they all took the opportunities they had, they wouldn’t be complaining that
nothing’s being changed. They weren’t actually making efforts to change things
themselves.

M3 I think something we could do to help is just spending time and energy to helping
other people out (.) spending time is more helpful” Compares this to simply
spending money on others.
Group D-2, meeting #6 (communities of challenge and support):

| FAC     | And the way I would like to frame this conversation for all of us, I think in the broadest way so that we can all think about all the sorts of choices we have, and we’re all trying to sort this out in different ways at different points in our life curve, is that we’ve talked about some pretty big problems in the world, I mean we haven’t touched all of them even, you know, we’ve certainly listed a whole lot of other ones. Um, and there are a lot of ways one could move out in response to that. {text cut out for brevity} We’re all in the middle of this, and we’re going to be talking sort of more about what we hope to do, but tonight I want us to talk more a little about some of the things that support and challenge us, sustain us in making those kind of moves (. ) I’m interested in people talking out of their own lives for the moment about what sustains you as you step, step in this direction. {text cut out for brevity} |
| M2      | I mean it’s all around us... Even if you try to ignore them you will be exposed to lots of information. And that information will tell you that there’s some urgent problems that you may contribute in some way. I mean, I didn’t do anything special to get this AIDS problem or poor people in Africa. I mean, even in our neighbors, maybe there are people - if I encounter in some way, I will come in conclusion that there are some people, and I will search for some solutions |
| M3      | Compassion is something that motivates us to go out...when you act with compassion, you don’t act with the expectation that something will be given to you in return. |

| FAC     | I’d like to ask M2 just a little bit, you talked about urgency as one thing, and we talked about both support and challenge, and urgency is often a kind of challenge. Um, how do you kind of, find ways to keep, you know a lot of these problems are in f-, in the real world they are urgent, people are dying. Um, but we don’t experience them as urgent because we’re sitting in a living room. I mean do you have ways that you, - that help you that gives you a sense of urgency, F5 talked a little bit about, she keeps her eyes open for pictures of things that she sees and those give her a sense of urgency. Do you- |

4. Identifying motivators for action

Referring to examples from program materials and shared experiences by group members, participants used the examples as models to inform their desire to move to action. They returned to these examples again, not only in wonder and admiration, but in an effort to better articulate, understand, and map out how they will proceed. In response to these exemplars of action, participants reflected on and assessed ways that they could engage in civic action. This movement differs from the first in that participants directly
related exemplars of action to how they were working toward their understandings of social issues and plans to further participate in action.

Group G1:

In meeting #5 (true wealth), participants discussed media representations in reference to a movie clip from Powaqqatsi (a film that addresses the negative impacts of mass media on modern global culture), and the ways that people may serve “curatorial” roles in society in reaction to the poem by Robert Coles, titled “The Curator,” (a narrative about a museum curator who holds up representations of beauty in the Russian community during World War II). Participants initially marveled at the way the curator in the poem was able to move people from several different positions in society, including the blind, to see art in a new way. Referring to the “dream imagery” clip from Powaqqatsi, participants also complained of how the preponderance of images from mass media have functioned to distort cultural perspectives on beauty. Shifting the discussion, the facilitator reflected that mass media presents images of how people ought to perceive the social situation. In contrast, he wondered if the curator might serve metaphorically to present alternative representations of the social situation. He stated, “How do you hold up alternative images?” F8, referring to an earlier comment when she complained about misrepresentations of black people, discussed how she has worked to challenge them. The facilitator marked her comments as a “curatorial role,” and then several participants shared similar instances of taking on a curatorial role and related it to their current civic concerns.

| F8     | I think for me, what’s really coming to my eyes, is how, um, black people are portrayed in television and media… And I actually used one of the videos as a lesson when I was teaching my high school students because I think that’s a good way of doing it, because I said – one of these videos, it’s called – Nelly, |
ah ‘tip drill’ video. And a tip drill is a girl that you will have sex with, but you don’t like the way she looks in her face. She’s pretty, not, she has a nice body, but an ugly face. And in the video, at the end of the video, he takes a credit card, swipes it down the girls ass, and all of a sudden she starts moving, because she’s been purchased. And, ugh! I used that as a lesson. Because all the kids have seen the video and I said, what do you think really [group mumbles, nervous laughter] It’s really – It’s bad. It’s beyond anything that I’ve ever seen, but you have to use those moments as teaching lessons to observe what does that really mean? He probably thought it was cute, he thought, oh yeah, I could just swipe it, witty, right, but what does it mean when you can take something you use to purchase things with and you do it a female? What have you essentially done? You have bought her. She’s a prostitute.

FAC So right there, there is a curatorial function. You’re putting a frame, okay, there’s something there. You’re putting a frame and a context around that [F8: echoes – ‘context around that’ uh huh]. It helps people who may be seeing it one way, to look at that same thing and see it another way. And you’ve chosen to do that by speaking up, talking, using your own voice, and setting a context in an area where you work, where you teaching. [F8: right] So, other examples, not necessarily on this set of issues, but other ways you guys think that we can all play curatorial roles in terms of holding up some alternative to these media images that we’re uh,

Group D-2:

In meeting #6 (communities of challenge and support), which used similar art media as group G-1, F5 mentioned early in the discussion that she used images that she sees in her daily life and in media to remain informed and committed to social issues. In response to the facilitator’s encouragement what supports her renewed commitment to civic engagement, F5 described thinking of images of her community in Turkey, where people are sensitive to class differences and poverty. She mentioned, though, in her effort to carry this image to the US, she observed differences in how class is represented and addressed by the broader community.

F5 Discusses the “very poor people” who tend to the harvest at her family’s home. Observes that these people travel to the village just for work, and this work pays just enough for their “food need for the day.” “So you see those people and help them.” Discusses how family members provide charity. “I used to live there, and I used to see those images too, so that was motivating me to give away – not only money…my time, everything that I have… My
mom, even now, you know, when I talk with her, she tells me, you know, don’t forget to do this…don’t forget them. But here, we don’t see them around, that is the problem. In Turkey, we are in the middle of them, we are among them. So we see them and instantly, you know, without anyone in between, we used give it away, to help others.”

In conclusion, MCC group interactions moved from meeting to facing the Other. The Other was invoked by the basic structure of the program: diverse group composition, the use of program material to frame discussions, and the importance of engaging participants affectively through “empathic imagery.”

Transformative movements involved moving toward the Other in wonder about the experience of being denied as a subject and admiration for the Other’s efforts to challenge dehumanizing action. Participants, in an effort to understand the Other’s position, related to similar experiences of feeling rejected by others. Acknowledging dehumanizing action in the participants’ community and moving toward the Other’s position also incited anger and discouragement about the possibility of engaging in civic action. Participants described feeling “stuck” about the circumstances in their social action and expressed despair and dread about the possibility of change. A key pedagogical moment involved accepting the participants’ feelings and encouraging them to explore options for action from the very position they felt “stuck.” There, participants explored different ways of perceiving their circumstances and returned to the Other to explore exemplars of action. This last movement further propelled participants out of feeling “stuck,” and they began to articulate future action, using these exemplars as models.
What are the transformative movements of program participants’ interactions?

So far, I have addressed both research sub-questions: (1) What did the transformative process look like? and, (2) What were the key movements of the program process? First, I analyzed the transformative movements of individual participant interaction by way of constructing narrative summaries of the G-1 and D-2 group processes. This analysis underscored the significance of recognition in motivating participants to explore the Other’s experience. Meeting the Other moved participants to wonder, admiration, and identification; however, for group D-2 participants meeting the Other also lead to the rejection of the Other and dread about the possibility for change. These processes challenged participants to explore the otherness within them, relate to being unrecognized, and eventually desire to work toward increased recognition of important issues within their communities. Next, I identified four key transformative movements of the program’s process, referring again to participant interaction to illustrate how participants were moved to increased civic engagement. The movements were: (1) Exploration of the Other’s position; (2) Exploration of the self in relation to the Other; (3) Discussion of barriers to action; and (4) Identifying motivators for action.

Using these detailed analyses, I created a general summary of the transformative movements of the MCC program processes. I refer to the group processes to illustrate how MCC program participants were transformed, through dialogue, toward increased civic engagement. MCC program processes were akin to the work of the slave in Hegel’s (1977) master/slave dialectic. In the last movement of the master/slave dialectic, the slave moves toward the otherness of the world through her work. Engaging with the otherness of the world, she learns of her ability to create and she develops increased
independence from the master. This transformation challenges her understanding of her relationship to the master as being subjugated and denied recognition. She begins to face the otherness within herself; the fear of annihilation by the master. A similar process occurs when program participants move toward the Other, who they meet through their participation in MCC. The groups follow four key transformative movements, with each individual movement contributing to a shift in the group’s relationship to the Other. In addition, the shift in the group’s relationship to the Other further reinforced individual participants exploration of the otherness within themselves. Elaborated discussion of the participants’ movements shows how participants faced their anxieties about the challenges of civic engagement and engendered a feeling of hope about the significance of their future civic engagement.

The first movement of the program process involves an exploration of the Other’s position. In this movement, participants experienced their first meeting with the Other. The Other was manifested in the solicitation to participate in the program by the facilitator, the people who populated each MCC group, and the people represented through the program materials. The call to participate in the program from the program facilitator beckoned people in the community to move toward the program. The call offered participants a different kind of group experience: through facilitated dialogue of social problems, participants might find new ways of engaging civically. Here we observe the participants moving toward the Other in response and acknowledging the call to participate as resonating on some level with their civic concerns.

Upon entering the program, the Other also referred to the different people populating the program groups and the people described in the program materials. The
Other’s narrative included stories of being denied recognition with respect to a given
social issue, and stories of resiliency where the Other challenged the situation and
advocated on behalf of their position. Participants met the Other through listening to the
stories of denied recognition of the Other and the Other’s efforts to surmount social
challenges. The narratives moved participants toward the Other in wonder. In their
wonder about the Other, they acknowledged that they did not understand the face that
they were meeting. In their wonder, they brought the Other closer to them, so that they
could further grasp its meaning. This movement not only acknowledged the difference
between them, but recognized the Other in a way that was in stark contrast to the
narrative of the Other’s denied recognition. When the participants admired the Other’s
actions to challenge a given social issue, they recognized these actions as symbolic of the
primary goal of the program: civic engagement. Through their admiration, participants
concurrently recognized the Other’s ability to change and glimpsed their own possibility
of challenging social issues. For example, in group G-1, participants reacted to the
Sanderstrom article by observing the differences between American and Papau New
Guinean perspectives about poverty, and then questioned why they cannot approach the
issue in a similar way. F3 questioned, “Why don’t we have an answer like that?” F4
followed that she was “amazed how in their world they are all responsible for each other
to the point that, you know, someone’s homelessness is just a foreign concept to them
because they all feel care for each other is everyone’s responsibility.” F8 observed the
differences between the two cultures and then considered how Americans “ignore the
help…people who are in just service.” In these three responses we observe: F3 wondering
about the difference of the Other, the Papua New Guineans, presented in the Sanderstrom
article; F4 expressing her admiration for the Other’s ability to respond to social issues out of “care” and “responsibility;” and last, F8 exploring how Americans do not recognize the impoverished. Thus, in meeting the Other, participants acknowledged the differences between them and the Other and moved toward further understanding of these differences. Participants’ were moved to explore the possibility of their own civic action in their wonder about the Other’s denied recognition and admiration of the Other’s agency to surmount social problems.

In the second movement, exploration of self in relation to the Other, participants inhabited the position of the Other. In their acknowledgement to the Other’s experience of denied recognition, the participants recognized the being of the Other. Motivated by wonder, participants inhabited the position of the Other by relating to the otherness within themselves. Specifically, participants moved toward the Other of the self that too has been denied recognition. From this position, participants further explored and articulated their own understanding of being denied recognition with respect to particular social concerns in their community. In this movement, the Other referred to those people who rejected the significance of the issues that participants were concerned about. To illustrate, consider G-1 participants M3 & F8’s conversation about the denied recognition of those in lower paying jobs. After discussing their own experiences of working in lower paying jobs, F8 quipped, “Nobody gets paid what they’re worth. We really don’t understand the hard work and skill it takes to be in these professions.” She spoke from the position of identifying with “not being paid what [she is] worth,” and then challenged her community (herself included) for not recognizing the contributions made by working class citizens. Participants became angry about social inequalities, moving away from the
Other and criticized past failures to address social problems. The participants responded to the Other by feeling dread about their civic realities; they discussed feeling as though nobody cared about these social issues and that any effort to challenge the situation would prove to be ineffective. Feeling dread, participants recoiled from the otherness in themselves that they had initially approached in the first movement when they moved toward the possibility for civic engagement. Their dread reflected their fear that becoming civically engaged would not be recognized and therefore would not be meaningful in the community setting. The meaningfulness of their civic engagement, then, would be annihilated.

In the third movement, barriers to action, participants faced their fears about moving toward civic engagement. First, the participants’ feeling of dread, discouragement, and frustration were discussed with regards to their resistance to civic engagement. The participants’ movement toward the Other, that is the program goal of civic engagement, was halted. Participants instead pushed away, criticizing the meaningfulness of civic action. In response, the facilitator moved toward the participants, acknowledging and accepting their feelings of dread, discouragement, and frustration. The facilitator’s acceptance, therefore not only acknowledged the participants’ feelings, but also affirmed and recognized the participants’ experience. By further articulating the participants’ feelings, the facilitator acknowledged the difference between feeling dread about social issues and the feeling of hope engendered by the program premise that engaging social issues in community settings is meaningful. By accepting the participants’ feelings for what they were, the participants felt recognized. Most powerful in the facilitator’s acceptance was that he moved toward the participants when they
feared that the significance of civic engagement would go unrecognized. The participants experienced being recognized in a way that they had feared was not possible. The experience of being accepted conferred hope for the participants. The participants, no longer constricted by fear, were willing to move toward the otherness within themselves and in doing so believe in the prospect of civic engagement. They talked about the problems within their communities, not with despair, but with wonder and acceptance of the current realities. For example, consider the facilitator’s efforts to encourage group D-2 participants to explore what “sustains” their investment is civic action. Prior to asking this question, he acknowledged that the group participants were trying to “sort out” how the “big problems in the world” impact their personal lives. He observed, “we’re in the middle of this, and we’re going to be talking sort of more about what we hope to do, but tonight I want us to talk more a little about some the things that support and challenge us.” In response, M2 and M3 discussed how feeling a sense of urgency about pressing social problems and compassion “motivates [them] to go out.” Thus, participants were transformed by the facilitator’s acceptance of their positions and were more willing to explore possibilities for community action.

In the final movement, identifying motivators for action, participants returned to the Other, who they met in discussions of program materials, as a model to inform their plans for action. The Other’s action became an exemplar for action, and participants explored how they might act in similar ways. In effect, participants moved toward the Other to further inspire their own understanding of their possibilities for action. Consider G-1 participants discussion of the song, “I remember, I believe” in meeting #6. Quoting the song lyrics, “though no one forced us, we did build the barricade under the fire,” F3
stated, “we’re not being forced to continue on to do things to help the commonwealth or not. It’s our choice to decide to be active and choose to make a difference.” Moving toward the Other as an exemplar for action signals growth. The participants incorporated what they had learned over the course of their relationship to the Other into their understanding of and relationship to social issues.

Thus, MCC participants’ transformative movements toward increased civic engagement involved facing the Other. The Other appeared in the faces of other participants and in the people described in program material. In this encounter, participants acknowledged the Other’s difference and in further wonder, began to move toward the otherness within themselves. Participants reflected on social problems, their own experiences of being denied recognition, and subsequently their fears that civic action too would go unrecognized; this evoked fear and dread about the possibility for change. However, acceptance and recognition of the participants’ experiences inspired hope. Participants became more resolved to face the otherness within themselves and explore ways to become civically engaged.

More concretely, participants were transformed in their encounters with other participants and explorations of social issues. As they discussed how some people and important social issues go unrecognized in their community, they wondered about their own personal experiences of going unrecognized. Participants felt frustrated and discouraged by the persistence of social problems and civic disengagement; they feared that becoming civically active would not be meaningful in their communities. Their fears became barriers to potential civic engagement. The facilitator’s recognition of their frustration and accompanying encouragement to consider alternative perspectives to
address their concerns shifted participants’ feelings of dread to feelings of hope about civic engagement. Participants returned to discussion of program materials to contemplate how they may commit to civic engagement.

In sum, I analyzed MCC participants’ interactions by selecting two groups, which had the most 1-year post-MCC survey respondents indicating that MCC influenced their decisions to engage civically. I created narrative summaries of what the transformative process looked like for each group, and then identified four key transformative movements of the program process. I used these analyses to inform the construction of a general summary to respond to the over-arching research question: what are the transformative movements of MCC program participants’ interactions. I showed that the participants were transformed in their relationship to the Other and that this relationship changed the way that they thought about the significance of civic engagement. Key movements of the participants’ transformative process included wondering about difference, relating to the experience of going unrecognized and working through feelings of dread, finding hope through the acceptance from another person, and resolving to consider different ways of engaging with others. In chapter 5, *Discussion*, I review the goal of the dissertation, the methodology, and the analysis of MCC participant discussion. Next, I underscore the significance of studying dialogue and articulating transformative process in my discussion of the literature reviewed in chapter 1.
CHAPTER 5: DISCUSSION

This dissertation endeavored to articulate the movements of transformative encounters within a community initiative. My analysis showed that transformation is an intersubjective process. Transformation toward increased civic engagement requires facing the Other. Facing the Other meant moving toward the differences of another person and the differences within the self. Through creating a relationship to the Other, participants moved toward increased hope about the meaningfulness of civic action and became increasingly motivated to engage civically. This analysis illustrated how participants were transformed through interaction, and demonstrated how we may study how people are transformed through dialogue. It contributes to recent efforts in community psychology aiming to study how people are transformed in local interactions and community interventions.

To analyze how Meetings for Civic Change (MCC) participants were transformed to increased civic engagement, I used an interpretive research method informed by theories of human transformation and the intersubjectivity of emotions. These theories revealed the intersubjectivity inherent in dialogue, and as a result, guided my analysis of how participants were changed through their interactions in the program. The methodology was guided by two theories: Hegel’s (1977) master/slave dialectic and De Rivera’s (1977) theory of emotional experience as intersubjective.

Hegel’s master/slave dialectic illustrates how human transformation is impelled by relationship with the Other, where the Other is that which we distinguish as different than us. Hegel’s theory also stipulates that human action is motivated by the desire for recognition. Difference manifests in our worldly encounters with
people, the environment, and in relationship to other dimensions of ourselves. It is what we do not know and thus not incorporated into our conception of self. Therefore, transformation involves a change in our relationship to the Other, which creates a change in our understanding of ourselves. Transformation is the intrapsychic and intersubjective experience of facing the Other. In meeting the other, we are faced with our subjectivity: our understanding of ourselves changes through our relationship to and acknowledgement of the difference of the Other.

According to DeRivera (1977), emotions always occur in relation to an Other. DeRivera provides a structural theory of emotions that allows for articulating the movements between self and Other. Emotions are intersubjective; occurring in the interaction between the self and an Other. Employing this theory, I identified the movements of the group’s transformations. Movements referred to emotional transformations that involved an Other moving toward or away from the self of the participants, or the self moving toward or away from the Other.

Hegel (1977) and De Rivera’s (1977) theories set the foundation for how I answered the research sub-questions: (1) What did the transformations of group interaction look like? and, (2) What were the key movements of the group’s transformative process? Analysis of MCC program processes involved detailed articulation of how the participants related to the Other and their emotional movements over the course of the program process. I reviewed 1-year post-MCC participation survey data to identify two groups (G-1 and D-2) with the most respondents who reported that the program made a significant impact toward increasing their civic engagement.
For my analysis, I created narrative summaries to illustrate what the transformative process looked like for MCC participants. This effort helped me to articulate the uniqueness of the transformative process for each group. By creating narratives I also expected to create civic transformations (Denzin, 2003). That is, I expected that the narrative would speak to the readers; they would wonder about their understanding of civic engagement, consider different interpretations of the participants’ utterances, and think about their own civic involvement.

My interpretation of each group process showed that while their encounters did unfold in dissimilar ways; the significance of recognition was apparent for both groups. For group G-1, participants moved toward the Other in wonder, identification, and admiration. These movements inspired participants to explore the consequences of denied recognition and possibilities for action. For group D-2, participants moved away from Others in the group through rejection and subsequently these participants explored how it felt to be rejected. D-2 also discussed their fears about engaging civically and hinted at guilt about their positions of privilege within the community. In both groups, facing the Other incited transformative movements for both group processes.

I returned to the data to articulate how transformative movements unfolded over the course of the program process and identified four movements: 1) Exploration of the Other’s position; 2) Exploration of the self’s position in relation to the Other; 3) Discussion of barriers to action; and 4) Identifying motivators for action. This process may be summarized as the participants moving from meeting to facing the Other.
The transformative movements of the MCC participants’ interactions culminated in the participants developing hope about the significance of civic engagement and agency toward future civic action. In response to the research question: what are the transformative movements of MCC participants’ interactions? I outlined a general narrative of the program’s transformative movements.

Transformation toward increased engagement referred to change in the way people related to the Other such that participants were changed in how they understood themselves and the significance of moving toward people in their community in order to address social issues. The transformative process for MCC participants required investment in facing the Other. Participants met the Other in the faces of other participants, the program materials that illustrated how social problems continue to go unrecognized, and the otherness within themselves questioning the significance of civic engagement. In facing the Other, participants moved toward what they did not know in wonder; they moved toward the possibility of a new way of relating. Exploring the experience of being unrecognized, however, prompted fear and dread that participating in civic action could not change their existing social circumstances. Participants found hope, though, when they experienced the possibility of a different way of relating to the Other. The Other accepted their fears and resistance to civic engagement, thus recognizing the meaningfulness of the interminable difference between them. Feeling recognized, the participants allayed their fears about the significance of future civic action and resolved to explore new forms of civic engagement.
In all, my analysis of MCC participant dialogue showed how participant interactions were multivalent and thick with feeling. Their talk was more than an exchange of ideas or a critique of oppressive practices in which the group aligns itself against some sort of dominant majority. The participants moved toward and away from the task of increased civic action as they faced social issues by reflecting on their experiences of people in their community and their relationship to them. Critical in this study of transformative process was the articulation of the complexities of dialogue. This analysis may contribute to trends in community psychology that aim for a more critical praxis and research of transformative action. Herein, I review the research findings in light of questions raised from the literature review: (1) What would a critical pedagogy look like in an informal learning situation, like MCC, where the goal is increased civic engagement for a diverse group of participants – where some hold great power and privilege, and others may be wary of discussing experiences of marginalization and/or oppression? and, (2) How would a nuanced analysis of intergroup relations reveal more complexities of transformative dialogue? Last, I use my analysis to contribute to current trends in community psychology by discussing how community psychologists may more effectively intervene in community settings.

Dialogue and Transformation

Influences from critical pedagogy were evident in the MCC program structure. Participants were asked to take part in an extended process where the instrumental mode of action was dialogue. Their conversations frequently invoked the
goal of the program: increased civic engagement. Discussion was facilitated by critical reflection of existing social conditions, exploration of participants’ relationships to others in their broader community, and evaluation of how they understood themselves in relation to others who are most afflicted by social inequalities. The art media used in group processes offered the participants first entry into critical reflection. They observed the recurrent rejection of the Other’s being and moved toward the Other in wonder, empathy, and identification. They contemplated the impact of being denied recognition and related this experience to social problems in their own communities. This movement toward the Other often provoked anger and despair about social inequalities and disparities. Participants also observed how some people have responded to and challenged these issues. Participant F4 from group D-2 commented that learning about Wangari Maathai’s political leadership showed her how to become civically involved without feeling daunted, “I know every time I go there, just on a personal basis I get discouraged, so for me I appreciate the fact there are stories of how one person can - effort can make a difference.” Learning about Maathai’s story also provoked new ways of thinking about civic action for F4, “you could have an impact without necessarily having to take on ... Like I don’t feel like I would be able to necessarily change atomic energy policy in this country, but I could plant trees.”

A key pedagogical role in the MCC process was accepting participants’ reactions, encouraging them to remain with their feelings, and having them explore options for action from this space. In response to group G-1 M2’s questioning whether social programs are indeed effective in addressing community problems, the
facilitator summarized his comments, encouraged other participants to reflect on the issues he raised, and then contextualized the issue so that participants may think concretely about how they have responded to this issue in the past or how they could respond at present. Freire (1993) refers to this process as consciencezation. He argues for providing a space for the oppressed to work toward acknowledging the dehumanizing situation in which they exist and working toward liberatory change. This movement includes taking honest assessment of the impact a person’s circumstances has had on her until present, exploring her options, eventually realizing her agency in her present situation, making choices, and ultimately realizing her responsibility for living in a humanizing manner for herself and others.

Nonetheless, my analysis of MCC group processes indicated dimensions of transformative dialogue not adequately captured in Freire’s praxis. Namely, the social situation on which the MCC participants reflected may not be demarcated solely by oppressor/oppressed distinctions. Freire’s critical pedagogy involves a concretizing of Hegel’s master/slave dialectic in political terms. For him, the master is the oppressor who relates to the world in a dehumanizing manner, negating the oppressed as subjects in the social world. Through dialogue, the slave works toward liberation by action and reflection upon her situation. She develops solidarity with others, thus further realizing her and others’ human potential.

MCC groups, however, were organized to have a diversity of voices, occupying a multiplicity of social positions. MCC participants worked with the task of understanding how people and critical social concerns go unrecognized in their broader community. As a result, they were impelled to act out of the desire to call
attention to these issues. Participants became acquainted with the Other’s position and engaged in learning and psychological processes akin to the work of Hegel’s slave. To be clear, I am not equivocating group members with the position of the oppressed as Freire interpreted Hegel’s master-slave dialectic; instead I am using this theory to illustrate the dialectical processes that the participants follow – tallying alongside the marginalized position and grappling with the constraints of this location. It is a process that I argue everyone, as subjects representing various permutations of positions of privilege and marginalization, must participate in to surmount systemic injustice. Some participants reacted in fear, dread, and denial about the actualities of those who go unrecognized and were challenged to face this otherness. Participants moved toward this otherness and then explored options and possibilities for change. A diverse group took up the problem of denied recognition and those who were transformed over the course of the process moved toward others for the sake of greater recognition and humanization for all.

Developing solidarity amongst group members proved to be more challenging than Freire (1993) illustrates. Participants represented multiple marginalized and privileged social positions. They did not presume that they could identify with each other or that they shared similar social positions. Thus, they were met with questions about how they saw and were seen by other group members. For example, consider the following interaction in group G-1 between F8, an African American female, and M2 a Caucasian male. F8 responded to M2’s questioning the efficacy of social programs by discussing the disappointing consequences of the termination of a program that was key in increasing the percentage of African-Americans attending
her university. In her response to M2, she moved toward him by showing him an alternative way of thinking about the issue he critiqued, and more importantly, she showed him the potential impact of his position on her community. Facing someone in this manner is another layer to the kind of dialogue that Freire offers. Although Freire discusses the challenges of the oppressor and oppressed working together in solidarity, his views may not be directly applied to our current American context, where the persistence of a long history of oppressive practices and dread about the possibility for change in diverse contexts remain.

Furthermore, in my analysis of MCC participants’ interactions, I identified instances of participants struggling with their positions of privilege and making efforts to eschew the harsh implications that come along with it. D-2 participants laughed nervously when the facilitator observed their recurrent efforts to avoid discussion about how they may commit to civic engagement, and instead pontificated on ethical modes of civic action. Theorists within cultural studies have discussed how holding positions of privilege effectively shields a sense of social accountability and have explored the deleterious impact this behavior has on challenging social injustice (Fine, 1997; McIntosh, 1998). In fact, Fine (1997) has critiqued social scientists for taking a myopic gaze at the disenfranchised, fetishizing a desire to attempt to understand and correct their situation without considering how marginalized positions have been constructed and sedimented through practices of mystifying privilege. In her discussion of white privilege, she reminds that “whiteness was produced through the exclusion and denial of opportunity of people of color…institutional leadership and seemingly race-neutral policies/practices work to insure white privilege” (1997,
The Other, then, is constructed as deficient in contrast to an invisible ideal. Humanizing practice in diverse group processes must also involve exploring the otherness of privilege – identifying it, making it visible, and articulating its impact on others.

A classic illustration of challenging white privilege is the documentary *The Color of Fear* (Wah, 1994). The film follows a diverse group of men meeting for a weekend to talk about racism. Their conversation quickly becomes explosive and antagonistic when a white participant casually remarks that race is not a big issue and that he does not understand why racial differences cannot be collapsed so that everyone may view solely the sameness of humanity. The other men take pains to show him how such indifference essentially rejects their subjecthood – the meaningfulness of their racial differences, and the pains of their past that color their present. This kind of dehumanizing action is seen in our ability to talk about the Other in the manner that group G-1 F8 describes, “like they’ve become this other person, they’re meant to be…there, but not spoken to or listened to.”

Taken into context then Group D-2 participants efforts to eschew discussing potential civic engagement and instead arguing about the right kind of ethical action are indicative of two dimensions of their responses to the facilitators call to face these social issues: (1) Desire to move toward the Other and make sensitive efforts to understand his position; and (2) Guilt that the participants did not have to endure the challenges that they observed the Other contending - becoming civically engaged was an option for the participants. To illustrate, F4 described her desire to move toward
the Other as motivated by communicating her understanding of his experience and acting to acknowledge it:

So for me when I do that it is more a feeling I get or a satisfaction I get of being of assistance, mostly when it’s one-on-one it has to do with um, having been in a situation like that myself and understanding how meaningful that kindness would mean to somebody else. Sometimes I think of it as paying a debt, paying it forward.

She also described having the option whether she will be “of service” to the Other or not: “To me doing, feeling like um, you must take this act or dire consequences are going to befall you is less of a choice than um foregoing pleasure in order to be of service.” An argument between F4 and other participants (namely F2) ensued, which further insinuated the participants’ anxieties about having the option to either engage or not engage with the Other.

Indeed, feelings of guilt, dread, and fear regarding what is at stake in facing the Other from positions of privilege were laced throughout MCC group interactions. I interpreted traces of this when G-1 participants wondered about the decline in critical action and movements on university campuses and when D-2 group members spoke explicitly about their fears of challenging the status quo. Nevertheless, the participants’ guilt about their positions of privilege were never openly acknowledged, only suggested by the way they postured, evaded discussion, and moved away from one another in rejection. DeRivera (1977) comments that guilt and anxiety happen at the point of commitment, and in the case of MCC participants, I argue that this occurs when they acknowledged having the privilege to move away from civic engagement.
Feeling guilt allowed the participants to preserve their ideal identity – people who care about civic change, rather than recoil from themselves in horror. In reaction to F4’s comment that she has the privilege to engage in civic action or not, F2 recoiled from F4, rejecting her position. My interpretation of this behavior suggests that feelings of guilt fueled their ensuing argument and prompted them to reject each other rather than face the anxieties they felt about their own positions of privilege.

What is more, aside from participant F4 from D-2, I did not observe participants openly acknowledge and challenge their own positions of privilege. The participants’ movements away from each other and reservations about moving toward others in their community revealed feelings of horror toward the self that were quickly covered over by guilt, dread and fear about the possibility of change. Indeed, moving toward solidarity is much more complicated with a diverse group. At the same time, however, facing the impact of marginalization and privilege is a critical part of the process toward increased civic engagement. These feelings did not preclude the participants from becoming civically active, but in fact, were part of their transformative process. Of course while only one participant explicitly challenged her positions of privilege this in itself, was an act that that moved the group toward facing the Other.

Multiple emotional movements unfolded over the course of the participants’ involvement, and it was by following them that I articulated the participants’ transformations. The participants did not necessarily move toward solidarity, nor did they necessarily confront and work through positions of privilege and its impact on the social situation. In fact, I observed moments when participants excluded others by
their comments and read reports that some were not even moved by the program processes. The participants’ movements toward civic engagement were varied and partial. I did not observe a complete “bridging of differences” as encouraged by literature of intergroup relations. Contrary to representations of transformative dialogue in intergroup relations research, these movements are also a part of the groups’ transformative processes. Returning to McMillan & Chavis’ (1986) definition of community membership and critiques of the concept of community, we are reminded that community processes may also function to flatten diverse voices (Fendler, 2006; Wiesenfeld, 1998). Certainly, acknowledging and exploring how groups may exclude members or avoid exploration of difficult issues is also critical in any analysis of transformative processes.

Moreover, intergroup relations literature, though contributing to the promise of meeting across difference toward increased civic action, fails to capture how difficult these processes are. Many contributions have specified critical principles and characteristics of transformative dialogue, many of which may be observed in MCC group processes. The methods of these studies, though, only provide the ingredients and the end result of transformative group interactions. Dialogue is consequently addressed in terms of prescriptions: for intergroup dialogue to be transformative for the participants involved, it should include specified variables. As a result, the complexity of group processes are reduced to something unidirectional and oversimplified. Transformative encounters are equated with meetings in which everyone listens in a genuine manner, builds an alliance in a rather short period of time, moves toward each other in engagement, and manages to avoid estrangement.
How, then, considering what’s at stake for individuals in these processes, could anyone believe that this could be such an achievable feat?

The MCC participants’ tensions with one another and fears about committing to the very action that they signed up for shows us other dimensions of intergroup interactions. Both groups questioned the possibility of change and resisted, to varying degrees, envisioning themselves involved in it. This movement should not be regarded as antithetical to the transformative process, but critical to it. In acknowledging their apprehensions, doubt, and even indifference, MCC participants reflected on what civic engagement meant to them and its relative impact on their lives. Returning to findings from the program evaluation of MCC, we are reminded that even those who dropped out of the program appreciated that it provided a space to talk about what it meant to be a member of a community. This space alone provided participants with the opportunity to face how they understood their social positions and their possibilities within it.

Overlooking the difficult aspects of group interaction may have unfortunate consequences. When we only talk about the promises of dialogue, we implicitly communicate belief that civic discourse brings people to shared understandings, resolves differences, moves people toward each other in unity, and brings about concrete solutions to big issues. These goals, though, may inadvertently suppress divergent perspectives. Group dialogue is inherently thick with different voices and layered with feeling. Transformative processes do not require the flattening of voices, but a space that will provide enough time for people to return to what was said, face it and explore how it impacts their understanding of themselves and their community.
In my reading of the movements of MCC participants’ transformation to increased civic engagement, I followed the emotional transformations in their interactions and how this ultimately led some of them to move toward greater civic action. Participants’ emotional transformations were neither unidirectional nor continuous, they moved toward and away from the others before them, the imagined Other invoked by the program materials, and the Other within. Each meeting with the Other provoked reactions of accepting or rejecting what they saw before them. It was grappling with these movements that brought participants to re-envision their possibilities and their desire to act.

The goal of this dissertation was to show how people are transformed through their interactions with one another. Dialogue as a mode of action, however, needed to be opened up. Many have argued that it takes a particular kind of dialogue to move people. Too often, though this dialogue has been oversimplified to the products of transformative encounters and categorized elements of these processes. Expanding on contributions from critical pedagogy and intergroup dialogue research in order interpret transformative processes revealed a much more nuanced movement of talk. This analysis shows that we may study people’s interactions to learn how they are transformed emotionally, face divergences in their perspectives, and grapple with their differences.

Dialogue is not simply an exchange. It is a meeting, a way of acting that is propelled by the desire to be seen. It evidences the intersubjectivity of human action – it is more than word exchange, the acquisition of knowledge, or the creating of worlds as Freire professes. It is layered with emotional transformations that move people.
Transformative dialogue is about how people move each other and are molded differently in this process.

When we take the time to sit with a group of people to talk about problems in a community setting, we are moved - we learn and we are emotionally affected. Staying in this space is challenging. It requires us to be willing to face ourselves, our histories, and the contexts we come from. Trusting that increased civic engagement leads to increased action, the goal of civic dialogue is to learn how to participate in processes where we may focus on challenging social issues while holding onto our collective yearning for recognition.

**Re-thinking community practice**

For community psychology to continue toward transformative praxis, we must study more than what people say about their communities; we must articulate how people act in their community settings and how they are changed in their interactions with others. This kind of praxis requires engaged and critical research and practice.

In keeping with the mission of community psychology, practices that position the community psychologist as an engaged participant in community action may be most effective in getting their interventions to open up spaces for extended dialogue and analysis of transformative processes. These practices are informed by key transformative movements from my analysis of MCC groups: facilitating dialogue that respects the polyvalent perspectives expressed by participants, and finding ways to create space for group participants to meet and face the Other. I term this kind of posture *participant-reflector*, as it emphasizes two critical modes for facilitating
community praxis: engagement and critical reflection. To illustrate how this posture may function in community practice, I elucidate two effective approaches for facilitating group encounters that acknowledge and explore the emotional movements of dialogue as well as encourage critical reflection of the Other: the reflection model and the community-based participatory research method Photovoice.

The reflection model is a group discussion format first used in training settings by David Tremble, PhD at Boston Medical Center (BMC), practiced there and at Cambridge Hospital, teaching affiliates of Harvard Medical School. It has been used in forums in which a diverse group of participants discussed the landscape of multicultural relations in a shared context or organization (Leary, Khan, Brown, Perez-Gauldron & Price, 2008). The reflection model draws on the Milan family therapy technique to follow unspoken currents within a group process, name some of the unarticulated feelings that may be hovering at the edges of group members’ sentences, and consider different perspectives for further discussion. One participant in a group is designated as the reflector: she observes the discussion, refraining from speaking until three-quarters into the process. At this point, she shares with the group what she observed, reflects on her interpretations of their personal reactions –what they may have felt and what they may have experienced others feeling. She wonders aloud about what was not said in the discussion: what issues the group overlooked or addressed superficially – possibly to avoid or reject. Following the reflector’s comments the floor is reopened for the group to continue the discussion in light of what was said.
The reflector speaks what she views was unsaid and what troubled the flows of conversation. In these ways, they are doing in action what I attempted to do with my analysis: articulate the movements of transformative dialogue. The reflector observes how participants are impacted by what is being said, shares her own reactions to participants’ comments, wonders about the impact of what issues may be going unseen – or who’s perspectives are going unseen in the group process. Incorporating this moment in a discussion offers a group another layer to reflect on their process. It also brings the emotional movements between them to the fore.

The reflector is different than a group leader or facilitator as it may be anyone in the group. While a facilitator or leader may be present to keep the group on task, the reflector is a participant whose specific role includes sensitive listening and reflecting on the group process at a pre-defined time. The person who holds this position may shift with every discussion, providing everyone an opportunity. To date, in my experience of taking part in discussions using the reflection model all the participants were professionals or students of social work or psychology, thus lending a particular proclivity for the art of listening and reflection. I suggest that while the community psychologist need not be the only person to function as a reflector in group discussions, she may offer ways for the community to structure conversations so that participants are listening for these dimensions of conversation. In this way she may advocate the benefits of reflective processes. The work of the community psychologist would become much more about engaging with community members to
learn about what issues they would like to address and finding adaptive ways to lead them to carving out spaces for dialogue.⁶

Community-based participatory research (CBPR) has quickly emerged as a method of research and evaluation that returns to the ‘interactional’ understandings of the community psychology mission and espouses the goal of transformative community praxis. Participatory research calls us to consider political implications in social research. It is defined as a process of research, education and action that endeavors to further social and political transformation through community engagement (Brydon-Miller, 2001). It draws on Freire’s contributions of transformative praxis, underscoring the significance of promoting community agency by diminishing the distinction between the researcher and the researched, and by encouraging participants to take an active role in addressing issues affecting their community (Gaventa, 1988; Higgins & Metzler, 2001; MacDonald, Stodel, Casimiro, & Weaver, 2006). In effect, the community psychologist is both “educating and being educated by the people” (Freire, 1993). CBPR, then, involves collaboration with community members as its modus operandi. Participants take part in all levels of research and evaluation, thus encouraging multiple perspectives in exploring community issues (Brydon-Miller, 2001; Higgins & Metzler, 2001). It is a process that takes time and commitment to working toward change that will not only be experienced by a community, but meaningful to it.

There is a wide scope of participatory research methods, including traditional methods of social scientific inquiry (i.e. community questionnaires and interviews) to

⁶ See Heifetz, 1994 and Daloz Parks, 2005 for further discussion of adaptive leaderships and how one may effectively work toward creative problem-solving in community and organizational settings.
innovative approaches of documenting and articulating community processes such as popular theatre, video productions, and storytelling (Brydon-Miller, 2001). Indeed as discussed earlier, we run the risk of collapsing the richness of civic discourse when we reduce it to outcomes and identifiers. Finding creative ways to narrate or illustrate transformative community process captures more movements of these encounters and serves to further inscribe the civic transformations in which the community psychologist took part (Gaventa, 2001; Stein & Mankowski, 2004).

An exemplary CBPR method of capturing and documenting the processes of community change is Photovoice. Photovoice (Wang & Burris, 1994, 1997; Reason & Bradbury, 2001) uses photography as the medium through which community participants work to illustrate their understandings of their lives in the community and the issues that pervade it. Foster-Fishman, et. al., state, “By sharing their stories about these images, reflecting with others about the broader meanings of the photos they have taken, and displaying these photos and stories for the broader public and policy makers to view, Photovoice participants are provided with a unique opportunity to document and communicate important aspects of their lives” (Foster-Fishman, et. al, 2005, p. 277). Photos become the Other upon which Photovoice participants reflect in order to move toward greater understanding about their community problems. Discussing what participants observe in the photos and the narratives surrounding them provides glimpses into participants’ social realities and insights into related broader community and cultural narratives (Foster-Fishman, et. al 2005).

In an evaluation study seeking to increase resident empowerment and mobilization toward greater civic action in Battle Creek, Michigan, Foster-Fishman
et. al. (2005) implemented Photovoice by asking community leaders already involved in the broader evaluation project to engage other community members to take part in the Photovoice project. The project lasted 5 weeks. Participants were asked to take pictures reflective of their everyday life in the community, what was good about it, and what they would like to see change. After developing the photos, participants met in groups and used the photos to discuss how it illustrated their lives in the community. Groups then participated in facilitated dialogue about the photos, examining their meaning and implications for neighborhood life and change. The researchers observed that the Photovoice method incited deeper individual reflection and group discourse. Participants did not move toward consensus about community problems, but rather augmented the “multiplicity of realities present in community life” (Foster-Fishman, 2005, p.288). Participants reported developing critical awareness of their community and increased their commitment to community action.

The reflection model and CBPR methods like Photovoice show us how to participate in sustained deep reflection of community problems and how to articulate the processes of these encounters in nuanced ways. Community psychologists may follow the participants’ intergroup movements as they work to understand the Other through analysis of their own photos and by reflecting on the processes of their dialogue. As a participant-reflector, the community psychologist first intervenes by way of asking community members how she can be of service to them. In this way community members have more ownership of the community action on which they eventually embark. The community psychologist facilitates the process of critical reflection by working to create spaces for sustained dialogue, and keeps participants
on the task of facing issues challenging their community. Through dialogue, community psychologists work to assist community participants in challenging the problems in their surroundings and in exploring options for change. Community psychologists acknowledge and accept the profundity of feelings expressed in dialogue as a way to facilitate participants’ assessment of their situation and exploration of options within their location.

Community psychologists may intervene in community settings in ways that do not mute the voices of community members, but instead lift them up. The community psychologist, then, becomes one voice among many, attempting to articulate the activity that unfolds before them. As a participant-reflector, community psychologists intervene for the sake of assisting a group reflect on their process, better articulate the interpersonal movements as they unfold, consider alternatives, and help them remain committed to the challenge of facing social injustices and disparities when the going-gets-rough between participants.

The results of community research and evaluation may also articulate the “civic transformations” (Denzin, 2003) of the community process. In this way, the research or evaluation document serves multiple functions: broadening the research audience to include community participants, contributing to the literature of transformative processes, and engaging the broader community to take part in conversations about the possibilities for civic change.

When we remain engaged in community action, the audience of the research becomes more than just the academic community, but the community in which the research was located. Results may be presented in multiple formats (i.e. community
newsletter, theatre presentation, art exhibitions, etc) to communicate an interpretation of transformative community processes and to open up even further dialogue about what the findings mean for community participants and how their work might be continued. Formative evaluation projects in which evaluators continually share their findings with stakeholders and explore with them adaptive ways of shifting their practices is an example of this.

Articulating transformative processes contributes to the literature of how community change unfolds. It validates the agency of community participants and challenges the notion that fragmented communities are helpless victims of social disparities. We acknowledge that community participants do not necessarily move to a unified understanding about civic issues, but grapple with their positions in relation to the issues at hand, their feelings about what it would mean to become more engaged, and their desire to have their understandings about their role in the community and that of others recognized.

Last, when we present a depiction of a group process that acknowledges its partiality and illustrates multiple dimensions of group behavior, we provide openings for the reader to question the process, explore other interpretations of a group’s behavior, and wonder about how he would behave in a similar setting. In effect, writing in this manner engages the reader. The goal of research and evaluation then, is not to achieve some sort of generalist knowledge of what transformative dialogue is, but to capture meanings that may be brought into dialogue with other groups and further engage them in similar conversation.
Conclusion

Just as the currents of a stream gently flow in a bounded, general direction, so do the currents of dialogue. It is characterized by momentary slips, shifts, undercurrents, and eddies, none strong enough to deter the continuous, outward movements. When we seize a portion of it we cannot concretely distinguish who directly impacted whom. If we separate out some of these currents – some isolated turns of conversation, we lose its aggregative force. But, if we immerse ourselves within the stream, we may be taken with the currents, lose ourselves by the immensity of its flux, and flow further and further into greater bodies of action and civic engagement. Sadly, the risk of drought, or other external factors lessening the volume of the waterways may lead us to despair, disconnection, or a jaded perspective.

Furthermore, we may follow the currents of civic action from the streambed, running along side the currents or above them protected by a vessel to carry us along. From these perspectives we have a more privileged vision of the many shifts, creations and forms that occur over the course of the journey. We find that there is no necessary or explicit beginning to these movements – people entering into the currents of these conversations arrive carrying their individual histories and perspectives about social issues and civic action; like the merging of other streams and rivers into a stronger, more forceful current. We may approach these streams from innumerable moments along its process. What is of significance, though, is an appreciation for this entry of ours – what are the conditions of this place? From where do many of these currents come? What is the general direction of its flows? What are the characteristics of this stream of conversation? Whose voices make up this flow?
And from our beginnings, our proximity with this current, we may follow its movement; appreciate the swells and waning of the depths and expanses of these currents. Most importantly, with fine articulation of this journey, we witness how the water changes in color and refinement – we witness how this ongoing current changes the participants. People are changed in these streams.

I use this metaphor as a closing image of my study of transformative dialogue in an attempt to further capture the complexities of this process. To date, meeting across difference toward civic engagement has been sugar coated with claims that no matter what, so long as you engage in any sort of group process, people will walk out “transformed” and “engaged.” Maybe the literature in support of this has been an attempt to cover over the difficulties mired in what is for so many already a challenging undertaking. Nonetheless, we know that people have engaged in processes in which they were transformed, where communities have found unique movements out of the bog of social swamps. So what are we afraid of? Talking about social issues and committing to civic change means talking about our own positions in the social situation, how we feel about where we are located, how we have acted (in response or not) to date, how we have been seen and ignored by the people around us. Meeting across difference, in fact, is far from idealized dialogue.

Developments in community psychology show greater emphasis on how community psychologists are engaging local citizens and acknowledging the challenges embedded in this process (Bond & Harrell, 2006; Foster-Fisherman, et al, 2006; Kaufman et. al, 2006). My dissertation study moved a step beyond evaluating the efficacy of a community program’s efforts to motivate civic engagement, to
analyzing how participant interactions led to inciting some participants to further engage in civic action. Crucial to the study was an analysis of how program participants and the facilitator interacted with one another. The theoretical framework emphasized that communication is action and what is more, it is through interaction that individuals become motivated to act for the sake of others.

Participants from groups D-2 & G-1 of MCC worked to understand the experience of the Other in their communities. Those who were changed by the group process were changed in the way they understood themselves in relationship to others. The transformative process followed a unique course for each group as participants struggled with the task of exploring what it means to act for the sake of increased civic engagement. As they discussed social issues, they were challenged to face their own positions of privilege. The transformative process, then, involves learning about what we are doing in our relationships with others, exploring how we are affected by what we learn, and facing how we typically contend with the realities of our social situation. Change happens when we face the Other, take accountability, and change in the way we engage social issues.

My project did not aim to outline a new prescription for transformative processes, but to illustrate the complexities of these processes and how we may articulate them. By paying attention to emotional transformations of how people move toward and away from one another: we may better articulate the action of a group process, call attention to the unsaid dimensions of group dialogue, and creatively work with others. This removes the expectation that a group move toward “unity” for change. Instead, we focus on learning about how we are changed in our
relationships with others, and hopefully, move toward others in greater civic participation.

Articulating transformative processes may inform how we approach the civic endeavor, how we position ourselves in community settings, and how we find ways to engage people in sustained dialogue about the social situation. Rather than recoiling from divisive encounters, we may listen for how people yearn to be recognized, how they move away from others in rejection or fear, and how we may respond in ways that accentuate the issues, name the challenge, move toward one another, and further articulate the challenges of facing each other.

This study may contribute to existing efforts aimed at fostering civic engagement in community settings. If the goal of community psychology remains engaging individuals within community settings, we must engage in the very projects we plan to study. Community psychologists may work as participant-reflectors to articulate transformative processes, participate in civic action, and communicate these understandings for the purpose of continuing the work toward further civic engagement and action.
REFERENCES


APPENDICES

APPENDIX A: MCC GROUP INVENTORY
APPENDIX B: TRANSCRIPTION CONVENTIONS
APPENDIX C: PILOT ANALYSIS
APPENDIX D: GROUP G-1 MEETING TRANSCRIPTS
APPENDIX E: GROUP D-2 MEETING SUMMARIES
## APPENDIX A: MEETINGS FOR CIVIC CHANGE GROUP INVENTORY

<table>
<thead>
<tr>
<th>Inventory of Recordings of MCC Meetings and Testimonials</th>
</tr>
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<tbody>
<tr>
<td><strong>Group 1-1 and 1-2</strong></td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>8/6/03</td>
</tr>
<tr>
<td>+ testimonials</td>
</tr>
<tr>
<td>8/13/03</td>
</tr>
<tr>
<td>Round 1A (#7)</td>
</tr>
<tr>
<td>10/29/03</td>
</tr>
<tr>
<td>11/5/03</td>
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<tr>
<td>Commitments (#7)</td>
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<tr>
<td>11/12/03</td>
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<tr>
<td>testimonial</td>
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<td>11/12-13/03</td>
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<td>Testimonials</td>
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<tr>
<td>6/21/04</td>
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<td></td>
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</tbody>
</table>

165
**APPENDIX B: TRANSCRIPTION CONVENTIONS**

General Format:
Line #: Speaker name: Utterances

<table>
<thead>
<tr>
<th>Line</th>
<th>Speaker name</th>
<th>Utterances</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FAC</td>
<td>If I’m hearing you right,</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>partly what concerns you is our</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>way of connecting with pee-ople</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>you right. FAC re-iterates M1’s comments.</td>
</tr>
</tbody>
</table>

The speakers are identified by MCC round identification, gender (M)/(F), and a number to distinguish him or her from the rest of the group members.

“FAC” identifies the facilitator.

**Metatranscription**
( inaudible ) inaudible reading
(cow) tentative reading
( cow ) combination of inaudible and tentative reading
(…) material omitted

**Repetition of utterance**
/X/
e.g. Go Away!/X/X/

**Transcriber’s comments**
{Tape recorder apparently shut off}

**Transcriber’s summary**
FAC re-iterates M1’s comments, “is that correct?”
Quotations refer to transcribed utterances followed by summary.

**No gap between utterances (latched)**
=

**Pause**
(3) pause of 3 seconds
(.) very slight pause

**Overlapping utterances**
[speaker: utterance]

**Self-interruption**
- at point of interruption

**Intonation**
, marks low rise
? marks high rise (questions)
. marks low fall (end of utterance)
! marks exclamation
CAPITALS marks increase volume
**underline** marks stress, emphasis
:: marks drawn out syllable

**Other voice qualities**
[LF] laugh
[WH] whisper
[CR] cry
[WM] whimper
[WN] whine
[GR] grunt

**Audible breathing**
’h marks in-breath
h marks out-breath
(h) marks laughter within a word
Group G-1, Meeting #4: Economic Fairness.

**APPENDIX C: PILOT ANALYSIS**

I provide a pilot analysis below to illustrate my analytic process:

I selected an excerpt of minutes 28-40 of an 80-minute recording of round G-1, meeting #4 of MCC. The meeting theme is “economic fairness.” The transcript includes two extended comments made by program participants, made in response to the flow of conversation. This portion of the conversation involved extended reflection on one of the program prompts – a selection of an article about the experiences of Robert Saunderstrom, a Peace Corps worker in Papua New Guinea (PNG). The author narrates an instance where the indigenous people, with whom he is residing, offer hospitality to two homeless American men after viewing an image of them in an American newspaper. The author highlights the contrasting cultural perspectives between Americans and the indigenous people of the village in PNG. He wonders why Americans are more reluctant to assist those of lower economic means, when the village residents unquestionably offered their time and space to an unknown other.

Prior to the transcribed selection (for review of the transcription, see end of Appendix C), the group reflects upon the article, in response to the direction of the facilitator. The participants’ comments and stories follow a congruous movement: each comment builds upon another, affirming and elaborating upon the previous statement. The following selection is an articulation of the first instance during the meeting where the flow of the conversation shifts. I have provided a paraphrased continuation of the recording in parentheses to provide the reader with an image of the direction of the conversation.
Pilot Analysis:

At the beginning of the selection, M2 agrees with the flow of conversation. His first utterance is “yeah” (line 6) in response to the facilitator’s clarification of his earlier comments. M2 elaborates that he would like to assist others without a hidden agenda. “Yeah ( ) don’t have any kind of stupid, hidden agenda, we just want to help them out ( ) doesn’t really care about them anymore…” (lines 6-9). Another participant, F3 moves in agreement to his comment, citing the prevalence of social programs that are offered for the purposes of assisting others: “It’s not, you know, let’s get a couple people together and let’s go feed the homeless. Let’s create a program first and then we can do it” (lines 14-17). M2 echoes her statement in lines 19-20, “Let’s first get us jobs and then we can help them.” F3 laughs and M2 responds with a conclusive “yeah.” These turns of dialogue follow earlier comments made by group participants who are advocating the position of the PNG culture, which questions why North Americans are hesitant to provide assistance to the homeless. M1’s extended comment, however, (lines 32-70) shifts the current. Through a number of turns of speech he questions the efficacy of directly responding to the economic plight of others.

M1 begins his comment by referring to outside material related to their discussion (lines 32-37). “I was reading um, reading something, it was talking about how um, yeah-you talk about programs, we have all these programs, all this bureaucracy, you know, to help people who are in low-income housing (.) and you know, and all this other stuff.” He reiterates the critique of the prevalence of “programs” directed at assisting disadvantaged others. He affirms the groups’ position, seemingly moving in flow with the
APPENDIX C

Group G-1, Meeting #4: Economic Fairness.

direction of the conversation. In what follows however, he shifts his position in 3 turns: (1) he proposes an alternative method of assisting others, “in reality if you were to get rid of all those programs and take all the money that went for paying for those benefits, and then just issue stipends, you know, to people who are at, below a certain income level and graduate it” (lines 38-43); (2) he indicates that there is little economic incentive for programs to assist the disadvantaged too much, “There’s no incentive to even go beyond a certain point to help yourself out…” (lines 46-51); (3) he claims that despite the efforts made by “programs,” they may “exacerbate the problem” (lines 51-54). M1’s proposal made in lines 38-43 is in the service of ensuring the incentive of assisting others and preventing an exacerbation of the “problem.” Last, he questions one’s desire to offer immediate assistance to the disadvantaged, “So, a lot of times, you know, we tend to be short sighted and look for a quickie-solution and don’t look at the long term consequences of our actions” (lines 67-70).

Where do these considerations of “incentives” materialize? In lines 6-7 7BM2 critiqued the “hidden agenda” of social programs in chorus with the rest of the group. He also supported F3’s wonderings of non-formal collaborations to assist others and critique of establishing “programs” to assist others. Although M1 seemingly agreed with the flow of conversation, it is evident that his critique of “programs” follows a diverging current.

Prior to his extended comment, he and other participants were reflecting on their desires to intervene directly with economic issues. They claimed that Americans turn to convoluted systems of social programs to assist others so that they may personally benefit from the intervention. M1, however, argues two points (1) that it is not economically beneficial for Americans to assist the disadvantaged too much, and (2) that we should not
intervene immediately, but take the convoluted approach to prevent ourselves from exacerbating the problems of the disadvantaged. In effect, he supports the very argument that the group seems to be contesting. His relates to program participants, however, in a manner that recognizes and follows along in a similar flow to the conversation. He affirms their comments through reiteration, and “yeah’s.” While his opening statements acknowledge their position, he offers other perspectives by way of outside material. The reading, which he cites, provides substantiation for his argument, “It was just saying how um, how a lot of programs we think are trying to help people in the end, almost, exacerbate the problem” (lines 51-54). He closes his argument with a new consideration to be heeded by the group, “we tend to be short-sighted…and don’t look at the long-term consequences” (lines 68-70).

M1’s statements shift the flow of conversation, opening up other diverging perspectives and challenge earlier movements. Interestingly, his comments are offered as contributing reflections upon effective and sensitive ways to assist others. His comment is not followed by disagreement or challenges by others. Rather, F3 follows M1 with further quandaries about how one may effectively assist another. Unlike M1, F3’s comments are substantiated not via outside readings, but her narrative of interacting with the disadvantaged. She does not respond directly to M1, but to the group, again, seemingly building upon the flow of conversation and positioning herself as caring about their situation. “There are like a lot of problems, with like, (. ) things to set up to help, you know, disadvantaged people. I don’t want to sound like I’m against the homeless or the po-oor, or that I don’t care about them. It’s just that you have to look at like their backgrounds” (lines 72-78). She agrees with the group, and M1 in particular –
there are “problems” with how we help the disadvantaged. She introduces a new consideration, which she premises with an inoculation of her character – she is not against the homeless, but nevertheless, she suggests that the background of a given disadvantaged person may inform the extent of “problems” one would encounter in assisting them. She claims that the disadvantaged are dis-advantaged for a reason: they have made choices that have led them to their present state and flaws exist in the social structure aimed to assist them. “It’s not like they were just magically dropped on the street homeless with out anything. They had to have made choices or things have had happened to them to get there. And it’s like, I don’t know, things in place to like help them, like and everything, it is flawed” (lines 79-85).

Through F3’s manner of inquiring, she aligns herself with M1’s wariness of civic efforts aimed at assisting the economically disadvantaged. In lines 79-81, “It’s not like they were just magically dropped on the street homeless without anything,” she gently challenges the groups’ comments of simply considering how to assist the disadvantaged and claims that we must consider why people become ‘disadvantaged” in the first place. She argues that we must consider the groups most responsive to economic assistance and those most likely to abuse them. “You can’t just look at these people and lump them all together. It’s like, there are the ones who really do need help, but then there are the ones who take the help when they don’t really need it” (lines 111-115).

Following her suggestion that the group consider the “backgrounds” of the disadvantaged prior to assisting them, she provides a narrative of her encounters with a disadvantaged woman representative of the group who “take the help when they don’t really need it.” Through her narrative (lines 85-110), F3 details her position as a bagger at
Group G-1, Meeting #4: Economic Fairness.

a grocery store who witnessed a woman with five children and on food stamps, purchase expensive food, own an expensive phone, and later purchase an expensive coffee drink with the money she did have. Throughout the narrative, F3 compares herself to the woman as someone who worked hard, “I started as a bagger and went up to assistant manager” (lines 86-88); could not afford the food the woman bought, “but everything she bought would buy was the most expensive things, things that I couldn’t eat, ‘cause you know, I paid with my own money” (lines 92-95), and was fortunate to buy expensive coffee drinks. F3 concludes the comparison with an unfinished question: “Now why can’t she? She needs government aid to feed her kids the most expensive food?” (106-108).

F3’s narrative is a comparison between her hardworking background and a woman who “can work the system” (lines 108-109).

F3 narrates the contrast between she and the woman with images of hierarchal positions, and in doing so, illustrates movements along the “recognition” and “being’ axes of DeRivera’s (1977) emotional transformations. F3 “went up” from bagger to assistant manager, F3 found herself behind the woman “who can work the system” (line 103). F3’s questions following her narrative also inquire into the woman’s failure to recognize F3, despite F3’s stated efforts to move up the social ladder via a culturally-recognized behavior: a hard work ethic. Also, F3 began the narrative stating, “And there was this one woman, I could not stand her” (lines 89-90). F3’s comment is a refusal to acknowledge the being of the woman. F3’s question, “Now why can’t she?” refers to questions beyond why can’t she work? or why is she exploiting the system?, it also includes why must I recognize this disadvantaged other?
Group G-1, Meeting #4: Economic Fairness.

F3 comments do not remain with her quandaries, however. She returns to her original argument that one must consider the “backgrounds” of the disadvantaged. She explains that the disadvantaged may be classified, with regards to geographical location and their respective needs. “You can kinda group it up. ‘Cause people in the city, who are like homeless and poor are different that the ones who are in like the more suburban areas, more rural areas, kinda like where I was from…They can be like, they each have different needs. And you can’t create, like programs to help just one overall” (lines 117-122). At the close of her comments, F3 offers a system for appropriately recognizing the needs of the disadvantaged and responding accordingly. She returns to the concerns voiced by M1: one should not take a short-sighted approach when assisting the disadvantaged.

The comments made by M1 and F3 not only depart from the flow of conversation, they involve conservative perspectives about social services in America – a marginal perspective within most MCC groups. Ever so gently, they challenge the liberal ponderings gently trickling through the group conversation. Both speakers speak affirmatively, professing a desire to address the difficulties of poverty. Both speakers use metaphors of “dropping,” and ascending or descending along a socio-economic hierarchy. M1 cautions that efforts of various social programs have dropped off with respect to incentives, “Um, ‘cause one of the big problems is like, lot of programs like that, is you hit a point and just drop off” (lines 43-45). He encourages an alternative route to assisting others by issuing stipends to those “below a certain income level and graduat[ing] it” (lines 42-43). F3 claims that the fates of the disadvantaged are not necessarily held in her hands, “It’s not like they were just magically dropped on the street
Group G-1, Meeting #4: Economic Fairness.

homeless without anything” (lines 79-81). She notes that the disadvantaged make choices that have led them to their present difficulties. In fact, while she has worked diligently to ascend the economic ladder (lines 86-88), some disadvantaged have cheated their way up the hierarchy, positioning themselves before her (line 103). Consequently, F3 has observed different groups of the disadvantaged and she states that the disadvantaged may be categorized – according to those more deserving of assistance, and those suspect of abusing the system.

These two shifts in conversation continue to flow toward the aim of assisting others, but they are tinged with resistant remarks. In lines 123-135, the facilitator enters the conversation in an attempt to reconnect with the previous movement of conversation. The discourse shifts from an everyday two-turn discourse to a three-turn classroom discourse as he encourages all of the group members to elaborate on the supposed categories of “disadvantaged” people suggested by F3. Following a number of comments by group participants, he summarizes in an evaluative manner, suggesting another method for considering how to intervene with economic issues.

I selected this portion of the dialogue because it involved a sharp shift in the flow of discussion between program participants. The shift involves one participant speaking up in a manner that builds upon earlier statements made in the conversation. His comments, however, shift the direction of the conversation focus – he problematizes earlier statements by encouraging the group not to be “short-sighted” in assisting others. The comment that follows his own, is similar in direction – F3 considers the motivations of the disadvantaged and provides considerations for helping those most deserving of assistance.
Group G-1, Meeting #4: Economic Fairness.

I was not aware of which participants had completed the survey during my listening, transcribing or analyzing the data. I am certain, however, that the selection includes the comments of participants who indicated that the program process “renewed” and “energized” their commitment to participating in civic action (according to survey data). As the conversation continues, M1 makes several extended comments, which pick up in resistant momentum. Along the way participants agree with him and ask for further elaboration. In a similar manner to his extended comment in the above excerpt, he agrees with the participants and offers a diverging perspective. Approximately twenty minutes following his first arguments, the group challenges his argument. Numerous participants openly disagree and begin to question him.

How does my analysis of this selection inform my research study? It is evident already that the process toward transformative action is not a serene uncomplicated flow of discussion. I am struck by how the group members responded to participants who challenge their perspectives. For the most part, they accept the diverging viewpoints of others, seeking further elaboration and illustrative examples. When the group members do disagree with one another, it is not a forceful clashing, but a shifting in currents. Group members move toward or away from the statements of others, seeking converging flows of conversation. The evidence of an accepting posture throughout the meeting recording suggests that in spite of divergences in perspective, the participants move toward each other, validating each others’ utterances and acknowledging the being of each other (DeRivera, 1977, p. 63). Thus, it is fair to presume so early in my analysis, that M1 and F3 are changed through their interactions with group members despite their differing viewpoints.
Group G-1, Meeting #4: Economic Fairness.

My preliminary analysis of the excerpt includes an evolving elaboration of what is occurring in the program discourse. Thus far, I have described what was said in the excerpt, articulated my understanding of what the speakers are doing with their speech, and commented upon how their actions have informed the movement of the conversation. In further analysis, I will continue attend to the movements of interaction between program participants to further articulate the currents of transformative action.
APPENDIX C

Group G-1, Meeting #4: Economic Fairness.

1. FAC: If I’m hearing you right, partly
what concerns you is our way of
connecting with pee-ople that is
either kind of bureaucratic, or (.) I’m
not sure if I’m hearing you right.

2. M1: Yeah, ( ) don’t have any kind of
stupid, hidden agenda, we just want
to help them out ( ) doesn’t really
care about them anymore, they lost
their jobs, who cares, they had their
chance, they lost it.

3. F3: There’s always a program you
know, if you ever want to get
something done you have to create a
program. It’s not, you know, let’s get
a couple people together and let’s go
feed the homeless. Let’s create a
program first and then we can do it.

4. M1: Let’s first get us jobs and then
we can help them.

5. F3: Yeah [LF]

6. M1: that’s right

7. F4: Pretty much so and then you
have the element of if the programs
are established then you have to meet
(.) 8,000 criteria in order to even
benefit from that
program…interesting.

8. M2: I was reading um, reading
something, it was talking about how
um, yeah – you talk about programs,
we have all these programs, all this
bureaucracy, you know, to help
people who are in low-income
housing (. ) and you know, and all
this other stuff, and that um, in
reality, if you were to get rid of all
those programs and take all the money that went for paying for those benefits, and then just issue stipends, you know, to people who are at, below a certain income level and graduate it. Um, ‘cause one of the big problems is like, lot of programs like that, is you hit a point a just drop off. There’s no incentive to even go beyond a certain point to help yourself out because if you go beyond, you know, $10,000 or whatever, you lose $3000 of benefits, so basically that $1 more drops you down $3000. But, besides from that, It was just saying how um, how a lot of programs we think are trying to help people in the end, almost, exacerbate the problem. One the things I was talking about is the housing projects and stuff like that. Public housing started in 1950’s and ‘60’s. When they constructed those houses, the-the low-income housing buildings, they actually destroyed more housing areas than they created. So it actually caused um. Well, the people actually lucky enough to get into those housing developments, were better off. People who you were then, didn’t have housing were much worse off because they were having to fit fewer people, more people, into fewer spaces. So, a lot of times, you know, we tend to be short sighted and look for a quickie-solution and don’t look at the long term consequences of our actions.

F5: //I think that| uh, go ahead (2) There are like a lot of problems, with like, the things set up to help, you know, disadvantaged people. I don’t want to sound like I’m against the
homeless or the po--oor, or that I
don’t care about them. It’s just that
you have to look at like their
backgrounds. It’s not like they were
just magically dropped on the street
homeless without anything. They
had to have made choices or things
had to have had happened to them to
get there. And it’s like, I don’t know,
things in place to like help them, like
assistance and everything, it is
flawed. ‘Cause I used to work at a
grocery store for three years. I
started out as a bagger and went up
to assistant manager. And you would
see like the same customers all the
time. And there was this one woman,
I could not stand her. She had like
five children and she was on food
stamps, okay. But everything she
would buy was the most expensive
groceries, things that I couldn’t eat,
‘cause you know, I paid with my
own money. She would always be
standing there on like her cell phone,
on that Razr phone, the real thin, the
real expensive one. And then, I
would after work, you know ‘cause
someone would you know, give me a
five dollar tip or something, I’d go to
Barnes & Nobles with my friend and
we’d be at Starbucks and we’d be
behind her in line, (.) you know, and
she’d be, you know, cash, she could
use her cash for her cell phone, and,
you know, for $3 cup of coffee. Now
why can’t she, she needs government
aid to feed her kids the most
expensive food? It’s like they (.) can
work the system, and that’s kinda
like, I don’t know. It’s one of those
things, you know, you can’t just look
at these people and lump them all
together. It’s like, there are the ones
who really do need help, but then
there are the ones who take the help
when they don’t really need it. I
think with like, when you look at the
disadvantaged, the lower class, the
poor people. You can kinda group it
up. ‘Cause people in the city, who
are like homeless and poor are
different than the ones who are in
like the more suburban areas, more
rural areas, kinda like where I was
from. Who are different from the
people who are in the out there,
middle of no where, like West
Virginia areas. They’re not all, like
one, the same group. They can be
like, they each have different needs.
And you try and create like,
programs to help just one overall.

FAC: Well, let’s go with something
like what F5’s saying. We’re not
experts here, but let’s try and think
about what are some of the things
that we can imagine that are some of
the causes that gets someone to be in
a homeless situation.

M2: Talks about homeless people
who suffer from mental health issues,
drug addicts and alcoholics,
runaways “for various reasons”

FAC: Encourages others to
participate.

F4: Suggests people who are living
“paycheck to paycheck” may
become homeless at any time
because they do not have savings.

F6: Agrees with F4.

FAC: Suggests women suffering
from domestic abuse.
Group G-1, Meeting #4: Economic Fairness.

181 F2: Elaborates on FAC’s point, describes the circumstances of these women. Mentions the funding cuts for women’s shelters.

185 FAC: Suggests targeting particular issues and groups to support, i.e. victims of domestic violence, mental health issues, etc.
APPENDIX D: GROUP G-1 MEETING TRANSCRIPTS

FAC: Introduces two poems re: economic disparities and a memoir. Refers to importance of looking at all three. Following this, group will spend time “trying to live in” to this situation: “What’s it like living on a minimum budget. Followed by meeting a change maker (.). Again, we’re not trying to imitate her, but think about some possibilities for us.” The first poem by Jim Daniels refers to experience of being in a minimum wage job. “Night Janitor, McMan Oil.” Next, “first hand story from a peace core worker, a guy named Robert Sanderstrom” from the newspaper, “sparechange news” created by homeless community.

F1: Reads Robert Sanderstrom piece.

FAC: Bear with us folks. Sssuages group regarding heavy reading load. Discusses last piece re: poverty outside of large urban centers. Poem, “La Moussa” by R. Lunday

F2: Reads “La Moussa”

FAC: Acknowledges that they went through a number of readings. “What struck you from any of those three things? What resonated you particularly when you think about our life together in the context of economic fairness?”

F3: Struck by article in that the New Guineans were able to come to a solution. “Why don’t I have an answer like that? Why can’t it be that simple at the same time?”

F4: I’m amazed about how in their world they are all responsible for each other to the point that, you know, someone’s homelessness is just a foreign concept to them because they all feel that care of each other is everyone’s responsibility. So, I just think it’s such a, quite a phenomenon {LF in seeming disbelief}.

F8: I guess that rings true to the (.). I guess differences in both of these societies. The difference is that we live in such an individualistic society and so it’s you know (. ) survival of the fittest. And if you can’t, if you don’t have your own home, then, sorry. But, you know in this culture it’s very different. And it, a lot of these poems rang true, as to how much we ignore the help - in quotations. I mean, just people who are in just service. Even what M2 was talking about, he was talking about McDonalds. Now how many times do you ignore the people that work in those types of professions or you ignore the person who comes and gets your trash everyday. It just seems like they’ve become this other person, they’re meant to be, you know, there, but not spoken to or listened to.
F2: In relation to that there’s sort of a dichotomy in that these, you know, jobs (.) like janitor and McDonalds – they’re all necessary jobs, but we’d think we’d never want those. And so, like, if they’re so necessary, but if that’s the only job you can get, then something’s wrong with you. But at the same time, we need someone to clean up our trash, we need someone to service our hamburgers. We don’t have any respect for the things we can’t live without.

FAC: Well, a lot of you have had minimum wage jobs at various points in your life, I mean, what was it like and what could somebody have done to make it better? Make jobs have more meaning, fairer in the broader saying. I’m wondering about your experience.

For a year or so, worked in a deli or bakery of a foodland. I really liked the job. B/c I liked my co-workers. It was a union store, many had been working for 20 years, weren’t at minimum wage b/c of automatic raises, etc. At same time, we would make fun of the customers because of their requests. Other customers disrespectsful – short with us, expecting us to hurry despite safety risk. But I liked the job b/c of the co-workers.

M2: You don’t want to know what the people at mcdonalds say about customers. There’s some pretty interesting. {M5 inquires} explains the breakdown of power at mcdonalds, generally comments on what people say over the headsets.

M3: I definitely agree with that. I worked in a fast food and grocery before that’s like, they look at you like you’re the one who’s dumb, but you listen to some of the customers, man it seems like you’re the like – they’re driving the nice car or whatever, they got money, feel like you ought to switch role with them, but they’re dumber than you are [FAC: Do you feel invisible?] Um, I don’t know, I mean, I don’t know from that stand point, you know what I’m saying, ’cause I mean if you’re in a server’s job, they kind of have to deal with you so they can’t just ignore you, except when I was at McDonalds, but when I was working in a grocery store, like you know, it was kind of like a customer service type thing, so you know, they would talk or whatever, but, um, that could be a good thing or a bad thing because some of them (.) like the more they talk, the more, the less sense it seemed like they had, you know what I mean, does that make sense to you? {mumbles of agreement from other participants}

F8: Comments on skills required for lower wage jobs – they are not as “elementary” as generally perceived. People deserve to be paid more. Discusses her personal experience working as a waitress, how difficult it was, how shocked she was that she couldn’t manage the job.

“Nobody gets paid what they’re worth. We really don’t understand the hard work and the skill it takes to be in these professions.”
FAC: Reflects on a friend with a MBA who planned to go to culinary school in order to start a restaurant. She said that culinary school was the hardest thing she’d ever done in her life.

F4: Did she still open the restaurant?

FAC: No, she didn’t, but never regretted going to culinary school because she learned so much from it.

F1: Describes a new program at the university, a program where college students go into high school where they tell them that students need not go to college, one can be a success without it. Comments on other avenues people can take other than college, like technical school, etc. “neat culture shift.”

M2: Comments on similar trend in Germany. Internship programs that begin in high school. People graduate with job options upon high school graduation. “Our society is so college driven, you have to go to college, you have to have degrees…we’re starting to realize you don’t need to go to college to become technicians, mechanics, and stuff. We’re seeing some reversion to technical schools..”

FAC: Asks a participant to speak up

M4: (inaudible)

FAC: So, what you – if I’m hearing you right partly what concerns you is our way of connecting with people that is either kind of bureaucratic, I’m not sure I’m hearing you right.”

M4: Yeah, (.) don’t have any kind of stupid, hidden agenda, we just want to help them out (.) doesn’t really care about them anymore, they lost their jobs, who cares, they had their chance, they lost it.

F3: There’s always a program. It’s not let’s a couple people get together and feed the homeless. Let’s create a program first and then we do it.

M4: Let’s first get us jobs, and then we can help others.

F3: Yeah [LF].

F5: Very much so, and then you have the element of, when the programs are established, then you have to meet 8,000 criteria in order to benefit from that program. It’s interesting.
M2: I was reading um, reading something, it was talking about how um, yeah – you talk about programs, we have all these programs, all this bureaucracy, you know, to help people who are in low-income housing (.) and you know, and all this other stuff, and that um, in reality, if you were to get rid of all those programs and take all the money that went for paying for those benefits, and then just issue stipends, you know, (.) to people who are at, below a certain income level and graduate it. Um, ‘cause one of the big problems is like, lot of programs like that, is you hit a point a just drop off. There’s no incentive to even go beyond a certain point to help yourself out because if you go beyond, you know, $10,000 or whatever, you lose $3000 of benefits, so basically that $1 more drops you down $3000. But, besides from that, It was just saying how um, (.) how a lot of programs we think are trying to help people in the end, almost, (.) exacerbate the problem. One the things I was talking about is the housing projects and stuff like that. Public housing started in 1950’s and ‘60’s. When they constructed those houses, the-the low-income housing buildings, they actually destroyed more housing areas than they created. So it actually caused um. Well, the people actually lucky enough to get into those housing developments (.) were better off. People who you were then, didn’t have housing were much worse off because they were having to fit fewer people, more people, into fewer spaces. So, a lot of times, you know, we tend to be short sighted and look for a quickie-solution and don’t look at the long-term consequences of our actions.

F3: //I think that| uh, go ahead (2) There are like a lot of problems, with like, (.) the things set up to help, you know, disadvantaged people. I don’t want to sound like I’m against the homeless or the po--oor, or that I don’t care about them. It’s just that you have to look at like their backgrounds. It’s not like they were just magically dropped on the street homeless without anything. They had to have made choices or things had to have had happened to them to get there. And it’s like, I don’t know, things in place to like help them, like assistance and everything, it is flawed. ‘Cause I used to work at a grocery store for three years. I started out as a bagger and went up to assistant manager. And you would see like the same customers all the time. And there was this one woman, I could not stand her. She had like five children and she was on food stamps, okay. But everything she would buy was the most expensive things, things that I couldn’t eat, ‘cause you know, I paid with my own money. She would always be standing there on like her cell phone, on that Razr phone, the real thin, the real expensive one. And then, I would after work, you know ‘cause someone would you know, give me a five dollar tip or something, I’d go to Barnes & Nobles with my friend and we’d be at Starbucks and we’d be behind her in line, (.) you know, and she’d be, you know, cash, she could use her cash for her cell phone and, you know, for $3 cup of coffee. Now why can’t she, she needs government aid to feed her kids the most expensive food? It’s like they (.) can work the system, and that’s kinda like, I don’t know. It’s one of those things, you know, you can’t just look at these people and lump them all together. It’s like, there are the ones who really do need help,
but then there are the ones who take the help when they don’t really need it. I think with like, when you look at the disadvantaged, the lower class, the poor people. You can kinda group it up. ‘Cause people in the city, who are like homeless and poor are different than the ones who are in like the more suburban areas, more rural areas, kinda like where I was from. Who are different from the people who are in the out there, middle of no where, like West Virginia areas. They’re not all, like one, the same group. They can be like, they each have different needs. And you try and create like, programs to help just one overall.

FAC: Let’s go with F3’s saying. We’re not experts here, but let’s just think about some of the things that are kind of causes that can get someone toward a homeless situation.

M2: One of the things that actually happened during Reagan administration, cutbacks in mental health funding, so you do have, in some of the urban areas, people who are mentally incapable, difficulty finding a home. This is a different issue than economic fairness, but I mean, you have people on the streets who have difficulty fending for themselves because they’re not mentally capable. The other major difference, addiction (.) you’ll see in some areas, like new york or LA, teenagers or adults who were kicked out of their homes for various reasons.

[FAC: kidnapped?] M2: no, kicked out, - [LF from grp] either for um- children who were um, you know problematic children who in danger from their parents, either ran away or- [FAC: family break up?] yeah [FAC: =okay, other things?]

F8: Refers to M2, re: conversation last week re: economics. Asks, how many people are one paycheck away from homelessness. “I think that’s a group that’s out there. They don’t have any, [FAC: They don’t have any savings] they don’t have any, so any thing that depletes in paying their rent (.) or securing a place to stay, they are homeless. Staying in their car or a shelter, you know so - [FAC: they have no safety] right, it could be anybody.”

F4: You’re right, the average American [LF] is one paycheck away from homelessness.

FAC: The one thing that came up last night (.) is abusive relationships. There are a number of people, I think children who are homeless, sort of, homeless groupings, I dnt know the statistics for {their community}, but in Xcity (.) but the numbers are stunning percentage of people who were homeless, including children. And a piece of that can be, you know, an abusive relationship where the mom leaves, takes the kids and has got no resources. There’s another piece of that, an abusive relationship is often extreme control, control over the finances. (4).

F1: I think you’d be surprised how high that number really is. I don’t know the statistics either for {their community}, but um, in Xstate, but the numbers are so
high. I agree with what FAC said, it’s a control issue. There’s so many variables, you know financial dependency on that person. And there’s the decision you’re gonna leave and where are you gonna go, and then you’re family’s angry with you because you’re giving up on that relationship. And there’s just so many angles. And you really do find a lot of people in a horrible situation and there’s government funding being cut from those – shelters as well - specifically for domestic violence shelters. That funding has been slowly deteriorating.

FAC: Referring to the comments of M4, M2, F3, and F1: “I was hearing a couple of threads in what you (M2) were saying. Programs aren’t always the ideal places of solving problems. Although they can be a helpful way of doing it, um. But also, the other stream I heard you saying was that that well we often say well, we’ve got what we need, let’s you know, if I was hearing you right, we’ve got what we need, so let’s not worry about those other people (3). And if we take where F3 was going, isn’t one whole lump of people, it’s all a set of people with individual situations. Each of these things can be ways to possibly intervene, which could be around a set of programs, which you can make as personal as you can, or, um, other kinds of ways of approaching things, through say a religious congregation or a collective set of people who want to deal with it on a more – you can sort of say okay, we can try and get to mental health issues, we can try and get to people.

M2: Yeah, george bush, isn’t he a billionaire? Would he care about the lower income [others join in]? Refers to watching a show about how rich George Bush is. “But, why do people need to be so rich. I mean, after 10 million what are you going to do with it? (3)"

FAC: How do people feel about the two things M2 is raising here? One is how much do you need? After you get 2 million do you need the next x million. That’s one stream, the other, sounded like little bit of a generalization, people in government don’t care.

M3: I think that that’s definitely re: government, they’re just out of touch. I’m not going to bash Bush, but just as an example. Refers to Bush advocating for all homes to have high speed internet. “It’s like, houses in the ghetto, most of them don’t even have computers. How are they supposed to get high speed internet? You know? I just think it’s like, they’re really out of touch with a lot of the problems people have”

F8: I think it’s a greed factor. You know what I mean. If you go into someone’s house with a bunch of junk. And you ask the person, why do have all the stuff. It’s just ‘cause they can. Why stop at five beanie babies when you can have a hundred [grp LF]
Group G-1: Meeting #4, Economic Fairness
Transcript

FAC: So, you’re on the other side of what M2 was saying, how much is enough?

F8: How much is enough? to somebody who can get it? The power to get that. It’s
never a question, like, do I have enough? It’s like, can I get more, you knw? I
agree with M2 with them being out of touch. And this is personally coming home
for me, in this past year, watching move on how they recruit minorities to this
university. And slowly but surely they have eliminated every program that deals
with getting minority students here at this university. They eliminated all of
them.” Describes programs targeting minority students that have been
discontinued. “They cut it, because they’re afraid, they’re out of touch”

FAC: Let’s go to that, that’s a fairness issue, not necessarily, it doesn’t need to be
broken down by race, it could be broken down by economic [F8: yah, race,
gender, age, you can break it down on everything] Okay, so, what could people
here in this room as students, as employees of X university or whatever, do you
have any voice in that?

M5: Yeah, we can ask questions.

F8: Definitely.

M5: Why is it, that program? Begin to ask some questions.

F2: Sometimes politicians are out of touch ‘cuase we don’t write to them. We
don’t tell them what’s going on. I wrote to Reagan once, when I was in
elementary school because he was going to talk with the Russian president, my
last name is Russian. I thought that that was great, and he wrote me back (2) but
I’ve never written to a politician saying I think you need to support this policy, I
think you’re forgetting about this aspect or anything like that. You know, people
barely vote. (.) If they all took the opportunities they had, they wouldn’t be
complaining that nothing’s being changed. They weren’t actually making efforts
to change things themselves.

M3: I think also something we could do to help is just spending time and energy
to helping other people out.” Compares this to simply spending money on others.
“spending time” more helpful

FAC: Sort of gets back to the theme of both th personal or structural, With you
kind don’t want either of those things without the other. I mean, yo can help
everybody in the world, individually, personally. Or, you might support programs,
that might help someone get into college, make a move back that way. At the
same time, if we just have these gigantic bureaucracies, and you don’t (.) you
know. [mumbles] we’re still working?
Group G-1: Meeting #4, Economic Fairness
Transcript

F4: I think what F2 about writing to politicians is a good point. Observes
government shifts regarding who has the majority. “They’re getting the support
from their party, who they’re getting letters from. Refers to university in the
south, took sexual orientation out of the discrimination clause, [F8: Oh, so they
could discriminate?] yes. Race was another (inaudible) they’ve eliminated almost
all race based programs. Because everything has to be neutral. Identifies the key
powers at the university, notes that they’re the ones with political pull. “So
they’re the ones you need to talk to and getting the ultimate person. Comments
that in the college environment, it is not so much the president or chancellor, but
the governing boards who wield the power. “That’s who you need to talk with.”
FAC: =Certainly a combination. And certain of these issues you don’t realize
what kind of leverage you think. How many times, how many times do, I don’t
necessarily mean shouting, although there are times when, sometimes shouting
can be okay. How many times, you, do thirty students ask to sit on the meeting of
trustees
M5: Interesting you say that. Tells story of being a college student at same
university as F4 and 31 of he and other students sat on a board of visitors meeting
around the divestment issue of apartheid.
FAC: Mhmm. And what was your experience like and what’dya, how dya think
you were (.) do you think they were surprised they showed up?
M5: Ummm, we had a culture of resistance that we were buildg for a few years.
And um, were they surprised, the board of visitors? They probably were, but they
mayb saw a couple of us as a radical group and we sat in on that group and were
arrested and pulled out of that meeting. And unbeknownst to us there was another
group and they were putting their hands around the rotunda as another means. So
we had a group inside and a group outside. I hate to thnk of it as a hayday time in
the past, but um, I thought it was as a graduate student and as a student to make
some of those voices known. As a faculty member, I wonderwhere the voices of
resistance are.
F4: =I wonder the same thing.
M5: =As a faculty member, I’d love to see students raising a little bit of hype or
heckle. Um, a slightly different generation. Not that it doesn’t exist, but I don’t
see the same kind of passion are some of the issues that we have a decade ago.
F1: I would agree with you M5, I think it’s an interesting point. When I was an
undergrad at the X campus at {a local university}. I had the support of people that
motivated me to find a passion. And I was really passionate about students…And
it was the support of those around me that really helped me to become a
Group G-1: Meeting #4, Economic Fairness
Transcript

F4: Not knowing. A lot of times, students are in the positions of not realizing the amount of power and authority that you had. And a lot of the issues and key issues that are affecting college campuses and society as a whole are not known, they aren’t shared. Or there’s a kind of, we’re going to sweep it under the table kind of mentality or I’m not going to rock the boat. There’s a kind of different dynamics that um, I had to laugh when M5 was talking ‘cause I’m a child of the seventies when boy oh boy the campuses were really a different place. There was a lot of emotion and activism, you know and some of the changes in college campuses today resulted from that. And I remember that. So it’s um, such a different.

FAC: Over time, individuals can make a difference…look for the fairness issue, the economic fairness issue or environmental issue and say hey I can make a difference. And surprisingly, and I’m not saying it’s easy, depending on the situation, sometimes a small groups of people can make a difference…”

F1: One of the things that um, I think um, a lot of people that work in colleges are trying to address, kind of heard bits of pieces of it, the notion of being socially conscious (.) I know the whole {X leadership} program has pieces in that. I think that for so long, and I think part of our American culture, is that, it is about the individual, the goal is to get your education, without ever thinkg that you probably made this money on the backs of the very people, that you know, that are working at the, you know, minimum wages. You know there’s no idea, that okay, there’s no result that somehow make it, give back, or you know, give back. It’s not just you know, mine mine mine mine mine. You know, and I think that somewhere down the line we’ve forgotten that. Now and again. And that article, that is a foreign concept, you know, to the people who were in this village, and I wonder sometimes, how can I really help do that, how can I teach, and I talk about it on an individual basis with students, and again, all of us have to create a value that we’re all responsible. It’s part of things I’ve lost, having trouble hanging on to it.
M2: I think that we always talk about there’s this widening gap and we always talk about people always wanting to have more money and whatever. I think it’s always great to accuse people, they’re being greedy and whatever, but I’ve read enough, talks about economics articles and stuff. And one of the things it talks about is, by people quote un-quote ‘selfishness’ often times is the best thing that can possibly happen toward a competitive market. Because with people trying to be as thrifty as much as possible, they cause higher wages, they cause jobs to be created, I mean, it’s that mentality, the competitive market that in the past, you know, on average has tripled the quality of living for the, you know, bottom 25%. I was reading something that was written in 1965, but from 1933-1965 it was once the bottom 33% was now the bottom 8th that was still below that level of the poverty line. You know, we look at people in the United States, oh you know they’re poor, they’re, if these people were to go to some of the other countries in the world, they’d be quite wealthy in comparisons. I think you know, I think our perspectives is quite tilted in a lot of ways that we consider someone less than us to be poor.

M2: I think it’s important to look at the bigger picture.

M5: I wasn’t following you for a little while, I think I am now. I’m understanding what you’re saying. You’re saying, that at one time I thought I heard you saying that we on one hand, our gap was decreasing between the have and the have-nots, and I thought you heard you saying, partially, when in fact, I don’t know if that’s the case in terms of the number of people who are, who have more. I don’t you were going there, I thought I heard you saying toward the end of your argument that part of it was, it’s that in terms of what we have in our larger American society, we have much more than what people have in other places around the world.

M2: Along with that, I think that in general the entire world is starting to get, to have more than they had before. I think in general people’s average incomes are, you know, are becoming higher. I mean look at China. I mean everybody is so quick to criticize these um, the sweatshops and everything, but if you really look at it, yes, they aren’t the best working conditions. Yes, they aren’t the safest places, but one, they’re getting much better now, if you look at some of the facilities they’re immaculate. I mean, you also have to think about it, these people are not being forced to work in these factories.

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FAC: {whole group makes voices of dissent} Let’s just do one thing. I just want to stick on the one thing, on the Nike thing, which is that it’s a combination, it seems to me, it’s a combination of things – one: it’s good that jobs are being provided and it’s good that stuff’s happening. Um, also hear, I would also venture
a guess that one reason Nike’s paying more attention to quality of their factories is that a lot of people made some noise about it.

M2: Wel-uh-um- what I mean, big brother, not everybody is being forced to work there. You know, the option is then, we take all these factories out and all these people working at these factories would then be forced to go back to their small farms. [{many voices criticizing} F6: “Why is that bad though?”]

FAC: Let’s unpack that a little bit. Is the option, is our only option no factories, and no jobs? Or, um, the current status quo? Is that our two choices?

M2: What do you mean?

FAC: It sounded like you’re saying either we’ve got what we’ve got. Low wages and somewhat not good working conditions or well let’s pull our investment out there, no factories, no jobs. [M2: the point!] are those really our choices?

M2: I mean, you might say no, but the pt is the reason these companies go over there is to take advantage of the low wages. And of, the lower - I mean, so you can raise the wages there and then the companies would hire fewer people and you know, and their going to (2) things are going to cost more, there would be less reason to go over there, and they’re going either 1, going to close the factories or ship them somewhere else.

FAC: On one hand -

M2: =And then you’re saying you’re going to lower your own quality of living and everyone else’s quality of living-

FAC: Going back to what M4 was saying, do we always want to care about ourselves first? And not worry about other people. Or are we going to care about other people at the same time? Maybe we should pay a little bit more for our X-

M2: That’s easy to say that though but, look at walmart. [F8: oh lord!] Everybody hates walmart! But, legitimately, you know, if you are a low income family, walmart’s a great thing.

F8: They’re cheap, but at what cost? What’s being said here is that, it’s great to have a competitive edge, but at what cost are we, what cost does that – what does it cost us, essentially {M3 starts speaking up in support (inaudible)} to have a competitive market. You said oh, we have better technology, better products, better quality of life, but being competitive also does something to us personally, where we don’t care about other people. I think the whole concept of fairness deals with other people (...) it can’t just be an individual thing. Fairness has to be
something between two parties, you have to say that’s fair, that’s not fair. You can’t just say, “it’s fair for me and I’m cool and don’t have to worry about anything else.’ I think the costs of being competitive and making these people work for these low wages or going somewhere, it costs to something personally, as a society, as a culture.

M5: One of the issues, one of the issues, it’s interesting, for me it’s about how we frame our argument. One of the issues, and I go back to the rotunda 31 where we argued for the divestment of apartheid, south Africa. One of the issues that the board of visitors used to say to us was, if you resist apartheid, if you resist what we’re doing and how we’re investing in caterpillars and machinery and how we’re supporting apartheid, then if we don’t do that, those black Africans who work in those mines, won’t have a job. [M2: mhmm] for them, the argument was, if we don’t support them with capital, and machinery in the current south African government, this is pre-mandela, then the black Africans won’t have a job. And that’s one part of the argument, that if we didn’t resist apartheid and we supported the status quo, then black African who were receiving the pennies wouldn’t have a job. And that’s part of the argument, and I think it’s an argument issue here.

M2: And I agree with that. I thnk that from historical perpective, if you go back to the 15th-16th centuries, when the American colleges were being founded, the United States was founded, and for much purpose, a way to get cheap labor and cheap resources, and it’s been – you know, if you look at the United States, if you look at Japan, if you look at Taiwan, these are all countries that were founded as a way to get cheap resources. It’s part, I mean, you know, the same things that were happening in China and you know, India, all these countries, they’re things that happened here, things that happened in Taiwan, things that happened in Japan. And it’s just become apart of an economic development set where you can’t you know, You know we’re pushing jobs here and here and wherever. Eventually we’re going to run out of places to go, and unless we go and colonize some planet of aliens, and make them work for us [group LF] at some point it becomes where everyone has to start lifting up.

F8: I just thnk that people are looking so far into the economic side of things, they’re not looking at, I guess, what they’re doing to people, even though the United States was a way to get these cheap labor and cheap resources, what came out of that was slavery. And the free labor of millions of people, that’s how this country got rich. They didn’t have to pay anybody anything to do that. And -

FAC: That doesn’t get us far in the economic fairness

F8: No – but, I’m just saying that what is missing from here is we’re so focused on economics and fitting these numbers in, and figuring out what we need, we forget about the needs of people, and that’s what gets run over all the time.
F6: The question is, is doing it this way good [F8: right, yeah] Just because we’ve been doing it this way for thousands of years doesn’t mean that it is the best way. Perhaps it works in the long term, we end up here where we can go to college, we can have computers, we can drive cars, we can live in large houses, but you know, why is it necessary? The people in this, the village, they are happy, and perhaps they’re happy without having all these electricity and all these things. Assuming that they’re able to get, you know, medicine-

FAC: So it’s not entirely about their being able to get stuff.

F6: Yeah, they can be, you can be happy without getting things, you can be happy. Of course, progress is good. I’m happy that we can have anti-biotics now and that we can have surgery, learn more things, and I can talk to people in other countries without taking a boat there, and, but the, you know, just because things have been done for so long doesn’t mean -

M2: = and I agree with that statement, but the thing is these are people who don’t have electricity, and all that stuff and they’re happy, then why are we always pushing, raise these people’s standard of living? Why are we pushing?

F8: That’s a good question! {other comments from group (inaudible)}

M4: They’re looking for other places to send our (inaudible) to. Like you said, where’s the next place I can go? The less developed people, like South Africa, South America, you could just ship to produce over there. The countries that take cheaper to produce the same stuff. So, they’re just looking for opportunities, I guess.

M2: I think, economic fairness, we need to help, they’re poor. But/×/ at the same time, we’re saying, oh they’re happy, we don’t need to give them anything, I think it come, it becomes, a lot of times, it becomes the people who are saying we’re so focused on material wealth are the ones who become so focused on providing material wealth for others.

FAC: I’m this is good, lets-we’ve got these tensions, and I think that F. Scott Fitzgerald said, ‘the mark of a first great mind is the ability to hold opposing ideas in tension.’ And I think we have two important opposite ideas and we want to hold in tension. One is – it’s not all about money. That it’s not, the only thing that makes a poor person happy or unhappy, or, us as people who can become rich people or richer people. You know we’re not necessarily going ot become happier having more stuff. So on one side we want to hold, it’s not all about money, and on the other hand, we know that on some level lack of resources causes and lack of fairness can cause real suffering. For instance. Let’s take slavery for a moment,
and you say okay, we’re going to have slavery 50% of people or some percentage of the people in the world enslaved. On one level, it would totally be efficient. It would be efficient because it would be low prices for all remaining people, they wouldn’t have to pay for all that labor. But we wouldn’t want to argue that that’s fairness. You’re on to something very important, that we’ve got to hold both these things in tension, which is, thinking about it’s not just about money, thinking about on the other hand, resources make a difference. If the kind in La Moussa was your daughter, I mean, there’s some joy in that poem for a moment. There’s not entire raw suffering. But on the other hand, if that was my daughter, it wouldn’t be okay with me. So we gotta hold both these things in tension. Encourages everyone to take break. A number of people talking. “Okay so we’ll take a short break.” Participants talking about food (everyone talking in a friendly manner). Someone talks about getting a job – as a waitress.
FAC: It really kinda gets us back to the question that we raised in the first session, um, where’s that poem by that guy Philip Levine, who said, you know, who was remembering working in this factory in Detroit. And a kid up from West Virginia asked him what are we making? And he says, ‘I’m making $2.25 an hour, don’t know what you’re making,’ and he says, ‘what are making out this here metal?’ Um, you know, so we’re sort of asking ourselves tonight, well what are we making? And, are we getting what we want out of our time and energy, and, you know, are we making the stuff- the kind of stuff we want to experience in our lives together? Um, there’s another about this same poet, this Philip Levine guy. He apparently was a really good teacher too and um, one of his students in his class, they really loved the class because he felt so fully alive in the class, and uh, in that class he really made us realize that all of our adolescent fears and preoccupations were just like so much, um, life savings in the wrong currency. I think we want to uh, not get to the end of our lives and go oh, we’ve got a pretty big life savings but it’s in the wrong currency. So, we’re going to be reflecting on that. And then we’re also going to be thinking, meeting a change maker who’s going to help us think a little bit about, oh, I can manage and model. I can find some space for some of these ethical concerns in my life and I can bring other people along with me. So, it’s not just me doing it. And the shape of the evening, we’re going to have a very short video, then a little poem, then we’re going to talk. And then later on, um, we’ll take a break, meet a change-maker, um, and then if we can there will be a little bit of music, not sure where that’s going to go, and then uh, wrap up, and look- begin actually to think about your own commitments. Um, because we’re moving toward, we have next week. We’ll be thinking about resources to implement our commitments. And this last week, no surprises where everybody’s going to be, you know, thinking about, trying to say to everybody, what’s a new or renewed commitment. (inaudible)

M5: Sorry, what did you say toward the very end?

FAC: In the last session, um, we’re all going to be talking, making some kind of statement about what’s the new or renewed commitment to our shared common life, something beyond our own doorstep that I’m willing to make. And that’s going to be the focus of our last session, so we want to keep that in view. Begin with the end in mind, and that’s where we’re headed. So, before we go to our shared looking, I want to take a look for a couple minutes at the beginning, and not necessarily everybody, but spend a little bit of time just asking you a question to kind of set a tone for the evening. If you could share with us, just a moment where you felt you had something you considered enormously valuable, but that it didn’t really cost you anything. You know, that could be some moment of relationship with other people that could be you know, some kind of experience you had. It could be a moment when you were fully engaged in learning, or fully engaged in the world around you. I don’t know what that is, but some moment where you were, thought you had something enormously valuable, but not
something you bought. So, I’m kind of interested, you don’t I have to go around
to all the people, you could just jump in. [7 sec elapsed] Just to get us started, I’ll
share one, from one of the previous groups. One guy told [inaudible] it was such a
good story that everybody for the rest of the evening kept coming back to it. He’s
standing there with his family at the front room of his house, with this beautiful
golden light, this golden light is starting to come into the house and uh, and
they’re just really entranced by it. They went out on their front porch and there
was this beautiful, beautiful sunset, and they’re sitting there looking at the sunset
and they thought it was really wonderful, and then they realized that everybody on
their whole street was outside and looking at the sunset. And, then they sort of
turned it into this mini block party. All these people who didn’t really spend a lot
of time necessarily talking to each other kinda came out on the street, really cool,
and just experiencing, you know, the relationship of being with each other and
just this wonderful moment, so just to fill you in to get us started people reflecting
on a moment when there was something enormously valuable that you didn’t buy
or spend.

M5: I coach soccer. So, for me, it’s really valuable to sit with these, these middle
schoolers, who are extremely rambunctious. Very rambunctious, and they don’t
want to kick the soccer ball. They’re very challenging [inaudible] that’s what the
parents tell me. They’re challenging on the soccer field as well, but it doesn’t cost
me much. Twice a week with a game on Sunday. Sure they’re obnoxious and they
do what middle schoolers do, but um, I enjoy it because I talk about more than
soccer. You know, so, that’s my thing.

FAC: Other folks, just jump in, you don’t need to get called.

F1: I think something that’s fresh in my mind is just this just this past weekend,
F8 and I had facilitated this retreat, a leadership retreat with 38 athletes from
XUniversity, and what I really like about it, is that I saw within the students a real
respect for each other when they did not have, they really didn’t have a
[inaudible], they were living in their own sport. And what was happening in their
realm, and they really were, their eyes were opened to the other things that were
happening within the other teams [laughs to self]. For example, the one team
member was a track person. And she said, ‘you know, we don’t even have a track
at xuniversity, our home meets are held at YUniversity, ‘cause we don’t have a
track.’ And one of the basketball players was really surprised and said, ‘wow we
were complaining that we didn’t have a plasma flat screen TV in our weight
room,’ and of course that’s when I said, ‘that might not have been a good time to
contribute that particular example [giggles].’ And another person, um, in response
to that said, who was a swimmer, said, ‘You know what, I really give kudos to the
basketball and football teams because you’re out there and bringing in money for
the athletics. You know, for our teams.’ So it was a real give and take, and real
humbling experience for those who are in the more spotlighted, um, sports. It was
fun to see that and to really, it really had an appreciation of, wow, they’re getting it. There are some pieces that are really starting to connect. So that was really valuable for me. That’s just sort of a fresh one.

FAC: {mumbling from participant} Just jump in

F6: Well, when I hear you ask that, I’m like, okay I can’t think of anything. I think it’s cause most of the things I do, it’s hard to pick one ‘cause there’s so many things that I do, that I go through, that don’t cost me anything – well – ‘cause I’m a student. I guess in the end, they do sort of cost me, since I’m a student I have access to go do activities for free. But, I guess in a way I do pay for them. But, uh, it came to my mind, right now. I just came back from the radio station, which is one floor upstairs. And every week I do a show, right before this [F1: that’s awesome!] and-and I don’t get paid or anything, but for me it’s really awesome time, I love doing it. I’ve been doing it for like a year now. It’s awesome.

FAC: Do you use your own name on the show so if we were listening we would hear your name [F6: yeah] or do you use a different name? [M2: what dial? F6: hmm? M2: what frequency?]

F6: It doesn’t have a very good frequency, it’s like within a 10 mile radius. [M2: oh, I could hear it] yeah, you could hear it. You could also, listen to it online, it’s streaming online. You could go to www.websiteaddress.edu. [F1: that’s so cool! FAC: yep] I don’t know, I love music, and for me it’s free. I like to tell my friends about it, I’ll IM them and be like, ‘hey I’m on the radio right now, listen to me!’ [group laughter] And, it makes me feel valua- since I love music so much it makes me feel sort of, you know, I guess valuable in some way, hah! [FAC: what’s the part of sharing of something that you really care about? And also being in the middle of work that you like to do.] Yah. [FAC: everybody always thinks like, oh work! Work is – I mean there are moments when work is terrible, but you know, it could be crappy without something that you really cared about working on] But it’s fun, every week, I’m thinking, ooooh, maybe I can play it on my show. Or, I’m always thinking of songs to play on my show. [F1: that’s awesome. M2: yeah that’s great] It’s fun. [F3: it’s really fun, cool]

F8: It made me think of my experience um, from 5th grade to 12th grade. I played the trombone in the band, and I would say probably from 7th to 12th grade, I was the last chair, which means I was the worst out of the trombone players. But, you know what, everybody thought that that was such a big deal, and I never cared, at all [group laughter] because I loved – I loved playing music so much it didn’t matter if they just put me in a bathroom somewhere [more laughter from group], ‘cause I guess, band in my school was so competitive. I guess 1st through 3rd chair was just, you know, just the epidemy, you just wanted play 1st part and have
solos and such. And that really wasn’t a priority to me, I just wanted to play music. And there was this one time, I – you have to audition every year for your chair. And um, I didn’t make it into the highest band, which is the symphonic band. I had to go to concert band, but I was the 1st chair concert band player. And everybody thought, ‘Oh gosh, F8, what are you- are you going to quit? I would quit if I were you, I wouldn’t do that!’ And I said, ‘cause we had – I know, ‘cause I don’t understand why you want to be in there and we had really bad uniforms. They looked like Star Trek [Group laughter] ‘cause we had to wear our marching band uniforms as uniforms for the concert band, so it was really embarrassing.

But, I said, well, I kind a really don’t care ‘cause I really want to play. So, I think that was something that although people didn’t really understand it. It made sense to me at that time, you know. Do I really care about being 1st chair or do I really want to be in the band? [mumbles of empathy]

FAC: One more person before we jump on to the rest of the evening. Anybody, just want to share? A moment.

F2: I guess one time. In front of my kitchen – kitchen window where the sink is that, there’s a large pine tree. When my parents moved into that house they planted that tree and I was about 3 or 4 at the time and the tree was smaller me then. The tree is a good 5ft taller than the 2-story house now, so I’m really old, or [group laughter] the tree’s just grown fast one of the two [laughs]. The tree’s caused a little bit of a problem. It was leaning over the house and then cardboard ants got into one of the roofs. Had to replace part of the roof. So I was a little bit hating this tree, even though it’s been around a long time and it provides a lot of shade. I was sitting washing dishes and in the tree branches, I could see in there two morning dove chicks. They were fully feathered, but they weren’t old enough to go fly off. Uh, they were mostly just hiding in the tree, and they would just sit there. They were brothers and sisters, I don’t know. And they were just sitting there looking so happy against each other, protecting each other against the wind. And I was washing dishes, which I hate doing, also, but they were there, all so happy, that was very sweet to see them in the tree, which I hated was providing a home for them. And I like morning doves.

FAC: When I sort of listen to all of these together, the sort of thing that I take away is from this is that a lot of the stuff that we do that’s very meaningful to us are things that I’d call either multipliables or shareables. Um, instead of consumables. Things that when you invest in them or spend time like making relationships, or playing music, or sharing music with your friends. You put more time and energy into them, they don’t get used up, there’s more of it to go around. Or, sharing, M5’s sharing his time playing soccer, and yet that doesn’t get used up. It creates something else that everybody can participate in. All the kids are getting something out of it. And this thing you were sharing about people just interacting with each other, everybody’s bringing a different perspective to it,
that’s not something that we’re using up. More people bring to it, the more –
bigger, it doesn’t get used. So, let’s jump into our shared looking. We’re going to
start with a short 3 or 4 minute, short video. And this is from, and to get us in this
mode of thinking about true wealth. This is from a movie called Powaqqatsi. Um,
which has some pretty heavy hitter people working on it. Um, George Lucas and
um, Francis Ford Coppola. I hope I said that right [repeats name]. Um, and um,
the music is from contemporary composer Philip Glass. And the film itself is an
hour and a half and it’s entirely music and images. There’s not a scrap of
dialogue, there’s not a scrap of plot. So this is not everybody’s cup of tea. But it’s
got a bunch of different little chapters, it’s entirely a visual thing that you let wash
over you. And the word Powaqqatsi is a Hopi Indian word, and I’m going to have
to read this, ‘cause I can’t remember, ‘It’s a way of life that consumes the life
forces of other beings to further it’s own life. So that’s the thrust of this, whole arc
of this movie. And if you guys can turn that thing to [inaudible].

F8: Now it’s actual footage, like real footage that they use, so it’s kinda like a
documentary musical in a way?

FAC: Yeah. It’s all, they went around got footage from all around the world. Very
rich images. This one thing we’re going to see is called ‘Dream sequence,’ and
it’s very, in a way, unlike the rest of the film. ‘Cause a lot of the rest of the film is
images of people and also natural settings. This is a little bit more media oriented.
Press this button to start.

{video playing}

FAC: Brace yourselves, I’m going to turn on the light here. [group participants
WH] The next - this is a kind of companion to that piece. Is something that’s very
different. It’s a poem by a guy Miller Williams, who I thought might be a little bit
known to you all. Although everybody looked at me with that sort of glazed look.
He was a little bit well-known because he read a Clinton’s first inaugural activity.
I think he’s more well-known because his daughter Lucinda Williams is some
kind of country singer. [mumbles, F?: I heard of her] Anyhow, um, anyhow. This
poem, I think is a little bit about the issue of um, how difficult it is to hold on the
visions of things that are really important, like what we really consider true
wealth, that are not really easy to hang on to those. The poem is a little bit long,
it’s more like a story. It’s set during world war II in Russia, what was the Soviet
Union. During the siege of Leningrad, then, now St. Petersburg. It refers to the
Hermitage, which is a famous art museum, like a gigantic art museum like the
Louvre in Paris. And at one point in the poem, there’s a long list of painters, and
you don’t need to worry about that, just know that they’re painters. And uh, the
title of the poem is ‘The Curator.’ And a curator is a person who kind of takes
care of a museum, makes sure that the stuff is well preserved, presents it, mounts
exhibitions, makes sure it’s okay for, you know, people to look at, future
generations. So, ‘The Curator’ and I’ll just read, and again, it’s set in WWII
{FAC reads poem}

FAC: So we have the, you know, video dream sequence and the Curator story. Um, what resonated with you in either piece, when we think about this issue of reflecting on tonight of true wealth. Either the dream video- not everybody likes that little thing, saying it was kind of dated.

F8: I think what I was thinking of, about the Curator, um, today, or last night, the lady um, who was Mel Brooks’ wife died. Yesterday, Ann Bancroft played Helen Keller’s teacher, and everybody’s heard this story of Helen Keller, but I never understood how this woman figured out how to do all of that because she was deaf and blind. And I went online and read biographies that were online and um, when this woman came to teach Helen Keller, she said that this girl was basically a brat, she didn’t want to do anything. She was just upset about her predicament, which is understandable, but she was upset that there wasn’t anything being taught to her, nobody considered her intelligent. And she took her down to the well or the spout where the water came out. And she made her put her hand underneath the water and while she had her hand underneath the water, she began to sign water into her hand. And she signed it slow, and then she signed it fast, so that she knew what it was that was in her hand. And I thought, I don’t even know where to begin if somebody’s deaf and blind. I mean, I know they have things out there to, to you know, help these children be successful, but I thought it was, you know, a really good insight into how her life was. That poem reminded me of it. And how they wouldn’t come back because how, like you said, the pictures, the stories of the art became matter-of-fact. Because they always assume that because the art is up there, you can always assume that you could see it. And you can see how the orange blends in, but you can’t really see. The speech becomes more passionate and more thorough when you have people there who can’t see it. You try to explain it to someone, so.

F4: The dream sequence for me, I was caught up with all the pretty people images [F8: yeah] that seemed to dominate it initially, it didn’t seem to get any different until toward the end. And when I see images like that, it looks so artificial, you know a made-up face. It looks hollow to me. So it’s just like this shell of this façade that we create. And then, the sort of sad part of it is it’s a standard of beauty in each culture that creates that, and it’s a sort of artificial standard of beauty that creates that. So I find that just like a – artificial construct that we created. And it always hits home with me when we see that pretty image after image.
Appendix D

Group G-1: Meeting #5, True Wealth
Transcript

FAC: Made me think of this one person in one of the prior groups said, you know, watching this thing, they saw this one brand of this one brand of skin cream or something and it was a foreign thing that had come up, and they said, ‘I’ve seen that before!’ And they had lived in Thailand or something like that – skin lightening cream, that people in that culture were taught to like, lighten their skin.

F3: I’ve seen that in Indian stores (2) I think that I enjoyed this poem, because it helped to point out that we can appreciate a concept and having something and um, appreciate what it represents. They didn’t have the pictures, they were able to discuss what picture represented, how it affected them. How it um, made them feel, made them appreciate what was being displayed there, and um, it wasn’t anything about having glorious riches or about being better than someone. It was about how beautiful these things were. And only because it had gone away and they didn’t have access to it, they realized even more how beautiful it was. And that they could share that with other people. This is what we have, this is what’s amazing.

FAC: Any other reactions from people, from the talk.

F2: Just makes me think, uh, people appreciate art more maybe when they’re going through tough times. When they’re sad, they tend to appreciate, or maybe need art more at that time.

M4: Like people who listen to music when they’re sad or happy. People listen to music to get back their spirits, or associate with they sorrow, depending on how they feel.

F3: Is this a true story? This poem supposed to be?

FAC: I don’t know the answer. I have inferred that there’s something behind it, at least a kernel of a story, that he fictionalized. But I haven’t done the research to know.

F3: Just ‘cause I think it’s kind of strange that blind people would go look at art. I mean, I don’t know, I don’t know if it would actually happened. I mean maybe it’s supposed to be more symbolic, maybe even more marked. I don’t know.

F2: Well the context of hiding art from Germans was real. It’s all been documented throughout Europe at major museums, they buried art and there’s even they’re still finding where a lot of art was stolen by the Nazi’s is now being uncovered. Getting back to it’s real home. You know, I’ve been to the Hermitage, it’s—it’s incredible, it’s one of the most impressive museums I’ve ever seen. And it doesn’t have anything minor. Every piece of work in there is major, major know pieces. And um, and again. It reminds me, made me think of how we
value – the great value we put on this kind of expression of each culture in its artistic creation. We value it so much we need to protect it, hide it away, save art. But yet the blind appreciating it was an interesting twist on that. You know, I kept thinking, how are they in fact accessing that art. I mean, they must of heard about it orally. So they’re not seeing- they don’t have the visual sense to grasp it, but they were hearing the curator talking about it. That’s not our experience of art, very different from what we know.

F7: It makes me think of -, maybe, I don’t know, the blind, maybe the blind’s reaction to war, maybe they’d be confused, why are people fighting out there. I don’t know. It makes me think of that. They can’t see the war, they can’t see what’s going on. Maybe I don’t know, maybe they want to see the art, something complete opposite. I don’t know.

F6: In sort of response to F7’s comment about-. I think sometimes we think of art as being this very educated, snooty, like only super educated, rich people go to museums. Only they could understand what’s going on in this impressionist painting or this cubist artwork. But really, I mean, art can be accessible to anyone. And perhaps, you need to inform people about the background or you know the purpose it was serving when it was done. But we don’t have to limit it to a certain - you know, elementary children can go to an art museum and appreciate the beauty that’s there, that’s not necessarily for you to have a certain class or a certain amount of money to understand and enjoy something so natural.

FAC: One of the ways that I sort of think about this set of possible connections between dream images and uh, the poem, is that the dream images in a way present us with a set of pictures of you know, holding up a set of pictures of, you know, what, you know, the media in a way is saying we ought to value, what we ought to say is important, what we ought to spend our time looking at, whether that’s news casts, advertising or whatever. Um, and then the curator poem shows an alternative social function of this curator. The curator role being to hold up other kinds of images, to put a frame or an explanation around certain kinds of images so that you can, as you were saying F2 so somebody could understand them a little bit and see them in a way, to protect and you know, keep images alive, other stories alive over time, through a culture. Um, and although there wasn’t this function exactly in this poem, sometimes curators play the role of like promoting, you know the blockbuster exhibits that they have the big images all around saying, come see the [inaudible] exhibit or whatever. In this one, promoting sort of happens by word of mouth, come see the ‘unseen collection’ and people just started showing up. Um, so, what kind of ways do you that we, all of us in the room might play a kind of curatorial role in terms of holding up, you know, we’ve got plenty of images from the media coming at us every day, how do we hold up alternative images.? What kind of roles, ways can we play that? What kinds of things do we want to hold up? Is that making sense?
Appendix D

Group G-1: Meeting #5, True Wealth
Transcript

F8: I think for me, what’s really coming to my eyes, is how, um, black people are portrayed in television and media. And, [clears throat] and what’s really um, you know, coming to my mind is, for example, you know, you go see, for example the movie that’s out called ‘The Longest Yard’ and has Chris Rock and Adam Sandler. And you know, if want to go watch a comedy, you know, it’s fun, but there’s this hidden undertones of, you know, slipping into these, these, completely racist, and um- [FAC: for those of us who haven’t seen the movie, help us out with a couple of examples] Um, I’ll help you out. Um, uh, the running back was Nelly in the movie, Nelly, the rapper, okay. And um, he at first didn’t want to play football, but they recruited him to play on the prison- they’re all in prison.

And they want to play on the prison football team, in their league. And um, [FAC: so we’re starting with prison as a given] yes, exactly. So, you know, of course the blacks didn’t want to play at first, but they’re like, we’ll play because we’ll get to play against the guards. That’s incentive enough for us because we want to beat the guards up for all the stuff they’ve done to us. And then when they find Nelly [emphasis in voice], they find out that he’s this star running back, he can just run like the wind, but the thing is, Nelly doesn’t have any shoes, Nelly runs barefoot.

And they, Chris Rock points out throughout the movie, and they like, damn, ‘he got slave feet!’ And I’m thinking, like, did he just say that? Like, wow, they made a point to go out and say, slave feet. Or, there was one inmate in there who was, you know, spoke black vernacular, but it was just, it was exaggerated to the point where instead of saying, you know, ‘I broke my toe,’ it became ‘I broke di-di-dat.’ You know, that type of thing. And if you watch, after 11 o’clock, on public access, they can put anything they want on public access, in case you didn’t know that. Um, And they have this thing called, Underground hip hop [M3: mumbles in agreement] You’ve seen it right, it’s a mess. So what they do, is they show all of the x-rated videos that they can’t show on MTV and BET. [M3: I mean, I haven’t seen that. Group laughter] You should have watched it last night. And just the fact that, I want to get away from the images that portray, like black women as sexual objects and, [FAC: right, so let’s, let’s go there for a moment. How do we, you, feel like you can play a curatorial role of holding up some alternative image. How do you play a role?] well, I mean, the easiest way, is the control, control of my own money. You know, by not supporting films that have those kinds of images anymore. But how do I get up and convince some girl that, you know, you really don’t need to be in that video?

F2: (inaudible) high school students

FAC: I’m sorry, I didn’t hear-

F8: She said, high school students that I teach. And I actually used one of the videos as a lesson when I was teaching my high school students because I think that’s a good way of doing it, because I said – one of these videos, it’s called –
Nelly, ah ‘tip drill’ video. And a tip drill is a girl that you will have sex with, but you don’t like the way she looks in her face. She’s pretty, not, she has a nice body, but an ugly face. And in the video, at the end of the video, he takes a credit card, swipes it down the girls ass, and all of a sudden she starts moving, because she’s been purchased. And, uh! I used that as a lesson. Because all the kids have seen the video and I said, what do you think really [group mumbles, nervous laughter] It’s really – It’s bad. It’s beyond anything that I’ve ever seen, but you have to use those moments as teaching lessons to observe what does that really mean? He probably thought it was cute, he thought, oh yeah, I could just swipe it, witty, right, but what does it mean when you can take something you use to purchase things with and you do it a female? What have you essentially done? You have bought her. She’s a prostitute.

FAC: So right there, there is a curatorial function. You’re putting a frame, okay, there’s something there. You’re putting a frame and a context around that [F8: echoes – ‘context around that’ uh huh]. It helps people who may be seeing it one way, to look at that same thing and see it another way. And you’ve chosen to do that by speaking up, talking, using your own voice, and setting a context in an area where you work, where you teaching. [F8: right] So, other examples, not necessarily on this set of issues, but other ways you guys think that we can all play curatorial roles in terms of holding up some alternative to these media images that we’re uh -

F2: =After last week’s session, I was talking to a friend of mine, who lives in Winnipeg, Canada. And um, I was talking about what we were talking about, economic fairness, and sort of brought up what he was worried about, where he lived at. He said he was very worried about the environment, I thought Canadians were more environmentally conscious than Americans, but apparently just about everybody in Winnipeg drives, has a car. They rarely take the bus and he’s um, very worried about you know, there’s all this traffic, a ton of traffic because everyone’s driving a car, but you know, if you got those 40 cars and but the people on a bus. Just so much faster. Everyone would get to work faster, get home faster. There’d be less fog and whatever else, but he really felt that there was little he could do. He didn’t have a car and he took a bus when he needed to go somewhere. And I was asking him, so you know, what do you think you could do, who could you talk to about it. And later that day, I was reading in um, the city paper and apparently Xcity has an organization called Car-free Xcity, and they’re apparently an international organization, which is world car-free. And it had just held a rally earlier in the month, either in Xneighborhood, or- encouraging people to take their bikes around town or take the bus. And they had a little rally, like a neighborhood party to encourage people to do that. I think another one is happening in June. Encourage people to take their bikes – even though Xcity’s a pretty hard place to bike around, there, we can alternatively take the bus or take the bike on the bus, they have those carriers. And I pointed that out to him, that
um, this is something you’re worried about, being worried about the environment and being worried about your health, things like that. You can find what’s out there. Want to make sure I bring this back to what we’re talking about [nervous laugh] But, um, being concerned about the environment can help people, enlighten people to the fact that if they didn’t take their car, take the bus instead, things would be better. They wouldn’t have to – they wouldn’t waste so much time in traffic, spend so much money on gas.

FAC: Let me – just to underline a couple things that I heard as themes of what you were saying. Partly, you [emphasis] were playing a curatorial role in terms of talking to your friend and helping him – is it him? [F2: yes him] think about things another way. Then there’s this whole set of rallies of, you know, making some sort of real public statement about an alternative. It could be this, like, this. And then, this other one is your friend themselves are kind of modeling a kind of behavior, by not having a car and riding the bus. Anytime someone talks to him about his life, or he chooses to tell someone about his life and says, “I take the bus,” that’s a kind of, you know, modeling right there. Other ways of sort of holding up these things? M2 and F3, you got sort of quiet, is that because you think this is like a – sort of oversimplified view of this thing or-?

M2: No, I just [FAC: I’m not trying to put you on the spot, I’m trying to give you a shot at jumping in.] I- I just haven’t had any [inaudible] so, [FAC: mhmm, F3] M3: There was something I noticed, um, you talk about the media standards of beauty. And I don’t know how I can be a curator in this area, but. How um, in the media, it seems like most of the images of like, the put out of attractive women is always women that um- their ethnicity isn’t always easily identified [F8: yep] Am I making sense? [FAC: mhmm, mumbles of agreement from others]. Beyonce, she’s black but she’s kind of fair skinned, she’s got long curly – [F8: long hair] blond hair, you know what I mean? And um, that’s just something that I noticed. And I wished there was some way that I could say, you know, it’s okay, you could be proud of your ethnicity. You know, you don’t have to change the way you look, you know what I mean? [FAC: Let’s stick with that and sort of unpack that a little bit. What are the ways that people could highlight, hold up alternatives to that kind of stereotype that we often get. What would be ways that one could do it? I mean you could start in one’s personal life by you’re at a party and go up to the person who looks sort of neutral, talk to somebody, value somebody else. So there’s that one very basic, you know, what you do with your own time and energy. Other thoughts about how you- how somebody could hold up alternative images in this that M3 brought up for us?
M2: I think it’s kinda interesting about that comment, I agree with you that you know, what our media’s been doing it’s something like that. But I think it’s kind of interesting that you know, we’re all like, everybody needs to have their own culture back after we spent hundreds of years trying to be this melting pot of cultures. Trying to abolish cultural identity, now all of a sudden we’re like ‘oh, we need that back now. And we’ve gone so far, that maybe it’s like, maybe we’ve almost gone too far, maybe we’re at the point now, maybe it is too far to turn back. [F?: coughs] I hope it’s not, but you know, we spent all this time trying to abolish those things and now we’re trying to realize they’re gone or becoming - quickly vanishing, and all of a sudden we want them back.

F7: I don’t know if I would go so far and say abolishing them, I think a more, a blending. Cause I’m just thinking of even the Xcity area. And, it – I would not call the Xcity area a really much of a melting pot [F6: that analogy was reversed, it’s more of a tossed salad.] Yeah! [F1: Because if you look in all the Xcity neighborhoods, you’ve got Xneighborhood, and all the neighborhoods that are very segregated. Um, ethnicity – M3: Jewish neighborhood, F1: yeah! All the different types and I think if it was more of a blending, I hear what you’re saying M2, I just think it’s more of a blending than an abolishing. Cause I don’t think anyone was trying to lose their cultural identity. [F8: Assimilation] As much as assimil- maybe find more common ground everyone can relate to] And I think it’s acknowledged now that this American image, we attracted all these immigrants, and we were going to have the melting pot, you’re exactly right. You know, intercultural people now say, it was never a melting pot, it’s the tossed salad now. So we’re all here sharing the same space in the same country, but we’re keeping our distinct identity, so you can identify the tomato, you can see where the cucumber is and that kind of thing. And it’s true, the work that I do in studying abroad and focusing on intercultural things – my message to students is what an incredibly exciting, enriching world we live in. And to delight in cultural differences of people and to see them as something we can learn from and be enriched by rather than look at it as something divisive.

FAC: I’m going to come back to something M3 said, but let’s go for a moment with what you were saying about your work teaching. I’m seeing that as a curatorial function. We’re all living here in the United States. We’re all- pretty much US media, we’re all, you know, have our own limited horizons we’re moving in, and you’re playing a role in your teaching, holding up, oh, here’s how, if you look, if we choose to look, that corner is always darkest into which we never look, if you choose to look in another direction, oh, people are doing something very different in x-location. Am I hearing what you’re doing correctly?

F7: Exactly. And I challenge students to – like I said, enlighten them, I learn from that. I personally find that so incredibly exciting, so I share that with my students as – you know, if you want sameness, stay right here, don’t go anywhere. You
know, keep your own little bubble, protect your bubble. If you want to go out and seek difference, then you should see difference out there.

F4: F7, how might you suggest to some students who can’t do study abroad, whether that is, whatever the factors may be, what are some ways you can think of that people could expand that? I knew of some, but I’m picking you [giggles]

F7: I teach this course on intercultural understanding. And I, one of the first things I do, is tell them take the cultural plunge right here locally. Go someplace you’ve never ever been before. I mean, we tend to keep going to the places we’re most familiar with because we’re most comfortable there. Go someplace where you’re the outsider, the other and then what they find is it really wasn’t as threatening – they were all stressed and they were all concerned about going, but they felt welcomed once they were there. They learned from it, they found it interesting, the found it exciting. A common thing, people go to different religion services – religious services. Or they go to um, a nursing home, or a school for the deaf or blind, you know, being around people that are different than you. And invariably, they all come back saying, ‘oh, gosh this was such a great thing, I’m so glad I did this.’ Because my challenge to them is if your not stretching yourself her locally, what makes you think you’re going to go to another country and stretch even further. So it’s just seeking out that new different experience.

FAC: So this is an absolute curatorial experience, where you say, ‘okay, I’m holding up to you an opportunity and encouraging you to not [F7: I’m forcing] Okay, we’re all somewhere, and you’re somewhere in a classroom, and you’re holding up this moment of – don’t just take the image you’re given, go look at another image. But let’s go back to something M3 was saying, because I thought I heard at the heart of what you were saying was that one set of images of what’s beautiful and valuable gets portrayed and by implication other sets possibilities for what is beautiful and valuable don’t get portrayed in the big media. Is that at the heart of what you were saying?

M3: Well, like for instance, you know, I was thinking about this too, let’s go back to Beyonce or whoever, Halle Berry, she’s mixed. And I always thought that Naomi Campbell is just as pretty as one of them, but she’s never crossed over because she’s dark-skinned. I mean, that might not be exactly why, but I’m mean, let’s be honest, that’s not, you know, the image that people identify with, you know?

FAC: Okay, so [F8: She’s treated as exotic because she’s African, you know?]

M3: right.

F8: They have to be, it’s almost, I don’t wan to say the word alien, but if [M3: yeah] somebody comes from a different country or has like different facial
features, they have to be exotic and just, ‘wow, I’ve just never seen anything this
before. Like the sister that’s a supermodel from Africa, she has very very very
dark skin, you know what I’m talking about? She’s got that shaved head, [M3 and
others: yeah] and everybody’s like ‘wow, she’s just-’ [M2: she’s married to David
Bowie isn’t she?] No, that’s Iman, but again, that’s that whole exotic factor of,
you know, if they don’t match they must be something extraordinary, you know?
So, let’s go back to the other side of that of how somebody would hold up other
images or make things, different, M5.

M5: Yeah, I have an example of curatorial example, also an example of the
standards of beauty issue. I’ve got a 6 year-old daughter who used to be 2, 2-3,
and we had her in a day care of predominantly white day care, near the- near the,
somewhere near the house, less than a mile away. And it struck me one afternoon
coming home, you know, ‘how was your day,’ and mom was furious, and I’m
like, what’s going on? Well, *daughter, 2 year-old and 3 year-old kids were
fascinated with barbies and princesses, right, the princess issue. Well, mom is –
my wife is African, born and bred in Africa, schooled in England, so she comes
across and seeming to be an African-American if you don’t know her. So, she
resists almost being identified as an African-American, she’s African, so what
that means. But she was also resisting what her daughter, resisting who she was as
a big brown eyed, bushy haired, nappy head, thin, long beautiful girl, and um, so
she got really um – I = I didn’t know what to do, quite honestly. Dudes, we don’t
have those issues, [group laughter] not like that. [F8: not like that, right]. No we
have status issues, shoes, clothes, those kinds of things, black people [inaudible]
I’m generalizing from my own reality. I don’t have those aesthetic issues. So, what
the mother did was she took a calendar of all African women, and these
were African girls from other places, not one of those UNICEF calendars. And
she just plastered all these pictures all over her room- right above her bed. And
they stayed there for at least a year. And there were – you know, January,
February, she just took off, these are the images that you need to be identifying
with young lady. She put them all – there were beautiful pictures, girls from
everywhere, but there were the big head, the big lip, big eared, the long, you
know, dark brown mocha, pecan, mahogany skinned, she’s reminded by that
every once and a while, not the- not the fact that these things were up in her room,
but that it’s fine for you to be who you are. So that was a specific curatorial
instance that had to take a home intervention, but she also went to the school and
said, look, could you just downplay these white-skinned Barbie doll princess
issues because we don’t have one of those kinds of kids at our house. So she did
two things, that was about three years ago. [F8: wow.]

F8: The big thing is to have princess parties, you heard that now? Like all the
little girls have princess parties, and you go and you’re supposed to get made up.
You go and get make-up put on you. I’m talking about very small children, 5 and
up, and they go and they have somebody put make up on them and they act like
princesses. [M4: [inaudible]; FAC: I’m sorry?] The belle, [M4: It’s like, [inaudible] they go dress up and go to the doll house and have like butlers who ring the bell]

M3: Why is that- why is that the goal? Is that what you’re trying to achieve? Like really? If I had a million please. [F8: I wouldn’t give you a princess party!] Yah know, like what? [mumbles from group members about issue, all in agreement]

F5: I recall another curatorial function. Summer at sea and we had an excellent art professor, a young woman from the state of Washington, she was just great. She knew European art inside and out. And I don’t know how a discussion- an informal discussion came up about, I wasn’t part of it, my son was though, my son was um, like 16 at the time, he turned 17 on the ship. And it was about images of Christ, what does Christ really look like? And this woman went back and she printed out images of Christ coming out of every possible ethnic group. And I remember my son came back to my room at the end of the night and he was so floored, ‘oh my god, Mom, look at this!’ ‘cuase you know, the mainstream image of Christ is this white, white-skinned, often times light eyed, light brown haired person who couldn’t possibly have come from that part of the world. We’ve modified him. And my son came back totally floored, saying, ‘mom could this be??’ I said yes, of course, this could be! But he needed – and I thought how wonderful of her to challenge that image that most of them, that I’m sure the white kids on that boat had looking at this Christ figure. And it was a whole page of twenty-some different images. And so, she ah, she shook them there, and it needed to be done. You know, if nobody’s out there challenging that then it doesn’t help.

FAC: F4, let’s we’re about to take a break, let me just leave you with one other thought about this. Um, in a way, we’ve been talking about some of this sort of personal but also structural things we can do in terms of combating some of these, you know, combating is making it sound like x is bad and something is absolutely good – it’s more like holding up alternatives and letting a lot of other voices be shown. But, we haven’t talked much about the sharing thing, of share-ables *discusses benefits of opting for sharing as opposed to continued consumption, offers examples, transitions to break

M3: Reads “change maker” selection re: Oseola McCarty

FAC: What do you think about this lady, her ability to manage and model? F3, thoughts? Have you heard of this person before?

F3: No.
M3: I never, I never heard of her, I was like – wow, for one, I don’t know how she could have saved $150,000 dollars making $2/hr, you know what I mean? Even then it [inaudible], you know? So, um, and then she gave away everything she had too, not even a little bit. She didn’t buy herself a car, just completely selfless, you know. And also, it’s funny how like, when she donated that money, so many other people started donated money, it’s just like a chain reaction. It’s just like when one person stood up and um, decided to you know, um, be selfless, work for something she believed in, then so many other people said, well you know what, if she can do it, I can do it, you know?

F7: I thought the one comment that I found to be very interesting was the Ted Turner line. About well, if this woman can give up everything she owns, well then I can give a billion [FAC: right], I’ll still have millions but, [group laughter] I mean, not that it’s not nice, it’s a very nice thing to do, I just think that the way it was, said in there was kind of funny [mumbles of agreement from others] I can give up say a billion [mimicking voice, laughs] of my- [M3: more like $20] right, exactly! That’s how I heard that.

FAC: I mean, that was a billion that wasn’t there in that fund, the scholarship fund.

F7: Mhmm.

F5: Yeah, I remember her getting the medal of freedom [inaudible], tiny little slight African-american woman, very self-effacing, very humble and the fact that she um- that this was not a big deal, that she was doing, from her own perspective, this was just what she wanted to do. I mean, her attitude that she brought to it, was really impressive. I just remember this uh- it was just a natural direction that she was taking with this, and what she was supposed to be doing.

FAC: So, you didn’t get the sense that she felt she diminished her life or made a really big sacrifice to [F5: noo, no sacrifice. It was just what she saw as the right thing to do. Very impressive]

F4: It makes me think about what is her fam- what, where did she get that from? [F2: that attitude] yeah, how did that come up because thinking about what is her family like and how did that, did her family influence her to be that selfless, to give to so many others, what was her experience? Who knows, I just have a lot of questions. [F8: what’s the story behind that?] There’s definitely a story behind that and this was a little bit of a tease, I’d say.

F2: It’s interesting that she could have easily have been just very helpless. Just you know, she wasn’t rich, she wasn’t making very much money. But she decided that wasn’t going to be helpless, she was going to you know, be
proactive, she was going to make something happen. And you know, it took her
years to save up this money, but she was willing to be patient and allow things to
work out and sometimes we want to change things – I think about becoming a
teacher. I think I’ll go into the classroom and I’ll change all the students [F8:
right, FAC: mumbles in agreement] that’s kind of an absurd thought. Just because
you’re only with them, well for a little bit of time. You can definitely have a big
impact on people, but um, I shouldn’t expect world peace after I teach a science
class. But, ah, she- when you’re willing to take the time and not just let yourself
be a victim or helpless, you can wallow in self-pity of not getting anything done.
You can get a lot more done.

FAC: Do you think she set herself the goal of like, okay, I’m going to save
$150.000 starting this dollar right here? [mumbles of ‘no’].

M3: She even said it just accumulated, it just kept adding and adding, so, I don’t
know

F8: I think that the trend that we see with all these change makers we’re looking
at, is that – and this is really hard, I say honestly for me it’s hard to be able to do
something like that without knowing that you’re going to get recognized when it’s
all over. ‘cause I think we are big on giving certificates and awards of
appreciation and thank you’s and all this type of stuff and it’s getting to the point
where people look for that first, they know that they’re going to get that. That’s
their end in mind, that somebody’s going to thank me, I’m going to get a
presidential honor [FAC: right]. You know, they look at that end in mind instead
of the end goal being I have this scholarship or I planted a million trees. So, I
think just being able to step outside of that and say, you know I really don’t care if
anybody ever knows that I did all this. I know that I did it and that’s enough. Or
the kids know, or whoever I’m benefiting knows that I did this. ‘cause if you
expect something glorious or your name in lights somewhere, or your 15 minutes
of fame, I think it just ruins it. That’s very hard, very hard

FAC: There’s the other piece to it that feels hard, which is, you start planting a
couple trees or you start saving a couple bucks. But, you don’t know that it’s
going to become $150,000 or a million trees or twenty million trees or whatever,
it’s just somebody doing a little bit, not knowing it’s going to turn into something,
might hope it’s going to turn into something, but not necessarily, you know,
having that, you know, we always want to say well like, oh it’s not really going to
make a big difference, why bother start.

M5: Yeah, it seems so overwhelming as well. [FAC: mhm, alone?]
Overwhelming. [FAC: overwhelming, it’s to say-] I mean just to say I’m going to
focus on that big issue that I’m going to do, then. But this, small, that [FAC: I can
do that, yeah] Well, no, the opposite, that little bit right there won’t do anything
for that big thing so. What’s the use in even doing this, it’s not going to – ah, 
forget it, I’m not doing it. [inaudible]

M2: Maybe I’m missing the point [FAC: nah, go ahead] with all these change 
makers, it’s not so much trying to do something great, is that they were doing 
something that they enjoy doing. Like um, M5, you talk about coaching a soccer, 
I coach youth football, so I have similar experiences. And I coached ‘cause I 
 Enjoyed coaching, I mean, did I know I might have some impact on these kids, 
yes, was that my reason for doing it? Not really. ‘Cause I wanted to be there, and I 
Enjoyed the time I had to spending there, and if they got something out of it, 
all the better. But, you know, I feel like some of the other things, you know, these 
people are doing things that they enjoy doing [emphasis on ‘enjoy doing’]. And 
when you enjoy doing something, it doesn’t matter if it’s going to make a change, 
it doesn’t matter if, you know, you become something great because of it, it’s 
because you enjoy doing it. And I think um- uh I guess another example, is um, I 
was actually in Xstate for last spring break for um, an alternative spring break, we 
built a trail. And um, while we were down there this group was showing a video 
and it was relating to like um, the open face mine as being done in Y southern 
state and down in xstate (where he went for spring break), where they basically 
rip down mountains [FAC: oh mountain [inaudible] yah, mountain roping and 
stuff. So basically if you go to Y state now you’ll see this valley or whatever, 
where once there was 2 or 3 mountains, they removed for coal and power plants 
and stuff. And I realized when they were talking about this was how, not only is 
you know, It’s just like, easy to stop this in the way that you save energy, but by 
saving energy, you’re saving money. It’s not like, you know, people can do 
because they want to save the environment, as much as it is you’re saving 
yourself money in the process. It’s like, you know, you’re going through your 
house and you replace all your incandescent light bulbs with fluorescent light 
bulbs, that’ll save you $30 a month on electricity in an average sized home. If you 
get like solar panels for your roof, you really can’t do that in the city, but [FAC: 
oh no, you can-] I guess it depends if you own the house or not, But you can live, 
like where I live, like in the suburbs and stuff, and you replace that, you can get, 
you know, say X dollars a month on your electricity bill. It may take a lot to pay 
that off, in the long run, you will save yourself money. It’s all this stuff people 
like, I mean we are a commerce driven society, money does matter no matter what 
you say about it. It plays a role in our everyday life, and if these people, their was 
goal was saving money and in the process they did a great thing for the 
environment by saving, helping prevent mal-[inaudible], nuclear waste and all this 
other stuff that, I guess, you know, sometimes we say that the little things don’t 
matter, I think a lot of times, if we put those little things in a perspective that does 
matter, or we enjoy doing, then it becomes a lot easier to make a change.

FAC: It can be painful or a cost to make a change, but it doesn’t have to be 
necessarily painful. Just to go back for a second to something F8 was saying. You
were saying that um, you admired that she didn’t, you know, want to go for the honor of the – and, you know, I think that is something that we do respond to – you know, she set her money aside and she didn’t know it was going to turn into $100,000, you know finally when it built up, but do you think it would have been better if she had been totally anonymous and hadn’t told her story at all?

F7: No, she set such a great example. She needed to be identified and her story told. But, you know, the other thing, with what F8 was describing for me was a kind of selflessness that people have. You know, you, you it’s just not for you, you’re not doing it for you and it’s um, uhh, and that’s hard in American society because we – we celebrate the self, we celebrate individuality. We want each child to grow up and flourish and support themselves strongly, and we let children feel like they are the center of their worlds and suddenly you reach adulthood, and it’s hard to keep thinking that the world revolves around you, but a lot of people still try to maintain that. Some of these acts of selflessness, I find is really admirable.

FAC: It’s interesting, it’s another one of those moments where we’ve got two opposite ideas that are absolutely true. Yet, somehow they’re better when we hold them both together at the same time. What M2 was saying, about you know, it can be fun, you can do – you can do stuff, you can follow your passion. You can actually save money while you’re saving the environment, you know. There’s that side of it. There’s also what F7 has been saying, it’s not just about ourselves, and maybe in a way these two seemingly opposite things come together, like with M5’s baseball team or with this coaching, it’s not about yourself, you are going and giving time to other people and that’s where you get some real value, and that’s where we get some true wealth by getting outside of ourselves and making one of these moves and somehow both these things are true, it’s not about yourself and it doesn’t have to be necessarily easy.

F1: I would even say in response to – you were saying FAC, you know, does it make a difference- {TAPE ENDS.}
FAC: The first one’s the one we’ve been stressing all along and that is, you know, we’re not trying to be in the mode where we’re asking everybody to take on this by heavy obligation that you carry around with you. Um, really, we’re looking for this moment, ideally, where your passion or your gladness sort of intersects with the world’s need and hunger. That’s where the really important things in the world really get done. Where that intersection happens. But there is also this other side of you know, sort of, relationship to the commonwealth; stuff that isn’t as glamorous or as passionate – the chipping in we do as family members. The sort of chores we do around the house. The job we sort of – things that you kind of need to do and kind of, like taking out the garbage and that kind of stuff. So in addition to your passion, there’s also things that we do as global family members, or human family members that re chipping in – you know the ordinary things as an earner you know, we can donate some – help things get done that we can’t do ourselves. As a consumer, you know, we can buy with other people in mind, so we’re sort of looking beyond just “how do I get the best bargain for myself?” As a citizen, we can sort of, support investments that are in our shared common life, or do our best to raise our voices in support of other people who have needs around us. Um, so that’s one thing we’ve been talking about the whole arc of our lives so, you know, some of you are students, some of you got jobs, so at a different point of you life. So, you know, we don’t have to do anything right now. We don’t want to be in just a mode of deferring things of until, but we don’t have to do everything now and the point of this is how do we find a way of sticking with them and find a life of, you know, a lot of steps along the way, that we can look back that really adds up to a life of significance. Then this has been my personal hobby, you know, talking about the personal and the structural. You’ve got to do the things that are just human-to-human, these are very, very rewarding. But, you know, we’ve also got to, um, work on some structural issues, than just having to resolve the same problems if we don’t get at the causes. Um, and then finally this may be the most important one, this business that it’s about direction, not perfection. So, you know, it’s about moving to action, not waiting until you have the perfect plan or all the answers. You know, you can take small steps and we both learn by doing, and get a lot of rewards by doing something that’s actually taking those steps and we can enjoy it. So, you know, those themes to set a context. One last bit of context setting (.) is, you know, I’ve talked a bit of times about the change maker course. I got a chance to interview, listen to change-makers talk over the course of this semester and it was very moving to me and I’ll like us to listen to a very short segment from a guy who’s name is Bill Mosher, and he spent his, you know, last, you know, recent part of his life interviewing and meeting change-makers, and recently been the producer of a PBS show that I haven’t really seen called the “Visionaries.” (inaudible) people made some significant changes (inaudible). So let us listen to him because he draws some conclusions, some generalizations form his first-hand experiences.

{Video plays}
FAC: So, it’s kind of setting us up for moving to action. Um, taking small steps, experiencing some joy in it. Moving into action. I think I might of mentioned last week, this life from this Paul Simon song, where he says, “I can’t run but I can walk much faster than this.” Let’s get cracking at this point. We talked last session about this [inaud]. Almost everybody said, I’m really forcing this issue of – I’m overwhelmed by this stuff, I’ve got a lot of things happening, it’s really hard for me to find time for stuff. So, I thought it would be useful for us to spend a little bit of time thinking about our existing commitments and things that we’re up to. And why don’t we spend 10 minutes just to give us a change just to think what are we up to, really quietly to yourself and then why don’t we separate into 2 small groups and then not share everything we thought or discovered, but, you know, what kind of conclusions, what sort of something that we learned taken from [inaud]. So, I’m going to list or map or sketch, and I sort of deliberately picked a bunch of different words because some people like to list, some people like to draw, make pictures, um, of what your existing commitments are. And of course, one thing we’re thinking about is your commitments that relate to our larger commonwealth, you know thinking, you know, are you donating, volunteering, do you already have in play. We’re also – you also that about your other big life commitments, you’re in school, you’ve got a job, family, you’ve got relationships with -. Um, we could put up here, your health, some people have go, um, you know, different health issues and that needs to be a commitment, - must keep self whole in order to be of help and service to other people. So, you know, first, map and list some of your commitments and than ask yourself, do you see some sort of pattern, do you see just a bunch of clutter, do you see a void. Are there things that seem like low priorities, that you think, oh well, maybe I don’t have to get them off my list entirely, but, I could be spending less time on those. And then, this I think is the most important part of this 10 minute exercise, is to try and get yourself to then think about okay, with each of these commitments that you have put, is there someway that you could nudge it or shift it, or whatever word you want to use, edge it over, so that it is building somehow toward our commonwealth. So, for instance with school, you’re studying something, you know, how’s that gonna, you know, are there ways you think you can make that contribute over the long term? Or -, um, you know, in your job, are there opportunities, you could sort of re-shape your job or re-focus your job, or get together with other people in your job who might share some of your values, and work with them on something that’s productive. Or, you in terms of family and friends, it’s also important to spend time with family and friends, how do we bring people along with us, on these journeys in support of commonwealth? So, that’s the third and probably most important thing, is that can you think of your existing commitments and how much you nudge you’re already doing in a more positive direction? Not to imply that they’re bad now. Um, so does anybody have questions about this little 10 minutes of thinking? Um, some people like big paper so I brought a big pad. [laughter from group] so we can pass this around or you
could just work from your notepads or whatever works for you. Some pens, markers there. So, let’s spend maybe 10 minutes doing that and then we’ll break into small groups, kind of share with each other what we’re learning. [comments amongst group members, paper shuffling, mumbling voices] Also, some people like to work in solitary moment, quiet, so if you’d like to step into another room if you can find a place to be by yourself to do this. [silence, people clearing throats, etc…after approx 2 minutes a student asks another students about number of hours of class time for 17 credits] Gonna give everybody a two-minute warning to kind of, collect thoughts a little bit. (15) So, let us break into two groups, and why don’t we 1-2, 1-2 {group members count off their numbers “1-2,” etc} Okay, so um, howabout the 2’s go in that room and the 1’s stay here. [many responses from group, (inaudible)] Very good! And again, you won’t have a chance to share everything you thought about, but you know, that’s probably some thought that you had in the middle of this that you found useful, and I think – or, in the middle of it, you were just wrestling with something and didn’t come to a conclusion, that’s fine too. So, just sort of share that with the other members of the group and I think that people will learn a lot from each other’s, um, either conclusions, where you thought you can make a move or places where you were a little stuck. And, we’re gonna do this just for roughly 20 minutes or something and then we’re gonna all end up in the other room over there to look at some X university related resources that are also even more practical things that you could sort of plug in. So, 2’s over there and 1’s are eventually gonna have to move. [noises, mention of cookies, mumbling voices, “thank you,” questions asked between people, someone talking about upcoming plans, talk of an up coming wedding] She’s going to be facilitator, [F8: Yes! Let me start!] Okay, alright we’ve got a number of people here and I’d like everybody a chance to say a little bit of what they were thinking about so we’re gonna have to jump on it, so um, let’s think, who’s willing to go first? Can I turn to you F3 [F3: Sure]

F3: Uhh, for the first one.

FAC: If you want to work through them that’s fine or start where you ended up, that’s fine too, so that’s -

F3: Basically, my main commitments are school and work. I have to go to work so that I can go to school so, that I can like not have to work where I work now forever, it’s kind of a vicious cycle. There, so those are the main time consuming ones. Um, and like, and if like, there’s any clutter I can avoid, I’ve already gotten rid of all of those, so, it’s basically work all day, school all night, all the other things have been cut out. Um, and to shift and nudge them, like basically the way I looked at it is like – my studies, like what I’m majoring in, they’re like in areas that are in – they focus in a field that I think I’ll be able to use in the future to achieve my goals and um, it’s kind of like [FAC- oh I’m sorry] And it’s kind of like now is a preparation for then. Basically, is where it stands. [FAC: is it fair to
Appendix D

Group G-1: Meeting #6, Resources, Part #1
Transcript

generally say that it’s sort of around peace, education issues..] yeah kind fo like, basically, conflict and like, political, anthropological type things. So, it’s basically like, the preparation for then. [FAC: mhmm] No, like overwhelming like thoughts, it’s kind of like a waiting game, basically. [FAC: But, it’s- it’s an arc, and it’s an -] yeah [FAC: an important direction] on the upwards [FAC: yup. F1]

F1: Um, well I started, you know, kind of looking at like my major, where my major obligation – where my time goes. And it really is divided between work, um school, ‘cause I still continue to take classes and you know, kind of keep that part of my life along, and then family I’ve got a lot of family obligations, including pets and that just really tends to suck up a lot of my time and looking at my volunteer commitments and where I really used to focus a lot of my volunteer time and energy was through my church and one of the things that kind of looking at where my time goes, that’s actually where something I’ve been cutting back – that’s where I’ve cut back – that’s what has been sacrificed. Which is a place where I donate, a place where I’ve been involved in, you know, doing different kinds of work in the community and I’ve let that go, you know, so that’s kind of an interesting – I’m not completely, I’ve kind of feel like, okay today I can go, but a lot of times I feel too tired, too wiped out, too overcommitted. So, this is kind of an interesting reflection for me to think about what in this crazy life that I have is maybe something that I don’t necessarily need to be putting so much energy into. Umm, so I-I don’t know if I have a decision right now, but other than thinking that there’s some imbalance here, you know, I don’t know.

FAC: The thought I have without spending a lot of time on this is just sort of a little bit about a thing to think about is that, are there things where – by spending time with your family in new ways, you could sort of not, it’s not so much adding to your list but, would that be something that would be -

F1: The one possible way – both of my – I have two college age daughters and they are at home and probably will stay home this next year for you know some other reasons. We all have a love of animals and one of the things that I was trying to get, one of my daughters to do, who’s in the process of becoming a veterinary technician, is to volunteer with um, the animal protective league. She’s very interested and I started thinking well, what if we all did it? What if we all joined together? Number one, I think for her, it would be a wonderful – it would be a wonderful support, she’d actually do it, instead of me – see what I did is I handed her a contact number and said – ‘oh, you ought to do this!’ But, if we took an initiative as a family, you’re absolutely right! I didn’t even think of that so – and I bet she would really, it would be meaningful for me to do something. I really, you know, support her interest in working with animals and caring for their well-being. And um, I would assume that would count [laughs nervously] you know.
Group G-1: Meeting #6, Resources, Part #1
Transcript

FAC: Uh-yah, you know, and it might not feel at the end that you added this har-
hard thing, it would just feel [F1: right] like good time with your family [F1: yeah].

F1: It would bring us together too, because what I find with them back, neither of
them have cars, and I’m back to soccer mom days [F?: ‘mom can I use your car]
yeah! Can I use your car, you know, which leaves me stranded and so, anyways
[laughs, F? joins in laughing] I’m adjusting through this part –it’s –it’s kind of
crazy right now.

FAC: We lost F6 so we’ll go to M3.

M3: Well, most of my commitments, it’s just like, school, you know, career
related things, um, my job. I’ve got two jobs I’m working right now. And then,
um, just my hobbies, um, that’s basically it. And then um, patterns, that I kind of
noticed with the things that I do, is like, most of the time I spend, like, is on like,
work, most of my time, energy, intention. I don’t want to sound like I work 80
hours a week, but I feel like I’m a little bit a work-a-holic, you know [FAC: uh
huh] and that’s one of the main things um, a lot of the time is focused on things
that are like just to get by, like uh huh, I’ve got this bill I’ve go to pay at the end
of the month, I’ve got to work towards that. I’ve got to study for this exam I’ve
got to take, you know things like that and I’ve just kind of maintenance type
things and then um, and then I don’t make a lot of commitments to um, other
people, that um, I guess maybe, it’s kind of selfish in a way, but you know, I don’t
get to spend a lot of time with my friends, you know, close friends and family
things like that. Or, just helping out other people in general. [FAC: could you
remind folks just both what your job is and what you’re studying?] Uh, the uh, my
um, I can’t even think words [laughter] [FAC: I think you’re doing fine] my uh,
major’s um Economics, and then um, my one job is I’m a research assistant for
this Diabetes study and then um, other job is a sales job that I do where I do
presentations for people. So um, those are my two jobs and my major. And then
um, the main thing I was going to say, for how I could nudge my commitments
towards like, commonwealth type goals is to just cut back on time that I spend
doing my hobbies, which I think kind of eh- ‘cause I don’t spend a lot of time just
having fun you know, but then the other thing I can say is trying to make
commonwealth as part of my hobbies trying to make fun the things that are
helping other people. [silence] Am I supposed to say something? [FAC: no, no
we’re just, we’re all just sort of thinking] [M2: we’re just taking it all in.]

FAC: I guess we won’t have time to look at this stuff in depth, but I’m wondering
if you have any intuitions about that last, interesting thing about making sort of,
making some good relaxing times out of doing stuff with and for other people.
And then the other question I have, is where do you see yourself taking the
economics?
M3: Well, with economics, they weren’t going to be like um, I wanted to uh – be a consultant, a business consultant when I graduated. So, that’s not really a commonwealth, kind of thing.

FAC: Well, you know, I guess I would probe there, ‘cause there are a lot of ways you could frame what questions get asked and – you know, um, I think there are a lot of possibilities and working with companies in a general way, shaping the kind of things that get thought about.

M3: Bringing up ethical questions and making them, well you can’t make people consider things like that but, just throwing it out there you mean?

FAC: Yeah {other’s echo} and not in a you now, you know, holier than though kind of way, but let’s all explore this together. We all got to live together and are there some ways that we can make what we’re doing contribute? But, I got us off what everybody’s reacting to, which is your other interesting idea, which was this, making a good time with something with other. Do you have some even faint intuitions- I mean this is unfair, we all only had 10 minutes to think about so it’s not like [inaud] [others mumble mhmm] expect deep conclusions from you…

M3: Well, um, you know, I guess if gardening was my passion I could have fun planting trees, but unfortunately, it’s not so.

FAC: Well what was one of the hobbies you felt you cut back on?

M3: Um, well I was about to say I do read comic books, but I haven’t bought one of those in months. I do play video games but I traded those in. I just maybe rent a couple of games a month. Um, I guess I could spend less time watching sports but, I don’t spend a lot of time doing that either. Maybe an hour or so a day [M2: sleep less [LF]; F6: Or just have fun watching that hour or so of sports instead of worrying about too much time watching sports]

FAC: There’s back to some level you’ve got to maintain yourself – you know. You can’t have no space to cool yourself off. As we turn to somebody else. If sports is something you enjoy, not just watching, but doing sports with other people, kids or whatever, could be something that turns into a fun thing.

M3: This is true.

FAC: You now, you never know. But on the other hand, I don’t want to say that you don’t maybe need that hour of {others mumble in agreement} sometimes you need that hour to kind of collect.
M3: I spend a lot of time doing that too. A lot of times, I’m just tired. I feel like
I’m wasting time. But, it’s like I don’t have any energy or patience to do anything
else but just lay there for a little while. {others mumble in agreement} but that is
true about the sports thing. I like boxing. So, [LF] so maybe I could spend some
time, maybe helping train people how to box, I don’t know

FAC: I know there’s a downtown boxing thing. I don’t know much about it, it’s
run by a guy who used to be a police detective guy, who’s also a poet. I know him
on the poetry side [F?: mhmm] I guess they’re doing somethings that are on the
commonwealth edge of things.

M3: I mean, I would, if you like, if like, not to like give you an assignment,
but [FAC: oh, no! that’d- one of my roles here, is if I can hook you up with
somebody, I’d be glad] Okay, hook me up, let me get his name and number
[group laughter] [FAC: His names X X, but I don’t know how to spell it, but I’ll
get you his phone number. Okay, let’s jump to M5]

M5: Yah, um, I-I drew um, three pictures of buildings with a cross on ‘em. One
is ah, my church, my church elder and head of a preschool board. So, a lot of my
time is spent there and I drew a school, X university is a catholic institution so
um, I’m a chair of a department, I do service. It says XU and school, and I tend to
do service so I do service at FX through the fraternity. I take students to
Xcountry, as I’ve said through service learning. Then I also um, I’m involved in a
lot of professional services through national organizations. So, and then the other
structure was my house. My house ironically has uh, I don’t know the history of
it, but there’s a cross embedded in the – it looks like a cross. We’ve kept it as
such. It’s a gold brick house and it’s got a cross right there between the second
floor and why there I have no idea, we haven’t figured it out, but that’s the other
kind of sacred space and I’m [nickname] as you all know. Um, I volunteer and
coach, but um, I keep each of those three spaces sacred in my mind and so, but in
some ways they overlap, there is some pattern and connection. What I do at
school relates to what I’m doing at home so there’s relation to taking the family to
church. So there’s arrows that go back and forth between these three institutions,
right? And then there’s another big arrow, which says shifting and nudging and
this is where I got stuck ‘cause I wasn’t really sure. I’m processing three things
right now, and one of them is uh, making more out of my X experiences in X
country. (inaudible) married to X country and we’ve been thinking about moving
back. It’s going to be in the next 15, it’s not going to be in the next 5 years. And
so I’ve tried to think about a way to have my students to not just get a month long
experience but 3 month, semester long experience, right? Build something that’s a
bit longer. Then I’m, I’m, nudging issues around some challenges that are
happening around our church school, and how much I want to be committed to
some of the issues there in terms of rebuilding ah- it a low, and so taking some
time in terms of rethinking, how much do I want to be a part of that. And um,
we’re moving in about a month and a half. I’m on sabbatical so we’re going to the
country for about 9-10 months so, somethings going to get done there and it will
resolve around these three units as well, I don’t know what to shift or nudge to
where the commonwealth is, uhh, that’s where I stopped.

FAC Well you may have gotten a little stuck because there’s already a lot of
direction there, but it seems like this idea of making even more a more powerful
experience for this set of students by perhaps extending it. You know, that
happens to be the one specific, that strikes me as – that’s not an insignificant
nudge, that could be a very big thing. Okay, I’m going to (inaudible) ‘cause the
poor people who are last, go ahead

F4: Uhhh, in terms of commitments, um, I eventually do want to return to
school, I’m not sure what for. Um, I’m in the process of finding a job so when I
do find one I’ll be committed, uhh, you know, my family [FAC: and again, this is
teaching English, this is very much a service profession] you know, um also I, one
of the commitments and it may sound egotistical, but I have to put myself on there
too so that my physical and mental well-being, you is preserved [M3: definitely,
others mumble in agreement]. Yeah, um, so I think the trend in all of this is that
everything is in transition. I’m in this big transition space. I think the very- I
didn’t really consider high school to college a transition phase because I knew I
was going and it wasn’t really a big deal to me, but this one is the big one and I’m
a person who’s very, I like order and I like things logical and you know, step-by-
step, that’s how I like to do things, I read directions for everything. [others laugh]
So, when I get things like this it drives me crazy, so um, but also it’s kind of a
tension between that because um, I’m a person who likes order but I also love the
value and the idea of change. Because I think that’s one of the things that an
individual should have, is the ability to look with and realize that they may have
the ability to change somethings about themselves so, that’s kind of how- where
I’m at, and I think in terms of shifting, nudging these commitments, um, you
know, I’m either going to have to return, I like the idea of returning to school, and
I also put to the school of hard knocks, you know, I need to get education out
there on the street. You know, and I need it because I need real world experience,
I need practicality, I need to be able to teach a wide range of people. Um, in terms
of the job, which is the big issue right now, you know, I think what I’ve really
been hesitant about is that I was afraid of being stuck, like my teaching job I wake
up twenty years later and I’m sitting behind a desk, or I take a job at a university
and I’m sitting behind the same desk and I realize just today, matter of fact, that
um, I’m not going to be stuck, I’m going to have, if I take a job, wherever it may
be, I’ll be fine because I know it’s a step to wherever I want to go. So, um, and I
was thinking about, you know, in terms of, my presence in the classroom and
whether I want to be a teacher just because people tell me I’m good at it or do I
really want to do it, you know [others mumble in agreement; FAC: good
question]. And, I found that my passion for education goes beyond the classroom.
I want to be in a profession, no matter what it is where I have to opportunity to
provide training and teach, and it doesn’t have to be in a classroom, it could be in
a corporate setting, you know, working for nonprofits, it could be anywhere, so
that’s something I came to terms with today, and I- you know, I feel pretty good
about that, and um, you know, I feel like, in terms of the family and friends, you
know, they’re going to be there, but I think about there’s also the whole thing
where, the personal objective, a personal goal of mine, um, I kind of really, I
don’t know, they’re going to be there, I’m assuming. [FAC: mhm] I’ve never
really had a family that’s just like, ‘oh god, we just not, do whatever you want
we’re not going to follow you anywhere!’ You know, they’ve always been, you
know, very supportive, and I’ve always been the type of person where I never
really asked for their advice, I just did it, because I knew if I did, if I asked for
their advice and they said no, it would change my mind, so – they’ll be there!
[laughs, coughs]. [FAC: I wanna give M4 his shot, but when I-] sure.

FAC: When I listen to what you’re saying, I’m hearing a kind of very interesting
thing, which is one the one hand, there are a lot of ways you could teach English,
it could be a sort of through a kind of high art event or it could be a thing that gets
people reflecting on things. So there’s that moment there. But, it seems you’ve
already explained another possibility. [F?: right]. Which is, if you don’t want to
get stuck in the classroom you could be doing the teaching thing initially and then
be doing some sort of forays out into the world sort of in the school of hard
knocks as you’re saying [F? mumbles in agreement]. Trying some other things,
you know, hooking up with someone who’s doing something interesting and
productive in another one of these areas whether it’s corporate education or
whether it’s something else, and you’re both building up a track record so you
could make that leap and also exploring what you’re doing. But in all those things
you could bring some attention, not just have it be about something limited in the
classroom, but about our life, [F?: yeah, exactly.]. M4.

M4: Hi, I figured about that, uhh, out of a 116 hours a week that’s available to
us, I only have about 45 left for friends, family, myself, my health, food and
others and volunteering. So that’s not a lot of time, it’s basically about um, 6 and
a half hours a day, from which I subtracted that, I would like to spend 3 hours
working in a shop working on a race car, that leaves me 3.5 hours for all those
stuff, so, I’m basically booked. [others giggle] What I would like is, um, the worst
possible schedule, but I have to take into consideration that it’s going to be during
the school year, but right now, I have a lot more time because I only have one
class and I will be working a lot, but, not too much and that will allow me to do
some more stuff, but um, just not a lot of time.

FAC: Do you want to share with folks what your studying and where you think
that’s headed?
M4: Well, I’m studying to become a mechanical engineer, and [inaud], and I’m trying to integrate those, and I think I can cut some time. I’d like to limit myself to one hobby and I think that just being – growing up a little bit and stop playing games and be more like – spending most of my time doing other stuff and just ah, staying in the shop and that would be my hobby, that also goes to my career and my hobby and I can kill two birds with one stone with that, since, and I can have more time with that for other stuff that can be beneficial and not just waste time, actually feel like I’m doing something more meaningful than just living, I’m actually having an impact on society. and um, I don’t know, I’d like to, I want to have one of those race car engineers (?) and I don’t know how that fits into commonwealth, but um, I don’t know, I have to find out, and just go with the flow as she said. Tie it in, if I become really successful, racing school for underprivileged kids [group laughter]

FAC: I mean that is one of those things that kids really care about, you know. Both the glitz of the racing thing and making and fixing stuff, so that’s not entirely a bad thing. Do other people have quick thoughts?

M5: What shop you talking about?

M4: Oh, panther racing team. Formula SA, Panther racing.

M5: Are you on a racing team?

M4: Everybody gets a chance to drive a car. Today was supposed to be my first day of racing. I would have missed this, I would have gone to beaver run and raced but, they canceled yesterday. I’ll be another opportunity, Sunday

F1: You raised something that intrigued me and I, you know, I don’t think like this way sometimes, but it’s kind of obvious. that within your- within school, within work um, school, doing service-learning kinds of things, work- I know one of my involvements in the *leadership program has been kind of way beyond the scope of my job, but because I wanted to make a difference and really love college students and you know, I can look at these, um, arenas that I occupy throughout my life and look within those contexts to find ways to, you know, to bring some things together. I know, years and years ago, I worked in human services and one of the programs I got to start was a – was called *a community youth program. It was involving young people, and they were at the firehouse and they got to do things in the community that were just really good for the community. And the program, it’s you know, almost twenty years later, and it’s
still running. You know, so, I was in *another state. You know, so that was part of
my job and I never really looked at it in this context. And maybe just looking at
that with new eyes, what – what might occur, or what I might possibly do in that
area.

FAC: And I think that’s a creative challenge for all of us. [F?: yeah] And M4
sitting there looking well you know, how does racing connect to the
commonwealth? We don’t have that answer right here, but you’ve got a life to
sort of figure that out. You can sift and sort that. And some people are going to go
through life and never raise that question, but if you go into it thinking, how do I
make this have some significance, I’m sure there’s something there.

M4: Yeah, I mean, all the drivers I’ve seen drive formula 1 they’re either from
Spain, Italy, Britain, there’s three, one from Japan, a couple from Brazil, one from
Columbia. I mean, there’s absolutely no Romanian driver and absolutely none
from – there’s an Indian. There’s no American, but Scott speed(?) might come in
next year. I’m thinking wow, what is this going on? But, hopefully the A-1
Formula team, which is hopefully the, um, some Shea from Dubai’s organizing
this racing team, everybody’s using the same kind of car and, it’s teams from
different countries – China, Brazil, Britain, New Zealand, Russia, and they all
compete for points instead of companies, like car companies, like BMW, against
each other, but this might actually be like a world event and if I can get involved
in that and broaden it, but – [FAC: that’s a very-] that’s only 24 cars and 24
countries, but if we can incorporate some more countries and do some like
commonwealth.

FAC: I mean, lord knows, it could be a lot. I mean, I’m inferring then, that you
have some Romanian background and I mean, wow, that’s an interesting gig.
[other’s mumble in agreement] Well, we’re not going to solve this here, I mean,
everybody’s life is full of possibilities and [inaud]. Let us walk or hobble into the
other room [others laughing]

F1: Do we need our packet?

FAC: You might want to take a paper to take some notes, and if you’d like us to
carry ‘cause you don’t have two arms… [F1: That would be lovely thank you!]
{(LF and talking amongst participants, plenty of movement, talking from a long
distance from group members in another room– inaudible)}

{Casual conversations: F1 & F4 discussing future plans, other conversations
taking place.} [FAC: are you in pain now? F5 no, but for a couple of days I was
just miserable.]
Appendix D

Group G-1: Meeting #6, Resources, Part #1
Transcript

FAC: I mean really, that’s just as practical as the rest ‘cause no one does this stuff in a vacuum. You know, as we heard in the “visionaries” thing, it could be rewarding, but as we saw in all of our change-makers, all of these people experienced some kind of pretty big obstacles and it wasn’t always easy, sledging and so – we all need both support to help us along the way, and challenge, kind of nudge us a little bit when we fall back asleep. And that comes in a lot of different forms, it could be, you know, individuals who are those people who really believe in you and you know, and supporting you all along the way and, but also believe in you deeply enough that they want your best self to come forward and they’re not afraid to nudge you a little bit when you’re a little less than your best self. It comes in forms of, you know, communities, whether that’s the community of other people working with you on the same set of issues, or a faith community or it could be an extended family community, um, and that shows up in a lot of different ways. Or, it could be, you know, models that are inspirational to you for your own, whatever your own tradition is. Or reading that’s important to you. There are a lot of ways we get this various kinds of support and challenge. So, um, we’re going to listen to just ah short poem and a song, which sort of explore this business about commitments in the face of challenges, um, in different ways. And, um, the first one is um, this very short poem by a woman, Anna Sorinzka (sp?), a Polish poet and playwright and she, um, in Warsaw during the ghetto uprising, which was where there was continued persecution of the Jews in Warsaw and they began to defend themselves. And in this particular poem, um, they’re building a sort of street barricade to protect their neighborhood essentially from the people to come and get them- END TAPE.
FAC: The song is from an a cappella group called “Sweet honey and the rock.” Um, the album, it’s from an album called “Sacred ground.” Um, and the song is called, “I remember, I believe.” And I’d like to tell you their lyrics are in your packet. There’s actually a page that should be lyrics, but it’s probably unreadable. I made the copy from the original thing and it didn’t copy very well and now we’re in a second generation, so if you could read those lyrics, you’re ahead of me, but um, by all means, try to read them if you like, along the way, M2’s already working hard at this, taking it up as a challenge, or you could just listen, which may be easier. Um, so you wanna hit the-

F1: If they ever come to {their community}, I highly recommend seeing them.

F4: They’re wonderful

M5: Yes.

F1: And live, they’re like, unreal.

FAC: Actually though, they were here pretty recently so, I don’t know that [F? groans] they’ll be back right away [F? that’s kinda sad, other groans from others]

{playing of “I remember, I believe”}

F8: What a sound, is that all women or – [F?: yes!] How many are there?

F4: Uh, what 12- how many? Other’s mumbling, [FAC: sound like a lot of voice, but I think it’s 6. ] When we had them last year, there were probably 12, [FAC: oh, ok.] We had to iron all their garb, [FAC: oh well she’d know!] There were a lot of different dressings. They were amazing, very natural, you were up moving, singing along, it’s fun stuff.

FAC: So, I’d like to, uh- have this opportunity to respond to the stuff as open ended as we can [a woman humming song in background]. What struck you or touched you in both of those things as we think about this kind of combined business of commitments and the resources of challenge and support we need to keep us going.

F8: I think it’s such a powerful statement, I mean, only you know seven words, she said, “I do remember that’s why I believe.” I mean, I think people give themselves, you know such hassle trying to figure out why certain things happen either to their families or to themselves. But, she says, ‘I do remember and that’s why I believe.’ I think that’s such a, that’s powerful to me. I can’t explain how, but it’s means-it means a lot. There’s a lot of significance in it.
F5: I think following up on that, I know I read a couple articles lately, I think that it’s been in the Post-Gazette, of women who have lost sons to violence and um, even other lives have just got wiped out by that sorrow. Just what it does to them. They have started groups to prevent the violence or that kind of thing, and I think again, it’s what you do with experiences like you remember and then you move forward in that memory to try to do- try to make something better, you know, rather than just having it totally be debilitating or something, you know, I don’t know.

FAC: I’m thinking they’re remembering struggle of course, but also some positive things I think are part of that memory. You know, remembering our father stood our ground, and those sort of emblematic moments.

F3: I thinks what’s interesting in the last line of the poem, it says, “though no one forced us, we did build the barricade under the fire” and I think with all the things we’re doing here, I think no one forced us to sign us - to come sign up to learn about this or, no one’s forcing us to review our commitments {group laughter} you’re looking at F4 like she insist that you come! {More laughter}, [M2: I’m under attack] But we’re not being forced to continue on to do things to help the commonwealth or not. It’s our choice to decide to be active and choose to make a difference. So, we can just let nothing happen, we could be active and do it.

FAC: (5) Anybody else want to jump in?

F2: I like the line, uh, the last line, ‘gave me a song to sing and set me on my way. I raise my voice just as I believe.’ I think it illustrates, I guess, sort of what you were talking about, um, finding something you enjoy, um, what is it, finding your passion and finding where the world needs it. Yeah. It’s good, I mean, I don’t know, trying to think of what your passion is or what you want to do is, finding your song or something, you know? A song is something that’s harmonious, that you like, probably would like to do [FAC: mmmm], you know, and people would want to listen to it, you know? Here’s your song, now go sing it. [group LF]. Like this is your talent, you know, here’s your talent, here’s your interests, now use that, use that somehow.

FAC: I hadn’t- I hadn’t even thought of it somehow, in terms of tying it back to the music. Clearly, they’re enjoying singing [group members: mmmm], but also it’s not one person, it’s not a solo event. It’s kind of interesting. (3) One of the other things that’s kind of interesting, in the song, is she sort of talks about, by implication, talks about change and how change happens. And she says, you know, ‘I don’t know why the snow sometimes covers the ground. I don’t know why the hurricane comes through the land, now and then.’ I mean, when you think about the kind of change that we’ve been talking about over these weeks together. You know, making changes toward these positive hopes toward more
diversity and inclusion, whatever. I mean, does change seem to you more like it happens as a kind of hurricane where there’s a whole lot of momentum builds and it’s gotta be that moment or is it more like snow, you know, coming in these fragile little flakes sort of add up. And I don’t ask that with the implication that there’s got to be some right answer. How does it seem, to you? When you think about the part you can play in making change?

F8: I think it’s a matter of perspective. Some people don’t like change. So they may look at it as a tornado, coming in, reeking havoc. And um, but some people can look at it as a, you know, a snowstorm, there’s flakes here, and you know and have to deal with it as it comes along. So, I think it’s a matter of perspective and how well you adapt to change and accept change in your life. So, (inaudible).

F7: You know, it’s hard to have a good perspective on change as it’s happening. You know, [F8: mhmm] You know, when you’re steeped in the middle of it, it’s hard to see it clearly. And you know, hind sight is so valuable, you look back on it and say, ‘oh yeah, gee look that happened and that. And here were the connections here and the patterns and now I understand it better.’ It’s really hard to get a handle on it at the time that it’s happening. And it’s also hard to manage it because of that. It’s challenging. I really like the next to the last verse of the song, ‘I don’t know why the angels woke me up this morning, why the blood still runs in my veins, how I wake to run another day, but I’m here still running.’ You know, you’re either still running or you’re- you’re immobile, stuck in the dark room, closeted away. So, if we’re running, we need to be running in a good way, you know, running the good race. {mumbles of agreement from others}

FAC: Your description of that makes me think about the level of gifts we’re given that we don’t think about. You know, I’ve got to get up. There’s blood [inaud]. I can walk around, I don’t have to be in crutches for the month [F? laughs]. Or you know,

F1: Yeah, does kinda bring that home. I think sometimes change is really thrust upon us. You know, from external factors and a lot of times, how we respond to it makes a difference in what happens. And I really- I was, really struck by the Tsunami, and how, you know, how those people were vacationing and going about their daily life and how in one instant, you know, thousands and thousands of people died. Houses and, there was such a – an un-believable act that was natural, you know, nobody’s fault, it just happened. And, how it just kind of jolted everybody. And a lot of people responded by sending donations and you know, man-power, and um, I think sometimes when- I think where I’m going with this, is that in an instant those things that we’re so familiar with and so confidant, so comfortable with in our modern daily life, they, they can just be wiped out. And you know we take them for granted. And you know, I don’t know why that is, I wish there could be more of a consciousness that yes, it can just be blown away in
an instant and you know, we’re all um, we’re all vulnerable. You can break your 
foot any minute! What I’m saying though is that we all just go along in our daily 
lives assuming that tomorrow’s going to be the same and the next day is going to 
be find and that, oh if we can just manage our own lives that we’ll be fine, that 
that was an accomplishment. But, I don’t know.

FAC: I’m kind of interested in kind of, where you’re taking that thought. Is it the 
idea that you know, we don’t know what tomorrow’s going to bring so we ought 
to make what we’re going to make of today, or is it more in the nature of, I don’t 
know there are a lot of ways you could go with what you’re thinking and I’m kind 
of interested in what you’re-

F1: I think what I was really getting at, you were talking about change happening, 
you know a snowflake at a time, or like the hurricane. And, you know, it’s really, 
it’s both. In- in an instant you’re life could be completely changed. I think of all 
of us um, on 9-11. Here was just a typical morning, people were doing day-to-day 
things and how in an instant, it can, like a hurricane, I think that’s a powerful 
analogy. But, you know, does it mean that the daily, day-to-day, incremental 
things that we do to make a difference aren’t important? But that those kind of 
huge momentous things can, you know, they rally – they bring us together. I’ve 
ever been so proud of seeing people pull together than after, you know, 9-11. 
And an- how, okay, we really can make a difference. You know, just so much we 
can do to help in- in any disaster. I think, more or less, observing something. Not 
really having an opinion. But, how, just profoundly I felt about my ability to make 
a difference in the face of the Tsunami. I think that’s what was the most, you 
know, eye-opening for me.

FAC: Mhmm. In those moments of crisis, when we see something really do pull 
people together. I mean a lot of times, people say we’re not going to respond 
except in a crisis. And that is a very powerful, you know, in a way, I mean a crisis 
is bad, but it’s a wonderful thing. I mean there’s another side of that, which is, 
that in a fashion, compassion is fleeting, people will respond to a crisis and pretty 
soon it’s business as usual, which kind of gets at why we have to work on these 
structural responses. ‘cause if we’re always just waiting for everybody to feel like 
leaping into action as opposed to setting structures that gradually makes things 
better, changing the rules, bringing more people into the game, or however we’re 
thinking about structural change, you know, it could be just we’re waiting for the 
next crisis to do the work.

F6: I don’t know. I don’t know exactly how to say this but thinking that it seems 
too that underneath- I mean, I think that we all do our little things that we have to 
do. Little things by ourselves or with other people and they all make a huge 
difference, you know, we’ve seen lots of examples that, but that big structural 
change that I personally feel that needs to happen like just using that example of
the Tsunami. I think that most people are basically good and want to help each other, and you can see that in the out-pouring of the Tsunami. You know, that people left their families and went over there to help. There was so much, and yet, there are, and I’ve read a lot of things, there could be that they’re not true, but I think at least some of them are, that um. We always know that some money doesn’t go to the right people. That always, but a lot of big corporations are like they use it as an opportunity to clear the beachfront and build the condos and to ah, you know. Some people may not see a problem with that, that might be okay. But, I don’t know, I think that’s where I then think, you know, what? Is there some kind of an education, is there some kind of structural change, is there some kind of awareness that we can build worldwide that would help when there are kind of things like that to carry through in a humane, in an environmentally, and humanly constructive way. You know? That’s what, where I get stuck, like kinda.

[F?: mhmm, me too]

FAC: And when you say ‘stuck,’ how do you mean, ‘stuck?’

F6: I get like frustrated, and I get like, um. Not- not-not like I’m giving up and I wouldn’t do anything but it’s like [FAC: ‘cause it seems so daunting, or difficult, ‘cause it’s such a big thing] yeah. It’s like wow, like how do you harness that goodness of people, to keep rippling good effects all the time [voice cracks]? I don’t know if what I’m saying makes any sense. But, you know, I just think that so often I- I think that just in history, that so often good meaning people have been lead to do things that weren’t so good. And that’s like --. Our efforts to do good have been turned into things that have been harmful for people rather than helpful [F?: yeah.]

FAC: What are ways that could not be instantly solved, we’re not going to find the quick fix, but what are ways that that could be better. This business about people being lead to do not good things instead of people being lead into positive ways. [F5: I personally-]. And that was a question to the whole group. I wasn’t putting you on the spot, you know

F6: I’ll just say, I personally think that um, good media and journalism could do very much in our world today because we are so um, it a global world. And if the communication throughout so much of the world- and I think that often times we don’t get whole stories, you know we don’t get whole stories, but there’s so much misinformation and lack of information. And, I think that if more people would get more information that better things could happen for people. I think that journalists, really good journalists have a big responsibility and could have a big impact.

FAC: Other people…have responses to what F5 was just saying?
M5: I’m a bit more pessimistic. Sorry. Um, and I really like that idea about the role of media and I go, ‘ah- the media’s controlled a very few people [F5: and we need to break through that] mmmm

FAC: And do we leave it. So do we leave it just to the media, I mean, how to we break the control? There’s two sort of different angles to that, which is sort of work around it, or cut through it. Um, [F?: can it be done?] We spend of time in prior sessions talking about our roles of curators. Our own roles of holding up alternative visions. Our own roles of um, being people who speak up and frame a question differently than the way it’s being framed

F6: I think that it interesting sometimes when people read. Like there are different media sources, but then, people oh well that one, how can I trust that one, that’s biased! So, I don’t know. I know what my parents watch, they watch news on the TV. They watch, I don’t know exactly what they watch, maybe Fox news, channel [grumbles from group members] – they watch whatever. For some reason, that’s seen as the important source [mumbles of agreement] that’s the all-knowing source. Like that’s- I don’t know. I can see my parents, if I gave them some newspaper, like if I show them ‘Out’ or something, ‘Out’ in {their community} is a- is a queer ah newspaper in {their community}. Well, they’d this is oh- ‘how can I, you know I can’t talk about this at work, if I read this! This is biased, this is a bunch of gay people wrote these articles!’ That’s what they’d think. [others: yeah, right, mumbles of agreement]. Yeah, so-

M2: I think um, kinda going along with that, mm, everybody’s either a Roger Moore lover or hater for the most part, but um, you talk about, any of you have seen Fahrenheit 911, most of you have heard about it, obviously. Um, whether you agree with the ideas in that movie or not, um, the thing about that movie is, you know, well that’s not true. They’ve actually had people go and fact check that movie, I don’t know how many times. There’s several, you know, even right-winged political activists, are like, you know, if you- we’ll pay you $200,000 if you can find out one fault in that movie where something he says is not true. And I think, in the way about media is; I don’t care how un-biased you say you are, whatever. Out of any article you write, whatever, piece you give, there’s a bias there. What you choose to say and what you choose not the say. If, I mean, if you neglect to mention the color of the person’s eye’s you’re interviewing, it’s a bias, you know? You don’t think that’s an important detail, well someone might think that it is. You know, it’s – it’s, you know, it’s something, you know, to be beyond bias, at least for your own sake, the only way you’re going to observe that is if you observe the event. And, you know, not to be pessimistic, there is no way to get rid of bias in media. [F?: right] So, I guess, I understand what you’re saying, but I think there could be a more positive spin on the media, but I don’t know if it’s necessarily un-bias the media so that it’s- it’s
F3: I’m mean like, [F6: well it’s always going to be biased. But, M2: good point, ]A lot of it is too, where can you hear the whole story?

M2: You can’t [LF]

F6: Or, at least something that’s better than what’s on TV, you know

M2: I –/x/x/, you say it’s better, but I mean, and you know, you may think of something better. You know, an alternative media source. And I admit, I do read several alternative media sources and stuff every once and a while you and know, and I wish there was a report in the mainstream news, but the same point I realize, you know, yes this is true, but they are things they aren’t saying either. We pick and we choose, I mean, if you were to give the entire story every single detail, it would take, you would have novels of newspapers [group laughter] for one article. You know, I mean, I mean, I think what’s better, it’s just skewed to what we value. If I value specific things, if I believe in certain things. Then someone’s saying or agreeing with my ideals is going to be more valuable to me than someone who’s disagreeing with my values. Which, I think is kinda sad, ‘cause a lot of times you gain by hearing more by someone else who’s against you has to say about an issue, than someone for it has to say. Because if you can understand where they’re coming from than you have a bigger validation from where you’re coming from.

F3: Back on the point of like, where you guys were saying about like, the TV news and the media and how you know, it was just better. A lot of it is, people aren’t that willing to change things because you have, how they say, a liberal biased media and then Fox news is just like on the other side (inaudible whispering), [group LF] yeah, and like tells like, lies, or leads the viewers to draw false conclusions and everything. And you’ve had studies done, where people watch like Fox news, and people who watch MSN NBC or something like that, people who watch the Fox news, they ask them, like, forgot who did the study, but some group who does natural studies. They asked three questions, like factual questions, um are there weapons of mass destruction? All that stuff. And they’re questions that have a yes or no answer. And the people who watched Fox news got like two of them wrong, where the people who watched NBC or something got one wrong, and people who read, like the Times, or like Washington Post or those things, got like more of them right. And if you can see that there are different news sources that lead you to more correct conclusions or that lead you more towards the truth. Like, if the people were really, like, really, like, all that riled up over it, they’d go for a change and like. But you still have Fox news on, and you still have NBC and- just like people just aren’t willing to really go out and change it. Even if they do see that it is wrong. It’s more of like comfort level, like, ‘well, it’s not doing anything really wrong to have news that’s not always right, but it’s most of the time, it’s right.’
M2: And I think also, I mean, I think the power of that study is that, the news is no longer, you know, ‘this is what is, this is what happened.’ It’s become entertainment. I mean look at the stories we have in the news. We have Terry Shiavo, and Michael Jackson trial [others groaning], runaway bride, it’s like- it’s like- [more groaning, F?: Paula Abdul!] it’s like MSNBC has become Jerry Springer! [M5: laughs, you- hehehe] I mean! These weird stories, you know, that have relatively little importance in society to today take up the majority of the news. And the majority of what we see on TV. I mean, very little outside of your local paper, you know, are you going to see, you know, important issues. You know every once in a while you may see something important in the New York Times or something like that. But, I mean, you know, I think it is, the Liberal media, not the liberal bias, but the liberal independent sources, which- which- put out these little stories about things that are happening abroad about you know, social injustice, or about events that are political crises, are sometimes the best places to get media, but you know, they’re limited to what each one’s going to offer and if you don’t. Very few of us have the time to go out- and be like ‘okay, well let’s look up 37, you know, webpages today and see what’s going in 37 different areas of the world.’

F5: We can do that though, we haven’t been able to do before. Access that much information [M2: it’s easier now, mumbles of agreement] yeah, it’s out there

F2: In relation to this though, sometimes we get so caught up in fixing the world that we don’t fix our neighbors. And, you know, I couldn’t personally go and build a house for someone who lost it in the Tsunami, but I can go and volunteer down at a soup kitchen. Or I can go, um, and help clean up my neighborhood park. And, sometimes those things are so much easier, just in that, you know, they’re right here, we don’t have to – they just take a Saturday morning, we can do them repeatedly. Whereas, hopefully there aren’t Tsunami’s every other weekend that needs [group LF] major catastrophe, everyone needs saved right away. But we can do things right here, which we can go find out ourselves. We don’t have to rely on a media source to tell us what’s wrong. [F5: help these people]. Right, we can go and see that, you know, there’s litter over in my park, I can go and clean it up or I can see that these, you know, these kids don’t have anything to do and maybe I can organize a playgroup or whatever else might (inaudible) [FAC: mhmm]. Then we don’t have to rely on other people to tell us. The truth is we can go and check in our backyard and see. See what’s there.

FAC: I’m hearing a lot of themes emerging. We’ve got, in a way, this complain that we started with the media either obscures some things or is biased or heavy on the entertainment thing. And you know, um, one theme we’ve got is, well there’s always going to be some biased. Somebody’s going to make some selection about what could be in a story or not. So that’s one thing we can kinda
put on the table. And that sort of suggests that we need to listen to multiple
people. And that’s in one way what we’re doing here, listening to each other. So
we can value listening to lots of different people and we can value listening to
other media sources. And we’ve got other strategies; we can try and change the
media, either by as consumers. We can saying, okay, ‘not going to watch that
one.’ Or by writing to them and sort of making it clear that you know, there are
whole boycotts movements around, say okay I’m not going to do that. Or, people
can choose to move into those careers or we can take more localized action, F2
was talking about, ok, maybe instead of watching TV, I’m going to do something
concrete. Or, there’s other ways of engaging your neighbors, talking with your
neighbors. You know, not in a hostile way, but in an exploratory way, beginning
to explore and, you know, challenge things with folks. Go ahead,

F8: One thing that I was thinking of [FAC: there was one other direction too,
though, keep going] we, we pick and well it seems like the media picks the stories
that we should know about [FAC: mhmm]. And it seems like for the last fourteen
weeks they think that we should know and care about Michael Jackson. [group
laughter] And, it seems to me, I thought it was very interesting because one of
my- one of my good friends works at CNN. And she works in a department called
‘feeds.’ So, any news that comes in off the AP wires, that could be news, it could
be actual footage from anywhere around anywhere comes into this station. And
all she does is log it, puts it on a tape and shoves it off to somebody else who
decides for us what the news should be. And, looking at it from that perspective,
she is the only person, and the other people in the ‘feeds’ department are the only
people who I think in America that know the real news. Because they see it before
it gets cut and pasted, and put in front of our eyes for us to decide whether it’s
true or not. And I think if we could have something where we could go and pick
the news that you know, we want to see, the news that we care about, the news
that means something to us. The local news I think we were saying that is, the
things that are really relevant in our community. Like there are people being shot
[others mumble in agreement] because they’re reaching for a wallet. I care about
that more than Michael Jackson being upset. You know? I just had to vent, that’s
all I had to say. [FAC: no, that’s alright. others laugh]

F3: It’s like, I’m not trying to- it’s just something I was thinking about what M2
was saying, I’m not trying to pick on you at all F2, but just what you said, I can’t
go and help the Tsunami victims, but I can go like plant trees. The thing is that
you can though, if you were really/x/ determined to, you can go help the Tsunami
victims. I mean, [F8: if you knew about the Tsunami, like we didn’t know about
Rwanda, so we couldn’t help those people] yah, people think that it’s so far away
[FAC: F7 and M2 have been making the oh *name correction, have been making
the point about well they’re all out of making alternative things out there that we
increasingly have choices of looking and finding]
M2: The thing that amuses me most about the news is um, the little ticker at the bottom of uh- CNN and Fox news about how, you know, we can condense a whole story into two sentences! [mumbles of agreement, other talking – inaudible]. Or, if that! It’s like- it’s like 8 words!

F4: That’s all that I watch is the ticker [M5: humh! F?: that’s what I do.] I just watch the ticker go by and if I’m with somebody and they’ll be like, did you just see that! Or did you just hear what they said? And they’ll be like what are you talking about? You’re watching the ticker again! And that’s like the only thing I’m getting actual information.

F3: I saw like one time on Saturday night live and they were making fun of all that. And they had like the face and then the ticker, and then the stock quotes, and then the weather and everything. And by the time they had everything on the screen, the newscaster was trying to go around that to still, to like, get his voice heard. {Others laughing and talking}.

F8: Remember when that came out, everybody thought it was crazy, we’re not going to be able to pay attention to the news, ‘cause all this stuff is still is on there now? [M5: deep, others mumbling in agreement] Easy isn’t it?

M3: I was just gonna say, like um a lot of times like with the news shows, all that stuff, like, the people- that the people talk about, is just like analyzing it, they’re putting their spin, their posture, got their opinions, whatever. But the actual news, you already know what happened. Why do we need to see, you know, all of CNN last night, and then the Larry King show is about Michael Jackson. It’s like, okay, he went to trial, they found him not guilty. Alright, that’s basically the end of the story [F8: alright get over it, right!]

F1: Why do you think? {mimicking voice} [group LF].

M3: You have to take it upon yourself to go out and find the news that you think is relevant, you can’t rely on them. ‘Cause it’s an entertainment industry [many
groans and comments of agreement]. They’re going to put out what they think you need to see [more moans of agreement]

F7: I think that’s what they are, they are an entertainment industry.

M5: Or propaganda [F7: yeah/x/]

FAC: Alright, so if we’re dismayed exhausted by this, of course we could turn it off. But, then again, I want us to get out of here, sort of close to on time. But, one thing I’d sort of like us to explore is, okay, well what are the ways, that if all of this, I’ll make a bad parallel ‘cause it’s the word coming to mind, this Tsunami of entertainment news [groans of agreement] is coming at us, or news or whatever, coming at us. Okay, what are the ways that we keep, what are the resources that we can draw on that are going to kind of keep our hope and our ability to move ahead alive in the face of things that we’re finding sort of dismaying, or exhausting in the media.

M5: Family resources, turn the news off. Talk to my children, talk to my-

FAC: Do you mind if I – I- don’t want this necessarily to be a listing exercise. But, I’d like to capture some of these things that people are saying. [Mumbling, M5 echoes, “turn it off,” {paper rustling}. So, I mean

F4: That’s so creative (. ) M5, last weekend, anytime I’m away, if we go to this, X lake, I – we did not turn the television on one time in two and half days and I thought this is sooo lovely!

F8: I find when you turn it off they do not have anything to talk about. That’s when you know you’re in trouble. That’s when they go, ‘what are we going to talk about, I’m bored. I want to watch TV.’ You know! [LF, others join in].

FAC: Ok, so we’ve got already- we’ve got two little strategies here for how do we sort of keep our [more laughter – F8: no, I’m serious! I’m serious!].

F8: Look, I grew up in a house with 8 televisions. [F4: oh my god, other moans] There was a TV in every room including the kitchen. And the den was like two feet away that had another TV in it. So, I can understand. TV can mess you up. [group LF] You have to turn it off.

F3: We had one in our garage [louder LF]. My dad has one in the garage. [F?: you can’t go anywhere! F4: Less TV’s too].

F8: Yes, And I think you should make a conscious decision to look for good news, because now, you know, if it bleeds, it leads. So if you know, if it’s blood
and guts, [F4: if it bleeds it leads? LF] That’s the slogan that journalists use. [Others echo in agreement].
FAC: So there are things out there like this ‘Visionaries’ series that you could spend, you know [M5: history channel, F? That’s all I watch is public television, others agree] look for other kinds of stuff. Okay, what are other things that we turn to, to keep our hope going -
F1: Support public television and radio. I mean-
M2: Oh, this is kind of off- off topic, I don’t know if you guys have heard, they’re actually trying to get rid of PBS. [M5: that’s what we’re talking about right now] There is actually a like an email thing that’s being sent around. I don’t know if I have it off had.
FAC: Yeah, there’s been a whole lot of series of hoaxes where internet go out and say that this is under challenge, but it’s been a urban legend kind of hoax, but now there really is a kind of thing in front of congress that actually is [M2: inaud, F?: ask inaud question, M2: no, to get rid of it.]. inaud
M2: I think what it was, was um, it was basically, it was going to cut most of PBS programs, most PBS shows would be gone. Um, it was something like. The average- it costs the average American for those services $1.10 a year.
M3: So, so, why, why are they cutting it though, what’s their excuse?
M2: To fund social security, probably.
M3: Don’t they see it’s funding [F?: inaudible] Don’t they see it’s a public service by having it around. [F3: but it’s not what they want. Others comment in agreement: They can all afford cable, watch other stuff, F8: ‘cause we’re all going to watch that now, ‘cause we don’t like from the mass media, which is like, kind of a lot what the government wants us to hear, and their spin. And so if we’re going to stop listening to them and watch something else they’re going to say, well it costs a dollar, we can’t have that anymore]
FAC: So, that’s a specific opportunity if you, and- I’m trying to make this a little bigger than just the media discussion. But, that’s a specific opportunity if you want to lead into some kind of action, you can say, okay, I’m going to write to somebody, join an email petition, and say, you know, sure is worth a dollar to me to have that kind of public investment in some sort of shared news and programming sources. [Others moan in agreement]. I mean, you know, in England they have the whole BBC, which is a bigger operation. Thinking about our own lives, and our only- and our own ability to stick with stuff over time,
we’re exhausted by TV and the media and stuff, what are other things that we can
do to sort of keep ourselves going ahead? We’ve got turning off the TV, we’ve
got family resources, what were people drawing on in the things that we listened
to.

F3: Well, just looking at all those websites, there are so many things that we can
do, sometimes I feel like, I want to do something, but I don’t know what to do.
Well, there are apparently hundreds of volunteer opportunities, just. And it’s not
like you’d have to have a, you know, weekly commitment, there’s some things
where they just need you for a weekend to volunteer your hours at if that’s what
or something like that. Just looking at the volunteer opportunities, you know, you
could be involved if you don’t have, you know, three hours every week to do it.
You could do it one Saturday or, [F8: get out of the house, right, huh, good idea]

FAC: So there’s this sort of doing it and seeing these small first hand results that
can, you know, give you a sense of hope.

F4: I think reading books [group participants: Yes!] is really, I’m a huge book
reader and I’ve got to tell ya, I’ve learned more from just reading non-fiction and
I mean, I’m more of a fiction reader because I like to escape reality. [Group LF]
But when I have read non-fiction books, I really gain a lot, and it’s so much more
believable to me because I can see it in print and I can check the resources. You
know, check the bibliography and see that it is accurate. And I feel better about
what the source is. And I think from that, then I have intelligent conversations
with other people and talk with and persuade friends, not persuade, but educate--

FAC: Then there’s also this inspirational value of- depending on what book your
choosing to read. You know, you could be reading about the green belt movement
and go, ‘huh?’ And there’s another choice here. There’s reading books alone, and
[others echoing: book clubs] with others.

M3: You could check the reader too ‘cause I’m big on the- to really know what
you’re reading sometimes you’ve got to check the author’s background. So, at
least it puts a face and name to what you’re reading. It’s not like the news where
you just get all these facts but you don’t know where it’s coming from. With this,
you know where the person’s background is and you can say, I agree with this or I
don’t. You know?

FAC: I’m sorry, so you were saying sort of, check about the author?

M3: Well, I was just going along with what F4 was saying. What she was saying,
well yeah, they’ve got a bibliography you can look [FAC: okay, yeah, okay] up
the facts yourself, you know? It’s – it’s just got- it’s more authentic. It’s more
legitimate [F?: mhhmm].
M2: I think, not to interrupt you, but I think um, you know- yes, you know, non-fiction’s great, but I think you can get a lot of you, specifically, there’s a lot of classic fiction novels that really do have a lot [F?: sure], I mean, conception- like you know, Huxley, and you know Orwell, and I mean, you know, there’s just those [F?: or historical fiction], and a lot of historical fiction. You know, there’s actually, I’m, at the honors college, there’s a book club that meets every weekend at *café. And we go there and we read that book like every three weeks. And like, we discuss you know, the topics that are relating to the book, be they, you know, historical topics, philo- philosophical topics, you know. And I – there was a lot of discussion, we read um, um, Brave New World by Huxley. ‘Cause there’s so many, um, there’s so many concepts, you know. We’ve talked about, we’ve talked about, you know, there’s consumerism, you know, what it means to truly be alive, ‘cause you talk about, we had this discussion about these people in this book, are they actually alive because all they feel is happiness, you know? Is, this, if, if you only feel happiness, is, you know, does it have any value? You know, when you don’t have the sorrow to take, to counteract it with. You know there are a lot of- , not only –

FAC: That’s actually the whole premise of conversations, we’re going to take distilled human experience, look at it with other people, and you know, try and talk about things that really matter, instead of a whole set of chatter. And by choosing to pick what you read, fiction or non-fiction, distilled human experience, or what’s really happening out in the world, either way, with some intelligent selections, we can shape a lot of our inspiration and our-. Alright, well let’s! In the spirit of, oh go ahead- yep,

F4: We’re part of a university community, and really, this is a forum here, for the exchange of all ideas. [M5: mhmm] And I sometimes think we lose sight of that. There’s great speakers that come to this university. When political events happen, you know, our center for international studies puts panels of people together who, who come in and you can hear various points of view and things. World’s affairs council downtown brings in people from all sorts of parts of the world. And they talk about issues. The world federalists do the same thing so, you know, you just have to actively seek them out. And again, it’s a matter of time, but there’s a lot of good presentations, live presentations and people who are really there to give us first-hand information.

F6: This last semester Rebecca Walker came to speak and she was one of best speakers I’ve seen, ever. [FAC: for those of us who don’t know Rebecca Walker-] She’s Alice Walker’s daughter, who’s a big, um, activist for women’s rights, and for black rights. {paper rustling}.
Appendix D

Group G-1: Meeting #6, Resources, Part #2
Transcript

F5: You know, just along those lines, I think, just um [FAC: that’s another to pick up on this, inspiring models] does the university have the blackboard or billboard about the-? I’m sure individual things come out in the, um, *university newspaper, but -

F1: The university times has a whole calendar. *term for university source, has a website, I mean you have to seek it out, it’s there. {Others discuss university calendar, agree}.

FAC: Underneath what F6 was saying was another idea for how do we keep our hope alive, is, inspiring models. I mean, people around us who we live up to, you know. [She was so inspiring to me, I had to read her book, stared reading it, it was awesome] yep. [M5: Alice walker? F6: Rebecca Walker]

F6: She put together this book called ah, what makes a man, and there’s a bunch of, 22 authors, 22 essays by 22 authors. They all right on masculinity, on being a man. Most of them are written by men. I think it’s really interesting [F?: that’s really cool stuff]

FAC: Alright, let’s look toward next week. [Group mumbling] Which, actually is our last formal week together, so, next week, same time, different day, right [M2: dun/x/x/ laughter]. Ok, so, that’s a little bit of a trick, we’ve got to get ourselves in the mindsets of it’s really Monday, not Wednesday next week. So please make sure you’ve got your calendars straight. ‘Cause really, the last session in a way is one of the most difficult. Alright, um, one thing that’s a resource for hope is, you know, being with other people who can support and challenge you and a community of support and challenge. And in a way, this group is in a loose way, serves that function. And the question I’d like to ask, is a sort of preamble to that. Is, would you be willing for me to compile a list of your names and addresses, and contact information and share it with others in this group. And what I was proposing to the last group on Tuesday, they said, they were okay if I lumped the two groups together into a list. Are you guys okay sharing with that. And I’m not saying, giving everybody in the big world your contact information, but are you okay, on that [mumbles of agreement]. Alright, pressing ahead, let’s ah snag somebody’s packet to use as an example.

F1: FAC while you’re seeking packets, can I inject one quick thing? [FAC: do you want to do your evaluation thing?] just real quick, or do you want me to wait [FAC: ahh, let’s, ahh, that’s okay, or we can put it with the evaluation part] Okay. [FAC: if you’d like to do it now, goo] No, it’s ok, I’ll wait.

FAC: Alright, in your packet, taking it from the top, the barricades poem, the illegible lyrics, um, the email with some of the website information. This was just another list that was kind of, we generated from people ideas about, you know,
how do we keep hope alive and how do we keep ourselves going? The first list was from this course I mentioned, where they interviewed changemakers and on the last big lecture, they asked individuals in the course, you know, the same question. And in the second list was one that another conversations group generated and they said, we liked our list, put it in the packet! Okay, a couple of readings selections, we talked about books here, um, first one is called The call of service, by a guy named Robert Coles, who’s best known as a child psychologist, but he’s um, this is a book where he explores service-learning and people who are involved in services. He talks about the real world issue of burn out and stuff, but why do people stick with it and do it. It’s a wonderful book. He’s also written a book called the Call of stories, which is what M2 was saying about how fictional stories really can make a difference in peoples lives and, okay. This second book is not everybody’s cup of tea, a very dark, angry book called, The night is dark and I am far from home, from Jonathon Kozol, who is primarily an education writer, who writes about impoverished schools. In this instance, he was writing about the whole American school system, more typically, non-impoverished schools. And his premise is that the main function of the American school system is to put people ethically to sleep. Now you can like that or not like that but it’s a challenging book. I could only read about 40 pages of it. [some groans]. Now it’s such an angry book that he wrote it in 197-something when he was a young guy, there’s a second edition, and I would say if you can get that, get that ‘cause when he went back and made notes himself saying, ‘oh, I was such an angry guy, how could I have oversimplified things so much on that.’ So, it’s a book that’s out of print, but you can find it pretty easily in used book used book websites. Third thing is ah, last week I gave you in your packets that sort of long bibliography of possible readings on this subject of books from a book called Soul of a citizen, from Paul Rogat-logue, and that’s full of good-not Pollyanna-ish, but good, stories about people becoming engaged in civic life. Ok, here’s a little newspaper article about a woman, I think I might of mentioned to this group, who is blind and she was concerned that in Tibet blind people are not valued, they’re not taught to, in some instances they’re not taught to walk. She went to Tibet, she rides horses. She went to Tibet and started programs for them, and I just love the part, the end of the article where she says, ‘blind people can’t do everything, I can’t drive a truck, but I can read in the dark, who else can do that?’ Cause she can read Braille. Alright, these next set of pages with pictures are something that just came in my mail fairly recently. And it was, it was called ten who served and it was from an alumni magazine of a different institution. But, they just interviewed people who were engaged in service. Um, interviewed 10 of them, and I love the questions they ask them, you know “how, when did you know you were on the right track? What keeps me going? And at the end of it, it says, ‘advice to new grads’”. So, it’s just fun to see what 10 different people engage in 10 different service things all had the same- um, yah – [M2: inaud question] 93 is when they graduated, so that would have been their year of graduation. You can sort of get a sense of how old these people are. Um, from their class of
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graduation. So that would be like, you’re about to be a senior, you’d be the class of 2006. Okay, so we get through those guys. And that brings us pretty close to the end of the packet, to this pretty microscopic list, which is someone had asked, “could we see what other conversation participants had made as their commitments?” So I tried to get them onto two pages and it turned out fairly small. I’d ask you not to circulate this really widely ‘cause I didn’t go through it real carefully and say, ‘oh is there something embedded in these that could identify the person, um, I didn’t put their name, but you know, you can read it, don’t put it out on the street. And then, last, but assuredly not least and then we’re going to come to give M4 her shot, um, is um, the assignment and this is pretty important ‘cause we’re coming to our last session. So, I’ve been putting in your face each week this you know, commitment letter to yourself and now is time to really put hands to paper, or hands to keyboard, and write a letter to yourself, you know, what’s moving me to action? What kind of new or renewed commitment and I going to make. And again, it doesn’t have to be something you’re doing that’s totally new, but it can be, ok, here’s how I’m going to direct my education, or you know, how I’m going, something you’re already doing, but you’re going to ratchet it up, and make something out of it. So, there’s a little series of questions, you know, what’s moving you to action. What kind of commitments do you have in mind. Be specific as you can, but again, you don’t have to have the perfect plan. Just sketch out some steps are you’re going to take, and then how’s your commitment going to support some structural, long-term change. Um, and you know, and that may or not, apply to everything, but it’s good to have something be in your portfolio that’s structural. And then, where are you going to look for support and challenge along the way. Is it to family members? Is it to allies in the cause? Is the- where? Where are you going to turn? And it might be something that doesn’t exist for you that you’ve go to build. Maybe you say, at work, I’ve got to get other people around me with similar values and I’m going to have some little lunches with them. Okay, so, what’s going to happen with this letter, is we’re going to take it, fold it in a folder, make a copy of it, unless you tell us you’d prefer us not to make a copy of it, we’d make a copy of it and use it for evaluation purposes to see what kinds of things people in conversations have committed to. And, but, we’re going to take the original and send it back to you in six-or eight weeks. And so you’re going to get a little reminder from yourself of well, what was I think about? And it’s going to be sort of helpful to get that. As they say on Candid Camera, ‘when you least expect it.’ [group laughter] And feel free to add any other comments about MCC, but, then the next piece of assignment is, if you could bring in an image that gives some suggestion of the direction of your commitments. Let’s say you, you say you’re going to work on tutoring and I’m going to do it at this location. You don’t have to have to picture of a sign of that location, just something that gives you a feeling of, you know, what you’re direction is, and some people like to bring in three-dimensional objects that were meaningful to them, and I say, just get to a Xerox machine and copy them so that we’ll have something that we’ll paste onto a little montage that we’ll build
together. Um, don’t bring in your precious one and only existing copy of a photo, you can bring it in and take it home, but also make a copy or something. So, that’s the assignment for next week. Does anybody have questions about that? M3

M3: Will you send out a reminder email, like about this assignment too. Just to, like sometime this weekend or something.

FAC: Ok, I could but it’s now only how many days away. Oh, because of your structure, you don’t have a lot of time to work on this, but, ok, I can send out a reminder.

M3: It seems like a long time away [M5: I agree]

FAC: Alright, [F2: aren’t we in mid-terms, finals, M2: yeah…] ok, here’s the thing about this letter, it doesn’t have to be fluent and well crafted. If you want to make some notes, ‘cause it’s primarily for yourself, it can be in the form of some bullet-points or whatever. It doesn’t have to be, you know, the declaration of independence or something. So, um, let it be in a form that is meaningful, that has some content, but it’s primarily for you, so, you know. Then, evaluation, F4

F4: Okay, one more assignment, for next week, sorry I know, we’ve had like no assignments and this second to last week [some groans]. Um, what we’re trying to determine and we need your honest and open feedback on this evaluation, if MCC and *leadership program, are going to be able to a permanent thing, is it a good fit. We are really seeking honest and open feedback. So what I’m asking is if you can take this evaluation with you, return it next week, it would be extremely helpful for us. The last question on here asks if you’re available to meet as a group for additional feedback so we can debrief the process and see how this works with *leadership program. Um, so if you could just circle yes or no on there. I don’t need your names unless you want to. [FAC: although if they have to circle yes or no whether they-] it’s not a focus group, it’s just giving me an idea as to whether they want to attend [FAC: oh how many] and then I’ll send out a blanket email, that’s all. Anyways, that would be extremely helpful and we would greatly appreciate your feedback on that.

FAC: Great, and if you can fill out your little session notes, that helps too for this session. Thank you guys, we ran pretty late, I’m sorry. [rustling, people talking, goodbyes] – {END TAPE}
FAC: Um, so what we’re going to be doing tonight is really spending all of our
focus time, really uh uhh um, on your own imagined contributions that you’ve
been sort of working on, um, sort of sharing with each other and responding to
each other, and doing that in the big group so that you can all hear what each of
you has been thinking. Um, and then, if it seems right and we’ve got time
although, I think it’s not likely, we might come back to what we talked about last
time in terms of the resources to stick with it over time. Um, and then in our wrap
up, we’ll be thinking about how and in what ways you guys want to or be able to
continue to support each other as a kind of informal community of support and
challenge. Um, so as we start, I’d like to start us with two very short quotes that
are in your packet if you want to look, but again, they’re so short that, you know,
feel free to just let it go here. There-uh, the first is from, uh, a child psychologist,
Robert Coles, who originally did a lot of work with um, um, kids who were sort
of, elementary school kids, who were sort of from Little Rock 9, who were sort of
at the cutting edge of integration. Um, but this is in a book of his that is about Erik
Erikson who is another psychologist. And, Coles, writes, ‘In this life we prepare
for things, for moments, and events and situations. We worry about wrongs, think
about injustices, um, read what Tolstoy or Ruskin-‘ who we say are poets or folks
we focused on- ‘And then all of a sudden, the issue is not whether we agree or
disagree with what we’ve heard, or read, and studied. The issue is us and what
we’ve become.’ And the second quote is one we had at our first session, um, this
little snippet from the poet James Russell, who says um, “All the beautiful
sentiments in the world weigh less than a single lovely action.” So again we’re
moving from this business of intent and into action. And tonight we’re going to be
supporting each other in kind of what we’re becoming because nobody becomes
something and then stops. And your voices are going to be the art for the evening,
that’s what we’ll be focusing on. Uh, and this, just to set a context, is not going to
be a moment of comparison. Um, so when you start talking about your
commitments, and [inaud] on the other side of the room there listening, and um,
and somebody starts talking about a commitment and you start thinking ‘oh,
they’re commitment is so global and so important and I only thought of a really
little thing to do.’ And meanwhile you get around and you say your sort of quote
little thing and the person on the other side of the room is thinking ‘oh my
commitment was so over blown and so out of touch [others laughing] and that
other person picked something so concrete, you know.’ So, you know, it’s not
about comparing with each other. It’s really about just seeing, getting a sense of
what’s right for you and taking your best step at this point in the arc of your life.
And, again, all of these things are kind of a mystery, and that’s another part of
what we’ll be, I think learning as we listen to each other this evening, is you
know, um, you know, some people have, um, are change makers that are really
quiet, like Fiola McCarty who just saved and saved. And some people are much
more public like Wangari Matthai, who steps out there are creates a whole
movement, becomes engaged politically. Um, and there’s also this mystery where
somebody who raises a couple kids really well, like M5, for instance, who’s
raising kids, can you know, maybe have more impact by what happens with those
can have more impact by what happens with those
kids, then they might by stepping in some big public arena. You know, we don’t
really know how these things play out. Although I think we do have some sense if
kids are being brought up by a parent and see their parent taking action and
stepping up and moving into the sort of pubic sphere, that’s going to have a sort
of, positive effect on the kids’ lives. And the other thing I think we know is that if
even if somebody’s in the business of raising kids and trying to do it well, they
can benefit from a lot of shared action that we might do. Whether that’s, you
know, helping them get a living wage, helping them have access to healthcare,
good quality education, um, safe environment, all of that stuff helps individual
parents raise kids, and yet it’s a shared activity we can all be engaged in. So, um,
as we support and challenge each other this evening, if you could try and think
and try and be for each other, like the people who have been very meaningful to
you and your life. Your guides and your mentors. The folks who really kind of
believe in you and believe in two ways, 1. Willing to support you along the way,
you know, toward being your best self, and also, believing to you also in that
they’re willing to ask you a little bit of hard questions and nudge you a little bit
further than you might go on your own. So that’s what we’re up to tonight. And
the question is, how is this going to work? It’s going to work fairly simply. And
that is, [paper rustling] like this! We’re going to spend roughly thirty minutes
asking everybody to sort of go around the circle and just talk for a couple minutes
only, you know three minutes or so, but talk just a little bit about your
commitment. And if you brought an image with your commitment, you can sort
of talk about the picture you brought or whatever you brought that sort of suggests
your image and then it might be something that’s new or renewed. You can talk
about a little bit about, you know, it might not be as meaningful to say here’s the
thing I’m doing, but here’s the thing I’m doing, here’s where it’s taking me. So
you wanna, you might wanna talk about your art or your trajectory. Or, if you
have time, you might wanna say, ‘well, here’s what I’m committed to doing, but I
really have this question I’d like a little bit of input from the group about. So,
we’ll go around the circle and we’ll get a chance to listen to everybody. And then,
we’ll take 45 minutes and go around the circle again. In the second time that we
do that each person is going to listen, so let’s say F1 goes, and she will have
talked about her commitment and you will have listened to her, she’ll be quiet,
and you’ll get a chance to sort of share with her the things that are, you know, the
things that are sort of support or challenge for her. So you might say, ‘Oh F1, I
really want to support about what you shared about your commitment was x, y,
and z. The things that sound really just right to you about it and seem very
imaginative and really practical or whatever. And then, you might also want to
challenge something. Raise some question that she may want to be thinking about,
you know. ‘Is there a way you can make this more structural?’ Or, ‘is there a way,
do you think you’ll be able to stick with this over time because it sounds so hard,’
Or, you know, whatever. So, each of you will have the chance to offer support
and challenge to the others of you. And not necessarily everybody has to say
something to everybody, but we want everybody to get a chance to get sort of
feedback from the group. So, that will be the second time around and that will
bring us up to just before 7pm. So, we’ll head along a little further than normal
before we take a break. Then we’ll take a break, and get up, do whatever you
want to do, get some more food. Then we’ll also in the break, take your image or
if you brought one, and bring it up to our montage board, and however you want
to do it, make it fit with anybody else’s stuff, anyway you like. And, there’s pens
and markers if you want to get artistic about it. And then, when we get back
together. We’re going to go, yet a third time around the circle. And this time, just
ask you to do a very crisp, re-statement, not of your whole story up here, a crisp
re-statement of, you know, here’s what’s moving me to action. ‘Here’s what I’m
committed to doing. You know, I’m renewing my commitment to do X, I’m taking
these steps,’ and be as crisp as you can about it. And this is kind of, it’s a little
like the ‘take-away’s,’ by saying it clearly for yourself and for the rest of the
people in the group you can kind of take it away better than if you know, you give
this long mushy story about it. So, is that kinda clear enough? We’re going to do
three times around, one time where everybody gets a chance to talk, sort of
generally about their commitment, issues they might be facing, then we’ll do the
second thing, where you get to be quiet, while other people give you some support
and challenge. And then we’ll do the break, and then we’ll do this crisp re-
statement. Um, so the one other thing is this is not a force march to a
commitment. So if you’ve been here seven weeks and you think you know I’m
really not ready to make a new or renewed commitment, we’re not going to shun
you or something. So, um, if that’s your case and you want to say, ‘well I’ve
thought about it and I’m not quite ready,’ feel free to jump in with something else
as an alternative and you make up your own alternative. One possibly might be,
you know ‘as I’ve thought over these seven weeks, here’s the specific thing that
most affected my thinking, or affected my connection with our shared common
life.’ So, everybody’s okay on [F?: mmhm.] where we’re going for the evening?
And then we’ll wrap up, the last 10 minutes or so. Okay, so um, because I uh,
know it’s sometimes hard to listen to people while you’re thinking about what
you’re going to say, um in your packet is a {participants mumbles} I’m going to
borrow F6’s ‘cause she’s not here yet. {paper shuffling} In your packet right after
the quotes, you know, is a little crib sheet if you want to make yourself a little –
couple notes of what you want to say. Or you can pull out your letter to yourself,
or if you didn’t get as far as really writing the letter, maybe you wrote some notes
toward writing the letter, whatever you’ve got, you know feel free and make
notes, but just take 2 minutes to kind of collect what you’re going to say in this
first session-section [people mumbling] and then you’ll be better able to really
listen to everybody else. {Papers shuffling, some participant laughter} (140). Is
everybody, okay to, okay to go here? Um, now if you look in your packet right
behind that first crib sheet is another tool, which you could choose to use or not,
but it looks kinda like this, there are two pages that look kinda like this. And you
know, if you choose, not everybody likes this little tool, some people will say this
is too structured, but, you listen to each person, you know, you’re going to want
to give some response and feedback each time, you can fill in their name, what
they say their commitment is and then a couple notes about what you want to
support in that and what you might want to raise a challenge or question about.
So, this will give you something so that when we come around the circle a second
time ‘cause it does get a little bit dizzy, you get to the fifth person and you go,
‘what was their commitment again? Alright, are they the one who’s going to teach
school and um, in Atlanta or not, I can’t remember? ‘ [LF] So, feel free to make
use of this, and ah, as we turn to this, I’ll go back to a little quote from the
theologian Paul Tillich again, ‘The first duty of love is to listen,’ so that’s what
we’re really going to be doing. And, I feel like I’ve been working hard on this
side of the room a lot [laughter] So, what we’re going to do is instead go in this
direction [F?: Ha ha! And I used to sit over there, laughter from group] in part
because M4’s got to leave, so we’ll work around this way, both times, so, F1 [F1:
Do I have to go first?! Ohhh, F? supports F1 to go ahead] If you really want to
pass, you get one pass. [laughter, F?: it’s going to pass all around to this side]
Everybody gets one pass, so if (inaud) [F1: I’ll go, I’ll go]
F1: Um, okay, I, I really actually came up with three commitments. Umm, that’s
pretty immediate, which is, and I think I mentioned this before, one of the things
that I really let slide in my own personal life, which is my involvement in the
curch and in the community. I’ve had the opportunity to be involved in a number
of service oriented projects and um, one of the ones that I think I’ll probably do,
hopefully this summer is that um, there’s a group that goes to the poverty stricken
areas of Appalachia and they do service projects and I’ve been wanting to do that
so I’m probably going to do that. But, there’s just a lot of other opportunities. One
that’s not immediate, but um, in the next several years, is I really want to get
involved in the next presidential campaign because I’d like to have some tiny
bitty influence, however small, maybe on that outcome because I didn’t like the
outcome, so I think maybe I could have somehow made a difference [FAC:
mhmm]. Um, and then, and then third, really has to do with my daughters and
strengthening their, their commitment. I have a daughter who’s going to be a
vetebra technician. I think as a family, um, we’re going to get involved in the
animal rescue league, um something that they can engage in and as a family we
could be doing something to make a difference, and I know that that’s important,
so those are the three big things.
FAC: Any other issues or questions that you want to bring to the group that you
want to kind of ask particular feedback from people when it’s your chance to
listen?
F1: Well, I think one of the things that has always um, you know, for instance,
my, I have a question, for instance about getting involved in the next presidential
campaign – how do I do it, where do I go, who do I know who’s already doing
something? You know, what’s out there for me to get involved with? So it is a matter of resources, it’s a matter of not knowing. I do know somebody who was involved in the presidential campaign from last year and so I thought okay well, contact her, and you know, see what I can do, but, you know. And then well, church, I just need to show up [laughter]. Hi it’s me again. [LF]

FAC: Alright, okay, F7.

F7: Okay, well, this has been really a good program for me. It’s made me think and reconsider. Um, I’ve really been wrestling with how much longer I want to continue in my professional role here at the X school. Don’t tell anybody, keep it in the script! [LF, FAC: Let’s be serious about this, keep it in the ground rules. So, let’s like really let that, she’s taking a risk here, so, F7, thank you] Well, I’ve been doing this for 24 years. I’ve – I’ve kind of made my mark and I’m just deciding, you know not that many people hang in as long as I have, and so I’ve really been wrestling with what do I do next: take early retirement, do a career change, and on and on. And then actually in talking about all the kinds of issues that we’ve been discussing in the program. It made, it enabled me to make a renewed commitment to may professional work because I do believe by internationalizing as many young people as possible, more of these big issues can be better managed by more informed citizenry and by people who are sensitive to others and understand cultural differences and I could go on and on with that. So, in fact, I’ve made a renewed commitment. It’s still though prompted me to think, what do I want to do when I retire? At regular retirement age, not early retirement age. So, I’ve been looking into different kinds of counseling degrees and I just went to ah, today, I went to the social work, masters of social work has one for counseling. So, that’s looking do-able to be. And then, in terms of what focus I’d want to do, I wish F7 were here today because she really reminded me of so many of my former students have come out after leaving school and then come back to share that with me. And I’ve seen so much pain and really anguish with the gay community in really coming out to family and friends and stuff. And so, if I would end up counseling, I think I would like to have a specialization focusing on gay, um GLBT issues, I think that’s really where I see a need, um. I mean, I don’t really know a whole- whole lot other than what I experienced directly with my students. But I think if I could pick a niche in counseling for myself, that’s really what I’d do. So that’s the longer term thing, I have maybe 8 or 10 years to get to that commitment. Um, more immediately though, I do have a commitment at my church, I’m on my parish counsel, I chair the education committee, and I sit on the school board, and I’m not happy with spending my time there because we really just nod to things. So, I think I might want to withdraw from that and work directly with the X society, which helps needy families and individuals in my community. And I like how they do it. They do it in a way that it’s not transparent who’s being helped in what way. People get a certificate, they go to the store, they
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buy what they want or they’re helped in mortgage payments or car – I mean I just
like the way they’re helped. It’s not like, they’re the needy ones and they’re
getting all the help, it’s just not. And finally, I live close to X water body, and I –
I kept feeling like I want to help clean up, I want to do something to make the
water body more usable and more appreciated by people. So um, I’ve been an
inactive X club member for years, and they do regular clean ups along X water
body, so I think I’ll get some friends and go out there and help clean up the water
body. That occasionally comes up, and hopefully make that a longer term
commitment. So: recommitment to my work. I know what I can do there, I know
that I can shift in my church, and I think it’s pretty easy to pick up with the X
club. Um, this longer term goal of, I mean is it really feasible for me to do this?
There’s an X-credit practicum in this program, so that’s the bigger one. It’s really
appealing to me right now, um, and I’m just, I’m going to look into it further, talk
to people, and see what I’m going to do. [others: mhmm]

FAC: Well, thank you. Okay

M4: Hi. I have a little bit of commitments to myself and to others. Uh, my first
commitment was to try to not be so wasteful with money and you know, live a
little below my means and save something for a rainy day because my parents
have taught me that and ‘cause…you never know. Also, um, I would say that um,
if somebody, go to place, I should leave a bigger tip because some people
(inaudible) poverty. And, if anybody watched ’30 days’ [F?: I heard that was so
good, F?: what’s that] mhmm, ’30 days’ is a show where the guy from ‘Supersize
Me’ and his fiancé try to live on minimum wage for 30 days and they went to
Columbus, OH, cause that’s like poverty stricken area, and they basically, they
froze all their accounts, they put their credit cards away. Their starting money
they had was how much a person who have working full-time for minimum wage,
which was about $300. They got a place in a really crappy neighborhood where
the person – they change the locks because that morning a homeless person was
living there before and there was a crack house living right underneath them. So,
but they worked their butts off for 30 days, but they were still $1000 in debt,
because the lady, during the show, his wife got an urinary tract infection, had to
go to the emergency room and that cost $400, and he had to get x-rays and that
cost $500. And they only worked, they were $1000 in that one month so [FAC:
wow] yeah. And also, I learned that they got help, I’d recommend it, for anyone
who wants to see that [F1: what’s that?] I downloaded it. I can put it on a DVD,
it’s forty minutes so it’s long. And uh, also, my commitment would be to find
more information about the one elderly man who’s house is being harassed by the
X school because they want him to move out because the house, doesn’t look
appeal, doesn’t have curb appeal. Maybe I can help him, get curb appeal back.
And also I’d like to, incorporate- I’d like to stick to one hobby and get um, which
is X racing team, and I just remembered that once a year we go, take a car out to
the X center and kids climb in the car, get them interested in mechanics, so I want
to be a part of that. Take the car out the X center. Uh, challenges? I was thinking
about (inaudible) elderly man because the xschool wants some claim in that
property, I don’t know what’s going on. And um, well, my job doesn’t make that
much, but if they want something nice, may have to spend a lot of money, but um,
the places I go to, Wendy’s I cannot tip people at Wendy’s. [group laughter] I tip
at x (inaudible) but they need them.

FAC: Alright, thank you very much, and we’ll make sure we circle back to you,
so that you get a little bit of feedback so that you to, work at another job.

F2: Alright, well, um, did you want, were we supposed to show the picture that
we brought in? [FAC: whatever you’d like, yeah]. Well, I apparently don’t get to
use my colored pencils [laughter] very often, so I got some clip art that talks about
what I want to do [oohs, ahhs], so – I’ll pass around. And, one thing, uh, that we
here that has um, sort of revitalized my desire to be a teacher. It didn’t seem so
much of an option then I talked to F8, and then oh yeah! It can still work and get
the certification so that um, what I want to do, and in the past I’d done some
tutoring at x high school for a semester or so and now I’m going to see about
tutoring at y high school. And I have the forms that I need. I just need to send
them in to the state and then send them back and then hopefully everything would
be ready for the fall. I want to make sure that I finish my education and actually
be a full time teacher and have an impact than just a tutor after school. Well, they
can definitely have an impact. Um, I also, I was looking at the volunteer website
and found that um, X elementary school just a xminute (short distance) from my
house has an after school program that’s like from 4-6 or 4-5 and I would get
home right at that time if I would want to do that so, um, that’s another possibility
if say y school doesn’t work out or if I only do one night at y high school or
another night a week at the other school. And, I’m also interested in um- in
addition to this, making voluntary, at least monthly somewhere else, I want to
involve my sister in this. My sister graduated from X university in environmental
science, so she’s interested in energy policy, but um, doesn’t have the money right
to go to graduate school. She’s been accepted at y university, but it’s XS, it’s an
excellent program, but they don’t really give tuition help for that year. Right now
she’s just working but I think that she needs to get out and do things related to her
field, I think that she’s studied for- graduated top of her class type thing and so I
think she needs to get out the house and sort of be involved in things. So I want to
take my sister along and involve her in the environmental cleanups or just uh,
help people with awareness. So that’s what I want to do. And uh, finish my
education, tutor, and re-involve my sister in environmental causes. And, my uh,
well, I should graduate, 2 classes to graduate, so that’s not really a huge problem.
And then I just wait for the Fall to come for the- and I’m just waiting for the
clearances to come. Getting my sister involved might be a little of a challenge, but
[laughter] we’ll see. I’m the older sister so maybe I can [laughter, FAC: doesn’t
always make it easier] right!
FAC: Just so we’re not keeping F7 (just arrived?) in the dark, what we’re doing is going once around the circle and asking people to share very quickly if they have their commitment in mind and their issues or questions they might want to be asking the group about that. How does this play out in the arc of your life? And then, after we do that, we’re going to come around the circle a second time where each person will be quiet and other people will offer both support and challenge to in response to whatever they heard the first time. And then the third time, we’re going to ask people after the break to make a very crisp statement of ‘I’m committing to do this.’ Okay, uh, so. M5, are you on here?

M5: I’m on, but (coughs) I’m vaguely on. Um, I’ve got this institutional, this building thing going on. I said that I would um, (inaudible). I’m committed to building bridges of hope, um, between seemingly divergent or seemingly uh, seemingly impoverished communities. Or seemingly deviant or seemingly, let me see if I can bring an example. Um, just earlier today there were a group of students from a city high school who came to visit, ah, visit me and a couple colleagues at Duquesne, and I made contact with one of the staff members, said they had a group of black men at a high school and junior high, and they were reading a book about – this could be a long story, but they’re reading a book about academic engagement and disengagement and how, it’s a book by [inaudible] about how, how um, to cut a long story short. How a wealthy community in Ohio, how African-Americans themselves, still find themselves um, despite, middle class, still find themselves struggling academically. So, they’re reading this book, this group of students. They asked if I could talk with them, encouraging them about school and talk about success. For me it was a coded way of saying, “can we just have a talk?” This group of students who were, who seek role models. For me it was the coded way, it just came out through a variety of different ways. So I contacted a variety of people, people who I knew, colleagues and friends and said could you come in as well? And we talked to the gentlemen this afternoon, about 3:30-4:30. Not only about staying in school, but also what it is to be a young black man in the US. And, and achieving. So it was a message about uplift. How we’ve overcome certain challenges in our society and those things. We have to constantly see ourselves and life ourselves because there are societal images that don’t necessarily want to uplift our own community and our own family. I don’t mean to get on a soap box, but-. And so for me the kind of building bridges of hope issue among seemingly diverging communities of African-American men in high school, x high school, x university. I volunteer at x jail as part of my church so, again, building bridges of hope. Um, uh, a group of students, what I’ve already shared, who I take to x country. These are a seemingly, seemingly privileged group of x university students, but taking them to the US, they realize how much they don’t, taking them to X country, they realize how much they themselves don’t actually have, they have materially, but they don’t actually have spirit of life that exudes in x country. You know these
things, F7, you talked about how to internationalize students, you kind of get, you take for granted what you have until you go across the street or across the water, you realize people who have less, actually have much more. And so um, this building bridges and building bridges of hope, and ways to build school. And so there’s building bridges of hope and also build schools. I’ve got this passion of building schools. I’m not only in the university professor but I’m also in, I’m hanging around, schools are my place, the laboratory. And so, um, I’ve been working pretty challengingly in a preschool environment and it’s been wrought with political and variety of other issues. If you can imagine in a preschool what would be the political issues, but- political issues, economic issues and so forth, but I was writing a letter to myself today I thought, ok this is great, this is helping me to realize when I actually at- I am slowly building these schools, but they’re not so rosy. I keep imagining, this image of building this school in the countryside with rural, very hands-on, but very academic, and um, this is, this is part of the training ground. That’s what I’m realizing there are so many things that I’m part of the training ground of something bigger that I want to start. And so, um, that’s um, like I said, it’s vague, but the theme is building bridges of hope in certain communities. Um, and also building schools.

FAC: F6, do you feel comfortable going now? Or do you want to let a couple other people to give you another moment to collect?

F6: I’m probably not going to get collected [group laughter]

FAC: Ok good, then don’t collect. That’s one of our things, step out there, learn by doing, see what comes out of your mouth [F?: you crack me up F6,(laughs) that’s so great!]

F6: I thought I would have time to write the letter today and I didn’t have time so I gonna look at the things I can write and send it to you, and the church can send it back [FAC: we’re really about trying to get this stuff moving in your life, it’s not so much about the bureaucracy of the letter, so, keep going.] Um, part of why I put it off is because I feel very not focused in a certain direction, but I’ve noticed that since I’ve started in MCC, and even before that, but this just keeps it in present mind that I want to do something. There are several things that I’d like to do, that I’ve noticed have come sort of, sort of connected to what MCC is sort of about [mumbles of agreement]. And I mean, there’s so many, so many things. I’m still developing as a person. I want be more, who I feel I really am. Like, by taking, like there’s certain interests that I’ve always wanted to explore. For example, I’ve always wanted to learn to play a drum. I don’t know why that’s continues to ring in my mind, but it’s something that I feel something more toward becoming who I am. You know? I’ve always been sort of afraid to do that and I think I need to let go of these fears of things I like to do, like admit I what I want and just do it. So that’s one thing. Another this is that I live with my parents,
uh right now, so they’re very much like an influence on my life, and I have
difficulties with my parents, especially my father. I want – uh, and I think I want
to improve that, it’s been very difficult, I’ve tried. And for several reasons we
can’t seem to get along. But, one, um, uh, a goal or something that I could, that
I’ve been thinking about was how can I put my interests with my dad, you know,
to make our relationship better. ‘Cause my dad has totally different interests than
me. He’s a cyclist. And, that’s what his passion is cycling, it’s always been
cycling. And, he has a very interesting life. He’s from Puerto Rico and, I think
he’s a fascinating person I just don’t really like him [group laughter]. It’s the
truth. I don’t get along with him, I love him but we just, for various reasons, I
have a lot of bitterness toward him. It’s the way he was when I was growing up. I
think his life would make a great movie, a great story because he’s gone through
so many things, from Puerto Rico, uh, I’d like to um, record his life and I think
that would be a good way to. I’ve always wanted to be a movie – filmmaker or
something. I don’t know if I’ll ever be able to do that but, maybe that would be a
good way to connect with my dad, and maybe he would feel – it would be proof
that I love him, because I know sometimes he doesn’t think I like him, like or love
him. I think he knows, (giggles), I think he suffers because we don’t connect and
that would be a good way to connect. And maybe I could get over some of my
family, because I think that that affects me in my daily life, like that disconnection
from my roots [F2: mhmm]. And that’s one, and another thing. One of the things
that’s affected me most of my life has been my sexuality and coming to terms
with that and I’d like to do something with that. I’d like to help – when I think
about it, I think about what I want, I don’t want people to have to go through the
pain and confusion that I went through. I’d like to help young students, but
sometimes I feel like it’s impossible, like where I am right now. Maybe I’m not in
the best place to be a mentor to someone, I feel really confused too, I feel like I
need a mentor, really. Uh, but maybe that’s something in the future. It’s probably
not going to leave my mind, that I can contribute to be an aspiring mentor. And,
another thing that I’ve done, I’ve tried to look for a mentor and I’ve done that by
-going to some churches, actually. I wasn’t raised religious at all, but um, just two
weeks ago, I went to your Presbyterian church to check that out, I also went to a
Unitarian, universalist church. And I really liked the Unitarian, universalist
church. And I thought there were a lot of people, a lot of older people, that I-
was really surprised, that I could really get connected with. Since then I’ve gotten
a job, and I can’t -, I work Sunday mornings, so I can’t do that right now,
unfortunately. [F2: mhmm] Though, I think there’s ways I can maybe work
around, like I can go to other activities, maybe they have on evenings or
something [FAC: mhmm]. So, that’s maybe where I am, right now.

FAC: Right, we’ll see when people, we’ll see when it comes around, we’ll see if
anybody got’s- can pull some of those strands together and not force them
together, but we’ll see what happens. So we need to hasten along here, so M3

M3: Alright, well um, my will be quick so [group laughter, FAC: didn’t mean to give you too big an out here] We’ll see but, um, I’m not, um, I’m still not completely sure about what route I’m going to go in with my plan but I want do something with mentoring. As far as a letter goes, I pretty much just jotted down some ideas and notes that I have, brainstorming wise but, I want to do something with mentoring, um, some of the things that I thought of was maybe like academic tutoring or something like that. In high school I tutored and um, for two years. And you know, it was a good feeling, you know, its fulfilling. And um, you know, to help people out like that. I want to do something, maybe, with America Reads or something like that to help people to learn how to read because um, I’ve said it before but, um, something that I really value is just knowledge. And like I said, I’m no real bookwork or anything like that but I can appreciate you know the power of knowledge, you know and it’s something that um, a lot of people don’t really know about or don’t really get to value until they get older, you know? So that’s something else. I was also um, we talked about last week in the um, the smaller group, um, I thought about, um, maybe helping train kids how to box. I know M2 and M5 both talked about um, being like a little coach, and you know kids sports and whatever, and that’s something that I would like to do, that I think would be fun and um, I don’t know how much of a social benefit that would give, but you know, you know, it’s something. You know, it might be small but, it’s worthwhile. And then the other thing is um, maybe do something with the big brother program, where you know, it’s another form of mentoring. So, those were just some of my ideas. Um, some questions I had was maybe um, how to just make it apart of my life because I’m pretty busy right now and, you know, the time and energy, and finding a way that I can make it work. And um, can I actually do more than that? All the things sound good, but I think I can probably do more than that so um, maybe I need to make it a little more broader. And then I just wanted some, to reassure myself that is it for myself or for other people? Like the whole thing with boxing, I love to box, you know, and in my mind I’m thinking is this really an excuse for me to go to the gym and mess around or is really to help other people? So um, those were my ideas and some of the things I was wrestling with a little bit. [F?: awesome; FAC: wonderful, thank you] your welcome [laughter by F? FAC: F5]

F5: Ok, um, I have some um, two things that are very specific and should be easy, whether they will be or not, I don’t know. One is um, the um, I mentioned I think in the smaller group um, the green pages that was mentioned in one of our resources, it’s like shopping that’s environmentally friendly and they have things that um, like Co-op America too, where different places where you can buy things that are environmentally friendly and uphold social justice concerns, and I just want to research. I even have that information at home and it’s in a stack of things of do and that’s something I really definitely want to do. Um, sometime over the next year. Uh, also, I just want to look over my finances get a more specific budget and see if I can give more money per month to things like Oxfam,
United Farmworkers or any interesting like, things that I, places that I really respect and I know who are into real development and self-help type of things and see, just, if I can allot more to groups like that. Um, these other two things are a little more vague and kind of- well the first one is trying to get a grasp on work so it doesn’t consume my life. I really love my work, but it just- it tends to take over. I work 50, 60, 70, whatever, I take stuff home. I’m thinking there has got to be, there are ways to control that so I have time for other things in my life, you know. And um, that’s one of the things I want to work on. And then the other things that’s related to work, which is um, but, I think some of the things I’ve thought about through this is um, I’d like to explore ways that um the university- we are such a resource and I’m sure there’s a lot of things that we do, I know, in different departments and everything. But, I often think for instance, like with some issues, like I can’t even remember what it was. I think it was this year, or two years, when the decision um, to go into Iraq happened. And, I felt badly- there were some movements on campus, but demonstrations or whatever, but I thought this would be the perfect time for some kind of a Teach-in, and I don’t mean a political thing where it’s definitely like rallies against or something. But I feel like, as a university with all these resources, we have the responsibility to get some good information out there and help people make decisions. And I think the dean of the university should be more involved in that kind of thing. You know, around certain issues again, not to necessarily take a political stand. Um, and one thing that motivates me on this. I remember, this was, I think 8 years ago, the presidential election, and they did this study. It was a media study and I think it was out in I believe in California, where they um, did some education with some of the voters and um, like took some of the issues and what each candidate was saying and then gave a little background. Supposedly objective background. We know everything’s a little bit colored but, gave um, it was just amazing to see the differences to see how people maybe changed their views, like their, when they voted, they voted for different reasons, than like than a control group did. I just think that the university has a responsibility on education and I would like to somehow help to have those things happen. So, that’s it.

FAC: It is pretty exciting. F8.

F8: Umm, I would like, I have a few ideas, um, basically my new, I think most of my commitments are renewed, and the reason why I say that is because they’ve always been ideas in my head, but I’ve never, um, taken them to, I guess, to action. I- I’m always an idea person I can come up with the best idea, boy but if I had to do it shhh- [group laughter]. I don’t know, so, I think my first renewed commitment is to make sure that every situation I’m in is challenging because um, I realized that going through grad school and you know, working with, you know, higher ed administration is that, I get – I need to be in a place that challenges and uses, you know, my talent, my brain, my resources, I don’t, you know, I need to feel used in a way. I need to be challenged to really think about things. And also I
want to – my renewed commitment is to pay more attention to um, you know, the disparities of you know, um, disparities the wrong word, um, how power exists in this world. And how, you know, power in just any term or any – just unequally distributed. And I need to be able to locate those little sources of unequal power and figure out whether its something I really want to take action on and be involved in it. Um, because, I feel that that’s where some of my later work is going to be involved, be in, just understanding where that power comes from. And learning how to deal with that. And I also want to, you know, renew my commitment to writing more. Um, I mean, I love writing when I’m doing it, but you know sometimes again I get sidetracked and you know, oh this is not good enough, I don’t want to write this and I’m not sure what I should write about, but I think its such a- such a fun thing to do and a healing thing to do. It’s just a great thing. And, the last renewed commitment is just to get myself back into music. And I remember you guys remember my band story [F?: laughs]. And, you know, how I just, even though I was the worst trombone player in the school, I was just gung ho, but you know what? Even though I was the worst trombone player I was a pretty good bass player, and I want to pick that up again and play piano as well. So, I think – I want to, I want to do that. I’ve had too much fun doing it, so I want to get back into it. [Coughs] So yeah. And so maybe I guess the challenge I need is you know, well not challenge, what’s the- the question! Is you know, how do I know that that person- I need to be surrounded by people who do challenge me, because sometimes I can’t rely completely on myself to put myself in those situations. So I need to – how do I know somebody’s just challenging me for my own good or for their own good, you know? And should I even think of it that way? I don’t know. You know what I’m saying? [mumbles of agreement from others]

FAC: Ok, thank you. F4 has a very rugged day, so may expect her to be a bit brief [laughter and mumbles]

F4: I could be a- [more laughter] Let’s hope that everything comes out coherent at this point. Um, mine were very much from a personal growth perspective, I think. This has made me um, think about where I want to be going. And I’m working on figuring that out. I think one thing um, that’s really come to life for me is this whole inspiring or motivating students to want to be more active and um I’ve really missed that. What I’ve really missed with my job is I don’t teach and I don’t facilitate and I don’t have interactions with student, aside fortunately I have the peer facilitators now. But, that’s a new thing. Um, that’s been a real hard challenge for me because I always been a teacher and I’m not right now and I didn’t realize how much that had an effect on me until I was removed from it. And so I’m really moving, I’ve already said that I’ve got to facilitate this coming term or else I’m not going to make it in this position for much longer. Um, and trying to figure out – this is really broad- what I really want from life, sort of over the next two years with my career and family. Um, you know, thinking about, you
know, do I want to start a family? Do I want, what do I want out of this and where do I see myself in two years. I’m not even looking at the five-year plan. I just want to start low with two and figure it out from there. Um, and part of that is I’ve been really putting this on the back burner and I really don’t want to anymore is figuring out- my husband and I are really struggling with what religion we want to be and go church shopping- [laughter, mumbles of agreement] that’s got to be! I’m mean, that’s so hard. I grew up catholic and um, I don’t want to, I don’t really agree with many of the Catholicism pieces at this point and I’ve got to figure out and leave that comfort zone and it’s so comfortable, and I have a hard time with any other church because it’s a safety net for me. I feel I can walk into any catholic church and be okay, but if you put me in another church, what am I going to do?! And I still need that structured environment. That’s sort of been a struggle, and my husband’s been a Methodist, so we’re trying to come up with a happy medium and consider this whole children situation. So that’s really, that’s a huge-huge one for me, and it’s kinda tough figuring out what to do and make the time to this shopping. And I’m nervous, I just get nervous to go to a different church, that freaks me out in a big way. I don’t know how I’m going to do that, actually. Um, because I like to know the music, I like to sing in church, and we’re taking me away from all the songs that I know and I don’t like that very much [laughs, others laugh]. Um , and I think, the last thing is that I do, I want to try and become more involved with the community. And by doing that I need to learn about the community in which I live. Um, because I’m just not familiar enough with my own surroundings since we just moved there in December. Um, so I’ve got a lot of questions about where do I see myself what career do I really want to take on? Should I be back in teaching, because that’s where I really, what I really love. But, at the same time I really love college students and it’s fun for me. Um, and I’ve got to figure out how to go about this church shopping business. So that’s a big question on my dock here. And I need to find people with all different religions and go with someone because I need a friend to go with. ‘cause I feel nervous walking in by myself, I feel like I’m this outcast, and they’re all going to be like ‘there’s the non-member!’” [group laughter] It makes me so nervous [F7 & F?: don’t be so glad, don’t you worry about that] I’m worried, I’m convinced it’s a Catholicism thing because when you, I can only speak – from my own experience, but growing up in the catholic church, that’s all that you know and you don’t learn about other faiths, and so I’m nervous as I get up to trust something different. But I know that’s not where I want to be so, I admire you F6 for trying these different churches! I can’t do it yet, I’m trying.

F6: I’ve never gone to church before so, for me it’s just [F4: good for you, that’s awesome, group laughter, F4: F6 and I are gonna start church shopping!] (inaudible) Unitarian one.

FAC: Okay, M2
M2: Mine’s kinda a renewed commitment, but also at the same time, a new commitment. Um, the only thing I’ve always been involved in is um, state parks and stuff, and they aren’t any really state parks in {their community}, but um, I would like to get back involved in doing stuff, um, with parks and with natural resources and stuff. So, um, again actually next spring break, um, I’d like to go to actually [organization] does several trips. I went to Tennessee this year, and I think next year I want to do Mexico for a week and build trails. And you stay out there and you camp for a week out in the middle of the woods, in the middle of nowhere. With [F?: (inaudible) in the middle of Mexico? F?: deserts!] It snows usually in March, because you’re up in the mountains. But, you build trails up there. It’s something I’d like to keep involved with. It’s also like to look for some more opportunities around this area as well as at home, but I’m not there very often so, may try to find something, go home for a weekend, head back there. Um, other than that, I’ve been inspired by every body’s talking. I do actually want to get involved in the next presidential election. Um, ‘cause I think it’s very important. I don’t even care which side you’re on, just to know the issues, and to know both sides of the issues and or multiple sides, I think there’s more than two sometimes. I think we’re so, we tend to pick which side we’re on and we’re like, “I’m only going to listen to this side.” I think it’s, I think we’re so, um, I think- I think, the thing that bothers me about this whole thing is the way we have this whole two party system, and you’re one, or you’re the other. And I hate that. I agree with half this stuff and half this stuff, and a third of these I don’t agree with either side, and there’s no happy medium. And I think um, that’s something I wish, you know, hopefully maybe, might come to change in the next few years. Because really, people generally are starting, to be dissatisfied wth the whole system of two parties. (inaudible) in Europe it’s an amalgam of an 8 party system. But, um, so I think that’s also something else I’d like to be involved in. Um, for me in terms of support, I have a lot of my friends here, that have done, actually done stuff with prior, a bunch of people I went to [western state] are all involved in similar things. So, I know they’re there, to have people to go with, ‘cause It’s pretty boring if you go by yourself, ‘cause you don’t know anybody and you’re like ‘uh, what am I doing?’ [FAC: like church] Kind of like church you know [group laughter] trail shopping, church shopping, it’s all set [F4: That’s right] Um, other than that, I just need to sit down and actually be like, I’m just going to do something. I think we all have these great aspirations, but when it comes down to actually sitting down and doing them it’s like ‘ohh, when am I going to do this?’ you know, I just need to make the time, you know, [F?: mhmm] maybe I’ll have time next weekend, you know.

FAC: Okay, thank you all. Okay, what we’ve done was wonderful. We’ve taken a little bit longer, but we’re actually the largest group here. So, let’s make some, a little bit of decisions about where we are here. The idea was maybe to go ‘til 7pm sort of in that range and go around and have everybody have a chance to listen. Would people like to take a little break now and come back and do that? And I
think what we’ll need to do is um, when we come back. This is going to be a little
hard because we’re all going to have things we’re going to want to say to each
other, so we’re going to have to find a way to um, sort of listen. If someone’s
already said what you think you want to say. I would say don’t, not communicate
that. Maybe take the time to communicate that with them by email later. We’re
going to have to sort of come up with something creative to make this thing work.
Oh, sorry-

F5: Uh, I don’t know and there might be, you’ve done this before so this might
not be a good idea, but what I’m wondering is, and what you just said, we
shouldn’t pull this out interminably, but, I’m wondering if #3 is necessary? You
know, and I’m wondering if #2 is more important and if we, if it happens that #2
extends, should we just, I don’t know, I’m just wondering if #3 is..[M2: that’s an
idea, FAC: No, I think that’s fine, because I think people have been, you know,
pretty good about, so maybe what we’ll do is make #3 is if you feel like in the
process of the evening you’ve gotten more clarity, you can- F7: you can add it to
your letter- FAC: maybe say your thing, you know, if you want the opportunity to
do that, but that’s a good way to pick up more time, F?: good idea F5, FAC: F5,
excellent, others make encouraging comments] once in a while, you know! [group
LF]

FAC: So we are going to do the take a little break. If you did bring your image,
put it over here on our little montage board. And um, and then we’ll come back
and – {TAPE CUT OFF}
Appendix D

Group G-1: Meeting #7, Commitments, Part #2

Transcript

F8: =her name so that maybe you can even do something with that specifically her kids or something like that. I loved the environment, because it was challenging so I’m sure that you’ll, you know, find the same thing [LF] {others laugh} see ya, so.

F5: Along those lines, if you did tutoring and things like that and found that you really were interested, um, you may or may not want to consider instead of the traditional, um, um, teacher certification with would take you a while academically and then the certification, um, they, there’s something called ‘teach for America, I don’t know if you’ve looked at that? [F2: I’m interested in possibly doing that] that could be [F2: not inner city, but I thought some other place [F8: and they take a lot of places, pay loans, F2: that’s very attractive to me; F?: and very prestigious, F2: any place that let’s me bring my cats – (group LF), I’ll worry about (inaudible) but I still have to graduate, so.] (8).

FAC: That was both a support and a challenge I think. Other things people would like to offer to F2?

F4: Well, I just think that dedicated teachers are wonderful. Never have enough of them and if this is your passion, then you’ll really give it your all and you’ll be a wonderful inspiration to young people. And wonderful thing about teaching is that ripple effect. You know, what you give to one classroom, then it can go on. The benefits can be so long term.

F8: It’s always good to see a, you know, female, science [several group members: Yes! FAC: good point] teacher. Girls are going to flock to you [other group members mumbling in agreement, “definitely,” F?: and the job market is fabulous {comment echoed by others} M2: LF] Fabulous for science teachers [F?: what kind of science are you interested in?]

F2: Um, I’m interested in general science education, which means, like, I’ve taken organic chemistry, chemistry, biology, physics, astronomy, I’m taking geometry in the fall and I’m taking microbiology and environmental biology for all the pre-certification things I need to take for general science education. So, I could teach every science class there is but, it’s not so focused on advanced chemistry or advanced biology.

F5: I think again, the three things that you mentioned, at least I think you mentioned, um, are a nice mixture of the very concrete, you know, idea, doing tutoring to see if that is something that would fit you, and I think F8 said [inaudible] would be an excellent thing, and excellent place to [inaudible]. And then, the longer range goal of maybe teaching and maybe the other specific thing of doing the humane society, or maybe environmental things with your sister. I think you know, covered the nice range of things.
FAC: Yep, to mention your sister, yep.

F2: She’s taking care of my mom, so just lives in the house, takes care of my mom, doesn’t leave the house. (inaudible) so, hopefully she’ll just get out and do something.

FAC: And the things that leapt out to me is that you’re thinking about this whole arc of your life. Things you can do to move you toward this business about teaching so. Um, and I do love this thing about always trying to bring somebody along with you. Because it makes it better and more powerful at the same time. Um, and my last thought, is a little on the structural side. On the one hand there’s this sort of ripple effect that you do get from being teachers, that all of us can name that teachers have this incredible effect. Um, but the other possibility is to – when you in the teaching setting to be thinking about, ok who are my colleagues and how do we engage to make this school the best school it can be? Beyond this school, how do we engage to say that resources are getting adequately distributed, education, whatever and may be a spokesperson on that. So there is that structural dimension, which might not play out immediately, but as you get a little bit of, kind of stature in the set of networks keep your ear cocked to those sort of opportunities is really important. Um, and it keeps you from feeling alone in the classroom [F2: mhmm]. Which is that other sort of danger of teaching, being teacher alone with the students and you’re sort of give, give, give, you’re also getting back from that but it’s also isolated moment.

F8: You also might want to try again, just a student membership to like a, teaching science organizations. I know like there’s a national counsel of teachers of English so I’m sure there’s the same for teachers of science [mumbles of agreement] and you can get very cheap student memberships and you can get incredible ideas on teaching science in the classroom and all that types of stuff. So, you’ll be ahead of the game before you get in the classroom. [F2: all the ideas and what’s expected, practice it beforehand so you, [inaudible] be surprised] exactly. And you’ll be, you know, be abreast of the latest theories of teaching and everything. Really good.

FAC: Okay, so we’re going to plunge on here. Because even with that’s an excellent idea, we’re going to be pressing to M5 who’s been talking about building bridges of hope between a set of folks and mentioned a number of ways he’s already been engaged in working with that; working with folks who are incarcerated, through church, the opportunity he just had with kids who had just come from high school to X university, and this other thing he’s been doing in terms of X country. Um, and ah, there’s an opportunity to ah- and spoken of course to being a parent of kids. So, support and challenge for M5, quickly.
F1: M5, when you were saying you had an image, of building schools, were you 
thinking of a whole, independent school? [M5: yes, schools, yes. I was thinking 
generally institutions, but schools as being where an institution [inaudible] family 
but I also think about building schools as well.] I mean, a free standing new 
school? [M5: sure, I mean ah-] Go for it! Go for it. Yah, I think that’s a fabulous 
idea. I mean you certainly have the experience, you have the background. We 
need more of those schools. We don’t have enough. We keep trying to fix the 
existing ones. As you said, we’re not making big gains there. People start from 
scratch on something, that would be incredible.

FAC: Just as a footnote, charter schools movement is making resources available 
for that sort of thing that didn’t use to be available. I got some folks in that 
movement if you want contacts M5.

F4: I know the X foundation is really really interested in education, young people. 
Particularly here locally in our city and region. I don’t know exactly what it 
would take to get their attention um, and get money out of them, but you might be 
able to do that. Are you thinking more high schools? College?

M5: I was thinking more grade school. K-12. [mumbles] yeah.

M3: I’m a fan of your idea, um visiting those people who are locked up. I had a – 
not a close friend but a guy who I was friend’s with who was in jail. A lot of 
people really appreciate that. Um, you know, people, when they go to jail, you 
think you’ve got all these friends and family who are going to see you, but a lot of 
times you really don’t. A lot of people forget about them. People really do 
appreciate that [M5: mhmm] so that’s something I thought was good. [M5: The 
activity actually is church for the year, but I wrote somewhere that I go there to 
inspire, but often times what happens is I’m also inspired by stories that I hear] 
Definitely, definitely.

F8: I was inspired as well, because I was so bored on day that I googled some 
high school classmates just to see if their name would pop up. And one did and he 
was just arrested for the third time for burglary. And you know I’ve always had 
the interest of teaching writing in prison. I thought you know, the way it is now, 
there really is no rehabilitation. It’s just they thought, if you’re away from the 
outside and you have to ask to go to the bathroom, you possibly could get 
rehabilitated. And I thought since writing has such a you know, it’s a way to 
rehabilitate, I thought it would be a good way for people to tap into that resource. 
[M5: mhmm] So, I would be, I think that’s one of the things that would challenge 
me is to do some of the things that you have done.

M3: And I think um, and just rambling on a little bit, but, I think that you hit the 
nail on the head too when you said um, you get inspired by some of those stories
of people who are locked up, who can um, give better, um, you know, advice, or
you know, teach a lesson to somebody who’s been through some of the things that
people go through. You know they may have made a bad choice or whatever, but
um, a lot of times, you will be inspired by um, the people who are in jail. ‘cause
they’ve got a lot to give back to other people so um, that’s something else that’s
good about that.

F2: I think in connection to what you were speaking to, um the young men having
been um, look for ways to improve their lives and perhaps um, learning mistakes
other people make and helping make better choices and um, learn more, just, give
more resources for things they can do.

FAC: My little conclusion M5 would be, we haven’t talked much about it but not
to undervalue the stuff you’re doing at the college level [F2: mhmm]. And that
this thing about possibly extending, I don’t know whether it’s better for a short
period of time, but getting folks to spend 3 months in X country learning what
they can contribute or learning what they lack can be such a life saving experience
that keep pressing on that one seems like a powerful thing to me.

F5: And I guess to carry that through if there were any opportunities for some of
the other things that you’re hoping for is to hope that some of the people who’s
done the experience in X country to plug into other things. Cause sometimes
people who have a life-changing experience and then it’s like well now what?
And go back to reality and if they have some of these other things going, not that
they would be forced to do it, but they would have that avenue and it wouldn’t be,
might be easier to tie it all together.

M5: That’s a great point and the challenge is a bit, is, the challenge here is really
what to do with the group. It’s only been 10 of them that have gone, but, how to
be connected, right? ‘cause they’ve all, we’ve all been like ‘oh I want to go back
and I want to do something!’ One recently had a, um, a, um, donation fundraiser at
the x location and brought x students from x country dancers and drummers and
raised money for the agency she volunteered for, the way that she extending
herself by having her own event but contributing back to the agency. I’m giving –
I’m writing letters of recommendation, and these students are in X state, X state,
and wherever, but um, yeah, the connect.

FAC: I’m going to hasten us along here [M5: please] ‘cause we’re not halfway
through across the room here, poor M2’s going to get 20 seconds of time at the
backend [group laughter] okay, so F6 had expressed a little bit of feeling of being
a little out of focus but did mention a number of things, some of them being a
little, kind of personal things that she’d like to get done. Admitting that she’d like
to play the drums, and um, improving her relationship with her father perhaps, by
telling a life story, telling his life story um, helping to bring her experiences as a
mentor to folks, to younger folks in the GLBT community, um, and then possibly looking for a community herself in terms of looking for a church. Okay, so support and challenge, people would like to offer F6, and I’d hate to say quickly, but we are going to have to hasten a little bit. [group snickers].

M3: Um, I liked what you talked about, um, making a film, um maybe about your father’s life, um, you can actually, I don’t know, I think you said that it might be kinda hard, but if you’ve got a camera and an idea, you could pretty much, just so cheap now with digital cameras it’s so amazing, it wouldn’t take as much money as you might would think to do that. You know I thought about doing my own little documentaries and whatever, it never happened, but um it’s something that I would encourage you to do. I think that ah, I like that idea [F?: I do too; F?: it’s neat. F?: I did an oral biography of my grandmother and that’s something you can start immediately, just get a tape recorder and it took me a week in interviewing and I just- and that gave me- I mean if you wanna, wanna, eventually do the film, this would at least give you all the information. You would have it on tape, document it. My grandmother loved talking about herself, your dad will appreciate the fact that you’re taking this interest in him and you’re valuing his life by doing it. I think it could be a great starting point for you to improve your relationship with him (F6: mhmm) and learn a lot about him too, along the way.]

F8: If you can possibly um, afford it, one day. Move out. [group laughter] You learn [loud group laughter; M5: that’s great], you learn more about yourself when you are out of that house. And you learn more about your parents, when you are out of the house. And it won’t make sense until you get your own space ‘cause I was like you, you know, me and my father [gestures: punching hand repeatedly] you know butting heads, and I realized when I moved out it was cause we are just alike. You may be just like your father and that’s why, you know, you butt heads all the time. But, you know, once you move out and you have your space, and then so many things are going to click for you. [mumbles of agreement] And you may be broke, girl, I mean eating beans [laughter], but it’s ok because it’s your apartment. [more group laughter] It’s your food, you’ll be alright, and you’ll be happy, so if you’re thinking about taking that risk one day, and you’ll be thinking, I’ll just be getting a little apartment or share something with a roommate or something like that, it will be probably one of the best experiences you can do.

M3: I second that [others mumble in agreement]

F6: I thought about doing that, for my senior year but I think I’m going to wait until, like, grad school

M2: I know you said something about drumming, and um, I actually uh, took African percussion for 2 years in uh, middle school. And it was probably one of the best times of my life, so much fun. And believe it or not I- I have no musical
talent what so ever, I’m horrible. I can’t even play the recorder, I’m bad [group laughter] but actually it was one of the, it’s actually a lot easier that people – there’s a lot of rhythm, but other than that it’s fairly easy, and you can really get into it, it’s really really enjoyable.

F?: You did that in middle school?

M2: Yeah, it was actually required class. [F?: you can take a class too, you can take it; F6: I’m actually signed up for a class already; F?: do it! Do it!]

F6: I had a friend who took it, she really liked it

F8: And also, I think if you like the Unitarian uh- uh- congregation. I think, I’ve actually been to the Quaker church- the society of friends and they’re very similar. And this one here in X neighborhood and they start every X day at 10:30am, and there’s no, it’s complete meditation for an hour. There’s no pastor. And you sit in a room like this, in a circle and you meditate on whatever you feel like you should do- it’s very very interesting. If you just have an opportunity to go and- and experience it, it’s really interesting.

F6: I’d like to go at least once [mumbles of agreement] just to go

F1: I was thinking about the comments you were making about wanting to be a mentor someday. Kinda looking at it in the future. And I thought I was almost hearing you say that you don’t feel like you don’t have anything to offer anyone right now. I don’t know if that’s what you were saying but, I always think that part of becoming a mentor is really just doing it [M5: mhm] and there’s always someone who can be helped by you [F6: right] someone who is where you were once upon a time. And so if you can just be looking back one step and- and that process actually helps you become a better mentor you know.

F6: Sexuality is really hard. People in high school are hidden. I mean, I’m trying to think when I was in high school how could someone have found me? No one was going to find me. I was too [F8: but nobody- were they looking] I was too like [F1/4: yeah; F8: were they looking?] No one was looking [F8: ahh, maybe you need to be that person] I wish there was a GLBT thing in my high school, I don’t know if there is now, [F1: I’ve heard, I’ve heard; FAC: increasingly there are now GLBT groups within high schools, increasing movement there; F1: I’ve heard they’re really starting to look at that at the high school level, recognizing that that’s when a lot of young people start to deal with that issue, and then] I dealt with it over the internet with like chat rooms. [F1: wow, yeah; F5: they even had an alternative prom this year, they had an alternative prom – this year, city of
Appendix D

Group G-1: Meeting #7, Commitments, Part #2

Transcript

264       X, which is quite an acc- did you see? That’s quite an accomplishment, I think
265       especially for X city; F?: yeah!]
266
267       FAC: Okay, I’m going to be a bad guy and move us along here. Um, this uh, a last
268       thought that came to me for F6 is that I think I mentioned to you this organization
269       [spells out name re: gay and lesbian neighborhood organization], which gets
270       involved in community service projects but not always in the GLBT community
271       as a way to sort of broadening people’s perception because you’re working on
272       habit for humanity together and the person says oh, I’m here with X organization
273       and you get into this conversation and the person says ‘oh well you’re a real
274       person!’ [group laughter] anyhow, I think that can be a sort of interesting thing, as
275       a way to find out more about mentoring opportunities, meaning chances for you
276       do what F1 was saying, which is sort of jump in, and also, you sort of said you
277       were looking for a mentor, you never know what’s going to show up and that’s a
278       good way of get in with people who already sort of screened themselves by saying
279       I’m willing to put my hand out and do something. Okay we’re onto to M3, who
280       was talking about himself playing a mentor role, uh and mentioned a number of
281       specific places he already starting to think about doing it, America reads, and um,
282       and uh, um a couple possibilities. He mentioned boxing and made me realize that
283       I failed in my promise to get you boxing contact, but I will. And he also
284       mentioned Big Brothers, Big Sisters. So, um, support and challenge for M3
285
286       F2: I’d say go do it, go find out what your schedule is and then contact those
287       organizations and say I have this time available and they say ‘well we need
288       someone right then’ and just go out and do it. [mumbles of agreement]
289
290       F4?: I think you’d be a great mentor, tutor, coach, whatever you’re feeling the
291       most strongly about, but you’d be the most – I could see you very successful at
292       any of those, I think that I’m going to sort of double up [M3: come on, don’t
293       make me blush; loud group laughter] No I mean it! I mean, I’ve really, I’ve really
294       enjoyed, I mean I knew several people in here, but I’ve really enjoyed getting
295       both of you a bit better, and I’m just going to jump back to F6 for a second, and
296       I’m not trying to slight you M3, but I just wanted to add, I think there were so
297       many times in conversations that you were like, “I just don’t know,” and every
298       time you said that I thought, man you know so much! It was always such an
299       encouragement, I think, to a lot of us when were talking. And I know that several
300       people even mentioned you in our, in our talks, like gosh, that was really cool that
301       you knew that! And, I just really think, I think that you’re a really cool person,
302       and I’m glad that I participated in this ‘cause I got to know you a bit better. But, 303
       back to you M3, I think you’d rock at being a mentor and I think that kids would
304       really benefit from what you have to offer. And I think that you’d serve as a really
305       nice role model for them.
Appendix D

Group G-1: Meeting #7, Commitments, Part #2

Transcript

M5: I have [inaudible] comments about these two, I have to start with these two, they’re totally unassuming, but they’re brilliant. [F1: yeah] And they’re radiant, so I was really encouraged by both of you, and inspired. And M3 as well, I thought the idea of you being - the kind of [inaudible] that you are, very unassuming, um, you can’t judge a book by its cover, there’s no question, I think um, I didn’t judge, but I thought, I made the presumption when I saw you initially and I can be available to that, but I knew there was more, and I’m so glad that you shared that more with us. And so, as well, best of luck, go for it and train, box, box. So, best of luck.

F8: Go up to the upward bound program here at the university. Probably the only one left on this strip of upward bound programs, and they do, right now their summer program is in effect, and you could be a tutor counselor, where you can, during the year, the academic year, if you need a work-study job, you can tutor high school students who come in from the x city schools who come in to the center and you know whatever subject you’re capable of tutoring and in the summer, you can actually help them with their summer program, you can help them move in, you can be their dorm counselor, but you’re also their tutor, you keep them on check, I mean it’s basically all the things that you said you wanted to do.

M3: So, it’s like for people who are coming to the university?

F8: No, they, they’re- it doesn’t have to be specifically to X university. It’s the idea to get these high school students in here to make sure that they stay in high school, they graduate and go to a 4 year institution or some type of post-secondary option. So and you know, you know on the verge of being cut, because people don’t feel they’re necessary, but they’ve saved a lot of people’s lives and they need, they need black men, ‘cause that’s a lot of their students, and they’re looking for mentors and they’re starving for them. So as soon as you can, and you have space in your schedule, go to the upward bound project, talk to um, Dr. X X, she’s the head of the project, she will put you on, and you’ll be tutoring in a week.

FAC: Ok, alright, and F3 has joined us, so you get the drift of what we’re doing, we’re offering support and challenge to folks who had talked about their commitments that they have in mind, and we’ve come back to give a moment for you to talk about the commitment that you have in mind. But we’re really in trouble time-wise [group nervous laughter] really 30 seconds for me for M3 would be, um, one thing I’d challenge you, I didn’t hear you sort of talking about your career arc and where does that take you, where does that take your connection with the commonwealth, and you know, don’t play small [M5: mhmh] and I suppose that’s where we’re getting from the whether it’s the real Mandela quote or the quote that’s always attributed to Mandela, but you’re playing small doesn’t serve the world so, you can do, and it’s wonderful that
you’re thinking about some things that you can do right now, but keep your ear cocked to what’s that thing where your career is a real wedge that does something significant, and the other thing I’d want to support without trying to pick things, because outward bound could be perfect, but the boxing thing, well you were sort of saying, ‘well I love boxing, I just don’t know if that would be too much fun for me, am I allowed to have fun doing this?’ you know? [group laughter] And I sort of think, well you know, it’s a mentoring opportunity too, so I don’t think you ought exercise yourself from what you’re doing because you’d have fun, too much fun. Ok, so now we’re to F5, uh, who talked about a number of things, uh, about educating herself to shop environmentally, um, about looking at her budget to set aside more space for donations, um, about putting some boundaries on her work so that she could say that, you know, not have that be the one thing that’s controlling her whole life. Um, and then also talked about pushing to the university to play a little more active, energetic role on sort of civic issues, so support and challenge for F5.

M5: Is there- is there a sort of social justice group or faculty or staff here at x university?

F5: There’s something called- one that I know of it’s uh, X group for ‘peace and justice’ but I’ve gone to a couple of their things, to my knowledge, it never really got off the ground too much. And it really was open to students and staff and everybody, so unless I’m just unaware of other things, it never really went too far.

M5: We have a pretty active social justice group at Y university, and it would be a sort of interesting contact, um sweat shop issues have been brought to the university recently, and wage campaigns, there’s something always going on, tends to be local to Y university. I’d be happy to forward a name, but I don’t know if that will help here at x university. But, this, X X is the contact, but he-

F1?: (inaudible) social work, some of the social work faculty seem to be extremely involved in the community. X X is one person, um, you know, any of the folks associated with X organization are going to be, I mean, that’s really what they’re doing, and I bet they’d be at least knowledgeable or maybe even a place to plug in. [F5: mmmm]

29:00 F4? And it could be something you could bring up through X organization. I’m sure there would be people who’d want to – who’d want to be a part of this. It just, you may need to be the person who instigates it. [F5:mmmm]

M3: I liked your idea about isseus and things like that. I think that’s why people, a lot of times, people who are like our age, don’t really seem like they care, ’cause they don’t really know what’s going on exactly. So, if people were more aware then you would make a big difference, so that’s, I like that idea a lot.
FAC: M5 talked about the power he experienced as a graduate student, sensing that they were faculty and other people around in the same mode. Other quick support challenge for F6.

F6: I’m just curious, where is X organization located.

F5: Well, this, this is a like a national group, so I don’t know, I have information in my stack at home, so if I find that – I will pass that on. But, there’s an east end (branch of organization) here – [F2: I have a friend (inaudible)-] X organization America includes not just food but other kinds of, you know, goods and everything. Like I said, I’ve been wanting to research more and if you’re interested it’ll help me look more for it and pass on the information [FAC: yeah, I’ve heard of them too and I think can get some education-] I can probably google it and find it, then you can forward the information for me [laughs, others join in laughter] how’s that’s you do the work for me! Encourage me to do it!

FAC: Mutual challenge and support, it can go both ways [more laughter] last things for F5, ‘cause we’re going to move on ‘cause we’re almost to 7:30pm, which is our theoretical time to leave. Okay, so um, my quick things that I just want to underscore from you guys for F5, is what she’s giving too, she’s thinking structural, OxFam, um United farm workers, places she’s already identified as making a difference where she can herself put her hands to work. And then, I liked that she’s being realistic about your own work situation, okay well, you know, one thing you can do when thinking of being more active is say I’m going to do less of this. Alright we’re on to F8, who, [ruffles papers] who, is interested in making the move of turning her ideas, the idea a minute person into some real action, and part of this is putting herself into some positions where she’s going to be challenge herself to give her best, pay more attention to power inequalities that around her that play out, nearby. And then a couple personal opportunities, which I’m going to quote ‘cause we can all see how personal opportunities can play out into other things: both around writing and music. So support and challenge for F8.

F6: I would challenge you to involve other people in these pursuits, perhaps writing more maybe you could um, start a writing group where people share the things they write and encourage people to tap into that creative side. Um, maybe you could choose, I don’t know if you write fiction or non-fiction type things, but maybe in writing you write to senator, tell them what you think about something, about how power is allocated somewhere, in the wrong place, you need to switch it around.

F5: I think along those same lines, your idea of teaching writing in prison. I would say two things to that. It’s a wonderful idea, I’d say if you’re starting teaching in the fall, I don’t think I would take on something like that in the beginning, ‘cause I think the teaching is going to be challenging enough, and I think that when you
have a year or two under your belt and you feel a bit more comfortable that

teaching in a prison would be a wonderful compliment and it would probably, it

would feed both ways. I think that would be (.).

M2: I think um, one of the things you said, you were kind of worried about um,

when people were challenging whether they were challenging to challenge you or

just to get something done – for their own benefit, who’s benefit is it for? I think

the thing I would encourage you, I think really, you said this yourself before, I
don’t think it matters. I think if you’re being challenged that’s an opportunity for

growth no matter what it is, no matter for what reason you’re being challenged.

‘Cause you know you being challenged is just an opportunity for you to get better.
And you know, even if it’s not going to immediately benefit you, in the long run it

will. So I think, just being challenged is always a good thing.

M5: Yeah, I’ve heard – I’ve heard, I’m thinking about um, of ways that- I know

you’re looking forward to your soon to be teaching job, but I’ve also heard you

say, I don’t believe in the classroom necessarily to do the work that I need to do. I

was struck by that some weeks ago, I’m hoping that um, and sending great vibes

along with you as you find your teaching position, but also as you use your talents

and skills, that issue of writing and (inaudible) prison spaces seems intriguing to

me, actually. I don’t see it in anyway cross purposes to utilize a variety of

environments and use your own talents, whether in prison or in your own

classroom. So, I know this is a little different from what F5 is suggesting. But it’s

possible to bridge worlds as well in a variety of ways to use your talents to write.

And there are people who would love to be tutored and mentored by you. I love

that you’re – you’re bigger than life attitude ‘cause there are loads of things

waiting for you to tap.

F1: And I think you need to see yourself as both a role model and a very strong

communicator. And you have just very obvious strengths in both those areas and I

think you’ll be utilizing them at the same time. If you keep that awareness, as M5

was saying, I think you’ll just have so much to offer both in the formal classroom

environment and in the community and whatever context you’re going to find

yourself. But, just your- just you will be a role model and then what you can

communicate is all bonus on top of that.

F3?: When you start your new teaching job, what grade are you going to be

teaching? High school? [F8: 9th through 12th grade] That’s good. I was thinking

that would be a good age for you. [F8: yeah, I don’t think I can do anything lower

than that; she laughs, others join in]

FAC: Other support challenge for F8 here?
M3: Um, I like your idea about [clears throat] of going back and playing an instrument again. I played an instrument when I was young and looking back I wish I hadn’t gave it up you know, [F8: mhm] but it’s a – it’s a fun way of um, expressing yourself you know. I don’t know maybe like they were saying you might want to get a group together, you know? Um, people who played instruments when they were young or whatever [group laughter, F8: who were last chair and they quit!; more laughter multiple comments concurrently F2: that could be a band name, ‘last chair!’] And I mean, when you’re young in middle school, and you don’t like it, it’s like a chore. I’ll be in your ‘last chiar’ group [F4: F8 maybe it’s writing and music; F8: writing and music, right! More laughter]

FAC: Well, one thing I have, you know, you’re going into this pretty hard thing of teaching, you know, and that’s going to be a challenge. And I sort of echo what I said to F2, there’s the teaching that happens in the classroom and then there’s also how do you make the school better and push that further. But in the middle of that you’re going to need some joy and where I heard that was around this music, and maybe that’s the good thing for this first year of teaching. Do the teaching, do the joy, you know and keep your ears open for the kind of other, very specific things.

F8: Yeah, ‘cause I also use music to teach writing, so it makes sense doesn’t it?

[group mumbles in agreement]

FAC: Alright, we’re onto F4.

F4: You know, you can skip me, I’m comfortable with that and we can move on to M2. [FAC: ok we’re going to move on to M2 and F3; F8: Awwww, we coming back, don’t worry, we’re coming back; M2: we’ll find you F4, we know where you live. F4 laughs]

FAC: Okay, so we’re onto M2, who sort of talked about the you know very specific thing of going on and working on the trail building as the thing to do both during spring break, but also finding some opportunities to do that here or at home setting on a regular basis. Oh, and the presidential election – yep.

F2: There are a lot of state parks around X city within an hour easily. And I don’t think you need – although it’s good to go across the country to make trails there, I think um, there’s a lot of work in X state that could be done that maybe could just be done on a Saturday with a group of friends, I don’t know if you’re involved in any groups, but if you’re looking for ways to go out of their traditional role on campus to, you know, provide service for other areas, you know, going to X state park, or the other parks that are all around here that need their (inaudible) cleaned up because they’re full of municipal waste or whatever it might be, but they could probably use help in having things cleared out and make them more useful so people can enjoy them.
F1: I just want to ask, does it have to be a state park, ‘cause we have county parks, we have city parks, we have x park right over here [M2: oh- ; FAC: I think it’s the wilderness experience/ F1: wilderness, oh/ M2: oh, I – yah, I mean, I know there are community parks but X park doesn’t really have, it has trails, but I mean they’re like 8 ft wide, you could drive a car on them.] Mhmm. I can understand better [M2: They’re not like a backwoods trail, which is kind a like more what I enjoy doing.

M5: I was digging – I was digging hearing M2, not just because of the natural piece, just because of the metaphor or the motif of being a trailblazer. For me, I was struck by being trailblazing.

M2: Which is fun, by the way. [group laughter] Have you ever gone off a trail?

F8: And did you get that email I sent you today? [M2: you sent me an email?] yeah I sent you an email. Whitehouse intern. [M2: oh yeah yeah yeah, I saw that, haven’t gotten a chance to look at it] opportunity to do something with, I don’t know if you’re right with the presidential election, but you could be in there making some moves. So if you’re interested [FAC: don’t play small] That’s right, go up in the whitehouse and hey, you know give us- share with us some of that wisdom you shared about, you know, (inaudible) and that’s open to everybody. Does everybody want the email? White house intern? [M3: I suppose, I mean, it’s like yeah right, no way] And then they are, they expressed a commitment to having a diverse population at that program so. [group laughter] alright, so I’ll put you down, put you down.

FAC: Alright, support and challenge [F8: you’re all going to get it! [LF, group follows in LF] Other things for M2.

M3: I definitely liked your idea of parks and recreation. I’m not an outdoorsman, I’ve never even been camping, or whatever, but I can appreciate the need for that. You know and it’s like, I can imagine like if I had um, went through some of these natural tours, everything would look different around you after doing that. I think that’s great.

F5: I think it’s good that you tied in your personal interests with doing something that way it’s part of your passion and who you are and not just something to do ‘cause you think you should. And the idea of getting other people involved and broadening it out with the presidential election I think – I don’t know you that well, but you seem to be a very pragmatic person. You see something, try to look at the whole picture, try to make some decisions and do it. And I think it’s interesting.
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FAC: We’re going to give F3 in the sun here, but, um, but my couple words for M2 are, one to be really, underscore the gift that you brought to this group and I think you also mentioned to be something that you were concerned about and also this ability to look at all sides of things and say, this is a little more complicated than you’re making it out. And I think this is the thing he’s tried to interject in discussions, and I think very helpfully. And I think that’s an important thing, don’t give up on it, we’ve got a very polarized society and you’ve got to get in there and say, ‘this is right too.’ And then the next thing would be, you know as you’re doing the trail thing, I’d get to think a little bit structurally about that too. Not just the structure of the trail, there’s all sorts of habitat issues, this whole set of bigger stuff that kind of gets attached. Ok, so, F3 the part you missed was the first part where everybody sort of went around and talked about their commitment. So you can do that and people will offer some support and challenge to you.

F3: Alright, well um, you might know this, might not know this. I majored in like, Anthropology and political science. People often ask how do these go together, well, they do. And that’s like what I’m really focused in. I’m more focused on like, my interests lie in like the third world and those kinds of populations and I think, like you know people go through the peace corps and all that and actually go there and help the people, that’s great and I admire those, but where my political science comes in, what’s called in politics, the low politics, it’s more the helping of the people rather than like all the high fancy things, you know policies that help the third world, and aid, that kinda thing. And that’s where I’m like really like focused on that part. And my like, it’s like hard ‘cause you’ve got to get like, background and like you know, in both. And I was thinking like, the Somali refugees and thing that X university has through those, but like other than that, like I’m just going to wait and see what comes my way and like get like background credentials that will maybe help me along the way.

F1: One thing I would strongly encourage you is you could take some economic courses too, and they have specific courses here on development economics and that type of thing because they’re so tied together the political aspect and the development aspect. So, I think they would be very helpful. Or study abroad [multiple “yeahs” in agreement from others; F2: that’s what I was going to say] I was thinking the trip to India [multiple members mumble in agreement]

F4: I see you at this point where your big focus is, but you’re trying to get there. [F3: yep, the steps-] yep, you need the degrees and you need the experience in another country as well. But it’s a great- great direction to go.

F1: And actually, Oxfam – are you familiar with Oxfam, have you heard of it? [F3: I’ve heard of it] it’s a national, it’s an international actually, development group where they do self-help projects, you know, and they do, I think, a lot of
solid kind of work, but they have a program, and again I can email you the
information, where they actually have ah, representatives within universities and
um, you work to build kind of a group, you have Oxfam as a support and a mentor
ah- on the international development issues. They have a lot of resources and
information. Remind me if I don’t, say ‘where is it?’ okay? [group LF]

M5: There’s World teach. www.worldteach.org, which is Not peaceful, it is not
Americorps, it’s a more ah- non-profit kind of entity for teaching and studying

F8: I guess what I first noticed about you was that um, I guess from being a vocal,
myself being a vocal person that people were not as vocal as I am. And um, when
you said those two majors, I kept thinking about how, you know, that would seem
to be a very outspoken, just in the – just in the mix of it, just getting feet wet, you
know. But then I thought, that would be good for you because I think at times we
need people who know how to listen and who can just sit back and watch it,
watch it come in. And when you get that real big observation that just blows
people away, that’s what’s going to shake them up. And that’s, you know, I
respect that, respect that.

FAC: Other folks who- we’re- we’re formally out of time, but we don’t want to
miss a chance to support or help F3 along the way. The sort of thing that struck
me (inaudible) was um, that you know, you’ve got a very clear arc in an area of
extreme need, this idea of working on low- low [F3: low politics] low politics,
where a lot of the power is. My thing would be to take some opportunities now to
really learn by doing, because that’s both going to build your credentials along for
the big arc, and it’s going to really inform what you’re doing. So, as much as the
classroom stuff is a sort of a theoretical level, take one thing to jump into whether
it’s the Somali thing to jump into, it doesn’t have to be a million things, one thing
that’s a sort of learn by doing thing, throw yourself into it to complement to the
big arc. Alright, so this has been, I think, pretty wonderful so, we’re not going to
do this, because we’ve already past our time. [F8: I want to hear from F4! (others
agree)] alright, let’s let’s, it’s already 8 o’clock, so let’s give people a few
moments to share a little bit with F4, and if you want me to give a little playback,
F4 was thinking about her issue of getting back to teaching, which was feeding
her direct contact with students um, and then also looking for a little church
community, but partly as a way of thinking about a whole set of family life
choices about how much career, how much family, and doing this sort of church
shopping as one precursor to some of that. I’m sure I left off other things. [F4:
more involved with the home community] So support and challenge for F4.

F2: I challenge you to think of what you actually believe, because I think um,
once you decide what you believe in the church that you find will fill in the rest
that you decide to believe. But, then you’ll know what you’re looking for. If you
Group G-1: Meeting #7, Commitments, Part #2
Transcript

decide that Jesus is your savior, then you won’t go to a Jewish congregation or
another congregation that doesn’t hold that belief so, um, and does it matter if the
church is near you? You don’t mind traveling to farther away to a church that
might fit your needs better but is going to involve you having to make more effort
going there. So, (inaudible) believe in and find (inaudible).

F5: Over the last year I’ve gotten to know you as a person and I just- you’re such
a teacher. You amaze me in how you work with students and I see however you
can keep doing that, it’s really clear it’s a gift.

M3: And I definitely um, if you can go ahead and do this. You talked about
motivating students um, I definitely think that would be a good thing. It’s just like
I was saying with F5, um, you know, people don’t, I think a lot of students,
myself included, don’t really know what we can do, you know, and I wouldn’t
really mind having a coach saying, come on, you can get involved in this, you can
do this, you can do that, whatever, but I think that would be a good thing for you
to do.

F4: Maybe I need to do a workshop on how to get involved [mumbles of
agreement; F8: x services, you got the outlet; F1: send that out on X program
website] You both, all my students better be in there! [LF from group]

F8: Also, I know it might be a time constraint, but you want to get back into
maybe, arrange for you to teach your own section of x program, or a freshman
studies course [M2: won’t let you teach freshman studies; F4: they won’t let me
teach freshman studies] we won’t talk about that! [laughs] [F4: not x services
because I’m not a faculty member; M3: that’s a cause we need to fight/F4: that’s a
cause we need to fight! [LF] I know faculty member who don’t teach [F4: I
know] Awww crap, well there’s other, you know, [F4: well I am going to be
facilitating in the fall, I am; M2: I volunteer you to (inaudible due to group
laughter)]

M5: I was really struck by you’re x (past) university experiences in your radical,
and it sounds like those were actions not so far removed. [Group laughter] So it
sounds like you still have, and it’s wonderful because you have great relationships
with students, it seems, and to continue that vicariously through them is a great,
um trait. I was – I was- how long have you been married, sorry? [F4: four years]
so that’s nothing. I mean, I’ve been only married 12 but, [FAC: that’s nothing?!
I’ve been married almost 13, sorry keep going – group breaks into laughter] So
one of the things I started thinking about as you (inaudible) with your significant
other, is that I thought about my significant other, we’ve been able to use our
relationship to experiment, not experiment with one another, we experiment, we
found that through our relationship we’ve done the shopping around things,
experiment, kids and you know, but um, we were able to develop a company
together, we do things together. And so maybe there’s an avenue of that part of...something or other. [F4: yeah, mhmm].

F3: I definitely think that you should be involved with the students, because as a student, I’ve been by your office or I’ve walked by and seen all different kinds of students come in and feel free to talk to you, and that is like just incredible that you reach out. ‘cause I know a lot of like faculty or teachers, that they only, that a certain kind of student will go to them, and I’ve seen all walks come to your office. [group laughter]. Like some I’ve come in and see and been like ‘whoa’ [more laughter] and I’ve even been like feel comfortable, and I’m not a person, like you know me well enough to know if I’m comfortable talking to you then you’ve done something right [F4: you’re going to tear me up F3, knock it off!; M5: tear her up, tear her up! F8: I’ve been waiting on some, come on!] Definitely stay involved with students. Like teaching would be good, but when you’re teaching there’s still that barrier, but like more involved, helping like organizations, that would be like-being less of like a teacher and an authority figure and more of like a friend with contacts and power of that sort. [F?: yeah!]

F1: I mean, following up on that I think don’t underestimate what you’re doing with this X program. [FAC: I was just about the say that] This is so significant, this X program was floundering for a long long time, I mean, it turned around and you’re coming in now at a time to really run with it. I mean what you’re doing here tonight, you know, you’re notching it up to the next level here to get a second year. This is really significant. And the impact on the participants’ lives can just be lasting, it could just be transformative, so you are teaching, it’s not formal classroom, it’s not giving a body of knowledge, passing it on, um, but you’re teaching some really amazing life skills, you’re facilitating that. And if, what F8 and F5 said, you just need to get in there yourself a little bit and do enough of it too.

FAC: Yeah, just as a kind of um, to keep this other stuff, to keep from getting stale.

F1: And I wish there was an easy way to balance – with professional life [F4: I knew it!] We women want it all and it’s tough and finally it’s good, somehow it works out in the end, somehow, we’ll have lunch. [group laughter] it’s a long discussion.

FAC: I mean the one other thing I’d have to say, and not to get us stuck on this church shopping, But if you think about this church shopping as okay, not just where’s this place where, you know, you know, theologically both my husband and I could intersect, but this also is kind of a finding a kind of community. And if you think about finding a church as kind of- what’s the kind of community of
Appendix D

Group G-1: Meeting #7, Commitments, Part #2

Transcript

faith that’s going to stand and support you? Is going to help from getting burned out, that’s going to help you raise kids, that’s going to help you um, you know, contribute to the commonwealth, none of can do this alone. And finding that place is probably more important than you know, ‘do we have the right theology?’ so keep -

F2: I just want to say it was cool to see you in X program, you seem like this figure, [group laughter] female figure, and then to see you on a more personal level is kind of really cool. You know. Good to get to know you.

FAC: Alright, here we go. The deal is I took you way past our promised 7:30 and some people may just about complain about that on the evaluations and you’re right, so I’m sorry. Ok, here we go, a couple follow up things. Clearly this is a group who can function as a support and challenge to each other, I think we saw that in spades today. So, there area couple of ways that this can continue, one is okay information is in your packet, so do please stay in touch with each other and a lot of you made implicit little promises to each other to forward information, please stick with it that way. There are a couple other possibilities that I think we need to decide as a group. Other possibilities for staying in touch as a community for support and challenge. One is MCC holds what we call continued conversations on the 4th Tuesday of each month, so the next one would be June 28th, shortly, or July 26th, and we hold them at 6pm in X neighborhood, over at X building. And there are a couple ways this could play, you could say, okay we’re going to commit as a group to show up every second month so we would all come at the same time and stay in touch or whatever, so that’s a possibility. Or you could just use it as a drop in thing where you never know who else is going to be there. That’s a possibility. So if you’re interested in staying in touch I will just send out reminders of these to everybody who’s in- Okay, another possibility is say you’re going to make your own university group, and check-in with each other, not necessarily monthly, but 3 times a year, and say how we doing on our commitments with each other, and then all you’d need to do is figure out how you’re going to schedule that and sort of maintain that over time. Ok, now why would- why would you get together in any of these ways? Well one is the goal is, the group can set it’s own thing of what it wants to do, the main idea would be how would you be an ongoing support and challenge to each other. And the way we’ve done that in these continuing conversations is to ask people to bring materials, bring an experience you had, something that’s supported you or challenged you since the last time you were together with other folks. And by everybody bringing their one little kernel, it’s usually a pretty interesting evening. We are going to be talking, maybe on the 28th about maybe putting themes to each of those sessions. So instead of just jumping in together and whatever, everybody just brings, it becomes a tossed salad, you know, we might say, okay, maybe theme is: avoiding burn out, and everybody brings something related to avoiding burnout, or it could be environmental stuff. So,
alright, so with this sort of menu of choices. What do you think you want to do?
Do you want to try and- oh, there’s one last thing. That’s periodically, MCC tries
to bring together all the past participants together in one evening, maybe once a
year, so I’ll let you know about that. So, from among these two immediate things,
what would you like? Would you like to tap into a continued conversation? Do
you want a form your own group? And again, you signed up for 7 weeks, so you
don’t have to do anything more. You’ve fulfilled your commitments. But do
anybody have intuitions of what you’d like to do, or what you’d like to -?

M5: Thank you, thank you all [F4: see you M5; group says ‘bye…thanks’].

FAC: Or do you see each other through x program that this is a moot point?

F5: I think one of the nice things that I got from the group. {TAPE ENDS}
FAC: Encourages M1 to speak up, though it is a “policy” comment, rather than “imagery”

M1: States that the government is not addressing issues well enough, “talking general” and that economic interests dominate all other interests. Simply because people are working on the environment does not mean that “things are being done.”

FAC: Asks M1 to come up with “images” to illustrate his argument. Afterwards, he summarizes what M1 referred to as “big economic interests”

M1: Despite good intentions, people get exploited

F1: Clarifies his comment

FAC: Moves from this comment to a sharing exercise where participants describe an image of the environment – either in tune with it or not, encourages F2 to share with group

F2: I hate to start with something that’s negative- [FAC: negative is fine] She notices places that were once “great scenery…now the big equipment raping the land,” wonders “now what.” Observes that “we need green space.”

F3: {Enters room} Excuse me, I’m sorry, I had a bad day.

F4: I’m always negative, hard to be optimistic. Describes that at least 13 original states are more forested than before. Reflects on past experiences of “camping a lot.” Discusses environmental degradation, cattle ranching in particular.

M1: Doesn’t believe in protecting environment, “nature itself cleans itself”

FAC: Asks F5 to comment, she requests to pass, FAC asks F3 to participate, she asks to finish eating, further elaboration of activity.

F3: Describes positive experience as walking along ocean, her negative image is a lower SES neighborhood in the city. Asks if its specific enough, FAC agrees.

F5: Describes enjoying her walk along college campuses in Istanbul. States that her hometown used to be clean, now it polluted, “it hurts me, makes me sad”
APPENDIX E

Group D-2: Meeting #4, Environmental Degradation
Summary

FAC: Let’s look ahead to this evening. Wonders about the human relationship to nature. Warns group of “problem language” regarding discussion of jobs vs. the environment. Wonders about the persistence of environmental problems, “what’s underneath the thing that keeps this going on?” He also asks, “Where do we stand in the middle of it and what are the things we might be able to do {text cut out} we can do individually or change structures.” Sets up 2 poems – looking at environment impacts, the other half of evening – “What might it look like for us to move toward substantial reconciliation.” Notices knocking at door, welcomes additional participants. Introduces Mary Oliver poem, “Questions you might ask.” Then introduces W.S Merwin poem. Opens floor up to conversation.

F1: Enjoyed imagery, enjoyable, liked the questions.

M2: Reflects, asks about iris (the eye)

FAC: Clarifies that the author is referring to a flower. (15)

F2: Made her think about imagery, each line was thought provoking

F3: Asks, “first one?” (re: poem)

F2: Finds herself getting “analytical”, considers soul in objects like stones, “energy in it”, believes that living things have a “soul, life force.”

F5: {Clears throat}

F2: It’s almost nat-anthropomorphic (.) ‘What about things in moon light?’ {Quoting poem}

FAC: Re: M1 – “Who gets to decide?”

M1: Refers to article on classification of objects regarding “who is at bottom,” i.e. source of meaning of all objects. Notes a ranking, refers to inanimate objects, animals, etc.

FAC: We’re conveniently on top?

M1: Humans, are definitely are on the top (2) because they can use the others and know the others

M2: What are we talking about, {group laughter} when we say soul? Is this mythical and mystical, something related to religions?”
Group D-2: Meeting #4, Environmental Degradation
Summary

FAC: I’m not the answer guy.

F4: Refers to poem, states that the poet suggests, “who are we that human beings are the only to have souls.”

F3: Asks M1 if he’s ever used the word soul, he agrees. She wonders what it means to him.

F5: Notes that it is hard to explain.

F3: Agrees, asks if it’s part of the religious vocabulary of Islam – All Turkish participants agree. States that it is part of vocabulary and “I would assume – Judaism” – it’s not a thing that has materiality to it, but it is a part of the divine spirit.”

M2: Out of religion context, it may have a purpose

F3: Clarifies poet’s objective: As I’m listening to her (poet), she questions whether this stuff has innate value.

M2: Refers to a Rumi poem, makes a distinction between artistic understandings of rain and scientific understandings. He claims that understanding of soul is dependent of the perspective one takes.

FAC: Turns group to other poem, re: the shadow. He reviews the poem (moving from the beginning where people are controlling nature. Asks group, “how do you see this thing playing out and what kind of implications do you see for our lives together.”

M1: I think it’s better if we start with one of us, not me

F4: Discusses poet’s impressions by the tone and structure of the poem. Thinks that he’s trying to illustrate people’s arrogance. Claims that she doesn’t understand.

M1: Reflects back to cartoon character [red kid] who is able to beat his shadow by his speed, poem illustrates that the shadow is unbeatable

FAC: Refers back to F4’s question, regarding ‘arrogance,’ {first quotes poem}

“You think you can control everything.” What do you the rest of you think about the appropriateness or the inappropriateness of this thing that seems to happen in the poem that things seem to spin out of control more and more?”
F2: *Quotes the poem to explain that* “when we think we’re invincible, something occurs to prove just the opposite.” *Notes that she can’t “interpret that”*

F4: *Claims poet believes that* “man’s relation to nature is conquest.” *Her expectation was that “man” would feel sorry at some point and work through. She can’t make sense of how some got punished and others did not. Tries to make sense of the symbolism of the shadow.*

FAC: *Notes that F5 is quiet, tries to get her to participate.*

F4: Curious more about the cultural, is the environment very important in Turkey?

M3: *Refers to people’s spiritual connection to the earth and living things*

F4: *Provides more examples of how they could be engaged.“but is there more efforts to recycle, live a simpler life, etc.”*

M2: Not at that level. Not like that, people wouldn’t buy a car because of environmental reasons. *Notes that the Turkish are very late to the “financial situation.”*

F5: Most of the people in Turkey live a simple life, especially the eastern part.

M1: Kyoto protocol to reduce CO2 emissions, people considered whether Turkey should participate because their emissions are expected to triple (.). Turkey is still at the stage of industrialization. *Compares the US and Turkey (i.e. not everyone in Turkey drives).*

FAC: *Clarifies, “Is that what you meant by people living a simpler life?”*

F5: We have an environmental problem but it’s not that big.

M2: Turkey, not as bad.

F5: *Talks about very polluted rivers in Istanbul.*

F4: Does Instanbul have a problem with clean drinking water?

M2: Yes

F5: *Disagrees, “Not right now.”*
M2: He disagrees, F5 continues to challenge him.

F4: So people have to drink from water bottles?

M2: He agrees with F4. F5 disagrees and continues to challenge him.

F5: She describes the challenge of cleaning the water over the past 5 years, she mentions that her family drinks it presently. She asks of participants, “why do you smile at me?” Infers that M2 thinks that something is wrong with her. “My family drinks from just the sink. I believe it is safe now, but in the past it wasn’t. Why do you smile?! Nothing happened to me! No, it was too bad in the past but now it is not.”

FAC: Refers to F5, refers back to her experience of watching the water go bad and M1’s comments about Kyoto. He wonders if they see a connection to the “Shadow” from the poem.

F1: Wonders if he’s creating a leading question.

FAC: Explains his position, “We’re creating something that’s gotten out of trouble and it’s coming back to bite us.”

F4: I’d say that’s a good interpretation, that helps me.

F1: What are you saying the Shadow is the pollution from the CO2 (.) that makes us-

F4 & F1: continue to suggest images in US culture

FAC: He suggests in a “symbolic kind of way” that the ‘shadow’ is a result of pollution actions.

F3: Tries to “bail” F5 out of the water situation and wonders about their community’s water

F4: Makes comparison to the community water, claims she drinks it “all the time,” but that she won’t drink New York or DC’s water.

F5: Comments that she uses a filter.

F4: States that she won’t visit certain countries because of the polluted water – Mexico city, Beijing. Comments, in jest, that she won’t visit Turkey.
Group D-2: Meeting #4, Environmental Degradation
Summary

F5: Demands that one can drink Turkey’s water.

F4: Continues to discuss the effects of pollution in Beijing, “Not the quality of life I would want.”

F5: Continues to defend Turkey. F4 interrupts, notes that she’s not talking about Turkey.

F4: Talks about a show on Beijing, effects of pollution on people’s lives.

F3: Compares conditions in China to the US, “Don’t we have that here?” Refers to ozone levels on the elderly.

F4: Hadn’t we had that in {their community} lately?

F3: Last summer

FAC: Echoes F3, “ozone action days.” Returns to Beijing issue – comments about a government policy about who can own cars. F4 claims that everyone is not allowed to have a car, F5 disagrees – they are promoting that people should own one. They go back and forth 3-4 times.

FAC: Encourages group to consider what it would be like if it were true, that everyone did or could have a car.

F4: Discusses why every Chinese person is not permitted to have a car and the repercussions if they did. Makes clarifications about what she means by government, notes conflicts between various factions in government. Finishes comment with, “I wouldn’t want to live in Beijing if everybody had a car, I wouldn’t want to live in Los Angeles if everybody had a car.”

F5: It is hard to live in Istanbul, too. F4 asks about smog, F5 clarifies, that there is no traffic.

M1: Issue is not that many people own cars but if there was an increase, it’d a similar problem as China.

F5: Defends that a similar problem is “impossible” because gas prices are so high.

FAC: Asks what gas prices are in Turkey.
Group D-2: Meeting #4, Environmental Degradation
Summary

M2: 4 times

F5: It was 4x now 3x.

FAC: Asks other members to consider the dollar cost, notes their shock.

F5: Rises voice slightly over others, “Anyways, it’s too much for Turkey”

F5: Recounts a memory of difficulty of seeing outside because the area was so dirty. There are interruptions during her story, side conversation. FAC interrupts “let F5 tell her story.” She closes tale by saying that the area is no longer this dirty, “it is clean, not so much clean.”

F3: Asks how the area became clean.

F5: Notes the shift to natural gas from coal, before emission tests were not taken seriously, now they are.

FAC: Summarizes the three choices that Turkey has made to address environment, F5 agrees with summary with some elaboration.

M1: Notes that Turkey became dependent on outside sources for natural gas.

FAC: Returns to the importance of identifying the choices being made, F4 agrees.

FAC asks F4 to tell story about the Expressway, she’s not sure what he’s referring to, he summarizes and she claims that he told the basic story.

F4: Provides story of the “east side expressway.” Turns to the issue of land use, believes that the US has not been wise in how to use land. “People make choices whether they term it that way or not.” Talks about preserving the character of town by thinking critically about how land is used. Supports the idea of limiting car use.

FAC: Summarizes the conversation and reminds, that they’re role is not to be “policy makers” but they can think of different ways of engaging environmental issues. {TAPE CUTS OFF}
Appendix E

Group D-2: Meeting #4, Environmental Degradation
Summary

F4: Where do you find this stuff [FAC]? referring to the story of W. Maathai
{laughter from participants}

FAC: Heard about book on the radio and then it fit so much with the other reading

F2: I really am intrigued, the poetry too” asks FAC if he likes poetry a lot.

FAC: Yeah. Stumbles, states his background- a poet and community development.
Refocuses group, not much time left, asks group to consider what they
read/listened to. “Twenty million trees now {text cut out for brevity} also turned
it into a political empowerment thing…I find this pretty powerful.”

M2: Refers to it as a dream, in terms of a very good example of an
accomplishment. He states that he does not mean dream in terms of something
that’s far away to reach.

F4: I think that it’s a good thing that you find these things {referring to FAC}.
And that you end our sessions with them. Otherwise I would go home and have
nights and nights of sleeplessness. I mean, I feel like the last time you end- and I
was being sincere, the last time you ended it with stories of, where people’s
personal efforts have made a difference and I mean, I’m only speaking as one
cynical person who often feels like it doesn’t, so it’s a good anecdote for me. A
little wake up call to say, oh yeah I can.

FAC: At the risk of going negative (.) this last sentence, that this person has been
beaten and gone to jail for this stuff.

F4: =Not because of the trees. It was because she challenged the power structure.
I mean that was my take on it. She continues a back and forth with F2 in an effort
to argue that Maathai got in trouble because she became more political. “If she
just stuck with the trees (.)”

F2: Wait a minute, I didn’t go that far, all she did was build - was build the trees.”

FAC: Clarifies the events of W. Maathai’s circumstances, and then encourages
the group to complete the chapter reading for more information.

F4: Well if she just stuck to trees=

F2: She’d be alright.

F3: Well, I think there’s some social problems as well. I mean, she instigated -
here’s a woman who has inspired many other and now they’re changing some
structures. To question, um, you know, everything from their husbands’ control, to president Daniel Loy’s rule. So that touches to the heart of households in villages. You know, so we’re not just trees here. It’s the structure.

F4: That might not be good in the United States, it would be one more reason why the environmental movement would get a bad press.

F2: We, you know, we can look to US whether you like him or not. You know, look back to the 70’s with Ralph Nader. I mean, we have seatbelts because of Ralph Nader. And whether what you think of him today or not, it was his being a pain in the butt that had got it done. This makes me uncomfortable for two reasons: it’s the frustration of what’s the one thing I can do? And #2, I don’t have the guts to get shot at and beaten. It scares the heck out of me.”

F4: Well, you might not have to.

F2: Well, I mean, if you go to Africa – and I was Malawi, I mean, people were telling me how the students closed the university and how they got beaten because they published um, letters, you know, anti-government, ah poisoned, you know? I thought I don’t have that kind of courage.

F4: But the thing I like about that story is, as well as this other thing that is included in the packet of information is that (. ) is more that I see it as a call to action where you could, you could have an impact without necessarily having to take on – ‘cause I don’t know, it’s not about being beaten, sometimes for me it’s about not to expend, to beat my head against the wall, expend energy in a pointless fashion. Like I don’t feel like I would be able to necessarily change atomic energy policy in this country, but I could plant trees.

F2: Isn’t because the issue, this is – being too old? Refers to efforts in the 60’s and how everyone became involved. “Is there anything that sparks the imagination and will power of any of us today or are we all worn out?”

F4: I don’t think, to me, I don’t think it’s not that at all. People are called to action in ways that’s directly proportional to the threat they perceive...I think it wasn’t just civil rights and the war, but in the sense, it’s a lot easier to galvanize people around a single issue when um, threat is fairly close to home, and I think in certain situations that’s been true in environmental issues. The more um, popular an area is, the more people perceive the issue is direct- relating to them and affecting to their life. The more they’re willing to get involved. Whether it’s effective or not is still questionable, but um, I – I know every time I go there, just on a personal basis I get discouraged, so for me I appreciate the fact there are stories of how one person can – effort can make a difference. And I particularly
felt that way at the end of the video. Because for me the AIDS epidemic in Africa is overwhelming and so to see that doctor who said, ‘irrespective of what people tell me I’m going to forge ahead’ and was able to say he was able to make a difference in spite of that, is reassuring. And stories like that are reassuring to me.

FAC: Closes up. Notes that they may not have to face jail, but may have to bear some sort of cost for challenging things. Encourages group to also consider the benefits of taking on these costs, i.e. speaking up, teaching differently, paying more for gasoline. Organizes for the next week. Refers to packet, prepares for commitment meeting, comments that someone wrote that he provides too much information in packets, reminds them that they can choose not to read it all.

F4: States {jokingly} “Because FAC listens to too much NPR.” F2 says that she listens to it as well, and then refers to both of them as communists.

FAC: Talks about rescheduling to next Monday. Asks for readers for next meeting. Interaction between participants. Thanks participants for bringing additional readings, elaborates on the days readings. Closes meeting with a second poem – called “Gold ” by Mary Oliver, outlines other poems and books.

F4: Asks for a bibliography.

FAC: He continues to discuss other readings, talks about the fact sheet and an assignment page regarding participants’ new or renewed commitment to civic engagement at the close of the program process. Encourages group to write a letter to themselves where they outline what they are thinking about in terms of making a commitment. Encourages them to begin thinking about it. Encourages participants to complete evaluations of the evening’s meeting. {TAPE ENDS}
Group D-2: Meeting #6, Communities of Challenge and Support
Summary

FAC: Testing, is it hearing me?

F4: Complements F5, saying she looks nice in her outfit, F5 says thank you.

FAC: Introduces visitor, V, from local newspaper who’s not doing a story on the program, but wants to learn about the program and listen. Opens meeting theme: Materialism and the media. First part: explore the question, “what is wealth…looking at language we use to talk about wealth.” Group will look at two poems, then consider the choices everyone makes about what we have and others have, look at video, last part, imagine actions group members can take. Begin with going around the circle, not focused on responding to each other, getting everyone to speak up, can refer to past week, if preferred. New question: Think of a time in your life when you had what you considered ‘real wealth’ but it didn’t involve paying money for it.

M2: Family (. .) in general terms, we don’t get to choose our families.

FAC: Asks him to elaborate.

M2: Discusses father, trusts him, his ability, “like friends.”

FAC: Encourages other responses.

F1: Feels similarly about the public library. “I always feel rich ‘cause you can whatever book you want, particularly in {their community}.”

FAC: Somebody else?

F2: “Community, meaning broader family and friends.”

M1: I like driving a lot, my car is not an expensive one. FAC clarifies that M1 is referring to the experience of driving, and encourages him to talk more about the experience. Talks about experiences in Turkey driving, reiterates that he does not believe that its not a good example. Group encourages him. He discusses the experience of freedom while driving

M3: {FAC prompts him} Close friends. FAC asks for a more specific example. He talks about how they do things for you to help you out.

F5: {FAC prompts her} She says that she talked about this topic the night before. Everything in her life is a gift, her health, every organ she has, her eyes – this is given to her, she did not earn or pay for it, her family. This is unbelievable to her. She could be someone in very bad conditions, be disabled, be poor, not a student, no family, no husband, everything in her life is pretty much a gift.
Appendix E

Group D-2: Meeting #6, Communities of Challenge and Support

Summary

FAC: States F5’s comment is a good transition for what is wealth? First one – what is wealth, hopes to shift from ‘consumables’ to ‘sharables,’ like the library or ‘multipliables,’ like close friendship, refers to participant comments. Example of Philip Levine – “Life savings in the wrong currency.” Last, consider group’s impact as consumers – how focus on consumables or choices can be damaging to others.

M1: You {referring to FAC} chose the topic, do you think there’s a relationship between the two {Materialism and the Media}?

FAC: He agrees and elaborates with examples (i.e. media encourages materialism), asks M1 If this helps him out? He agrees, he realizes that it’s about something more than he considered. FAC outlines the poem to be read by P. Levine (“What work is”).

M1: He is a leftist guy? FAC agrees and says that he also refers to himself as an anarchist, but doesn’t know what poet means by that.

F2: Asks what connection is between the question whether P. Levine is leftist and discussion about his poem.

M1: Explains, by looking at the title of poem. People who care more about work and labor issues tend to be leftists. M1 identifies himself as not a leftist.

F2: Finds this intriguing.

F4: Agrees that she makes this assumption, not always but an easy generalization to make.

F2: Intriguing because it separates capital from labor as if they are separable in an information age,” Leftist has a negative connotation for her

M1: Disagrees that it is not so in the US.

F2: She does not understand {laughter from the Turkish}

F4: Why bad connotation in Turkey?

M1: It is bad in Turkey, likes European leftists, not Turk leftists. [F4 asks why and how they are different] He states that they are completely different and that he distinguishes between them.
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Group D-2: Meeting #6, Communities of Challenge and Support
Summary

FAC: Notes people not from Turkey are trying hard to understand why they’re different.

F5: Says that they are very religious, leftists are discontent

M3: Qualifies, “Religion is not the only factor, they are very discontent.”

F4: Wonders, being discontent is not necessarily a bad thing

M1, M2, M3: Elaborate on issues in Turkey, “they are not rational people in Turkey…” Problems with leftists’ issues with Cyprus (3).

FAC: Turns back to poem, notes that some find it “baffling.” Reads poem, “What work is”

FAC: Introduces second poem (Robert Coles) to be read by F5

F5: Didn’t know it was a poem, FAC tells her that she can read it however she likes, she says that he told her that it wasn’t one, and she believes that it’s not like one. (he continually responds to her, “it’s fine…”

F5: Reads poem (Robert Coles, “recession 1992”)

F4: I thought you did an excellent job {reading}, I don’t know what you were concerned about.

FAC: Asks for responses, refers to how people in poems are experiencing economic pressures from both ends of the spectrum of class, silence (5) from participants.

F4: Refers to M1, says that the second poem is right up his alley.

M1: Desires to clarify his meaning of “discontent,” FAC encourages him to, but he refuses, he doesn’t want to “divert the topic.”

F4: Wonders if the first poem (Philip Levine, “what work is”) must be clarified, refers to FAC’s earlier comments that it would need to be. She claims that she understood it fine until the end. She finds the line, “just because you don’t know what work is” confusing. FAC asks her to elaborate. She claims that she doesn’t know how it fits into the poem. Up until this point in the poem, the character is pretty obvious about how he hasn’t been clear about what really matters in life and then he makes this claim (3).
Group D-2: Meeting #6, Communities of Challenge and Support

Summary

F2: She thought that in the poem, “what work is,” work is so integral to one’s identity, without it, a person is despondent.

FAC: Asks for more comments by saying, “other people thinking about the poem in the same way, just finding it confusing (.) or (.) thinking differently.”

F5: Didn’t “get anything” from either poem.

F4: Even the one you read?

FAC: Asks F5 if it’s about language? She agrees.

F5: Are you thinking it’s because it’s a poem, it should have some hidden meaning, because I think it was pretty straight forward. She goes on to explain the second poem, which F4 read. “Things beyond a person’s control (the upper class business man) is still understood as something that he could control.”

M2: Asks about the context of second poem, whether the poem refers to the recession in the US in 1992. FAC agrees, M2 says he only knows of what happened in the 1930’s.

F4: She says that she’s sure that the US has had others (.)

FAC: He asks F5 to consider what the character was thinking about as he summarizes what happened in the poem. She begins to respond by saying, “I don’t know…”

F4: Cuts off F5 by explaining her understanding in terms of placing the students from Istanbul in the character’s position – “if the economy was as bad as that now, and you all were graduates, would you be concerned about the economy, about finding a job?”

F5: First asks for clarification, then says, “yeah sure”

M3: He talks about when he arrived to the US, in 2000 – “during Clinton time.” At the time, his friends found jobs “alright.” Lately it has not been so easy to find a job, and he believes that he will have difficulty in the near future.

F4: Says that M3 should be alright by the time he gets out.

M3: He disagrees, F4 reassures and then turns to M2 to view his “crystal ball” to forecast the job market.

M2: He says that it depends on the field of work
Group D-2: Meeting #6, Communities of Challenge and Support
Summary

F2: She believed the first poem was set in the 1930’s. She had “no sympathy” for the second poem. FAC asks, why no sympathy. She elaborates that the character will “have a cushion through” because of his class. He is unlike the characters in the first poem because he does not experience “despondency, those people are protected.” She compares the characters and how they will suffer in different ways. She discusses how some of the lines in the first poem illustrate images of the Depression for her.

F4: It’s a gloomier setting than ‘Brooks Brothers.’ F2 agrees, “right, right.” She asks F2 about her earlier separation between Capital and labor.

F2: She refers to Catholic thought, that Capital and labor are artificial separation. “you cannot separate them.”

M3: He asks F2 if this refers to the past as well?

F2: No, overtime the line between capital and labor has become harder to differentiate, M3 agrees, “yes.” You cannot talk about them separately any longer, they have become “one whole.” She continues, “I mean what is it you sell, you sell your ideas today? You don’t sell your muscle.”

M3: For today I agree with you, but for the past, it was affected, there was labor. F2 agrees.

F4: Even today, it remains a question, considering outsourcing

M3: Disagreeing, he asks for an example of this, M1& F5 talk about the differences between companies

F4: Discusses the mobility of capital,

F2: Claims that she is changing the definition of labor,

F4: Disagrees, F2 elaborates on her point, F4 clarifies that she is talking about knowledge & service economy, but “it’s not changing the definition of labor.” Discusses the mobility of capital, compares countries (i.e. US struggling for capital, Saudies have more, etc)

F2: Challenges, “you can have money, but if you don’t have somebody to have an idea, what is it?”

F4: Answers, “a raw material, but which is more scarce?” Makes argument for capital as the reason why something is sold more than another.
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Summary

220 FAC: Elaborates on the complexity of the discussion. States that he wants to bring
221 the group back to the poem, refers to comments made by participant, F2 about the
222 differences between the poem – re: the “safety net” [safety cushion]. Continues,
223 “let me push on how the poems are similar…” Discusses each poem in terms of
224 main character, and wonders aloud about “the real work of his life.”
225
226 F4: She believes it goes back to the capital/labor distinction, diminishes the
227 complicated nature of it. “The sort of – the message that I see is similar in both of
228 them is that, you as a person is powerless against these forces. You can stand in
229 line, but you are at the mercy of the man about whether you will have work or
230 not. And, you know, even if you are this writer, and you’re in this shop and you
231 buy the Italian – and you conform, you are still at the mercy of the recession. I
232 mean, um, for me that’s what the economy is. You have this popular culture kinda
233 thing that says go to school, get a good education, but that’s the point that, not
234 that that is the point of your life, but the point of having this kind of education is
235 that it becomes a means by which you can afford the rest of your life, that you can
236 have a family, you can protect your family. You can sustain yourself, even if that
237 is not what life is about. It is a means- you can also not have a life without it, and
238 at the same time, there’s sort of this message in these poems that’s saying, this
239 underlying despair of do what you can, but it’s not within your power, you won’t
240 have any say over that.”
241
242 FAC: Reiterates that what she sees in both poems, “is that people are pretty
243 unprotected” F4 says, “right.”
244
245 M3: He believes that although people choose their life paths, he believes that the
246 person in the second poem may not have had a choice because he was born rich.
247
248 F4: Asks, why is it not possible for him to do something else, M1 wonders as well.
249
250 M3: When people challenge his comments, he defends that a person with wealth
251 has to maintain it.
252
253 F4: Comments, “in some ways, I think that’s a circular thing.”
254
255 M3: Protests, I don’t like there life [articulating that he’s not preferring the
256 character’s life, but defending the character’s life]
257
258 M1: Wonders that even with the career path that M3 has chosen, it may preclude
259 him from spending time with his family.
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M3: But, I, I, (stumbles) one of the reasons why I chose to be a faculty (3). Talks about the career choices he made that were based on allowing him more flexibility.

F5: Interjects, asks why M1 believes that M3 won’t have time for his family if he pursues his career path. M1 begins to explain. She interjects, “but there are many faculty members who spend time with their families.”

M3: I know I have to work as hard as you do- [F5: it’s just time and location. She goes on to explain how it can be done.]

F4: I just find it interesting that M3 would say, perhaps this person is wealthy and they don’t want to live that life [M3 tries to interject, F4 raises her voice] as if – as if that person would be trapped and not have the op[tion]. Because as an economist, it’s often that people act in their own best interests…so they make choices, whether they acknowledge that or not, they make choices. So I can see why a person on an emotional level they inherent the business from their family, that they have an obligation to their family, to-

M3: Not to family, that’s my point, to wealth, I mean. If you have the wealth – people do not throw away their wealth –

F4: people do, people have. There’s chuckling, a number of people start speaking up, M3 tries to speak up, F4 speaks over him, sharing examples of people who have given up their wealth (baskin robbins, the Kennedy’s and their moral obligation…)

FAC: F2 was going to try and say something.

F2: Claims that the group is confusing: wealth, materialism, and work. [FAC: uh hmm.] She claims that the two poems are disconnected. States that there are three themes in Coles poem, “And I wouldn’t read this on my own without you!” She quotes a part of the poem that she believes refers to the poem. FAC interjects and asks if F5 is understanding what F2 is referring to (no stated response from F5).

“But..If I may say, I have a vow of poverty, I don’t keep anything.”

FAC: Speak to that, what does that look like?

F2: Empty. She goes on to claim that she is a lawyer at a firm, has taken a vowed life in her religious community, anything she owns “belongs to the religious congregation to be used by the community for its purposes.”

F4: What is poverty? She states that it’s not the same as homelessness (.)
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Summary

F2: Begins listing her degrees, explains that she does not “keep the fruits of her
labor.”

F4: Continues to challenge F2, claiming that she still has some luxuries in her
life.

F2: Disagrees, claims that about present nationwide collection to support women
in similar religious communities.

F4: So, you are concerned that you may starve? F2 and she go back and forth
about the realities of F2’s vow of poverty.

FAC: Clarifies a term that F2 is using in her discussion with F4 (a state
supported hospital care available for everyone).

F4: Makes clarification, “we’re talking about wealth” She makes distinction
between a person who has support and peace of mind, in comparison to someone
who does not have the means to support themselves.

M3: Tries to enter conversation, is cut off.

F2: Reiterates the reason why she shared her personal example, that she believes
that group is confusing wealth, materialism and work. She states that she
wondered if people give up wealth (clarifies – money).

FAC: Money may not equal wealth.

M1: Acknowledges that F2 has made a risk, he wonders if it still makes her
comfortable or happy? Reflects that some people who have left their wealth has
become more happy, he wonders about her situation.

FAC: Refers to F2’s comments, states what he hears, refers to her relationships in
her religious community.

F2: {Shrill voice} I use the word community, I heard you use the word, ‘network’
– different thing [F4: I didn’t hear him use the word network; FAC: okay.] She
goes on the say that network is a secular translation of “communal,” which means
communion. Concludes, “That is wealth, for me”

F4: Interjects, she states that she believes people make decisions based on their
choices.

FAC: Cuts in, begins with GDP, states that it captures a particular kind of wealth
within a country, but it does not capture the value of “community, for instance.”
Goes on to state that just because country increases its GDP, doesn’t mean that other kinds of wealth flourish.

F4: “right.” States that she doesn’t believe that people believe that simply having an increase in GDP would translate to a sense of happiness within people’s lives.

M3: Agrees, no one in the world believes that more wealth equals happiness.

F4: Elaborates, even in a capitalist society people don’t believe that happiness comes from GDP.

FAC: {Befuddled}. But, I just heard M3 say something to the contrary

M3: Agrees with his earlier comment, believes that enjoyment does come from money.

F4: You can be trapped by your wealth” M3 agrees and reiterates, F4 cuts him off – “but you still have the choice of giving it away”

M3: “yeah, but people cannot do that.” Everyone disagrees with him. He provides a personal example of making a purchase (cheaper in comparison to someone else’s). Claims that the more they spend, the less option than the person who spends more.

F4: Challenges him, reinterprets his comments, based on his choices and his perceptions (F5 and others laugh at him).

FAC: Clarifies, refers back to F2’s personal example and discusses the significance of her trade-offs.

F4: Articulates her point that people are always making those kinds of “trade offs.”

F2: I have a tremendous reaction to that F4, because it reduces the human person to someone that is always choosing between things and trade offs. I just have an intuitive response to say –

F4: They do –

F2: I think the human person is more than that –

F4: Whatever that good is, it represents something to a person…but underneath, whatever that is, is essentially what they’re buying…that is a good, we just don’t call it that. She goes on with many examples.
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Summary

F2: What I’m resisting is that you’re making it an economic choice –
F4: It’s always an economic choice.
F2: See and I don’t think that.
M2: Agrees with her arguments, but “your connection to the final point, the economical one, that’s no-
FAC: Yeah, that’s not clear to me. F5 pipes up too in agreement with M2 & FAC.
F4: You are essentially expressing what matters on an ethical and personal level for you, and often times, it is expressed in economic – either in foregoing economics, or in acquiring economics. A number of people pipe up,
M2: Gives example of his religion. States that it encourages him not to keep money, if he follows this path he will be happier -
F4: Cuts him off and continues to explain example.
F2: Cuts in, and discusses what she hears F4 saying, “Religion then, becomes and subordinate and derivative of an economic choice.” F4 disagrees, claims that M2’s personal choice is expressed in economic terms.
M2: Tries to interject.
F4: But really its about how much your religion is important to him. Asks F2 what would happen if she did not follow through on her vow of poverty [F2: put me out].
F2: Yeah, but that’s not an eco-onomic choice. You see where I have problems with you, is not your examples, and not your examples (.) but you reduce the human person to an economic derivative to me.
M2: What you said [referring to F4] is correct if you put it in a textbook to teach economic students, but in general terms I will not agree with you.
F4: Because?
M2: Because I don’t want my religion to be related to economics.
FAC: Interrupts, shares a book, quotes author, who says that “the problem with the economist is that they’re always treating people like they’re always going to
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do something that’s in their narrow self-best interests (.) as if they’re covetous
machine (2) his point, which is F2’s, and M2’s point is that people are more than
that”

F4: Claims that she’s not saying that people are not more than that, “I’m just
saying it’s possible to take being more than that and translate it into – even if
you’re not thinking in economic terms (2) for example, women who decide to
spend more time with their kids, like it or not, it’s an economic choice, down the
road they’re forgoing a level of income (.) you’re giving up something to get
something else…people are choosing what is of value (.) in everyday life people
are making those choices, they just don’t count them that way”

F2: She and F4 go back and forth about the term “economics” and F2 questions
whether she’s favoring economic actors over.

F4: States that economics is not about money or wealth, but about the choices that
people make.

FAC: (10) Offers a break. F5 says that they should take a break. F2 asks about
the cookies that F5 made, “they’re wonderful.” Everyone talks about how much
they enjoyed the cookies.

FAC: Informs group that they are going to look at two poems and look at
something. Poems are read, tape cuts off.
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Summary

M2: What you said is correct, but- {M1 interrupts}

F2: Oh he sounds like an American lawyer {group LF}

M2: Refers back to last week’s discussion, “Just a way of translating language you’re using.” Re: using economic terms for making meaning of motivation to serve others

F3: So you help yourself to make yourself happy [M2: yes one interpretation, right]

F5: Just to please yourself, but it also pleases yourself, but you’re doing it because of your religious beliefs but it also- pleases you.

M2: But what they are saying that we are not helping people because we want to be happy-

F5: But you are saying that. [M3: this is what you are saying] You’re helping people because of your religious beliefs, but helping people also makes you happy.

FAC: So it’s what we might call a ‘by-product’ [F5: yeah]

F5: Not helping people because it makes you happy, but it is a by-product.

FAC: Observes that F2 wants to speak, F2 begins to speak, [M2: They’re the same thing]

F5: They’re not the same thing! {F2 echoes F5, Refers back to last week’s discussion}

F4: It’s an externality [M2: what’s that?] [Group LF], F4 explains, externality is something not factored into the key motivation for action. “What I hear you saying is that it’s not the same thing because the motivation is to serve God. But, the externality is the happening.” {M1 and F5 interrupt}

F2: Because I think they’re reducing everything to the lowest utilitarian explanation. It is useful -, I heard you say something different. What I heard them say it that it’s is useful for you to be helpful to others because the utility to you is to make you feel good. That’s not what I heard you say. I heard you say that what motivates you is your belief in God. I fill in the blank – from that sentence to say, therefore it is part of your identity {F5 begins to interrupt} it is not something you do as a secondary thought, it is part of your identity.
M1: But the second thing is natural outcome of what I do.

F2: But anytime you are a whole person, I mean if you take a bath and feel good, you clean. That’s part of your identity. If you speak your own mother language, makes you feel better than a second language, correct?

F4: I’m sure there are times you help people and don’t feel good, but you do it anyway.

F5: But what you’re saying is different than what you think,” {M1 and F2 interrupt, (inaudible)}

F2: But I heard him say, I heard- as an economist, [group LF] say that the utility to you of doing good is the good feeling you get. Would you do good without the good feeling? Would you?

M1: For me, it’s the same thing. If you follow the first rule, you will get happy. You will be happy, and maybe this happiness encourage you to do much more things, but the reason you do this helping people is the first one.

F2: I agree, but what you made me think of is the Christian tradition we call agape, that it is love, not because of what it returns to you, [M1: yes] but that it is the attempt to have a pure form of love, which in the Christian tradition we believe mirrors God’s love, God gets nothing from me.

M1: Yes, I mean [F5: we have the same thing] religion, religious story that- [F5: We talked about it! We talked about it!] I forgot – [F5: after last weeks discussion, you don’t think what you say. [group LF] You are not aware of what your are saying now!]

F4: I don’t know about M1, but I definitely know that I’m saying that. I’m saying that people do, and I know that last week you were saying that my attempt is the reduce everything down to utility or- and I think what you took me talking about econo- money. It’s not the same the thing, but it is what I am saying. That people do what’ in their self interest, that money or the free market is merely the way of measuring that, but often times, that self-interest has more to do with expressing what their values are. Some people value their leisure time. Some people value doing service to God and their country, some people value being faithful to their family, and so those things um, those values, that wealth will be evidenced in their behavior and in their decision-making. And so, that’s what makes them feel good. And I think um, M2 is talking about doing services because he says he does it because it’s duty to God, right M2? That’s what makes you want to help other people? Because of your religious beliefs?
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Summary

M2: Yes, but I don’t see any consolation in two statements, yeah-

F4: I don’t see any inconsistency either, I’m not saying they’re inconsistent. [M2: okay] I think all your wife was saying is that they’re not inconsistent as much as one is not the primary motivator.

M3: I think she explained it really well.

F2: What I have a difficulty is that it’s reductionistic, pure and simple. The chap said you will do good because it makes you feel good, I heard you say something different [M2: yes; F5: yes]

F4: But what is wrong with reducing it?

F2: Because, that is, because, just in a sentence, if you reduce something, some part of reality to its smallest piece you don’t have reality.

F4: You have a portion of it.

F2: That’s all, that’s right. [F5: well, it is a logical explanation] He started off with something more inclusive, embrasive, the whole identity thing. He does it because it’s the core of his religion.

FAC: I’m interested in the piece with um, listen to three different things, [group laughter, multiple comments] no no, listened to a couple different things about people talking about their experience of doing some serving and stepping out together, and in one of them, “I remember, I believe” song, um, it’s hard to reduce that song in one line, but they’re talking about their sort of memory and their kind of – kind of deep fail resources that are kind of supporting them. In the Quatrains poem, by Rumi you can pick out a lot of different parts to the poem, but the thing that strikes me is this business of trying to sort of listen to the world around you and somehow not fall asleep, to somehow stay awake to both some other world, talks about the doorstep between two worlds, but also he talks about listening to the breeze, you know, listening to the world around you, and also we have the other thing of building the hurricanes. In none of those three things do I hear people saying, okay I’m really going to go out and get happy. And if I’m going to try and get happy, I guess in order to get happy, I’ll do x thing. I just- it doesn’t feel like a fair summary of, I’m kind of with F2 on this, it doesn’t feel like a fair summary of sort of the richness of the experience of with them, including M2’s point.

F2: You’re making me think of what we would call hedonistic. That is the philosophy of life to do that which pleases you, to avoid that which displeases you. That’s not what – and I heard M2 say something opposite.”
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F4: Doing what pleases you that is in accordance with your values is totally different than hedonism.

FAC: So let me ask you F4, what are the things that motivate or support you when you are trying to be, um, you know, your best self toward other people? What are the things that really sustain you? I know you experienced some discouragement, so this talking about being sustained is a little bit difficult, but the points when you felt sustained, what’s done it?

F4: Well, my discouragement has not been about helping people. [FAC: mhmm] Mostly it’s been about not accomplishing, not having the satisfaction that comes with accomplishing what you set out to accomplish. But, um, and the occasions when I have helped people, to me, there’s also different types of help, there’s helping people directly, when you’re actually working one on one with somebody and there’s a certain- for me, satisfaction comes from feeling useful, being of service, being of, um, and to me, there are differences in that too, I mean, when I help somebody build a barricade, to me, if I – if I envision myself in the Polish story, that’s not about, that’s like duty, that’s like desperation, that’s ah, we’re afraid, we do what we have to do in spite of the circumstances. That’s not really the same thing to me as being of service, foregoing a pleasant skating to do something to help somebody else. It could be, um, [FAC: They could of sat it out, they could have sat in their house] That’s a totally different situation. To me doing, feeling like um, you must take this act or dire consequences are going to befall you is less of a choice than um foregoing pleasure in order to be of service. You know, volunteering to me is you give up your free time, you give up the opportunity for pleasure in order to be of service to somebody else, which is very different than um, when I was in basic training, you’ll dig the ditch, you’ll build the sand bag, but not because you’re being of service, not because you’re building the barricade because you want to, you know, you’re being ordered to, it is where you go to work. I mean, I don’t necessarily go to work because I want to, I’m not of service, it’s an exchange. It’s not as a much a free transaction. Whereas you give up your free time and are of service and helping somebody, the reward is so much less tangible. So for me when I do that it is more a feeling I get or a satisfaction I get being of assistance, mostly when it’s one on one it has to do with um, having been in a situation like that myself and understanding how meaningful that kindness would mean to somebody else. Sometimes I think of it as paying a debt, paying it forward.

F2: I guess, I hear so many ideas floating around here, one is the difference between doing something that is meaningful (emphasis on word), doing something that is a quid pro quo, you give it because you got this debt going forward, or something that, um, it is a fundam-, for me a religious belief is something above and beyond the subjectivity that I am capable of as an individual
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person. And I guess what I’m struggling with is someplace that I read the
difference between one religion and another is whether service is an ethical
optional behavior from belief and whether it’s the essence of – in my case, the
essence of the meaning of the gospel, it’s not a choice. And I’m hearing, for me,
I’m hearing three different ideas, meaningfulness, the religious essence, and I
would use the word ‘essence’ as opposed to option, um, making me feel good or
utilitarian idea, or quid pro quo idea, going forward. And I – I don’t know where I
am, when I hear all these different perspectives, I’ll say, where am I in all the four
issues.

F5: mixture of everything.

F2: Well, I come out of a religious tradition though that really does separate them,
and prioritize them. [F5: yes] Alright it leaves me, F3, you may remember this,
we were taught what we were doing was not natural, it was supernatural. Okay,
[F3 agrees] so the idea of pleasure was really made quite subordinate and not
significant. That we ought, the duty [F3: and the spirit and the body were -] the
spirit and the body, yeah, and therefore, um, it never got the separation of spirit
and body but the body was driven by the spirit. [F3: mhmm, and it was our lower
nature] yah, so, you know you didn’t do something, I’m trying to fall back,
obviously meaning, maybe I should ask this for everybody here, is meaning
different than feeling good about something? [F3: yeah; F5: definitely]

F5: By the way, tea is ready if you want. [F4: tea? Thank you.] If you want,
anything else [M2: I can, serve it] please let me know. Well if everyone wants a
cup of tea, I can serve you, no? you don’t want?

F4: I don’t want you to have to serve me. [F5: why not? F2: why don’t we just get
up as we talk? M1: this is Turkish culture, we don’t take to tea, so she needs to
serve. I mean she don’t need to of course, but this is the way - ; FAC: she would
like to serve; M1: yes; F2: hospitality]

FAC: And then we’ll come back to the question F2 is raising for us about um, this
issue of meaningfulness and [F4: feeling-] yes, feeling good, significance.

F2: Can you be angry and not feeling good because you feel compelled to do
something because [inaudible]?

F4: Absolutely. Why not?

F2: Than you give up, then you don’t do it because you feel good.

F4: But, um, it depends, see what’s difficult about this conversation is I feel like
I’m the only non-religious person, I mean, not that you’re, I mean, non-religiously
affiliated person participating in the conversation and I feel like um, [FAC: feel a
little beleaguered] not, not beleaguered, but in the way that sometimes the
conversation, for people that are that religious there’s always that higher order, we
answer a higher calling, and I think, well crap I do things, help out, be of service,
blah blah blah, without having the higher calling so I don’t know think it’s, you
don’t need to be part of a religious affiliation in order to answer a higher calling
or a concern for your – the well-being of your fellow man. And there’s always
this justification built around it in religious terms, that, I don’t feel beleaguered,
’it’s more that I feel – or resented, as much as I feel like it undermines the value of
it. That somehow people are only good because they have to be because of their
religion, and I think that there’s lots of examples where I think that people are
kind to their fellow man or help out or whatever, that have nothing to do with
religion, but do have to do with duty. And oftentimes the argument that says, even
if you don’t feel good, you’re not happy, you’re doing it out of a sense of duty
because you live- to live in accordance with the beliefs that you’ve been brought
up with is um, easier, more peaceful, uh, brings you a level of happiness that
comes with not having to question. You know, so even though, when I talk about
people do it to make themselves feel good it’s not like, ‘let’s get happy,’ it’s
living in accordance with your beliefs makes you happier than to [FAC: having a
kind of integrity, you would say] exactly. That even if it’s that, you don’t want to
help your friend move, but you believe it’s the right thing to do, so even though,
um, maybe you’re motivated by anger or you’re not happy, in the jubilant sense,
doing it because you live – because you now are able to feel righteous and able to
live in accordance with your belief makes you happy.

F2: And I have knee jerk reaction to three points. 1 – makes you feel righteous.
And I think um- [F4: there is a philosophical school of thought that says that’s
why people participate in religion, so they can feel better about- ] sure, sure, sure.
But there’s also a philosophical and human experience that says that is an opinion,
not human reality.

F4: Well everything’s opinion” [Turkish participants having side conversation in
background]

F2: Fair enough. So when I- when I hear you [F4: thank you M1] ascribe to
religion, when I hear you make religion equal righteousness, I have a knee jerk
reaction. [F4: okay] Like, where, like not only knee jerk, but um, from whence
come such a declaration? By what authority? Secondly I think um, if I could
quote something I read, maybe this helps [people preparing food in background]
It is true, that in some of the literature that I would read based in my own faith, it
would make a distinction between something out of quote purely eleemosynary
motivation. [F4: purely?] eleemosynary. [FAC: you’re going to have to help us
with that definition, it’s a pretty hard word] Philanthropic or purely, um, public
benefit, charitable, um, philanthropic motives. As opposed to a deeper motive of
the reality of God and the reality of a people, that are the people of god. That
there’s something, bigger reality out there than just my being good to you because of my own subjective personal view of life. I mean that’s that’s where I would be coming from.

FAC: Right, I think F4 is saying that she doesn’t [F4: I don’t have that so I can’t relate]

F2: So, which is alright, alright, but to ascribe to either perception, right or wrong to righteousness is a little bit unfair.

M2: I would like to say something [F4: I didn’t hear you, go ahead M1] No, no, I did not, I could not hear some of your conversation, but you were talking, I want to say something that talking to you. But you go and talk, [FAC: um, well I was going to take us in a slightly new direction still building one what I think has already been said, but shift focus. Did you want to say something M2 before I shift?] I just want to say, I mean, we should agree that helping people makes people happy. I mean no matter what you are doing this is a fact. The second thing, when we do some action and we want to legitimate that action some people say this is due to my religion, and that gives the meaning to their action. In their case, you said, I feel useful than give you the meaning, so that main thing here is the meaning. So this life has a meaning. Okay, this way or other way. If you don’t help the people, then you go to the level of the animals. Even the animals help each other.

F4: But don’t you think it’s possible that other people have a different belief that that’s – right [M2: I mean that-] you would agree that there are lots of people out there who believe that life is just about accumulating goods or that people do things to make money, not because they have meaning. There are, to me, there are lots of people in the world who’s motivation has nothing to do with the deeper meaning or spiritual belief or helping people [M2: that is correct; M1: so religion is one of the many ideas; M2: yes, as I said, one of them. And that comes from the same conclusions. Helping people makes people happy. I mean, that’s why people are actually motivated. But, utility, let’s say, the things that encourage people to do-] I don’t agree, there’s lots of people who help people not because - I mean I have a doctor who fixes my ear, he helped me but his motivation may not be about making himself happy, it might be all about money, all about prestige.’’

M2: That’s not help in that case. I mean- [F4: sure it is. I mean, I’m grateful what’s helpful, it was wonderful. To be able to hear, I don’t care what his motivation is, I’m glad he did it. If a fireman comes to your house and puts the fire out, you’re happy he helped you. Whether he did it for good reasons or not. He helped you.
Appendix E

Group D-2: Meeting #6, Communities of Challenge and Support

Summary

M3: That is just exchange. If you think that that doctor does it without getting any money, you know, you will be more happy than otherwise [F4: he helped me. And if somebody puts out the fire in your house, you’re happy, they helped you. Wh-, M1, you were going to say something -{multiple people interrupt (M1, FAC, F5)} I hopes it’s not a side thing, I hope it doesn’t deteriorate to a side thing]

FAC: Did you get to say what you wanted to say, M1?

[F4: I don’t think he did. M1: yep] He’s saying yes.

M1: In fact, I was thinking about the political, not there are elections coming, it’s not a political thing, but, like I thought about Ralph Nader. Um, it’s about him. He is known as an environmentalist, and I think in his past life he tried to do many things about the environment. So, yeah. So, I don’t – huh. Say that I am a poor people, okay? [FAC: say that you’re?] I’m a poor people. [FAC: poor person, right] And, like and if I am some people are trying to help me out, okay? They are going to try to give me something. Uh, they are trying to help me. So, yeah, so why they are doing it? Why they are trying to help me? I think it’s -. Will, for example, they may try to help me just to make themselves happy, they may try to help me – their helping me with their leftovers, for example. Uhm, they may be helping me with like, with the food they were supposed to eat, for example. So, uh, yeah it’s different.

F4: So there’s lots of different motivations for helping?

M1: yes, and I think I will not value all of these things. They will be different to me [F4: to you?] yes [M2: the intention will be different] yeah. Some of them is helping-

F4: But if you were Ralph Nader and there were 100 people coming to help you and 10 of them were coming for religious reasons and 10 of them because they thought they were going to benefit later, and 10 were helping you because politically they saw – would it make any difference or would you take their help?

M1: I would take there help, but I will not appreciate them at the same level. Some of them. [F4: who cares?! Will they care? No, I mean will they care?] No, not about myself, okay. [F4: right, you will care] Right for example, if for example someone gave me the food that he was about to eat, then I will try to do something back to him, okay, but not to the other one who is giving to me because of his political purposes, okay, I will just take the food and go away, for example. But for the other one, I will try to do something back, um, I will show my appreciation.
Appendix E

Group D-2: Meeting #6, Communities of Challenge and Support

Summary

FAC: I’m- I’m going to bring us back to a term, that is- okay, there was pretty, it’s something that F4 said, and is something that is fairly close to something that F2 was on a little bit. And I’m going to move us to this term, something like, integrity. A sort of wholeness and significance of life. Well, I’m not going to say that’s a perfect definition of integrity, but will you let me use that as a sort of marker?

F4: It’s a fine definition to me.

FAC: Um, so I’m sort of talking about the wholeness of life and also a kind of – and this is a little bit of a loaded term, a significance of – of life. Um, [F3: how about, I would use the word well-being.] Um, I’m trying a little bit to stay away from that because I think that moves us to these things of, oh this makes me feel good, or whatever [F3: no, I don’t – I definitely don’t think that’s synonymous]

Okay [F3: When I think of well-being, this crosses religion- religious lines, it’s basic human relationship. And I think that um, I don’t want to get into the nitty-gritty where some people are much more out there or relational and others aren’t, but I think that we are made to be relational, we relate to each other. And some of us do it with more feeling, but and others have different motivation, but I think that ultimately, we talk about the call – you mentioned the call of the higher order, the call- to – how did you say that? [F4: M2. That’s M2’s claim] Well, okay, let’s talk about some – some central core thing that we’re going to call [F4: I have a question for you before you go on. Is helping people different than being of service? Because what you’re talking about is being – I thought being involved, I thought participating, which is not- to me synonymous with helping. When you’re saying, when you’re talking about I’m trying to get us, not into some abstract, ethereal thing. I’m trying to get us on our own lives, right here, where shortly the question’s going to be, what sort of new or renewed commitment do you want to take, stepping out to help, to be of service, to help other people that can take political shape, that can take volunteer shapes. So okay, having said that for a moment, now I’m trying to focus us on, not so much on what do you plan to do, although that is certainly a significant question, but, when you’re stepping out in that direction and to me, I think there is an important element of when you step in that direction, you step toward, I feel I’m stepping toward some center of integrity, some center of meaning, some center of significance. The question I’d like us to spend a little bit of time on is, what sustains you, you know, when you move in that direction? What keeps you, you know, stepping in that direction toward an integrity, toward this, you know. You know, it could be this, when I feel better when I’m more integrated, but I’m kind of more interested in the things in your life that help you achieve that. And I pointing now for a moment to these things that we listened to. I mean the one of them was talking about my tradition, my history, the sort of things that I listen to, the voices that I carry. Um, are meaningful to me and help that person in the song, I think, step out in a kind of integrity even at some cost to themselves. The Rumi poem, is saying okay, I’m moving toward this kind of integrity and the move there is saying, okay, I’m in a
listening posture. I’m in a kind of not falling asleep, kind of posture. I’m kind of interested in what tools, what things sustain you, help you move both in this outward direction toward others, which is also a move kind of, toward integrity. So I’d like to ask everybody to talk a little personally, not so much intellectually about what sustains you.

F4: I guess what- I guess the only reason that I said that was only because I think it’s possible to move towards internal integrity without necessarily helping people. You know, when I heard M2 and F5 say is that in their role as students they don’t see much of an opportunity for them to volunteer, to get involved, and what I remember is when you were showing the tape about AIDS in Africa, it was sort of like saying there are ways in which you can be involved without being involved. You know, showing this um, movie to your friends, or, it’s not necessarily about just volunteering or um, and – and- that was the only thing that I was thinking about was that our focus was on that’s the only way, and what I like about [FAC: which is the only way?] To volunteer- [FAC: oh no!] to get involved in an organization rather than, um educating yourself or, even the poem about which washer do you pick, to me, um, I find that most of my struggles about trying to live in accordance with my ethical beliefs is some, have to do with stupid and civic decisions like that [FAC: mhmm] you know, driving a SUV, well, you know, how in accordance with my environmental standards is that?

FAC: And the way I would like to frame this conversation for all of us, I think in the broadest way so that we can all think about all the sorts of choices we have, and we’re all trying to sort this out in different ways at different points in our life curve, is that we’ve talked about some pretty big problems in the world, I mean we haven’t touched all of them even, you know, we’ve certainly listed a whole lot of other ones. Um, and there are a lot of ways one could move out in response to that. And I feel like I don’t have a lot of integrity for myself, and I’m speaking for myself, you know, my own personal sense, I don’t have a lot of integrity if I say oh, there are all these problems, people are suffering, you know, and it’s just okay, I’m going to live my life. I mean, plenty of people do that, I’m saying that doesn’t give me a sense of significance, integrity, that doesn’t put me in the space that I think that on some level we’ve said we’d like to step towards. Many many possible responses to that. Could be volunteering, could be structural change, could be political action, it can be, and I’m not saying these are exclusive, it can be what kind of consumer choices do you make, because as we talked, that’s one way of affecting these things. We’re all in the middle of this, and we’re going to be talking sort of more about what we hope to do, but tonight I want us to talk more a little about some of the things that support and challenge us, sustain us in making those kind of moves, which ever, whatever they are. Whether it’s volunteering, donating money, [(inaudible) –Muslim term? Zakhad?], making wise choices, deciding to be a vegetarian rather than eating mean because it uses
less world resources, um, I’m interested in people talking out of their own lives
for the moment about what sustains you as you step, step in this direction.

F4: M3, you’ve been awfully quiet.” States she thought he’d answer the question.

M3: Clarifies FAC’s question, “what sustains us, rather than what starts us?
FAC: Continues to clarify question, offers people can discuss areas where they
may be stuck, and what they need for assistance.

F4: Adds that people can discuss “what starts you.”

M3: Every justice is a feeling.

F4: Asks whether this sustains him, “feeling like you’re doing the right thing?”

M3: Clarifies that he’s speaking “generally”

F4: Re-directs M3, encouraging to speak of himself.

M3: Identifies himself as “one of those people with the feeling of justice”

F4: Attempts to clarify his understanding of justice

M1: Interjects, offers that having colleagues and friends who are politically active
motivates him. Observes that it makes it easier for him to get involved in the
problem, as well as the likelihood that he engages is increased if he has an
affiliate taking part. Provides example of a friend how has motivated him.

F4: Wonders what would motivate M1 to “work on something just on your own.”

M1: States that it would be more “difficult,” that this is something that would
keep him engaged.

FAC: Summarizes: “ability to have friends and colleagues working along with
you.” M1 agrees. Asks for other examples for sustain people for hope.

F5: “Images.” FAC asks for further explanation from her own life. She describes
seeing images of poor people on the news. These images “motivate me to do
something.” Provides examples, to donate, charity, to “pray, at least.”

FAC: Summarizes F5’s comments
Group D-2: Meeting #6, Communities of Challenge and Support

Summary

M2: People who appreciate what they have more, are more willing to contribute to others. He then clarifies that this is not a key motivator. Re-iterates. With appreciation of one’s own, comes understanding of what others are lacking.

FAC: Offers to re-phrase M2’s statement to “cultivating habits of appreciation. Put yourself in a mode of appreciating this small good things that come your way, you can have a kind of balance and a set of resources that let you, you know, deal with another kind of discouragement.”

M2: Agrees, provides example of education. Notes that not everybody values it. Continues that he values most what he “has in my mind…my education.” Compares material wealth to intellectual wealth.

F4: Asks M2 if he saw others with inferior education, would he help them and what would motivate him to do so?

M2: Identifies question as “another sub-,” refuses to answer.

FAC: Reflects on M2’s comment, that what he heard was M2 identifying education as a gift, resource, and something sustaining for him, and it makes him want to give that to others in a generous manner.

M2: Underscores the importance of helping people upon seeing dire circumstance. Observes that this is human nature to help others in times of urgency. Provides example of recently discussing idea with advisor to make volunteering with kindergarten children compulsory based on the belief that helping others will make them “more happy.” Believes there are no words to describe this compulsion.

F2: Interested in the context of this – asks if M1 is in economics, he corrects and says physics. Wonders “what made the choice to go to little children, what made the rational choice?”

M2: Says the choice is not a rational one. “There’s no rational reasoning behind this, you know that it works. It’s much better in terms of making people feeling better and better.” States that he has no explanation for this.

F4: Wonders how this sort of activity makes people feel better. Offers examples, i.e. better teachers, understand their concepts better.

M2: I don’t know. Tells her not to look at it so concretely, “make you a much better person in terms of dealing with people, talking to people (2)”

F4: [GR] Maybe that’s what we need. {F5 laughs}
Appendix E

Group D-2: Meeting #6, Communities of Challenge and Support
Summary

FAC: Some people in previous groups have said something similar to what M2 is saying in that spending time with young people, and this is not exactly what you said, but I’m sort of pushing this a little bit toward this sustaining us in our action toward others, serves as a sort of resource for hope, a kind of freshening [M2: yes] thing. Opens our eyes to these kinds of habits of appreciation, that um, M1 was talking about.

F4: You can say the same about spending time with elderly people. That shifting your perspective period. Putting yourself in a different situation, um is what’s, you know, freshening your perspective.

FAC: I’d like to ask M2 just a little bit, you talked about urgency as one thing, and we talked about both support and challenge and urgency is often a kind of challenge. Um, how do you kind of, find ways to keep, you know a lot of these problems are in f-, in the real world they are urgent, people are dying. Um, but we don’t experience them as urgent because we’re sitting in a living room. I mean do you have ways that you, - that help you that gives you a sense of urgency, F5 talked a little bit about, she keeps her eyes open for pictures of things that she sees and those give her a sense of urgency. Do you-

M2: I mean it’s all around us, we don’t need to pay, be careful about this one. Even if you try to ignore them you will be exposed to lots of information. And that information will tell you that there’s some urgent problems that you may contribute in some way. I mean, I didn’t do anything special to get this AIDS problem or poor people in Africa. I mean, even in our neighbors, maybe there are people- if I encounter in some way, I will come in conclusion that there are some people, and I will search for some solutions”

M3: Compassion is something that motivates us to go out. Mentions that some people have more compassion. Comments that when you act with compassion, you don’t act with the expectation that something will be given to you in return.

F2: Observes that group is made up from different cultures, wonders about the “compassion of the culture from which we come.

F4: Asks for clarification

F2: Whether or not we would define our cultures as compassionate cultures. Individuals may be compassionate, but –

F5: What do you mean by compassionate culture?
Appendix E

Group D-2: Meeting #6, Communities of Challenge and Support
Summary

F4 Doesn’t believe American culture is as compassionate in comparison to her experiences in “Tribal” Africa, and Italy, “where there’s just an assumption that you’re obligation is to your family.” Doesn’t know how F5 views her own culture in comparison to the US.

M2: Asks for clarification.

F2: States that she’s continuing with M3’s comment that humans are by nature compassionate, some more than others.

F5: Agrees, believes that compassion is intrinsic to humanity.

F2: And if there are lots of those, do you have a compassionate culture. Then does that pour out into the political system and into public policy?

M1: Offers to give an example in Turkey- children are responsible to care for parents. Emphasizes the boys are more responsible, F5 counters that girls are just as responsible.

F2: States that this is a good example, relates to her own Italian culture (seems like descendent). States that it’s a shame for a parent to go a nursing home. Observes that this kind of care is not necessarily true for all cultures.

FAC: Asks, where does F4 turn for finding compassion in the US, considering her view that it is not as much so [F2: our business culture isn’t! FAC in response, “I’m first to agree with you.” Observes that she looks to other cultures as a model for the way it could be.

F2: I vacillate between approach avoidance. You know, you can’t do anything unless you’re in it, and when you’re in it, you can’t do anything so get out of it. [group LF] I think that is a perpetual frustration that I personally – the ideal is that the views is supposed to change. The reality of life is I’m running out of time.

FAC: Your current strategy is to bump up a level?

F2: Doesn’t know, refers back to FAC’s first question. “If you asked me that question today, I’m struggling to have my hopes and proceed and over power my disillusionment.”

FAC: Re-directs group, trying to get group to share the things they turn to in order to “keep hope alive.” Acknowledges difficult challenge of this. Observes that sometimes that their hopes may be lost at sea [F4: oh my god, yeah]
M3: That was a good example of compassion and culture. Believes that compassion can be taught. Shares example of learning about AIDS and people who suffer from it. Believes that continued learning about others and their situation builds compassion. Relates religion and compassion in Turkey, noting that compassion comes from “religious identities.”

F4: Notes that she has a “personal question” for M3, relates to his upcoming transition to grad school, states that she’s never been a doctoral student. Imagines that he’d probably becoming increasingly isolated in his studies, making getting civically engaged difficult. Wonders what would encourage him to get more involved, “live with more integrity.”

M3: First states that he won’t be in an isolated environment, will be with people, [F2: so you don’t think that’s an issue?] He first claims that work will not overwhelm him, goes on to discuss his interest in science, in which he becomes “amazed by the creation of God.”

F4: Asks for clarification, repeats, “amazed by the creation of God.”

M3: Discusses what he has learned from “science,”

F4: Your pursuit of knowledge is about an act of faith?

M3: This is helping me to improve my faith.” He continues that he also expects to learn from others on personal level.

FAC: Echoes his second point, “looking out to other people as kind of models?” M3 agrees.

M3: Notes a “third thing:” not isolating himself from world. Contrasts himself from those whose only concern is science. Lists his other concerns: compassion to help people, being with people, helping friends, others, helping others who need.

M1: Adds, that people for the most part like to share with others. Example of liking a restaurant and wanting to tell everyone about it [F5 initially disagrees, M2 corrects that she’s misunderstanding, F2: “you used the word, share?”]

F2: What I’m asking is whether there is a natural tendency in humans to want to share?

M1: That’s not what I wanted to say. Natural tendency. If you have something good, you want other people to enjoy that too, but not from what you have, okay?
Group D-2: Meeting #6, Communities of Challenge and Support

Summary

F2: Not to take your half or your piece? [M1: yeah, maybe not, maybe sometimes yes. Like knowledge is free you can tell it and don’t lose anything. So, that kind of thing]

F5: Not all people do that (.) people do not share their thoughts. Gives example in university setting.

F2: Agrees

M1: Referring to university example, he agrees that there are times not to share information, particularly with rivals in research – otherwise he would be out of “resources.”

F2: Questions whether education is a commodity and not a human resource.

F4: It depends.

M1: Yes.

M2: Speaks of rivals and competition with respect to knowledge.

FAC: “I think we’re very conveniently always wanting to talk about these sort of general other people. [Loud group LF].

F5: okay, I will talk about myself.

FAC: I would like think about us talking about ourselves in the difficult business – [F4: F5’s stepping up to the plate]

F5: Discusses the “very poor people” who tend to the harvest at her family’s home. Observes that these people travel to the village just for work, and this work pays just enough for their “food need for the day.” “So you see those people and help them.” Discusses how family members provide charity. States, “I used to live there, and I used to see those images too, so that was motivating me to give away – not only money…my time, everything that I have.” Discusses giving away “zagat” (re: religious offering). M3 observes that she can cook. She agrees, that she can do this too.

FAC Observes that F5 had indeed shared dinner that evening. {F5 giggles, says “thank you”}

M1: Explains ‘zagat’ – not just money given but any offering. Provides example of saying hello to someone on street.
Appendix E

Group D-2: Meeting #6, Communities of Challenge and Support
Summary

697  F2: Asks, re: definition of ‘zagat’ whether it’s sharing what you have, or the
698  ‘extra’ of what you have. [M1: what you have]
699  700  F5: Further explains the obligation of ‘zagat’ in Islam, building on what M1 said.
701  702  FAC: Observes that F5’s family members’ giving behavior is both a model and
703  resource for her.
704  705  F5: Discusses the constant reminders her mother gives her to be mindful of
706  others. “My mom, even now, you know, when I talk with her, she tells me, you
707  know, don’t forget to do this…don’t forget them. But here, we don’t see them
708  around, that is the problem. In Turkey, we are in the middle of them, we are
709  among them. So we see them and instantly, you know, without anyone in
710  between, we used give it away, to help others.”
711  712  FAC: Relates to F2’s comment re: compassion within various cultures. Re-directs
713  conversation, observes time. Reminds group of final meeting in which they are
714  expected to discuss their commitments. Shares 3 “tools” to help them think about
715  the commitment they will make. Directs group through their packet. Tape cuts off.
Group D-2, Meeting #7, Commitments

Summary

FAC: *Introduces meeting as “celebratory.”* Plan for the evening includes the group sharing “Commitments, give you a chance to respond to each other, support and challenge.” *Group will end with group members “hopes,” but focus is on participants’ commitments.* At the end of meeting group will discuss possibility of continued meetings. Shares two quotes: (1) from Robert Coles and (2) from poet James Russell Lowell. Outlines the structure of the meeting more in depth, where participants take 3 minutes to think to themselves about their plans for action or reactions to the group experiences. Encouraged participants to write a letter to themselves (which he would mail back to them) about their commitments. Starts the moments of silence {papers rustling}. Encourages participants to listen to each other and to focus on supporting one another instead of comparing each other. Notes that he will take notes as people talk so that he can remember their goals and better support them when their turn comes around. Asks for someone to participate first in sharing his/her commitment.

F2: I drew a chart and I tried to list under personal what my commitments were and under congregational what my commitments were. And what my other things, were. And um, I start- I came out with where my first commitment was and where I am right now in this point in my life is, at this point in my life, my goal is to clear my calendar to get rid of- hello! Did you get something to eat {FAC: welcomes participants M1&M3 who just entered the room, briefly updates them on the structure for the evening}. So after I did all this chart and came down under column again. I’m back to re-committing myself to something I’ve been working on for the past two months, and that is just to get my own personal eco-system back in line. And that is to, reduce my workweek to 40 hours and try to do something besides work. I just got to get rid of all this before I take on something new because I um, I find that maybe it’s when you finish a big project, you screw is just sprung, and so there’s no more energy. And so, thinking about my commitments, I’m going to renew my commitment to myself and that is, my exercise three times a week, trying to eat three meals a day, trying to reduce my work week to 40 hours and trying to do something, that is not work the other time – So I came out just as negatively as I went in, I think. [FAC: I don’t hear anything negative in that so- (. ) Um, can I ask a little follow up/x/ question, and that is, when you try to think beyond this little space that you’re trying to carve out a little bit for yourself to kind of cock your ear and listen a little bit, into yourself a little-back, quieter, less frenetic, mode, do you have any hints, glimmers of where you think you might head after that or do feel that’s the whole purpose that you’ve got some much stuff happening with work, you don’t have any intuitions?] I guess, the truth is, I can’t even answer your question because I’m just a project-oriented person. I don’t know how to navigate without projects. And um, what I find is that I have a hard time reading poetry, you know, I have to get on with this. And I used to love the poetry form. And I haven’t even thought about that. I can’t tell you the last time I’ve read any poetry other than this class [LF]. So to answer your question, no, I think I need to do the neo-natal if you will
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– get to the point where I could clear the deck to see where I could go further.

because psychologically I’m not free enough, I’m thinking there must be

something I’m forgetting to do. So it’s looking for space [FAC: okay, fair enough,

fair enough. Provides participants who entered (M1&M3) further background of

evening’s discussion and structure. Asks for next speaker]

M1: Discusses his academic plans. “But what will be different from this moment

(.) I will- I was tutoring in Turkey. and I am thinking doing the same thing here.

Doing some kind of tutoring some elementary or high school students – tutor

math classes, I mean tutoring. I can share my experiences with them. So (. ) this is

something I can do. [FAC: Asks whether he would tutor alongside his current

studies.] Yes. So I will start next fall. [FAC: Asks about his ideas regarding how

he will start doing this] The first thing I will do is just go to the department

secretary and say that I want to this, I think, it’s free, so maybe they can advertise.

I don’t specifically choose a group, anything that can give my information is

okay. But I think the high school students would be best. [M2: (inaudible)] He is

talking about (. ) in Turkey the curriculum is much higher that here. [M2:

compares is schooling in Turkey to schooling in US]

F4: Are you making fun of our country? [Group LF]

F5: Yes!

M2: Not all of it. [Group LF]

F2 That’s a common complaint we’re getting. In English! [M2: when you ask

students, they can’t even find the slope of a graph, it’s basic, to find slope; F5:

= yes, but our students don’t know how to swim, either, they don’t know how to

present something. They don’t do enough presentations]

FAC: I’m going to focus us back, just for a moment, M1, if there’s anything you

want to say about – kinda what – is pushing you to action. In a way, this is a

renewal of something you’ve done before. Is there anything you want to say about

what’s moving you into action or is there any support or challenge you think you

might need to stick with it?

M1: = Why tutoring is because I believe that if you have some time to do some

volunteers work, it should be the best thing you can do I mean there are lots of

works that all the people can do and there are some works that only some people

can do. So, since I am a great student I think the best thing for me is to tutor the

high school students [F5: yeah, I know] Of course there are lots of things that I

can do, but I believe I can leave that space for other people. Of course, if there is

some- I mean, I will participate in discussion groups in school, in places like here,

but any club, I would love to meet with new people, share ideas, it will be good,
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but, as a commitment, lets say a few hours in a week, I would like to tutor. [FAC: okay, thank you. M2? M1 was brave, who would like to go next?]

F4: I’m not brave. [Group LF]

F3: Well, um, I’ll start – I mean, I’ll continue. *Refers to her past year as an extended retreat* because she has been unemployed for the past eight months. Finds herself free to do things, feels like she’s found “a new world out there.” Shares story that after many months of thinking, she decided to resign from her job, which is unlike her. “I was something I had to come to and I really have to thank God for that because it was a really wonderful um, turning point in my life. [FAC: asks what she resigned from] I resigned from- I had been our program director at our family support center up in Y neighborhood.” Discusses previous involvement in social service. Notes that she did not find the work satisfying overall, did not speak to her creative passion. “So, I did have a plan, and almost immediately I decided, I/x/, this nagging desire that I had, which was since high school, that was to work in the arts. For lots of reasons, I didn’t get there. So, I’ve been on this circuitous route and I thought, by golly, that’s it now, I’m doing it! [LF] I’m not going to renege for myself. So, as it turns out, I have done a lot of outreach and networking with people that I don’t know – this group is one of them. I was very fascinated by the flyer when I read it. And I um, I felt that it was something-first of all, I’m interested in community, community, um, civic community. What’s happening with people’s quality of life, what’s happening in our government and why do we in America just seem to be in a rut right now. We’re not living and enjoying our lives as we should – I don’t think so, as we could. So I have um (.). I can’t say that I have made a commitment to that, but I have strong leaning in that direction to um, to get involved with people, a diversity of people, which I like. Because I too need to have that um, challenge to me of my ideas and what I’m accustomed to doing. And the only way I know how to do that is to go out of myself to meet people that I don’t know and um, share myself, and have them share with me. So that-/x/ concretely I would say what I have been able to do – what I’ve done and I’m really happy with it. Um, I learned- and I probably have said this so bear with me. Um in xneighborhood, which doesn’t have a whole heck of a lot going for it, it’s a place where I grew up, but it’s very um (.). it has declined because of the whole economic situation and now the social services just have blossomed. Well that means that the whole economic level has declined. But due to the talents of Father Xname who has with that project, thirty years. Um, they are now renovating a building into a cultural arts center. When I read about that I was so excited I called him up and said, I would to be involved in this. Because it’s more than just the arts, it’s/x/ getting people together and rejuvenating, I think, a spirit that has been lost. And I/x/ think that’s very life giving. So, um, that’s a commitment that I’ve made and I’m already doing it. And I can say I will be with it until they finally get this up and running. Um [FAC: And just for clarity, um, first, we’ll give that program a name,
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is it “Xprogram re: renewal?”] Yes. That’s the general program, right. [FAC: And then, at the moment, what role are you starting to play and hope to play in this thing?] At the moment, I’m on the advisory committee and uh, we’ll work into working directly- I am on- I put myself on the volunteer for the program committee, that’s where my interests and my talents lie. I’m not a development person. I know nothing about construction, so I stayed off those two committees, but this is what I do know- the programming. What kinds of things are going to come into the town. There’s also a partnership with Xuniversity, so that’s what this partnership is all about. [FAC: And when you try to imagine the kinds of things you might be doing, do you have any hints of that, at the moment? In terms of-] I would like to be involved directly as a teacher. Um, and also, this is a, this is a challenge to me. You would think that I would do my own art work, but I get busy doing – I’m a detail person, that’s another thing, and I can get lost in the details. So I have to just say – my big word for the year has been focus. Stay the course [LF] and do some serious art work. So, I’ve challenged myself to do 8 paintings on the theme of providence unfolding –ah- for my community. Describes the kinds of paintings she will make, including size and ability to be reproduce. Discusses her anxieties about painting. [FAC: So if I’m hearing your commitment right, it’s around deepening- with this specific project, and at the same time continuing to do your own art and not getting that lost] = Yep, because art, the word art work is not just a term it is definitely work. But people, many people do not see it that way. But if you’re a working artist, you’re working at it, you’re always taking those ideas and translating them into an art form.

FAC: Asks other participants to share commitments.

F4: So if you wrote the letter, should you just read it? Or should we just follow the format and just talk about it? [FAC: You should do whatever you like.] Um, for me the- um, my commitment is to um, I’m going to volunteer for an organization called X, I think I told you guys about it before, it’s the organization that goes to third world countries and does surgery. So I’ll volunteer for that. [M3: what kind of surgeries] Explains the process of organizing surgeries. M3 asks about her background. She mentions that she does not have medical background. She has assisted the organization in the past doing office work and medical prep. FAC asks whether she plans to travel with the organization or just working locally. She would like to travel, but does not think that it’s an option. “[FAC: can you talk about what’s moving you in that direction?] Well it’s really serendipity, there wasn’t really any um, you know, part of it. I happen to be in that doctor’s office and he has photo albums of several of his trips, um, and I just thought, ah I would like to be involved in it, and that was probably in February or March, so I sort of feel like it’s a cop out to bring that here. It’s not something new or renewed. And it’s not something that really is coming out of my experience here, I would have done it whether I was here or not. [FAC: That’s okay, I don’t think we have to be under any sort of false illusion that people’s lives started
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LF] you know, on-on day one of *Meetings for Civic Change, I mean that’s folly. This is about giving people a space in which to sort of think about this stuff and follow through or not, so] Yeah but to me giving a person a space to think about it means what will come out of it for me is some sort of thing – you know and to be In exactly the same place I was to begin with is not thinking about it. You know really and it’s not so much coming out of – I’ve enjoyed *Meetings for Civic Change immensely and it’s been a wonderful experience but, um, there are other things that I do – um. I had skated for a long time for several years and I was part of an organization and then last year I was sick and I didn’t skate at all so, um, part of doing the whole Xorganization thing, I also will get back into skating, get back into some of the things I used to do before that. It has more to do with just um, not being sick, getting on with, you know, um, and I -part of not wanting to do- taking on too many things is I know I’m going to have to make a decision about changing careers in a couple months, I’m not exactly sure where or when, but um. So I find it sort of interesting balancing the desire to move forward and get out there with um, also not wanting to get too busy, so that I don’t really have to pay attention to- you know, who really wants to think about jobs? I don’t. For me, I much rather play. It’s interesting that you have to [F3: LF] I don’t have that problem at all! And it- I did used to have a job where I felt like ah ( submission ) where I felt like I worked way too much and for me I sort of took that project mentality. And for me that’s how I don’t really like to exercise, I hate exercising but, you get involved, it becomes this project [F2: me too] so for me, I get involved in skating, that’s how I weaned myself in that direction. Because left to my own devices, I don’t know how I could um, and it’s a lot more fun being involved that way. So I intend to – I just don’t think of that as a commitment, to me that’s like a fun thing. [FAC: right, you are doing some volunteer stuff around that too. Let me just ask one other question and feel free to say I don’t want to take the conversation in this direction. But um, you know, you are thinking about the possibility of job change. Do you have any hints, glimmers, thoughts about how it relates or doesn’t relate to service, our shared life together?] I don’t so much about service. I have gone back and forth and struggled with doing work that has meaning and doing work that is financially successful. I mean, I’ve had jobs that I have enjoyed and to me had a sense of commit-bigger commitment that just is my job. I wouldn’t say it’s vocation as much as a sense of submission or whatever. I certainly enjoyed them more, but I can at least in the experiences I had, it kinda takes over and there’s no balance. There’s no – they’re more difficult to me to balance and most of the time all the work that I like is not financially um (3) or I have not so far at this point found work that could be as financially rewarding as work I don’t like. So, once I bought a house I re- I talked myself into doing work I didn’t like. But I think I’m more in the mood to – I want to do work that I like rather than work that I have to do. And that it somewhat has to do- there is a sense of mission about that but I’m a little worried about going in that direction. I don’t want to be here two years later talking about how all I do is work. [F2: LF]
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Summary

FAC: asks M2, M3 or F5 to speak.

M2: Discusses increased commitment to engage civically, more motivated. First, he wants to take time to complete his studies. “It will take 5 or 6 months. During that time I’m going to observe what I can do around that place. (inaudible). There is a new student group, they are mentoring the kids in the high schools or elementary school. There are some undergrads, they are helping. I might attend that organization-club. Uh- [FAC: This is something you saw at M2’s previous university?] Yeah, but I haven’t seen it here in Xcity. Um (3) actually I have been involved in the main activities about youth counseling since I was in high school. And um, I like to teach them and mentor them. But I don’t like to be taught [LF]. Discusses his interests in jobs where he helps others, particularly medical doctors and teachers. F4 asks him to clarify what he said about his interests in these jobs. “These are the most valuable jobs for me in the life – being a teacher and being a medical doctor.” FAC clarifies that M2 finds these jobs meaningful, but looking at his own life, he does not believe that he could do either effectively, therefore will not invest his time. M2 reiterates that he wants to help “the youth and kids.” He continues that he would like to participate in a program where he volunteers in hospitals or health care centers for people who are suffering from illness. Mentions that he plans on taking part in book discussion groups, particularly those focused on multicultural issues. [FAC asks about his career directions, “do you have a sense where that’s taking you?” That’s a nice question. The first thing, that’s why- I’m planning on being in the faculty- a professor in one of the universities because this way I could use my time, you know. I could be kind of free as working as engineer. Describes academic life as less stressful compared to industry work. FAC wonders where he plans to live. M2 states that he’s open staying in the US depending on job opportunities and his situation with his wife.

FAC: Asks F5 to speak.

F5: States that she’s going to the Middle East for 4 months. “And my commitment is – the most important reason I’m going there is my professor is going there. So, my first commitment is to work more on my thesis, and the second one is I want to read and learn more about different cultures in the world so that I can –um- know about different people and I can understand them. And the- third commitment is, I want to have a kid, myself. And I want to raise him or her. [M2: I didn’t know that. {Group LF} Just kidding!] Discusses her desire to raise a child. FAC asks about her career trajectory. F5 states that she wishes to work toward a faculty position. She is not sure whether in the US or Turkey.

FAC: Observes that everyone shared their commitments. Notes transition to everyone receiving “support and challenge” from other participants about each participant’s commitment. Group will begin with supporting and challenging F2
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Summary

M2: Clarifies F2’s work week. Learns that she works greater than 40 hours per week.

F2: Offers to clarify her situation, but only if tape is cut off. FAC agrees. Tape cuts out.

F4 asks questions about her work options. F2 underscores that she wants to write. Currently she works a lot as a lawyer, travels too much. FAC encourages F2 to listen to F4’s “challenges.”

F4: Well it’s a challenge. You know and probably it’s my brutal economics kind of thinking. You know when we talked about wealth, what do people – you know, to me it really is what matters to you. And (.) there are lots of reasons why people make certain decisions that keep them from getting what they want, um, you know, and certainly I’m not expecting you to answer that for me here and now. But that would be the question: what’s standing in the way of you getting what you want. I mean to a certain extent when I think about um, when I would look back when I worked all the time and, you know, I had this perception of my job as being, you know, and some of my friends might of said, you know, delusion of my importance. You know, if I wasn’t there, then this wasn’t going to get done. Or, um fear of looking bad – any number of things, but I know that often times I had- and particularly around exercising. I always meant to, I was always going to, but I never had a plan that said on x day I’m going to do x, you know and I’m going to make sure I meet a friend in order to do it. Or whatever it was, I never came up with a plan that said – and in may ways what I heard you say was that you’ll treat certain things like a project. But, this is your life, this is the most important thing to you and you’re not treating it like a project that says in order to accomplish x, if I want to get from here to there. I’m sure you have x amount of work to do, but I don’t hear a plan that says in 3 months this project will be finished and my intention- you know, here’s the map to get to a to b. And I don’t know if you thought about that.

FAC: Okay, this is the point where F2 doesn’t speak. But, if I’m hearing you right, you’re saying well, you’ve been in this hard work pattern for a pretty extended period of time, the challenge is to think pretty hard about why- why- what’s behind that pattern and how to get yourself unstuck from that and – and –

F4: =more how to get yourself unstuck in the sense that if you’ve been there already and it’s – I would imagine, because I know other people in similar- each year they start out saying we’ll work less, I will- and they intend to and they mean to and there’s always something that happens. But there’s never a clear path on how to make that happen. As if they’re not in control of it. So, it would be more the challenge to say you probably need a more concrete plan.
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Summary

FAC: Okay, other people both in terms of support and challenge that you want to offer to F2.

F5: Support. [FAC: Go ahead!]

M1: I just want to add something to what F4 said. Do you think if you didn’t do more than 40 hours per week the job would not be done? There would be somebody else will do something? Or- the responsibility comes from - there is a job – somebody needs to do that and there is (inaudible) people [FAC: okay-] =because these things – these things -you want to write a book, you want to be in this job? [FAC: I think for the moment, I think she’s catching the drift of what your question is, which is kind of what’s – what’s behind this thing. You wanted to offer some support F5, what would you want to say?]

F5: You say you want to exercise regularly? [F2: mhmm]. But, it’s not fun? You don’t like it? Suggests that she should do belly dancing because it would be more fun. F2 laughs, F4 suggests that belly dancing would help motivate her writing. F2 says the suggestion is “wonderful.”

F4: Wonders if F2 had to give similar advice about writing a book to someone else, what would she tell the person? Observes that F2 can’t answer, FAC observes that she can’t answer but should think about it.

F3: Reviews F2’s three goals. Challenges her to focus on getting to a 40-hour work week. Notes support of F2’ s current efforts to make lifestyle changes.

M3: comments that he was once asked to work more than 40 hours and he was “shocked.” Jokes that he if did work more often his work would be more successful, group laughs.

FAC: Encourages F2 to get into a “quiet enough space” so that she can make the decisions most meaningful to her. Also supports her writing efforts. Challenges her “along the line of F4’s” in that she should work at remaining focused on her personal goals. Mentions F2’s work in non-profits, observes that she didn’t mention these. F2 mumbles in agreement. Encourages F2 to use a guiding image to keep her motivated. Asks participants to make last comments before turning focus onto someone else.

F4: “Another thing that’s disappointing for me – on a personal level (.) is that I’m envious of that –I don’t have a calling to and you do. And to me in some ways you’re squandering that. I mean- [FAC: =Although again, we haven’t given F2 – I mean – F2 gave us a certain set of things and she let her, didn’t speak a lot about positive aspects of her job-] True.
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FAC: Okay, let’s turn to somebody else for a moment and then you have the great challenge of being sort of quiet (.) while someone else talks – not so easy is it?

{F2: mumbles in agreement}. Turns to M1, asks for “support and challenge for him.”

F4: Encourages him to help high school students because there is a “shortage of people willing to do that.” Emphasizes that assistance with Physics is particularly challenging. Reflects on her experiences at his university, notes that the secretaries were not as connected as she thought. Suggests that he learn about the high schools in the city by internet or contacting the high school nearest to him. Wishes him “luck” in his efforts.

F2: Impressed by M1’s desire to tutor physics. Encourages he focus on 7, 8, and 9th grade females, “because that’s where they say that’s when in our culture women fall out of being interested in math and science.” Continues, “On the other hand, the other side of your personality that I’ve seen that fascinates me, that, is the ability to be just as comfortable talking about ideas (.) and so a role model for young kids and even for high school – boys or girls or both, is to see somebody who can talk physics and poetry and religion all together. Seems to me that would be even fun because you deal with physics at least – as you say 24 hours a day. Maybe you want to share the other side of you. [M1: yeah] And wh-what fascinates me is this whole dialogue that I’ve seen at least with all four of you is a much greater comfort with philosophy, religion than what one is inclined to see among your peer group in the United States. Um, I think that’s a real cultural contribution to this country. ‘Cause we have incredible polarization in our society against those two. And yet I was fascinated by the four in this dialogue that you don’t. You- you- (.) I would like to say that the tutoring was good, I’d like to support that either physics or- but I’d like to challenge you and say, what about the other side of you to be tutoring. [FAC: as a kind of complement to the kind of stuff-] relaxation for you.

FAC: asks for other support and challenges

F5: I support you for everything! [LF] I’m with you. [M3 and F4 tease F5, F4 comments that she enjoys seeing F5’s sense of humor]

FAC: asks for other support and challenges.

F3: Encourages M1 to do tutoring and teaching. Echoes F2’s comments, underscores the significance of role models and the learning that comes from the experience of mentoring.

F5: One more support. We can do this together. I can offer math classes and physics too. [M1: we can open a tutoring center].
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FAC: Let’s not brush by this, the ability to do these things together, particularly
when people are busy and to have enough – another moment of shared
commonality where you’re spending sometime both off doing different kinds of
studies. And to have this thing, even though you may not be exactly in this-
talking to each other, to have that little intersection in your life where you’re both
doing the same thing and compare notes on it, that’s a thing not to brush off
lightly as a suggestion or as an idea. (inaudible) Anything else before I jump in
with (inaudible). Um, I would want to support two things, especially. One is I
thought that M1 was very realistic, that he’s got all this stuff and studying, and he
bit off something that’s – not too big to do. It’s limited enough, it’s really
achievable. Um, and I liked that it was very specific. Um, the challenge I would
have in one way would be to make it more specific. And that is- to think- spend a
little bit of time to talk- talking to other people in this group who might have other
ideas about who you can plug in to – to either-if you like this idea of high school
thing, how do you hook into that. To take it so that it’s not just a general idea.
And then the other challenge I would have would be sort of thinking about the
long view (.) would be to sort of give some thought about your own career in
terms of what it means, in terms of service, and the broader life beyond, you
know, just being in a place where you can make enough money, you know, to sort
of get by. Um, and also even as you think of the tutoring stuff, to think about the
long view there. For instance, if you’re spending time and getting to know kids
and seeing their needs, then not during this two years or three years whatever
when you’ve still got a ton of studies to do, but in the back of your mind, think
okay, what am I learning about and from these kids that I later on need to go
ahead and try and change at the situation so that there won’t be that problem as
much in the future, you know – structural change. So, if you’re doing the
immediate thing if you could cock your ear to the structural thing and think about
in the future {mumbles, inaudible}. Okay next stop, F3!

F3: suggests that F4 is next. Others disconfirm, she realizes her error.

F2: Refers to F3 as doing “approach/avoidance.” Explains, “the more you want
to do something, you’re on the brink and you avoid doing it.” Observes F3’s
challenge is to find a way to deal with it, claims that she does not know how to
deal with it. Her “support” is that F3 should not force her artistic process.
Believes that avoidance will give way to eventual productivity.

F4: Supports “unemployment.” Describes it as a time to work on things that she
prefers. Observes that it can be easy to get lost and lose track of projects.
Encourages having some sort of structure so that she can remain focused on her
goals. Admires her goals, but encourages her to set out a plan about the kind of
support that F3 will need to bring her projects to fruition. “It’s another one of
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those nice fluffy good intentions, but no- I don’t hear a plan about how she’s
going to make it happen.”

M1: I just want to catch three things she said, “I’m a details person,” she pays
attention to details, that’s something very good. And she said she likes working,
being a working person. And the third one, I think you said, you just – uh – enter
a new world of art and you’re excited about that one. It was different before that
one, am I right, and now you enter the painting- [FAC: I think she was saying she
had that interest for a long time and in various ways set it aside] =from the high
school but didn’t have the chance – and it’s very uh – I will say, it’s very
something good that you try. And you search for something and you decide to go
for it. I appreciate that, yah.

M3: I think traveling would be a great motivation and inspiration for you.
(inaudible) [F4: and you’re offering to pay for her trip to Xcity, will you?]
traveling will give you more (inaudible) [LF].

FAC: Supports F3’s effort to put her artistic efforts to other “work.” Believes that
her community oriented work and artistic efforts can be complimented. Also
supports that she was “less nebulous” than other participants because she
identified a specific program in a specific neighborhood, with concrete plans
about how she will contribute. Offers a challenge to think about the “big picture”
and think of a “structural” {TAPE CUTS OFF}