

The background is a deep blue color. In the center, there is a single water droplet that has just hit a surface, creating a series of concentric ripples that spread outwards. The droplet itself is at the top center, and the ripples are most prominent in the middle and bottom half of the image. The text is overlaid on this background.

We Are the People We  
Have Been Waiting For:  
Equipping Communities  
to Heal Themselves

*A Resource Guide from  
the William Winter Institute  
for Racial Reconciliation at  
The University of Mississippi*

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# Introduction

In working with communities across Mississippi, the staff of the Winter Institute have found that while there are many well-intentioned leaders in the state who wish for positive change, they are often unclear where to begin. This handbook aims to give interested community members access to some of the resources available to begin a community initiative around race.

The handbook includes brief case studies of three communities in which the Winter Institute is involved. These towns have begun to successfully transform their communities and have made steps toward the goal of racial reconciliation. The handbook then lists multiple resources that communities might use for positive social change, especially around the issue of race.

Working in communities throughout the state has taught us much and we still have much to learn. Racial reconciliation is difficult. It is often defined differently by many people. We have observed that long-lasting change results from inclusive leadership from within the community. Communities do not typically respond well to external observers pointing out their racial problems. But allies from outside the community can be helpful, especially if a partner organization is invited in to help specifically resolve racial issues.

Each community will have different histories and challenges that interact in different ways. It is unlikely that one generic solution will fit all communities. Some may overlap but generally, an inclusive leadership team from the community can craft an individual solution. That is why this work is so tedious and takes some time to produce measurable results. But this process is the only way that community change will be long lasting.

Initiating conversations about race can scare many people who need to be involved in the reconciliation process. So, sensitivity to building trust and patience while doing so are key, but we have also learned that truth, however painful, must be the basis for any work to succeed. Based on our work in Mississippi, we offer the following observations about steps to include in building a community initiative around racial reconciliation.

## Step One:

### *Identify community leadership.*

This includes pastors, Chamber of Commerce members, social club leaders, etc. Be especially careful to bring in women and diverse members of the community. Be wary of including only the typical stakeholders. Some of your strongest allies may be people you will initially distrust. Include public officials when appropriate. It is important to note that it takes time to build trust with the community leadership. It is not useful to exclude members of the community when they could be helping you. If people are not contributing to the community, then the community is carrying them. Exclusion has prevented some community members from appropriately sharing the common community burden and forces others to carry a disproportionate burden. Doing this step thoroughly is a key to future success. This can be a slow process, but it cannot be rushed, and it may take lots of individual conversations with the community leadership you identify before you start to see progress.

## Step Two:

### *Bring community leaders together around a shared goal.*

This step is crucial initially, because you want immediately to begin bringing the community together around shared goals; in short, it is key for disparate community members to realize that they share a common future, despite a divided past. Please note that there are times when you cannot make progress unless you have given people an opportunity to tell their stories first, painful though that may be for some. To support this process, include appropriate workshops, mentoring, or grant writing for specific needs as the community identifies common community issues.

## Step Three:

### *Identify local resources to address community needs.*

By looking at what it already has rather than what it does not have, the community begins to realize its strengths. This realization helps instill a necessary sense of pride. It allows some small steps, like public art projects, clean-ups, etc., to begin immediately. The partnership is strengthened as it takes small, successful steps together. Communities need to *see*

*change happening* even if it is small. These initial steps require only the time and patience of the organizing group in the community and usually very little money. It is especially helpful if these initial efforts are targeted at young people because parents will want to work harder as their children are engaged in meaningful programs.

#### Step Four:

##### ***Identify obstacles to accomplishing community goals.***

Eventually, the community will list racial division, among others, as an obstacle. It is better for the community to acknowledge this challenge first, rather than having it pointed out to them. Ownership of a problem is the first step to overcoming it. It is crucial that this step come *after* the community has begun to form relationships and begun to identify common goals so that they can begin to address tensions adequately as a group without jeopardizing the new partnership. Be prepared when some people want to talk about racial issues right up front before going further. Also, when the obstacles are identified, it is important to identify local resources for overcoming these obstacles, as well as to seek external resources.

#### Step Five:

##### ***Include plans for systemic change.***

It is crucial for the community to keep in its plans always a sense of the necessary systemic change. All of the communities' problems ultimately will be tied to larger issues like education, health care, public policy, etc., that will require regional, state, and national collaborations. It is appropriate as communities are organized to bring leaders together to help create systemic change and for any partner organization to be involved in helping secure systemic change. Often, systemic racism is hard to identify and harder to dismantle, so it becomes easy to simply focus on building better interpersonal relationships. But for long-term, structural change, institutional racism must be identified and undone. While systemic issues need to be raised, it is important not to try to rush this process. People will act most effectively when they have had the time to really internalize an understanding of the systemic issues.

Community initiatives around race can often be supported by a partner organization, such as the Winter Institute. Both the community and the partner organization must keep in mind that *this work is for the long haul*. In Mississippi especially, people are distrustful of offers of help, because it has most often not been delivered. I recall a young child in Drew, MS, then participating in a public art project. When one of our organizers began working there he reminded her of her previous offer to draw together with him. As the project got underway, he felt free to tell the organizer that he did not initially believe her offer to return. His joy in the art program is secondary to having his faith renewed that “outsiders” will actually keep their promises. Any partner organization must ultimately be about the business of helping to renew that faith. A partner organization can identify and deliver external resources to help the community achieve its goals. This assistance may include helping to identify and write grants, conducting grant-writing workshops, offering strategic planning sessions, teaching conflict resolution, etc. But, there must also be a core group in the community which can be trained to undertake these tasks themselves.

# Community Case Studies

## Oxford, Mississippi

### *Demographics*

#### RACE

---

Black or African American: 2,463

White: 8,818

Asian: 315

Hispanic or Latino: 122

American Indian: 14

Other: 44

*\* From U.S. Census, Lafayette County, 2000.*

#### ECONOMIC

---

Median Household Income: \$20,526

Median Family Income: \$45,700

Per Capita Income: \$18,672

Families Below Poverty Level: 240

Individuals Below Poverty Level: 3,498

*\* From U.S. Census, Lafayette County, 2000.*

#### EDUCATION

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In Labor Force (Over 16 Years Old): 5,864

Population 25 Years and Over: 6,374

High School Graduate or Higher: 5,115

Bachelor Degree or Higher: 2,936

*\* From U.S. Census, Lafayette County, 2000.*

#### LAFAYETTE COUNTY STUDENTS

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Total Population Under 18: 3,153

White: 2,149

Black or African American: 960

Hispanic or Latino: 32

American Indian or Alaskan Native: 7

Asian: 3

*\* From National Center for Educational Statistics, Lafayette County, 2002-2003.*



## HOUSING

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Total Housing Units: 6,137

Occupied Housing Units: 5,327

Owner-Occupied Housing Units: 1,927

Renter Occupied Housing Units: 3,400

Single-Family Owner Occupied Homes: 1,733

Median Value (Dollars): \$123,400

*\* From U.S. Census, Lafayette County, 2000.*

### *History*

Oxford, Mississippi, was founded to attract the creation of a state university. Created in 1848, the University of Mississippi became the flagship campus of the state system of higher education and as its creation impelled the establishment of the town, its existence predominates in Oxford today, especially economically. In 1962, a riot erupted when federal troops escorted the first black student into the University and that racial tragedy has pervaded the University's history since then. In 1999, two independent efforts began exploration of a living wage campaign initially focused on low wages paid to support staff, who are predominantly African American and women. As the largest employer in the community, the University helps sets the measurement for wages throughout the area. One of these efforts was led by faculty and staff at the university and the other was led by a few religious leaders.

During this time, a small group, including leaders of these two living wage efforts, gathered to consider the possibility of forming an Industrial Areas Foundation (IAF) Chapter in the community. The rationale was that this would provide an independent, organized, long-term multiracial coalition to push for systemic change in the community, including increasing wages. The IAF had established a Chapter in Jackson, Mississippi, The Amos Network, devoted to systemic change.

### *Evaluation*

In fall of 2001, The Amos Network in Jackson sent a representative to share its organizing history and to offer assistance to the Oxford/Lafayette county group. The IAF process begins with relational meetings between individuals to identify community allies with common interests. These individuals must be members of existing organizations so that as the individuals come together around issues of concern, they bring the power of their organizations with them. As a core of organizations began to emerge, the group underwent several training

sessions to explain the IAF process. The training was provided by the Southeastern Director of The IAF. From relational meetings, the effort grew to include congregational meetings to identify issues of greatest concern to them within the community. Over the course of eight months in 2003, 17 churches and organizations conducted extensive group meetings to discern each group's priorities. Roughly three percent of the Oxford-Lafayette's population participated in these meetings, which represented a broad cross-section of the area.

After the congregational meetings, an organizing committee coordinating the process met to compare the issues of concern in each group. Despite the racial and economic differences within the community, the congregations agreed on the following top issues: racial and economic justice, youth activities and education, community services, and city and county planning including environmental issues. A Founding Delegates Assembly of The Amos Network in Oxford and Lafayette County was attended by 200 representatives who affirmed these issues in April, 2004. A follow-up meeting in May allowed participants of the coalition to form action teams around these broad issues which would identify and research specific actions the coalition might undertake in each area.

In November, 2004, the coalition undertook a neighborhood audit, to examine and record the status of neighborhoods throughout the city and county. A small team from the coalition then collated and analyzed the recorded data, identifying items that could be responded to quickly and those that required more time. The team constructed a report with these short-term and long-term issues and in February, 2005, the Amos Network presented this report to the mayor of Oxford and the Lafayette County board of supervisors. The report requested that the public officials address the short-term issues within 90 days, with reports every 30 days and provide a plan for addressing the long-term issues within 90 days.

### *How to Sustain*

Currently, the Amos Network is an entirely volunteer force of Oxford-Lafayette County residents. While the coalition represents a broad spectrum of the community, nevertheless, its ultimate growth and will require continued education, training, and experience of members of the participating organizations. This will be necessary for three primary reasons. First, this will enable The Amos Network to develop new leaders who will continue the work. Second, this will broaden and deepen the commitment of each organization to Amos. And third, this com-

mitment will spur the supporting organizations to provide the financial means needed for the long-term support of the organization. This support will be necessary to hire an organizer and provide funds for regional and national training for potential leaders.

Within each action team, various initiatives are underway: having a credit union made available to members of participating organizations, conducting a needs assessment of city and county schools, developing a plan to provide affordable housing for members of the community, and coordinating an emergency crisis plan with the local Emergency Management Agency.

In addition, the living wage campaign that initially spurred the creation of Amos claimed a victory with the city. Mayor Richard Howorth, elected in 2001, has raised almost all city salaries to a base of \$9.00 an hour, as well as raising all other salaries proportionally to the base wage.

### *Analysis*

The process used in Oxford-Lafayette County is a well-tested community organizing tool throughout the country providing a network of other models to compare and learn from. The work in Oxford and Lafayette County is built on a strong foundation of interpersonal relationships which have provided the strength of the local effort and lends hope for its future. Continued development and participation of strong committed leadership, belief by members of participating organizations in the enormous potential of The Amos Network and success of The Amos Network's actions will determine its long-term viability.

# Philadelphia, Mississippi

## *Demographics*

### **RACE**

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Black or African American: 2,930

White: 4,056

Asian: 36

American Indian: 147

Hispanic or Latino: 122

Other: 46

*\* From U.S. Census, Philadelphia, Mississippi 2000.*

### **ECONOMIC**

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Median Household Income: \$26,438

Median Family Income: \$30,756

Per Capita Income: \$15,787

Families Below Poverty Level: 503

Individuals Below Poverty Level: 2,022

*\* From U.S. Census, Philadelphia, 2000.*

### **EDUCATION**

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In Labor Force (Over 16 Years Old): 3,215

Population 25 Years and Over: 4,688

High School Graduate or Higher: 3,326

Bachelor Degree or Higher: 842

*\* From U.S. Census, Philadelphia, 2000.*

### **HOUSING**

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Total Housing Units: 3,302

Occupied Housing Units: 2,950

Owner-Occupied Housing Units: 1,985

Renter Occupied Housing Units: 965

Single-Family Owner Occupied Homes: 1,773

Median Value (Dollars): \$56,200

*\* From U.S. Census, Philadelphia, 2000.*

## *History*

Philadelphia, Mississippi, lies in Neshoba County in the east central part of the state. It is a hilly, rural community with three predominant ethnic groups: the Mississippi Band of Choctaw Indians, blacks, and whites. Much of its economy until the last ten years rested on lumber mills harvesting the plentiful timber in the surrounding area. In 1964, civil rights activists chose Philadelphia as a site for a freedom school and voter registration project for a summer campaign that became known as Freedom Summer. Two activists, Michael Schwerner and James Chaney, had spent part of late winter and early spring in Neshoba County, visiting with local black churches about sponsoring the civil rights initiatives.

On June 16, 1964, Ku Klux Klansmen targeted a potential church sponsor, harassing and beating members of Mt. Zion United Methodist Church, as they searched for the civil rights activists. Later that night, Klansmen returned and burned the church the ground. Upon hearing of the attack, Schwerner and Chaney, along with a new summer volunteer Andrew Goodman, drove to Mississippi from a training session in Ohio for the upcoming summer program. They went to investigate the church burning and interviewed members who had been attacked. On their way back to their Meridian office, a local deputy sheriff arrested the three for speeding and jailed them. They were never seen alive again.

A massive manhunt by the federal government finally found the three young men's bodies, forty-four days after their disappearance. The state government, which has long been implicated in the conspiracy, failed to bring murder charges. Neshoba County became synonymous around the world as a community of hate, a sentiment instilled in the infamous Hollywood depiction of the events in the 1988 film *Mississippi Burning*.

Despite courageous attempts by a few local residents at the time, as well as a public ceremony of apology to the victims' families at the twenty-fifth anniversary of the murders, the outside world has viewed Philadelphia largely as it did in the past, as a community of silence and cowardice and hate.

## *Evaluation*

In February 2004, a native Philadelphian and Winter Institute board member learned of new efforts to come together to acknowledge the murders. This native son approached the Institute about supporting these efforts. Our assistance was initially with the Community

Development Partnership, which had begun the creation of an African-American Heritage brochure for the area. It would include a civil rights tour and preparation included securing participation from the African American community to plan, research, and write the brochure. The CDP also commissioned an oral history project, which the WWIRR undertook, with plans for a documentary film for the community's use.

As these efforts crystallized, other community leaders, including the Neshoba County NAACP president and the *Neshoba Democrat* publisher, determined to create a broad-based task force to appropriately commemorate the lives of the three workers and to challenge the larger community to atone for their deaths. Advance preparation for the creation of the task force included securing the firm support of local public city and county officials, as well as the Choctaw Nation, each of whom appointed representatives to participate in the task force. In addition, the local newspaper began covering the newly-formed and now named Philadelphia Coalition, inviting any interested community members to join its meetings.

From April 5th through the beginning of the summer, the Coalition met weekly at a local church. Institute staff attended each meeting, helping to facilitate and providing logistical support for the group's plan both to call for justice in a press conference and to host a public ceremony to honor the three young men. The initial meetings simply but profoundly allowed community members to talk about the 1964 events and their emotions and thoughts surrounding that legacy. Many of these individuals spoke publicly for the first time and it was clear that these residents felt a mixture of guilt, anger, sorrow, and hope. The group committed quickly to issuing a public call for justice in the murders and to meeting with the local prosecutor to encourage pursuing the case. As plans for a press conference in May to publicize the call solidified, Mt. Zion United Methodist Church members asked for assistance at their annual memorial service for the workers and the Coalition decided to add a public call for justice, inviting all interested persons and public officials to lend pressure to their plea.

As the meetings continued, a clear bond of trust developed between the black, Choctaw, and white members of the group. Most meetings were very emotional and therapeutic and seemed clearly successful in beginning to mend some of the pain felt by members of the community. Coalition members worked with city and county officials to secure unanimous statements calling for justice to support their own call and local businesses, through the Community Development Partnership

pledged to help raise support and funding for the upcoming community events.

On June 21, 2004, the fortieth anniversary of the murders, the Coalition hosted a public event in the Neshoba County Coliseum, attended by 1500 people, including the governor of the state of Mississippi and three congressmen. The ceremony showcased an oral history project begun by the Coalition, speeches by native son Dick Molpus, who had apologized for the murders in 1989, as well as civil rights activists Dorie Ladner, John Lewis, and former governor William Winter. And, as it had done in a press conference on May 26th, the Coalition again issued a challenge to the state of Mississippi to bring murder charges in the case, as well as an apology to the families of the victims, including Dr. Carolyn Goodman and her son David, who were in attendance.



The evening after the event, Coalition members and their families gathered to reflect on the previous day's proceedings. Its members committed both to continuing pressure on public officials, with a planned invitation to Attorney General Jim Hood, and to sustaining the work of the coalition through one-on-one conversations with fellow community members, appropriate memorials to the three workers, and an educational initiative, to insure that local schoolchildren would learn of the devastating consequences of racism.

In September 2004, the Coalition hosted a dinner for Dr. Goodman and David Goodman and for Attorney General Jim Hood. The group hoped to “put a human face,” on the tragedy, to underscore

for the state's highest prosecutor the toll these murders had taken on family members as well as the community. The WWIRR continued to attend and support these meetings logistically and also began working with a statewide faith-based group, the Mississippi Religious Leadership Conference, to offer a reward from an anonymous donor for new information leading to the arrest and conviction of persons involved in the murders. That reward of \$100,000 became public in December.

On January 6, 2005, the Coalition's efforts were rewarded. A local grand jury handed down the first murder indictments in the case. The trial of the first suspect arrested is set for June.

### *How to Sustain*

Beyond securing justice in the case, the Philadelphia Coalition has worked to memorialize the victims and to create an educational initiative to better teach civil rights history in local schools. In February and March 2005, the group was able to appeal to the state legislature to pass a highway bill renaming a portion of Highway 19 south, which passes the murder site, in honor of James Chaney, Andrew Goodman and Michael Schwerner. The governor signed the bill into law, which takes effect July 1, 2005.

The coalition created an education committee, co-chaired by retired and current school teachers. With the assistance of the WWIRR, the committee adopted *Putting the Movement Back Into Civil Rights Teaching*, a resource guide published by Teaching for Change that seeks to help create lessons that focus on local leadership and grassroots empowerment. The committee has secured participation by all three school districts and is planning the "Living Memorial Chaney, Goodman, and Schwerner Civil Rights Education Summit," in June, 2005, for educators, students, and community leaders. The summit will showcase workshops designed to better prepare teachers to teach the civil rights movement. This initiative, as well as the larger Coalition's success, has inspired other communities to work on confronting their own civil rights history. The summit will bring together this new network of teachers from the Delta, Grenada, McComb, Oxford, and the Gulf Coast.







*Learning about Ella Baker at Philadelphia Elementary*

### *Analysis*

The process of beginning to transform a community is not easy and in Philadelphia's case, not over. But we have learned some lessons. The process must be both internal, for the group undertaking the change, and external, to make the public aware of the need for transformation. That internal process can look a lot like counseling. The group was able to create a safe place for members to share their deepest emotions. It required trust and patience. The group itself is broad-based, and multi-racial, with citizens from all walks of life and political persuasions. Though they do not agree on every issue they share a common love of their hometown and a commitment to determining together how to make it better.

The external process has involved several components: a favorable local newspaper to highlight the developments ongoing, an engaged business community along with public officials, which see the value of moral stands in promoting economic vitality, the politically active presence of a previously marginalized group (in this case the NAACP), and the faith-based community which helps to steer the moral compass of the group.

It remains to be seen if such efforts are scaleable. Neshoba County has a unique history and international profile that ultimately impelled it to seek redemption. Its sin, unlike many communities, was incredibly public and well-known. Other communities that suffer the ravages of racism, which describes any town in America, have often been able to comfort themselves with the knowledge that they are not Neshoba. And yet, Neshoba Countians found the courage to acknowledge the pervasiveness of race in their midst, an accomplishment that many in and outside of the state have not achieved. It will be up to that county to continue its transformation and for other counties to undertake the difficult journey themselves.

# Rome, Mississippi

## *Demographics*

### **RACE**

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Black or African American: 170

White: 52

Hispanic or Latino: 2

### **ECONOMICS**

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Median Household Income: \$19,688

Median Family Income: \$21,250

Per Capita Income: \$7,990

Families Below Poverty Level: 32

Individuals Below Poverty Level: 145

### **EDUCATION**

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In Labor Force (Over 16 Years Old): 86

Population 25 Years and Over: 138

High School Graduate or Higher: 57

Bachelor Degree or Higher: 11

### **HOUSING**

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Total Housing Units: 93

Occupied Housing Units: 75

Owner-Occupied Housing Units: 48

Renter-Occupied Housing Units: 27

Single-Family Owner Occupied Homes: 30

Median Value (Dollars): \$43,300

## *History*

In the winter of 2000, the newly-created Institute received a call from a civil rights activist who had worked closely with several Mississippi communities during the civil rights period. She had received a request from a community advocate living in Drew, Mississippi, in Sunflower County to help her native Rome, Mississippi, secure a sewerage system. We agreed to explore the case.

After speaking with Betty Smith, the Drew community activist, we learned that Rome, a small village of about 200 citizens, predominantly

African American, had approached the county board of supervisors for assistance in obtaining a system but had been denied help, citing no available funds. The local non-profit then decided to seek grant funding for the project on their own. One member of the group had taken a grant-writing course at a local university and had successfully gotten funding for a sewerage system from the United State Department of Agriculture (USDA).



### *Evaluation*

The initial step to working in Rome was a community-wide meeting. Hosted by the Silver Star Missionary Baptist Church, which had created a nonprofit to help the community develop, the meeting was attended by about 60 community residents. Despite Rome's small size, it became clear that members of the community did not often engage in public conversation about the state of the town. The resulting town meeting was a good first start at identifying the needs in the community including activities for youth, housing, more shopping options, and general community clean-up. We learned in this first visit that the

attendees did not feel that their concerns were addressed or even heard by county public officials. The local nonprofit, the Rome Community Development Organization (RCDO) pledged to work within the community and to use the resources of the Winter Institute to better address community concerns.

After this initial meeting, we identified four initial needs and corresponding steps to respond to the community's concerns:

1. The need for greater public awareness about the community and its goals. We helped get newspaper coverage of the town's attempts to get a sewer system first in the *Atlanta Journal-Constitution* and then in the *Jackson Clarion-Ledger*.
2. The need for more engaged service from public officials. We held several town meetings and invited the local county supervisors, the state senator, and representatives from Congressman Bennie Thompson's office. These meetings increased the political profile of the community and would aid it later in funding efforts for other projects.
3. The need for strategic planning for the community. We brought in a representative from the Mississippi Development Authority who did a strategic planning workshop with community residents.
4. The need for sustained attention to the initial USDA grant to insure the timely installation of the sewer system. The RCDO and the Winter Institute worked with a civil engineer and public officials to plan the implementation of the system and to acquire appropriate right-of-ways for construction. Public officials who had been less encouraging of the project initially later became crucial to the completion of the project. We are convinced that greater public awareness, through the media, as well as increased political clout, accomplished this engagement.

## *How to Sustain*

With sewer construction complete in 2001, the RCDO moved next to achieve two goals: affordable housing and creation of youth activities. To initiate a housing project, the nonprofit researched appropriate grants and applied for funding to begin construction of affordable, multi-family units in Rome. The Winter Institute wrote letters of support and the RCDO worked with the granting agencies (the Fannie Mae Foundation, the Mississippi Development Authority, and the Federal Home Loan Bank of Dallas), to tackle the preliminary steps for construction. The foundations will be laid in the spring, 2005. With that project underway, the group turned its attention to creating a youth community center.

In 2001, the Silver Star MB Church secured the donation of an abandoned house, which had previously been used for illicit gatherings. With volunteer assistance and with some help from inmates at Parchman Penitentiary, the RCDO cleared out the overgrowth around the building and repaired the internal structure. The Winter Institute was able to solicit donations to help cover minimal construction costs. In the spring of 2003, it secured bookshelves and conducted a children's book drive on the UM campus to create a children's library, with an initial donation of 817 books.

With the establishment of the youth community center, youth activities have taken center stage in Rome. Thirty children, ages K-12, participate in center activities. Beginning in the summer of 2003, the WWIRR challenged the kids to read 750 books to win a field trip of their choice. They read 800 books and chose UM for their trip. In 2004, Institute staffer Annette Hollowell and Winter interns helped the children begin an oral history project. In August that year, children from the center, along with youth from a similar Winter project in Concord, Mississippi, came to UM's campus for two days of activities including designing web sites with their communities' histories.

In addition to these summer program, the parents of the center children conduct after-school tutoring and homework help throughout the year. They host events during the year, including end-of-the-year parties to celebrate the academic achievements of the center's kids during the year.

Beyond this academic focus, the center is also able to offer a variety of other activities for the children's enrichment, including art programs.



*UM Students join the Rome Book Club for a visit to an Oxford bookstore.*



*Children from Rome and Batesville visit UM for a field trip in July 2004.*

UM-based artist Amy Evans has worked with the children to do community clean-ups that result in public sculpture, as well as using a variety of materials for specific projects. The children also designed and painted the youth center's sign.

### *Analysis*

The Institute's partnership with the community of Rome has chiefly been community development, from infrastructure improvement to creating better services for residents of all ages. The pattern of work has been to help the community identify common goals and then help provide additional resources to accomplish them, supplementing the tremendous human resources in the town. The work has focused more on creating equity in material circumstances



*Sponge Bob made out of recycled materials in Rome, MS.*

and less on interpersonal daily interactions between blacks and whites. In fact, beyond the public cooperation to secure installation of the sewer system, efforts by the Silver Star to create meaningful dialogue across racial lines, especially through faith-based methods, have largely failed. Thus, the “reconciliation” work has been characterized by bringing the resources of a predominantly white institution to bear on addressing the material needs of a predominantly black community. The WWIRR has taken great care to help build the capacity of local leadership and to respect the direction of community leaders in advancing our work together.



# Resources and Tools

## Arts / Theater Organizations

### **Alternate Roots**

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“Alternate ROOTS was founded in 1976 at the Highlander Center in Tennessee by a group of southeastern performing artists creating original, community based work. Among those present were Jo Carson, John O’Neal and Dudley Cocke, all of whom are still members of the organization. Our goals are to increase opportunities for the on-going exchange of work, skills, critical analysis and information within the region, and to create opportunities for enhanced visibility for new work and continuous artistic development. Our members include artists working in all disciplines: theater, dance, performance art, storytelling, mime, music, visual arts, media arts and movement. Playwrights, directors and choreographers are also members, as well as teachers, arts administrators and presenters who are partners in getting new work before an audience.”

(888) 871-9898

[www.alternateroots.org](http://www.alternateroots.org)

### **Association for Black Culture Centers**

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The ABCC is an organization that is seeking to reclaim, critique, and perpetuate the culture of African descent through networking, caretaking, and institutionalizing of Centers toward the following goals: Establishing and maintaining contact with Centers on college campuses and in the communities to share philosophies, strategies, and resources; Preserving the reclaimed black culture while critiquing it for posterity; Becoming self-sufficient institutions and collectively serving as a national power base.

(309) 341-7079

[www.abcc.net](http://www.abcc.net)

## **Southern Arts Foundation**

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“The Southern Arts Federation (SAF) is a not-for-profit regional arts organization that has been making a positive difference in the arts throughout the South since 1975. SAF creates partnerships and collaborations; assists in the professional development of artists, arts organizations and arts professionals; presents, promotes and produces Southern arts and cultural programming; and advocates for the arts and art education. The organization works in partnership with the state arts agencies of Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina and Tennessee. SAF is funded by the National Endowment for the Arts (NEA), foundations, corporations, individuals and member states.”

(404) 874-7244

[www.southarts.org](http://www.southarts.org)

## **Library of African Cinema**

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“Films from Africa made by Africans offer restorative images and a new film language. The beautiful and challenging films in this collection showcase the works of not only master filmmakers but also innovative new talents who are embracing video technology. To see Africa through African eyes radically enlightens viewers about the complex reality of today’s Africa.”

(802) 846-1850

[www.newsreel.org](http://www.newsreel.org)

# Community Building (with Maps and Steps)

## **Building Community By Design (MDC): A Resource Guide for Community Change Leaders**

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MDC, which publishes *Building Community*, works to create unrestricted channels of opportunity so that people can progress as far as their talent and initiative will carry them. Our temporal and geographic roots, the 1960s in the South, lead us to address the barriers of race, gender, and income. Our practical roots in helping people gain access to economic opportunity drive us to frame equity as an economic imperative as well as a moral goal, to structure reform so that “self interest prompts what justice demands.”<sup>1</sup> We promote equitable access to the channels of opportunity because we believe society cannot afford the human costs of inequity. As the information economy puts increased emphasis on human skill as the source of comparative economic advantage, the economic and moral arguments for investing well in all people have begun to converge. The equity imperative assumes new timeliness and urgency. MDC’s approach to change begins with research into the forces and trends that may threaten the economic and educational progress of Southern communities and people. We communicate our findings to cultivate awareness and build appreciation among opinion makers and decision-makers of the need for change. We then assist in the process of regional, community, and institutional change in three ways: through policy development initiatives and consultations, through program demonstrations to test and apply new approaches in development and workforce preparation, and through technical assistance and evaluation of change efforts currently underway.

(919) 968-4531

[www.mdcinc.org](http://www.mdcinc.org)

## Study Circles Resource Center

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“The Study Circles Resource Center is dedicated to finding ways for all kinds of people to engage in dialogue and problem solving on critical social and political issues. SCRC helps communities by giving them the tools to organize productive dialogue, recruit diverse participants, find solutions, and work for action and change. The Five Core Principles for guiding Study Circles are: 1. Involve everyone. Demonstrate that the whole community is welcome and needed; 2. Embrace diversity. Reach out to all kinds of people; 3. Share knowledge, resources, power, and decision making; 4. Combine dialogue and deliberation. Create public talk that builds understanding and explores a range of solutions; 5. Connect deliberative dialogue to social, political, and policy change.”

(860) 928-2616

[www.studycircles.org](http://www.studycircles.org)

## Community-Based Models

### **Building Cohesive Communities: A Report of the Ministerial Group on Public Order & Community Cohesion (Northern England)**

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“The aim of the Community Cohesion Unit in England is “To promote a cohesive community where: there is a common vision and a sense of belonging for all communities; the diversity of people’s different backgrounds and circumstances are appreciated and positively valued; those from different backgrounds have similar life opportunities; and strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighborhoods. Our aim is to develop the Government’s community cohesion agenda. To integrate and deliver public services at both: a local level, by working with local authorities, local strategic partnerships, voluntary and community business sectors, and local communities, a national level working with other Government departments.”

<http://www.homeoffice.gov.uk/inside/org/dob/direct/ccu.html>

## **The Community Collaborative, Inc. (West Virginia and Kentucky)**

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“The Community Collaborative offers a sustainable Communities Training Program (SCTP). “SCTP is an annual series of six two-day workshops held throughout West Virginia. SCTP focuses on leadership development training to help communities reach their goals. The format uses a unique training framework and design that blends presentation, peer exchange, group process, networking and local site visits into a holistic learning experience. Each training session is created to encourage substantial peer learning and collaborative networking.”

(304) 594-9768

[www.cciwv.org](http://www.cciwv.org)

## **Connecticut Partnerships Continue NLC’s Racism Initiative**

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“Throughout South-Central Connecticut, municipalities have been partnering with the Interracial Dialogue Project to continue NLC’s Undoing Racism Initiative. In New Haven, Mayor and NLC First Vice President John DeStefano’s involvement in Undoing Racism led to all Department Heads within the City of New Haven taking part in a series of dialogues in 2000 and 2001. Following September 11 and the incidents of anti-Arab and anti-Muslim bias, the City of New Haven and the town of Hamden co-sponsored, with the Dialogue Project and other community organizations, a series of Unity Forums. These forums brought more than 500 community members together for a discussion and affirmation of the diversity of our communities. These efforts and other partnerships with municipalities throughout the region and the Connecticut Conference of Municipalities (CCM) have been part of a region-wide, on-going effort to address racial divisions and inequality and to create pro-active solutions on all levels.”

[http://cg.nlc.org/nlc\\_org/site/files/pdf/race\\_equality.pdf](http://cg.nlc.org/nlc_org/site/files/pdf/race_equality.pdf)

## The Gamaliel Foundation

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“This type of community organizing began in Chicago in 1938. Saul Alinsky created the “Back of the Yards Community Council.” The organization operated in the shadow of Chicago’s stock yards. The community was beset with poverty, political corruption, gangs, disease, deteriorating housing and inadequate schools; but most of all it was beset with a sense of powerlessness. The organization successfully engaged people to change the conditions of the community. Its motto was, “We shall decide our own destiny.” And to a large extent and for some time, they did just that. Many organizations were created utilizing the model of the Back of the Yards Council. Unfortunately most of those organizations have dissolved, become stagnant, parochial and marginalized; have evolved into social service, advocacy, or economic development corporations; or have become the fiefdoms of political hacks. The original mission of empowerment and expansion of democracy has, all too frequently, been lost. To insure the promise of community organizing, the Gamaliel Foundation was born. The Gamaliel Foundation was originally established in 1968 to support the Contract Buyers League, an African American organization fighting to protect homeowners on Chicago’s Westside who had been discriminated against by banks and saving and loan institutions. In 1986, the Foundation was reorganized as an organizing institute providing resources to community leaders in the efforts to build and maintain powerful organizations in low income communities. The Gamaliel Foundation has grown from three to more than forty-five affiliates in seventeen states and in three provinces of South Africa.”

(312) 357-2639

[www.gamaliel.org](http://www.gamaliel.org)

## **Greensboro Truth and Reconciliation Commission**

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“The Greensboro Truth and Community Reconciliation Project is a broad community- based initiative that seeks to help Greensboro create a brighter future by earnestly engaging its past. It is the first attempt of its kind in the United States to initiate a process whereby a community can resolve painful and divisive aspects of its history in a spirit of truth-seeking, forgiveness, and transformation. One of the major components of the Project is the creation of an independent Truth and Reconciliation Commission. The findings of the Commission will serve as the basis for another major component of the Project: an extensive year-long community discussion that will constructively engage the confusion, division, and bitter feelings related to the events of November 3, 1979, and hopefully lead to greater understanding, reconciliation, justice, and trust in Greensboro. Initiated by the Beloved Community Center and the Greensboro Justice Fund, the Project is shaped and guided by the Local Task Force, a diverse coalition of Greensboro community leaders, and advised by the National Advisory Committee, a distinguished group of individuals from around the nation who provide insight and council to the Project.”

(336) 230-0001

[www.gtcrp.org](http://www.gtcrp.org)

## **The Montgomery Institute (West Alabama/East Mississippi)**

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“The Montgomery Institute operates in the eastern portion of Mississippi and the western portion of Alabama: to train and develop citizens in leadership; to Promote strategic thinking about and analysis of societal issues for the betterment of the communities in the region; and to disseminate information designed to promote human and infrastructure development.”

(601) 483-2661

[www.TheMontgomeryInstitute.com](http://www.TheMontgomeryInstitute.com)

## **North Carolina Civic Education Consortium**

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“The Consortium envisions a future in which all North Carolina children and youth become enthusiastic, involved citizens endowed with the knowledge, skills, and confidence to participate in democratic life. Children and youth will: Understand how government, business, and non-profit organizations work together to create strong communities, understand that individual participation is a critical factor in community success, consider and respect others when deliberating, negotiating, organizing, and advocating for their own positions on public concerns”

(919) 962-8273

[www.civics.org](http://www.civics.org)

## **Oklahoma Kids Count**

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“The mission of Oklahoma Kid’s Count is to provide leadership throughout the state to stimulate change for children and youth to affirm the value and vulnerability of children and youth by raising awareness of their needs, and by promoting public policies, programs and preventive strategies to ensure that they reach their full potential.”

(405) 236-KIDS

[www.oica.org](http://www.oica.org)

## **One Kansas City**

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“The task of building relationships across racial and cultural lines is crucial to the future well being of our city. However, knowledge of others racial background and culture is essential to learning how to relate to people of different racial and cultural groups. On April 12, Council members Jim Rowland and Troy Nash announced One Kansas City, a race relations initiative. Modeled after President Clinton’s One America, One Kansas City is designed to bring Kansas Citians together in an effort to find commonality within their different racial backgrounds. The initiative will build upon the groundwork laid by others who have tackled the race relations issue in Kansas City.”

[www.kcmo.org](http://www.kcmo.org)



## Project Change (Levi-Strauss)

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“Project Change was established in 1991 as an initiative of Levi Strauss & Co. through its corporate foundation. The Project addressed racial prejudice and institutional racism in four communities throughout the United States: Albuquerque, NM; El Paso, TX; Knoxville, TN; and Valdosta, GA. Project Change united community leaders serving diverse constituencies and assisted them in developing leadership capacities that both complemented and transcended their racial and ethnic interests. In 2002, the Institute for Democratic Renewal (IDR) and Project Change (PC) entered into a partnership to combine their separate anti-racism efforts. Over the years, Project Change has expanded the scope of its mission to include strengthening both the anti-racism infrastructure and networks for civic engagement and democratic renewal. Strategies include the following: Leadership Development: Activities and programs to identify and support local leaders working to address racial inequity; Training and Convenings: Anti-racism training institutes, presentations, events and forums—both one-time and ongoing—to engage local leaders and institutions in dismantling racism and building healthy communities; Information/Education: Reports, publications and electronic tools to assist leaders, advocates and institutions in educating their members and the general public about the consequences of racism and how individuals and groups can work to address specific issues; Project Support: Program development, technical assistance, resource development and evaluation to strengthen and sustain long-term efforts at social change; Strategic Partnerships: Creation of and participation in local multiracial alliances and national networks to combat racism and develop model projects, collaborations designed to influence policies nationwide; New Initiatives: Building “Beloved Community.” Fusing Racial Justice and Spirituality, is a national inter-faith-based racial and social justice initiative focusing on how spirituality and justice can be fused with social action, thus empowering the widest range of communities of faith and persons of goodwill to transform themselves and restructure their institutions.”

(510) 482-3286

[www.projectchange.org](http://www.projectchange.org)

## **Undoing Institutional Racism (Seattle)**

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“UIR is a multi racial group that seeks to undo racism by identifying & addressing institutional practices & policies which afford privilege to whites over people of color. We are government employees tackling racism in our own institution. Our work together requires an on- going analysis of practices, personnel, policy, program, planning & implementation within our institutions to illuminate & eliminate systemic racism.”

(206) 615-0982

[www.ci.seattle.wa.us/humanservices/UIR/](http://www.ci.seattle.wa.us/humanservices/UIR/)

## **Reducing Racism and Achieving Racial Justice Project: City Scan (National League of Cities)**

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“The goal of the Reducing Racism and Achieving Racial Justice Project (RR&RJP) is to strengthen the effectiveness of local government and enhance the leadership capacity of local officials in reducing racism and achieving racial justice. The work of this project, funded in part by the Ford Foundation, is reinforcing the perspective that local elected officials are uniquely positioned to influence how people are treated, how power in a community is shared, how racial interests and issues are presented and resolved. The role of the local elected official remains a key element in any effort to address racial and ethnic conflicts, promote racial justice and ethnic harmony, and develop and sustain a local agenda that reflects the priorities of a diverse community. Race and racial matters continue to be a complex and frustrating issue for local officials. It is not a straightforward matter of delivering services or managing resources. NLC continues to see issues of racial justice and race relations not as a separate, isolated functional problem area for local government, but as part of conditions in which and about which local governance occur everyday. NLC will continue to build on the experiences and lessons learned from past and current projects. Observations and insights continue to confirm the need for critical work to be done ñ solidifying the fact that there is a key role for local elected officials to play where race and ethnicity connect with local governance. We are committed to the broad outreach efforts and the research and development that will bring us to new levels of capacity and understanding and increasing NLC’s efforts to recognize and highlight cities and towns that are working to promote racial justice and race relations.”

(202) 626-3000

[www.nlc.org](http://www.nlc.org)

# Community-Resource Institutes

## **ACORN, the Association of Community Organizations for Reform Now**

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“ACORN, the Association of Community Organizations for Reform Now, is the nation’s largest community organization of low and moderate-income families, with over 150,000 member families organized into 800 neighborhood chapters in 65 cities across the country. Since 1970 ACORN has taken action and won victories on issues of concern to our members. Our priorities include: better housing for first time homebuyers and tenants, living wages for low- wage workers, more investment in our communities from banks and governments, and better public schools. We achieve these goals by building community organizations that have the power to win changes — through direct action, negotiation, legislation, and voter participation.”

(504) 943-0044

[www.acorn.org](http://www.acorn.org)

## **Birmingham Civil Rights Institute**

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“The Birmingham Civil Rights Institute (BCRI) documents the struggle of African- American citizens in Birmingham to become full participants in the city’s government and business community. Because this struggle was a social movement that caught the attention of the world, Birmingham is an appropriate place for an institution that serves the world as a center for study and reflection. The BCRI is both a museum and an Institute. As it provides the world a forum for reflection, study and dialogue on matters related to civil and human rights, the BCRI exists as a “living institution” of national and international scope.”

(205) 328-9696

[www.bcri.org](http://www.bcri.org)

## **International Center for Transitional Justice**

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The International Center for Transitional Justice (ICTJ) assists countries pursuing accountability for past mass atrocity or human rights abuse. The Center works in societies emerging from repressive rule or armed conflict, as well as in established democracies where historical injustices or systemic abuse remain unresolved. It provides comparative information, legal and policy analysis, documentation, and strategic research to justice and truth-seeking institutions, nongovernmental organizations, governments and others. The ICTJ assists in the development of strategies for transitional justice comprising five key elements: prosecuting perpetrators, documenting violations through nonjudicial means such as truth commissions, reforming abusive institutions, providing reparations to victims, and advancing reconciliation. The Center is committed to building local capacity and generally strengthening the emerging field of transitional justice, and works closely with organizations and experts around the world to do so.

(917) 438-9300

[www.ictj.org](http://www.ictj.org)

## **National Association of Human Rights Workers**

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National Association of Human Rights Workers is committed to empowering its members to promote diversity and equality throughout America's work, social, home and religious environs. NAHRW offers ongoing education, research, training, professional development, and networking opportunities. To fulfill its mission, NAHRW seeks to: Encourage collection, compilation and dissemination of ideas, information and research among organizations and individuals engaged in the improvement of intergroup relations; Facilitate the exchange of knowledge, experience and research among governmental agencies and private organizations dealing with racial, religious, ethnic and cultural relations and other protected classes; Advance the science, processes, and art of intergroup relations and improve the standards of work in the field, advancing technical and professional knowledge, standards and practices.

[www.nahrw.org](http://www.nahrw.org)

## National Coalition Building Institute

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”National Coalition Building Institute (NCBI) is a nonprofit leadership training organization based in Washington, D.C. Since 1984, NCBI has been working to eliminate prejudice and intergroup conflict in communities throughout the world.

NCBI’s proactive approach begins with a corps of community leaders who are taught effective bridge-building skills to combat intergroup conflicts. The local leadership team embodies all sectors of the community, including elected officials, law enforcement officers, government workers, educators, students, business executives, labor union leaders, community activists, and religious leaders. These community leaders work together as a resource team, offering prevention-oriented programs to deal with prejudice and intergroup tensions. Using NCBI tools for working through tough, polarizing intergroup issues, the leadership team is available to intervene in a community when specific intergroup conflicts arise.

NCBI has trained leadership teams in a variety of settings, including high schools, colleges and universities, corporations, foundations, correctional facilities, law enforcement agencies, government offices, and labor unions. Currently NCBI has 50 city-based leadership teams, known as NCBI Chapters; 30 organization-based leadership teams, known as NCBI Affiliates; and over 60 college/university-based teams, known as Campus Affiliates.”

(202) 785-9400

[www.ncbi.org](http://www.ncbi.org)

## **National Issues Forum**

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“National Issues Forums (NIF) is a nonpartisan, nationwide network of locally sponsored public forums for the consideration of public policy issues. It is rooted in the simple notion that people need to come together to reason and talk ó to deliberate about common problems. Indeed, democracy requires an ongoing deliberative public dialogue. These forums, organized by a variety of organizations, groups, and individuals, bring people together to talk about public issues. They range from small or large group gatherings similar to town hall meetings, to study circles held in public places or in people’s homes on an ongoing basis. Forums focus on an issue such as health care, immigration, Social Security, or ethnic and racial tensions. The forums provide a way for people of diverse views and experiences to seek a shared understanding of the problem and to search for common ground for action. Forums are led by trained, neutral moderators, and use an issue discussion guide that frames the issue by presenting the overall problem and then three or four broad approaches to the problem. Forum participants work through the issue by considering each approach; examining what appeals to them or concerns them, and also what the costs, consequences, and trade-offs may be that would be incurred in following that approach.”

(800) 433-7834

[www.nifi.org](http://www.nifi.org)

## **National Ten Point Leadership Foundation**

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“NTLF’s primary mission is to help provide African-American Christian churches with the strategic vision, programmatic structure, and financial resources necessary to save at-risk inner-city youth from child abuse and neglect, street violence, drug abuse, school failure, teenage pregnancy, incarceration, chronic joblessness, spiritual depravity, and hopelessness about the future.”

(617) 363-7273

[www.ntfl.org](http://www.ntfl.org)

## The People's Institute

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“The People’s Institute was founded in 1980 by long-time community organizers Ron Chisom of New Orleans and Jim Dunn of Yellow Springs, Ohio. The People’s Institute was created to develop more analytical, culturally-rooted and effective community organizers. Over the past 24 years, The People’s Institute Undoing Racism™/ Community Organizing process has impacted the lives of nearly 100,000 people both nationally and internationally. Through this process, it has built a national collective of anti-racist, multicultural community organizers who do their work with an understanding of history, culture, and the impact of racism on communities. These anti-racist organizers build leadership in and account to the constituencies where they are organizing. The People’s Institute) believes that effective community and institutional change happens when those who would make change understand how race and racism function as a barrier to community self determination and self sufficiency. As stated in *Undoing Racism: A Philosophy of International Social Change*, Second Edition (Chisom & Washington, 1997), “[W]hen a society is structured on the basis of race, conformity to the norms of racial roles maintains both inequitable treatment and pathological relations. Undoing Racism,™ with an understanding of the construct of race in America and the role that it plays in community enables the organizer to be transformed and begin the process of community empowerment.”

(504) 241-7472

[www.thepeoplesinstitute.org](http://www.thepeoplesinstitute.org)

## Pew Partnership for Civic Change

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“The Pew Partnership is a civic research organization. Our mission is to identify and document promising solutions crucial to strong communities: Our research explores how innovative partnerships, citizen participation, and accessible technology catalyze civic solutions in these areas. We disseminate practical information about what works to citizens and practitioners everywhere. We test problem-solving strategies in communities across the nation. Established in 1992, the Pew Partnership is funded by The Pew Charitable Trusts and administered by the University of Richmond.”

(434) 971-2073

[www.pew-partnership.org](http://www.pew-partnership.org)

## **Southern Poverty Law Center**

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“The Southern Poverty Law Center was founded in 1971 as a small civil rights law firm. Today, the Center is internationally known for its tolerance education programs, its legal victories against white supremacists and its tracking of hate groups. Located in Montgomery, Alabama ñ the birthplace of the Civil Rights Movement ñ the Center was founded by Morris Dees and Joe Levin, two local lawyers who shared a commitment to racial equality. Its first president was civil rights activist Julian Bond. Throughout its history, the Center has worked to make the nation’s Constitutional ideals a reality. The Center’s legal department fights all forms of discrimination and works to protect society’s most vulnerable members, handling innovative cases that few lawyers are willing to take. Over three decades, it has achieved significant legal victories, including landmark Supreme Court decisions and crushing jury verdicts against hate groups.”

(334) 956-8200

[www.splcenter.org](http://www.splcenter.org)

## **Southern Regional Council**

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“The mission of the Southern Regional Council is to promote racial justice, protect democratic rights and broaden civic participation in the Southern United States. Since its founding in 1919 as the Commission on Interracial Cooperation, SRC has engaged Southern communities on issues of democracy and race: promoting an end to the all-white primary in the 1940s, establishing state human relations councils to help desegregate Southern schools in the 1950s, and founding the Voter Education Project, which registered more than two million African American voters in the 1960s.”

(404) 522-8764

[www.southerncouncil.org](http://www.southerncouncil.org)



# University-Based Institutions of Reconciliation/Justice

## **Civil Rights Project, Harvard University**

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“Our mission is to help renew the civil rights movement by bridging the worlds of ideas and action, and by becoming a preeminent source of intellectual capital and a forum for building consensus within that movement. CRP’s increasing national prominence and rapid growth confirm that the initial vision was correct, and provide the backdrop for an ambitious financial, programmatic and strategic agenda. The next five years will be critical as CRP seeks to expand its capacity into additional areas, including: (1) community security and criminal justice; (2) voting rights and deepening democratic engagement; (3) metropolitan economic opportunity (including housing, growth and employment); (4) community and family wealth; and (5) health care justice.”

(617) 496-6367

[www.law.harvard.edu/civilrights](http://www.law.harvard.edu/civilrights)

## **International Conflict Management, Johns Hopkins University**

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International Conflict Management is a dynamic, interdisciplinary field, constantly evolving as a response to problems in International Relations. Theoretically located between social and behavioral science, it is the point at which these perspectives meet and sometimes clash. Conflict management can be functionally understood by what it seeks to accomplish. Conflict Management aims to: Prevent the eruption of destructive conflict. Facilitate a move from violent to spoken conflict. Enable a transformation from conflict to lasting peace by addressing root causes and effects of conflict.

<http://cmtoolkit.sais-jhu.edu/>

## **Peace, Conflict, and Resolution Studies, Brandeis University**

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Since the end of World War II, Peace, Conflict, and Coexistence Studies (PAX) has emerged as an interdisciplinary area of inquiry drawing on social science, the humanities, the creative arts, and science in efforts to understand reasons for war and possible ways of resolving conflicts without resorting to violence. In the last few years, for many people the primary focus of inquiry is shifting from the Cold War and the nuclear threat to conflict resolution in small and large contexts. Along with the larger goal of ending war altogether, the Brandeis program reflects this tendency. This is a time to examine the many meanings of “security,” to investigate the nature of power and political participation and to develop ideas and ways of addressing conflicts that honor the integrity of all parties involved. This is a time, in other words, to learn alternatives to violence and a time to learn the ways of disarmament and ending of war.

[www.brandeis.edu/programs/peace](http://www.brandeis.edu/programs/peace)

## **Roy Wilkins Center for Human Relations and Social Justice, University of Minnesota**

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The Wilkins Center undertakes research to guide and empower policymakers and community leaders to develop and promote solutions to the problems of racism and racial and ethnic inequality. The Roy Wilkins Center for Human Relations and Social Justice was founded in 1992 as a joint endeavor of the University of Minnesota and the Roy Wilkins Foundation to continue the Roy Wilkins’ legacy of civil rights and social justice. The Wilkins Center staff and research assistants currently are working on a number of research and community outreach projects.

(612) 625-9505

[www.hhh.umn.edu/centers/wilkins](http://www.hhh.umn.edu/centers/wilkins)

## **Benjamin Hooks Institute for Social Change, Rhodes College**

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The Hooks Institute is a public policy research center supporting the urban research mission of the University of Memphis, and honoring Dr. Hooks many years of leadership in the American Civil Rights Movement. The Institute works to advance our understanding of the legacy of the American Civil Rights Movement through teaching, research and community programs that emphasize social movements, race relations, strong communities, public education, effective public participation, and social and economic justice. In support of these objectives, the Institute has initiated research, teaching and outreach programs. Founded as a nonprofit organization in 1996, the Hooks Institute is sanctioned by the Tennessee Board of Regents.

(901) 678-3974

<http://benhooks.memphis.edu>

## **Race Relations Institute, Fisk University**

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In 1942, Dr. Charles S. Johnson of Fisk University began a series of seminars known as the Race Relations Institute (RRI). This forum encouraged social scientists, religious leaders, educators, government officials and other notable figures to offer research and discussion on racial parity, and it created a standard method for holding a national dialogue on race. The institute was the vehicle used to mount race-related discussions on issues such as economics, education, governmental policy, housing and employment. Since 1942, RRI has continued to increase awareness among all people of the divisive and insidious nature of racism. Each year the Race Relations Institute holds a one-week seminar on race, convening national and international participants from various areas of concentrations including: education, economics, media, law, religion and health. The RRI has established a Website ([www.fiskrri.org](http://www.fiskrri.org)) and a list serve, WILDER (“World Institute for Learning, Discussing and Evaluating Race Relationships”), to encourage dialogue and further disseminate information on race relations. The institute also operates the HOLDINGS Project (Holding Our Library Documents Insures Nobility Greatness and Strength) to preserve the intellectual properties and history of African people, the Dubois/Nash Lecture Series, and corporate-sponsored executive policy seminars.”

(615) 329-8575

[www.fiskrri.org](http://www.fiskrri.org)

## **William Winter Institute for Racial Reconciliation, University of Mississippi**

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“The Institute for Racial Reconciliation fosters reconciliation and civic renewal wherever people suffer as a result of discrimination or alienation. The Institute identifies and disseminates information on effective models of cooperation. It supports leadership and community development through outreach projects in partnerships spanning local communities, policy-makers and education institutions. The Institute’s non-partisan work is grounded in the equal participation of University representatives and local community members to discover and apply constructive responses to past and continuing inequities caused by exclusion.”

(662) 915-6734

[www.olemiss.edu/winterinstitute](http://www.olemiss.edu/winterinstitute)

## **Economic Development**

### **Foundation for the Mid-South**

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“The Foundation for the Mid South is a regional development foundation that brings people together, strengthens communities, and multiplies resources. By working with people with a wide range of resources, skills, and talents, the Foundation for the Mid South strives to nurture families and children, improve schools, and build the economy for all people in Arkansas, Louisiana, and Mississippi. The three states of Arkansas, Louisiana, and Mississippi continue to rank at the bottom in measures of opportunity and quality of life. The people and partners of the Foundation understand the need to build the nonprofit sector in our region where poverty is the highest. The Foundation for the Mid South is the only organization serving the Mid South that provides the leadership and the resources to achieve this vision. Over the past ten years, the total impact of the Foundation’s programs is estimated at \$150 million in new resources for the region.”

(601) 355-8167

[www.fndmidsouth.org](http://www.fndmidsouth.org)

## Southern Growth Policies Board

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Southern Growth Policies Board is a non-partisan public policy think tank based in Research Triangle Park, North Carolina. Formed by the region's governors in 1971, Southern Growth Policies Board develops and advances visionary economic development policies by providing a forum for partnership and dialog among a diverse cross-section of the region's governors, legislators, business and academic leaders and the economic- and community- development sectors. This unique public-private partnership is devoted to strengthening the South's economy and creating the highest possible quality of life.

(919) 941-5145

[www.southern.org](http://www.southern.org)

## Educational Resources

### *K-12 Curriculum /Educational Guides*

#### Algebra Project

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“The Algebra Project is a national mathematics literacy effort aimed at helping low income students and students of color—particularly African American and Latino/a students— successfully achieve mathematical skills that are a prerequisite for a college preparatory mathematics sequence in high school full citizenship in today's technological society. Founded by Civil Rights activist and Math Educator Robert P. Moses in the 1980's, the Algebra Project has developed curricular materials, trained teachers & trainers of teachers, provided ongoing professional development support, and community involvement activities to schools seeking to achieve a systemic change in mathematics education. The AP reaches approximately 10,000 students and approximately 300 teachers per year in 10 states and in 28 local sites, with a particular focus on the Southern U.S., where the Southern Initiative of the Algebra Project is directed by David J. Dennis, Sr., and on the Young Peoples' Project (YPP), which recruits, trains and deploys high school and college age “Math Literacy Workers” to work with their younger peers in a variety of math learning opportunities and engage “the demand side” of mathematics education reform.”

(617) 491-0200

[www.algebra.org](http://www.algebra.org)

## **Making Connections: A Curriculum Guide (Birmingham Civil Rights Institute)**

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As an organization dedicated to education and research, the Institute called together a group of educators to aid in the development of this curriculum guide. We targeted the Jefferson County School System because their teachers were working with a new curriculum known as 4MAT. Dr. Bernice McCarthy, creator of the internationally used 4MAT System, had this to say about the instructional design: “4MAT is an open-ended teaching model. It is designed to raise teacher awareness as to why some things work with some learners and other things do not. It is adaptable to the developmental level of the learners, the content being taught, and the artistry of the moment. It is a useful framework for restructuring schools by exploring the wholeness of systems. If, at any time or in any way, 4MAT becomes a hindrance to the authority and efficacy of the teacher, its use should be reconsidered.” We certainly hope the lesson plans contained in this curriculum will assist you in preparing students for a successful visit to the Birmingham Civil Rights Institute. Also this guide will aid in your development of successful instruction on the Civil Rights Movement and African American life and history.

(205) 323-5042

[www.bcri.org/education\\_programs/curriculum\\_guide](http://www.bcri.org/education_programs/curriculum_guide)

## **Math First (The Montgomery Institute)**

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“A Mississippi and Alabama program designed to teach child readiness and school success. “Children succeed in school if they begin kindergarten ready to learn. MathFirst coordinates planning to reach pre-school children, teen-age parents and disadvantaged parents. MathFirst also works with schools to improve reading, to bring real-world math applications into classrooms and to help teachers succeed.” See also the Montgomery Institute.

(601) 483-2661

## The Preacher and the Klansman (Clarion Ledger)

“This true story shares the journeys of two men who helped shape Mississippi’s past and present. John Perkins and Tommy Tarrants learned of hate and history, of death and despair and, finally, of love and redemption. The story on these pages reads like a novel, but the tale is true. Reporter Jerry Mitchell spent six months researching, interviewing the story’s major and minor characters, collecting state Sovereignty Commission records and other documents and traveling to the places described. Mitchell’s research helped to reconstruct the historic events, the dialogue and the details recounted here. Godfrey Jones’ powerful illustrations used a combination of photographs and descriptions from witnesses as source material to reconstruct and illustrate the various scenes.”

[www.clarionledger.com/news/miss/reports/preacher](http://www.clarionledger.com/news/miss/reports/preacher)

## Putting the Movement Back in Civil Rights Teaching

As one of the most commonly taught stories of people’s struggles for social justice, the Civil Rights Movement has the capacity to help students develop a critical analysis of United States history and strategies for change. However, the empowering potential is often lost in a trivial pursuit of names and dates. *Putting the Movement Back into Civil Rights Teaching*, produced by Teaching for Change, provides lessons and articles for K-12 educators on how to go beyond a heroes approach to the Civil Rights Movement. The book includes interactive and interdisciplinary lessons, readings, writings, photographs, graphics, and interviews, with sections on education, labor, citizenship, culture, and reflections on teaching about the Civil Rights Movement.” See also Teaching for Change.

(800) 763-9131

[www.teachingforchange.org](http://www.teachingforchange.org)

## **Street Law, Inc. (National Crime Prevention Council)**

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“Street Law is practical, participatory education about law, democracy, and human rights. A unique blend of content and methodology, Street Law uses techniques that promote cooperative learning, critical thinking, and the ability to participate in a democratic society. For 30 years, Street Law, Inc.’s programs and curricula have promoted knowledge of legal rights and responsibilities, engagement in the democratic process, and belief in the rule of law, among both youth and adults. Street Law materials grew from a loose-leaf binder of lessons to a unique textbook, *Street Law: A Course in Practical Law*. The text, now in its seventh edition and published by Glencoe/McGraw-Hill, has sold over a million copies and is used in school districts in all 50 states. Its publication played a leading role in adding law to the curricula of school systems around the country.”

(202) 293-0089

[www. Streetlaw.org](http://www.Streetlaw.org)

## **Teaching Tolerance**

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“In 1991, Teaching Tolerance began supporting the efforts of K-12 teachers and other educators to promote respect for differences and an appreciation of diversity. As part of its mandate, Teaching Tolerance publishes a semiannual self-titled magazine that profiles educators, schools and programs promoting diversity and equity in replicable ways. In addition, the program produces and distributes free, high-quality anti-bias multimedia kits. At Teaching Tolerance’s website, [teachingtolerance.org](http://teachingtolerance.org), visitors can find a wealth of resources, including: Teaching Tolerance magazine, including current and back issues; Ordering instructions for multimedia kits, handbooks, and the magazine; Web-exclusive features such as “Writing for Change,” lessons that challenge bias in language; Classroom activities and resources, classified by subject and grade level; and Grant opportunities for K-12 educators developing anti-bias projects in their schools and communities.” (See also Southern Poverty Law Center)

(334) 956-8200

[www.tolerance.org](http://www.tolerance.org)



## Teens, Crime, and the Community

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“The Teens, Crime, and the Community program educates youth on topics that regularly affect youth including drugs, bullying, conflicts between different people, dating violence, property crimes, and a lot more. After learning about what you can do to prevent crime TCC youth take action in their schools and communities. Youth participate in action projects, similar to service learning projects many of you already do. As you learn about a particular crime issue, such as property crime, you complete an action project to reflect what you have learned. For example, you might participate in a graffiti removal project with your peers after completing a lesson on property crime. Through the action projects and the crime prevention lessons you have the opportunity to interact with other people in the community that can provide you with resources, career options, and mentoring opportunities.”

[www.nationaltcc.org](http://www.nationaltcc.org)

## We the Students: Supreme Court Cases for and About Students (American University School of Law)

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“The “We the Students” curriculum was developed to counteract the effects of “civic illiteracy” on the young people of America. The Marshall-Brennan Fellows teach from *We the Students: Supreme Court Cases for and About Students, 2nd edition*, which highlights the 35 most important Supreme Court cases affecting the rights and responsibilities of students. The Program’s goal is to teach students their rights under the Constitution and how to use their knowledge of cases and the Constitution to become effective democratic citizens. Through briefing cases and participating in moot court exercises, students develop critical thinking skills, advancing their rhetorical skills, and refine their persuasive powers.”

(202) 274-4011

[www.wcl.american.edu/westhestudents](http://www.wcl.american.edu/westhestudents)

## *Higher Education / Career Development*

### **Innovation U: New University Roles in a Knowledge Economy (Southern Growth Policies Board).**

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“Innovation U. details the best practices and cultures of 12 major research universities that are leading the way in promoting technology-oriented economic development in their states and communities. The 12 universities are Georgia Tech, N.C. State University, Ohio State University, Penn State, Purdue, Texas A&M, University of Wisconsin at Madison, Virginia Tech, University of California at San Diego, University of Utah, Carnegie Mellon University, Stanford University. Case studies of each of the universities include details about external partnerships, including industry research partnerships, technology transfer, industrial extension and technical assistance, entrepreneurial development, industry education/training partnerships, and career services and placement. The case studies also look at each institution’s enablers, particularly the university’s culture and rewards, and formal partnerships with economic development organizations and university/industry advisory boards and councils.”

(919) 941-5145

[www.southern.org](http://www.southern.org)

### **The Black Collegian Online: Career and Self-Development**

The Black Collegian Online is the electronic version of *The Black Collegian Magazine*, and is the first web site dedicated to providing rich content and resources to Black collegians and all people of color seeking career and self-development information. We have broadened our reach to include not only college students, but also career professionals. Now, you can find the career and self-development information normally published in the magazine founded in 1970, published here online.

[www.black-collegian.com](http://www.black-collegian.com)

## *First Amendment*

### **The First Amendment: America's Blueprint for Tolerance (Close-Up)**

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A Guide to understanding how the First Amendment relates to building tolerance in our communities. See also Close-Up Foundation.

(800) 765-3131

[www.closeup.org](http://www.closeup.org)

### **First Amendment Center**

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“The First Amendment Center works to preserve and protect First Amendment freedoms through information and education. The center serves as a forum for the study and exploration of free-expression issues, including freedom of speech, of the press and of religion, the right to assemble and petition the government. The First Amendment Center, with offices at Vanderbilt University in Nashville, Tenn., and Arlington, Va., is an operating program of the Freedom Forum and is associated with the Newseum. Its affiliation with Vanderbilt University is through the Vanderbilt Institute for Public Policy Studies.” Produces the following guides: *A Parent's Guide to religion in the Public Schools*, *Public Schools & Religious Communities: A First Amendment Guide*, *Religious Liberty, Public Education, and the Future of American Democracy: A Statement of Principles*, *Teaching About Religion in American Life: A First Amendment Guide*, *A Teacher's Guide to Religion in the Public Schools*, *The Bible & Public Schools: A First Amendment Guide*, *Partnership or Peril? Faith Based Initiatives and the First Amendment*

(615) 321-9588

[www.freedomforum.org](http://www.freedomforum.org)

### **Living Up to the First Amendment (Newsweek)**

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Curriculum Development designed to help all schools become more effective at modeling and applying First Amendment principles throughout the community.

(800) 526-2595

[www.newsweekeducation.com](http://www.newsweekeducation.com)

## *K-12 Resource Organizations*

### **Association for Supervision and Curriculum Development**

The current direction in educational practice and policy focuses overwhelmingly on academic achievement. However, academic achievement is but one element of student learning and development and only a part of any complete system of educational accountability. A comprehensive approach to learning supports the development of the whole child, who is healthy, knowledgeable, motivated, and engaged.” ASCD offers multiple publications, professional development, and programs that focus creating motivated, healthy, knowledgeable, and engaged children.

(800) 933-2723

[www.ascd.org](http://www.ascd.org)

### **Center for Civic Education**

“The Center for Civic Education is a nonprofit, nonpartisan educational corporation dedicated to fostering the development of informed, responsible participation in civic life by citizens committed to values and principles fundamental to American constitutional democracy. The Center specializes in civic/citizenship education, law-related education, and international educational exchange programs for developing democracies. Programs focus on the U.S. Constitution and Bill of Rights; American political traditions and institutions at the federal, state, and local levels; constitutionalism; civic participation; and the rights and responsibilities of citizens. Today, the Center administers a wide range of critically acclaimed curricular, teacher- training, and community-based programs. The principal goals of the Center’s programs are to help students develop (1) an increased understanding of the institutions of American constitutional democracy and the fundamental principles and values upon which they are founded, (2) the skills necessary to participate as effective and responsible citizens, and (3) the willingness to use democratic procedures for making decisions and managing conflict.”

(800) 350-4223

[www.civiced.org](http://www.civiced.org)

## **Character Education Partnership**

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“CEP is a national advocate and leader for the character education movement. Based in Washington, D.C., CEP is a nonprofit, nonpartisan, nonsectarian, coalition of organizations and individuals committed to fostering effective character education in our nation’s K-12 schools. It is an umbrella organization for character education, serving as the leading resource for people and organizations that are integrating character education into their schools and communities. CEP focuses on defining and encouraging effective practices and approaches to quality character education and provides a forum for the exchange of ideas. CEP’s membership includes the nation’s leading education organizations and its board of directors is made up of corporate leaders and leading experts in the field of character education.”

(800) 988-8081

[www.character.org](http://www.character.org)

## **Close-Up Foundation**

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The Close Up Foundation is the nation’s largest nonprofit (501(c)(3)), nonpartisan citizenship education organization. Since its founding in 1970, Close Up has worked to promote responsible and informed participation in the democratic process through a variety of educational programs. Each year, more than 20,000 students, teachers, and other adults take part in Close Up’s programs in Washington, D.C. Since the inception of its Washington-based programs in 1971, the Close Up Foundation has welcomed more than 600,000 students, educators, and other adults to the nation’s capital.

(800) 765-3131

[www.closeup.org](http://www.closeup.org)

## Every Student a Citizen: Creating the Democratic Self (Education Commission of the States)

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“The Education Commission of the States (ECS) is an interstate compact created in 1965 to improve public education by facilitating the exchange of information, ideas and experiences among state policymakers and education leaders. As a nonprofit, nonpartisan organization involving key leaders from all levels of the education system, ECS creates unique opportunities to build partnerships, share information and promote the development of policy based on available research and strategies. Forty-nine states, three territories and the District of Columbia constitute the commission’s current membership. Each member state or territory is represented by seven commissioners — the governor and six other individuals, typically legislators, chief state school officers, state and local school board members, superintendents, higher education officials and business leaders.”

[www.ecs.org](http://www.ecs.org)

## Facing History and Ourselves

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“Facing History and Ourselves is based on the belief that education in a democracy must be what Alexis de Tocqueville called “an apprenticeship in liberty.” Facing History helps students find meaning in the past and recognize the need for participation and responsible decision making. Students must know not only the triumphs of history, but also the failures, the tragedies and the humiliations. Facing History believes that students must be trusted to examine history in all of its complexities, including its legacies of prejudice and discrimination, resilience and courage. This trust encourages young people to develop a voice in the conversations of their peer culture, as well as in the critical discussions and debates of their community and nation. For more than 27 years, Facing History has engaged teachers and students of diverse backgrounds in an examination of racism, prejudice, and anti-Semitism in order to promote the development of a more humane and informed citizenry. By studying the historical development of the Holocaust and other examples of collective violence, students make the essential connection between history and the moral choices they confront in their own lives. Facing History & Ourselves offers teachers and others in the community occasions to study the past, explore new ideas and approaches, and develop practical models for civic engagement that link history to the challenges of an increasingly interconnected world and the choices that young people make daily.

(617) 232-1595 or Memphis regional office: (901) 452-1776  
[www.facinghistory.org](http://www.facinghistory.org)

## **First Amendment Schools (Freedom Forum: First Amendment Center)**

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First Amendment Schools: Educating for Freedom and Responsibility, co-sponsored by the Association for Supervision and Curriculum Development (ASCD) and the First Amendment Center, is a national initiative designed to transform how schools teach and practice the rights and responsibilities of citizenship that frame civic life in our democracy. The project has four primary goals: Create consensus guidelines and guiding principles for all schools interested in creating and sustaining First Amendment principles in their school; Establish project schools, in every region of the nation, where First Amendment principles are understood and applied throughout the school community; Encourage and develop curriculum reforms that reinvigorate and deepen teaching about the First Amendment across the curriculum; Educate school leaders, teachers, school board members and attorneys, and other key stakeholders about the meaning and significance of First Amendment principles and ideals.

(703) 528-0800

[www.freedomforum.org](http://www.freedomforum.org)

## **Rethinking Schools**

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“Rethinking Schools began as a local effort to address problems such as basal readers, standardized testing, and textbook-dominated curriculum. Since its founding in 1986, it has grown into a nationally prominent publisher of educational materials, with subscribers in all 50 states, all 10 Canadian provinces, and many other countries. While the scope and influence of Rethinking Schools has changed, its basic orientation has not. Most importantly, it remains firmly committed to equity and to the vision that public education is central to the creation of a humane, caring, multiracial democracy. While writing for a broad audience, Rethinking Schools emphasizes problems facing urban schools, particularly issues of race. Throughout its history, Rethinking Schools has tried to balance classroom practice and educational theory. It is an activist publication, with articles written by and for teachers, parents, and students. Yet it also addresses key policy issues, such as vouchers and marketplace-oriented reforms, funding equity, and school-to-work.”

(414)-964-9646

[www.rethinkingschools.org](http://www.rethinkingschools.org)



## **Southern Echo**

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“Southern Echo is a leadership education, training and development organization founded in 1989 and based in Jackson, Mississippi. Echo is committed to building new, accountable grassroots leadership and organization, based on an inter-generational model, through training, technical and legal assistance. Echo staff works with and in support of African-American and working class community leadership and organizations throughout rural Mississippi, and organizations in 11 other Southern states. Echo training focuses on enabling grassroots people to develop effective skills and the working tools of community organizing. This includes the building of political skills, organizational development and policy formation at the grassroots level. The primary goal is to build the capacity of grassroots leadership and organizations to empower their communities to fight racism. Empowerment of grassroots communities is necessary to enable people to hold the political, educational, economic and environmental systems accountable to the needs and interests of the African-American and poor communities.”

(601) 982-6400

[www.southernecho.org](http://www.southernecho.org)

## **Southern Institute for Education and Research**

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“Based at Tulane University in New Orleans, Louisiana, the Southern institute is a non-profit race relations center dedicated to improving ethnic relations in the Deep South through tolerance education and communication training. Founded in 1993, the Southern Institute’s programs help young people understand the causes and consequences of prejudice by examining the past. For the adult community, the Southern Institute offers a highly acclaimed cross-cultural education workshop that enables participants to understand and work effectively with people from different cultures.”

(504) 865-6100

[www.southerninstitute.info](http://www.southerninstitute.info)

## Teaching for Change

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”Teaching for Change provides teachers and parents with the tools to transform schools into socially equitable centers of learning where students become architects of a better future. Teaching for Change is a not-for-profit organization based in Washington, DC.”

(800) 763-9131

[www.teachingforchange.org](http://www.teachingforchange.org)

## *Youth-focused Initiatives*

### **Sacred Heart Parish: Ferguson-Florissant School District Diversity Project (“The Twinning Project”)**

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Located in Missouri, the purpose of the Twinning Program is to reduce racism in our community. The more exposure children have to different cultures and different types of people, the more they learn about and understand one another. The Twinning Program is designed to connect children of different races and provide an opportunity for developing relationships from which they learn that most of us have more in common than we have differences. Children from a predominantly African-American school are paired with students from a predominantly Caucasian school and participate in a variety of activities throughout the year.

(314) 506-9000

[www.fergflor.org](http://www.fergflor.org)

## This Little Light Project: William Winter Institute for Racial Reconciliation

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The *This Little Light Project* attempts to empower youth by teaching them the basic oral history skills needed to conduct one-on-one interviews with their community elders. The central focus of many of these interviews has been the Civil Rights Movement in light of the wealth of history Mississippi possesses in her small towns and cities across this great state. As young people hear the stories of their hometowns told through the experiences and memories of local everyday individuals they begin to understand that it is the people they have grown up knowing, their neighbors, parents, teachers, and pastors that affected positive change throughout Mississippi and the nation. These oral histories effectively counter the “hero worship” too often promulgated by society, by giving the youth numerous examples of the sacrifices made by local heroes and heroines whose names may never be recorded in their history books, challenging them to rise to the responsibility of directing the future progress of their communities. The *Little Light Project* aims to collect the stories of the people and make them available to all of the community by enhancing teacher curriculum, creating websites and videos, and through the creation of a local archive and community based art projects.

(662) 915-1605

[www.olemiss.edu/winterinstitute](http://www.olemiss.edu/winterinstitute)

## Faith-Based Initiatives or Organizations

### **Breaking Down the Walls: Responding to Racism that Divides Us (Presbyterian Church U.S.A.)**

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A resource guide to help Presbyterians deal with racism which is contrary to God's intentions for the world.

(800) 524-2612

### **Denouncing Racism: A Resource Guide for Faith Based Principles. (National Conference for Community and Justice)**

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A resource tool to explore what different traditions' scriptures, policies, and practices say about racism. Can be further used to identify practices that create inclusion and examine biases by reviewing faith traditions.

(202) 682-2322

[www.nccj.org](http://www.nccj.org)

### **Faith and Action: Implementation of the National Faith-Based Initiative for High Risk Youth**

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A report about how various faith-based groups have effectively helped to curb juvenile violence in cities around the country.

(215) 557-4400

[www.ppv.org](http://www.ppv.org)

## **Industrial Areas Foundation**

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“The leaders and organizers of the Industrial Areas Foundation build organizations whose primary purpose is power - the ability to act - and whose chief product is social change. They continue to practice what the Founding Fathers preached: the ongoing attempt to make life, liberty, and the pursuit of happiness everyday realities for more and more Americans. The IAF is non-ideological and strictly non-partisan, but proudly, publicly, and persistently political. The IAF builds a political base within society’s rich and complex third sector - the sector of voluntary institutions that includes religious congregations, labor locals, homeowner groups, recovery groups, parents associations, settlement houses, immigrant societies, schools, seminaries, orders of men and women religious, and others. And then the leaders use that base to compete at times, to confront at times, and to cooperate at times with leaders in the public and private sectors. The IAF develops organizations that use power - organized people and organized money - in effective ways. The secret to the IAF’s success lies in its commitment to identify, recruit, train, and develop leaders in every corner of every community where IAF works. The IAF is indeed a radical organization in this specific sense: it has a radical belief in the potential of the vast majority of people to grow and develop as leaders, to be full members of the body politic, to speak and act with others on their own behalf. And IAF does indeed use a radical tactic: the face- to-face, one-to-one individual meeting whose purpose is to initiate a public relationship and to re-knit the frayed social fabric.”

(312) 245 9211

[www.industrialareasfoundation.org](http://www.industrialareasfoundation.org)

## **Mission Mississippi**

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A group of black and white churches of many denominations in Mississippi who are united around the task of bringing about racial reconciliation through the body of Christ.

(601) 353-6477

[www.missionmississippi.org](http://www.missionmississippi.org)

## **PICO National Network**

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“PICO was founded in 1972 under the leadership Father John Baumann, a Jesuit priest who had learned community organizing in Chicago. PICO began as a regional training institute to help support neighborhood organizations in California. With guidance from Dr. Jose Carrasco, a veteran organizer and teacher, PICO developed a new congregation-community model. In this model, congregations of all denominations and faiths serve as the institutional base for community organizations. Rather than bring people together simply based on common issues like housing or education, the faith-based or broad-based organizing model makes values and relationships the glue that holds organizations together. These innovations have resulted in the development of a network of powerful, long lasting community organizations. Today PICO has 50 affiliated federations working in 150 cities and towns and 17 states. More than one million families and one thousand congregations from 50 different denominations and faiths participate in PICO. In 2004 PICO changed its name from the Pacific Institute for Community Organizations to PICO National Network to reflect its growth into a national organizing effort.”

(510) 655 280

[www.piconetwork.org](http://www.piconetwork.org)

## **Way of the Heart: Whole Hearted (Counseling Center at University of Mississippi)**

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A program at the University of Mississippi designed to heal the past and present wounds of racial separateness among the members of the university community to create a place where all persons are accorded dignity, respect, and value.

(662) 915-3788

[www.olemiss.edu/depts/stu\\_counseling/groups.htm](http://www.olemiss.edu/depts/stu_counseling/groups.htm)

## Journals

### **The Journal of Intergroup Relations (National Association of Human Rights Workers)**

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National Association of Human Rights Workers is committed to empowering its members to promote diversity and equality throughout America's work, social, home and religious environs. NAHRW offers on-going education, research, training, professional development, and networking opportunities. To fulfill its mission, NAHRW seeks to: Encourage collection, compilation and dissemination of ideas, information and research among organizations and individuals engaged in the improvement of intergroup relations; Facilitate the exchange of knowledge, experience and research among governmental agencies and private organizations dealing with racial, religious, ethnic and cultural relations and other protected classes; Advance the science, processes, and art of intergroup relations and improve the standards of work in the field, advancing technical and professional knowledge, standards and practices."

[www.nahrw.org](http://www.nahrw.org)

### **Community Matters (Pew Partnership)**

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Community Matters is the biannual update on programs and strategies of the Pew Partnership for Civic Change

[www.pew-partnership.org](http://www.pew-partnership.org)

### **SouthNow (University of North Carolina Chapel Hill School of Journalism & Mass Communication)**

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"The Program on Southern Politics, Media and Public Life enables the University of North Carolina at Chapel Hill to serve the people of North Carolina and the South by informing the public agenda and nurturing leadership. Principal projects include the *Executive Seminar for Southern Legislators* and the *Southern Journalists Roundtable*. The Program also publishes *SouthNow*, a journal on the trends driving Southern Politics; *NC DataNet*, a journal devoted to North Carolina politics; and *SouthNow Update*, an email newsletter covering public policy and news from the program."

(919) 962-5936

[www.southnow.com](http://www.southnow.com)

## Black Issues in Higher Education

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“As America enters the fourth year of the new millennium, the role of educating the ever-increasing number of people of color and other underrepresented minority groups has taken on unprecedented urgency, and the stakes will become even more consequential in the coming months and years. The quality of life for all Americans has now become inextricably linked to a citizenry that possesses a college degree. Indeed, the college degree has replaced the high school diploma as the vehicle for sustained participation in the middle class and beyond.

The key to the achievement of this goal is knowledge and information about higher education. And when it comes to providing the information that underpins this, *Black Issues in Higher Education* has been at the forefront for the past twenty years. Leaders from academe, industry and public policy have all come to rely on this award-winning news magazine to stay abreast of the trends and issues that go to the very core of the future of this country and its place in an ever-changing world.

That a well-educated and skilled work force will evolve unaided cannot be taken for granted. Those who have kept up with the rapidly unfolding demographic shifts know all too well active participation, strategic planning and working alliances are needed to ensure that African Americans and other minority groups will succeed.

Since its founding in 1984, Black Issues In Higher Education has been America's premier news source for information concerning these vitally important issues. That the magazine received the 2002 Folio award as the best education publication in America only attests to how well we have carried out our mission of being the most reliable source for those who understand the importance of these issues.

(800) 783-3199

[www.blackissues.com](http://www.blackissues.com)



# Leadership Training/Capacity Building

## **Arkansas Agriculture and Rural Leadership Program (University of Arkansas Division of Agriculture)**

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A Leadership development program for Arkansas residents designed to teach understanding of public issues and develop an expertise in dealing with critical problems facing agricultural and rural Arkansas.

(501) 671-2076

## **The Aspen Institute**

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The Aspen Institute, founded in 1950, is an international nonprofit dedicated to fostering enlightened leadership and open-minded dialogue. Through seminars, policy programs, conferences and leadership development initiatives, the Institute and its international partners seek to promote nonpartisan inquiry and an appreciation for timeless values. The Institute is headquartered in Washington, D.C., and has campuses in Aspen, Colorado, and on the Wye River on Maryland's Eastern Shore. Its international network includes partner Aspen Institutes in Berlin, Rome, Lyon, Tokyo, and New Delhi, and leadership programs in Africa and Central America.

The original goal of the Aspen Institute, in the words of one of its earliest mission statements, was "for American business leaders to lift their sights above the possessions which possess them, to confront their own nature as human beings, to regain control over their own humanity by becoming more self-aware, more self-correcting and hence more self-fulfilling." The Community Strategies Group (CSG) structures and contributes to focused learning that supports the innovation of organizations and funders working to achieve more widely shared and lasting prosperity in communities.

(202) 736-3858

[www.aspeninstitute.org/csg](http://www.aspeninstitute.org/csg)

## **The Building Community Institute (Clifton Taulbert)**

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This Institute was created by Clifton Taulbert, author of *Eight Habits of the Heart*, to offer several ways to build a powerful, effective, and caring community. These offerings of the Institute include: Executive presentations (Keynote addresses from Taulbert, Executive interactive workshops for training in leadership and diversity); Professional Growth & Development Workshops on Community Building, Leadership, and Diversity); Respect, Affirmation, and Inclusion on-line surveys; Character Building Curriculums; and Youth Leadership Workshops.

(918) 584-0414

[www.cliffontaulbert.com](http://www.cliffontaulbert.com)

## **The Collaboration Framework: Growing Your Community (Innovative Leadership Solutions).**

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We work with groups, organizations and communities to achieve positive, productive relationships, and help them to design environments and systems that work for the user, rather than the user working for them. A company that believes in the power of individuals to transform themselves, their communities, and their organizations through personal, team, and organizational learning. We offer customized training/coaching/consultation in collaboration, leadership, systems thinking, change management, creativity & innovation, and emotional intelligence. Products are designed to meet your unique conditions and needs.

Includes a large fold-out chart that includes a four-part system in which communities can write down their goals, structures, and processes.

(317) 733-8635

<http://inleadsol.com>

## **FranklinCovey**

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“Author of *7 Habits of Highly Effective People*, FranklinCovey is the global leader in effectiveness training, productivity tools, and assessment services for organizations, teams and individuals. FranklinCovey helps companies succeed by unleashing the power of their workforce to focus and execute on top business priorities. Clients include 90 percent of the Fortune 100, more than 75 percent of the Fortune 500, thousands of small and mid-sized businesses, as well as numerous government entities and educational institutions. Organizations and individuals access FranklinCovey products and services through corporate training, licensed client facilitators, one-on-one coaching, public workshops, catalogs, more than 110 retail stores and [www.franklincovey.com](http://www.franklincovey.com). FranklinCovey has 2,000 associates providing professional services and products in 39 offices and in 95 countries.”

(800)-819-1812

[www.franklincovey.com](http://www.franklincovey.com)

## **Human Relations & Communications Seminars, Inc.**

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People have different perceptions and interpretations of their own behavior and the behavior of others. Often what one intends is not the issue, it is the result of one's actions. HRC Seminars focus on the results. For human relations training to be successful, the presenter must first gain the confidence and reduce the stress level of the participants. Training can be educational and entertaining, HRC Seminars are guided by this philosophy. In our seminars, difficult issues dealing with insensitivity, prejudice and harassment are presented in a unique, non-threatening style. Participants are not treated as if they are villains, nor as victims. A safe environment is created during the seminars that allows for discussion among the participants on sensitive, communication issues. These same communication issues are the ones that have repeatedly resulted in problems at the workplace. Disarming the issue during the workshop disarms the issue at the workplace.

(800) 488-8329

## **Leadership Plenty (Pew Partnership)**

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LeadershipPlenty® is a copyrighted leadership training program designed by the Pew Partnership for Civic Change to prepare citizens to successfully address local problem-solving priorities and leadership challenges. The Pew Partnership for Civic Change partnered with 70 national and regional organizations in 2002 and 2003 to deliver LeadershipPlenty® in their communities. In 2004, the Pew Partnership will offer LeadershipPlenty® training and services to communities through the auspices of the LeadershipPlenty® Institute.

(434) 971-2073

[www.pew-partnership.org](http://www.pew-partnership.org)

## **Rural Community College Initiative**

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Rural communities are the source of our natural resources and many of our values. The Primary goals are economic development and access to education. Rural people deserve opportunities to participate in America's prosperity, but much of rural America is threatened by a cycle of economic decline. Job loss leads to population loss and young people leave home after high school or college for lack of job opportunities. Others fail to pursue an education because they do not see it leading to a job. Meanwhile, in other rural areas, rapid growth threatens to overwhelm traditional culture, while low-income residents fail to reap the benefits of the expanding economy. Rural America has few institutions other than community colleges that can help build a viable economy and educate people for a better life.

(919) 968-4531

[www.mdcinc.org/rcci](http://www.mdcinc.org/rcci)

# Parenting

## **The Commonwealth Institute for Parent Leadership: Where Parents are Powerful**

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A Kentucky program designed to help parents build partnerships with teachers and principals, persuade other parents to get involved in schools, implement strategies that will help all children reach higher levels of learning, and leverage outside funding to sustain their school improvement projects.

(859) 233-9849

[www.cipl.org](http://www.cipl.org)

## **Parent Leadership Associates (Created by KSA-Plus Communications and Pritchard Committee for Academic Excellence)**

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A Program in Kentucky designed to enable parents to become more involved in improving public schools by enhancing academic achievement for all students.

(703) 538-7100

[www.plassociates.org](http://www.plassociates.org)

# Resource Guides

## **A Community Builder's Tool Kit: A Primer for Revitalizing Democracy from the Ground Up (Project Change)**

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“This booklet will be helpful to individuals and groups who want to improve their ability to organize a community to solve some of its most pressing problems. This booklet is especially helpful to people engaged in community building work who have not yet really brought issues of racism to the fore and to people engaged in anti-racism or diversity work who have not yet applied their skills to improving specific community outcomes. Both groups have a lot to teach each other. Those are the types of lessons captured in this handbook.” See also Project Change.

(909) 607-1473

[www.projectchange.org](http://www.projectchange.org)

## **Healing Into Action: A Leadership Guide for Creating Diverse Communities (National Coalition Building Institute)**

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A distillation of the NCBI's research on leadership. This book contains leadership principles that are illustrated with theories, related examples, and activities designed to assist the reader in developing the skills required to put the leadership principles into practice.

(202) 785-9400

## **Interracial Communication: Theory into Practice, by Tina Maria Harris**

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“Incorporating the theory, research, and lived experiences of communication scholars, this comprehensive text fills a need in the market for an up-to-date, research-based text that offers balanced coverage of the dynamics of racial communication. The first section of the book provides a foundation for studying interracial communication and includes chapters on the history of race and racial categories, the importance of language, the development of racial and cultural identities, and various theoretical approaches. The second section takes the foundation concepts presented in Part I and uses them to help students understand how interracial communication plays out in a number of contexts: friendships and romantic relationships, organizations, public and group settings, and the mass media. Chapter 12 concludes the book by making the connection of theory and practice clear and applicable for improving interracial communication.”

Available at [www.amazon.com](http://www.amazon.com)

## **Pathways to One America in the 21st Century: Promising Practices for Racial Reconciliation**

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This handbook features a collection of promising practices and models for pursuing reconciliation on different levels. Albert Camarillo of Stanford University said that, “the list includes community-based organizations at the local level as well as national organizations, all of which are carrying out important work related to racial reconciliation.” The organizations documented within the guide give an example of how people have come together to overcome inter-group separation and distrust. With examples cited from across the United States, *Pathways* is an excellent starting point to see successful movements in action and how they chose to proceed. This unprecedented conversation on race was begun by then President Bill Clinton. It has yielded many fruitful programs, including but not limited to this handbook.

<http://clinton4.nara.gov/Initiatives/OneAmerica/pirsummary.html>  
(available as a pdf. file on the Internet)

## **Practical Ideas & Innovations for Undoing Racism**

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“A guide produced by the National League of Cities, which joined together to lobby for cities and advocate issues that concern all of them. The primary concerns and lobby initiatives for the League of Cities are: children and youth, democracy and governance, economy and jobs, education, environment and energy, equity and opportunity, family economic success, federalism and unfunded mandates, homeland security and public safety, housing and community development, public finance, telecommunications and technology, and transportation and infrastructure.”

(202) 626-3000

[www.nlc.org](http://www.nlc.org)





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