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M-F 9:00am to 5:00 pm

Muhammad Ali Institute Description
Mission: The Muhammad Ali Institute for Peace and Justice advances the work, study and practice of peacebuilding, social justice and violence prevention through the development of innovative educational programs, training, service and research.

Vision: Drawing strength from the vision and work of Muhammad Ali, the Muhammad Ali Institute for Peace and Justice at the University of Louisville develops initiatives that support human dignity, foster responsible citizenship, further peace and justice and address the impact of violence in local, state, national and international arenas. The Ali Institute has a special concern for young people living with violence in urban areas; therefore, we seek to equip the young and those working with them to be agents of peace and justice in their communities.

Because the Ali Institute recognizes that peace cannot exist in the absence of justice, we strive, through our work and energy, to be essential contributors to the cause of justice locally and around the world.

Whether for school children in the inner city of Louisville, farmers in rural Central America, teachers in a European capital or human rights workers in Africa, the Muhammad Ali Institute offers pertinent training, research, and hands-on assistance in support of their interest in creating lasting and effective strategies for peace.

2015 – 2017 Ali Scholars

Yomna Amer	Cortez Flippins
Mariam Ba	Temis Jimenez-Anaya
De'Anna Benson	Jacob Markert
Kala Brown	Wesley Turner
Kayla Bryant	Karen Udoh
Madeline Clabough	Maya White

Program Description
The Ali Scholars Program, offered to full-time undergraduate University of Louisville students, is a unique two-year experience combining training, research and service in the areas of violence prevention,

social justice and peacemaking in an urban living context. A special emphasis is placed on understanding and addressing the social conditions that impact those issues.

Through their work with the Muhammad Ali Institute, Ali Scholars develop expertise on a topic of their choice by participating in seminars with renowned practitioners, educators and activists. The Ali Scholars employ a practical solution-based approach as they produce scholarly research related to their "expert area" and its impact locally and globally. Equipped with a solid knowledge base and organizing skills, the Ali Scholars provide service hosting on-campus events, furthering the work of the Ali Institute and working alongside campus, local, national and international practitioners in their expert areas. Through the Ali Scholars program, students acquire both the intellectual and practical training to take action and leadership on issues of peace, violence prevention and social justice at home and abroad.

Learning Outcomes

As a result of participation in this program, you will

- be able to explain the six manifestations of violence and demonstrate connections between them
- be able to identify manifestations of violence at the local, national, and international levels.
- be able to illustrate how several Louisville organizations are addressing community problems.
- educate the campus community about issues related to peace and justice.
- develop an individual research interest.
- synthesize current research findings on one topic of your choosing into a formal research paper.
- employ leadership skills while engaging in work with communities addressing social justice issues.
- develop a sustainable solution to a specific community issue.

Expectations

Ali Scholars can expect to:

- Spend an average of three to five hours per week devoted to Ali Scholars activities, including 1.5 hours during the scholars' collective weekly meeting and 1.5 office hours.
- Attend seminars and training sessions designed to provide a broad-based understanding of violence prevention and social justice issues
- Learn skills in the areas of peacemaking, violence prevention, leadership, community organizing, project development and non-profit management
- Select an "expert area" on which to focus. Each student will - through research, exposure to practitioners in that area and hands-on service – develop expertise in an issue of their choice related to peace and social justice.
- Conduct research on a topic related to his/her expert area
- Provide service to campus, local, national or international organizations and efforts related to peace and social justice
- Design and implement a local, national or international project related to his/her expert area. Projects will incorporate the knowledge and skills gained in the program and will be done in cooperation with appropriate organizations, agencies and practitioners.
- Complete a course during the spring of their first year in addition to regular responsibilities
- Travel nationally and/or internationally
- Be recognized and celebrated for their efforts

Year 1

Weekly Meetings

Ali Scholars will meet every Friday from 3 – 4:30pm at the Muhammad Ali Institute in Ekstrom Library.

Research Report (see end of document for further details)

During your first year in the program, you will pick a topic of interest to you and write a research paper addressing a specific issue within that topic.

Your paper should include the following:

- A thesis statement
- An explanation of why the issue is important
- Evidence to support your claim and acknowledgement/refute of evidence which does not support your claim
- Logical connections between the evidence and your conclusion(s)
- An description of the implications of your research

Assignment Parts and Due Dates

- Sept. 25 – Identify topic for research
- Between Sept 25 and Oct 30 – Set up individual meeting with Enid
- Nov. 13 - One page summary of paper due
- Jan. 15 – Outline due
- Feb. 12 – 1st draft due
- Mar. 4 – 2nd Draft Due
- April 8 – Final Paper Due

Site Visit Reports (see end of document for further details)

During your first year, in **groups of 3**, you will visit **two** community organizations and report on that organization's activities to the other scholars

Reports should answer the following questions:

- What issues does this site address? What are they trying to accomplish and how
- What are the root causes of these issues?
- What hurdles does this organization have to overcome?
- If they could have all the resources they needed (financial, staffing, etc), what would their organization look like?

Discussion Board Posts

Using Blackboard's "Discussion Board" tool, you will create a post approximately **every two weeks** responding to specific prompts about recent material and experiences in the program.

Year 1 Schedule

Readings and projects are to be *completed* by the date listed.

Fall 2015			
Date	**Topic**	**Readings Due**	**Projects Due**
Aug. 28	Welcome and Overview		
Sept. 4	Human Rights	Universal Declaration of Human Rights International Human Rights law	

Sept. 11	Building Social Movements	Fairness Campaign - Case Study Anti-Slavery movement	
Sept. 18	Framing Issues of Violence	Review the Service for Social Change Toolkit Black Lives Matter - Case Study	Discussion post 1 due
Sept. 25	Community Violence Overview	Charleston shooter likely inspired by white supremacy movement Australian gun controls	Identify topic for research Between Sept 25 and Oct 30 – set up an individual meeting with Enid about research paper
Oct. 2	Local Community Violence Issues Guest speaker	Louisville's blueprint for safe and healthy neighborhoods: Phase 1 – pages 4-8 Phase 2 – pages 6-9, 12-18	Discussion post 2 due Site visit report
Oct. 9	National Issues in Education	How the school to prison pipeline ruins lives before they start ACLU. Locating the School to Prison Pipeline School to Prison Pipeline: Disability Rights Education	
Oct. 16	Local Education Issues Guest speaker	2013 Envision Equity Scorecard JCPS: Poor students in high poverty schools face "double jeopardy"	Discussion post 3 due Site visit report
Oct. 23	**Event Planning**		
Oct. 30	**Research Overview**		Come prepared to ask any research related questions you may have Discussion post 4 due

Nov. 6	International and National Youth Issues	Children sent back to gang violence in Central America This I Believe Essay: Remembering All the Boys The Neighborhood Strikes Back: Community Murals by Youth – pages 5-9	
Nov. 13	Local Youth Issues Large-group site visit to Safe Place	Study: 'Disconnected' youths in city exceed 21K	Discussion post 5 due Turn in a one page summary (including thesis) and a list of sources for research paper
Nov. 20	International Women's Issues	Burka Avenger What my religion really says about women	
Nov. 27		*Thanksgiving Break*	
Dec. 4	Reproductive Justice Guest speaker	Reproductive Justice Briefing Book (pp 4-5, 35-40, 43-44, 46-47, 52-53, 71-72) Interview: UofL's Midwife Program	Discussion post 6 due Site visit report

Spring 2016			
Date	**Topic**	**Readings Due**	**Assignments Due**
Jan. 8	International LGBTQ issues	On homosexuality: Uganda's religious leaders ISIS throws gay men off buildings	
Jan. 15	National and Local LGBTQ Issues Guest speaker	Sweeping Federal LGBT Rights Bill Tampa Is Scene of 10th Trans Murder in U.S.	Research Paper Outline due Site visit report
Jan. 22	Global Justice	Save Syrias' Children Ending Statelessness within 10 years	Discussion post 7 due
Jan. 29	Immigration in Louisville Guest speaker	Syrian refugees in Louisville 12 Mansilla: Louisville for Refugees and Immigrants	Site visit report

Feb. 5	Labor Issues	What is trafficking in persons? Cards Against Sweatshops – Case Study	Discussion post 8 due
Feb. 12	**Research Papers – peer editing**		Research paper draft 1 due
Feb. 19	Labor Issues cont. Guest speaker	Unanimous vote to ban the box Arguments for and against minimum wage	Discussion post 9 due Site visit report
Feb. 26	International Food Issues	Vandana Shiva: The Future of Food pt 1 Raj Patel: The Value of Nothing – the $200 Hamburger	
Mar. 4	Local Food Issues/Efforts Guest speaker	The State of Food (pages 3-6, 9-13, 18-26)	Site visit report Research paper draft 2 due
Mar. 11	Health Issues – mental health Guest speaker	How legacy of slavery affects mental health of black Americans Coping While Black	Discussion post 10 due
Mar. 18		*Spring Break*	
Mar. 25	Health issues – drug abuse Large-group site visit to Healing Place	Review Healing Place mission and "How it works" (website) Indiana county battling HIV to continue needle exchange	Discussion post 11 due
Apr. 1	Environmental Issues	Living on Climate-Changed Country How to Save Earth From…Us	
Apr. 8	Sustainability Guest speaker	Sustainability for All	Site visit report Final research paper due
Apr. 15	**Closing out the year**		

<u>Required Reading</u>

American Civil Liberties Union (ACLU). Locating the school-to-prison pipeline. Accessed from
        https://www.aclu.org/files/images/asset_upload_file966_35553.pdf.

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Brave New Films. (2014). How the school to prison pipeline ruins lives before they start. *Youtube*. Posted April 16, 2014.
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        Advocate*. July 21, 2015. Accessed from https://www.advocate.com/politics/2015/07/21/sweeping-lgbt-rights-bill-be-
        introduced-week

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        americans-today-44642

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        crisis-some-contend/2014/07/25/10c5adda-0d1d-11e4-8341-b8072b1e7348_story.html

Cooking Up a Story. (2011). Raj Patel: The Value of Nothing – The $200 Hamburger. Accessed from
        https://www.youtube.com/watch?v=oagmlbhobnY

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Corley, C. (2015). Coping While Black: A Season of Traumatic News Takes a Psychological Toll. *NPR News*. 2 July, 2015.
        Accessed from http://www.npr.org/sections/codeswitch/2015/07/02/419462959/coping-while-black-a-season-of-
        traumatic-news-takes-a-psychological-toll

Disability Rights Education and Defence Fund. (2015). School-to-prison pipeline. Dredf.org. Accessed from
        http://dredf.org/legal-advocacy/school-to-prison-pipeline/

Fox News. (2015). Indiana county battling HIV to continue needle exchange. *Foxnews.com*. 22 May, 2015. Accessed from
        http://www.foxnews.com/health/2015/05/22/indiana-county-battling-hiv-to-continue-needle-exchange/

Geronemus, K. (2010). The state of food: A snapshot of food access in Louisville. *Congressional Hunger Center*. Accessed from
        http://hungercenter.wpengine.netdna-cdn.com/wp-content/uploads/2011/06/The-State-of-Food-Geronemus.pdf

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        Remote Australian Communities. *EcoHealth*. 11(1), pp 263-272.

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Mohsin, S. (2013). Meet the Burka Avenger, a fighter for female education. *CNN.com*. August 5, 2013. Accessed from http://www.cnn.com/2013/08/05/world/asia/pakistan-burka-avenger/index.html

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Service for Social Change Toolkit: A *SeeRedNow* Approach to Transformational Volunteerism. Muhammad Ali Institute at the University of Louisville.

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Smith, A. D., & Fischer, G. (2013). Phase One: Moving Louisville To Action. Louisville's Blueprint for Safe and Healthy Neighborhoods. The Office for Safe and Healthy Neighborhoods. http://louisvilleky.gov/sitesdefault/files/safe_neighborhoods/safe_neighborhoods_blueprint_phase_i.pdf

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* Check out the "Subject Folders" on blackboard for supplemental readings and resources

<u>Research Paper</u>

Over the course of the year, you will be writing an argumentative research paper on the topic of your choice. The paper should be approximately 15 pages long.

Your paper should include the following:
- A thesis statement
- An explanation of why the issue is important
- Evidence to support your claim and acknowledgement/refute of evidence which does not support your claim
- Logical connections between the evidence and your conclusion(s)
- An description of the implications of your research

<u>Assignment Parts and Due Dates</u>
- Sept. 25 – Identify Topic for Research
  - o Your research topic does not need to be perfectly defined at this point, but you should have an idea of what you would like to research that is not too general. Too general: LGBT rights. Better: LGBT non-discrimination laws in the U.S.
  - o How can I choose a good topic for my research paper? http://emory.libanswers.com/faq/44525
- Between Sept 25 and Oct 30 – Set up individual meeting with Enid
  - o You will set up a meeting with Enid to discuss your research topic and progress.
- Oct. 30 – Meeting set aside for research info session
  - o Come to the weekly meeting with any questions you have about the research or writing process.
- Nov. 13 - Turn in a one page summary of what you will discuss in your paper (including a thesis) and a list of sources
  - o This does not have to be your final thesis or your final sources. These can and likely will change as you develop your paper. This is to help you focus your paper.
  - o Tips and Examples for Writing Thesis Statements: https://owl.english.purdue.edu/owl/resource/545/01/
- Jan. 15 – Outline due
  - o This step is to help you lay out your main points/arguments in a logical, organized manner. Your outline should be as detailed as possible. The more detailed and complete your outline is, the easier it will be to turn the outline into a paper.
  - o Four main components for Effective Outlines: https://owl.english.purdue.edu/owl/resource/544/01/
- Feb. 12 – 1st draft due & Peer Review
  - o You will bring a rough draft (hard copy) of your research paper to the weekly meeting and give your paper to another student for peer editing.
  - o Each student will review another student's paper. In order to give appropriate feedback, consider the following:
    - ▪ Has the author clearly indicated:
      - what **problem** they are addressing?

- their **thesis** or main argument?
- **main points**/sub-arguments?
  - Are there major arguments or pieces of **information** that need to be addressed that are missing from the paper? (for example, did the author refute any major arguments that conflict with their position?)
  - Does the paper flow in a **logical** and organized manner?
  - Has the author used relevant **examples** to illustrate their points?
- Mar. 4 – 2nd Draft Due
  - Turn in a revised paper based on your peer's feedback.
- April 8 – Final Paper Due
  - Turn in a revised paper based on feedback from Ali Institute staff

Rubric to guide your research and writing:

	Excellent	Skilled	Developing	Not Included
Claim[1] States **thesis**; Identifies **purpose**; Demonstrates recognition of **problem** or **question**	States a **clear**, **precise**, and **significant thesis**; Demonstrates a **clear understanding of the purpose** of the assignment, **recognition of the problem or question**	Clearly states a **thesis** that is **precise**, **but** thesis **lacks significance** for making an argument; Demonstrates an **understanding** of the **purpose** of the assignment or **recognition of the problem or question**	Clearly states a **thesis**, but thesis **lacks precision** and **significance**; Demonstrates a **limited understanding** of **purpose** of the assignment or **recognition** of the **problem or question is unclear**	**Does not** state clear, precise, and significant thesis; **Does not** demonstrate an understanding of the purpose of the assignment, nor recognize the problem or question
Evidence[2] Uses evidence, information, data, observations, experiences, and/or reasons	Presents **strong, credible** evidence and interprets evidence **defensibly** and **convincingly** and **acknowledges and refutes** evidence that does not support the claim	Evidence is **sufficient** to support the claim and evidence is **interpreted defensibly** and **counter-evidence** is **acknowledged** but **insufficiently refuted**	Evidence is **minimally sufficient** to support the claim and evidence is **usually interpreted defensibly** but **ignores some** of the counter evidence	Evidence is **insufficient** to support the claim, or **misinterprets** evidence, or **ignores** evidence that counters the claim
Inference[3] Makes a **logical** argument; Develops a line of **reasoning** based on evidence	**Always** makes **logical connections** between evidence and conclusions	**Usually** makes **logical connections** between evidence and conclusions	Makes **illogical** and **inconsistent connections** between evidence and conclusions	**Does not** show connections between evidence and conclusions
Implications[5] Evaluates **Implications**, conclusions, and consequences.	**Identifies** and **thoroughly discusses implications, conclusions, and consequences**, considering all relevant assumptions, contexts, data, and evidence.	**Identifies and briefly discusses implications, conclusions, and consequences**, considering most but not all the relevant assumptions, contexts, data, and evidence**.**	**Suggests some implications, conclusions, and consequences**, but without clear reference to context, assumptions, data, and evidence.	**Fails to identify implications, conclusions, and consequences** of the issue, (OR) the key relationships between the other elements of the problem such as context, assumptions, or data and evidence.

Site Visit Reports

- Over the course of the year, each student will do 2 community site visits and report on what you learned to the rest of the scholars.

- You will do site visits and give the reports in groups of 3.

- Topics will be chosen during the first meeting. The date you sign up for is the date when your group will give their report, thus you will need to set up a time to visit the site together prior to the date you signed up for.

- Reports should answer the following questions:

  - What issues does this site address? What are they trying to accomplish and how

  - What are the root causes of these issues?

  - What hurdles does this organization have to overcome?

  - If they could have all the resources they needed (financial, staffing, etc), what would their organization look like?