



Comm; 150 Intercultural Communication

Ritual Presentation / Partners will do this weekly during semester

Using the lesson and reading from Professor Marshall's class, you and a partner will open our class one Monday during the semester with a ritual. Make sure that your ritual has all three components and incorporates at least elements. (special note; we will not use any actual fire, Professor Marshall has outlined other options)

Make your presentation a joint effort – with equal participation.

This assignment is worth 15 points , You will each get the same grade so make this a united effort. Your grade will be calculated as follows:

Inclusion of the elements and components of ritual	5 points
Specific connection to Umoja practice	5 points
Overall presentation quality	5 points

Linked Assignment Professor Marshall

Ritual Explanation.doc

Practices linked to this assignment:

Raising “Intentional & Deliberate”

In Umoja we deeply value intentional and deliberate purposefulness. We should know why we are doing what we do; nothing should be random. This does not mean that learning and teaching is all pre-determined, proscribed, or pre-scripted. We are claiming here that we need to raise our capacity to be intentional and deliberate while creating “live learning” spaces and programs. Doing so helps our faculty engage a conscious dialogue informing their practice and choices, and helps us engender in our students a similar conscious dialogue about their practice and choices.

Ethic of Love—the Affective Domain

When practitioners move with an ethic of love they touch their students' spirits. Moving with an ethic of love means having a willingness to share ourselves, our stories, our lives, our experiences to humanize and make real the classroom. This leveraging of the affective—emotion, trust, hope, trauma, healing—moves the discourse deliberately as an inroad to the cognitive domain. Approaching one's practice with an ethic of love implies a holistic approach—Body, Mind, Spirit.

Manifesting

How does the student reproduce what you do in class with their friends, family, and community? Students should be able to put into practice what they're learning in your class. They should intentionally bring their learning into the community and share with family, folks that support them, friends who could benefit and be edified by the Umoja consciousness. The practice of manifesting intends to make sure that all of what we do in our programs is applied, connected, and relevant to the students' lives, and that the learning manifests inside the identity—spirit and mind—of the students. The question: “How is this manifesting in a way that is helping them survive in their daily lives?”— is part of the consciousness of all Umoja practitioners and in turn a part of our students' consciousness so they can take their learning with them outside our campuses.

Tapping African American Intellectual, Spiritual, and Artistic Voices

Informed by their distinct history, African Americans have created a unique African diaspora experience expressed through myriad intellectuals, artists and spiritual leaders. Umoja sees individuals like Phyllis Wheatley, David Walker, Frederick Douglass, Ida B. Wells Barnett, Robert Johnson, W.E.B. Dubois, James Baldwin, Maya Angelou, Alan Locke, Thelonious Monk, Malcolm X, Romaine Bearden, Aaron Douglas, Langston Hughes, Ra Un Nefer Amen, Cheikh Anta Diop, bell hooks, and many, many others as ancestral bridges—a way of reaching back while moving forward. The Umoja Community encourages our practitioners to continually mine the work of African Americans in the interpretation and construction of knowledge in our classrooms. We invite our students and ourselves to claim this richness that resides, so often, below the surface.

Awareness of Connectedness to African Diaspora

Umoja students are interconnected to African peoples around the globe. Umoja practitioners can facilitate an awareness of how students' actions impact all African people. This sort of practice intentionally traces the historical, political and cultural lines emerging from Africa. This practice encourages a global African consciousness in an effort to foster collective responsibility, empathy and self-awareness. This practice also actively asks that students join their voices and stories with the voices and stories of peoples across the diaspora. In this way, Umoja students will become aware of the diaspora and articulate their place in that experience.

Contributor JM & PTG