



PARTICIPANT GUIDE

Welcome!

Welcome to the Then. Now. When. Educational Experience. Whether you are taking your first step or continued steps toward understanding and leading in racial equity, you are welcome in this program and we honor your journey.

Lead DSM's vision is a thriving community for all, served by an endless source of civic stewards. We take the for all in our vision seriously and it drives our steadfast commitment to teaching leaders about equity and inclusion. Many people in Greater Des Moines are not thriving. Then. Now. When. will focus on the long-standing oppression and racial inequities disproportionately experienced by Black people across the nation and in our beloved community.

Throughout this program, you will reflect on history, learn about current issues, engage in dialogue, and identify how you will take action. We will use the New York Times Magazine's 1619 Project, created by Iowa-native, Nikole Hannah Jones, as a common thread throughout the curriculum. Why the 1619 Project? It offers a perspective on our nation's history over the last 400 years by using Black voices to center the narrative on the Black experience. It is critical that we truly hear these voices and acknowledge the centuries-old systems and beliefs, still in effect today, that are rooted in slavery. It is only by listening and understanding these systems and beliefs that we can create a different future.

Thank you for your commitment to learning and to making Greater Des Moines a thriving community *for all*.

Gratefully,



Amy Jennings
Executive Director
Lead DSM

P.S. Huge thanks to Dotdash Meredith for donating the design of this guide.

Your Commitment

To truly grow as a leader from this experience and to respect that you are part of a collective journey, we ask that you commit to the following:

- ✓ Read articles and complete assigned pre-work.
- ✓ Be fully present as you watch the videos and participate in discussions (if done in a group).
- ✓ Actively listen, reflect, and absorb others' perspectives, opinions, and lived experiences. As we teach in our programs, two truths can exist based on each person's lived experiences and perceptions of the world.
- ✓ Share your own perspectives, opinions, and lived experiences.



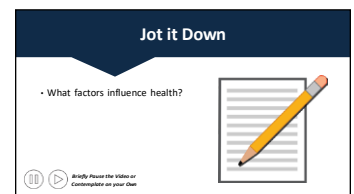
Group Learning Preparation

- **Watch** the Then. Now. When. [overview video](#). This will give you a glimpse of what's to come.
- **Make a Commitment.** Ask all group members to agree to the behaviors listed under *Your Commitment*. It is a good idea to remind everyone of these commitments at each session.
- **Pre-work.** Each session will have pre-work, including articles from the 1619 Project, supporting articles and videos, and a piece of music curated by Dr. Sarah Suhadolnik for each session. Allow at least an hour for pre-work, not including session videos.
- **Meeting Length.** If you have...
 - 90 minutes to 2 hours (recommended) – Watch the videos together during your discussion group. Allow at least an hour for the video and 30 minutes for discussion during the video. See details under each section to help you plan. Note: The first session is longer, so plan accordingly.
 - 1 hour – Watch the videos in advance. See below for exceptions to help you plan.
- **Number of Meetings** (7 – 12 total)
 - If you have plenty of time for each meeting, you might choose to discuss one topic at each meeting, which often includes two videos and would result in 7 meetings. If you have less time, you might choose to watch one video per session, which would result in up to 12 meetings.
 - If you are participating solo, you have a lot of flexibility to go at your own pace.
- **Thought Organizer**
 - Use the question prompts as tools for considering your takeaways from the pre-work and videos. These questions were contributed by Dr. Jenice View and Dr. Katy Swalwell.
- **Prompts within Each Video**

- **Discussion Breaks.** Each video includes prompts to pause the video for discussion of the question on the screen. Take 5 – 15 minutes, depending on the size of your group and the time constraints.



- **Jot it Down.** These prompts encourage participants to jot down their thoughts as they watch the video. It is optional to take time to discuss these as a group.



Questions? Contact Amy Jennings, Lead DSM Executive Director, at director@gdmli.com.



VIDEO SESSIONS

Setting the Stage

Suggested meeting time: 2.5 hours

[Video: Setting the Stage 1 hour 44 minutes](#)

Prework:

1. Read *or* Listen (your choice)

- Read - The Idea of America by Nikole Hannah-Jones
[1619 Project PDF](#) (p. 14) or [New York Times](#) (requires subscription)
- Listen - [The Fight for True Democracy](#) (also available on audio streaming services)

2. Read

- [A short history of white supremacy and anti-Black racism in Iowa](#) by Katy Swalwell, Ph.D.

3. Listen & Reflect

- [Snowden's Jig](#) (Genuine Negro Jig), The Carolina Chocolate Drops (slides 1 – 3)

4. Write

Write a brief paragraph in bulleted or narrative form about the ways you have taken action against racism or in whose path you are following in anti-racism. *Plan to share your story in a small group during the workshop.

For example, your story can be about a time when you stood up for a friend or colleague who was being bullied, or you resisted a workplace or school policy or practice that perpetuated racism. Maybe you want to write about a relative, colleague, or neighbor who has inspired you, or someone famous you have never personally met. Or you may discover that you have not yet engaged in any action against racism or know of anyone who has been an anti-racist activist, and that your participation in this video series is your first time doing so. All narratives are welcome.

*The activity is adapted from a Philadelphia Folklore Project Exhibit on Social Change and published in the book *Putting the Movement Back into Civil Rights Teaching* (Menkart, Murray & View, 2004) as a way to build community and establish our sense of how (in ways big and small) we have already engaged in justice work—even though some of us may be at the very beginning of our journeys.

Thought Organizer



What did you learn that surprised you? What made you uncomfortable or shocked?



What connections did you make to your life and work? What ideas do you have for taking action?



What questions did your learning raise for you? What do you want to learn more about?

Video Discussion Breaks and Prompts

(You will see these prompts as you watch the video. Listed here for your reference.)

Name and Pronouns

A time when you advocated for racial justice, or someone whose antiracism inspires you.

What you hope to get out of this experience, and what your needs and concerns are as you engage in this process.

Reflect on the intro of the 1619 Project and Katy's essay on the history of anti-Black racism and white supremacy in Iowa.

- What did you learn that surprised you and/or made you uncomfortable?
- What connections did you make to your life and work?
- What questions did your learning raise for you?

Notes:

Capitalism

Suggested meeting time: One, 2-hour gathering or two, 90-minute gatherings

[Video 1: Capitalism: Part 1 23 minutes](#)

[Video 2: Capitalism: Part 2 55 minutes](#)



Prework:

Read - Capitalism by Matthew Desmond [1619 Project PDF](#) (p. 30) or [New York Times](#)

Listen & Reflect - [This is America](#), Childish Gambino (slides 4 – 6)

Thought Organizer



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Video Discussion Breaks and Prompts

(You will see these prompts as you watch the video. Listed here for your reference.)

Capitalism Part 1 Video

Were you surprised by the survey results?

How did your response to the question compare?

How would you describe Capitalism to someone who was unfamiliar (who wasn't swimming in the water)?

Share one takeaway from the article and/or Dr. Gannon's presentation.

Capitalism Part 2 Video

Based on what you read and what you heard today, what ideas do you have for taking action personally and in our community (and beyond)?

Notes:

Health Care



Suggested meeting time: One, 2-hour gathering or two, 90-minute gatherings

[Video 1: Healthcare: Part 1 33 minutes](#)

[Video 2: Healthcare: Part 2 55 minutes](#)

1. Read & Reflect - A Broken Health Care System & Medical Inequality

1. [1619 Project PDF](#) (p. 44-45 & 56-57) or New York Times - [Broken System](#) by Jeneen Interlandi & [Medical Inequality](#) by Linda Villarosa

2. Review

- [One Economy Executive Summary](#)
- [ACE's Executive Summary](#)
- [Health Care Timeline](#)

3. Listen & Reflect - [Four Women](#), Nina Simone (slides 7 – 9)

Thought Organizer



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Video Discussion Breaks and Prompts

(You will see these prompts as you watch the video. Listed here for your reference.)

Healthcare Part 1 Video

Did the articles challenge your perspective on the healthcare system? Why or why not?

What factors influence health?

Based on what you read and Lisa's presentation, what examples of social determinants of health and personal trauma exist in our community today that disproportionately affect Black individuals?

Healthcare Part 2 Video

How have healthcare policies and racist medical practices in the U.S. limited who has access to healthcare services and how they are treated?

How could focusing on cultural humility impact the healthcare system?

What speaker-suggested actions to take resonated with you? Can you think of others?

Notes:

Wealth Gap

Suggested meeting time: One, 90-minute gathering

[Video: Wealth Gap 1 hour 2 minutes](#)



1. Read & Reflect - Traffic & Wealth Gap
[1619 Project PDF](#) (p. 48-49 & 82-83) or New York Times - [Traffic](#) by Kevin Kruse & [Wealth Gap](#) by Trymaine Lee
2. Watch - [Adam Ruins Everything: How Race Settled the Suburbs](#)
3. Listen & Reflect - [Symphony No. 1 in E Minor: II. Largo, maestoso](#) – Florence Beatrice Price, Fort Smith Symphony, John Jeter (slides 10-12)
4. Print or Have Ready for Discussion (or use scratch paper) - [Racial Wealth Gap Learning Simulation Card](#)

Thought Organizer



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What questions did your learning raise for you? What do you want to learn more about?

Video Discussion Breaks and Prompts

(You will see these prompts as you watch the video. Listed here for your reference.)

How have policy and exclusion from government wealth-building programs limited Black Americans' opportunities to accumulate wealth?

What examples of systems and city design in Greater Des Moines reinforce segregation and the wealth gap today?

What positive examples are breaking down barriers?

What feelings came up as a result of your participation in the simulation?

What is one action you can take to impact the wealth gap in our community?

Notes:

Undemocratic Democracy



Suggested meeting time: Two, 90-minute gatherings

[Video 1: Undemocratic Democracy: Part 1 52 minutes](#)

[Video 2: Undemocratic Democracy: Part 2 52 minutes](#)

1. Read & Reflect - Undemocratic Democracy

- [1619 Project PDF](#) (p. 50-55) or New York Times - [Undemocratic Democracy](#) by Jamelle Bouie

2. Watch

- [Voter Suppression from ABC News](#)
- [Gerrymandering](#)

3. Listen & Reflect - [Alright](#), Kendrick Lamar (slides 13 – 15)

Thought Organizer



What did you learn that surprised you? What made you uncomfortable or shocked?



What connections did you make to your life and work? What ideas do you have for taking action?



What questions did your learning raise for you? What do you want to learn more about?

Video Discussion Breaks and Prompts

(You will see these prompts as you watch the video. Listed here for your reference.)

Undemocratic Democracy Part 1 Video

According to the article and what Dr. Goldsmith shared, what are some advantages and disadvantages of our system of democracy?

Would you change it?

What ideas do you have for “building more bridges” to make our governments more inclusive and to build consensus more often?

Undemocratic Democracy Part 2 Video

Discuss why the 1st amendment (freedom of speech, religion, press, assembly, and the right to petition the government) is important in democracy and racial justice?

How does this excerpt from the Undemocratic Democracy article relate to what you heard from the experts in the video?

“There is a homegrown ideology of reaction in the United States, inextricably tied to our system of slavery. And while the racial content of that ideology has attenuated over time, the basic framework remains: fear of rival political majorities; of demographic ‘replacement’; of a government that threatens privilege and hierarchy.”

How can you use your personal platform to make democracy more equitable?

Notes:

Mass Incarceration



Suggested meeting time: Two, 90-minute gatherings

[Video 1: Mass Incarceration: Part 1 43 minutes](#)

[Video 2: Mass Incarceration: Part 2 48 minutes](#)

1. Read & Reflect - Mass Incarceration

- [1619 Project PDF](#) (p. 80) or New York Times - [Mass Incarceration](#) by Bryan Stevenson

2. Watch

- [13th](#) documentary on YouTube (also available on some streaming services)
This is a full-length documentary at 1 hour 40 minutes.
- [Mending Broken Trust](#) on YouTube

3. Listen & Reflect

- [No Justice](#), Terri Lyne Carrington and Social Science (slides 16 - 18)

Thought Organizer



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What connections did you make to your life and work? What ideas do you have for taking action?



What questions did your learning raise for you? What do you want to learn more about?

Video Discussion Breaks and Prompts

(You will see these prompts as you watch the video. Listed here for your reference.)

Mass Incarceration Part 1 Video

What are some of the factors that have allowed this system of racial oppression to evolve and replicate itself for the past 150+ years?

Why is this continuing to happen?

Mass Incarceration Part 2 Video

How does that statement make you feel?

“People say all the time, ‘I don’t understand how people could have tolerated slavery……How could people have gone to a lynching and participated in that…… If I was living at that time, I would have never tolerated anything like that.’ And the truth is, we are living at this time. And we are tolerating it.”

-Bryan Stevenson, 13th

What will you do to help liberate people of color from being criminalized in our community?

Notes:

Taking Action and Music

Suggested meeting time: One, 1-hour gathering and one, 90 minute gathering

[Video 1: Taking Action: Part 1 34 minutes](#)

[Video 2: Taking Action: Part 2 40 minutes](#)



1. Listen

- 1619 Project Podcast - [The Birth of American Music](#) (also available on audio streaming services)

2. Reflect

- What's next? Reflecting on your notes from throughout the series and what you learned during this experience, what ideas do you have for taking action?
- As you reflect on what you've learned, what barriers/obstacles exist for improving life for Black Iowans across domains? What opportunities and resources exist to remove these barriers/obstacles and disrupt white supremacy?
- What resources do you have or leverage points are accessible to you that would support Black leadership in Greater Des Moines?
- What is a word that best represents what you want to remember about this learning experience?

3. Follow Along

- Dr. Suhadolnik provided [this document](#) to help you follow along during her presentation on music.

Thought Organizer



What did you learn that surprised you? What made you uncomfortable or shocked?



What connections did you make to your life and work? What ideas do you have for taking action?



What questions did your learning raise for you? What do you want to learn more about?

Video Discussion Breaks and Prompts

(You will see these prompts as you watch the video. Listed here for your reference.)

Taking Action Part 1 Video

How did listening to Rhiannon Giddens song, Cry No More, challenge and/or move you?

Review the 1619 Project song list. How did these songs challenge and/or move you throughout the experience?

Taking Action Part 2 Video

Then: Where were you?

How did this process change you?

Now: Where are you?

What is a word that represents what you want to take away from this learning experience?

As you reflect on what you've learned each week, what barriers/obstacles exist for improving life for Black Iowans across domains? What opportunities and resources exist to remove these barriers and disrupt white supremacy?

What resources do you have or leverage points are accessible to you that would support Black leadership in Greater Des Moines?

When: Where are you going?

What are your next steps?

Notes:

Thank you!

The way you lead in our community impacts racial equity. Thank you for investing in your personal growth and for using what you learned to take action. You can change the future.

Keep in touch! Follow the Lead DSM on social media and at leaddsm.org to learn about leadership development programs that support our vision of a thriving community for all.

Donate! Invest in our mission-driven work and become a catalyst for programs like Then. Now. When. at <https://leaddsm.org>

Do the best you can until you know better.
Then when you know better, do better.

-Maya Angelou



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