ASDIC Model of Transformation: A Theory of Change

Principles and Assumptions

Humans:

- · Relational, interdependent, co-constitutive
- · Conditioned and limited by social context
- · Altruistic & focused on common welfare
- · Capacity to think, choose, plan, and change

Transformation:

• *Praxis* is the vehicle of transformation:

Cycle of *abserving* (seeing, hearing, and experiencing a lived reality, examining data of a situation), *judging and grieving* (social analysis and moral/theological reflection, reassessment, remorse, denunciation, resolution), and *acting* (planning and carrying out actions aimed at transforming the social structures that contribute to suffering and injustice).



Methodology

Sustained Dialogue:

- Experience of being heard and understood even as one's views change
- Being a resource for others as a "looking-glass"
- Storytelling with reframing/redefining/new meanings developed and recognized, offering alternative futures through hearing of multiple stories within the room
- Dialogue as searching the practice of truth-telling; of living with questions and of searching for what we do not know; of experiencing, exploring, deconstructing and reconstructing cultural symbols through storytelling and social analysis
- Mutual influence, support, feedback, encouragement
- Revealing one's self—leading to the revealing of truths/under -standings within the other.
- · Experience of creating a new social reality

Facilitation:

- · Nonjudgmental, empathic, active listening
- Invitation to self-explore openly in safety
- Communicating empathy, warmth/caring, respect, genuiness, concreteness, self-disclosure, confrontation /alternative perspective, and immediacy
- Encouragement to challenge, self-critique, interrogate, and shift perspective on self and others
- Butterfly holds innate potential for actualization but must pass through several stages toward transformation. Facilitators aid and abet or stifle the process of becoming.

Consciousness Raising

Observation and Study:

- History—key events, acts, decisions, policy, and laws constituting legacy of systemic racism
- System of control, domination, exploitation, and conferral of rights privileging whites
- Patterns of behavior, valuing, and thinking & of ordering social life based on white supremacy
- Mechanics of social construction of "reality" & of its normalization in cultural and systemic racism supporting social structure
- Socialization & racial framing
- Issues of "right relationship"
- Principles and requirements of restorative justice
- How/why implicated

Reflection and Judgment:

- Moral and empathic assessment of justice claims
- Acknowledgement of cognitive and emotional dissonance
- Personalization & internalization of the impact and cost of racism
- Indignation/outrage and sense of loss
- Mourning & grieving—remorse
- Acceptance of a personal and collective responsibility and duties
- Commitment to turning around to repair the breach
- Accountability to— & for—
- A new mind-set—seeing with new eyes and acting differently



Mission

- Fostering wholeness
- Spinning webs of relationships
- Untangling knots of oppression

Ongoing Commitments

Action—Internal and External:

- Reflection
- Learning
- Response

- Study
- $\bullet \ Questioning$
- Truth-telling
- Disinvestment—concretely and emotionally
- Persistent engagement with and resistance to oppressive forces
- Re-forming of self and society
- Acknowledgement that self is at the center of these commitments
- Coalition and community building toward just relationship

New Learning:

- Emotional responsiveness: empathy, caring, feeling
- Direct, face to face experience with openness to cross-cultural and cross-racial relationship
- Double consciousness—empathic understanding
- Recognition of and resistance to ongoing, persistent social forces reconstituting white supremacy
- Recognition and vigilance of re-emerging patterns of racism
- Language to uncover, name, analyze, and re-frame/restory one's life
- Recognition of right to re-define self and choose a preferred future
- Counter-normative ways to be in relationship
- Ability to articulate the personal and social costs of racism
- Ways to create "Beloved Community" and engage in collective work
- Reasons for hope, optimism, action, and untiring struggle

Collective Actions:

Image of a school of fish—individual autonomy and integrity in the service of the whole, sensing and interacting to achieve coherent, unified action

- Creation of Antiracism Teams at workplace, school, and place of worship
- Personal and institutional assessment with follow-up action plan
- Collective support for targeted education on issues and institutional policy change
- Commitment to monthly gatherings of the Circle group and quarterly gatherings of the family of antiracism Circles

Example:

- 2008 Annual Meeting of the Minnesota Conference of the United Church of Christ:
- A Resolution Regarding the State of Minnesota's 150th Anniversary and the Establishing of Ongoing Relationships with Minnesota Native American Communities.

Individual Actions:

- Creation of individual action plans:
- Identify personal objectives contributing to combating racism and promoting racial justice, two action agendas, steps necessary to achieve the agendas, indicators of having achieved the agendas
- Identify a partner or witness to the Action Plan as a measure of accountability