THE REPARATIONS HISTORY PROJECT

COMMUNITY DISCUSSION GUIDE | 60-MINUTE FACILITATION PLAN

Purpose
Use documented history to examine a specific harm and discuss what an effective response could look like. Participants can reach different conclusions about policy while working from the same evidence.

Preparation
Choose one course example, such as a redlining policy or a historical compensation law. Bring a short source excerpt, a link for further reading, and a board for recording evidence, questions and proposals.

0–10 min | Welcome and ground rules
Invite participants to speak from their own experience. Ask them to cite evidence when making a factual claim, summarize a view fairly before responding, and allow others time to speak. Nobody needs to disclose personal family or financial information.

10–25 min | Review the record
Read the excerpt together. What decision did an institution make? Who could use or benefit from the policy? Who faced a barrier? What does the source show directly? What would it take to confirm the effect on a particular family or community?

25–40 min | Discuss what can be measured
Distinguish an earnings estimate from the wealth a family owns at a point in time. Ask where those measures can overlap. Which assumptions might change the estimate most? What evidence would help narrow the range?

40–55 min | Compare possible responses
Use the same questions for each proposal:
- What harm does it address, and who was affected?
- Which institution made or enforced the decision?
- What remedy follows from that evidence?
- What records would verify who received it?
- How would a participant challenge an incorrect decision?

55–60 min | Close
Ask each person to name one fact they learned and one question they would investigate. Record unresolved factual claims as questions to verify. If discussion gets personal, pause and return to the specific evidence or policy decision under discussion.

Research Library: https://kpjustb.wixsite.com/reparations-history/library