

 <p>THE CENTER FOR JUSTICE & PEACEBUILDING</p> <p>A PROGRAM OF EASTERN MENNONITE UNIVERSITY</p>	<p>UNSETTLING ANTIRACISM PAX 693</p> <p>SPI 2024 Session 3: June 3rd-7th</p> <p><i>Location and Time TBD</i></p>
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INSTRUCTOR INFORMATION:

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COURSE DESCRIPTION:

Antiracism shapes social movements and corporate marketing. It permeates the front pages of newspapers and back covers of best-selling books. It also foments the reactions of school book-bans, governmental censures, and right-wing political rallies. Who defines what antiracism means? Who benefits from the popularity of antiracism activity? What world, or worlds, are antiracist educators and organizers imagining and building?

Equipped with years of teaching, researching, and organizing, we aim to unsettle the status quo conversations that have captured the liberatory vision of antiracism. Rather than delivering a preplanned outline, we'll make the road by walking together. Participants will build a course curriculum through emergent strategy and popular education so our questions, challenges, and themes speak to us right now and here. By exploring the collective wisdom in the room, what we talk about will keep us awake and alive.

This isn't a workshop or training. Instead, we want to get off script to reflect on practices, definitions, stories, and assumptions that comprise antiracism education, action, and organizing. For example:

- What terms have become antiracism jargon and what assumptions and histories inform them?
- How does antiracism relate to decolonization, capitalism, and patriarchy?
- What tensions exist between antiracism as therapeutic trauma psychology and antiracism as anticolonial political struggle?
- Is it possible, or desirable, to move beyond race? Is there race without racism?
- Can we imagine a community where people are free to discover the beauty of their unique humanity and flourish as a result?

Through roundtable conversations, careful reading, and unsettled silences, we invite movers, shakers, and makers to join us as we engage these and other critical questions at the heart of antiracist struggle for a world where everyone, and every community, can survive and thrive in their full humanity.

COURSE GOALS AND OBJECTIVES:

During and after, we hope participants will be able to:

- Name important tensions in antiracism education and organizing.
- Discuss the ethics of antiracist activism.
- Gain understanding of competing definitions of antiracist language.
- Create a rigorous popular education course through participatory decision-making, emergent strategy, and assembly-style deliberation
- Practice passionate, curious, and challenging conversations about potent themes.

REQUIRED TEXTS AND OTHER RESOURCES:

Our readings and resources will be a collection of voices, some agreeing, others disagreeing, all provocative and revealing. We have several required books and additional readings and resources for each day will be available on Moodle. Readings are a major element of this course and form the basis of the roundtable conversations during each session!

We have four core texts for the class. **Please read these before our first day together!**

Kundnani, Arun (2023). [*What Is Antiracism? And Why It Means Anticapitalism*](#). Verso.

Menakem, Resmaa (2017). [*My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*](#). Central Recovery Press. (EXCERPTS TBD)

Táíwò, Olúfẹ́mi O. (2022). [*Elite Capture: How the Powerful Took Over Identity Politics \(and Everything Else\)*](#). Haymarket Books.

Simpson, Leanne Betasamosake (2021). [*As We Have Always Done: Indigenous Freedom Through Radical Resurgence*](#). University of Minnesota Press.

REQUIRED ASSIGNMENTS:

"The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom." -bell hooks

Educate means "to draw out," not "to fill in." As educators and facilitators, we're interested in drawing out your passions and natural curiosity to make conversation and learning flow as easily as possible. This class will be highly participatory, guided by our collective questions and starting on the first day by collaboratively crafting intentions for how we want to be in relationship for this week. The daily roundtable conversations are inspired by popular education: the playful practice of learning what we need to know to be who we want to be. That means education is about practicing freedom, about understanding that we have power to use, about knowing ourselves and others, and about waking up.

Readings (and other resources) are assigned before the SPI session and some daily to encourage deeper engagement with class questions. A portion of each class will have dedicated time for students to reflect together on these readings.

This class be taken for 2 credits during SPI 2024. **We will outline clear assignment expectations below (which are subject to change based on conversations with students):**

- *For those auditing/taking the course for professional development:* Complete all assigned readings, attend class, and participate in group conversations and activities
- *For students taking the course for 2 credits:* All the above along with writing a short 3 page reflection on the experience of the class, your insights into the questions raised each day, and the world these questions, conversations, and readings imagine and grow and build

Please submit your assignments through Moodle by August 1st, or contact us if you need more time!

These are brief descriptions of required graded assignments for the course. More details for each assignment can be found on the "Guidance Notes" that will be provided in class.

DAILY CLASS SCHEDULE:

This course meets Monday through Friday from 8:30AM to 5PM with a 1.5 hour lunch break from 12-1:30PM.

Day 1: Welcome and Introductions

Crafting Intentions for Group Conversation
What Questions Keep You Up at Night?
Building a Conference for Ourselves
Looking Ahead

Possible Resources: *Elite Capture* by Táíwò ([Democracy Now interview](#) about the book)

Day 2: Check-in and Review

Living the Questions
Looking Ahead

Possible Resources: "[Building Resilient Organizations](#): Toward Joy and Durable Power in a Time of Crisis" by Maurice Mitchell
We Will Not Cancel Us by brown

Day 3: Check-in and Review

Living the Questions
Looking Ahead

Possible Resources: "[Decolonization Is Not a Metaphor](#)" by Tuck and Yang
["Decolonizing Antiracism"](#) by Lawrence and Dua

Day 4: Check-in and Review

Living the Questions
Looking Ahead

Possible Resources: *Elite Capture* by Táíwò
["We're Gonna Get Through This Together"](#) by Z. Hanna Mahon

Day 5: Check-in and Review

Living the Questions
Gratitude and Closing

Possible Resources: "[Reparations Toward the End of the World](#)" by Linda Quiquívix
[Belonging: A Culture of Place](#) by bell hooks

SPI ATTENDANCE POLICY:

It is expected that individuals registering for an SPI session will attend the entire course (barring unforeseen travel delays or emergencies). Please contact SPI directly at spi@emu.edu before registering if you know you will have to miss any days of a course. SPI certificates are provided to participants only if they miss no more than one class day unless prior arrangements have been made

with the SPI Director. For-credit participants are expected to attend all class sessions unless they are given permission from the instructor to miss a session. SPI courses rely on active student participation in a learning community. If a participant misses class repeatedly and this disrupts the learning for others, they will be asked to leave the course and no money will be refunded for remaining course time.

GRADING CRITERIA AND OTHER POLICIES:

SPI provides all students taking the course for graduate credit some supplemental information that will serve as a resource after SPI when students are working on course assignments. This includes information on library resources, EMU's academic integrity policy, and guidelines for writing graduate papers, information regarding the grading scale and course deadlines, and then some suggestions we have for you in order to make your experience of taking SPI courses for graduate credit as successful as possible! These [documents](#) are all available online.