

 <p>THE CENTER FOR JUSTICE & PEACEBUILDING</p> <p>A PROGRAM OF EASTERN MENNONITE UNIVERSITY</p>	<p>BUILDING RESILIENCE FOR CHALLENGING SYSTEMIC RACISM PAX 694</p> <p>SPI 2022 Session 4: June 13 - June 17</p> <p><i>Course meeting location and time TBD</i></p>
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INSTRUCTOR'S INFORMATION:

Ram Bhagat, EdD
 rambhagatEdD@gmail.com
 Tel: 804-627-1236

COURSE DESCRIPTION:

Building Resilience for Challenging Systemic Racism (BRCSR) is a five-day course rooted in the principles of Trauma Healing, Restorative Practices, Mindfulness, and Artfulness. This interactive workshop utilizes drumming, drama, and dance (3D) to build community and establish trust, as we analyze the impact of racism and oppression on schools and communities. Dr. W.E.B. DuBois stated in 1903 that “The problem of the 20th century is the problem of the color line.” As we enter the third decade of the 21st century, the color line continues to perpetuate racial hierarchies that generate polarizing forces across the nation and throughout the world. BRCSR is a ‘journey to revelation,’ incorporating culturally awakened circle processes that challenge participants to unpack historical harms and uncoil the DNA of racial injustices. This course also examines culturally sensitive mindfulness programs for school and community environments. BRCSR is centered around the universal African principles of Ubuntu, Sawubona, and Sankofa, which empower advocates, allies, activists, and abolitionists to fully engage in open and honest dialogue about racism and oppression in the United States specifically, as well as other countries with distinct color lines, such as Brazil, South Africa, and India. This transformative cultural experience invites participants to dissect, deconstruct, and defy the lie of human value based on skin color. Paulo Freire – the renowned Brazilian educator proposes that, *“the community must be uplifted by the victims of trauma, the oppressed, who must not become perpetrators, but who, through a process of self-healing, uplift the community.”* This workshop will provide insights and lessons learned from a four-year project on racial equity, healing, and justice, that has been implemented in a US public school division.

COURSE GOALS AND OBJECTIVES:

As a result of participation in this transformative cultural experience, participants will be able to:

- Articulate the definitions of individual racism, institutional racism, and systemic racism;
- Discuss the language of domination and semantics of oppression;
- Engage in open and honest dialogue about racism and oppression in the US specifically, and the global community expansively;
- Explore the origins of “whiteness” - the social and cultural construct that perpetuates the hierarchy of human value based on skin color;
- Interrogate the historical roots and *traumagenic* effects of institutional racism

- Formulate a transformative cultural experience that incorporates Massive Resilience - an emergent strategy for equity, justice, and liberation.

REQUIRED TEXTS AND OTHER RESOURCES:

The following texts are required for all participants. Urban Trauma by Akbar; Race & Restorative Justice by Davis; Pedagogy of the Oppressed by Freire; and Emergent Strategy by brown:

1. Akbar, M. (2017). *Urban trauma: A legacy of racism*. Hartford, CT: Purpose Driven Publishing.
2. Davis, F. (2019). *The little book of race and restorative justice: Black lives, healing, and US social transformation*. Intercourse, PA: Good Books.
3. Freire, P. (1998). *Pedagogy of the oppressed: New revised 20th anniversary edition*. New York, NY: Continuum.
4. Menakem, R (2017). *My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies*. Las Vegas, NV: Central Recovery Press.

RECOMMENDED TEXTS:

The following texts are recommended to provide content and context for themes and topics covered during the course:

5. brown, a. (2017). *Emergent strategy: Shaping change, changing worlds*. Chico, CA: AK Press.
6. Diangelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Boston, MA: Beacon Press.
7. Ginwright, S. (2015). *Hope and healing in urban education: How urban activists and teachers are reclaiming matters of the heart*. New York, NY: Routledge.
8. Pranis, K. (2005). *The little book of circle processes: A new/old approach to peacemaking*. Intercourse, PA: Good Books.
9. Yoder, C. (2005). *The little book of trauma healing: When violence strikes and community security is threatened*. Intercourse, PA: Good Books.
10. Zehr, H. (2015). *The little book of restorative justice: a bestselling book by one of the founders of the movement*. Intercourse, PA: Good Books.

DIGITAL MEDIA CONTENT

This partial list of resources is for participants to examine during the course. Additional resources will be provided:

1. **"The Black Family in the Age of Mass Incarceration."** *The Atlantic*, October 2015. <https://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/>
2. **Can Mindfulness Help Reduce Racism?** http://greatergood.berkeley.edu/article/item/can_mindfulness_help_reduce_racism
3. **The Case for Reparations**
<http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

4. **Drum Circles for Healing Depression**
<http://www.healthnutnews.com/group-drumming-effectiveantidepressantsstudy-suggests/>
5. **Healing Centered Engagement...**
<https://medium.com/@ginwright/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>
6. **Trauma passed on to children's genes**
<https://www.theguardian.com/science/2015/aug/21/study-of-holocaust-survivors-finds-trauma-passed-on-to-childrens-genes>
7. **"We need to keep talking about Charlottesville"** (facebook live post)
<https://www.facebook.com/brenebrown/videos/1778878652127236/>
8. **White Privilege...**
<http://www.interpretereducation.org/wp-content/uploads/2016/03/white-privilege-by-Peggy-McIntosh.compressed.pdf>
9. **Why white Americans don't see themselves when they hear the word 'race'**
<https://www.youtube.com/watch?v=J9zD6gOeDYQ>

REQUIRED ASSIGNMENTS:

In addition to reading the required texts, attending all classes, and engaging in the experiential activities (which is required for all participants), **the following assignments are required for those taking the course for graduate credit:**

- A. **Participation** — This in-person course is based on open and honest dialogue. It is constructed around five days of experiential learning. Class attendance is essential for building and establishing trust. The "community collective" benefits, when everyone engages in the community trustbuilding process. Participants are expected to actively engage in all of the activities, assignments, and the formulation of transformative cultural experiences (TCE). Participants will collaboratively design, implement, and evaluate a TCE that incorporates a specific arc of massive resilience for a school, community organization or community group affected by racial oppression.
- B. **Graduate Credit** (2 credit hours) — Daily class reflections, an essay based on the required readings, and a presentation — The reflections should only be 1 page (max) double-spaced and the essay should only be 4 pages (max) double-spaced.

SUMMARY OF ASSIGNMENTS:

- Class reflections due on Tuesday and Thursday by 11:59 pm
- Group Presentation due on Friday, June 17, 2022
- Essay due by Friday, June 24, 2022

GRADING CRITERIA AND OTHER POLICIES:

- A. Class attendance and participation: 50%**
- B. Daily Reflections: 25%**
- C. Essay based on readings of required texts: 25%**

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.

WEEKLY CLASS SCHEDULE (SUBJECT TO CHANGE WITH NOTICE):

Day 1 (6/13)	Co-Facilitator: TBD Welcome, Introductions, Norms & Values, Ubuntu. Establish Rhythms & Rituals, Drum Circle
Day 2 (6/14)	Co-Facilitator: Dr. Tawnya Pettiford-Wates Racism 101 (<i>What is it?</i>), Critical Race Theory: The Truth and the Lie. Origins & Evolution of Whiteness: Transforming Shame & Guilt. Ritual Poetic Drama REFLECTIONS 1 & 2 DUE
Day 3 (6/15)	Co-Facilitator: TBD Racism 102 (<i>Language of Domination</i>), Sawubona, and Massive Resilience. Drum Circle
Day 4 (6/16)	Co-Facilitator: Monte Jones Collective Trauma, Generational Trauma, Historical Trauma, Urban Trauma, Indigenous African & African American Origins of Restorative Justice: A Practice Through Movements. Drum & Dance Circle REFLECTIONS 3 & 4 DUE
Day 5 (6/17)	Co-Facilitator: TBD Mindfulness Based Restorative Practices: An exploration of self-healing, self-justice, and self-love, The Art of Conciliation, Presentations, Sankofa. Closing Ceremony

WE CAN DISAGREE AND STILL LOVE EACH OTHER, UNLESS YOUR DISAGREEMENT IS ROOTED IN MY OPPRESSION AND DENIAL OF MY HUMANITY AND RIGHT TO EXIST.” JAMES BALDWIN

DAILY CLASS SCHEDULE (SUBJECT TO CHANGE WITH NOTICE):

TIME	8:30-10:00	10:00-10:30	10:30-12:00	12:00-1:30	1:30-3:00	3:00-3:15	3:15-5:00
6/13	<i>Introductions</i>	<i>Break</i>	<i>Norms & Values</i>	<i>Lunch</i>	<i>Ubuntu</i>	<i>Break</i>	<i>Drum Circle</i>
6/14	<i>Racism 101</i>	<i>Break</i>	<i>CRT: The Truth & Lie</i>	<i>Lunch</i>	<i>Ritual Poetic Drama</i>	<i>Break</i>	<i>Ritual Poetic Drama</i>
6/15	<i>Racism 102</i>	<i>Break</i>	<i>Sawubona</i>	<i>Horizons Talk</i>	<i>Massive Resilience</i>	<i>Break</i>	<i>Drum Circle</i>
6/16	<i>Trauma Healing I</i>	<i>Break</i>	<i>Trauma Healing II</i>	<i>Lunch</i>	<i>Restorative Practices</i>	<i>Break</i>	<i>Dance Circle</i>
6/17	<i>Mindfulness</i>	<i>Break</i>	<i>Artfulness</i>	<i>Lunch</i>	<i>Presentations</i>	<i>Break</i>	<i>Sankofa</i>

Note: Lunch on 6/15 will be from 12-2 for the Horizons Talk. Last session on 6/17 dismissed at 4:00 pm.

SPI ATTENDANCE POLICY:

It is expected that individuals registering for an SPI course will participate in the entire course (barring unforeseen emergencies). Please contact SPI directly at spi@emu.edu before registering if you know you will have to miss any portions of a course. For-credit participants are expected to attend all synchronous 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.