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Week 2: Chapter 2 (Dueling Consciousness) & Chapter 3 (Power)
Pre-ABC Reflection, Discussion Prompts, Actions & Resources

Welcome to Week 2 of the Action Book Club (ABC) Community!

This week our book clubs will be reading two chapters, Chapter 2: Dueling Consciousness and Chapter 3: Power. In Chapter 2, Kendi defines assimilationist, segregationist, and antiracist, explains dueling consciousness, and offers “a way to get free.” In Chapter 3, Kendi continues with a discussion of the relationship between race and power, and the “the self-interest of racist power.”

For ABC facilitators – this is a great time to revisit the initial ground rules for your sessions and check in with participants! Please reference the ABC website for a Facilitator Training video prepared by DU Dialogues and for additional resources and activities.

Activity	Time Estimate	Reflection, Dialogue, Action	Process Suggestions
<p>Self-Reflection</p> <p>Prior to ABC meeting</p>	<p>5-10 minutes*</p> <p>Prior to meeting</p>	<p><u>Chapter 2. Dueling Consciousness</u></p> <p>Kendi brings us into the discussion of “dueling consciousness” by telling us about his parents’ and his dueling consciousness. He writes later in the chapter: “Whites have generally advocated for both assimilationist and segregationist policies. People of color have generally advocated for both antiracist and assimilationist policies.” (p. 32) Looking back on your own actions and beliefs through this lens of dueling consciousness, what do you see? What assimilationist or segregationist or antiracist beliefs/actions do you see?</p>	<p>Read and think about these questions before and after reading the chapter.</p> <p>Read the chapters before the ABC meeting.</p> <p>If you cannot read the chapter(s) before the meeting, come to the ABC meeting anyway. Participate humbly knowing that you have not read the chapter.</p>

		<p><u>Chapter 3. Definitions</u></p> <ul style="list-style-type: none"> • How does Kendi’s story about his classroom observations and experiences impact your recollections now? • Thinking back to your elementary and secondary classroom experiences, which ones stood out the most? Why? What stands out to you in higher education? • When did you first become aware of power dynamics at school? In your community? • In what spaces and with what company do you feel most powerful? Why? Where do you feel least empowered? Why? What steps would you take, historically or in the present, to shift your sense of power? 	
<p>Discussion ABC meeting</p>	<p>Greeting and Settling in 10* minutes</p>	<ol style="list-style-type: none"> 1. Check in with each other (How are you?) 2. Welcome and Agenda 3. Review and check on Participation Norms (very brief) <ul style="list-style-type: none"> • How is the group doing? Any changes to norms needed? 4. Review chapter to identify a key passage or two (to warm-up get back into the chapter after a busy day) 5. Take turns sharing a passage. 	<p>Arrive early to the meeting so you can catch up</p> <p>Facilitator welcomes everyone and shares the agenda (made at the previous meeting.)</p> <p>Facilitator asks the group to reflect briefly on participation norms. Ideas for how to reflect:</p> <ul style="list-style-type: none"> ➤ Review individual participation and norms silently. Facilitator asks each individual to reflect on one norm the individual has

			<p>done well and one they need to work on. End.</p> <ul style="list-style-type: none"> ➤ Review group process while silently reflecting on norms. Facilitator asks for feedback: What is one norm we are doing well? One we need to improve on? ➤ Review norms by reading them aloud followed by individual reflection or by group discussion: On which one norm should we focus today? ➤ Review norms. Facilitator asks: How are the norms working? What do we need to change, if anything?
	<p>Discussion 50 minutes*</p>	<p>Chapter 2. Dueling Consciousness</p> <p>A) W.E.B Du Bois writes about double-consciousness in <i>The Souls of Black Folk</i> as a “sense of always looking at one’s self through the eyes of others.” How can this dueling consciousness nourish a sense of pride in Black identity? How can this dueling consciousness also cultivate shame? How did dueling consciousness impact Kendi’s parents and, in turn, influence his own upbringing?</p> <p>B) Kendi offers a way out of dueling consciousness: “But there is a way to be free...To be antiracist is to conquer the assimilationist consciousness and the segregationist consciousness. The White body no longer presents itself as the American body; the Black body no longer strives to be the American body, knowing there is no such thing as the American body, only American bodies, racialized by power.” (pp. 33-34) How do you understand this passage, in your own words? (Look back into</p>	<p>Everyone has a voice. Ideas for making sure all voices are heard:</p> <ol style="list-style-type: none"> 1. Each person chooses a passage. The discussion begins with each person sharing the passage and why. 2. Round robin, each person talks building on previous speaker—in order, around the room. 3. Each one asks one. After making a comment, the speaker calls on the next person to comment. 4. Pairs. First pairs share their thinking in response to the question. Then each person responds.

		<p>the chapter—to find passages that clarify.)</p> <p>Chapter 3 Power</p> <ul style="list-style-type: none"> • Whose voices hold power and influence in your immediate communities and settings? Has this ever shifted? • Who determines who will have access to resources in your communities? • Who determines whose voices are heard and ignored in decision-making that impacts your communities? • Reflecting on your day-to-day interactions, do you observe any limits on whose voices are heard or included in decision-making (local and macro)? 	<p>Return to the chapter/text frequently during the discussion. Remember one purpose is to understand the chapter/book/ideas.</p> <p>Facilitator keeps track of participation and asks questions to ensure that all participants get a chance to talk. In addition, active participants ask questions of their colleagues.</p>
	<p>Reflection and Action</p> <p>5 minutes*</p>	<p>Reflect individually: Based on the discussion, what personal action will I take this week?</p>	
	<p>Next Steps</p> <p>5 minutes*</p>	<p>Plan for the next book club meeting.</p> <ul style="list-style-type: none"> • What chapters are next? • What actions have we committed to for next week’s meeting? <p>Restate the plan.</p>	<p>Facilitator takes notes and reads/restates the plan for the next meeting after the discussion. “We have agreed to...”</p>
	<p>Closing</p> <p>5 minutes*</p>	<p>Thank each other and say good-bye!</p>	
Action	<p>Will vary**</p>	<p>A Thought Experiment: Earlier you reflected on your experiences with dueling consciousness. Choose one approach or event from your past that you would like to change to an antiracist approach, free from dueling consciousness. Imagine a specific different</p>	<p>Never underestimate the power and importance of everyday actions you yourself can take.</p>

		<p>approach you might take and the consequences that would follow. Write or draw in response to: 1) What you would change specifically? 2) What are the (imagined) consequences, i.e., how does the change play out in the world?</p> <p>Read over a list of different types of power here with a book club partner, colleague, friend or family member. Which types of power are visible in your daily life? How would you regain that power? How would you measure a change in the influence of these types of power?</p>	<p>Note: PDF copies of the listed activities are available on the ABC Website</p>
<p>Learn More</p>	<p>Will vary**</p>	<p style="text-align: center;"><u>More Resources</u></p> <p>Kendi writes about President Johnson’s war on crime and President Nixon’s war on drugs as racist policies. On p.25 Kendi describes and quotes from a Harper’s article on p. 25. This is a recent article about the war on drugs. Read the actual article (link included) and then reflect again on the chapter. What do you think?</p> <p>Unpack the “six races” Kendi lists on p. 38: Latinx, Asian, African, European, Indigenous, Middle Eastern</p> <ul style="list-style-type: none"> • Select a grouping you have minimal or limited knowledge about. • Challenge yourself to identify at least five unique backgrounds/cultures within that “race” – what do they have in common? How are they different? What is something that surprised you? • With which category do you identify? What are your reactions when reading the descriptions for that category? How does it feel to be ‘lumped’ into this category? 	

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*These are suggested times. Different groups might spend time differently. The main guideline is to spend time intentionally.

** It is expected that more time might be dedicated to action and learning as the group progresses through the book.

Tip of the Week: Start every session with a check-in or icebreaker!

Starting with a check-in or icebreaker at the beginning of every session is a critical part of any introduction and re-grounding of the space. Your ABCs are different than a casual conversation, so think about various ways you can signal the shift as you welcome back members weekly. How can you mark that the next hour will be different? That you'll be engaging the topics from *How to Be an Anti-Racist* and grounding them in people's experiences? Whether you start off with an icebreaker (i.e. bring your favorite funny hat, a mug with a story, etc.), start the conversation with a get-to-know you question (verbally or in the chat), or bring a poem/video/art piece, or engage the group in a short activity (i.e. of the images on the screen, 1min dance party, pick one that best represents *your prompt*) take the time to be in community and connect with the members. Think of these intros as an opportunity to build community or get to know one another before just diving into the topic. We recommend building this into your plans and you can always shorten the engagement as needed as you go.