

Week 8: Message from the ABC Curriculum Committee

At this point, Week 8, you are just over two-thirds through this ABC journey. This is a checkpoint week. Kendi in Chapter 13 Space provides a powerful lens through which to view racism and antiracism. Of “space racism,” Kendi writes, “The idea of the dangerous Black neighborhood is the most dangerous racist idea. And it is powerfully misleading.” (p. 168) Kendi continues with “ideas of space racism justify resource inequity though creating a racial hierarchy of space, lifting up White spaces as heaven, downgrading non-White spaces as hell.” (p. 169)

Through the lens of antiracist strategy, take some time to reflect on your group, on your neighborhood, on your workplace, on the state and national political arenas. Where do you see the racial hierarchy of space playing out? To what extent are you/we fusing “desegregation with a form of integration and racial solidarity” and championing resource equity? (p. 180)

Week 8: Policy Highlight

Members of the curriculum development team aim to be consistent in applying critical and inclusive lens to the development of the weekly prompts and content, and to meld our voices and perspectives during the development of this series. However, we acknowledge that we are diverse individuals on our own journeys of learning aimed at improving our selves and the world around us – we are imperfect and we are still growing and developing. (Excerpt from the ABC Curriculum Introduction, 2020)

This week our local and national communities are immersed in anxiety, tension, fear, and hope. In this week’s highlight, our committee aimed to provide resources, support and encouragement as we all prepare for Election Week and its outcome.

What is Voter Suppression?

In Colorado, a young queer woman who lives with her parents anticipates her first opportunity to vote. Her father intercepts her ballot, then later hands her a separate sheet of paper with a list that replicates his vote. Her voice and vote is stripped away. This is just one example of voter suppression. Other more broad and detrimental acts of voter suppression, occurring across our country right now, include: premature deadlines for absentee ballots, requiring absentee ballots to be notarized, demanding specific forms of IDs for voting, removing polling sites, moving polling sites to hostile locations, blatant efforts to dismantle the USPS.

To learn more about voter suppression in individual states, visit: <https://wevotewecount.org/stories>.

Organizations fighting against voter suppression: ACLU, Lawyers' Committee for Civil Rights Under Law, Let America Vote, Common Cause, League of Women Voters, Spread the Vote, Election Protection, Asian American Advancing Justice/Asian Law Caucus, Fairfight.com

What is Voter Intimidation?

We hope that everyone in our community feels safe, supported and able to practice their voting rights this week. However, we know voter intimidation tactics have been applied and practiced in previous elections and have “historically targeted Black communities, immigrants and communities of color in an illegal effort to deter them from exercising their constitutional right to vote” (Southern Poverty Law Center, 2020).

So what do you do if you feel intimidated? And where is the line between legal poll watching and illegal intimidation?

In an effort to provide some clarity, we wanted to re-share two helpful resources:

1. Georgetown Law’s **Fact Sheet: Protecting Against Voter Intimidation** [here](https://www.law.georgetown.edu/icap/wp-content/uploads/sites/32/2020/10/Voter-Intimidation-Fact-Sheet.pdf) (<https://www.law.georgetown.edu/icap/wp-content/uploads/sites/32/2020/10/Voter-Intimidation-Fact-Sheet.pdf>)
2. Southern Poverty Law Center’s article, **Protect Your Vote** [here](https://www.splcenter.org/news/2020/10/23/protect-your-vote-what-do-if-you-see-voter-intimidation-polls) (<https://www.splcenter.org/news/2020/10/23/protect-your-vote-what-do-if-you-see-voter-intimidation-polls>).

		<p>Share your perception of the importance of cultural solidarity.</p> <p><i>Discuss:</i> “Racist Americans stigmatize entire Black neighborhoods as places of homicide and mortal violence but don’t similarly connect White neighborhoods to the disproportionate number of White males who engage in mass shootings.” (p. 168)</p> <p>“The history of space racism is long.” (p. 172) What does Kendi mean by space racism? Space racism in schools and schooling?</p> <p>“Integration: resources rather than bodies. To be antiracist is to champion resource equity by challenging the racist policies that create resource inequity.” (180)</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>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>
	Reflection and Action 5 minutes*	<i>Reflect individually:</i> Based on the discussion, what personal action will I take this week and in the future?	
	Next Steps 5 minutes*	Plan for the next book club meeting. <ul style="list-style-type: none"> • What chapters are next? • What actions have we committed to for next week’s meeting? Restate the plan. 	Facilitator takes notes and reads/restates the plan for the next meeting after the discussion. “We have agreed to...”
	Closing 5 minutes*	Thank each other and say good-bye!	
Action	Will vary**	Consider an antiracist action plan that joins desegregation with integration. List the steps that must be taken using antiracist strategy to create open access for all spaces. List also the steps needed to have equity in resources.	Never underestimate the power and importance of everyday actions you yourself can take.
Learn More	Will vary**	Check out this NPR video, “Race & Redlining: Housing Segregation in Everything.” https://www.npr.org/sections/codeswitch/2018/04/11/601494521/video-housing-segregation-in-everything	

		Read about Morgridge graduate student Sajjid Budhwani and his work to leverage Geographic Information System (GIS): https://morgridge.du.edu/profile-of-a-graduate-using-educational-research-to-improve-equity/	
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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 more as the group progresses through the book.