

Stand for Anti-Racist Curricula, Practices & Policies Thursday, November 19

Over the past year, national leading organizations many of us are aware of, involved with and affiliated with have joined the dialogue and battleground to address the “pandemic of racism” (APA, 2020), including:

- the American Psychological Association whose president and CEO disseminated an action plan for addressing inequality (<https://www.apa.org/news/apa/2020/06/action-addressing-inequality>);
- the Colorado Psychological Association that hosted several forums on racism in America (https://www.apadivisions.org/division-31/publications/colorado-antiracism-statement.pdf?_ga=2.41408870.599609051.1605024796-1531682727.1605024796);
- and the American Educational Research Association that disseminated a statement in support of anti-racist education in September (<https://www.aera.net/Newsroom/Statement-in-Support-of-Anti-Racist-Education>)

This **Thursday, November 19th**, over 2,000 students, educators, and advocates will be joining the American Educational Studies Association (AESA) to demand investment in anti-racist curricula, policies, and practices in our educational institution.

We strongly encourage each of you to consider adding your name to the AESA Day of Action Sign Up and to utilize the drafted letter to communicate the anti-racist campus and community you envision for yourself, your classmates, and for generations of students to come to the Office of Chancellor Jeremy Haefner (chancellor@du.edu) and the DU Board of Trustees (boardoftrustees@du.edu). Website: <http://www.educationalstudies.org/day-of-action.php>

Week 10 Highlight: Dr. Bettina Love & Abolitionist Teaching

Throughout his book, Dr. Kendi refers to injustices and inequality in education and the need for antiracist policies. In this highlight, we introduce the work of esteemed professor, researcher, and author, **Dr. Bettina Love**. Dr. Love’s “writing, research, teaching, and activism meet at the intersection of race, education, abolition, and Black joy. Dr. Love is concerned with how educators working with parents and communities can build communal, civically engaged schools rooted in Abolitionist Teaching with the goal of intersectional social justice for equitable classrooms that love and affirm Black and Brown children.” (<https://bettinalove.com/about/>) Dr. Love articulates a powerful vision for educators fighting against racism in schools and offers tools for working against injustice.

In her most recent book, *We Want to Do More than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom* (<https://www.indiebound.org/book/9780807069158>), Dr. Love advances a vision of working for justice that is rooted in the activism and civic engagement practices of the abolitionists. To support educators in this work, she started the Abolitionist Teaching Network <https://abolitionistteachingnetwork.org/> which includes a podcast called Teaching to Thrive <https://abolitionistteachingnetwork.org/podcast>. Previously Dr. Love developed the Hip Hop Civics Ed curriculum: Hip Hop Civics Ed <http://getfreehiphopcivics.com/>. As we think about school after the pandemic, Dr. Love urges us to think about schools and teaching as a time to start over:

We now have the opportunity not to just reimagine schooling or try to reform injustice but to start over. Starting over is hard but not impossible; we now have a skeleton of a playbook. It starts with creativity, teacher-student relationships, and teacher autonomy.

Read more at: <https://www.edweek.org/ew/articles/2020/04/30/teachers-we-cannot-go-back-to-the.html>

Introduction from the ABC Curriculum Committee

Chapter 16

“Racial history does not repeat harmlessly. Instead, its devastation multiplies when generation after generation repeats the same failed strategies and solutions and ideologies, rather than burying past failures in the caskets of past generations” (p.202). It is important to note that race is a power construct rather than a social construct. As he defines the term of “activist”, Kendi is clear in asserting that, “An activist produces power and policy change, not mental change” (p.209). The failure of racism lies in the failed strategies and ideologies, in the uplift suasion and inability to see that tools for success exist within oneself.

Chapter 17

In Chapter 17, Dr. Kendi describes a successful antiracist future, with antiracist power and policies in place, and equity among all racial groups. In his ideal future, it would be the racist ideals that would be marginalized. This future, he understands, is one we must fight for and create through intentional antiracist work. “Policymakers and policies make societies and institutions, not the other way around. The United States is a racist nation because it’s policymakers and policies have been racist from the beginning” (p. 223). Racism is both covert and overt; antiracism must be overt. Kendi models this intentional work in his own life with a professional endeavor to unveil historical racism and a personal endeavor to uncover his own history of racist ideals. The work begins with us, in us.

Pre-ABC Reflection, Discussion Prompts, Actions & Resources

Activity	Time estimate*	Reflection, Dialogue, Action	Process Suggestions
Self-Reflection Prior to ABC meeting	5-10 minutes* Prior to meeting	<u>Chapter 16. Failure</u> Why do you believe people have failed to create antiracist societies? Consider Gandhi’s nonviolent resistance. How do elements of his nonviolent resistance overlap with effective demonstration? Was there a time you felt shame or guilt for being racist? Why? What does that mean to you? <u>Chapter 17. Success</u> At the beginning of the chapter (p. 218), Kendi asks, “Are we willing to endure the grueling fight against racist power and policy? Are we willing to transform the antiracist power we gather within us to antiracist power in our society?” Reflect on your vision for the next 3 years and then 5. How do you respond to Kendi’s questions? On p. 226, Kendi list the steps to be an anti-racist. Think through the first three, your understanding of each statement, and your own commitments: <ul style="list-style-type: none">• “I stop using the ‘I’m not a racist’ or ‘I can’t be a racist defense of denial.	Read and think about these questions before and after reading the chapter. Read the chapters before the ABC meeting. 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.

		<ul style="list-style-type: none"> • “I admit the definition of racist (someone who is supporting racist policies or expressing antiracist ideas.” • “I confess the racist policies I support and racist ideas I express.” 	
Discussion ABC meeting	Greeting and Settling in 10* minutes	<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 done well and one they need to work on. End. ➤ 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?
	Discussion 50 minutes*	<p><u>Chapter 16. Failure</u> How was the Abolitionist movement racist in its “parental care” of free Black individuals? What is the harm in using the terms “protest” and “demonstration” interchangeably? Discuss Kendi’s quote from p. 214, “The failure doctrine begets racism.”</p> <p><u>Chapter 17. Success</u> Build from your individual reflections by discussing as a group each of the following steps (p. 226) and what you might do in your own spaces;</p> <ul style="list-style-type: none"> • “I accept their source...” 	<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

		<ul style="list-style-type: none"> • “I acknowledge the definition of antiracist...” • “I struggle for antiracist power and policy in my spaces.” • “I struggle to remain at the antiracist intersection where racism is mixed with other bigotries.” • “I struggle to think with antiracist ideas.” <p>How did Caridad affect Kendi’s commitment and thinking? What implications might this have for you?</p>	<p>question. Then each person responds.</p> <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*	Reflect individually: Based on the discussion, what personal action will I take this week?	
	Next Steps 5 minutes*	<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? 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**	<p><u>Chapter 16. Failure</u></p> <p>What are you inspired to demonstrate for or against? Create a recipe for an effective demonstration. Consider what key elements must be present, keeping in mind Gandhi’s nonviolent resistance. Make a list of the tools for success we have readily available to dismantle systemic racism today.</p> <p><u>Chapter 17. Success</u></p> <p>With your book group, make a list of antiracist actions you can take to support antiracist policies. Where will you concentrate your effort? Why? How will you address racism and support antiracism in your everyday life? Are there specific policy areas you want to target? Looking back on Kendi’s telling of his own story, what have you learned about how you can support each other and others committed to addressing racism and supporting antiracist policies?</p>	Never underestimate the power and importance of everyday actions you yourself can take.
Learn More	Will vary**	<p>Who determines when a movement or an effort is a failure? Newsweek’s 2018 article “Most Americans Didn’t Approve of Martin Luther King Jr. Before His Death, Polls Show” might be a starting place for a conversation: https://www.newsweek.com/martin-luther-king-jr-was-not-always-popular-back-day-780387</p>	

		<p>Start noting when and where media articles touch on “protests” and “demonstrations” and the language used to describe the events</p> <p>Another Article for your Reflection: https://www.buzzfeednews.com/article/ellievhall/meghan-markle-kate-middleton-double-standards-royal</p>	
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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.