

Book Club Against White Silence, Fragility, and Violence

Either America will destroy ignorance or ignorance will destroy the United States ~ W.E.B. Dubois

Goals:

1. To educate ourselves on Black scholarship and antiracism, with a focus on ways that those with white privilege can engage in informed and meaningful discussions regarding race/racism in-and-outside the classroom.
2. To use this education, in both our personal and professional lives, to be antiracist.
3. To center antiracism and Black scholarship in our curriculum and our pedagogy to serve our students.

Organization:

1. We will meet at the end of each month during the Fall and Spring Semesters to discuss selected readings.
2. We will meet on Zoom (links will be send out on the Monday before the Friday gathering) and discuss the selected reading.
3. Discussion questions are provided (below) but they are not intended to direct or restrict discussion.

Dates/Times/Reading List (Year 1):

Day/Time: Fridays 12-1pm

Dates & Readings (ctrl/click on underlined titles or go to link for book/ebook):

Aug 28: Kendi, Ibram X. 2019. How to Be An Antiracist.

Sep 25: Davis, Angela. 2016. Freedom Is a Constant Struggle: Freedom Is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement.

Oct 30: Kendi, Ibram X. 2016. Stamped From the Beginning. The Definitive History of Racist Ideas in America.

Nov 20: Oluo, Ijeoma. 2018. So You Want to Talk About Race.

Jan 29: Morris, Aldon. 2015. The Scholar Denied: W.E.B. Du Bois and the Birth of Modern Sociology. <https://www.ucpress.edu/book/9780520286764/the-scholar-denied>

Feb 26: Ahmed, Sara. 2012. On Being Included: Racism and Diversity in Institutional Life. <https://www.dukeupress.edu/on-being-included>

Mar 26: Washington, Harriet A. 2007. Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present. <https://www.penguinrandomhouse.com/books/185986/medical-apartheid-by-harriet-a-washington/>

Apr 30: Freire, Paulo. 1968. Pedagogy of the Oppressed.

Expectations:

1. Read the selected piece
2. Everyone is welcome to speak, ask questions and discuss, but everything is voluntary
3. Engage in respectful dialogues
4. Engage in active listening – listening attentively while someone else speaks, paraphrasing and reflecting back what is said, and withholding judgment and advice (unless requested)
5. Be honest with yourself
6. Work to address white silence, white fragility, and white violence and transform such instances into learning opportunities to engage in antiracism in our professional and personal lives
7. Identify and discuss issues, not individuals
8. Work on not getting defensive when an issue is called out. Remember you are here to learn
9. Give space for others to make mistakes
10. Those with privilege, practice calling out racist (sexist, homophobic, etc.) issues with each other. It is our duty and we are here to learn from each other.

Discussion Questions:

1. What was your initial reaction to the book? How did you feel while reading the book?
2. What was one of the main messages (or lessons) that you took from the book?
3. Did the book change your opinion or perspective about anything? Do you feel different now than you did before you read it, and how?
4. Upon self-reflection, discuss a time in your personal history where that main message/lesson applies.
5. Is the reading intersectional? If so, how is intersectionality signified? If not, how might intersectionality expand its arguments?
6. How can you apply the messages/lessons to your personal and/or professional life moving forward?
7. How has this reading taught you or guided you to center your Black students, your Black peers, as well as Black pedagogy in your classroom and antiracism in your everyday life?