WAC Anti-Racist Syllabus

 “When I dare to be powerful, to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.” - Audre Lorde

**Description:**

This course is designed to prepare you to support student writing in your discipline with anti-racist pedagogy. Through antiracist readings and strategies you will learn to interrogate and dismantle racism, white supremacy, power, and privilege within your institution, classroom, and teaching practices. This syllabus uses [*Showing up For Racial Justice’s*](https://www.showingupforracialjustice.org/about.html) (SUFRJ) definition of racism, which is “also referred to as white supremacy, as the pervasive, deep-rooted, and longstanding exploitation, control and violence directed at People of Color, Native Americans, and Immigrants of Color that produce the benefits and entitlements that accrue to white people, particularly to a white male dominated ruling class” to understand and address why anti-racist practices are necessary and vital for the overall wellbeing of all students.

Anti-racist pedagogy “is a paradigm located within Critical Theory utilized to explain and counteract the persistence and impact of racism using praxis as its focus to promote social justice for the creation of a democratic society in every respect” (Blakeney 119). This approach, then, means to center practices, readings, and knowledge that deconstruct historically racist structures that created unequal learning opportunities, expectations, and privileges. By using an anti-racist approach, this class seeks to help students challenge some traditional ways of learning and embrace radical critical thinking in order to move towards an “antiracist society” (Blakeney 120). This syllabus challenges the racist commitment to standard american english as the foundation of academic discourse and changes the ways we value home languages. At its core, this syllabus does not just transfer rhetorical skills but reshapes academic discourse altogether to include varieties of languages. Like the University of North Texas’ “Decriminalizing Blackness” syllabus describes, the focus of this syllabus centers the experiences of those who are most affected.

**Course Materials[[1]](#footnote-0):**

\*You can use this reading list to economically benefit Black communities by supporting [black-owned bookstores](https://www.cntraveler.com/story/black-owned-bookstores). Follow these links to company websites: [<http://aalbc.com/>;<https://www.knowledgebookstore.com/>;<http://mahoganybooks.com/>;<http://www.eyeseeme.com/>;<http://pyramidbooks.indielite.org/>;<http://www.semicolonchi.com/>;<https://unclebobbies.indielite.org/>;<https://www.harriettsbookshop.com/>;<https://bookshop.org/shop/thelitbar>]

* Ali Michad and Eleonora Bartoli’s “[What White Children Need to Know About Race](http://tinyurl.com/m24tjff)”
* Allison Ginnotti’s [Composition's Linguistic Diversity: Challenging the Emphasis on Standard American English](https://muse.jhu.edu/article/733108/pdf)
* Angela Davis’ *Women, Race and Class*
* Asao Inoue’s [*Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future*](https://wac.colostate.edu/books/perspectives/inoue/)
* Asao B. Inoue and Mya Poe’s [*Race and Writing Assessment*](https://www.worldcat.org/title/race-and-writing-assessment/oclc/779472188)
* Austin Channing Brown’s [*I’m Still Here*](http://austinchanning.com/the-book)
* [Aja Martinez’s “The Responsibility of Privilege: A Critical Race Counterstory Conversation”](https://www.academia.edu/37687052/The_Responsibility_of_Privilege_A_Critical_Race_Counterstory_Conversation)
* *bell hooks,* [*Killing Rage: Ending Racism*](https://www.goodreads.com/book/show/17602.Killing_Rage)
* Carmen Kynard’s [“*This Bridge:* The BlackFeministCompositionist’s Guide to the Colonial and Imperial Violence of Schooling Today.”](https://muse.jhu.edu/article/683033)
* Carmen Kynard’s “[Stayin Woke: Race-Radical Literacies in the Makings of a Higher Education.”](https://www.academia.edu/35990226/Stayin_Woke_Race_Radical_Literacies_in_the_Makings_of_a_Higher_Education_pdf)
* Carmen Kynard’s ["Administering While Black: Black Women's Labor in the Academy and the 'Position of the Unthought.'"](https://www.academia.edu/38762338/Administering_While_Black_Black_Women_s_Labor_in_the_Academy_and_the_Position_of_the_Unthought_)
* Charles M. Blow’s “[Constructing a Conversation on Race](http://tinyurl.com/mc4qxcu)”
* Chimamanda Ngozi Adichie’s “[The Danger of a Single Story](http://tinyurl.com/pp2darm)”
* Chris Lehman’s “[What Do We Teach When Kids Are Dying? #MichaelBrown](http://tinyurl.com/mpz3cvr)"
* *Creative Interventions Toolkit* [*Taking Accountability: How Do We Change Violence*](https://www.creative-interventions.org/wp-content/uploads/2020/08/CI-Toolkit-Final-Section-4F-Taking-Accountability-Aug-2020.pdf)
* Elizabeth Wardle and Doug Downs’ [“Understanding the Nature of Disciplinarity in Terms of Composition’s Values.”](https://muse.jhu.edu/book/58330)
* Elizabeth Wardle and Nicolette Mercer Clement’s["‘The Hardest Thing With Writing is Not Getting Enough Instruction’: Helping Educators Guide Students Through Writing Challenges.”](https://www.wabashcenter.wabash.edu/scholarship/understanding-writing-transfer-implications-for-transformative-student-learning-in-higher-education/)
* Frances Condon and Vershawn Ashanti Young’s [*Performing Antiracist Pedagogy in*](https://wac.colostate.edu/books/atd/antiracist/)
* [*Rhetoric, Writing, and Communication*](https://wac.colostate.edu/books/atd/antiracist/)
* Frantz Fanon’s [*Black Skin, White Masks*](https://books.google.com/books/about/Black_Skin_White_Masks.html?id=m5ysTujFqbgC)
* Ibram Kendi’s [*Stamped From the Beginning*](https://www.ibramxkendi.com/stamped-from-the-beginning)
* Ibram Kendi’s [*How to be Anti-Racist*](https://www.ibramxkendi.com/how-to-be-an-antiracist-1)
* James Baldwin’s [“A Talk to Teachers,”](https://www.spps.org/cms/lib010/MN01910242/Centricity/Domain/125/baldwin_atalktoteachers_1_2.pdf) in The Price of the Ticket, Collected Non-Fiction 1948-1985
* Jonathan Rosa’s [*Looking like a language, sounding like a race: Raciolinguistic ideologies and the learning of Latinidad*](https://global.oup.com/academic/product/looking-like-a-language-sounding-like-a-race-9780190634735?cc=us&lang=en&)
* Juan Guerra’s [“Cultivating a rhetorical sensibility in the translingual writing classroom”](https://www.semanticscholar.org/paper/Cultivating-a-Rhetorical-Sensibility-in-the-Writing-Guerra/c2325e6093e266880f019a80db7f428fafae8d6a?p2df)
* Juan Guerra’s [*Language, Culture, Identity and Citizenship in College Classrooms and Communities*](https://books.google.com/books/about/Language_Culture_Identity_and_Citizenshi.html?id=QQNKjwEACAAJ)
* Layla Saad’s [*Me and White Supremacy*](https://www.meandwhitesupremacybook.com/)
* Liz Tinoco et al’s “[Crafting an Antiracist, Decolonial Program to Serve Students in a Socially Just Manner: Program Profile of the FYC Program at Texas A&M University-San Antonio](https://compositionforum.com/issue/44/tamu-sa.php)*.”*
* *Liz Tinoco and Lawrence, G. (2018).Dismantling Writing Assessment: Towards collaborative rubrics. In Jill Dahlman and Piper Selden (Eds.), Beyond the Frontier, Volume II: Innovations in First Year Composition*
* Mariame Kaba and Shira Hassan’s [*Fumbling Towards Repair: A Workbook for Community*](https://www.akpress.org/fumbling-towards-repair.html)
* Mya Poe et al.’s [“The Legal and the Local: Using Disparate Impact Analysis to Understand the](https://www.jstor.org/stable/43490874)
* [Consequences of Writing Assessment.”](https://www.jstor.org/stable/43490874)
* Neil Irvin Painter’s [*The History of White People*](https://wwnorton.com/books/9780393339741)
* Nelson Flores and Jonathan Rosa’s “[Undoing Appropriateness: Raciolinguistic Ideologies and Language Diversity in Education.”](https://blogs.umass.edu/jdrosa/files/2015/01/HER-Undoing-Appropriateness.pdf)
* Nelson Flores and Jonathan Rosa’s [Bringing Race Into Second Language Acquisition](https://onlinelibrary.wiley.com/doi/full/10.1111/modl.12523)
* Paul Kei Matsuda’s [“The Myth of Linguistic Homogeneity in U.S. College Composition.”](https://www.jstor.org/stable/25472180)
* Paul Kei Matsuda et al’s [*Professionalizing Second Language Writing*](https://asunow.asu.edu/shelf-life/professionalizing-second-language-writing)
* Paulo Freire's [*Pedagogy of the Oppressed*](https://envs.ucsc.edu/internships/internship-readings/freire-pedagogy-of-the-oppressed.pdf)
* Peter Kilgour’s [A plan for the co-construction and collaborative use of rubrics for student learning](https://www.tandfonline.com/doi/full/10.1080/02602938.2019.1614523?src=recsys)
* Roxanne Dubbar-Ortiz’s [*An Indigenous Peoples’ History of the United States*](https://www.zinnedproject.org/materials/indigenous-peoples-history-of-the-us/)
* Ruth Bacchus’ [“When rubrics aren’t enough: Exploring exemplars and student rubric co-construction”](https://www.tandfonline.com/doi/full/10.1080/15505170.2019.1627617?src=recsys)
* Sara Alvarez et al’s [*Translingual Practice, Ethnic Identities, and Voice in Writing*](https://www.researchgate.net/publication/317964171_Translingual_Practice_Ethnic_Identities_and_Voice_in_Writing)
* Sara Alvarez et al’s “[On Multimodal Composing](http://kairos.technorhetoric.net/21.2/praxis/devoss-et-al/index.html).”
* Select videos from [*PBS’ Tools for Anti-Racist Teaching*](https://www.pbs.org/education/blog/tools-for-anti-racist-teaching)
* Select videos from [*Barnard Center’s For Research on Women*](http://bcrw.barnard.edu/event/building-accountable-communities/) on Accountability
* Select Podcast episodes from [Teaching While White](https://podcasts.apple.com/us/podcast/teaching-while-white-podcast/id1226251499?mt=2#episodeGuid=5852e4842e69cfa768789e6c%3A5852e68e59cc68053407bade%3A5b78895c0ebbe83e5ef6138a) , [Code Switch](https://www.npr.org/sections/codeswitch/2020/06/09/873066989/the-code-switch-guide-to-race-and-policing), and [Cite Black Women](https://www.citeblackwomencollective.org/our-podcast.html)
* Staci Perryman-Clark et al’s  [*Students' Right to Their Own Language: A Critical Sourcebook*](https://www.macmillanlearning.com/college/us/product/Students-Right-to-Their-Own-Language/p/1457641291)
* Staci Perryman-Clark’s [“Who We Are(n’t) Assessing: Racializing Language and Writing Assessment in Writing Program Administration.”](https://www.semanticscholar.org/paper/Who-we-are%28n%27t%29-assessing%3A-Racializing-language-and-Perryman-Clark/e835dfb82b3f7f81ad337d9aafdbf63b4a1db414)

# Sue Joseph et al’s [“‘Who are you to judge my writing?’: Student collaboration in the co-construction of assessment rubrics”](https://www.tandfonline.com/doi/abs/10.1080/14790726.2019.1566368)

* Tema Okun’s [“white supremacy culture”](http://www.dismantlingracism.org/uploads/4/3/5/7/43579015/whitesupcul13.pdf)

**Learning Outcomes[[2]](#footnote-1):**

* Will be able to explain how and why racism has played a pivotal role in shaping the U.S. system.
* Will recognize and be able to describe their personal position and measure of privilege within this U.S. system.
* Will have holistic understanding from historical course activities to apply to do active antiracist and ally work.
* Will be able to understand how coalitional work is pivotal for dismantling white supremacy.

**Course Guidelines**

[NOTE: These are inclusive classroom guidelines practices]

* **Attendance:** While your attendance is important for doing the work, life happens and I understand that you are trying to survive all while being a student. If you are unable to attend class, please be transparent with me, so we can figure out how to help you best succeed in this class. You will not be graded based on attendance.
* **Late assignments** will be accepted. I have a set of deadlines, however I understand that things arise, so please keep me in the loop if an issue arises and you need an extension.
* **Names/Pronouns:** Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to me, the instructor of record, with the student’s legal name. I will gladly honor your request to address you by your name rather than the one listed on the roster and specified pronouns. Please advise me and class members (if you feel comfortable doing so), when appropriate to you, of this early in the class or when you can or as the need arises. For more information about pronouns check out the following link:<https://shcs.ucdavis.edu/blog/archive/why-pronouns-are-important>
* **Class Environment:** My goal is to create a comfortable, inviting environment for all students so learning can take place. To this end, I expect respectful behavior in class. It is essential that we speak respectfully and listen attentively to each other, not just the instructor. Respectful behavior should be extended to everyone and includes respecting people of different ages, genders, physical abilities, races, ethnicities, sexual orientations, religious affiliations, political viewpoints, etc. We may not all think alike, come from the same places, or like the same things, but we will all be respectful to one another. We should strive to be honest and supportive. While discussion, laughter, and even argument are a part of this course, scoffing and dismissive comments are not. We are not in this class to simply agree with each other or with the instructor. We are here to offer, analyze, and connect a variety of viewpoints so that we can strengthen our own abilities as thinkers and scholars.

**Assessment**

1. Project One: Anti-Racist Reflective Post

2. Project Two: Multimedia Infographic Guide to Anti-Racist Practices

3. Project Three: Unlearning Racism Podcast Project

This course participates in a grading contract. More information can be found in Asao Inoue’s [Grading Contract for First Year Writing](https://wac.colostate.edu/docs/books/labor/appendixa.pdf).

**Course Strategies**

[Note: These are strategies that can be practiced in your classes to embrace anti-racist approaches]

* Fishbowl Conversations-- Fishbowl activity can be an integral part of having difficult conversations. As students take turns discussing their thoughts on the given topic, other students listen and take turns sharing. This activity helps with active listening as well as centering voices.
* Snowball Activity[[3]](#footnote-2)-- “Snowball” activities are about anonymity. Students write their thoughts about a given question or prompt and do not write their names. After, students crumble their papers into “snowballs” and turn in their papers to the professor. The professor randomizes the “snowballs” and gives each student one to read outloud. The anonymity allows students to feel more comfortable saying things that are difficult for them to share. At the beginning of this exercise, it is important to emphasize that the activity will not allow racist and/or ignorant behavior.
* Intersectionality class activity-- Using the [Social Identity Wheel](https://sites.lsa.umich.edu/inclusive-teaching/sample-activities/social-identity-wheel/), this activity “encourages students to identify socially and reflect on the various ways those identities become visible or more keenly felt at different times, and how those identities impact the ways others perceive or treat them.” The social identity wheel can be projected onto a screen and students can spend time filling out identities that they identify with based on the categories and situations. This activity can also be done differently by posting the identities on poster paper and students can move to the identities they identify with in silence. Once the activity is over, everyone can debrief about their experiences and/or something that came up for them.
* Unpack definitions collectively-- Using [SUFRJ’s](https://www.showingupforracialjustice.org/class.html) definitions, write some concepts like class, racism, representation, leadership, and more on the board or project on screen. Encourage students to define the words themselves and share phrases that they have commonly heard about given words. Unpack definitions together and build questions from their responses.
* Read the room-- Using [Martinez’s “Comfort Assessment Tool”](https://www.academia.edu/37687052/The_Responsibility_of_Privilege_A_Critical_Race_Counterstory_Conversation) (226), consistently check your comfort level. A daily check-in about this by having students write this on an index card makes room for students who are usually always already feeling uncomfortable to share their perspectives.
* Accountability Roadmap--Philly Stands Up’s [Roadmap](http://www.usprisonculture.com/blog/wp-content/uploads/2012/03/accountabilityroadmap.pdf) activity.

**Organizations to Follow/Support**

* [Communities United for Police Reform](http://changethenypd.org/)
* [We Charge Genocide](http://wechargegenocide.org/)
* <http://www.october22.org/> Antiracism Center: [Twitter](https://twitter.com/AntiracismCtr)
* Audre Lorde Project: [Twitter](https://twitter.com/audrelorde) | [Instagram](https://www.instagram.com/audrelordeproject/) | [Facebook](https://www.facebook.com/AudreLordeProject/)
* Black Women’s Blueprint: [Twitter](https://twitter.com/blackwomensbp) | [Instagram](https://www.instagram.com/blackwomensblueprint/) | [Facebook](https://www.facebook.com/blackwomens.BWBNY/)
* Color Of Change: [Twitter](http://twitter.com/colorofchange) | [Instagram](https://www.instagram.com/colorofchange/) | [Facebook](https://www.facebook.com/colorofchange)
* Colorlines: [Twitter](https://twitter.com/Colorlines) | [Instagram](https://www.instagram.com/colorlinesnews/) | [Facebook](https://www.facebook.com/colorlines)
* The Conscious Kid: [Twitter](https://twitter.com/consciouskidlib) | [Instagram](https://www.instagram.com/theconsciouskid/) | [Facebook](https://www.facebook.com/theconsciouskid)
* Equal Justice Initiative (EJI): [Twitter](https://twitter.com/eji_org) | [Instagram](https://www.instagram.com/eji_org/) | [Facebook](https://www.facebook.com/equaljusticeinitiative)
* Families Belong Together: [Twitter](https://twitter.com/fams2gether) | [Instagram](https://www.instagram.com/fams2gether/) | [Facebook](https://www.facebook.com/fams2gether)
* The Leadership Conference on Civil & Human Rights: [Twitter](http://twitter.com/civilrightsorg) | [Instagram](https://www.instagram.com/civilrightsorg/) | [Facebook](https://www.facebook.com/civilandhumanrights)
* MPowerChange: [Twitter](https://twitter.com/mpower_change) | [Instagram](https://www.instagram.com/mpowerchange/) | [Facebook](https://www.facebook.com/MPowerChange/)
* Muslim Girl: [Twitter](https://twitter.com/muslimgirl) | [Instagram](http://instagram.com/muslimgirl) | [Facebook](https://www.facebook.com/muslimgirlarmy/)
* NAACP: [Twitter](https://twitter.com/NAACP) | [Instagram](https://www.instagram.com/naacp/) | [Facebook](https://www.facebook.com/naacp)
* National Domestic Workers Alliance: [Twitter](https://twitter.com/domesticworkers) | [Instagram](https://instagram.com/domesticworkers) | [Facebook](https://www.facebook.com/nationaldomesticworkersalliance)
* RAICES: [Twitter](https://twitter.com/RAICESTEXAS) | [Instagram](https://www.instagram.com/raicestexas/) | [Facebook](https://www.facebook.com/raicestexas)
* Showing Up for Racial Justice (SURJ): [Twitter](https://twitter.com/ShowUp4RJ) | [Instagram](https://www.instagram.com/showingupforracialjustice/) | [Facebook](https://www.facebook.com/ShowingUpForRacialJustice)
* SisterSong: [Twitter](https://twitter.com/SisterSong_WOC) | [Instagram](https://www.instagram.com/SisterSong_WOC/) | [Facebook](https://www.facebook.com/SisterSongWOC)
* United We Dream: [Twitter](https://twitter.com/unitedwedream) | [Instagram](http://instagram.com/unitedwedream) | [Facebook](https://www.facebook.com/UnitedWeDream/)
* Anita Cameron and Leroy Moore’s [Journalism & Police Brutality Against Black Disabled People](https://blackdisability.org/content/journalism-police-brutality-against-black-disabled-people)

**Accessibility and Personal Wellness**

* [Nuts and Bolts of Accessibility](https://docs.google.com/document/d/1GfFDY29nF1-E3YyB3oiEj-zjrcklJU_Lx23tE3H0opo/edit)
* [Disability Home Manners](https://docs.google.com/document/d/1AEIgE1zrlSrz6dFsfCW5prGtiNHqtKtJam7hdbFOtDc/edit)
* [Disability Justice, anti-ableism and access resources](https://docs.google.com/document/d/1WviHvT5pLy8n_ZFGauOynKI8nPLU84nduPLoF6r3Exc/edit) [[4]](#footnote-3)
* [How Teachers Can Make Their Classrooms More Accessible for Students with Disabilities](https://soeonline.american.edu/blog/disability-guide)
* [Amara’s Website](https://amara.org/en/) for Captions
* [National Suicide Prevention Lifeline](https://suicidepreventionlifeline.org/)**--** This “lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals.” Call 1800-273-8255 for emotional support.
* [The Trevor Project](https://www.thetrevorproject.org/) is a leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13–24. If you are thinking about suicide or are feeling alone and need someone to talk to, please call the Trevor Lifeline at 1-866-488-7386 for immediate help. It’s free, confidential, and available 24/7.
* [Trans Lifeline](https://translifeline.org/) is a “national trans-led organization dedicated to improving the quality of trans lives by responding to the critical needs of our community with direct service, material support, advocacy, and education. [Their] vision is to fight the epidemic of trans suicide and improve overall life-outcomes of trans people by facilitating justice-oriented, collective community aid.” The hotline number is 1877-565-8860.

**Resources**

* [75 Things White People Can Do for Racial Justice](https://medium.com/equality-includes-you/what-white-people-can-do-for-racial-justice-f2d18b0e0234)
* [350.Org’s Resources For Organizers](https://trainings.350.org/for/organisers/)
* [“A Collective Response to Anti-Blackness”](https://docs.google.com/document/d/1r1Rp3Tn8sPlfbn_bO3vQXOVRnDpaDvB_ctaBKXvbpNU/mobilebasic?pli=1&viewopt=127)
* [Anti-Racism Project](https://www.antiracismproject.org/resources)
* [Asao Inoue’s Problematizing Grading and the White Habitus of the Writing Classroom](https://wac.colostate.edu/docs/books/labor/chapter1.pdf)
* [Asao Inoue’s What Labor-Based Grading Contracts Look Like](https://wac.colostate.edu/docs/books/labor/chapter4.pdf)
* [Autistic Hoya](http://www.autistichoya.com/)
* [Chriss Crass’ White Supremacy Cannot Have Our People: for a working class orientation at the heart of white anti-racist organizing](https://medium.com/%40chriscrass/white-supremacy-cannot-have-our-people-21e87d2b268a#.m87f3ukdf)
* [Disability Visibility Project](https://disabilityvisibilityproject.com/)
* [Disability Project- Transgender Law Center](https://transgenderlawcenter.org/programs/disability-project)
* [Dismantling Racism Works Web Workbook](https://www.dismantlingracism.org/)
* [Dreaming Accountability](https://leavingevidence.wordpress.com/2019/05/05/dreaming-accountability-dreaming-a-returning-to-ourselves-and-each-other/)
* [Jenna Arnold’s resources (books and people to follow)](https://www.antiracismproject.org/resources)
* [Rachel Ricketts’ anti-racism resources](https://www.rachelricketts.com/racial-justice-resources)
* [Radical Access Mapping Project](https://radicalaccessiblecommunities.wordpress.com/)
* [Resources for White People to Learn and Talk About Race and Racism](https://blog.fracturedatlas.org/resources-for-white-people-to-learn-and-talk-about-race-and-racism-5b207fff4fc7)
* Ryan Rideau’s [Integrating Anti-Racist Teaching Practices into Your Course](https://sites.tufts.edu/teaching/2020/06/15/integrating-anti-racist-teaching-practices-into-your-course/)
* [Save the Tears: White Woman’s Guide by Tatiana Mac](https://tatianamac.com/posts/save-the-tears/)
* [Showing Up For Racial Justice’s educational toolkits](https://www.showingupforracialjustice.org/resources.html)
* [University seminar teaches faculty not to judge ‘quality’ of writing when grading](https://www.thecollegefix.com/university-seminar-teaches-faculty-not-to-judge-quality-of-writing-when-grading/)
* [“Why is this happening?” — an introduction to police brutality from 100 Year Hoodie](https://www.100yearhoodie.com/why)
* [Zinn Education Project’s teaching materials](https://www.zinnedproject.org/materials/page/2/cond%5B0%5D%3Dlevels_str%3AGrades%2BPre-K-2%26s%3D)

Works Cited

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1. Readings based on Ibram Kendi’s “Anti-Racist Reading List,” Marcia Chatelain’s “How to Teach Kids About What's Happening in Ferguson: A crowdsourced syllabus about race, African American history, civil rights, and policing” “ #BaltimoreSyllabus” and more. [↑](#footnote-ref-0)
2. Learning Outcomes from UNT’s History Department “Decriminalizing Blackness” [↑](#footnote-ref-1)
3. Idea from UC Berkeley’s DeCal [*GenSex’s*](https://ucberkeleygensex.org/) *Syllabus.*  [↑](#footnote-ref-2)
4. Links from SUFRJ’s “[Disability/ Access Organizing](https://www.showingupforracialjustice.org/disability-justice.html)” [↑](#footnote-ref-3)