

#GetWoke: Activism and Organizing During 45 Syllabus
(Beloit College - Office of Academic Diversity and Inclusiveness)
'17-'18

(NOTE from 2025:)

HERE...WE...GO... AGAIN.

45 is now 47 and is doing exactly what he said he would do back then. So what did we LEARN? What do we BELIEVE? And how does that influence our ACTIONS AND DREAMS?

I created this syllabus when I worked at Beloit College as part of the #GetWoke series my office hosted. Bringing national issues home, the series was meant to be a campus and local community space for reflection, learning and strategy making. At this time many public intellectuals were creating #syllabi as a way to encourage local studying and remembering as a way to strategize new ways forward.

Again questions for reflection now are:

- What did we learn?
- What are we reproducing? Why?
- Where do we actually want to go as a society?
- Do we dare to dream and bring those dreams into reality?

This is a time we have to be curious once again and examine the ways we learn. Questions that make you uncomfortable and lead to further questions need to take lead. Voices and perspectives that tell the past differently need centering - not just lip service around this but real focus on these lenses.

- WHOSE sight is leading yours? Why?

Please use this syllabus as a way to create your own learning communities and bring curiosity into the room once again.

Once you embody knowledge, the spirit of action tends to follow.

Introduction:

Since the election of the 45th President, the United States has seen a rise in the number of protests and organized forms of resistance to the current administration. Yet, protesting and organizing are not new. In the United States organizing and activism have been central to the expansion and demand of rights for marginalized populations. From the abolitionist movement in the 1800s to various women's rights movements to the Civil Rights Movement and the Red and Black Power Movements of the 1960s-70s to Black Lives Matter and #NoDAPL in the present day, organizing and activism lie at the heart of what it means to demand the state sees you when you sit at the margins of society. With the rise of various protests and marches since 2012, and in particular since the 2016 Presidential election, the question of what it means to protest and organize in the current administration is pressing. This syllabus is a guide to engaging with **OADI's #GetWoke: Organizing and Activism During 45** series for the '17-'18 academic year.

Update (9-17-17): The author of this syllabus is Dr. Nicole Truesdell (Senior Director of OADI). I want to clarify that I created this syllabus as a way for others to enter into the conversation of why we are seeing a rise in public protests in the last few years, and give resources to understand why we are at this moment in the US. This is one way to put the liberal arts into practice and see the power and value of open source syllabi. Please use the readings and soundtracks to engage in critical questions around systems of oppression, white supremacy, race and racism, citizenship, and access to rights. Thank you.

How To Use:

We start the syllabus with a general overview of white supremacy, fascism, race and racism, and nation-state as a way to frame the entire #GetWoke series. We do this in order to set the scene of how we came to this current United States administration and provide context of why events like [Charlottesville](#) and its aftermath occurred. We then break down this syllabus into 4 parts. Each section leads up to a panel at [Beloit College](#) that brings together various intellectuals, organizers, activists, artists, and/or academics to engage with the topic at hand. The readings are meant as an introduction to each topic. We mix short academic articles with online op-eds/think pieces/commentary with recorded talks and music that help to set the stage for each panel. For those in the area all panels are held on a Friday night at 7pm and are free and open to the public. For those who cannot make it we record each panel and will provide the links for each panel once they are done on our [Facebook](#) page. NOTE: This is an ongoing syllabus that will be updated throughout the semester. Please check back in to find updated readings for, and additions to, panels.

Who Should Use This Syllabus:

Anyone interested in the work. This is not just for academics and/or college students. Instead, the work of social justice entails making intellectual work open and accessible for mass consumption. We created this syllabus to be a resource people can use at any time throughout the year to engage with pressing national (and international) topics around the current administration and the place/influence of organizing and activism within civil society.

How We Got Here: Online Open Source Syllabi

Below are just a few of the open source syllabi available online that mix academic articles, newspaper articles, op-eds, music, and art to explain various aspects of systems of oppression. See them as in-depth locations to pull from to understand the complex and interrelated nature of racism, white supremacy, anti-Semitism and anti-blackness, settler colonialism, the nation-state, and citizenship.

[#Charlestonsyllabus](#)

- This is the first open source #syllabus created via Twitter by black academics who wanted to show the historical events that led to the mass shooting of nine black people by a white supremacist in Charleston, South Carolina on June 17, 2015. In remembrance we #SayTheirNames: Cynthia Hurd, 54; Susie Jackson, 87; Ethel Lance, 70; Rev. DePayne Middleton-Doctor, 49; Hon. Rev. Clementa Pinckney, 41; Tywanza Sanders, 26; Rev. Daniel Simmons Sr., 74; Rev. Sharonda Singleton, 45; Myra Thompson, 59.

[All Monuments Must Fall Syllabus](#)

- “This is a crowd-sourced assemblage of materials relating to Confederate and other racist monuments to white supremacy; the history and theory of these monuments and monuments in general; and monument struggles worldwide. It was inspired by the resistance to fascism demonstrated at Charlottesville, Va. and Durham, NC in August 2017.”

[There is No Apolitical Classroom: Resource for Teaching in These Times](#)

- This syllabus is from NCTE’s Standing Committee Against Racism and Bias and is a compilation of various readings and resources for those who teach to engage with topics of race, racism, white supremacy, Charlottesville, and bias.

[Colonization and Decolonization - A Manual for Indigenous Liberation in the 21st Century](#)

- This manual is written and illustrated by [Gord Hill](#) (Kwakwaka’wakw nation), who frequently writes under the pseudonym Zig Zag. It introduces readers to the concept of colonization and then ends with what decolonization can look like.

[Syllabus for White People to Educate Themselves](#)

- ~~This syllabus was created by white people for other white people to begin the conversation on race and racism after the election of Trump.~~
- Note: this syllabus has been removed by Google due to it violating Google’s “Terms of Service”

[Trump Syllabus 101](#)

- “This course will explore the phenomenon that is Donald Trump’s presidential campaign. We will take an interdisciplinary approach, gathering insights from history, literature, philosophy, political science, psychology, and beyond.”

[Trump Syllabus 2.0](#)

- This is a syllabus created to correct “the number of omissions and inaccuracies” many scholars of color and others who sit at the margins felt the Trump 101 syllabus missed.

[Trump Syllabus 3.0](#)

- This syllabus lists more readings and topics around the election of Trump. The previous two Trump syllabi were created before Trump's election.

[Decolonizing Science](#)

- This syllabus focuses the conversation on the ways colonization impacts science and how to undo that learning.

[#FergusonSyllabus](#)

- This is another crowdsourced syllabus about race, African American history, civil rights, and policing. It also includes films and children's books.

[BlackLivesMatter Syllabus](#)

- "Frank Leon Roberts is an educator and political organizer on the frontlines of the contemporary movement for black lives. He is the Founder of Black Lives Matter Syllabus, a public educational curriculum that provides resources for teaching BLM in classroom and community settings."

[Standing Rock Syllabus](#)

- "This syllabus project contributes to the already substantial work of the Sacred Stones Camp, Red Warrior Camp, and the Oceti Sakowin Camp to resist the construction of the Dakota Access Pipeline, which threatens traditional and treaty-guaranteed Great Sioux Nation territory." This is a good resource to start to understand [settler colonialism](#) and its impact on the present day.

[Anti-Semitism Syllabus](#)

- This is a comprehensive syllabus that traces the roots of Anti-Semitism up to the present day, and looks to the future of what anti-semitism may look like in the future.

[Islamophobia Is Racism Syllabus](#)

- "Inspired by the [#FergusonSyllabus](#), the [#StandingRockSyllabus](#), the [#BlackIslamSyllabus](#) and others, this reading list provides resources for teaching and learning about anti-Muslim racism in the United States."

[Anthropoliteia's #BlackLivesMatter syllabus](#)

- This syllabus is a 32 week multiple authored syllabus that takes both a national and international perspective on black lives matter from an anthropological lens. (Note: I am an anthropologist by training so this listing is not meant to just highlight one discipline, but is more reflective of the author of this document).

Open source syllabi created by faculty/students at Beloit College¹

[Mellon Decolonizing Pedagogies Project \(DPP\)](#) Foundation Syllabi

- [Fall 2016](#)
- [Spring 2017](#)
- Fall 2017 - Coming Soon

[Teaching Trayvon](#) - [Dr. M. Shadee Malaklou \(CRIS\)](#)

¹ If there are more missing please email oadi@beloit.edu and we will add those to this list.

- “The Trayvon Martin Syllabus is designed to prompt politically vigilant conversations about historical and institutional constructs of black male criminality in the United States.”

[Black Lives \(Don't\) Matter Syllabus](#) - [Dr. M. Shadee Malaklou \(CRIS\)](#)

- “The Black Lives (Don't) Matter syllabus is designed to prompt politically vigilant conversations about historical and institutional constructs of the black body, testifying to a global libidinal and political economy in which #blacklives(don't)matter.”

[#FromFlintToDAPL](#) - students from “Racialized Citizenship” course (Fall 2016)

- “#FromFlintToDAPL is a collaborative effort between three Beloit College students who hope to provide a starting point for readers wanting to learn more about environmental racism in a modern context.”

[#RacingReligion](#) - students from “Racialized Citizenship” course (Fall 2016)

- “The purpose of this syllabus is to examine how religion becomes treated like a race, with the focus of this ‘racialization’ being Islam in the United Kingdom, France, and the United States.”

[#FalseFreedom](#) - students from “Racialized Citizenship” course (Fall 2016)

- “This syllabus serves the purpose of focusing on the United States incarceration system, its influence from the media, and how Black people have become one of the central groups affected by the incarceration system.”

[#WhatYourDocumentsDontSay](#) - students from “Racialized Citizenship” course (Fall 2016)

- “This syllabus focuses largely on the impacts that immigration has on families and youth.”

Movies:

[13th](#)

[I Am Not your Negro](#)

[American History X](#)

[Higher Learning](#)

[Vice - Race and Terror in Charlottesville](#)

[Whose Streets?](#)

Soundtrack (to listen to as you transition from “How We Got Here” to “Being the First”):

Billie Holiday, [Strange Fruit](#) (1939)

Linkin Park, [Burn It Down](#) (2012)

Kanye, [All Falls Down](#) (2009)

Kendrick Lamar, [DNA](#) (2017)

J. Cole, [Neighbors](#) (2016)

Jay-Z, [The Story of OJ](#) (2017)

Nappy Roots, [Po Folks](#) (2009)

Beyoncé, [Formation](#) (2016)

Missy Elliott, [The Rain](#) (1997)

Solange, [Cranes In the Sky](#) (2016)

Chance the Rapper, [Cocoa Butter Kisses](#) (2013)
Lizzo, [Good As Hell](#) (2016)
Foxx ft. Lil Boosie & Weebie: [Wipe Me Down](#) (remix) (2007)
Kanye, [Spaceship](#) (2009)
Linkin Park ft. Jay Z, [Numb/Encore](#) (2011)
Nina Simone, [Feeling Good](#) (1965)
Salt-N-Pepa - [Let's Talk About Sex](#) (1990)
TLC - [What About Your Friends](#) (1992)
Crime Mob, [Knuck If You Buck](#) (2006)
Various Artists, [Freedom](#) (1995)
Outkast, [Bombs Over Baghdad](#) (2000)
Kendrick Lamar, [i](#) (2014)

Full Soundtrack (FOR PANEL 1) via iTunes:

<https://itunes.apple.com/us/playlist/oadi-getwoke-panel-1/idpl.u-e98lIDjSKzD0Xb>

Full Soundtrack (FOR PANEL 1) via Spotify:

<https://open.spotify.com/user/1249294996/playlist/1OY90opkuQSSV1Fw3SilgF>

Panel 1 - On Being The First

September 29, 2017

7pm - Moore Lounge, Beloit College

Inaugural Ousley Scholar in Residency - Dr. Moya Bailey

As the first speaker of the inaugural Ousley Lecture, [Dr. Moya Bailey](#) will be discussing the significance of being the first in her own life and in the lives of prominent Black women. She complicates the celebration of the first by weaving in the silent struggle and hardship of being first, tackling the misogynoir that hides in the shadow of success. The Ousley Scholar In Residency honors the legacy of Grace Ousley, the first black woman to graduate from Beloit College, and is a junior scholar/activist/organizer/intellectual who is committed to the theory and practice of social justice. They should embody the “academic hustler” who fights for “social justice” in all aspects of their work.

When we think about organizing and activism, many are first entering into these locations through personal experiences of disenfranchisement or awakening to the ways systematic oppression is embedded in everyday structures. The following readings focus on what it means to be the first in various social locations and what that does to those in these positions.

Readings:

The “Firsts” of Dr. Moya Bailey:

Tip Drill

- (2004) [Students at Spelman College Protest Nelly’s “Tip Drill”](#)
- (2013) [Guest Posts: An Open Letter to Nelly](#)

Misogynoir and Black Feminist Health

- Anyangwe, Eliza. (2015) [Misogynoir: where racism and sexism meet.](#)
- Bailey, M. (2010) [They aren't talking about me...](#)
- Bailey, M. (2016). [Misogynoir in medical media: On Caster Semenya and R. Kelly.](#) *Catalyst: Feminism, Theory, Technoscience* 2(2).
- Bailey, M. (2016). [Redefining Representation: Black Trans and Queer Women's Digital Media Production.](#) *Screen Bodies* 1(1), 71-86.

#transform(ing) Digital Humanities

- <http://transformdh.tumblr.com/>
- Bailey, M. (2015). [#transform\(ing\)DH writing and research: An autoethnography of digital humanities and feminist ethics.](#) *Digital Humanities Quarterly*, 9(2).

Quirky Black Girls

- [Octavia e. Butler Legacy Network](#)
- ["Shaping God": The Power of Octavia Butler's Black Feminist and Womanist SciFi Visions in the Shaping of a New world – An Interview with Adrienne Maree Brown](#)

Pedagogy

- Bailey, Moya and Shannon Miller. ["When Margins Become Centered: Black Queer Women in Front and Outside of the Classroom."](#) *Feminist Formations*, 27.3

First Awakenings to Social Justice and Other Locations of "Firsts":

The following readings are various locations of "firsts." Many speak of being the first to go to college or be in a new place. Others are from scholars at the margins who were the first to bring to light various social and human rights issues. This is by far not exhaustive, but an introduction to others to think about what "being the first" means in preparation for Dr. Bailey's keynote.

- Campus News (2012) [Fridays with Fred: the story of two of Beloit's earliest African-American students](#)
- Campus News (2017) [Ousley Residency takes flight in Fall 2017](#)
- Anders, George (2017) [The Unexpected Value of the Liberal Arts](#)
- DuBois, W.E.B. (1903) [The Souls of Black Folks](#) (especially Chapter 1)
- Baldwin, James (1961) ["The Discovery of What It Means to be an American"](#)
- Garrison, Nancy J.; Gardner, Douglas S. (2012) ["Assets First Generation College Students Bring to the Higher Education Setting"](#)
- Mendez-Zamora, Yareliz Elena. (2016) ["Surviving Institutions That Weren't Created For You,"](#)
- Truth, Sojourner. [Ain't I A Woman](#) Speech
- Thomas, Adele (2016) [Stolen People on Stolen Land, Racebaiter](#)
- Ware, Law (2016) ["How to Survive, Be Safe and Thrive at Predominantly White Institutions."](#)

- Wells, Ida B. (1900) ["Lynch Law in America"](#)

Soundtrack (to listen to as you transition from "Being the First" to "Young People Will Save Us")

Janelle Monáe, Deep Cotton, St. Beauty, Jidenna, Roman GianArthur, George 2.0., [HELL YOU TALMBOU-](#) (2015)

Guante & Big Cats, [TO YOUNG LEADERS](#) (2012)

Chance the Rapper, [No Problem](#) (2016)

Janelle Monáe, [Q.U.E.E.N](#) (2013)

KRS One, [Sound of Da Police](#) (1993)

Calle 13, [Latinoamérica](#) (2010)

Bob Marley, [Get Up, Stand Up](#) (1973)

Public Enemy, [Fight The Power](#) (1989)

Michael Jackson, [They Don't Care About Us \(Prison Version\)](#) (1995)

Marvin Gaye, [What's Going On](#) (1971)

Le Tigre, [New Kicks](#) (2004)

Cuando Canto, [Ozomatli](#) (2004)

Queen Latifah, [U.N.I.T.Y.](#) (1993)

Who can we run to?, [3D na tee](#) (2014)

RuPaul, [Sissy That Walk](#) (2014)

The Clash, [White Riot](#) (1977)

Donny Hathaway, [Someday We'll All Be Free](#) (1973)

Roberta Flack, [Be Real Black For Me](#) (1973)

Aretha Franklin , (To Be) [Young Gifted and Black](#) (1971)

Goodie Mob, [Refuse Limitation](#) (1998)

Outkast, [Liberation](#) (1998)

Stevie Wonder, [Higher Ground](#) (1974)

Rage Against The Machine - [Freedom](#) (1991)

Fugees, [The Beast](#) (1976)

Erykah Badu, [Danger](#) (2003)

Asa, [Jailer](#) (2007)

Arrested Development, [Everyday People](#) (1992)

M.O.P. - [Ante Up](#) (2000)

Full Soundtrack (for PANEL 2) via Itunes:

<https://itunes.apple.com/us/playlist/oadi-getwoke-panel-2/idpl.u-38oWWZyFdPp9oa>

Panel 2: Young People Will Save Us: The Place Of Youth in Organizing

Nov 3, 2017

7pm-Richardson Auditorium, Beloit College

Panelists: Joy Diaz (Beloit Memorial High School); Sebastian Kocik (Beloit Memorial High School); Nza-Ari Khepra (Columbia University); Rafael Martinez-Salas (UW-Madison); Grace Gerloff (Beloit College); Autumn Gant (Beloit College)

When we see images of past and recent protests we see the faces of our youth. From early organizing around workers and children's rights and various feminist movements, to the Student Nonviolent Coordinating Committee (SNCC) and the Black Panther Party, to student protests in the past and present, youth have maintained a presence within social justice focused movements. Yet, when we tell the stories of these past (and present) actions the voices and faces of those generations tend to be sidelined and erased. In the current moment it is youth once again who are taking to the streets, classrooms, political town halls and local and national elections to show us what it means to demand our rights as not only citizens, but human beings. This panel brings together youth organizers and activists in the area to discuss why they do the work they do and how it impacts who they are.

The readings that follow are all either written by or about young people who are leading and redefining social movements. While the age range of young people is often debated, for this panel and location we are focusing on the words, actions, and leadership of those primarily between the ages of 16-30. While 30 may see “old” for this context, it is really this age range where we are seeing people putting themselves on the frontlines, both historically and the present day, to ensure social progress and change is created and maintained.

Readings:

General Readings on youth activism/organizing:

- Anna Julia Cooper Center (2016) [A Seat At The Table Syllabus](#)
- Baldwin, James (1963) [A Talk To Teachers](#)
- Conner, Jerusha (2012) [The Value of Youth Organizing](#)
- Costanza-Chock, Sasha (2012) [Youth and Social Movements: Key Lessons for Allies](#)
- Fletcher, Adam and Joseph Varvus (2006) [Guide to Social Change Led By and With Young People](#)
- Ginwright Shawn and Taj James (2002) [From assets to agents of change: Social justice, organizing, and youth development](#)
- [Teaching for Change: Resistance 101: A Lesson on Social Justice Activists and Strategies](#)

Youth Activism and Organizing in the Present Moment:

- [Alexander, Liz S. & Melanie C. Jones](#) (2017) [Tilling the Soil: An Introduction to Millennial Womanism](#)
- [Chicago BTGNC Collective](#)
- Dukmasova, Maya (2017) [Rahm's police academy plan met with youth-led backlash from #NoCopAcademy campaign](#)
- Dupere, Katie (2017) [10 trans and gender-nonconforming youth activist of color changing the world](#)

- Elbein, Saul (2017) [The Youth Group That Launched a Movement at Standing Rock](#)
- [ICMN Staff](#) (2015) [21 Youth Activists Sue Obama Administration and U.S. Government Over Climate Change](#)
- Ki, Nicole (2017) [UW student prepares to release latest clothing line confronting police brutality, racism](#)
- Lyiscott, Jamilia (2017) [Pedagogy On Fire](#)
- [Mbande, Nzinga Alexis](#) (2017) [Letter to Young Sisters of Color: On Waking Up, Fighting The System, and Choosing Allies](#)
- [Project Orange Tree](#)
- Thompson, Brian (2017) [Hundreds of Students Walk Out of New Jersey High School in Protest of Cop's Rough Handling of Twin Classmates](#)
- Wong, Alia (2017) [The Real Legacy of Crazy Horse](#)
- Ziyad, Hari (2017) [My Gender Is Black](#)

Soundtrack (to listen to as you transition from “Young People Will Save Us” to “Racial Self Love As A Form of Liberation)

The Dredstar Movement, [Pleasure/Liberation](#) (2017)

Lizzo, [Feelin Good As Hell](#) (2016)

Bruno Mars, [Finesse \(Remix\) Feat. Cardi B](#) (2018)

Kesha, [Woman](#) (2017)

Solange, [Don't Touch My Hair](#) (2016)

Beyoncé, [Sorry](#) (2016)

Shea Couleé, [Cocky ft. Lila Star + The Vixen](#) (2017)

Lizzo, [Scuse Me](#) (2017)

Jame Brown, [Black and Proud](#) (1968)

Lil Kim feat. Mr. Cheeks, [The Jump Off](#) (2003)

Trick Daddy ft Trina, [Take It To Da House](#) (2001)

N.E.R.D & Rihanna, [Lemon](#) (2017)

Big Freedia, [N.O. Bounce](#) (2014)

Tupac, [Keep Ya Head Up](#) (1993)

Lucy Pearl, [Dance Tonight](#) (2000)

Outkast ft. Sleepy Brown, The Way You Move (2003)

The Notorious B.I.G., [Juicy](#) (1994)

India Arie, [Strength, Courage, & Wisdom](#) (2000)

Donnie, [Cloud 9](#) (2002)

Mystikal, [Bouncin' Back \(Bumpin' Me Against The Wall\)](#) (2001)

Little Brother - [Nobody Like Me feat O-Dash](#) (2009)

T-Boz - [Touch Myself ft. Richie Rich](#) (1996)

Tweet feat. Missy Elliott, [Oops \(Oh My\)](#) (2002)

Goapele, [Closer](#) (2001)

Missy Elliott, [Lose Control ft. Ciara & Fat Man Scoop](#) (2005)

Mary J. Blige, [Just Fine](#) (2007)

Full Soundtrack (for PANEL 3) via Itunes:

<https://itunes.apple.com/us/playlist/radical-self-love-as-a-form-of-liberation/pl.u-vxy69M5F8d6eky>

Panel 3: Radical Self Love As a Form of Liberation

February 2, 2018

7pm-Richardson Auditorium, Beloit College

Panelists: Lama Rod, Dr. Sonya Marie Johnson, Rev. Michael Ramsdail Mr. Josh Moore

How can we think about the place of love and compassion within organizing and activism that falls outside of whiteness? That is the leading question panelists will tackle for this panel as we think about the power of radical love - for oneself and others - when you sit at the margins of society. We bring to together Lama Rod Owens (a queer black Buddhist who writes about radical dharma), Dr. Sonya Maria Johnson (an anthropologist who studies religion in the African Diaspora from a radical black intellectual tradition), and Rev. Michael Ramsdail (a local pastor and alum of Beloit) to discuss the idea of radical love outside of a Western framework as a way to truly get at liberation.

Readings:

From/About [Lama Rod](#):

- (2018) [El poder de ser radical y vulnerable: entrevista a Lama Rod Owens](#)
- (2017) [Protest Is My Spiritual Practice](#)
- (2017) [Do You Know Your True Face?](#)
- (2016) [Activism as Spiritual Practice](#)
- (2016) [Remembering Love: An Informal Contemplation On Healing](#). In “Radical Dharma: Talking Race, Love and Liberation” by Rev. Angel Kydo Williams, Lama Rod, and Jasmine Syedullah.

Why Self AND Squad Care Are Essential:

- Austen, Ben (2017) [And So Jedidiah Brown Gave All Of Himself To The City He Loved: A New Generation Of Black Leaders Confronts The Anguish Of Activism](#)
- Harris-Perry, Melissa (2017) [How #SquadCare Saved My Life](#)
- Johnson, Marissa Jenae (2016) [The Work That Kills Us](#)
- Khan, Janaya (2017) [Activism is Heart Work”: Janaya Khan Speaks to Activists on How to Resist Without Burnout](#)
- Just Jasmine (2016) [Self Care For People of Color After Psychological Trauma](#)
- Threads of Solidarity: WOC Against Racism (2017) [Filling our Cups: 4 Ways People of Color can Foster Mental Health and Practice Restorative Healing](#)
- More Forthcoming

Soundtrack (to listen to as you transition from “Racial Self Love As A Form of Liberation” to “Re-imagining New Futures”)

The Dredstar Movement, [The People Who Keep on Going: A Radical Listening Mixtape](#) (2017)

Todrick Hall feat. Bob the Drag Queen, [Wrong Bitch](#) (2017)

Panel 4: (Re) Imagining New Futures

April 6, 2018

7pm-Richardson Auditorium, Beloit College

Panelists: Caitlin Gunn, Dr. Steven Salita, Dr. M. Shadee Malaklou

The point of organizing and activism is to create a better world. Yet, the question is, a better world for whom and through what lens is that world created? This panel brings together various scholars and activists who sit at the margins to discuss what new futures can and should look like outside of the white, heteropatriarchal, Western European gaze. It is here we hope to be able to re-imagine humanity, or actually being able to realize what humanity is and should be. For what is the point of organizing and activism in the present moment if we only reproduce what has not worked for those most marginalized within society?

Readings:

From/About [Dr. Shadee Malaklou](#)

- (2018) ["Alexis Pauline Gumbs, M Archive." Always Already: A Critical Theory Podcast, Episode 54](#)
- (2017) [Jay-Z's 4:44 Moves Black Radical Thought Through and Beyond the Classroom](#)
- (2016) [DAPL and the Matter/ing of Black Life](#)
- (2013) [Reading Beyonce's SUPERPOWER as a love letter to BLACK RADICAL INSURGENCY](#)

On Future Making:

- Blklivesmatter (2018) [A Black Feminist Future: See How A Visual Artist And Poet Weave A Tale Of An Interplanetary Break-Up](#)
- Cohen, Roger (2017) [In Trump World, the Need for Disobedience](#)
- Díaz, Junot (2017) [Radical Hope Is Our Best Weapon](#)
- Henderson, Tasasha (2017) ["How We Get Free": Keeanga-Yamahatta Taylor on Lessons of Radical Black Feminism in the Age of Trump](#)
- Hunter, Justine (2017) [Indigenous scholar Val Napoleon embraces disruption](#)
- Nkadi, Ashley (2017) [A Guide to Fantasy and Science Fiction Made for Black People, by Black People](#)

- Tremonti, Anna Maria (2017) [How Indigenous and black artists are using science fiction to imagine a better future](#)
- More Forthcoming