



**Minnesota Racial Equity Challenge
COURSE INFORMATION AND SYLLABUS
Dr. T. Anansi Wilson JD/PhD**

Course Dates: November 18, 2022 – May 12, 2022

Course Location & Time In person on November 18 and May 12; all other classes are virtual (Zoom)

Contact Information

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“Office Hours”: Briefly before/after class or [by appointment](#)

Time Commitment: By signing up for the Minnesota Racial Equity Challenge you commit to engaging in 4 to 5 hours of anti-racism reading and discussion a month. The Challenge is composed of readings that you will do on your own and discuss with other students. The materials will take about 2 to 4 hours a month. We will meet twice a month for 1 hour each for a facilitated discussion (see schedule on page 3.) In total, this course requires about **4 to 5 hours of your time per month for the next 6 months**. To get the most out of this experience, it is best to attend both sessions each month. **To receive the MN Racial Equity Challenge Certification, students must attend 9 of the 12 Challenge sessions.**

Participating in this program is not meant to be performative. You are making a commitment. If you miss 3 or more group discussions, we’ll assume you are no longer able to continue with the program and we will remove you from communications.

Course Description

Note: This Syllabus may change, because life be real.

This is the second iteration of the Minnesota Racial Equity Challenge. In the summer of 2020, the Twin Cities became the flash point for a renewed national and global movement for racial equity when we witnessed the horrific killing of George Floyd. As legal professionals and Minnesotans, we must gain a deeper understanding of the history and issues that have led to deep racial disparities in our state.

The Challenge is focused on application and engagement with concepts of race, law and society; particularly as they relate to the state of MN. We will be examining and doing close readings of advanced texts – and a few talks – inclusive of multimedia productions, current events and creative renderings. Students will leave with the ability to apply a strong analysis and provide a close reading of any given event or matter.



Students will engage in close readings of modern issues, policies and events of local, regional, national or international concern. The primary texts in this course are personal, nuanced and historical and will likely take several reads for full and deep comprehension..

This seminar is for TCDIP community members who are interested in learning more about the people who live in Minnesota, the history of racism in this state, the racial inequities that currently exist in our state and their origins, and what we can do to shrink and eventually eliminate these racial inequities. In so doing, we will be addressing issues of colonization, genocide, segregation, policing, and other systems of oppression that have barred Indigenous, Black and Brown people from access to life-affirming institutions, hindering our ability to thrive in what is considered one of the best places to live in the United States.

Course Objectives

Students will leave with an advanced grasp of race, law and society and the ability to further their own theoretical frameworks. Students will be well equipped to perform a critical analysis of law, policy and current events. Student will be well equipped to engaged in the current national dialogue on race, law and society.

Discussion Posts

Discussion posts are due at noon, the Tuesday before class. This consists of three critical questions regarding the text or other assigned material, in addition to a three paragraph summary/analysis of the assigned text/viewings. A critical question directly cites to the text and engages the theory or framework in question, pushing it to its outer bounds. A critical question is not one whose answer can be found on google, nor should the question merely ask the opinion of the class. In addition to discussion questions, you are required to reply to three critical discussion questions of your peers. These are due by 4pm the day before class (Thursday). You should come to class fully aware of the discussion being held in the chat and come prepared to reengage them. Students will be expected to present the readings to the class and lead discussion at least once; the discussion outline should provide a basis for that presentation.



Reading Assignments

We will be using two texts for this class, in addition to the materials linked in the schedule:

1. [A Good Time for the Truth: Race in Minnesota](#), Edited by Sun Yung Shin
2. [The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together](#) by Heather McGee

Reading assignments are tentative and are subject to changes, including additions or deletions, in response to class progress.

Date	Reading Assignments
<p>Class #1: November 18 (in-person and hybrid)</p> <p>Introduction & Class Standards</p>	<p>Readings: The Creative Process, James Baldwin A Good Time For The Truth: 3-42 The Sum of Us: Introduction-Chapter 2 Watch: <u>Cranes In The Sky (Solange)</u> Watch: <u>Toni Morrison On Racism</u></p> <p>Discussion Post #1 (due noon Saturday) Response Questions Due by noon Sunday</p>
<p>Class #2 December 2</p>	<p>Readings: A Good Time For The Truth 43-80 The Sum of Us: Chapters 3 NYT Times Article: <u>How Racism & Sexism Intertwine To Torment Asian American Women</u> Watch: <u>The urgency of intersectionality Kimberlé Crenshaw</u></p> <p>Discussion & Response Post #2 Due by noon Saturday & Sunday</p>
<p>Class #3 December 16</p>	<p>Readings: A Good Time For The Truth 81-108 The Sum of Us: Chapters 4 Watch: <u>Lani Guinier, On Race, Politics & Participatory Democracy</u></p>
<p>Class #4 January 13</p>	<p>Readings: A Good Time For The Truth 109-136 The Sum of Us: Chapter 5 Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color (Kimberle Crenshaw) Watch: <u>Suher Hammad 911</u></p>



Date	Reading Assignments
Class #5 January 27	Readings: A Good Time For The Truth 137-156 The Sum of Us: Chapter 6 <u>Watch: Queen by Janelle Monae</u>
Class #6 February 10	Readings: A Good Time For The Truth 157-186 The Sum of Us: Chapter 7 Watch: <u>Cherríe Moraga</u> Watch: <u>MJ Rodriguez</u>
Class #7 February 24	Readings: A Good Time For The Truth 187-194 The Sum of Us: Chapter 8 Watch: <u>Fannie Lou Hamer Stand Up</u> (how do these compare?)
Class #8 March 10	Readings: A Good Time For The Truth 195-end The Sum of Us: Chapter 9 Watch: <u>Maya Angelou On Racism</u> Watch: <u>Maya Angelou On Overcoming Racism</u>

Class #9 March 24	The Sum of Us: Chapter 10 Watch: <u>Solidarity & Women of Color</u> Read Also: Combahee River Collective Statement
Class #10 April 14	Flex Day Based on Progress/Interest
Class #11 April 28	Guest Speaker
Class #12 May 12 (in-person and hybrid)	End of Seminar; Guest Speaker