Course Description
This course explores the current protest movement in as much of the complexity as we can manage in a semester course. We will investigate historical and contemporary reasons for the emergence of this movement; explore and develop theological perspectives for engagement in direct action; analyze and discuss intentional intersectionality and strategies for solidarity from multiple social locations (gender, race, sexuality, different abilities, religion, immigration status); facilitate familiarity with various collectives and organizing groups in Ferguson, the Bay Area, and beyond; practice on-message articulations about each of our involvements with the movement. Sessions will feature guest presentations and workshops (during regular class times) by local leaders in the movement. Pedagogy for this course is taught from a commitment to liberation, thoughtful conversation, risk-taking, and action/reflection. Students from across the GTU degree programs as well as members of the local community are invited to register for this course. Co-sponsored by the Center for Spiritual and Social Transformation.

Course Objectives
Upon successful completion of this course, students will be able to:
• articulate the history and development of the #blm movement;
• reflect theologically on protest and direct action initiatives;
• communicate and advocate for racial justice in their communities in a variety of ways;
• convey their own identity standpoints and how they relate intersectionally to the #blm movement.

Course Requirements
1. Regular attendance of and active participation in class presentations and discussions
2. Engaged completion of assigned readings before each class session
   Assignments - due March 7, April 4, May 2, & May 23
3. Blog Post - 25%
   write a reflection on course readings and presentations for class blog
4. Direct Action Participation and Reflection Paper: 3-5 pages - 25%
   participate in a protest action and write a short reflection paper to analyze your experience drawing on course readings, discussion, and your own theological reflection
5. Creative Engagement - 25%
   use an artistic expression to engage with and communicate about the topic for the class session, employing insights from readings, speakers and class discussion
6. State of the Question - 25%
   write a 5-page paper on a topic of your choosing related to the theme of the class session, drawing on your own research into the current writings on that topic
The Spirit of Protest
#blacklivesmatter

2/21/15
Pacific School of Religion
9AM-5PM

Our first class session focuses on the historical development of this movement, and the situations which have demanded it.

Immersion (9:00am-12pm):
- Dr. Reggie L. Williams
  Bonhoeffer’s Black Jesus: Harlem Renaissance Theology and an Ethic of Resistance
  @ Allen Temple Baptist Church

Readings (1:30-5pm):
- Alicia Garza, “blacklivesmatter: Herstory”
- Alicia Garza, “State of the Black Union”
- Michelle Alexander, The New Jim Crow, “Caste” and “Fire Next Time”
In this session we explore the unique intersectionality of the #blacklivesmatter movement and its implications for dismantling privilege and fostering solidarity.

### Session 2: Intersectionality and the Qualities of Justice

**Speakers (9:30am-11am):**
- Asians for Black Lives Matter
- Bay Area Solidarity
- QTPOC Liberation

**Readings (1:45-5pm):**
- Ange-Marie Hancock, *Solidarity Politics for Millennials*
- Vivian M. May, *Pursuing Intersectionality: Unsettling Dominant Imaginaries*
THE SPIRIT OF PROTEST
#BLACKLIVESMATTER

Session 3: Theological Perspectives on Direct Action

Speakers (9:30am-11am):
• Rev. Michael McBride, Live Free Director, PICO National Network
• Traci Blackmon
  *Ferguson Pastor and Advocate*

Readings (1:45-5pm):
• Alexia Salvatierra, *Faith Rooted Organizing*, “Prophetic Advocacy and Public Witness”
• John Powell, *Racing to Justice*, Part 1
• Blog selections

Our session this week explores the theological foundations for participating in protest and resistance, and engages us in theological reflection on #blacklivesmatter
Session 4: Practicing the Spirit of Protest

Speakers (9:30am-11am):
- TBD

Readings (1:45-5pm):
- Kendall Clarke Baker, *When Faith Storms the Public Square*
- Jinho “The Piper” Ferreria, *Cops and Robbers*
Course Policies

Email Communication
We welcome appropriate email communication as questions arise. Please be professional and courteous in all email and online communications. We will make every effort to respond in a timely manner; however, you should plan on about a 24-hour window for a response.

Accessibility Policy
We observe PSR’s and ABSW’s official policies regarding accessibility and academic accommodations (see http://www.psr.edu/accessibility-accommodation-and-ada). Accessibility and academic accommodations are coordinated by the GTU Dean of Students who serves as the central resource for all students with disabilities. Please inform us as soon as possible (within the first two weeks of class) of any accessibility issues or necessary accommodations.

Language Policy
In the effort to create a classroom environment which honors our many diversities and recognizes the powerful influence that language has in our academic community, we ask that all of us strive to use inclusive language in all areas of our communication. While some traditional uses of language (e.g., using man as a generic term to refer to all people), were once acceptable in our speaking and writing, are now understood to be inappropriate. Please refrain from using demeaning terms or expressions that reinforce demeaning attitudes about persons or groups based on age, disability, ethnicity, gender identity, race, sexual orientation, or national origin. Please do not use masculine terms to refer to persons who might be either male or female, e.g. avoid using man and mankind for reference to people in general; avoid the exclusive use of forms of he or she as references to a person whose gender is unspecified; and avoid using masculine titles (such as Chairman) for persons of both sexes. For more information, please consult the policy on the use of inclusive language: http://www.psr.edu/policy-statement-use-inclusive-language

Use of Technology in the Classroom
Out of respect to the class, your fellow participants and our endeavors together, all hand held devices should be silenced during class sessions. We welcome the use of computers in the classroom, but please limit your use of them to class-related activities. If you would like to record the class session, please let us know prior to class. See also: http://psr.edu/use-technology-classroom

Guidelines for Written Work
All work submitted to meet course requirements must be your own. In the preparation of papers and other written work, be careful to distinguish between original ideas and those that have been derived from other sources. Information and opinions are to be attributed specifically to their sources. Students should be aware of and use the proper forms of citation. For this class, we request that you use follow Kate Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertation, Seventh Edition. Please refer to this resource for more specific guidelines. In all written work (even those posted in discussion forums) quotations must be properly placed within quotation marks and fully cited; paraphrased material must also be fully cited. In all cases where ideas or materials presented are derived from your reading and research, the source must be indicated. In accordance with PSR’s and ABSW's policies, a student who submits work either not her or his own or without clear attribution to the original source, for whatever reason, may be required to withdraw from the school. For more information, please see the plagiarism policies (http://www.psr.edu/plagiarism-policy).

In addition, all written work for this class must be submitted in English. Those for whom English is a second language may request up to 7 extra days for submitting written projects, which must be submitted in the allotted time. Students must inform the professor of their intention to take advantage of this extension prior to the due date of the assignment, at least a week in advance of the due date. See also: http://psr.edu/ESL_policy

Please note that, apart from dire circumstances or emergency, late papers will not be accepted and the instructor will not grant an “incomplete” for this course.