



ENVISIONING ABOLITION

A Curriculum and Facilitation Guide on Abolition and Anti-Racism

Cultivated by Members of the Envisioning
Abolition Discussion Groups

*A Program of the Envisioning Queer Justice
Collaborative*



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"We cannot begin to fashion a creative blueprint for a struggle that attempts to actualize a world free of domination without fundamentally understanding the ways in which our various actions, as white individuals and organizations, perpetuate the hierarchies and oppressions against which we wage our battle."

*White Supremacy in the Movement
Against the Prison-Industrial
Complex*

by Liz Appel

WHY THIS GUIDE?

This is a weekly facilitation guide of introductory texts and activities to learn about abolition and anti-racism. This guide is intended for those individuals who hold white privilege, including fellow white folks and people who are white passing, to use with people in your family, friend group, and community. You could also do it on your own with a journal.

This guide was curated and compiled by a group of white folks. Therefore, we write this in the first person, and refer to white people as fellow white folks. We are not separate from any of the content below.

The 2020 Uprisings and Global Pandemic presented a tremendous amount of questions many fellow white communities have not yet grappled with. *What does a world with the prison industrial complex look like? How are systems of prisons and policing not broken, but actually operating exactly how they are designed? As white folks, how do we not dilute and detract from Black, Brown, and Indigenous movements for justice with our own blindspots?*

Many fellow white folks are learning about abolition for the first time, and this political education is critical. However, many folks are not learning from the writing, words, and art created by Queer, Disabled, Working Class, Formerly Incarcerated, Black, Brown, Indigenous, and/or Multiracial folks who have been doing this work for decades.

In addition, fellow white folks learning about abolition also need to interrogate the deeply embedded racial biases that impede progress. **These texts challenge us to reflect on both how we both live inside a system of white supremacy, and also how white supremacy lives within us.** Therefore, this guide is grounded in the understanding that it is not a matter of *if* fellow white folks hold racial bias, but *how* it manifests within us.

Throughout summer 2020, a group of fellow white folks engaged in weekly discussions and deep learning about abolition and anti-racism in order to be more informed so we do not exhaust Black, Indigenous, People of Color with our lack of knowledge. Through the use of a white caucus space, we worked to collectively grow in our ability to practice abolition and our awareness of how we perpetuate white supremacy culture.

“Extracting ‘bias’ from a particular step [does] not diminish the influence of white supremacy.” White supremacy is not merely an accumulation of irrational or unconscious racial biases and institutions that exacerbate it.”

***Shifting Carceral Landscapes:
Decarceration & the
Reconfiguration of White
Supremacy***
by Colleen Hackett & Ben Turck

Our Understanding:

Anti-racism is not a self-improvement project. It is an act of collective care to disrupt and dismantle the oppressive structures and cultures that we as white folks unjustly benefit from and un/intentionally maintain.

“To address whiteness properly, white people must “turn towards and away” from whiteness, “turning towards their role and responsibility in these histories of racism” as they “turn away from themselves, and towards others.”

~ Lauren Michele Jackson

WHY FOR FELLOW WHITE FOLKS?

We are offering this guide for folks who want to talk with members of their community, but do not know where to start. Our hope is for folks to engage in critical discussion and deep learning about abolition, transformative justice, restorative justice, accountability, white supremacy culture, and anti-racism.

We, the ones who curated this guide, do not consider ourselves experts. This guide served as a starting point for us to continue our learning journey to engage ourselves and others in conversation about abolition and white supremacy.

We also want to acknowledge that white caucus spaces can easily turn into a self-congratulatory circle, where fellow white folks talk about those other white people, and exempt themselves from the ways that we all individually perpetuate systems of oppression and cultures of domination.

This work should not be done in isolation from the movement. Fellow white folks engaging in political education must pair it with action in solidarity with, and financial contributions to, Queer, Black, Brown, and Indigenous people and organizations.

We acknowledge that as white folks, our blindspots are present in anything that we create. Therefore, to offer any feedback or edits, please email envisioningqueerjustice@gmail.com so their curator in residence can update accordingly.

HOW TO USE THIS RESOURCE

This resource includes a variety of primers and in depth sources about abolition by scholar-activists, organizers, and practitioners. The folks who curated these texts chose both visual and audio sources to accommodate different learning styles.

The curated content is divided into a seven week curriculum. In addition to the readings divided into themes, there is a corresponding facilitation guide that includes reflective activities and discussion questions.

While this guide only includes curated content for seven weeks, it can be extended way beyond that based on the needs and interests of the group of folks you do this in. At the end of the curriculum, there is a list of readings and resources that you can continue to select and learn from. The learning does not stop here!

We hope you pass this resource along to others to continue the conversation.

CONVENING A GROUP

We highly recommend doing this with a group of people. They do not need to be your immediate family or closest friends (but can be!). Seek people who have expressed a desire to learn and enter a growth mindset. Ask folks you went to school with, see around your community, etc. There is no ideal group size, but we recommend not going over 10 as it becomes challenging to dive deep.

We did our gatherings during the 2020 Pandemic. Therefore, the entire group was facilitated online. If you are using a platform like Zoom where you can break into multiple break out rooms, then going to no more than 20 might be an option. Again, there is not a perfect way to do this.

GUIDELINES

The initial groups we convened were facilitated by a restorative justice practitioner. Our facilitation was rooted in restorative justice values and practice. While those skill sets may not be available to all in their network, there are a few practices you can do to facilitate a group. For example, during your first meeting, we recommend that you have everyone introduce themselves, and co-create the guidelines.

To start your first gathering, we offer these prompts to begin:

- What is your name and pronouns?
 - *Note: If using Zoom, have everyone rename themselves with their pronouns*
- What is a value you hold in the best and worst of times?
- Why do you want to learn about abolition and anti-racism?

The following were the guidelines that we created from the above questions.

The facilitator offered some of them, and we built off of them from there:

1. Listen actively
2. Power to pass
3. Practice self-care
 - a. *Leave to get water & go to bathroom without asking the facilitator*
4. Use "I", and "Fellow white folks" instead of "They" or "Those People" when referring to white people
5. Call people in, not out
 - a. *Hold yourself and others accountable*
6. Occupy your growth space and mindset
7. We get to fumble with our words and our feelings
8. Stay present during our time together

WHEN GUIDELINES CAUSE STAGNATION

We encourage guidelines grounded in the values of the group, as they set the expectation for folks to engage. That said, in white caucus spaces, guidelines can become a tool to absolve folks from being critiqued, and stagnate group learning. The following are some examples of guidelines that create a comfortable space as opposed to a brave space.

“Assume good intentions”

By assuming everyone has good intentions, if someone says something that is problematic, they can easily go into defense mode saying “that is not what I intended.” In Robin DiAngelo’s words, *“by emphasizing the intentions over impact, this guideline privileges the intentions of the aggression over the impact of their behavior on the target.”* In growth spaces, we can recognize intent matters. That said, as people are trying to unlearn white supremacy and carceral culture, we need to attend to the impact of our words. Do not use your good intentions to absolve you from doing the work. You can mean well and still cause harm. Be open to the invitation to grow.

“Everyone is entitled to their own opinion”

Using entitlement as a guideline can be challenging as it creates an environment where feedback on a problematic opinion must be delivered in a certain way in order to be heard.

In addition, if everyone is “entitled to their own opinion,” it can be interpreted as “I am entitled to my thoughts rooted in white supremacy.”

“Speak your truth”

Speaking truth in and of itself is not problematic. Robin DiAngelo asserts *“given that the goal of antiracist work is to identify and challenge racism and the misinformation that supports it, all perspectives are not equally valid, some are rooted in racist ideology and need to be uncovered and challenged... [w]e must distinguish between sharing your beliefs so that we can identify how they may be upholding racism and stating your beliefs as “truths” that cannot be challenged.”*

Conversations about abolition, white supremacy, and accountability must take place in a brave space. We encourage you to use the following reading to ground yourself and your group on what a brave space is.

an invitation to a brave space

Together we will create brave space
Because there is no such thing as “safe
space”—
We exist in the real world
We all carry scars and we all caused
wounds.
In this space
We seek to turn down the volume of the
outside world,
We amplify voices that fight to be heard
elsewhere,
We call each other to more truth and love
We have the right to start somewhere and
continue to grow,
We have a responsibility to examine what
we think we know.
We will not be perfect.
This space will not be perfect.
It will not always be what we wish it be
But
*It will be our brave space together, and
We will work on it side by side.*

~ Micky ScottBey Jones

FACILITATION & ROLES

It takes work to establish weekly meeting groups, and we offer the following roles that can be traded off each week, or held by an identified person throughout the time your group convenes.

Facilitator: The facilitator’s role is to pose discussion questions, establish a talking order so everyone has the opportunity to speak if they so choose, and lead activities. *If you are meeting over Zoom, the facilitator should have the permission role of “Host” to be in charge of sharing their screen to lead activities and break people into break out rooms.*

Organizer: The organizer’s role is to get the Zoom call/physical space organized, identify a time that works for all involved, and ensure all supplies (e.g. pens, pencils, papers) are available. The organizer supports the facilitator with any logistics. *If you are meeting over Zoom, the organizer should have the permission role of “Co-Host” to be in charge of moderating the chat for the facilitator, and allowing people in from the waiting room.*

Member: The member’s role is to show up and ready to actively participate. The members are also responsible for holding the facilitator and organizer accountable.

FINANCIAL CONTRIBUTIONS

Part of this group is understanding how to better show up, and continually support Queer, Black, Brown, and Indigenous folks beyond a news cycle. Since partaking in this process has no “cost,” the expectation is to directly support community needs.

Each week of the toolkit, pick an organization and/or individual that everyone should donate \$5 - \$50 (based on what is feasible for you to give). To determine where to give money, use these following questions, and make sure you are prioritizing those from marginalized communities.

Guiding Questions

- Who in your community needs resources?
 - Who in your network is requesting financial support?
- Who in your community is building infrastructure to meet the needs of folks without resources?
- What organizations offer financial resources directly to folks either organizing and/or living in areas that are now a supply desert due to occupation by the state?

You can find folks on GoFundMe, social media, or a variety of different sources. Do not hesitate giving directly to individuals or people you know are on the ground organizing.

While we have no problems with large national organizations, we ask you to reflect on the following: **what will meet the needs of your immediate community more?** A \$25 donation to a coalition of mothers coordinating supply drop offs? Or a \$25 donation to a large national advocacy organization based over 900 miles away?



THE CURRICULUM & FACILITATION GUIDE

Each week, rather than having everyone read the same exact texts (articles, book chapters, podcasts, art, videos), we divided the texts into two categories: "primers" and "in depth." All of us were approaching this work from different places, so in a given week, if we were more familiar with a concept (e.g. criminalization), we read at a minimum two in depth articles and one primer. If we were less familiar with a concept, we read at a minimum three primers and one in depth.

In this guide, there are some activities and discussion groups that we did. As you use this guide, you can adapt any of these to your group's needs (something labeled as a small group discussion is instead better suited for a large group discussion question).

Journaling

We encourage you to keep a journal throughout this process to not only critically reflect on the texts each week, but document your learning. Because the curriculum is designed to be flexible, you could do it 17 times with a different group of people and never complete the same combination of texts. Each week in your journal, respond to the following prompts:

- Some powerful quotes for me were...
- What I learned from the texts was...
- A new idea that is still challenging for me is...
- Some questions I still have are...
- Further work and learning I need to do includes...

A NOTE TO THE FACILITATOR

As discussions and activities occur, ensure every person has the opportunity to speak. One facilitation method is to have all participants sit in a circle, and have everyone go around when a question is posed.

If a person opts to “pass,” then move to the next person. Since we did our group during a pandemic, we used the below image to establish the “order” so no one was forgotten. To ground the discussion, the facilitator selected a powerful quote from the reading, and put it in the middle of the circle.



A NOTE ON LANGUAGE

We encourage you to practice the following shifts in your language.

"criminal justice system"



criminal punishment system, criminal injustice system, or criminal legal system

"juvenile justice system"



juvenile punishment system, criminal injustice system, or juvenile legal system

As we have observed, and continue to learn, these systems seldom deliver justice. Therefore, we should not characterize them as such.

Moreover, please read this letter from the Center for Leadership on Urban Solutions on how we need to refer to people who are incarcerated as such. They are people. Not inmates, offenders, etc.



WEEK ONE

CARCERAL CULTURE: *THE CRIMINALIZATION OF QUEER, BLACK, INDIGENOUS, & PEOPLE OF COLOR*

TEXTS

If you are unfamiliar with criminalization and its implications, read at least three texts in the "Primers" list, and one text from the "A Deeper Look" list.

If you are more familiar with criminalization and its implications, please pick at least one text from the "Primers" list, and three texts from the "A Deeper Look" list.

Primers

- *Arresting the Carceral State* by Mariame Kaba and Erica Meiners
- *Mass Incarceration: The Whole Pie 2020* by Wendy Sawyer and Peter Wagner
- *We need to talk about an injustice* | A TED Talk by Bryan Stevenson
- Mass Incarceration Primer Videos
 - *A People's History of Prisons with Mariame Kaba* (29:41)
 - *The School to Prison Pipeline Explained* (3:16)
 - *Mass Incarceration, Visualized* (2:34)
 - *Driving While Black: A Tale of Two Tickets* (3:46)
- *Policing Black Radicalism* by Amna A. Akbar
- *The Forgotten Ones: Queer and Trans Lives in the Prison System* by Cyrus Grace Dunham
- *Race, police, and the dangers of #LivingWhileBlack* by P.R. Lockheart
- *Criminalization and violence increasingly used to silence indigenous protest, according to UN* report by Mike Garowecki

A Deeper Look

- *Breaking Down the Prison Industrial Complex Video Series* by Critical Resistance (Video)
 - Series of 48 videos that range from 1:30 - 7:00 minutes long.
- *13th* (2016) (Documentary)
- *From the Prison of Slavery to the Slavery of Prison: Frederick Douglass and the Convict Lease System* by Angela Davis
- *The History of Queer Criminalization* by Queer Sex Ed Podcast: Episode 30 (Podcast)
- *The Racialization of Crime and Punishment: Criminal Justice, Color-blind Racism, and the Prison Industrial Complex* by Rose Brewer & Nancy Heitzeg
- *Episode 23: Criminalizing Mothers* by Justice in America (Podcast)
- *Episode 12: The Criminalization of Poverty* by Justice in America (Podcast)
- *Episode 28: School to Prison Pipeline* by Justice in America (Podcast)
- *Carceral Landscapes in Hawai'i: The Politics of Empire, Commodification of Bodies, and a Way Home* by RaeDeen Keahiolalo-Karasuda (pp. 121 - 136)

"ONE WAY OF UNDERSTANDING OUR CURRENT SYSTEM OF MASS INCARCERATION IS TO THINK OF IT AS A BIRDCAGE WITH A LOCKED DOOR...THOSE TRAPPED WITHIN THE SYSTEM ARE NOT MERELY DISADVANTAGED, IN THE SENSE THAT THEY ARE COMPETING ON AN UNEQUAL PLAYING FIELD OR FACE ADDITIONAL HURDLES TO POLITICAL OR ECONOMIC SUCCESS; RATHER, THE SYSTEM ITSELF IS STRUCTURED TO LOCK THEM INTO A SUBORDINATE POSITION."

~ MICHELLE ALEXANDER



WEEK ONE

CARCERAL CULTURE: *THE CRIMINALIZATION OF QUEER, BLACK, INDIGENOUS, & PEOPLE OF COLOR*

FACILITATION GUIDE

Introductions (*Large Group*)

- Name
- Pronouns
- A value you hold in the best and worst of times

Building Connections (*Small Groups*)

- What texts did you engage with?
- What is one quote/point made that was particularly powerful for you?

Mass Incarceration Word Cloud (*Requires Whiteboard/Paper or Zoom Whiteboard Function*)

- Through the whiteboard screen share on Zoom, put the phrase "*Mass Incarceration & Carceral Culture*" in the center of the screen.
- As a group, what words would you use to describe it? What/who is part of it? What cultures, policies, and institutions maintain it?

Reflection Prompts (*Small Groups*)

- *"The nature of the criminal [legal] system has changed. It is no longer concerned primarily with the prevention and punishment of crime, but rather with the management and control of the dispossessed."* - Michelle Alexander
 - What myths and assumptions have you held, or potentially continue to hold, about the criminal legal system?*
 - Is punishment the best or necessary response to crime?*

Closing Reflection (*Large Group*)

- This is a quote selected from the readings, or a source on a related topic, by the facilitator to have all members reflect on prior to ending the group for the evening.

*Questions adapted from [Riverside Church Prison Ministry](#).

TEXTS

If you are unfamiliar with criminalization and its implications, read at least three texts in the "Primers" list, and one text from the "A Deeper Look" list.

If you are more familiar with criminalization and its implications, please pick at least one text from the "Primers" list, and three texts from the "A Deeper Look" list.

Foundational Text (All Read):

- "who's left" - Mariame Kaba/Prison Abolition
by Flynn Nicholls

Primers

- What Abolitionists Do by Dan Berger, Mariame Kaba, and David Steinls
- Is Prison Necessary? Ruth Wilson Gilmore Might Change Your Mind by Rachel Kushner
- The Case for Abolition by Ruth Wilson Gilmore & James Kilgore
- How Can We Reconcile Prison Abolition With #MeToo? By Victoria Law
- The Challenge of Prison Abolition: A Conversation (Angela Y. Davis and Dylan Rodriguez)
- Prison Abolition: Prefiguring the World You Want to Live In & Practice Abolition Everyday with Dean Spade & Reina Gossett (Videos by the Barnard Center for Research on Women)
 - (Part 1): Prison Abolition + Prefiguring the World You Want to Live In (3:36)
 - (Part 2): Practicing Prison Abolition Everyday (11:56)

WEEK TWO

UNDERSTANDING PRISON INDUSTRIAL COMPLEX ABOLITION

**"ABOLITION IS ABOUT
PRESENCE, NOT ABSENCE. IT'S
ABOUT BUILDING LIFE-
AFFIRMING INSTITUTIONS."**

~ RUTH WILSON GILMORE

WEEK TWO

A Deeper Look

- Episode 20: Mariame Kaba and Prison Abolition by Justice in America (Podcast)
- Abolition Now! 10 Years of Strategy and Struggle Against the Prison Industrial Complex by the CR10 Publications Collective ([Two Chapters](#))
- The Abolitionist Toolkit by Critical Resistance
- Are Prisons Obsolete? by Angela Y. Davis
- Episode 3: Are Prisons Obsolete? (YES!) by Beyond Prisons (Podcast)
- Intercepted Podcast: Ruth Wilson Gilmore on Abolition (Podcast: Two Parts)
- Envisioning Abolition Democracy by Allegra M. McLeod
- Abolition Geography and the Problem of Innocence by Ruth Wilson Gilmore

FACILITATION

Check In (Large Group or Small Group)

- What words would you use to describe where your head is? Where your heart is?
- What has brought you energy and joy lately?
- Why are you doing/wanting to do abolitionist work? Or why aren't you? What are your hesitations (whether you are or aren't)?
 - From Critical Resistance's Abolitionist Toolkit

"WE SEEK TO BUILD MOVEMENTS THAT NOT ONLY END VIOLENCE, BUT THAT CREATE A SOCIETY BASED ON RADICAL FREEDOM, MUTUAL ACCOUNTABILITY, AND PASSIONATE RECIPROCITY. IN THIS SOCIETY, SAFETY AND SECURITY WILL NOT BE PREMISED ON VIOLENCE OR THE THREAT OF VIOLENCE; IT WILL BE BASED ON A COLLECTIVE COMMITMENT TO GUARANTEEING THE SURVIVAL AND CARE OF ALL PEOPLES."

~ INCITE!

Large Group Activity *(Requires Whiteboard/Paper or Zoom Whiteboard Function, see samples on the next page)*

- On the left side of the screen, what are the general values you believe should guide responses to harm, crime, violence? How should we address harm grounded in abolitionist values?
- On the right side of the screen, what are the general values that the state has when it responds to harm, crime, violence? How does the state currently address harm?
- Compare and contrast each side of the screen. Discuss how the two sides differ/align.
- Based on your personal experiences and this week's readings, how do you want to address harm in your community?

Reflection Prompts *(Small Groups)*

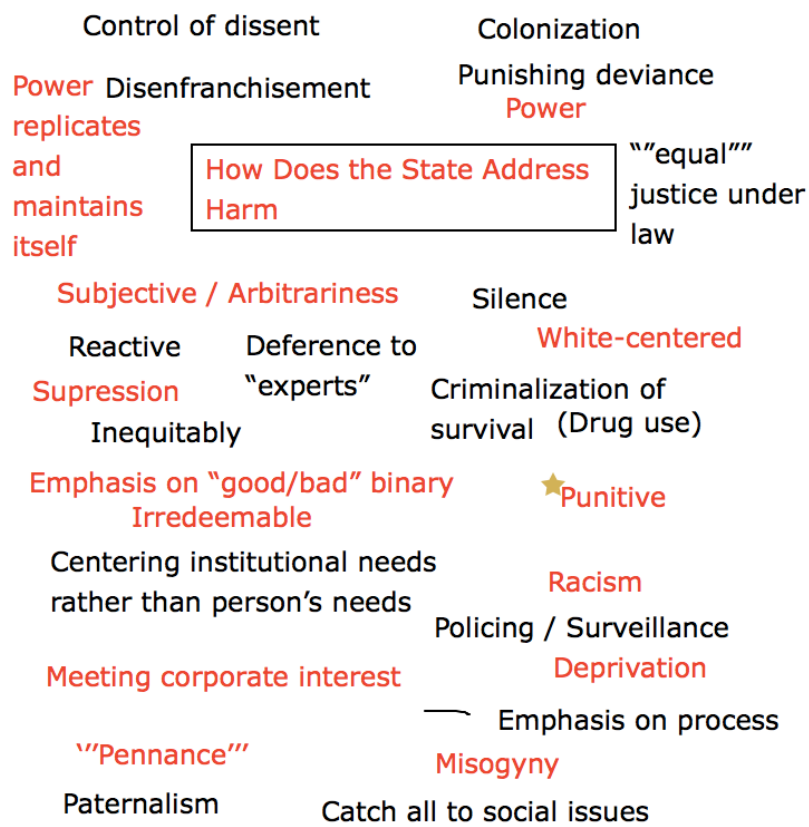
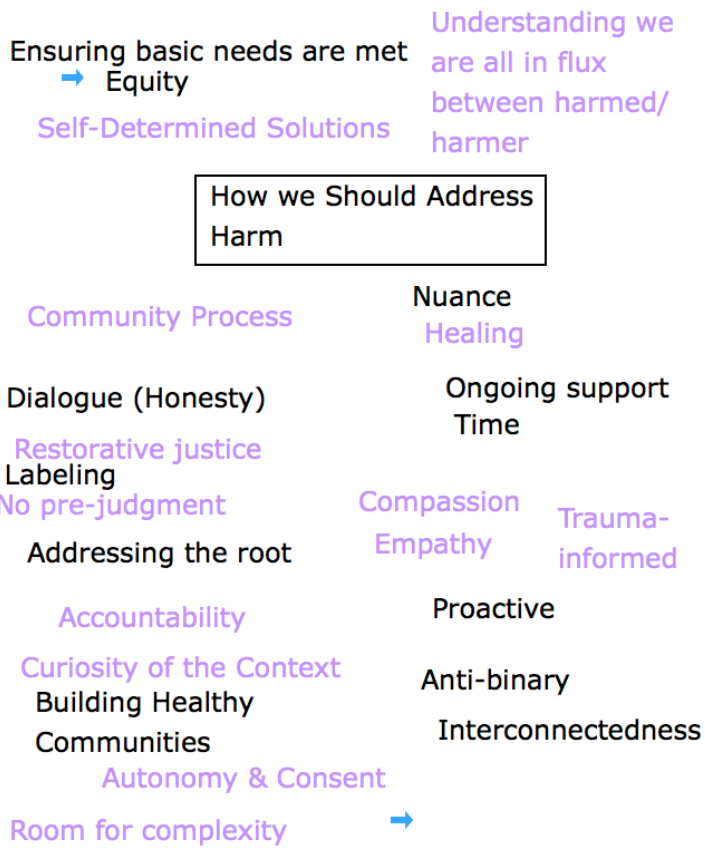
- Where have your values aligned and conflicted with abolition?
- Think about your own current/future profession: What would it mean to be an abolitionist in that space?
 - How does your profession naturally lend itself to abolition?
 - What are the dissonances, and roadblocks to being boldly abolitionist in your work?
- Can the system that was built to oppress marginalized communities deliver justice?
- Someone says to you "We do not need to toss out prison, reform is best." Given what you've learned, how would you now engage in that dialogue?

Closing Reflection *(Large Group)*

- This is a quote selected from the readings, or a source on a related topic, by the facilitator to have all members reflect on prior to ending the group for the evening.

WEEK TWO

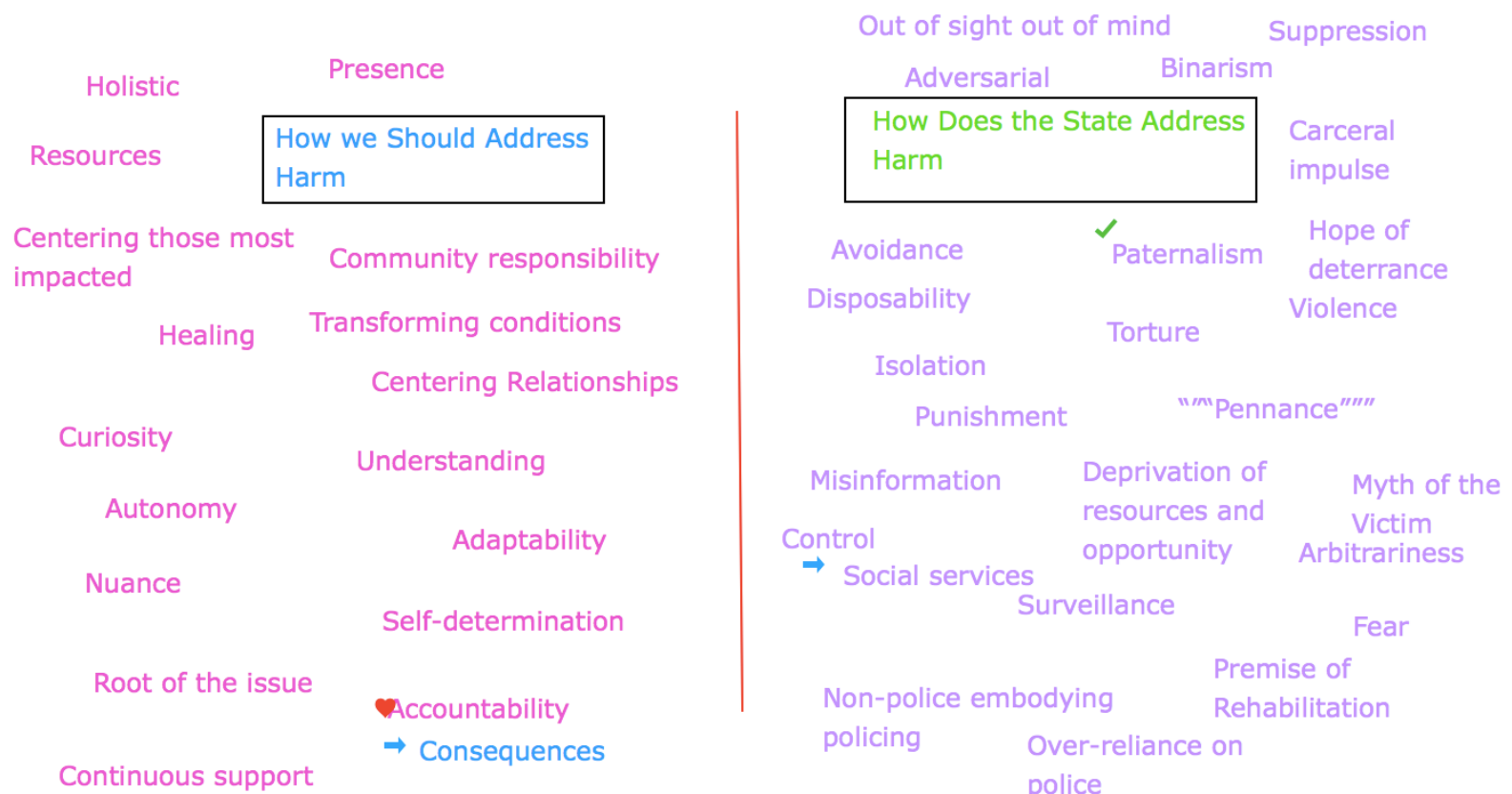
UNDERSTANDING PRISON INDUSTRIAL COMPLEX ABOLITION



WEEK TWO

UNDERSTANDING PRISON INDUSTRIAL COMPLEX ABOLITION

Samples of the activity from the Monday & Wednesday Cohorts of Envisioning Abolition for White Folks



WEEK THREE

UNDERSTANDING POLICE ABOLITION

TEXTS

If you are unfamiliar with police abolition, read at least three texts in the “Primers” list, and one text from the “A Deeper Look” list. If you are more familiar with police abolition, please pick at least one text from the “Primers” list, and three texts from the “A Deeper Look” list.

Foundational Texts (All Read)

- [database for police abolition](#)
- [#8toAbolition](#)
 - Check out the entire website [here](#).

Primers

- [Police Reform vs. Abolition](#) by Critical Resistance
- [Building a Police-Free Future](#) by MPD-150
- [Police "Reforms" You Should Always Oppose](#) by Mariame Kaba
- [Trading Cops for Social Workers Isn't the Solution to Police Violence](#) by Cameron Rasmussen & Kirk “Jae” James
- [Yes, We Mean Literally Abolish the Police](#) by Mariame Kaba
- [The Struggle to Abolish the Police Is Not New](#) by Garrett Felber
- [Ten Lessons for Creating Safety Without Police](#) by Tasha Amezcua, Ejeris Dixon & Che J. Rene Long, Truthout
- [Problems with Community Control of Police and Proposals for Alternatives](#) by Beth Ritchie, et al.
- [Beyond Criminal Justice Reform with Mariame Kaba](#) (26:09)
- [Taking Back the Neighborhood with an Army of Moms](#) (2:26)

A Deeper Look

- *A Community Compilation on Police Abolition* by Monica Trinidad and Sarah-Ji of
- *Origins of the Police* by David Whitehouse
- *Episode 18: The End of Policing with Alex Vitale* by Beyond Prisons (Podcast)
- *The Shanti Sena 'Peace Center' and the non-policing of an anarchist temporary autonomous zone: The Rainbow Family Peacekeeping* by Michael Niman
- *Enough is Enough: A 150 Year Performance Review of the Minneapolis Police Department* by MPD - 150
- *'Disband, Disempower, and Disarm': Amplifying the Theory and Practice of Police Abolition* by Meghan McDowell & Luis Fernandez
- *Law Enforcement Violence: A Critical Intersection Of Gender Violence & State Violence* by INCITE! Women of Color Against Violence
- *Interrupting Criminalization: A Guide to Abolishing Police*
- *On The Road to Abolition: Assessing our Steps Along the Way* sponsored by Critical Resistance, Project NIA, Survived and Punished, Reclaim the Block, and Black Visions Collective (Video) (2:07:54)

"WHEN PEOPLE, ESPECIALLY WHITE PEOPLE, CONSIDER A WORLD WITHOUT THE POLICE, THEY ENVISION A SOCIETY AS VIOLENT AS OUR CURRENT ONE, MERELY WITHOUT LAW ENFORCEMENT — AND THEY SHUDDER. AS A SOCIETY, WE HAVE BEEN SO INDOCTRINATED WITH THE IDEA THAT WE SOLVE PROBLEMS BY POLICING AND CAGING PEOPLE THAT MANY CANNOT IMAGINE ANYTHING OTHER THAN PRISONS AND THE POLICE AS SOLUTIONS TO VIOLENCE AND HARM."

~ MARIAME KABA



WEEK THREE

UNDERSTANDING POLICE ABOLITION

FACILITATION GUIDE

Check In *(Large Group or Small Group)*

- What words would you use to describe where your head is? Where your heart is?
- What has brought you energy and joy this past week?
- From what you learned, what does it mean to have an abolitionist identity? What principles and values drive abolition?

Discussion Prompts *(Small Group)*

- *"Under what kinds of social relations and relationships are people more likely to do harm to each other?" ~ Ruth Wilson Gilmore.*
 - Respond to this prompt.
 - Think about your previous answer to the question: how does our current systems and culture embody and/or disrupt these social relations?
 - *Note: You can use paper/whiteboard function on Zoom to map out folks' responses.*
- What are abolitionist demands for injustices like police brutality?
- What resources exist for you to not call the police in your community?
 - For smaller issues? (E.g. dog barking)
 - For larger issues? (E.g. robbery)
- Is policing exclusive to the police?

"ABOLITION IS INHERENTLY
INTERSECTIONAL. TO UNRAVEL THE
PUNISHMENT SYSTEM IS TO LAY BARE THE
INTERCONNECTION OF PEOPLE'S
STRUGGLES AGAINST EXTRACTION,
DISPOSSESSION, AND ENCLOSURE
ORGANIZED THROUGH RACIAL AND
GENDERED HIERARCHIES."

~ GARRETT FELBER

Inud Company



- Grounded in the readings from this week, what myths about policing does this image perpetuate?

Group Activity: Abolitionist Policy Analysis

In June 2020, San Francisco recently launched a series of police reforms. Using the guiding questions on the next page, are the following policies abolitionist steps to policing? If so, what is the next step to continue to be “on the horizon” of abolition?

Instructions

Have groups of two in break out/small groups, select one or two policies based on the size of your group, analyze the policies with the guiding questions, and then present their analysis to the group.

From Critical Resistance “Reformist reforms vs. Abolitionist Steps in Policing”

- Does this reform reduce funding to policing?
- Does this reform challenge the notion that police increase safety?
- Does this reform reduce the tools, tactics, and technology police have at their disposal?
- Does this reform reduce the scale of policing?

From Mariame Kaba “Police Reforms You Should Always Oppose”

- “Are the proposed reforms allocating more money to the police?”
- Are the proposed reforms advocating for MORE police and policing (*under euphemistic terms like ‘community policing’ run out of regular police districts*)?
- Are the proposed reforms primarily technology-focused?
- Are the proposed “reforms” focused on individual dialogues with individual cops?”

Demilitarize Police

- Mayor Breed has directed San Francisco Police Department (SFPD) to establish an explicit policy barring the use of military-grade weapons against unarmed civilians. This includes, but is not limited to, chemical weapons such as tear gas, bayonets, and tanks. This plan will call on SFPD to inventory and plan how to divest the Department of any such weapons currently in their possession by the end of 2021, and to create safeguards to disconnect the SFPD from federal grants for weapons of attack used against the community.

End Use of Police as a Response to Non-Criminal Activity

- In order to limit unnecessary confrontation between the SFPD and the community, San Francisco will work to divert non-violent calls for service away from SFPD to non-law enforcement agencies. Over the next year, the City will develop a systematic response plan to improve direct connection to community-based or City service providers, such as the CAHOOTS model of crisis response or the Homeless Outreach Team or Street Medicine behavioral health professionals. This plan will also reduce the need for armed police interventions in our schools.

Address Police Bias and Strengthen Accountability

- To reduce the persistence of police bias, the Mayor has directed the Department of Human Resources, Department of Police Accountability, and SFPD to identify and screen for indicators of bias, improve training systems, improve data sharing across Departments, and strengthen the SFPD's Early Intervention System for use of force violations. Starting immediately, the Department of Human Resources will audit all SFPD and San Francisco Sheriff hiring and promotional exams to incorporate state-of-the-art testing for bias and potential for abuse of force. Moving forward, the SFPD and Police Commission will also strengthen the affirmative duty to enact policy and tie any violation to transparent disciplinary action.

The Mayor has also directed the Department of Police Accountability to expand their focus beyond individual instances of misconduct, using the Department's chartered authority to evaluate patterns and practice of bias within the SFPD.

Redirect Funding for Racial Equity

- Mayor Breed has announced that divestments from law enforcement will support intentional investment of funds in programs and organizations that serve communities that have been systematically harmed by past City policies. Decades of disinvestment in the African-American community and racially disparate policies in San Francisco have exacerbated disproportionate harm in Black communities, affecting outcomes from health and wellness to housing insecurity and economic outcomes. On June 4, Mayor Breed and Supervisor Shamann Walton announced a plan to prioritize the redirection of resources from the San Francisco Police Department to support the African-American community in the upcoming budget. They will lead a collaborative process with the community in partnership with the Human Rights Commission to help identify and prioritize funding needs.

Closing Reflection (*Large Group*)

- Given what you learned, how will you engage with articles/policy proposals in the future about police "reform?"
- In summary, explain the difference between "reformist reforms" and reforms bringing us toward the horizon of abolition?

TEXTS

If you are unfamiliar with restorative justice (RJ), transformative justice (TJ), and community accountability (CA), read at least three texts in the "Primers" list, and one text from the "A Deeper Look" list.

If you are more familiar with RJ, TJ, and CA, please pick at least one text from the "Primers" list, and three texts from the "A Deeper Look" list.

Foundational Text (All Read):

- *Small Seeds & Still Choosing to Leap: Building Alternatives* by Mia Mingus

Primers

- *Introduction to Restorative Justice* facilitated by Bilphena Yahwon (3:11:52)
- *Abolition And Reparations: Histories of Resistance, Transformative Justice, And Accountability* by Patrisse Cullors
- *Think/Re-think: Accountable Communities* by Connie Burk
- *What is Transformative Justice Video Series* by the Barnard Center for Research on Women (Video)
- *What Is/Isn't Transformative Justice* by adrienne maree brown
- *6 Signs Your Call-Out Isn't Actually About Accountability* by Maisha Z. Johnson
- *Practice: Deepening Community Agreements* with BYP100 Healing & Safety Council (P Ife Williams & Chris Roberts) (Podcast)
- *Indigenous Justice Systems & Tribal Society* by Ada Pecos Meldon
- *Trauma Makes Weapons of Us All: an interview* with adrienne maree brown

WEEK FOUR

RESTORATIVE JUSTICE, TRANSFORMATIVE JUSTICE, AND COMMUNITY ACCOUNTABILITY





"BUT A COMMITMENT TO NONVIOLENCE,
AS I UNDERSTAND IT, IS IT'S NOT ABOUT
WHAT NOT TO DO. IT'S ABOUT WHEN YOU
SEE VIOLENCE AND INJUSTICE IN YOUR
COMMUNITY, WHAT ARE YOU GOING TO DO
ABOUT IT? HOW ARE YOU GOING TO
ENGAGE IN THE VIOLENCE AND INJUSTICE
AND CONTRIBUTE TO THE
TRANSFORMATION OF WHAT'S
HAPPENING?"

- KAZU HAGA

A Deeper Look

- *Healing Resistance: A Radically Different Response to Harm* by Irresistible (Podcast)
- *Moving Beyond Critique: Creative Interventions and Reconstructions of Community Accountability* by Mimi Kim
- *Restorative Justice (Episode 19)* by Justice in America (Podcast)
- *Building Accountable Communities* by the Barnard Center for Research on Women (Video Series)
- *Philly Stands Up: Inside the Politics and Poetics of Transformative Justice and Community Accountability in Sexual Assault Situations* by Esteban Lance Kelley
- *Life Comes From Up: Navajo Conceptions of Justice* by Robert Yazzi
- *Preventative Healing & Accountability* — BYP100 Healing & Safety Council (P Ife Williams & Chris Roberts) [Part I] (Podcast)
- *Interventional Healing & Accountability* — BYP100 Healing & Safety Council (Je Naé Taylor & Kai M Green) [Part II] (Podcast)
- *Transformative Justice & Pod-Mapping* by Beyond Prisons (Podcast)
- *The Little Book of Restorative Justice* by Howard Zehr
- *The Revolution Starts at Home: Confronting Partner Abuse in Activist Communities* edited by Leah Lakshmi Piepzna - Samarasinha

FACILITATION

Building Connections *(Small Groups)*

- What has brought you energy and joy this past week? What was the most transformative text for you?
- How does restorative and transformative justice embody abolitionist principles, if and all?
- Informed by your reading and personal experiences, with a partner, write down/sketch out what are daily practices you can do to address harm informed by abolition, restorative justice, transformative justice, and community accountability.
 - *Note to facilitator: Have all groups write these down on a piece of paper/google document*

Reflection Prompts *(Small Group)*

- adrienne maree brown asks *"how can we pivot towards practicing transformative justice? How do we shift from individual, interpersonal and inter-organizational anger towards viable generative sustainable systemic change?"* Respond to her prompt.
- What are abolitionist demands for justice for police brutality?
- From what you learned about restorative and transformative justice, in what ways must conflict and harm be addressed to create change?
 - Does punishment and policing create these changes? Why or why not?

WEEK FOUR

RESTORATIVE JUSTICE, TRANSFORMATIVE JUSTICE, AND COMMUNITY ACCOUNTABILITY





Large Group Reflection: Harms & Needs

- Through the whiteboard function on Zoom, or on a piece of paper, divide the screen half and respond to the following prompts:
 - **On the left half:** When you are harmed, what do you need?
 - **On the right half:** When you harm someone, what do you need?
- Once the activity is completed, discuss the similarities and differences on each side of the page.
- *See an example from the Monday Cohort of Envisioning Abolition for White Folks at the bottom of the page.*

Closing Reflection

- “A friend once shared what she called the Parable of the Choir: A choir can sing a beautiful note impossibly long because singers can individually drop out to breathe as necessary and the note goes on. Social justice activism should be like that, she said. That's stuck with me.”
~ @hungover the on twitter

Social Support (Friends, family, comm.)

When you are harmed, what do you need?

Space (Physical & Mental)

Acknowledgment

→ Responsibility

→ Rebuild Trust / Change Behavior

Process

Vent / Rant / Seek Validation

Listener

Address guilt, don't turn to shame

When you cause harm, what do you need?

Center my impact

Process

Rectify and Address Behavior

Reflect rather than react

Accountability

Space

Time, Reframing

Support, but not Enabling

Preexisting relationship: trust can be rebuilt

TEXTS

- Read four texts in the Primer list
- Pick one or two text(s) from the A Deeper Look list

Foundational Text (All Read)

- White Supremacy Culture: From Dismantling Racism: A Workbook for Social Change Groups by Kenneth Jones and Tema Okun, ChangeWork, 2001

Primers

- U.S. global prison model: white supremacy on display by Mirinda Crissman
- "Allyship Fatigue is an Insult to Black folks who never get to rest" by Sherronda Brown
- #EndWhiteSilence Week of Action Toolkit by Showing Up for Racial Justice
- The Anatomy of White Guilt by Racial Equity Tools
- Cancel Culture & White Fragility by @Futureearth & @_nanders
- Summary Stages of Racial Identity Development by Racial Equity Tools
- White Fragility & Rules of Engagement by Robin DiAngelo
- Reverse Racism by Aamer Rahman (Video) (2:37)
- What's Missing from White Fragility by Lauren Michele Jackson
- Oppression by Marilyn Frye

WEEK FIVE

WHITE SUPREMACY: WHAT WE LIVE WITHIN





A Deeper Look

- *Beyond Guilt & Privilege: Abolishing the White Race* assembled by Viewpoint Magazine
- *White Supremacy in the Movement Against the Prison-Industrial Complex* by Liz Appel
- *Shifting Carceral Landscapes: Decarceration & the Reconfiguration of White Supremacy* by Colleen Hackett & Ben Turck
- *Decentering Whiteness* by Jeff Hitchcock and Charley Flint
- *Between the World and Me* by Ta-Nehisi Coates
- *The Network Economic Effects on Whiteness* by Brant T. Lee
- *How Nonviolence Protects the State* (Particularly: How Nonviolence is Racist pp. 20 - 34) by Peter Gelderloos
- *The Case for Reparations* by Ta-Nehisi Coates
- *That's Not Us, So We're Clean* by Scene of Radio (Podcast)

“BUT ALL OUR PHRASING—RACE RELATIONS, RACIAL CHASM, RACIAL JUSTICE, RACIAL PROFILING, WHITE PRIVILEGE, EVEN WHITE SUPREMACY—SERVES TO OBSCURE THAT RACISM IS A VISCERAL EXPERIENCE, THAT IT DISLODGES BRAINS, BLOCKS AIRWAYS, RIPS MUSCLE, EXTRACTS ORGANS, CRACKS BONES, BREAKS TEETH. YOU MUST NEVER LOOK AWAY FROM THIS. YOU MUST ALWAYS REMEMBER THAT THE SOCIOLOGY, THE HISTORY, THE ECONOMICS, THE GRAPHS, THE CHARTS, THE REGRESSIONS ALL LAND, WITH GREAT VIOLENCE, UPON THE BODY.”

- TA-NEHISI COATES

FACILITATION

Building Connections *(Large Group or Small Group)*

- What has brought you energy and joy this past week?
- When did you begin thinking and labeling yourself as "white?"
 - When did you begin to see yourself as part of a racial category?
- As you were reading White Supremacy Culture, what ones did you read and think "yikes, that's me?"
 - Now that you have this awareness, what are the antidotes to this behavior? How will you address and change this tendency moving forward?

Racial Identity Development Mapping

(Small Groups)

- Map out your racial identity development through both models in [this article](#). After reading each stage popcorn style, answer the following prompts:
 - Where are you personally, and what steps do you need to take to move forward?
 - Where is most of your "pod"? How can you support them in their journey?
- Repeat this for the second model.

WEEK FIVE

WHITE SUPREMACY: WHAT WE LIVE WITHIN





Small Group Reflection Prompts

- How do you define violence? What can be considered violent?
 - When fellow white folks say they have no tolerance for violence, but then praise the military, gentrify neighborhoods, and celebrate the 4th of July, what is the irony there?
- What element(s) of white supremacy culture are most present at your workplace? In your family? In your friendships?
- When in dialogue about race, how do you show up? Do you sit back and stay silent? Yell at the racist white people? Leave the room? Why?
- In what ways can white folks show up for Black, Indigenous, People of Color that is constructive?
- What further work do you need to do?

Closing Reflection (Large Group)

- *Reflect on the following quote*

"IN THE MOVEMENT AGAINST THE PRISON-INDUSTRIAL COMPLEX, VARIOUS FORMS OF WHITE SUPREMACY HAVE SERVED TO OBSTRUCT OPPORTUNITIES FOR CHANGE. AS WHITE ACTIVISTS, WE MUST BE DISCIPLINED IN OUR SELF-CRITIQUE, CONSTANTLY QUESTIONING OUR PRIVILEGE AND POWER. TAKING AN ANTI-RACIST STANCE IS NOT AN OVERNIGHT DECISION, BUT RATHER A PROCESS. SINCE WHITE SUPREMACY TAKES ON VARIOUS FORMS, WE MUST BE COGNIZANT OF OUR LANGUAGE, IDEOLOGY, AND ACTIONS IN ATTEMPTS TO CREATE A NEW SOCIETY."

- LIZ APPEL

TEXTS

- *Read four texts in the Primer list*
- *Pick two texts from the A Deeper Look list*

Foundational Text (All Read)

- *Accomplices, Not Allies: Abolishing the Ally Industrial Complex* by Indigenous Action Media

Primers

- *12 Step Recovery from White Conditioning* by Recovery from White Conditioning
- *How To Talk About Privilege To Someone Who Doesn't Know What That Is* by Jamie Utt
- *How White People Can Talk to Each Other About Racism* by Maddy Allison
- *Retaining Benefits, Avoiding Responsibility* by Paul Kivel
- *Settler Fragility: Why Settler Privilege is so Hard to Talk About* by Dina Gilio-Whitaker

WE ARE SIMPLY EXTENSIONS OF EACH OTHER AND SEE THE BELIEFS FEARS AND RACISM OF OTHER WHITE PEOPLE AS REFLECTIONS OF OUR OWN WE CLAIM OUR IDENTITY AS WHITE PERSON IN RACIST SOCIETY AND UNDERSTAND THE IMPORTANCE OF SEEING OURSELVES AS PART OF THE WHITE GROUP BOTH IN TERMS OF THE POWER AND BENEFITS WE RECEIVE AND IN TERMS OF THE POTENTIAL POWER TO ORGANIZE OTHER WHITE PEOPLE TO ADDRESS RACISM"

- TEMA OKUN

WEEK SIX

WHITE SUPREMACY: WHAT LIVES WITHIN US





A Deeper Look

- *The Storytelling Project Curriculum: Learning about Race & Racism through the Arts* by Lee Anne Bell, Rosemarie A. Roberts, Kayhan Irani, Brett Murphy
- *From White Racist to Anti - Racist* by Tema Okun
- *Ep 23 Anti-racism, White Fragility, Microaggressions, and Liberals* by Midwest Misfits (Podcast)
- *White Privilege: Unpacking the Invisible Knapsack* by Peggy McIntosh
- *Nothing to Add: A Challenge to White Silence in Racial Discussions* by Robin DiAngelo
- *Detour-Spotting for White Anti-Racists* by Joan Ollson
- *Unsettling allyship, unlearning and learning towards decolonising solidarity* by Jenalee Kluttz, Jude Walker & Pierre Walter

"IF WE KEEP OUR EYES CLEARLY ON THE POWER AND THE VIOLENCE, WE CAN SEE THAT THESE TACTICS ARE TRANSPARENT ATTEMPTS TO PREVENT PLACING RESPONSIBILITY ON THOSE WHO COMMIT AND BENEFIT FROM ACTS OF INJUSTICE. OUR STRONGEST TOOLS ARE A CRITICAL ANALYSIS OF WHO HAS POWER AND AN UNDERSTANDING OF THE PATTERNS AND CONSEQUENCES OF PRESENT ACTIONS AND POLICIES."

- PAUL KIVEL

"WE PUT OTHER WHITE PEOPLE DOWN, TRASH THEIR WORK OR BEHAVIOR, OR OTHERWISE DISMISS THEM. WE RIGHTEOUSLY CONSIDER OURSELVES WHITE PEOPLE WHO HAVE EVOLVED BEYOND OUR RACIST CONDITIONING. THIS IS ANOTHER LEVEL OF DENIAL. THERE ARE NO "EXCEPTIONAL WHITE PEOPLE."

- JOAN OLLSON

FACILITATION

Building Connections (*Large Group or Small Group*)

- What has brought you energy and joy this past week?
- Which ally archetype(s) named by the Ally Industrial Complex zine did you see yourself in?
 - For those who do not know you, what archetypes could they perceive you to be?
 - What are steps you can take to disrupt your development as that archetype?
- “Who are the original people of the place where I live, and what are [my] responsibilities to them?” (Gilio-Whitaker)
 - Use native-land.ca as a tool to begin

Small Group Reflection Prompts

- What is the difference between safety and comfort? Why do these differences matter in conversations about race?
- How does self-righteousness and distancing yourself from fellow white folks impede anti-racism work?
- When you observe racist behavior, why do you stay silent?
- Do you only talk about racism when it is convenient for you? Or when the right people are watching?
- How will your burgeoning knowledge of abolition change the way you challenge racism?

Closing Reflection

- This is a quote selected from the readings, or a source on a related topic, by the facilitator to have all members reflect on prior to ending the group for the evening.



WEEK SIX

WHITE SUPREMACY: WHAT LIVES WITHIN US

TEXTS

- Read all texts on the Primers list
- Pick three text(s) from "A Deeper Look" list

Primers

- *The Green Bottle: Where You Fall On the Sliding Scale* by Alexis Cunningham
- *Class Characteristics for Class-based Caucusing* by Catalyst
- *Mutual Aid 101: Toolkit* by Mariame Kaba & Alexandria Ocasio-Cortez

A Deeper Look

- *Take Care, Give Care (Community Care)* by Rebel Steps Podcast
- *Episode 149 - Moments of Contingency* by Delete Your Account Podcast
- *"Mutual Aid" is a People's Movement: Beyond Philanthropy, Charity, and Dependence on the (Police) State* with Dean Spade, Mariame Kaba, Amika Tendaji, Rachel Gilmer, Helen Peña, and Dr. Armen Henderson
- *Solidarity Not Charity* by Dean Spade

MUTUAL AID PROJECTS ARE A FORM OF POLITICAL PARTICIPATION IN WHICH PEOPLE TAKE RESPONSIBILITY FOR CARING FOR ONE ANOTHER AND CHANGING POLITICAL CONDITIONS, NOT JUST THROUGH SYMBOLIC ACTS OR PUTTING PRESSURE ON THEIR REPRESENTATIVES IN GOVERNMENT, BUT BY ACTUALLY BUILDING NEW SOCIAL RELATIONS THAT ARE MORE SURVIVABLE."

- BIG DOOR BRIGADE

WEEK SEVEN

MUTUAL AID & ACCOUNTABILITY MAPPING



FACILITATION

Accountability

- There are so many varying, yet deeply interrelated, definitions of accountability.
 - **Accountability refers to the ways in which individuals and communities hold themselves to their goals and actions, and acknowledge the values and groups to which they are responsible.** (*Definition from Racial Equity Tools*);
 - **Accountability is taking responsibility for your choices, and the consequence of those choices.** (*Quoted from Shannon Perez-Derby [unknown attribution] in Accountable Communities Webinar by the Barnard Center for Research on Women*);
 - **Accountability is an internal resource for recognizing and addressing harms we've caused to ourselves and others.** (*Definition from Connie Burk*).

Accountability Mapping Worksheet

As a group, collaboratively work on completing **this worksheet** (also linked on the *Envisioning Queer Justice Collaborative's* website under the "*Research and Resources*" tab). This worksheet is a tool to ensure action is sustained.

This worksheet expects fellow white folks to maintain action and be held accountable to continue growth through the following three elements:

1. Financial Contributions to Folks from Marginalized Communities
2. Ongoing Action & Engagement
3. Sustained Political Education



ADDITIONAL RESOURCES

Here are some resources to continue your education! This is not an exhaustive list, and if you have more recommendations, please email envisioningqueerjustice@gmail.com to offer feedback and we will list more resources on our website.

Radical Black Texts & Organizing Resources

- [bilphena's online library](#) curated by Bilphena Yahwon @GoldWomyn
- [Master List of Black Revolutionary Readings](#) curated by Timmy Chau
- [Organizing Resources: Theories of Change](#) curated by TC

Abolition & Transformative Justice Resource Lists

- [Camila's Abolition Reading List](#)
- [Resource Guide: Prisons, Policing, and Punishment](#) curated by Micah Herskind
- [Addressing Harm, Accountability and Healing](#) curated by Critical Resistance
- [Readings & Media](#) curated by the Bay Area Transformative Justice Collaborative
- [Transformharm.org](#) curated by Mariame Kaba
- [Transformative Justice](#) curated by Prison Culture
- [Resources on Abolition](#) curated by the Empty Cages Collective

For journalism, check out truthout.org, they do incredible work!

Weekly Reading Guides on Abolition & Transformative Justice

- [Introduction to Abolition: The Full Reading List](#)
- [PIC Abolition and Transformative Justice Reading Group Guide](#) by Cameron Rasmussen
- [If You're New to Abolition: Study Group Guide by Abolition: A Journal of Insurgent Politics](#)
- [Prison Abolition Syllabus](#) by the African American Intellectual History Society
- [Abolition Curriculum](#) by Study & Struggle

Toolkits & Workshop Guides

- [Accountability Process Curriculum](#) by SupportNY
- [Anti-Oppression Facilitation for Democratic Process](#) by AORTA
- [Creative Interventions Toolkit](#) by Creative Interventions
- [Abolition of Policing Workshop Guide](#) by Critical Resistance
- [Law Enforcement Violence against Women of Color and Trans People of Color: A Critical Intersection Of Gender Violence & State Violence](#) from INCITE! Women of Color Against Violence
- [#DefundPolice, #FundthePeople, #DefendBlackLives: Concrete Steps toward Divestment from Policing & Investment in Community Safety](#) by Interrupting Criminalization and the Movement 4 Black Lives
- [Introduction to the Prison Industrial Complex Workshop](#) by The Chicago Prison Industrial Complex Teaching Collective

ADDITIONAL RESOURCES (CONT.)

Toolkit & Workshop Guides (Cont.)

- [Madness & Oppression: Paths to Personal Transformation and Collective Liberation](#) by the Icarus Project
- [Mapping our Madness: A Workbook for Navigating Crisis](#) by the Icarus Project
- [Talking about Policing and Violence with Youth: An Activity & Resource Guide](#) edited by Mariame Kaba
- [Reparations Now Toolkit](#) by the Movement 4 Black Lives
- [The Revolution Starts at Home Zine](#) edited by Leah Lakshmi Piepzna-Samarasinha
- [Safe Party Toolkit](#) by the SOS Collective, the Audre Lorde Project
- [Criminalizing Survival](#) by Survived and Punished
- [The Storytelling Project Curriculum: Learning about Race & Racism Through Storytelling and the Arts](#) by Lee Anne Bell, Rosemarie A. Roberts, Kayhan Irani, Brett Murphy
- [Ending Child Sexual Abuse: A Transformative Justice Handbook](#) by generationFIVE
- [Get in Formation: A Community Safety Toolkit](#) by Vision, Change, Win
- [Transformative Justice Curriculum](#) by Project Nia
- [Envisioning Queer Justice Toolkit](#) by the Envisioning Queer Justice Collaborative

Anti-Racism & White Supremacy

- [Guide for Racial Justice & Abolitionist Social and Emotional Learning](#) by the Abolitionist Teaching Network
- [Resources for Agitators](#) by the Abolitionist Teaching Network
- [Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development](#) by the Zinn Education Project
- [Anti-Racism Guides](#) curated by the People's School of DC
- [Anti-Racism Reading Recommendations](#) curated by the People's School of DC
- [Further Education on Racism and White Privilege](#) curated by the People's School of DC
- [Introduction to Racism and White Privilege Course](#) curated by the People's School of DC
 - [Class 1: Systems and Fragility](#) curated by the People's School of DC
 - [Class 2: Whiteness](#) curated by the People's School of DC





ABOUT

The Envisioning Queer Justice Collaborative is a digital platform that seeks to disrupt punitive and exclusionary conceptions of justice, and uplift people in the Queer community who envision justice as healing, creation, and transformation. Through research, storytelling, and content curation/creation, we offer resources to bring people together for safer, more inclusive, and liberated communities.

To read our research findings from the LGBTQ+ youth justice circles, the Envisioning Queer Justice toolkit, Envisioning Queer Justice podcast, or curated resources, please go to our website, www.envisioningqueerjustice.org, and check us out on social media by searching Envisioning Queer Justice Collaborative.



Please submit any feedback or comments about your experience using this weekly guide to envisioningqueerjustice@gmail.com, which will be monitored by the Collaborative's Curator/Creator in Residence.

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