

COURSE LOGISTICS

Track I Social Trauma, Social Death

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><i>Registration</i> 9 am -12 noon Sarratt Cinema</p>	<p>7:00 am – 8:00 am Morning Centering Alumni Hall 206 8:00 am – 8:45 am Breakfast Collaboration</p>	<p>7:00 am – 8:00 am Morning Centering Alumni Hall 206 8:00 am – 8:45 am Breakfast Collaboration</p>	<p>7:00 am – 8:00 am Morning Centering Alumni Hall 206 8:00 am – 8:45 am Breakfast Collaboration</p>	
	<p>Mass Incarceration and Racial Justice: A Theology of Restoration 9:00 – 9:50 am Rm 201 Alumni Hall</p> <p>Social Trauma, Social Death: Implications for Post-Modern Advocacy 10:00 – 10:50 am Rm 201 Alumni Hall</p> <p>Self-Care for the Frontlines: Revival of the Fittest 11:00 – 11:50 am Rm 206 Alumni Hall</p>	<p>Mass Incarceration and Racial Justice: A Theology of Restoration 9:00 – 9:50 am Rm 201 Alumni Hall</p> <p>Social Trauma, Social Death: Implications for Post-Modern Advocacy 10:00 – 10:50 am Rm 201 Alumni Hall</p> <p>Self-Care for the Frontlines: Revival of the Fittest 11:00 – 11:50 am Rm 206 Alumni Hall</p>	<p>Mass Incarceration and Racial Justice: A Theology of Restoration 9:00 – 9:50 am Rm 201 Alumni Hall</p> <p>Social Trauma, Social Death: Implications for Post-Modern Advocacy 10:00 – 10:50 am Rm 201 Alumni Hall</p> <p>Self-Care for the Frontlines: Revival of the Fittest 11:00 – 11:50 am Rm 206 Alumni Hall</p>	<p>Narrative Capture 9 am – noon VIDL Studio Macky Alston, Auburn Seminary Media Consultant</p>
<p>Lunch Collaboration Noon – 1:00 pm Sarratt Cinema</p>	<p>Lunch Collaboration Noon – 1:00 pm Alumni Memorial Hall</p>	<p>Lunch Collaboration Noon – 1:00 pm Alumni Memorial Hall</p>	<p>Lunch Collaboration Noon – 1:00 pm Alumni Memorial Hall</p>	<p>Lunch Collaboration Noon – 1:00 pm Sarratt Cinema</p>
	<p>1:00 pm- 1:15 pm Exercise Break</p>	<p>1:00 pm- 1:15 pm Exercise Break</p>	<p>1:00 pm- 1:15 pm Exercise Break</p>	<p>1:00 pm- 1:15 pm Exercise Break</p>
<p>Opening Plenary Sarratt Cinema 1:00 pm – 4:00 pm Greetings – Dean Townes Digital Orientation of activities for the week – Dr. Teresa Smallwood Political Landscape Dr. Doug McAdams Panel of Local Activists Artist Performances Congressman Jim Cooper Keynote Speaker Reception Alumni Hall Lounge 4:00 pm -6:00 pm</p>	<p>1:15 pm – 3:00 pm Love and Justice Rm 201 Alumni Hall</p> <p>3:15 pm – 4:45 pm Media Tools for Advocacy Rm 201 Alumni Hall</p>	<p>1:15 pm – 3:00 pm Love and Justice Rm 201 Alumni Hall</p> <p>3:15 pm – 4:45 pm Media Tools for Advocacy Rm 201 Alumni Hall</p>	<p>1:15 pm – 3:00 pm Love and Justice Rm 201 Alumni Hall</p> <p>3:15 pm – 4:45 pm Media Tools for Advocacy Rm 201 Alumni Hall</p>	<p>Closing Plenary Sarratt Cinema 1:15 pm – 3:15 pm Artist Performances The Honorable Judge Wendell Griffen Keynote Speaker</p>
	<p>Book Talk Sarratt Cinema 5:45 pm – 7:00 pm</p>	<p>Conversation Langford Auditorium 5:45 pm -7:45 pm</p>	<p>Movie Sarratt Cinema 5:45 pm -7:45 pm</p>	

	<p><i>Womanist Justice, Womanist Hope</i> Dr. Emilie M. Townes, Dean Vanderbilt Divinity School Celebrating 25 years since the publication</p>	<p>An Evening with Melissa-Harris-Perry – Political Scientist, Journalist, Public Theologian and Professor Tracy Meares, Yale Law School</p>	<p>Rikers: An American Jail Showing and Discussion</p>
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Track II The Power of Truth-Telling: Stories and Practices from the Frontlines

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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<p>Lunch Collaboration Noon – 1:00 pm</p>	<p>Lunch Collaboration Noon – 1:00 pm Alumni Memorial Hall</p>	<p>Lunch Collaboration Noon – 1:00 pm Alumni Memorial Hall</p>	<p>Lunch Collaboration Noon – 1:00 pm Alumni Memorial Hall</p>	<p>Lunch Collaboration Noon – 1:00 pm Sarratt Cinema</p>
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	Celebrating 25 years since the publication	and Professor Tracy Meares, Yale Law School		
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COURSE DESCRIPTIONS

Track I

*(the required resources have an asterisk * and in bold unless indicated otherwise)*

Mass Incarceration and Racial Justice: A Theo-Ethics of Restoration

Rev. Dr. Christophe Ringer – Chicago Theological Seminary

This course will contextualize the problem of mass incarceration for both its theological implications and its ethical implications with an eye toward marrying theory with praxis. In identifying ways that the collaboration of clergy, community activists, scholars, students, politicians, and concerned citizens can effectively impact the phenomena when armed with the theoretical and the practical, the course will examine some tools of engagement where restorative justice frames the theo-ethical model for resistance.

Readings and Materials

***Rimy Vesely-Flad, Rima. *Racial Purity and Dangerous Bodies: Moral Pollution, Black Lives and the Struggle for Justice*. Minneapolis: Fortress Press, 2017.**

***Burton, Susan and Lynn, Carl. *Becoming Ms. Burton: From Prison to Recovery to Leading the Fight for Incarcerated Women*. New York: The New Press, 2017**

Brown-Douglas, Kelly. *Stand Your Ground: Black Bodies and the Justice of God*. New York: Orbis Books, 2015.

Butler, Paul. *Chokehold: Policing Black Men*. New York: The New Press, 2017.

Camp, Jordan T. *Incarcerating the Crisis: Freedom Struggles and the Rise of the Neoliberal State*. Oakland: University of California Press, 2016.

Forman, Jr, James. *Locking Up Our Own: Crime and Punishment in Black America*. New York: Farrar, Straus and Giroux, 2017.

Lewis Taylor, Mark. *The Executed God: The Way of the Cross in Lockdown America* (Second Edition). Minneapolis: Fortress Press, 2015.

***Murakawa, Naomi. *The First Civil Right: How Liberals Built Prison America*. New York: Oxford University Press, 2014.**

Recinos, Harold J. *Wading Through Many Voices: Toward a Theology of Public Conversation*. New York: Rowan & Littlefield, 2011.

Ritchie, Andrea. *Invisible No More: Police Violence Against Black Women and Women of Color*. Boston: Beacon Press, 2017.

Richie, Beth. *Arrested Justice: Black Women, Violence, and America's Prison Nation*. New York: New York University Press, 2012.

Yancy, George. *Black Bodies, White Gazes: The Continuing Significance of Race*. New York: Rowan & Littlefield Publishers, 2008.

Social Trauma, Social Death: Implications for Post-Modern Advocacy

Rev. Dr. Traci Blackmon and Rev. Dr. Forrest Harris

This course will examine the twin evils of systemic oppression and silence as complicity in evaluating the effects of prolonged trauma on racial minorities. The role of faith communities will be explored historically and sociologically to identify the myriad ways that public theology and racial justice pre-figure as technological modalities of effective social

change theory through the operationalizing of useful advocacy interventions. Healing social trauma and wounds resulting from racial injustice and oppression is a critical task for religious leaders and practical theologians in twenty-first century America. In the words of Jürgen Moltmann, “the open wound of life in this world” needs healing; or societal wounds left open may fester resulting in permanent forms of cultural and psychological social death. Social trauma actively elicits recognition before holistic healing in society can occur. For healing to take place, advocacy must make meaning in relation to human pain, incorporating values, spiritual beliefs, hopes, fears, anger, sorrow, and a narrative sense of what has happened, is happening, and going to happen. Certain forms of social trauma remain encapsulated, threatening and unexpressed. Racial social trauma cries out for justice even if healing appears to be impossible. Justice-seeking advocacy calls us to be in solidarity with those who suffer social trauma, and help birth new levels of consciousness at the level of individuals, families, and the larger society. The aim of this course is to equip participants with ethical theological, pastoral care vocabularies that renders pain, suffering and social trauma in meaningful articulation for communal understanding of racial justice healing and transformation.

Readings and Materials

June 5, 2018

Andrews, Dale P. (2014) “Race and Racism” in *The Wiley Blackwell Companion to Practical Theology*, edited by Bonnie J. Miller-McLemore, Chapter, 38
 Smith, Archie (1982), *The Relational Self: Ethics and Therapy from A Black Church Perspective*, Chapters, 3-7
 Patterson, Orlando (1982) *Slavery and Social Death*, pg. 17-77

June 6, 2018

Bryant-Davis, T., & Ocampo, C. (2006). A therapeutic approach to the treatment of racist-incident-based trauma. *Journal of Emotional Abuse*, 6(4), 1-22.
 Hardy, K. V. (2013). Healing the Hidden Wounds of Racial Trauma. *Reclaiming Children And Youth*, 22(1), 24-28.

June 7, 2018

Herman, J. (1992) *Trauma and Recovery*, New Basic Books, pg. Chapters 7-10
 Paula Farmer, *On Suffering and Structural Violence: A View from Below* in Arthur Kleinman, (1997) *Social Suffering: A Comparative Study*, pg. 261-281

Self-Care for the Frontlines: Revival of the Fittest

Dr. Phillis I. Sheppard – Vanderbilt Divinity School

This course recognizes that very often those on the front lines of social justice activism experience exhaustion, burn-out, trauma, and spiritual depletion. Such experiences take a toll on the individuals and the communities with whom they organize for social transformation. This course is first, designed to invite participants to **pause**; second, to **learn** about the emotional, bodily, and spiritual costs of “forgetting self” in justice work. enhance the capacities of social justice activists for self-care of social justice activists; and third, to **engage** in various spiritual practices that sustain us for the long haul of justice work, and that help us recover.

Readings and Materials

Two readings per day to be read in order listed.

1. Rachel Elizabeth Harding. “Daughter’s Précis” in *Remnants: A Memoir of Spirit, Activism, and Mothering* Rosemarie Freney Harding with Rachel Elizabeth Harding. Durham, NC: Duke Divinity School, 2015.
2. Rosemarie Freney Harding. “the Light” in *Remnants: A Memoir of Spirit, Activism, and Mothering* Rosemarie Freney Harding with Rachel Elizabeth Harding. Durham, NC: Duke Divinity School, 2015.
3. Jennifer L. Pozner. “Self-Care in the Multiracial Movement for Black Lives” *Colorlines*, 2016. <https://www.colorlines.com/articles/self-care-multiracial-movement-black-lives>
4. Jasmine Banks. “Self-Care for People of Color After Psychological Trauma” *Just Jasmine Blog*, 2016. <http://www.justjasmineblog.com/blog-1/self-care-for-people-of-color-after-emotional-and-psychological-trauma/>
5. “11 Black Queer and Trans Women Discuss Self-Care.” *Elixher*, 2014. <http://elixher.com/eleven-black-queer-and-trans-women-discuss-self-care/>
6. Patrisse Cullors and Robert Ross. **Audio** “The Spiritual Work of Black Lives Matter” *Onbeing*, 2017. <https://onbeing.org/programs/patrisse-cullors-and-robert-ross-the-spiritual-work-of-black-lives-matter-may2017/>

Recommended reading for the Journey beyond the class:

Angel Kyodo Williams, Lama Rod Owens, Jasmine Syedullah. *Radical Dharma: Talking Race, Love, and Liberation*. Berkeley, CA: North Atlantic Books, 2016.

Teresa Taylor-Stinson. *Ain't Gonna Let Nobody Turn Me Around: Stories of Contemplation and Justice*. Cleveland: Church Publishing, 2017.

Susan Moon. *Not Turning Away: The Practice of Engaged Buddhism*. Susan Moon (Ed.). Boston, MA: Shambhala Publications, 2004).

Bearingwitnessjournal.com

Track II

*(the required resources have an asterisk * unless indicated otherwise)*

The Education Divide: The National Move Toward Privatized Education

Dr. Nicole M. Joseph, Peabody College

This workshop examines the role of education in making and re-making inequality. Specifically, participants will engage in active learning that helps them think through the power and politics of marketization and corporatization and the ways these ideas/processes create and maintain structures of racial oppression and white racial privilege. Nashville, Tennessee is used as an important case example for illuminating and discussing these ideas.

Essential Questions:

1. What have been the shifts in the role of American education?
2. How have these educational shifts shaped racial injustice in American?
3. How might a public theology (i.e. faith and the public good, equality, fairness, human dignity, and social justice) disrupt the racial oppression resulting from neoliberal education policy?

Readings and Materials

Au, W. (2009). Obama, where art thou? Hoping for change in U.S. education policy. *Harvard Educational Review*, 79(2), 309-320,399. Retrieved from <http://login.proxy.library.vanderbilt.edu/login?url=https://search.proquest.com/docview/212284728?accountid=14816>

Boyd, W. L. (2007). The politics of privatization in American education. *Educational Policy*, 21(1), 7-14.

***Douglass, D. (2017). Are private schools immoral? The Atlantic. Retrieved from <https://www.theatlantic.com/education/archive/2017/12/progressives-are-undermining-public-schools/548084/>**

Erickson, A. T. (2016). *Making the unequal metropolis: School desegregation and its limits*. Chicago, IL: University of Chicago Press.

***Hannah-Jones, N. (2016). Choosing a school for my daughter in a segregated city. *The New York Times*. Retrieved from <https://www.nytimes.com/2016/06/12/magazine/choosing-a-school-for-my-daughter-in-a-segregated-city.html?target=comments&hp&action=click&pgtype=Homepage&modref=HPCommentsRefer&clickSource=story-heading&module=photo-spot-region®ion=top-news&WT.nav=top-news&r=0#commentsContainer>**

Lipman, P., & Haines, N. (2007). From accountability to privatization and African American exclusion: Chicago's "Renaissance 2010." *Educational policy*, 21(3), 471-502.

Richards, M. P. (2014). The gerrymandering of school attendance zones and the segregation of public schools: A geospatial analysis. *American Educational Research Journal*, 51(6), 1119-1157.

Stroub, K. J., & Richards, M. P. (2013). From resegregation to reintegration: Trends in the racial/ethnic segregation of metropolitan public schools, 1993–2009. *American Educational Research Journal*, 50(3), 497-531.

***Tuner, L. (2013). Segregation shifts: Nashville wrestles with resegregation (video). Retrieved from <http://www.southerneddesk.org/?p=8456>**

Watanabe, M. (2008). Tracking in the Era of High Stakes State Accountability Reform: Case Studies of Classroom Instruction in North Carolina. *Teachers College Record*, 110(3), 489-534.

Blogs

Vesia Wilkins-Hawkins at <https://volumeandlightnashville.org/author/volumelight/>

Nikole Hannah-Jones at <http://nikolehannahjones.com/>

Hope, Empowerment, Inclusion: Participatory Community Health Organizing

Dr. Carol Zeigler, PhD, NP-C, Vanderbilt School of Nursing & Meharry Medical College

This course will examine the impact of healthcare disparities on racialized communities using case studies, journalism, and collaboration to identify models for organizing communities around healthcare issues that disparately impact racial minorities.

Readings and Materials

***CDC: Health Effects of Gentrification, at**

<https://www.cdc.gov/healthyplaces/healthtopics/gentrification.htm>, accessed 1/3/18.

Minkler M, Vásquez VB, Warner JR, Steussey H, Facente S. Sowing the seeds for sustainable change: a community-based participatory research partnership for health promotion in Indiana, USA and its aftermath. *Health Promot Int*. 2006; 21(4):293–300.

***NPR. (January, 2017). Meribah Knight: As Cayce Homes Aims For Mixed Income, Questions Remain Over Nashville's Housing Overhaul [Podcast]. Retrieved from <http://nashvillepublicradio.org/post/cayce-homes-aims-mixed-income-questions-remain-over-nashvilles-housing-overhaul#stream/0>**

NPR. (February, 2015). Cheryl Corley: A Chicago Community Puts Mixed-Income Housing To The Test [Podcast]. Retrieved from <https://www.npr.org/2015/02/05/381886102/a-chicago-community-puts-mixed-income-housing-to-the-test>

***TED. (March, 2014). Nadine Burke Harris: How Childhood Trauma Affects Health [Video File]. Retrieved from**

https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime

Thompson, B., Molina, Y., et al (2016). Strategies to Empower Communities to Reduce Health Disparities. *Health Aff*, 35(8), 1424-1428.

Venis Wilder, Anna-Luisa Mirto, Emma Makoba, Guedy Arniella (2017). The Health Impact of Gentrification. *Journal of General and Emergency Medicine*, 2(5).

uBuntu, Missio Dei, Justice, and Socio-Humanitarian Action

Dr. José Cossa – Peabody College, Vanderbilt University

This course will engage the power of truth-telling through stories and practices in Mozambique, South Africa, and the United States through an intersection of uBuntu, Mission Dei, justice (local and global), and socio-humanitarian action. The course will challenge our sense of humanity and purpose by evoking (a) uBuntu in a socio-cultural context dominated by perception of being informed by Humanism, Modernity and Cosmopolitanism; (b) a Biblical Theology of Missions characterized by the centrality, not singularity, of *Missio Dei*, (c) Segundo's hermeneutical circle; (d) philosophical ideas of justice, (e) power dynamics in negotiations of truth, and (d) our active response to a *calling to social and global justice*.

Readings and Materials

1. Badger, K. (2014). Cosmopolitanism and Globalization: A Project of Collectivity. *The Journal of Dartmouth College*.
2. Calhoun, C. (2002). The Class Consciousness of Frequent Travelers: Toward a Critique of Actually Existing Cosmopolitanism. *The South Atlantic Quarterly*, 101(4), Fall 2002.

3. Cossa, J. (forthcoming 2018). 'uMuntu ngumuntu ngabantu': Can uBuntu and Humanism Inform a New Philosophy of Education, Globally? In N'Dri Assié-Lumumba, & M. Dembélé, (Eds.), "Ubuntu, World Epistemologies, and Humanist Education." (Special Issue). Bandung: Journal of the Global South.
4. *Cossa, J. (forthcoming 2018). **Addressing the Challenge of Coloniality in the Promises of Modernity and Cosmopolitanism to Higher Education: De-bordering, De-centering/De-peripherizing, and De-colonializing.** In N'Dri T. Assié-Lumumba & Emefa Amoako (Eds), **Re-visioning Education in Africa: Ubuntu-Inspired Education for Humanity.** UK: Palgrave Macmillan. (on Brightspace)
5. *Eze, E. C. (1997). **The Color of Reason: The Idea of "Race" in Kant's Anthropology.** In E. C. Eze. (Ed.) **"Postcolonial African philosophy: A critical reader."** Cambridge, Mass.: Blackwell. (on Brightspace)
6. Hefner, R. W. (1998). Multiple Modernities: Christianity, Islam, and Hinduism in a Globalizing Age. *Annual Review of Anthropology*, 27(1), 83-104.
7. Rosin, H. H. (1972). "Missio Dei": An Examination of the Origin, Contents and Function of the Term in Protestant Missiological Discussion. *Interuniversitair Instituut voor Missiologie en Oecumenica*, Afd. Missiologie.
8. Said, E. W. (1985). "Orientalism Reconsidered". *Race & Class*, 27(2).

BOTH TRACKS WILL ATTEND THESE SESSIONS

Love and Justice

Dr. David Kyuman Kim

This course will explore the theoretical beachheads of "political order" and religion as the precursors to a national move toward "the political" as telos for values, ideals, and collective identities that shape agency and move society towards authoritarianism. Drawing from his latest work, Dr. Kim will guide the student through the labyrinth of literary, philosophical, and practical sources that offer love as a theological expression deliberately invoked in public life.

Readings and Materials Resources

James Baldwin, *The Fire Next Time*

Claudia Rankine, *Citizen*

bell hooks, *All About Love*

Thich Nhat Hanh, *How to Love*

Thich Nhat Hanh, *Anger: Wisdom for Cooling the Flames*

Martin Luther King, Jr., *Strength to Love*

Cornel West, *Race Matters*

Toni Morrison, *A Mercy*

Carolina de Robertis, ed., *Radical Hope: Letters of Love and Dissent in Dangerous Times*

Rebecca Solnit, *Hope in the Dark*

Grace Lee Boggs, *Living for Change, an Autobiography*

Grace Lee Boggs, *The Next American Revolution: Sustainable Activism for the Twentieth-First Century*

Tony Kushner, *Angels in America (Parts 1 and 2)*

Jesmyn Ward, *The Fire This Time: A New Generation Speaks about Race*

Media Tools for Advocacy

Macky Alston, Auburn Seminary

Auburn's Media and Messaging workshop provides the skills one needs to identify and adhere to a core message, framed by compelling values and anchored by story, and to deliver it effectively in a range of interview contexts. This training, focused on what you want to say and how you say it most compellingly, is core to one's success in any communication work — social media, the opinion page, podcasts, video, radio, or books.

The student will learn or enhance the following skills:

- The ability to find one's voice
- Messaging strategy

- Methods to answer the toughest interview questions
- A way to harness the power of story