*Note: this is all subject to change on the first day of the course when it is discussed in class.*

**Course Description**

This course will closely follow the curriculum guide produced by Education Liberation in Minneapolis in coordination with the "Enough is Enough" Police Report from MPD150. We will examine the murder of George Floyd and subsequent protests against policing through the lens of activists and community organizers on the ground. First, we will examine where we have been, exploring the general historical context of the United States and the local historical context of Minneapolis. We will then examine the contemporary (present) relationship between Minneapolis residents and the police. We will end looking toward the future and deal with the question of defunding the police.

* Overarching compelling questions
  + - What is the function of history? How do our memories and experiences become a part of history?
    - How does racism manifest in social institutions?
    - How does knowing a history help us understand current events?
    - What role has the police department played in the Minneapolis community?
    - How can people keep one another safe and hold one another accountable?
    - What keeps people safe?
* Enduring Understandings
  + - Students will understand the historical and contemporary (present) context of racism, particularly structural racism.
    - Students will understand the historical and contemporary function of the Minneapolis Police Department.
    - Students will understand the reasons why Minneapolis community members are demanding that the police be abolished and not reformed.
    - Students will understand that communities have the potential to develop community safety structures that do not include the Minneapolis Police Department.
    - Themes: Racism (i.e. racist structures), Policing/Police Violence, Abolition, Justice, Community Uprising
* Enduring Skills
  + - Students will use historical thinking and research to contextualize a current problem
    - Students will identify patterns of government response to community issues.
    - Students will share their perspectives and learn to take other perspectives that they haven’t considered before.
    - Students will use action research methods to gather and interpret multiple perspectives on a local issue and design evidence-based responses to that issue.

**Textbook:** “Enough is Enough” Report from MPD150: <https://drive.google.com/file/d/1k68jq1xR2ar3MV1eSFrzoja1koMHfssb/view>

**Important Links**

* MPD150: <https://www.mpd150.com/>
* Education Liberation Curriculum: <https://www.edliberation.org/chapters/edlibmn/>
* MPD150 Report Audiobook: <https://www.mpd150.com/report-old/audio-report/>
* MPD150: Timeline <https://www.mpd150.com/report-old/timeline/>

**Class Schedule**

**Class 1: Introduction to Course and Each Other**

In this class, students reflect and revisit their experience of summer 2020, begin to question what the function of history is, and introduce themselves. They are introduced to the course and the foundation of the course, the MPD150 report. We create community agreements and agree on key procedures for the course. **Compelling Questions:** What is the function of history? How do our memories and experiences become a part of history? How does racism manifest in social institutions?

**Class 2: Where We’ve Been (Historical Context)**

Students read, annotate and summarize part of the “Where We’ve Been” section of the MPD150 report. They work in small groups to identify central themes, cite evidence, and reflect on their reactions and connections to the text. Students learn about the origins of policing and further their discussion of what the function of history is. **Compelling Questions:** How does racism manifest in social institutions? How does knowing a history help us understand institutions/current events? What role has the police department played in the Minneapolis community?

**Class 3: Where We’re At (Contemporary Context)**

Students hear from community members in Minneapolis about their present interactions with the police. They discuss the importance of this method of history making and the common themes it reveals. We begin to imagine what abolitionist futures look like. **Compelling Questions:** How does knowing a history help us understand institutions/current events? What role has the police department played in the Minneapolis community? What keeps people safe?

**Class 4: Where We’re Going (The Abolition Movement)**

Students enter into their final mini-projects thinking about abolitionist futures laid out by MP150. They choose one particular topic to expand on and discuss abolitionist alternatives which each other. They reflect on what they have learned and what they feel is possible. We discuss abolitionist futures. **Compelling Questions:** What role has the police department played in the Minneapolis community? How can people keep one another safe and hold one another accountable? What keeps people safe?

**Class 5: To Freedom (Conclusion)**

Students finish and present final mini-projects in class. They reflect on what they have learned and what they feel is possible. We imagine abolition together. **Compelling Questions:** How can people keep one another safe and hold one another accountable? What keeps people safe?

**Important Procedures**

* Students will be encouraged to keep one document (on Microsoft Word, Google Drive, on Evernote etc) throughout the course where they note what they’ve learned as well as feelings/thoughts/questions. Students will copy and paste what they want to share into a Google Form at the end of each class for the Exit Ticket. This way students have their own personal journal/toolkit at the end of the course and I am getting feedback after each class.
* Students will be encouraged to download the Kindle Reader App to highlight/annotate the document.
* Students will be encouraged to engage with the text for homework each week (no more than 10 minutes). They will follow the OBSERVE-VALIDATE-SUMMARIZE-QUESTION protocol.
  + - Observe: read/listen and highlight/underline/circle/mark (because you know it’s important, it reference to something you knows, it is something you’ve heard but don’t know a lot about, something you are hearing for the first time and want to hear more about, vocabulary words that are unfamiliar/seem important because repeated)
    - Validate: what is your immediate reaction to what you have read? After you have finished reading, without analyzing or judging it, what single word or phrase comes to mind after? What feelings/sensations are in your body? How are you honestly feeling? Make note.
    - Summarize: review again highlights/marks, make notes/annotate
    - Question: write down any questions that arise
* Students will be encouraged to complete a mini-final project (abolitionist alternative flyer/infographic, social media post, quote art etc) that will be used by them in their actual lives. This will be completely decided by the student.