Note on Supporting Faculty: Prof Wood (MIT) and Prof Eyer (UT-A) are the primary instructors for this subject; in addition, the following faculty have agreed to provide mentorship to the instructors: Prof Charlotte Brathwaite (Theatre Arts), Ekene Ijeoma (Media Arts and Sciences), Prof Catherine D’Ignazio (Urban Studies and Planning).

Subject Website(s): MIT internal website on Canvas: https://canvas.mit.edu/courses/11572; Public Website: https://www.media.mit.edu/posts/fall-2021-class-queer-feminist-antiracism-design-for-the-future/. The Instructor notes that the syllabus and website may need to be updated due to typos and minor changes. In this case, the Instructor will aim to keep class participants informed of changes as quickly as possible and work to adjust plans for the class.

Note on Subject Logistics: This subject is offered concurrently via virtual connection at MIT and the University of Texas at Arlington (UT-A) during Fall 2021. This subject is part of a Series called “Queer-Feminist-Antiracism and Design for the Future” offered during Fall 2021-Summer 2022. At MIT the subjects meets in Building E15 Room 341 (note the change in room from MIT Catalog). For virtual connections, use the following Zoom link: https://mit.zoom.us/j/99083076647

Subject Meeting Times: Mondays, 2pm to 5 pm ET/1pm to 4pm CT from September 13 to December 6; There are no classes on Monday, October 11 in observance of Indigenous People’s Day.

Office Hours: Professor Wood typically holds office hours weekly as a virtual gathering for group discussion. Subscribe to the email list for weekly announcements about office hours here: https://mailman.mit.edu:444/mailman/listinfo/wood_officehours. If you have follow up questions about the logistics of office hours or you need a one-on-one meeting, email Prof Wood’s Assistant, Alessandra Davy-Falconi at space-enabledadmin@media.mit.edu. If you have questions about class content or access, email Prof Wood (drwood@media.mit.edu).

Subject Prerequisite: Permission of the Instructor; No previous knowledge of critical social theories, Queer-Feminist-Antiracism, design or artistic practice is needed. This class is open to undergraduates and graduate students at MIT, Harvard, Wellesley and the University of Texas at Arlington.

Subject Units (MIT Units 3-0-6): At MIT, this is a 9-unit class in which the primary expectations are that students perform the following: come to class having read the required texts; submit brief reflections on the readings; participate in class discussions; present on a reading during class as assigned by the instructor; give presentations during class meetings on progress with the class project; for the class project assignment, submit a draft and final version of the final product and give a project presentation on a topic that is agreed upon by the student and instructor.

Accessibility, Accommodations, Basic Needs and Support Resources: In line with the principles taught in this course, the Instructors build on the values of our institutions to strive to
create an inclusive and accessible experience for all students. As Instructors, we are committed to a climate of mutual respect and full participation. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, assessment or achievement, please notify the instructor as soon as possible. As needed, the Instructors and students can coordinate with the MIT Disability and Access Services (DAS) office. DAS can be reached in Building 5, Room 104; via phone at 617-253-1674 or online at https://studentlife.mit.edu/das. The Instructors attempt to provide readings that are accessible for visual or audio reading via the "Read out loud" function in Adobe; if you find some concerns with this feature, please alert the Instructors.

For students who are experiencing conflict that is impacting their educational environment, you may contact the MIT Ombuds Office. They can be reached in person in Building 10, Room 213; online at https://ombudsoffice.mit.edu; and via phone at 617-253-5921. The MIT Ombuds Office works with all members of the MIT community, to constructively manage concerns and conflicts related to your experience at MIT.

For students who have experienced harassment or discrimination on the basis of age, sex, race, religion, color, national origin, disability, or sexual orientation, contact the Institute Discrimination and Harassment Response Office (Building W31; (617)715-4080; https://idhr.mit.edu; IDHR@mit.edu). The Institute Discrimination and Harassment Response Office (IDHR) works to ensure MIT is creating and providing a learning, living, and working environment free from all forms of discrimination and discriminatory harassment (including sexual harassment and sexual violence). IDHR provides resources for preventing and addressing discrimination, coordinate reporting options, and investigate all formal complaints involving faculty, staff, or students.

Students are encouraged to contact the support resources available if you have concerns about accessing basic needs such as food and housing or you seek general advice about navigating the university experience. Undergraduate students may contact Student Support Services (Building 5, Room 104; 617-253-4861; https://studentlife.mit.edu/s3). Graduate students may contact the Office of Graduate Education and their GradSupport Team (gradsupport@mit.edu or call (617) 253-4860).

Subject Description
This subject is offered at MIT within Media Arts & Sciences and at the University of Texas at Arlington within the Theatre Studies Program. The subject is called "Queer-Feminist-Antiracism and Design for the Future." The class will introduce undergraduate & graduate students to three concepts: 1) Critical theories provide tools to analyze the history of any field and find patterns of racism, misogyny, fear of queerness & mistreatment of people on the basis of ability; these patterns are linked to capitalism and colonial thinking. 2) Contributions from scholars practicing Queer-Feminist-Antiracism provide a framework to design liberatory progress within any field (such as engineering, science, art, design); 3) The class will practice designing Queer-Feminist-Antiracist prototypes based on the students’ experience in their professional or academic field. The class also introduces students to a Design Thinking Framework called Systems Architecture which encourages students to consider societal challenges as part of complex systems with environment, social and economic aspects that must be considered. During the fall semester class, students will work on individual or group projects that lay a foundation for a follow-on art project pursued in the following spring and summer terms. The outcome of the work from the fall, spring and summer terms will be a production or exhibition that invites people to experience practices and products built on Queer-Feminist-Antiracism in engineering, design, architecture, business, computing, science & art.
Figure 1: Some of the scholars, activists and artists that influence the class content have written across the centuries to propose a liberatory future.

<table>
<thead>
<tr>
<th>What Societal Outcomes are We Working Towards?</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progressing Toward Economic, Social and Environmental Sustainability in Local and Global Complex Systems</strong></td>
<td>Butler 1993</td>
</tr>
<tr>
<td><strong>Fostering Solidarity among People in Different Countries Working Toward Liberation &amp; Sustainability</strong></td>
<td>Ortiz 2018</td>
</tr>
<tr>
<td><strong>Advancing Liberation and Self-Determination of People working toward Liberation &amp; Sustainability</strong></td>
<td>Carruthers 2018, Davis 2016</td>
</tr>
<tr>
<td><strong>Eliminating Traditional Patterns of Exploitation, Waste and Systemic Injustice</strong></td>
<td>Frazier, Smith &amp; Smith 1977</td>
</tr>
<tr>
<td><strong>Increasing Equity Across Intersectional Identity Groups, defined by Class, Income, Race, Gender, Language and Nationality</strong></td>
<td>Kendi 2019</td>
</tr>
</tbody>
</table>

Figure 2: This chart paints a vision for the progression from the minimum form of liberation - advancement of equity – to a truly liberatory and sustainable society.

**Learning Objectives**

After taking this subject, students should be able to:
• Articulate arguments, perspectives and context for the authors assigned in class on the topics of Critical Studies, Queer Studies, Feminism, Antiracism, Anticolonialism, Accessibility, Workers Rights, and the role of Design and Art to influence the progression of culture
• Define the role of capitalism, patriarchy, racism and heteronormative culture to oppress intersectional identity groups, especially in the context of the Americas, Europe and Africa, as defined by class readings and related readings
• Define the liberatory movements, efforts toward resisting oppression, and efforts seeking self-determination that members of intersectional identity groups have pursued, as discussed by the class readings and related readings
• Define justice and a vision for a liberatory future in the context of each students’ research or academic field by building on the authors discussed in the class
• Define a complex system and explain how systems thinking provides a method to pursue designs within any field that consider economic, social and environmental concerns.
• Define design and the role of design as a tool to pursue social justice
• Write reflective responses that capture learning from the readings
• Conceive and design a project that draws from the students’ research, academic field or professional experience that creates a prototype for a liberatory vision of the future

Structure of Class Meetings
The class participants will meet once per week for three-hour sessions. Attendance in the class meetings is mandatory for those taking the class for credit; class participation is a vital aspect of class learning and participation. Listeners to the class are also welcome, and the instructors encourages listeners to read the texts for each class meeting as much as possible. A typical class session includes the following activities; note that this may be adjusted as needed to meet the overall goals of the course:

• Section 1 (approx. 1 hour) Opening activities and overview lecture led by instructors
• Section 2 (approx. 1 hour): Students gives short presentation on assigned reading or class project
• Section 3 (approx. 1 hour): Either a presentation/discussion by the instructor, guest speaker or working sessions on the class project

Overview of Assignments and Grading
All students taking the subject for credit produce several key outputs during the semester, including the following:

1) Weekly reading reflections on assigned readings
2) One or more short summary presentation(s) on a reading assigned by the instructor; the number of presentations depends on how many students take the subject for credit
3) Progress report presentations on the individual or group semester project
4) A draft version of the final paper or design artifact for the semester project
5) A revised, final version of the semester project output and presentation for the semester project

To complete these assignments, students must read the texts assigned in the calendar below. Students must also identify and complete additional readings that will support their research project. The Instructors provide optional resources with background information for the methods used in the class project.

Summary of the semester project. Each student taking the class for credit will complete a semester-long design project, either in groups or individually. The students select a topic for the
Semester Project that relates to their interests, academic training, professional identity or future goals and the Learning Objectives of the subject. The students can select from two options for the semester project, as follows:

1) Write a **research paper** that can be completed within one semester and that applies the scientific method to answer a research question related to the themes of the subject.

2) Start a **design project** related to the thesis research or a practical project pursued by the student that also relates to the themes of the subject. In this case, the Instructor and student will negotiate together the set of deliverables that meet the subject learning objectives and supports the students’ goals.

If a student or team selects the **research paper**, here are the expectations for the project deliverables. The research paper is a formal, academic document written in the style of the scientific method that includes the following sections: discussion of the research question, motivation, literature review with an identification of literature gap and contribution, research design, data collection and analysis methods, results and interpretation, assessment of error or uncertainty in the results, discussion of findings and conclusions, and a reflection on the significance of research for the themes of the subject. The final version of the research proposal will be due at the end of class, but students will give interim presentations and submit a draft version of the final paper. The Instructor will give feedback on each of these interim deliverables during class or via email. The interim presentations will show progress by the student on the sections described above. The draft research paper should include all the sections required for the research paper listed above. Each of the interim presentations and the draft paper will be graded and points will be deducted for unexcused late submissions.

If the student or team selects a **design project** they should submit to the instructor a one paragraph abstract describing the scope and objectives of the project, describing the design practices and disciplines in which the project is based and proposing the deliverables that they plan to submit. The Instructor will review this proposed project scope with the student and negotiate an acceptable scope that fits the learning objectives of the subject.

Regardless of the type of semester project a student selects, they are still responsible for completing the subject assignments of the weekly reading reflections, short presentations about assigned readings; progress report presentations on the project; a draft version of the semester project output and a final version of the semester project output.

Grading will be on an absolute scale and not "on a curve." That means that in principle, everyone in the class can earn an ‘A’ if they perform at an ‘A’ level. All assignments will be graded on a letter basis according to the MIT definition of grades:

- **A** - Exceptionally good performance, demonstrating a superior understanding of the subject matter, a foundation of extensive knowledge, and a skillful use of concepts and/or materials.
- **B** - Good performance, demonstrating capacity to use the appropriate concepts, a good understanding of the subject matter, and an ability to handle the problems and materials encountered in the subject.
- **C** - Adequate performance, demonstrating an adequate understanding of the subject matter, and ability to handle relatively simple problems, and adequate preparation for moving on to more advanced work in the field.
- **D** - Minimally acceptable performance, demonstrating at partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also demonstrating deficiencies serious enough to make it inadvisable to proceed further in the field without additional work.
Detailed List of Assignments

As noted above, all students taking the subject for credit produce several key outputs during the semester, including the following:

1) Weekly Reading Reflections on assigned readings
2) One or more short Reading Summary Presentation(s) on a reading assigned by the instructor; the number of presentations depends on how many students take the subject for credit
3) Project Progress Reports presentations on the semester project
4) A draft version of the paper for the Semester Project
5) A revised, final version of the paper and presentation for the Semester Project

This section provides additional information about the requirements for each assignment and the percentage of the final semester grade that applies to each category of deliverable.

Weekly Reading Reflections (10% of overall semester grade)

Each student should submit weekly reading reflections in response to the Required Readings for the weeks indicated in the calendar. MIT students should submit via the Canvas Course Management Website in either Word or PDF format. Reflections are typically due the day before class; please see the calendar below for details of the deadlines. Each reading reflection should be approximately one half to one page per reading and should address the following questions for each Required Reading. This is an individual assignment.

1) Who is the author of this reading and when did they write? What organization or identity do they represent and how does that impact our understanding of the text?
2) How does this reading relate to the topic for the relevant class meeting as noted in the syllabus?
3) What aspects of this reading did you disagree with or want to understand better?
4) How does the reading help you explore Queer-Feminist-Antiracism and their impact on design thinking within complex systems?

Reading Summary Presentations (10% of overall semester grade)

Each student taking the subject for credit will give one or more Reading Summary Presentations during the semester. The number of times that a student gives a Reading Summary Presentation will be based on the total number of students taking the subject for credit. Students may be assigned to work independently or in small teams. The Instructors will assign students to read and summarize a specific, required text on a specific date to be announced after the first class meeting. The text is required reading for the presenting student and for other students taking the subject. If feasible, the Instructor will consider the preferences and schedule of the presenting student when assigning the Reading Summary Presentation. MIT students should upload the slides for their Reading Summary Presentation to the Canvas Course Management System on the day before the class meeting in either PDF or PowerPoint format by 10pm ET.

During the Reading Summary Presentation, a student or team will use slides to discuss the following topics and invite comments from the class on the questions:
1) Who is the author of this reading and when did they write? What organization and intersectional identity do they represent and how does that impact our understanding of the text?

2) Briefly summarize the key messages the author conveys to readers. Describe examples from the text that support the key messages.

3) In what ways do you see the use of Queer-Feminist-Antiracism and related analytic approaches?

4) What aspects of this Reading Summary Presentation and the other readings assigned for the class meeting did you disagree with or want to understand better?

Class Participation (10% of overall semester grade)
This grade includes attendance in class, contributing to inclusive and positive dialog, and applying concepts from the readings in the class discussions. This grade is individually assigned to each student. Please follow these guidelines to ensure a supportive environment for class discussion.

1. Let’s acknowledge that the material we discuss in this class is complex, sensitive and requires different effort for different people.
2. Let’s make this a safe place for dialog by listening respectfully and disagreeing gently.
3. No one is required to speak, but everyone is welcome to speak.
4. What we discuss in this class is confidential; you can repeat what you share, but do not share what others share.
5. Let’s leave room to make sure everyone has a chance to speak; moderate yourself to ensure you balance listening and speaking.
6. Speak from your own experience and be ready to listen to the experiences of others

Interim Presentations on the Semester Project (Parts 1, 2, 3 & 4) (20% of the overall semester grade)
On the date indicated in the calendar below, students taking the subject for credit (working individually or in approved teams) will give interim presentations on their progress for the Semester Project. The required material for Interim Project Presentations depends on which version of the Semester Project that the students select. The specific timing and dates of the presentations will be announced by the Instructor based on the total number of students taking the subject for credit. The Interim Project Presentations will be brief, on the order of five minutes (based on team size), and they will give the opportunity for the Instructor and fellow subject participants to give brief comments. Note that time limits will be strictly enforced in order to allow time for everyone to present. Students should create slides for the Interim Project Presentations; the slides should be submitted to the Canvas Course Management System for MIT and to the site assigned by Prof Eyer for UT-Arlington in PDF or PowerPoint format. In order for the students to complete the assignments for each Interim Presentation, they will need to consult outside texts based on the selected topic of their Semester Project. As appropriate, the students can also consult recommended readings and resources that are provided with each assignment for the project deliverables. Students are encouraged to consult these resources early to help them progress in their Semester Project.

Here are the details for the Interim Project Presentations for the three options for the Semester Project.
<table>
<thead>
<tr>
<th>Interim Presentation Part 1</th>
<th>Discussion of the research question, motivation,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Presentation Part 2</td>
<td>Literature review with an identification of literature gap and contribution</td>
</tr>
<tr>
<td>Interim Presentation Part 3</td>
<td>Research design; data collection and analysis methods; Initial results</td>
</tr>
<tr>
<td>Interim Presentation Part 4</td>
<td>Updated results and interpretation, assessment of error or uncertainty in the results, discussion of findings and conclusions, and a reflection on the significance of research for the themes of the subject.</td>
</tr>
<tr>
<td></td>
<td>Each student selecting the customized project should coordinate with the instructor to define the scope of the Interim Presentations before the deadline for Interim Presentations</td>
</tr>
</tbody>
</table>

Submission of Draft Semester Project Output (10% of the overall semester grade)

On the date indicated in the calendar below, each student or team will submit a complete or nearly complete draft of their research paper. Although this is not the final version, the expectation is that the major reading and analysis and early design for the project is finished and the draft covers all the sections expected for the Semester Project, as outlined above for each of the two options (Research Paper or Design Project). The Instructors will provide feedback for each submission to suggest ways to improve the draft before the final submission. The paper or design output should be submitted to the Canvas Course Management System in Word or PDF format for MIT.

Submission of Final Version of Semester Project Output (20% of the overall semester grade)

On the date indicated in the calendar below, each student or team will submit the final version of the deliverable for their Semester Project Output with all the sections required for their selected type of project. The topic should be based on approval by the Instructors after Interim Presentation Part 1. The paper should be submitted to the Canvas Course Management System in Word or PDF format for MIT.

Final Class Presentation (10% of the overall semester grade)

On the date indicated in the calendar below, students will give an oral presentation in teams or individually based on the final version of the output for their Semester Project. The final research presentation will include the same topics as output depending on their type of project. Students should use slides or other visual media to create presentation visuals; they must submit the slides via PowerPoint or PDF format electronically to the Canvas Course
Management site on the date indicated on the calendar below, several days before the date of their presentation.

**Policy on Late Submission of Assignments**

If students submit assignments late without requesting an extension, their grade will be deducted 2 percentage points per day until it is submitted, up to a maximum of 20 percentage points of deduction. Students are welcome to request extensions for assignments if they have concerns about submitting on time. They should email the Instructor at their campus before the deadline, request the extension and identify the date on which they plan to submit the assignment. The instructor will either confirm the new submission date or negotiate a different date with the student. If students submit by the newly agreed upon deadline, no points will be deducted. When the final grade for the student is calculated, the student will be given a grade of Incomplete if assignments are missing with no coordination with the instructor. Once the assignments are submitted, the Instructor will grade the assignments an deduct up to 20 percentage points for the assignments that were missing at the end of the semester (unless there is a need to consider extenuating circumstances such as health or personal emergencies). MIT students are encouraged to work with the Office of Graduate Education or the Student Support Services (for undergraduates) if you have concerns about completing assignments or responding to emergencies or health needs. The Instructor acknowledges that students are managing many sources of stress outside of academic work and is open to finding approaches to meet student needs for extensions.

**Books and Readings**

The course has an intensive reading load. Readings are outlined in the calendar below; the readings are providing to students via the Canvas Course Management System for MIT and via another shared online access for UT-Arlington Students.

As needed during class, we will use a Google Drive Folder to make materials available to class participants for breakout group discussions and readings: **Folder address to be confirmed.**

**Calendar**

The calendar below provides information on the topics and readings that will be addressed at each class meeting. It also provides the due dates for assignments. For the Interim Project Presentations, students will be divided into two groups that present on alternating weeks.

<table>
<thead>
<tr>
<th>Class</th>
<th>Learning Objectives</th>
<th>Readings and Preparation</th>
<th>Assignments Due (all times ET)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 0: 8/30</td>
<td>Austin and Danielle introduce the class to UT-Arlington students</td>
<td>• No readings required</td>
<td>None</td>
</tr>
</tbody>
</table>
| Class 1: 9/13 | Overview of the Class Concepts What are Critical Studies? | The following clips will be referenced during class, as time allows.  
1) Excerpt from Jacobs, Harriet Ann. Incidents in the life of a slave girl: Written by herself. 1861  
https://www.youtube.com/watch?v=5q8R2V5gGo (13 minute video) | None                           |
<table>
<thead>
<tr>
<th>Class</th>
<th>Reading Summary Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>No Student Reading Summary Presentation</td>
</tr>
</tbody>
</table>

**Required Reading and Preparation**

- Watch clip of Keeanga-Yamahtta Taylor on “Democracy Now,” [https://www.democracynow.org/2018/1/19/keeanga_yamahtta_taylor_on_how_we](https://www.democracynow.org/2018/1/19/keeanga_yamahtta_taylor_on_how_we)
- Video on Octavia Butler by Prof Moya Bailey: [https://www.ted.com/talks/ayanajamieson_and_moya_bailey_why_should_you_read_sci_fi_superstar_octavia_e_butler?language=en](https://www.ted.com/talks/ayanajamieson_and_moya_bailey_why_should_you_read_sci_fi_superstar_octavia_e_butler?language=en)

Due on the day before class at 5pm:
- Reading Reflections

<table>
<thead>
<tr>
<th>Class 2: 9/20</th>
<th>Queer-Feminist-Antiracism</th>
</tr>
</thead>
</table>

**Class 2 Student Reading Summary Presentation**

Due day before class at 10pm:
<table>
<thead>
<tr>
<th>Class 3: 9/27</th>
<th>Black Queer Feminist Thinkers &amp; Leaders</th>
<th>Required Reading and Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Excerpt from bell hooks’ <em>ain’t i a woman?</em>” Chapter 5 (pages 159-196)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Optional</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Excerpt from bell hooks’ <em>ain’t i a woman?</em>” Chapter 4 (pages 119-158)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 3</th>
<th>Student Reading Summary Presentation</th>
<th>Due day before class at 10pm:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Reading Summary Slides for Student Presenter only</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 4: 10/4</th>
<th>Anticolonial Thinking</th>
<th>Required Reading and Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Excerpt from Ortiz, Paul. An African American and Latinx History of the United States.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Due day before class at 5pm:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Reading Reflections</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due day before class at 10pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interim Project Presentation 1 Slides</td>
</tr>
</tbody>
</table>
| Class 4 | • Student Reading Summary Presentation | Due day before class at 10pm:  
• Reading Summary Slides for Student Presenters only |

**On October 11th MIT celebrates Indigenous People's Day. No classes will be held**

| Class 5: 10/18 | Queer Studies & Queer Representation | Required Reading and Preparation | Due day before class at 5pm:  
• Reading Reflections  
Due day before class at 10pm  
• Interim Project Presentation 2 Slides |
| --- | --- | --- | --- |
|  |  | • Excerpt from “A Queer History of the United States” By MICHAEL BRONSKI, Introduction and Chapter 1, Chapter 9, Chapter 10  
• Watch on YouTube- ALOK: The Urgent Need for Compassion | The Man Enough Podcast. July 26, 2021. [https://www.youtube.com/watch?v=Tq3C9R8HNUQ&list=PL0e2Q7qRsIfxCQeK_l4kMh_X3JEL2TROC](https://www.youtube.com/watch?v=Tq3C9R8HNUQ&list=PL0e2Q7qRsIfxCQeK_l4kMh_X3JEL2TROC) |
<table>
<thead>
<tr>
<th>Class 5</th>
<th>Student Reading Summary Presentation</th>
<th>Due day before class at 10pm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Reading Summary Slides for Student Presenters only</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 6: 10/25</th>
<th>Intersectional Antiracism</th>
<th>Required Reading and Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Excerpt from Painter, Nell Irvin. <em>The history of white people</em>. WW Norton &amp; Company, 2010. Introduction (ix-xii), Ch 14 (pages 201-211), Ch 26 (pages 359-373)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Kendi, Ibram X. <em>How to be an Antiracist</em>. One World/Ballantine, 2019. Chapter 1 (p 13-23), Chapter 2 (p 24-34), Chapter 14 (p 181-192)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Before class: Watch the video of Ibram Kendi and Danielle Wood at ML Talk in 2018; watch from the beginning to Timestamp 1:00:38: <a href="https://www.media.mit.edu/videos/ml-talks-2018-05-04/?autoplay=true">https://www.media.mit.edu/videos/ml-talks-2018-05-04/?autoplay=true</a></td>
</tr>
<tr>
<td>Class 6</td>
<td>Student Reading Summary Presentation</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>

Optional
- Kendi, Ibram X. How to be an Antiracist. One World/Ballantine, 2019. Chapter 8 (p 92-106)

<table>
<thead>
<tr>
<th>Class 7:11/1</th>
<th>Workers Rights and Counters to Racial Capitalism</th>
</tr>
</thead>
</table>

Required Reading and Preparation

Optional
- Reading Reflections
- Interim Project Presentation 3 Slides

Due day before class at 5pm:

Due 10/25 at 10pm
| Class 7 | - Student Reading Summary Presentation | Due day before class at 10pm:  
- Reading Summary Slides for Student Presenters only |
|---|---|---|
| Class 8: 11/8 | Accessibility & (Dis)Ability Studies | Required Reading and Preparation  
Due day before class at 5pm:  
- Reading Reflections  
Due day before class at 10pm  
- Interim Project Presentation 3 Slides |
| Class 8 | - Student Reading Summary Presentation | Due day before class at 10pm:  
- Reading Summary Slides for Student Presenters only |
| Class 9: 11/15 | Methods for Historical Analysis of Engineering, Design, Art and Science | Required Reading and Preparation  
- Turner et al, A Call for Antiracist Action and  
Due day before class at 10pm  
- Interim Project Presentation 4 Slides |
<table>
<thead>
<tr>
<th>Class 9</th>
<th>Student Reading Summary Presentation</th>
<th>Due day before class at 10pm</th>
</tr>
</thead>
</table>

Accountability in the US Nuclear Community
[https://www.media.mit.edu/articles/katlyn-turner-publishes-article/](https://www.media.mit.edu/articles/katlyn-turner-publishes-article/)


**Optional**

- Excerpt from Jacobs, Harriet, *Incidents in the Life of a Slave Girl, as written by herself*. Pages 131-166 (SCENES AT THE PLANTATION; THE FLIGHT: MONTHS OF PERIL: THE CHILDREN SOLD); [https://docsouth.unc.edu/fpn/jacobs/jacobs.html](https://docsouth.unc.edu/fpn/jacobs/jacobs.html)
<table>
<thead>
<tr>
<th>Class 10: 11/22</th>
<th>Design Thinking for Complex Systems</th>
<th>Required Readings and Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Excerpt from Davis, Angela Y. Freedom is a constant struggle: Ferguson, Palestine, and the foundations of a movement. Haymarket Books, 2016. (Chapter 2 p 13-30), Chapter 5 (pages 61-76)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Excerpt from Butler, Octavia, <em>Parable of the Sower</em>. Pages 95-140)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 10</th>
<th>Student Reading Summary Presentation</th>
<th>Due day before class at 10pm:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Reading Summary Slides for Student Presenters only</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 11: 11/29</th>
<th>The Role of Art &amp; Design to Create Visions for a Liberatory Future</th>
<th>Required Readings and Preparation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Class 11</th>
<th></th>
<th>No Reading Reflections due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Due November 30 at 10pm:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Draft Semester Project Paper</td>
</tr>
</tbody>
</table>
### Optional

- Watch the following video clips from Theatrical works:
  - *For Colored Girls Who Have Considered Suicide when the Rainbow is Enuf* (Clip 1, Clip 2)
  - *Fires in the Mirror* (Clip 1, Clip 2)
  - *Angels in America* (Clip)

---

<table>
<thead>
<tr>
<th>Class 11</th>
<th>Student Reading Summary Presentation</th>
<th>Due day before class at 10pm:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Reading Summary Slides for Student Presenters only</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 12: 12/6</th>
<th>Student presentations of Semester Projects</th>
<th>No required reading</th>
<th>Due day before class at 5pm:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Submit final Slides for Semester Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due December 9 at 10pm:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Submit Final Paper for Semester Project Paper</td>
</tr>
</tbody>
</table>

### Summary of Class Themes

1. Overview of class + Intro to Critical Studies
2. Queer-Feminist-Antiracism
3. Black Queer Feminism
4. Queer Studies & Queer Representation
5. Intersectional Antiracism
6. Anticolonial Thinking
7. Workers’ Rights and Counters to Racial Capitalism
8. Accessibility & (Dis)Ability Studies
9. Methods for Historical Analysis of Engineering, Design, Art and Science
10. Design Thinking for Complex Systems
11. The Role of Art to Create Visions for a Liberatory Future
12. Class Project Presentations

Notes on transversal themes: Although there are not specific class meetings labeled with the following topics, these concepts also arise regularly in the class examples, readings and speakers.

1. Economic justice and wealth inequality
2. Environmental justice including concerns surrounding pollution, extraction and disparate impacts of climate change
3. Protection of Indigenous culture and ways of knowing
4. Health care justice
5. Abolition of prisons and carceral systems

In addition to the required readings listed above, the readings provided below are optional readings that give further insight into the topics discussed in the class. The Instructors will reference some of these readings during class lectures.

On Justice & Anti-Racism

- Jacobs, Harriet Ann. *Incidents in the life of a slave girl: Written by herself*. 1861
- Syllabus from Ekene's Year Long Course: [Black Mobility and Safety in the US](#)
- MIT Black History [https://www.blackhistory.mit.edu/](https://www.blackhistory.mit.edu/)
• Steele, Claude M. Whistling Vivaldi: And other clues to how stereotypes affect us (issues of our time). WW Norton & Company, 2011.
• Policing the Black Man, Edited by Angela Davis: https://www.amazon.com/Policing-Black-Man-Prosecution-Imprisonment-ebook/dp/B018CHH2X0 (Links to an external site.)
• The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America by Khalil Gibran Muhammad: https://www.hup.harvard.edu/catalog.php?isbn=9780674238145 (Links to an external site.)

On Development as Innovation and Self-Determination

• Schumpeter, Joseph A. Capitalism, socialism and democracy. Routledge, 1942.
• Amsden, Alice Hoffenberg. The rise of" the rest": challenges to the west from late-industrializing economies. Oxford University Press, USA, 2001.