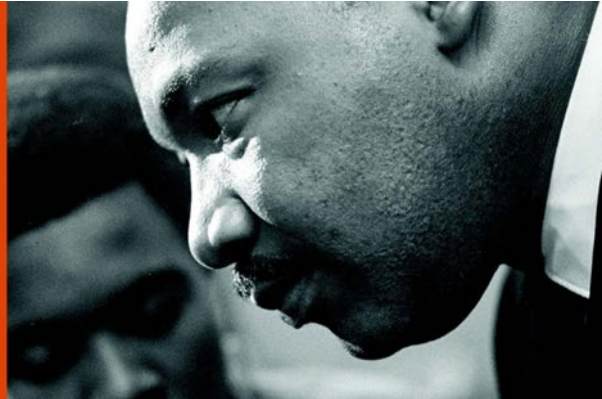


41st ANNUAL DR. MARTIN LUTHER KING, JR. COMMEMORATION



We are excited to share the 2023 [Dr. Martin Luther King, Jr. Commemoration](#) Engagement Toolkit.

This toolkit was created by the Office of Institutional Diversity to encourage university community members to engage more deeply with the Commemoration events. The information included may be used as a resource for individual reflection, group dialogue, and academic discourse.

This year, Oregon State University is excited to welcome [Dr. Jelani Cobb](#) as the 2023 Dr. Martin Luther King, Jr. Commemoration keynote speaker. Dr. Cobb is a renowned journalist, essayist, and researcher focused on the intersections of race, history, justice, politics and democracy.

We invite you and your students to attend the Commemoration Keynote Address on Wednesday, February 1, from 7-8:30 p.m. at the LaSells Stewart Center. The event is free and open to the public. We ask that all attendees register to attend [here](#).

This toolkit includes a selection of Dr. Cobbs' work found in documentaries, interviews and readings. It also includes sample guiding questions and agendas to facilitate a learning experience with the material.

We hope you find this toolkit helpful. If you have any questions or would like further consultation about using the toolkit, please contact diversity@oregonstate.edu.

About the Commemoration

Now in its 41st year, the annual Dr. Martin Luther King, Jr. Commemoration is intended to engage community members in learning about and reflecting on the life and legacy of Dr. King and collaboratively envision ways to carry forward his vision for a more just society.

The 2023 commemoration begins on January 16th and concludes with the [commemoration keynote](#) on February 1st, which also kicks off Black History Month.

About Dr. Jelani Cobb

Dr. Jelani Cobb is the Ira A. Lipman Professor of Journalism and Dean of Columbia Journalism School at Columbia University and a staff writer at The New Yorker. Dr. Cobb's writing focuses on race, history, justice, politics, and democracy.

During a historic election, in the midst of a global pandemic, Dr. Cobb investigated allegations of voter fraud and disenfranchisement as a PSB Frontline correspondent in the documentary [Whose Vote Counts](#), where he presents how racial inequities, COVID-19, and voter suppression became interlinked crises, contributing to a long legacy of inequality.

Dr. Cobb was also the correspondent for the Frontline documentary [Policing the Police](#). This documentary examines the question of whether police reform is a viable solution in the wake of mounting protests calling for racial justice.

Previously, Dr. Cobb was prominently featured in Ava Duvernay's Oscar-nominated documentary, *13th*, which explored the current mass incarceration of Black Americans and traces the subject to its historical origins in the Thirteenth Amendment.

He recently co-edited "[The Matter of Black Lives](#)", and edited "[The Essential Kerner Commission Report](#)". He is the author of "[Substance of Hope: Barack Obama and the Paradox of Progress](#)", and "[To the Break of Dawn: A Freestyle on the Hip Hop Aesthetic](#)".

How to Use This Toolkit

This toolkit can be used in a variety of settings and audiences. Below are a few examples, along with supplemental facilitation resources.

Classroom

Instructional faculty can consider connecting the keynote speaker to their courses. Below are just a few examples on what that can look like:

- **Extra credit:** Consider providing extra credit to students who attend the keynote speaker on **Feb. 1st, 7pm, The LaSells Stewart Center**. Attendance may also be combined with a reading or video.
 - For convince, please review a [sample extra credit email template](#). If you are requiring a signature to confirm attendance, please email events@oregonstate.edu to coordinate.
- **Course syllabus:** If you believe the keynote speaker will supplement your course outcomes, consider assigning a video or reading in your class syllabus and encourage students to attend Dr. Cobb's in-person keynote.
- **Classroom facilitation:** Consider assigning a video or reading and facilitating a classroom learning experience. You can make students aware that Dr. Cobb will also be delivering an in-person keynote.

Professional faculty

Professional faculty, who supervise students or staff, can engage in a facilitated learning experience about issues impacting our community. Below are just a few examples on how that can look like:

- **Facilitate a staff meeting:** Consider assigning a video or reading and facilitating a learning experience at a staff meeting.
 - **Share articles and videos:** Consider sharing an article, video or a combination of both via email and encourage your staff to attend the keynote.
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While each accompanying article and video contains guiding questions, it is encouraged to edit or draft your own questions to better meet the intended group and/or course outcomes.

To help plan your facilitated debrief, a sample agenda is linked at the end of the toolkit.

Videos

- **[Policing the Police in 2020](#)**
 - **Type:** Investigative reporting
 - **Published:** 09/15/2020
 - **Length:** 53 min
 - **Link:** <https://www.youtube.com/watch?v=taNwWilMVLg>
 - **Themes:** Imagining new policing, the role of police in communities, racism, policing, protesting, police reform
 - **Possible questions:**
 1. What is your experience and relationship to policing, and how does it align or differ from what you saw in the documentary?
 2. In your experience, what has been the **role** of police in your communities?
 3. If you had the power to create changes today, how would you describe the role of policing in the community? What do you think it would take for policing to change to this new reality?
- **[Whose Vote Counts](#)**
 - **Type:** Documentary
 - **Published:** 10/10/2020
 - **Length:** 54:22
 - **Link:** <https://www.pbs.org/video/whose-vote-counts-fxvbr8/>
 - **Themes:** Allegations of voter disenfranchisement, rhetoric and realities around mail-in ballots, and how the pandemic impacted voter turnout.
 - **Possible questions:**

1. There is a long history of voter suppression in the history of the United States. After watching the documentary, what historical or contemporary issues on this topic stood out to you?
2. Reflect on the possible connections between the documentary and your thoughts on the current state of our democracy. What feelings or thoughts arise?
3. To what extent do you feel a better voting system will improve our democracy?
4. Some may argue that a better voting system does little to improve US education, provide racial justice, and/or make our economy fairer. Others state there is no way to address those issues without a fair and effective voting system. What are your thoughts on this argument?
5. There is a perception that Oregon does not face the same type of voter rights issues as other states in the US. For example, we have mail-in voting, and the Oregon Motor Voter Act, which makes voter registration automatic. Should Oregonians be concerned about voter suppression? Why or why not?
6. What can community members do locally to protect voting rights locally and nationally?

- **Frontline: [Lies, Politics and Democracy](#)**

- **Type:** Interview
- **Published:** 9/06/2022
- **Length:** 1h:20m
- **Link:** <https://www.youtube.com/watch?v=-Luk8VDv3HY>
- **Themes:** Fragility of democracy, race and politics, rise of political violence, presidential response to Black Lives Matter, Charlottesville, the murder of George Floyd, fake news, Jan. 6 breaching of the capitol and the aftermath
- **Possible questions:**
 1. Of the topics discussed in the interview, what stood out for you and why?
 2. How do you personally connect to issues raised in the documentary? What topics impact your life and community most directly?
 3. Reflecting on the interview and your thoughts on the state of our democracy, what feelings arise? What does this mean for you as a [student, staff member, etc] at OSU?

Short Articles and Opinion Pieces

- [History Lessons](#)

- **Published:** 1/17/2022
- **Abstract:** Article draws upon Martin Luther King, Jr., speech titled "Our God Is Marching On!" And today where new laws are being written not to protect the vote but to deny it, not only to suppress the vote but to subvert it. He argues that restricting access to history curriculum threatens to narrow our understanding of both past and future.
- **Themes:** Class and racism, American History, democracy, false information, presidential elections
- **Guiding Questions**
 1. What points in the article stood out for you and why?
 2. Dr. King argued against economic exploitation of working-class individuals across race, supported universal basic income and economic distribution in the Homestead policies of the midcentury. How does this information align with what you learned about Dr. King in your K-12 education?
 3. In recent years, we have seen an uptick in school board election fights aiming to restrict what is taught in school, along with voter suppression legislation. How would you describe the possible outcomes of these proposed changes? Do you think these changes carry our democracy? Why or why not?
- **Death of a King**
 - **Published:** 4/9/2018
 - **Abstract:** The article discusses the legacy of the April 4, 1968 assassination of civil rights leader Dr. Martin Luther King, Jr. Topics include the significance of the Kerner Report by the U.S. National Advisory Commission on Civil Disorders, King's book "Where Do We Go From Here: Chaos or Community?", and the relation of King's death to the U.S. Gun Control Act of 1968 and gun control advocacy.
 - **Themes:**
 - Report of the National Advisory Commission on Civil Disorders, *Where Do We Go From Here: Chaos or Community?*, and gun control in the United States
 - **Guiding Questions**
 1. How would you describe the narrative and portrayal of Dr. King that you were taught in your K-12 education?
 2. The article explains Dr. King was heavily criticized, surveilled by the government and unliked by most people in his final years for opposing poverty, militarism, and the Vietnam war. Since then, his legacy has been mythologized and obscured. How does this critique align with your own understanding of Dr. King's legacy?

3. In which ways does the article argue that the image and philosophy of Dr. King been coopted? How does this align with your own beliefs about the cooption of Dr. Kings philosophy?
4. In the article, Dr. Cobb draws connections from history to the present day. What are your thoughts about the state of our country as it relates to Dr. Kings death, 54 years later?

If you would like to find other articles that better align with your course content, OSU has a subscription to The New Yorker. The database can be found [here](#).

Sample Agenda

A sample agenda of a facilitated learning experience was created for your reference. This [sample agenda](#) can be used as a starting point for your needs, as facilitation techniques and approach can vary depending on your unique facilitation style and the learning environment. If you would like to consult about developing a facilitation guide for your class or meeting, please reach out to diversity@oregonstate.edu for a consultation.