

CRES 10
Day 2 Notes

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Current Events & Review

Israel began a ground invasion of Lebanon. Two ongoing wars, Gaza, and Lebanon. Over a thousand Lebanese have been killed in the last week, and thousands more have been injured.

Israel's war efforts have been backed by the US. Every year for the past decade, the US has sent \$3.8 billion dollars to aid Israel. Earlier this year \$14 billion was sent, and last week an additional \$8.7 billion was added.

The US pushes for the legitimacy of Israel as a country. This provides international justification and support for the Israeli government.

Context Matters

Context tells us what order and what arrangement of facts makes sense. The context is what stories are told, and whether those stories conform to, and/or predict reality.

Israeli voices are far more common than Palestinian voices in mainstream media.

Long-term war in the Democratic Republic of Congo. Congo is a major supplier of tin, tantalum, tungsten, cobalt, and gold. Vital elements in electronics of all kinds, batteries, integrated chips, etc.

Global supply chains often rely on exploitation in countries like The Congo. Belgian colonization devastated the Congo, extracting massive amounts of resources and lives. A century of colonization and murder has created the circumstances for the current conflict.

Despite having large amounts of valuable resources Africa and the Congo specifically are poor due to centuries of looting.

The origin of African impoverishment also explains European wealth. Hannah Arendt famously argued that the technology and ideology that caused the Holocaust originated from Colonialism and Imperialism.

Class note: The Holocaust was also inspired by US racism.

Class note:

US racism likes to paint itself as innocent. Defending whites, etc.

Also 9/11, started as a tragedy, related to the Gulf War, quickly mutated into a nationalist justification for invading Middle Eastern nations like Afghanistan, Iraq, Iran, etc.

Pro Tips:

1. Critically engage with your own responses.
(Is my response to this getting in the way of my learning?)
2. Scale up. Scale Down.
(I didn't invent this problem, and I don't believe it should exist. But is it possible that I benefit from it? Or that it shapes my life?)
3. Read, re-read, and ask questions!
(Is my embarrassment at feeling ignorant getting in the way of my curiosity? Is my curiosity relevant to the subject matter that we're discussing in class?)

What are our resistances to learning about race, racism, and white supremacy?

Two Definitions of Racism

"[T]he need to ascribe bone-deep features to people and then humiliate, reduce, and destroy them"

- Coates, *Between the World and Me*, p.7

You are taking the things you see and transforming it into an invisible context. Something that is unchangeable, *essential*.

Class Note: Not humiliating. Things that are bone deep are not something to be ashamed of.

For Coates, the ascription of bone-deep features is violence.

"Racism, specifically, is the state sanctioned or extralegal production and exploitation of group-differentiated vulnerability to premature death"

- Ruth Wilson Gilmore, *Golden Gulag*

State sanctioned as in promoted and done by the state.

Extra legal as in, unrelated or outside the purview of the law. These are things that the law, does not directly speak on.

Production: manufacture or creation, requiring labor, materials, logistics, and larger systems. Production is organized, large scale, and requires mass cooperation.

Exploitation: usage, or extraction of value from a given subject or object.