

STUDY GUIDE  
Chapter 1  
COUNTER WOKECRAFT

A Field Manual for Combatting the Woke in the University and  
Beyond

Charles Pincourt with James Lindsay  
16 December 2021



New Discourses

## **Introduction**

This study guide is intended for people interested in implementing counter wokecraft in a university or other institutional environment. In order for counter wokecraft to be most effective, it is best done with a group of like-minded allies. As a result, the study guide is also best used in groups in the context of a book club or discussion group. Feel free to provide feedback about how the study guide could be improved. You can contact me at [charles.pincourt@outlook.com](mailto:charles.pincourt@outlook.com) or @wokedissident on Twitter.

## **Chapter 1 - Understanding Woke**

### **Chapter 1.1 - What is Woke?**

This section focuses on describing the different definitions of Woke.

1. What are the two main definitions of Woke?
2. Explain the difference to the others in your group.

### **Chapter 1.2 - The Woke Worldview**

The Woke worldview is undergirded by three main principles.

1. What are the three principles?
2. Choose an issue advanced by the Woke. Explain how the principles of the worldview can be used to justify advance. Examples of issues to discuss: The Woke desire to remove SATs as criteria for university admissions; The Woke justification for teaching Critical Race Theory in schools.

### **Chapter 1.3 – The Woke Ethos**

1. What is an ethos?
2. What is the Woke ethos?
3. Explain how the Woke worldview results in the Woke ethos.
4. “Where” is one expected to oppose oppression according the Woke ethos?
5. Give examples of “where” one might oppose oppression.
6. Can you think of any examples where participants in your work or other relevant milieux (e.g. school meeting) tried to oppose oppression?
  - Explain the example.

- What was the “site” where the attempt to oppose oppression was made?
7. What is the “biggest prize” in the attempt to oppose oppression in a university?
    - Can you think of comparable prizes in other milieux, such as schools, businesses, government agencies, etc.?

#### **Chapter 1.4 – Oppression is a Continuum**

Fundamental to the Woke worldview and the Woke notion of justice is that oppression is omnipresent. Oppression can be conceived of at two levels.

1. What are the two levels of oppression and how are they different?
2. What is aggregate oppression (or privilege) based on?

Importantly, oppression can be ranked or placed on a continuum.

1. Provide examples of the ranges of oppression for disaggregate and aggregate oppression?
2. How does the notion of intersecting (or overlapping) identities affect the oppression experienced by someone?

#### **Chapter 1.5 – The Woke Political Project**

1. Define the Woke political project.
2. What does retributive mean?
3. What is the succinct word for the Woke political project?
4. How is the political project justified using the key aspects of the Woke worldview?
  - What would realization of that project mean if it were to be enacted fully in your department?
  - What would it look like if it were enacted in another milieu you are familiar with such as child’s school or school board?

#### **Chapter 1.6 – A Woke-related Typology of Participants**

1. Use your own words to describe the following types of participants: Woke, Woke-proximate, Opportunists, Latent Dissidents, Woke Dissidents, and The Uninitiated.
  - Can you think of examples in your life of each of these types of people?
2. Why do you think it is useful to recognize the different types of people if you would like to counter wokecraft?