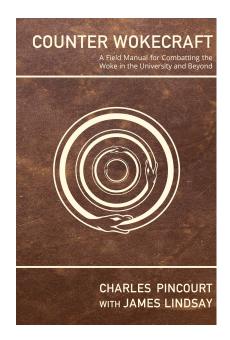# STUDY GUIDE
Chapter 3

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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 or @wokedissident on Twitter.

Chapter 3 - Counter Wokecraft
What is narrative arc of the book? What role does chapter 3 play in this narrative?

Chapter 3.1 - How to Spot Wokecraft before It's Too Late

1. Who is most likely not to take wokecraft seriously? What disciplines are they likely to be in? What might they say about wokecraft to dismiss it and the need to be worried about it? Why is this a problem? What might you say to convince them otherwise?

2. Why is it important to be familiar with the CSJ perspective? How might you familiarize yourself with it? What are some good sources about the CSJ perspective to better understand it?

3. For what do you need to "Be Vigilant"? When is it most important to be vigilant? Why?

4. What role do Woke crossover words play in remaining vigilant? What moments are the most critical to look out for? How are Woke crossover words used in such situations? Discuss the Woke crossover words identified in the book. Have you come across them before in institutional settings? Are there other words you've come across that you think might be Woke crossover words? What are they? What should you suspect if you do come across Woke crossover words? What should you do if you come across suspected crossover words?

5. How can you spot Overt Woke crossover words? What are their main characteristics? What should you suspect if you do come across overt Woke crossover words? What should you do if you come across suspected overt crossover words?

Chapter 3.2 - General Counter Wokecraft

1. Why do people decide not to "say something when you see something"? What do people not appreciate when they decide not to say something when they see something? How does saying something when you see something counteract the three main categories of wokecraft micro-tactics? What are the risks of saying something?

2. Why should you always remain suspicious and sceptical? What in particular should you be suspicious of? Why should you be suspicious of someone saying "I *just* wanted to..."? Why do you have to be careful of providing the benefit of the doubt?

3. What should you always have if you want to counter a Woke proposal?

4. What should you never let a Woke participant add? Why is this so important? What are the advantages of trying to prevent these additions? How does it relate to Woke crossover words and the Reverse Motte & Bailey Trojan Horse? How can you prevent a Woke crossover word injection?

5. What does it mean to "bomb the bailey"? What does it mean to "steal the motte"? What is the aim of doing both. Can you think of an example of how you could have used these techniques in the past? Do you wish you had? If so, describe the situation to others in your group.

6. What does it mean to try to co-opt Woke advances? How can it backfire?

7. What is a guiding principle for "where" you should practice counter wokecraft? Why can practicing counter wokecraft be less work than you might have thought?

8. Why is it so important to vote whenever you have the opportunity? Why is it that these votes can be some of the most efficient votes in your life?

9. Before voting, what must you always do? How can you do it? How does coordinating and learning from others help in learning more about candidates?

Chapter 3.3 - Identifying Allies

1. Is counter wokecraft effective if you go it alone? What is a more effective approach?

2. Identifying counter wokecraft allies is often a process of elimination. Where should you start?

Chapter 3.3.1 - How to Identify Woke Participants

1. How can you use Woke crossover words to identify Woke participants. Is the use of them an instant tell?

2. What will woke participants commonly think of progress?

3. How does disciplinary background help to identify Woke participants? What are the disciplines in which participants are most likely to be Woke?

4. Can methodological approach be used to help identify Woke participants? If so, how?

5. In what way can public demeanor be an indication of whether a participant is Woke?

6. What is Woke projection. What role can it play in identifying Woke participants?

7. What is the most discriminant indicator of whether a participant is Woke? At what stage of entrenchment is this indicator likely to be used?

Chapter 3.3.2 - Characteristics of Potential Allies

1. Who are the easiest types of allies to spot?

2. What disciplinary backgrounds more typically indicate potential allies?

3. How is the public demeanor of potential allies likely to differ from Woke participants? Why?

4. Are all people who seem like they ought to be Woke actually Woke? Why are they people such useful allies?

Chapter 3.3.3 - Making Contact with Allies

1. Can you always identify an ally from the characteristics of Woke and allies described in the previous subsections? Why not?

2. What's the best way to make first contact?

3. What do you need to do when you make contact with an ally?

4. What should you be prepared to do when you meet with a potential ally?

Chapter 3.4 - From Contact to Working Together to Counter Wokecraft

This section discusses the steps to take after contact has been made with a potential ally and how to go about working with new allies.

Chapter 3.4.1 - Informing about the Critical Social Justice perspective

1. What are the two main classes of allies?

2. How can you think about uninitiated potential allies?

3. For what kind of potential ally is it important to inform about the CSJ perspective? Why?

4. What sources can you use to inform potential allies about the CSJ perspective? Why should you pick the sources carefully?

5. What should you emphasize to STEM-types when informing them about the CSJ perspective?

6. We are often motivated to work with others for a particular event. Is this the best way to start the process of working with others? Why is it important to have a long lead time for starting this process?

Chapter 3.4.2 - Agreeing to Work together

1. At a minimum, what two things do you need to do work together?

2. What is involved in agreeing to support each other?

3. What is involved in agreeing to defend each other?

Chapter 3.5 - Coordinating with Allies to Counter Wokecraft
Chapter 3.5.1 - Recruiting Other Allies

1. How is the process of recruiting allies a positive feedback loop?

2. How can you work with allies to identify potential allies?

3. What is the best way to recruit allies?

Chapter 3.5.2 - Identifying Sites of Intervention

1. What's the first thing you should do to identify sites of intervention?

2. Why is this best done with allies?

Chapter 3.5.3 - Know the Terrain at the Sites of Intervention

1. What is it important to know about a given site of intervention?

2. How can this be used in prioritization of a site for intervention?

Chapter 3.5.4 - Prioritizing Interventions

1. Why is it worth prioritizing interventions?

2. Why is faculty hiring the #1 priority for intervention?

3. Why do you have to be conscious not to get spread too thin?

4. As a general rule, where should you aim your intervention efforts?

5. Why is it useful to prioritize academic administrative search committees?

6. How can the degree of Woke entrenchment influence where you should focus efforts?

Chapter 3.5.5 - Ensuring Dissident Representation

1. How can the amount of dissident representation help to prioritize sites of intervention?

2. How can allies help you to provide dissident representation?

3. How can you work together to ensure dissident representation that is not you.

Chapter 3.5.6 - Limiting Representation of Woke Participants

1. What do you need to do to prevent further Woke representation? What do you always need to have in such circumstances?

2. What should you do if there is a threat of Dramatic Woke Departure?

Chapter 3.6 - Sowing Doubt about the Critical Social Justice Perspective

1. In whom is it worth trying to sow doubt about the CSJ perspective?

2. Why is it useful to try with these participants?

3. What does it mean to try to disarm a situation when trying to sow doubt? Why is it important? How might you go about doing this?

4. What is the difference between equality of opportunity and equality of outcome? Why is this distinction important?

5. Why are the justifications for equity too simplistic?

6. Why is the CSJ perspective inherently discriminatory?

7. Can there be "inclusion" without exclusion?

8. What political movements can we use as evidence of the bad track record of Manichean worldviews put into practice? What were the results of these movements?

9. What childhood rule cautions against the prescriptions of the CSJ perspective?

10. What is the Golden Rule? How is it the antithesis of CSJ prescriptions?

11. What are the risks of excluding people on the basis of immutable characteristics from candidate pools?

12. Is fighting discrimination with discrimination likely to end discrimination?

13. What can the negative consequences be for people receiving "positive discrimination"?

14. How does penalizing people based on the actions of their ancestors fly in the face of the liberal tradition?

15. Why is the CSJ perspective anti-scientific? Why is it anti-science? What is it anti-real?

16. What is the best way to go about sowing doubt?

Chapter 3.7 - Formalizing Meetings

1. What are the key Woke tactics that are used that can be countered by formalizing meetings?

2. What is the most sure-fire way of ensuring meetings are well formalized?

3. What needs to be in place to make meetings resilient?

4. Why is it important to have an agenda? When should an agenda be drawn up and distributed? Why are deadlines for agenda items important? What agenda item is it always good to include?

5. What do you need to include for each agenda item?

6. Why is it important to stick closely to agenda item times?

7. What should be done at the end of every agenda item?

8. How should you incorporate relevant documents in agenda items?

9. Why are meeting minutes so important? When should you draft them and what should you do with them when they're done?

Chapter 3.8 - Strategies to Facilitate Dissent from Wokecraft

1. What types of Woke tactics does facilitating dissent seek to counter?

2. How does allowing anonymous input counter Woke bullying tactics? Why is it so important?

3. How can suggestion boxes facilitate this? What types of electronic options are available to facilitate dissent?

4. What are the two main ways to allow secret ballot voting?

Chapter 3.9 - Secret Ballot Voting to Counter Wokecraft

1. How are decisions at universities almost always made? Why is it important to recognize this?

2. What are the stylized stages of a Woke advance? What does the success of these advances rely on? How can people justify to themselves allowing the advances to succeed? How can secret ballot voting short-circuit these stages and prevent a Woke advance?

Chapter 3.9.1 - Secret Ballot Voting Ideals

1. What does it mean for secret ballot votes to have non-discretionary triggers? Why are these triggers important?

2. How broad should the circumstances be under which secret ballot votes are triggered? Why?

Chapter 3.9.2 - How to Institute Secret Ballot Voting

1. What do you need to do to instill a culture of secret ballot voting? What is the best way to introduce secret ballot voting? If you're not the Chair, what should you ask of the Chair during meetings? What are the best types of decisions to begin with?

2. What do you need to prepare for when trying to instill a culture of secret ballot voting?

3. Why is SBV important - can you explain this to the members of your group?

4. What can you say to the claim that SBV is too cumbersome?

5. Does SBV cut off discussion?

6. What would you say if someone wanted to prevent SBV because it is too divisive?

7. What is a master's tool? Why might someone claim that SBV is a master's tool. How would you respond?

8. What does it mean when someone says SBV is too binary?

9. Why might traditions from other cultures be proposed in decision-making contexts? Can they be included?

Chapter 3.10 - Making Sure Secret Ballot Votes are Transparent, Free and Fair

1. What does it mean for votes to be transparent? Free? Fair? Why are these so important?

2. What are voting protocols. How should they be recorded?

3. Why is it important to have triggers for SBV?

4. When is it necessary to know who is eligible to vote? Why is it important that who can vote be well-defined?

Chapter 3.10.4 - Voting Organization

1. What is an election officer? Ideally, what should the election officer be independent of?

2. What is the difference between synchronous and asynchronous voting?

3. What needs to be kept in mind if using electronic voting?

4. In paper and pencil voting, what is dual envelope voting and why should it always be used? How and under what circumstances should votes be tallied and reported?

5. What needs to be ensured when asynchronous voting is used?

Chapter 3.11 - How to Win a Vote

1. What needs to be in place before a SBV?

2. What is useful to know before a decision goes to SBV? What does this allow you to do?

3. Who are fence-sitters? What can you do to engage with them?

4. How can you rally the troops?

5. What longer term strategy can be used to win votes?

Conclusion

1. How far back do the roots of the CSJ perspective go?

2. What role did Gramsci play and when was he writing?

3. What will we have to take to succeed in the project of restoring the liberal tradition to universities?