

Abolitionist Teaching for Education Revolution

Fall 2020

CENTERING CRITICAL BLACKNESS 360

Dr. Chanelle Wilson

Course Info

Monday/Thursday,
11:10am -12:30pm
Remote: Zoom

Office Hours

Monday (OBA)

Contact Info

We Want to Do More than
Survive: Abolitionist Teaching
and the Pursuit of Educational
Freedom (2019)

--Bettina Love

Unapologetic: A Black, Queer,
and Feminist Mandate for Our
Movement (2019)

--Charlene A. Carruthers

All other texts will be available
on Moodle.

"Education can't save
us. We have to save
education."

-Bettina Love

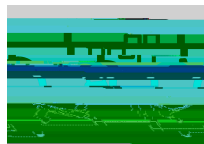
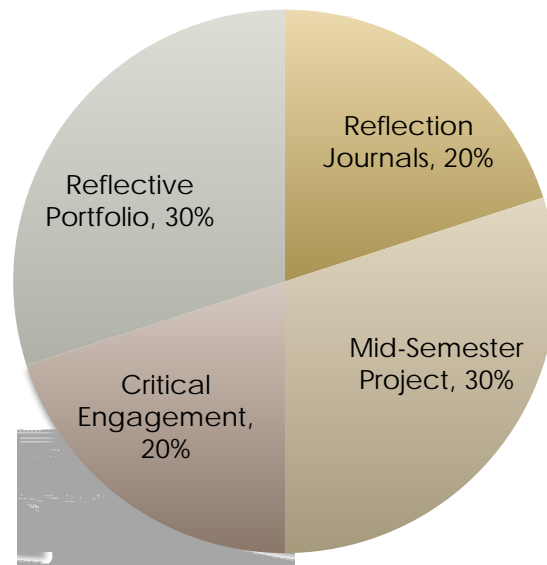
OUR FOCUS

Formal schooling is often perceived as a positive vestige of colonization, yet traditional practices continue a legacy of oppression. We will use a variety of methodological tools for the analysis of education and culture that are especially relevant in the age of globalization, necessitating the reconceptualization of citizenship. We will also employ a set of tenets that can be used to contextualize subjugation and implement practices that amplify the voices of the marginalized. A revolutionary education can, and should, support students' pursuit of a politics of resistance, subversion, and transformation. We will focus on the development of a critical consciousness, utilizing abolitionist teaching, centering anti-racism, feminism, and afro-futurism as tools. In this course, we will consider the productive tensions between an explicit commitment to ideas of emancipation and progress, and the postcolonial concepts and paradigms which impact what is created in the achievement of education revolution.

Chanelle's Educational Philosophy

My instructional philosophy is guided by my desire to develop a community of critical learners, and my view on teaching, learning, reading, and writing is strongly influenced by socio-cultural perspectives and constructivist ideology. All members of our learning community are responsible for contributing to everyone's development. Completing readings, developing and sharing high-

Demonstrating and Assessing Your Learning



Movement Project & Formal Writing (Draft 10pts; Final 20pts)

This project will be designed by the 360 cohort and

THEME 1 – EDUCATION, RACE, & COLONIZATION



THEME 3 – EDUCATION, CITIZENSHIP, & THE DIASPORA

Date	Pre-Session Engagement
M 10/19	Aimee Cox - Shapeshifters: Black Girls and the Choreography of Citizenship (Mid-semester Feedback Debrief)
R 10/22	Case Study Group Presentations
M 10/26	Case Study Group Presentations
R 10/29	10/28 – Fred Moten Lecture 10/29 – Bettina Love – in class and an Evening Lecture ☺
M 11/2	(Pre-engagement – TBD) Moten and Love - Debrief Final Project Presentation Prep & Workshopping

THEME 4 – EDUCATION, RESISTANCE, & REVOLUTION

Date	Pre-Session Engagement
M 11/9	Aimee Cox - Shapeshifters: Black Girls and the Choreography of Citizenship 11/11 – Fred Moten Lecture
R 11/12	The Future is Black - Chapter 7 - "Radical Hope, Education, and Humanity" Chapter 5 - "Black Space in Education: Fugitive Resistance in the Afterlife of School Segregation"
M 11/16	Case Study Group Meetings - Asynchronous*
R 11/19	Carruthers - "The Mandate"
M 11/23	FALL BREAK
M 11/30	Final Project Presentation Prep & Workshopping
R 12/3	Final Project Presentation Prep & Workshopping
M 12/7	Final Project Presentation
R 12/10	Final Project Presentation
F 12/18	Final Portfolio Due Journal Synthesis Narrative with cited sources