**EDUC H308: Inquiries into Black Study, Language Justice, and Education**

**(IBLE)**

Bryn Mawr/Haverford Education Program

Fall 2023

Haverford College

**NOTE: This syllabus will change in response to student input and how the course evolves.**

**Class Meetings:** Fridays 1:30 pm - 3:55 pm (when hosting guests: [Zoom Link)](https://brynmawr-edu.zoom.us/j/5302871935)

**Alice’s Office Hours:** by appointment, alesnick@brynmawr.edu, alesnick@haverford.edu

# [Course Folder](https://drive.google.com/drive/folders/13rxLdYfnLE9V9NH94NOV8z4hihamQnpi?usp=drive_link)

* [Syllabus Readings](https://drive.google.com/drive/folders/1SDjey1ouT8WoZfFPqMZZS4TQGivNe2x_?usp=sharing) (note: all sources will be linked and accessible via the syllabus; not all readings in folder are on syllabus)
* [Assignments in Detail](https://docs.google.com/document/u/0/d/1mf-bZuQ44kdzdl9YdwsWDtsn6y0ObMsY7u6LzBZoUCo/edit)
	+ [Assignment Submissions](https://drive.google.com/open?id=1XnPtEcz_RJOgWj7bb49TdZDEYEWZcv7g)
* [Course Policies](https://docs.google.com/document/u/0/d/1_t0qLT9y21JPPfQeIYPTtZuo7byi1SKC2eJpvh5hxys/edit)
* [Access/Health/Safety and Discussion Guidelines](https://docs.google.com/document/d/17MyKIHiu0FVK6YfEAGoNHQqYdj9wRQN12vayoM8YlEc/edit?usp=sharing)
* [Lesson Plans](https://docs.google.com/document/d/1MYEWh1nXBurogyoxmuAD7j7bUKDFcdW-AlQKVpIGOV4/edit?usp=sharing)
* [Dagbani Resources](https://drive.google.com/drive/folders/1yKtDF37TWBK5qv1k7srtGxrFG6xFV8_j?usp=sharing)

External Dagbani Study Materials:

* [Learn Dagbanli](https://learndagbani.org/course/learn-dagbani/)
* [Dagbon Kingdom](http://dagbonkingdom.com)
* [How to make koko](https://youtu.be/UVtDkNfvPiQ)
* [How to make saɣim/saɣtulga /TZ](https://www.youtube.com/watch?v=rHYPWK1jH8A)
* [The Drums of Dagbon](https://www.youtube.com/watch?v=HH-_p7uYmTM) (for watching in class, as backup Dagbani lesson)

# Course Archive

[Spring 2022 Resource Padlet](https://padlet.com/mayaisabelle7818/iwoxpc39z51vc3uh)

[Presentation of excerpted LTT 2020 Inquiry Project](https://vimeo.com/467416750/d15d614f8b)

# **Course Co-Educators**

**Course Leaders**

* Professor Alice Lesnick, Course Instructor
* Madam Issah Rajaa-u, Dagbani Instructor; Dagbani Consultant, Laɣim Tehi Tuma

**Course Collaborators (syllabus and partnership design)**

* Professor Alice Lesnick, Chair, BiCo Education Department; Associate Dean, Global Bryn Mawr; Co-Director, Laɣim Tehi Tuma | BMC Email, HC Email, 267-455-5848
* Sabea Evans HC ‘18 (sabeakevans@gmail.com) & Maurice Rippel HC ‘19 (mrippel@brynmawr.edu), previous Course Instructors and Syllabus Co-Designers
* LTT Leadership Team
	+ Alhassan Sumaila, Co-Director
	+ Mahama Azeez, Mentor, Titagya Schools
* LTT 2020 Research Committee
	+ Lauren L. Lattimore, Bryn Mawr College ‘21
	+ Ibrahim Z. Muta-Ali, University for Development Studies–Tamale ‘21
	+ Lisa Adanye Bryn Mawr College ‘23
* Dr. Gervais Gnaka Lagoke & Dr. Dafina Diabate, Lincoln University
* Stephanie Zukerman, Center for Peace & Global Citizenship, Haverford College
* Dr. Chanelle Wilson, Bi-Co Education Program & Africana Studies Program, Bryn Mawr College
* IBLE Spring ‘21, ‘22, ‘23 course communities
* Professor Lucia Gbaya-Kanga, Community College of Philadelphia

****Snapshot of virtual Dagbani learning & co-creating online materials—”Aniwula” is an evening-time greeting in Dagbani (Summer 2020)

# Purpose and Design of the Course

Growing out of the [Laɣim Tehi Tuma/”Thinking Together” program (LTT)](https://www.lagimtehituma.org/), this course considers the implications for education in realizing the significance of global Black liberation and Black Study/ies—particularly in relation to questions of the suppression and sustenance of language diversity. The course engages these topics in connection with one particular community, and one of its languages, as a touchstone for learning from and forwarding culturally sustaining knowledge. With a focus, as well, on Pan-Africanism, the course situates these topics within the particular context of the LTT program, within the context of Dagomba culture of Northern Ghana.

As a community engaged course, students will engage with the following strands of the LTT braid:

* Dagbani language & Dagomba cultural learning
* Study, with a mix of assigned and student-selected texts
* An inquiry-based personal research project to connect personal experience with research
* Ongoing, scaffolded, and community-based reflection

The course will center on the following **course topics** and their interrelationships:

* [Black Study](https://www.minorcompositions.info/wp-content/uploads/2013/04/undercommons-web.pdf) & Black Studies
* Pan-Africanism, African Diaspora & Global Black liberation
* Education and schooling
* Native language/mother-tongue education
* Minoritized languages
* Community-powered organizations and sustainable collaborations

Class time is organized in the following **categories**:

* Discussions of Texts (research, novels, poetry, music, visual media, etc.)
* Invited Lectures/Talks/Workshops
* Student Presentations/Facilitations
* Language Practice
* Cultural Contextualizing

# **Course Learning Outcomes & Goals**

* Explore and convey the meanings and integration of Black Study, language justice, liberatory education, and the urgent relevance of Black Studies
* Develop and communicate a personal understanding of what it means to work towards and uphold Black liberation and racial justice, locally and globally, as an educator/education facilitator/education stakeholder
* Learn to communicate in Dagbani at a beginner’s level
* Reflect on the impact of colonial structures and white supremacy on the use and spread of Black languages
* Develop and curate a set of skills and commitments that facilitate learning (your own and others) and align with your interests, in critical dialogue with academic conventions of learning and its facilitation

# Students’ Learning Goals and Guiding Questions -[learning goal archive](https://docs.google.com/document/d/1_hh1qrUUq7k6_0V2evSLiVSaNLlw-dTFoo_Dzi1x0V8/edit?usp=sharing)

| **Please write one (or more) of your own learning goals and guiding questions here:** |
| --- |

# **Assignments** (for detailed discussion and a chart outlining what is due when, please see: [IBLE Fall 2023 Assignments in Detail](https://docs.google.com/document/u/0/d/1mf-bZuQ44kdzdl9YdwsWDtsn6y0ObMsY7u6LzBZoUCo/edit))

[**Weekly Collective Inquiry Entry & Response**](https://drive.google.com/open?id=1k74t-N6LzLz5L3JJdaOF33FVbIy5hV3k)**:** Weeklyon Tues by 11:59 pm ET, responses due by class Fri 1:30 pm ET

**Language Praxis Partners/Groups:** Schedule a weekly <= 30 minute virtual meeting with your partner/group to practice/study Dagbani or to discuss course material. There will be time each class for partners/groups to share any pertinent (un)learnings or progress

**Inquiry Project Proposal:** October 13th by class 1:30 pm ET

**Mid-Course Partnered Reflection Meetings:** October 27th in class

**Centering Black Studies Collective Manifesto**: November 17th in class

**Inquiry Project Draft:** December 1st by class 1:30 pm ET

**Inquiry Project Presentations:** December 8th in class

**Final Portfolio (Inquiry Project Final Draft, Reflection & Self-Assessment):** At the end of finals’ week

# Assessment

Assessment in the course takes the form of portfolio style grading. Students’ weekly collective inquiry entries/responses and other forms of contribution will receive credit and feedback but not be graded. Grades will be given to self-directed reading plans, inquiry projects, and final portfolios, with a mid-course assessment conference designed to support reflection on students’ learning and goals. The final course grade will integrate the credit/no credit pieces, as a contribution grade, and the graded elements, together with students’ self-assessments from midcourse conferences and final reports.

# Weekly Learning Partnership Time

One purpose of this weekly commitment (45 minutes per week) is to have additional time reserved to practice Dagbani with your peers, or other native/heritage speakers you may be in community with, that deepens and complements your learnings in the course. Another purpose is to use the time to check in about your work and learning in the course, in the spirit of thought partnership.How you use this time will vary, depending on what you would like more practice in. Some weeks, your practice will be self-directed with your language praxis partner, other weeks we will ask you to engage in a certain activity either in your partnership or in small groups.

# Course Policies

For detailed discussion, please see: [IBLE Course Policies](https://docs.google.com/document/u/2/d/1_IJ3LFFEFDBN85PLNLJniyvHyx7ZkCI-97VGJ1gvlUI/edit)

# [Access/Health/Safety and Discussion Guidelines](https://docs.google.com/document/d/17MyKIHiu0FVK6YfEAGoNHQqYdj9wRQN12vayoM8YlEc/edit?usp=sharing)

* To be created by the class

**Class Structure:**

* 15 min Community Building
* 75 Discussion
* 5 min Break
* 45 Dagbani

# Course Calendar Overview

**9/8 –- intros, Black Study/ies, Struggle, Dreaming, and Liberation + Dagbani**

**9/15 – Inquiry-based Research + Dagbani**

**9/22 – Black Study/ies, Struggle, Dreaming, and Liberation + Dagbani**

**9/25 – Bettina L. Love w/ Marc Lamont Hill | Punished for Dreaming: How School Reform Harms Black Children and How We Heal - Monday, September 25, 2023 7:30 PM @ Parkway Central Library**

**9/29 – Prof. Maurice Rippel: Manifesto Workshop + student-facilitated Dagbani**

**10/6 – Power, Schooling, and Miseducation & Dagbani**

**10/10 & 11 – LTT Summit - Diasporic Identities/Diaspora & Belonging (students choose sections to attend + dinner)**

**10/13 - no class (students attend Summit that week instead)**

**10/20 – Fall Break/ no class**

**10/27 – Manifesto Workshop & Dagbani**

**11/3 – Centering Language Justice & Dagbani**

**11/10 – Manifesto 75 min Workshop &Dagbani**

**11/17 – Personal Inquiry Project drafts + Manifesto shareout (no Dagbani)**

**11/24 – Thanksgiving break/ no class**

**12/1 – student-facilitated Dagbani**

**12/8 – Inquiry Project Presentations**

**12/15 – Evolutions, Continuity, Celebration!**

# Weekly Plans (subject to revision; texts linked; please read for the class where they are listed)

**Week 1 - September 8: Introductions, Context**

*What and who are you bringing with you into this course? What shared expectations are we creating? What goals are guiding you?* [*What is LTT*](https://www.lagimtehituma.org/)*? Where is Dalu*η*?*

* In Class: Building a learning community; reviewing syllabus, orienting to and by Black Study
	+ [Freedom Dreams: The Black Radical Imagination](https://docs.google.com/document/d/1DZ8pi7bWiI4JUeyzw8joZ6jCcOk2y9cWY8IdCMgEIcY/edit?usp=sharing) – Robin D.G. Kelley (excerpt from p. 12)
	+ Jordan (poem, see below)
	+ [Myers](https://drive.google.com/file/d/1zXrRE9fqKDthMmNlFkY0zOxkxahSz_sG/view?usp=sharing), *Of Black Study* (excerpt from *Introduction*)
	+ [Katie Tsai HC ‘16 LTT Photos](https://docs.google.com/presentation/d/14eEaPSP8lYznWhIMC1AsiRyzWT6wS5SFeErGIUREQ6g/edit?usp=sharing)
	+ [Dagbani Lesson 1 Prep](https://learndagbani.org/course/learn-dagbani/lessons/whats-the-dagbani-language/)

**Week 2 - September 15: Continued Orienting + Personal inquiry-Based Research + Dagbani**

*How does personal inquiry research inform and reflect global Black liberation, solidarity, and futures? How does it inform and reflect education and schooling?*

* Add yours to [Students’ Learning Goals and Guiding Questions](#nfvxhi7re6y3)
* Complete [Interests, Access, and Wellbeing Survey](https://forms.gle/cdWPJMhg2hnPpLCz5)
* Individual and Collective Journal Work Due (see Assignments in Detail)
* Myers, [Of Black Study, Introduction and Chapter 1](https://drive.google.com/file/d/1zXrRE9fqKDthMmNlFkY0zOxkxahSz_sG/view?usp=sharing)
* Lesnick, [What is Understood? From White Gaze to Black Study/Studies](https://questionthis.net/what-is-understood-from-white-gaze-to-black-study-ies/) (blog post)
* [Evans, “Siliminga, Hello!”— Negotiating Race, Place, and Language Ideologies in Post-Colonial Dalun Ghana](https://scholarship.tricolib.brynmawr.edu/handle/10066/20030)

Additional Resources

* [The Combahee River Collective Statement](https://www.blackpast.org/african-american-history/combahee-river-collective-statement-1977/)
* [Criteria for Pan-African Pedagogy](https://serc.carleton.edu/integrate/workshops/african-education/summary.html), Carleton College

**Week 3 - September 22: Black Study/ies, Struggle, Dreaming, and Liberation**

*What is Black Study/ies? What is Black Study as a methodology and a confrontation? How do we each and as part of collectives locate ourselves in the freedom struggle?*

* Individual and Collective Journal Work Due (see Assignments in Detail)
* Hartman, [*Wayward Lives and Beautiful Experiments*, excerpts](https://drive.google.com/file/d/1ZajwU9v6c5c-BGf9II3gXXEJlFDaqi4f/view?usp=sharing)
	+ (A Note on Method, Cast of Characters, & “The Terrible Beauty of the Slum”)
* [Harney & Moten, *The Undercommons*](https://drive.google.com/file/d/1Fl5NPptKIxZo9Ho2NZYXsXMv81x-v83J/view?usp=sharing), chapter 4
* [Drylongso: A Self-Portrait of Black America](https://archive.org/details/drylongsoselfpor00gwal) – John Langston Gwaltney
	+ Closely read the acknowledgements, glossary, Introduction, and Chapter 1, “A Nation Within a Nation”

Arrange with learning partner to each choose 2 and share highlights:

* Davis, [An Interview on the Future of Black Radicalism](https://www.versobooks.com/blogs/3421-angela-davis-an-interview-on-the-futures-of-black-radicalism)
* Watch: [Me Gritaron Negra by Victoria Santa Cruz](http://youtube.com/watch?v=bZBHvMaTiuU&feature=emb_title)
* Nkrumah, [*I Speak of Freedom*](https://www.marxists.org/subject/africa/nkrumah/1961/speak-freedom.htm)
* [A Humanist View – Toni Morrison](https://www.mackenzian.com/wp-content/uploads/2014/07/Transcript_PortlandState_TMorrison.pdf) (excerpt from page 7– [33:48-38:40])

**Week 3.5 - September 25 (Optional):**

Bettina L. Love w/ Marc Lamont Hill | Punished for Dreaming: How School Reform Harms Black Children and How We Heal - Monday, September 25, 2023 7:30 PM @ Parkway Central Library – contact Alice for a ticket!

**Week 4 - September 29: Realizing Language Justice / Manifesto Workshop + Dagbani**

*What are the connections between language diversity and freedom, language suppression, colonialism, and anti-Black violence? What is language justice and what practices, interventions, and mobilizations does it bring about?*

* Individual and Collective Journal Work Due (see Assignments in Detail)
* Wa Thiong’o, [Decolonizing the Mind](https://drive.google.com/file/d/1hkK9U3htSVzrnLYZ9KAcsLiuGKC0djX5/view?usp=sharing) (Intro [1-3] & “Language of African Fiction” [63-86)
* Baker-Bell*, Linguistic Justice : Black Language, Literacy, Identity, and Pedagogy,* chapters 1, 2, and 3 ([ebook on Tripod](https://tripod.brynmawr.edu/permalink/01TRI_INST/1ijd0uu/alma991019080892904921))

Additional Resources:

* Agyekum, [*Linguistic Imperialism and Language Decolonisation in Africa Through Documentation and Preservation*](https://drive.google.com/file/d/1vOM-8Y2-bMRR_i-4oyYXjVHZiQDfDrcR/view?usp=sharing)
* Anyidoho, [Shifting Sands: Language Policies in Education in Ghana And Implementation Challenges](https://laghana.org/gjl/index.php/gjl/article/view/233)
* Aire, [How to Build Language Justice](http://antenaantena.org/wp-content/uploads/2021/04/AntenaAire_HowToBuildLanguageJustice-2020.pdf) (and skim through other sources on [Racial Equity Tools](https://www.racialequitytools.org/resources/plan/issues/language-justice) site) and Anyidoho, [Shifting Sands: Language Policies in Education in Ghana And Implementation Challenges](https://laghana.org/gjl/index.php/gjl/article/view/233)
* Aire, [How to Build Language Justice](http://antenaantena.org/wp-content/uploads/2021/04/AntenaAire_HowToBuildLanguageJustice-2020.pdf) (and skim through other sources on [Racial Equity Tools](https://www.racialequitytools.org/resources/plan/issues/language-justice) site)
* <https://www.herald.co.zw/education-pan-africanism-ubuntu/>
* [Black Language Syllabus](http://www.blacklanguagesyllabus.com/)

**Week 5 - October 6: Diasporic Identities and Experiences of Liberation**

*How does liberation show up in/for the Black Diaspora? How does liberation orient your thinking as an educator pursuing language justice? How does it relate to your Dagbani study?*

* Individual and Collective Journal Work Due (see Assignments in Detail)
* Hartman, [*Lose Your Mother*](https://drive.google.com/file/d/1UiKN9ujCFAqfhnkBu1aItZeSxdAu7r1L/view?usp=sharing) (Chapters: Prologue - Ch 5)
* [Feedback](https://docs.google.com/forms/d/e/1FAIpQLSfi4rET84K7BJyhGLtHOakxjbLnfnxtIZfq5UZxDiQX7j7TrQ/viewform?usp=pp_url) (please complete as part of preparation for class)

**Week 6 - Attend Thinking Together Summit (portions), Oct 10 and 11**

**Sign up here:**

**October 13: Inquiry Project Proposals due by 11:59 pm (No class)**

*How can inquiry be liberatory?*

* Individual and Collective Journal Work Due (see Assignments in Detail)
* Hartman, [*Lose Your Mother*](https://drive.google.com/file/d/1UiKN9ujCFAqfhnkBu1aItZeSxdAu7r1L/view?usp=sharing) (Chapters: 6-12)
* Video of Gyasi speaking of Homegoing: [Yaa Gyasi On Homegoing](https://www.youtube.com/watch?v=IDB0y-dWDOE), 7.3 minutes

**“A solidarity built around our suffering… is not liberatory.”**

**- adrienne maree brown, *Pleasure Activism***

**Fall Break**

**Week 7 - October 27: Manifesto Workshop & Mid-course conferences**

*What are you learning and with what depth? How do you know? What are your standards for your learning and how are you meeting them? How do you want to move with this into the second half of the term?*

Learning Partner Mid-Course Conferences +manifesto workshop

* + No Dagbani Lesson
* Individual and Collective Journal Work Due (see Assignments in Detail)
* Gyasi, [*Homegoing*](https://drive.google.com/file/d/15j5HkakHJv8dtJrh3S1tRBFlBgOSro2V/view?usp=sharing), part 1

**Week 8 - November 3: Diaspora & Belonging**

*How do representations and retellings of experience in different forms/media speak to and shape diasporic identities? Whose freedom dreaming courses through yours?*

* Individual and Collective Journal Work Due (see Assignments in Detail)
* Gyasi, [*Homegoing*](https://drive.google.com/file/d/15j5HkakHJv8dtJrh3S1tRBFlBgOSro2V/view?usp=sharing), part 2

**Week 9 - November 10: Power, Schooling, and Miseducation + Manifesto Workshop**

*How does language justice interact with education? What is abolitionist teaching?*

* Individual and Collective Journal Work Due (see Assignments in Detail)
* Love, Schomburg Center Interview (cspan video), [*We Want to Do More Than Surviv*e](https://www.c-span.org/video/?458837-1/we-survive)
* Grant, Dumas, Woodson, [*The Future is Black: Afropessimism, Fugitivity, and Radical Hope in Education* (selections)](https://drive.google.com/file/d/1CNHrHu6JXpSOMu6Q1BFCTe5rxJtY1h4B/view?usp=sharing)
* Graham, [Philadelphia Freedom Schools, Built for Black Children, Tackle Literacy and Love](https://www.inquirer.com/news/philadelphia-freedom-schools-literacy-teacher-diversity-20210729.html)

Additional Resources:

* hooks, *Teaching to Transgress* Ch 16: [Language Teaching New Worlds/Words](https://rhetoricreadinggroup.files.wordpress.com/2015/04/bell-hooks_rrg.pdf)
* Joy James + Carlotta Hartmann, [*The Limits of Academia*](https://podcasts.ox.ac.uk/episode-7-limits-academia-professor-joy-james)

**Week 10- November 17: Manifesto share out**

*What is transformative writing and research?*

* Individual and Collective Journal Work Due (see Assignments in Detail)
* Campano, Ghiso, Badaki & Kannan, [Agency as collectivity: Community-based research for educational equity](https://drive.google.com/open?id=1VoT1QsnFlqL3SwOUjZQ002mAzjtOLQpe)
* Campano, Ghiso, Yee, Pantoja[,](https://www.proquest.com/indexinglinkhandler/sng/au/Pantoja%2C%2BAlicia/%24N?accountid=9772) [Toward Community Research and Coalitional Literacy Practices for Educational Justice](https://drive.google.com/open?id=1-5WvrYu3wKUNMY_GB_LyzK2nGLSkW3nw)
* Savannah Shange, *Progressive Dystopia: Abolition, antiBlackness + Schooling in San Francisco* (Acknowledgements, Introduction, Appendix)

**Week 11- December 1: Inquiry Project** [**Drafts**](https://drive.google.com/open?id=1pHJUvCF3J0_Vfnmn_7DMveNdOIHTWYcO) **Due**

*Where have we been in this course and what do you have access to now? How is personal inquiry archival?*

**Workshop in Philadelphia with Lucia Gbaya-Kanga and Richiena Brown, date tbd, (week of Nov 27)**

**Week 12 - December 8: Inquiry Projects: Presentations of Work in Progress**

* Individual and Collective Journal Work Due (see Assignments in Detail)

**Week 13 - December 15: Evolutions, Continuity, Celebration!**

*Where do we go from here, and how?*

* Carruthers, [Five Questions to Build Our Future](https://phillipian.net/2021/01/22/five-questions-to-build-our-future-charlene-carruthers-speaks-at-asm/)
* Journal Retrospective: For this class, please select 3 passages from the collective journal to highlight in our class retrospective... We will read and celebrate this work in class.
* Next steps + reflections – take a read through of portfolio assignment. Talk with your learning partner, ask questions.
* Celebration!

**Portfolio due End of Finals. Extensions provided with a Dean’s affirmation.**

**CALLING ON ALL SILENT MINORITIES**

By June Jordan - 1936-2002

HEY

C’MON

COME OUT

WHEREVER YOU ARE

WE NEED TO HAVE THIS MEETING

AT THIS TREE

AIN’ EVEN BEEN

PLANTED

YET

**Supplemental source list**

* [Salmerón](https://www.proquest.com/indexinglinkhandler/sng/au/Salmer%24f3n%2C%2BCori/%24N?accountid=9772) & [Kamphaus,](https://www.proquest.com/indexinglinkhandler/sng/au/Kamphaus%2C%2BJessica/%24N?accountid=9772) ["Fostering Critical Translingual Writing in an Elementary English Dominant Classroom"](https://www.proquest.com/scholarly-journals/fostering-critical-translingual-writing/docview/2600354449/se-2)
* [Harney & Moten, *The Undercommons*](https://drive.google.com/file/d/1Fl5NPptKIxZo9Ho2NZYXsXMv81x-v83J/view?usp=sharing)
* [Piercy, The Low Road](https://www.historyisaweapon.com/defcon1/piercylowroad.html)
* [Lyiscott et al, "Call Us by Our Names: A Kitchen-Table Dialogue on Doin’ It for the Culture"](https://www.tandfonline.com/doi/epdf/10.1080/10665684.2021.1877867?needAccess=true&role=button)
* Schomburg, “[The Negro Digs Up His Past](https://www.homeworkmarket.com/files/arthur-schomburg-the-negro-digs-up-his-past1.pdf)”
* Baker-Bell, “[We Been Knowin': Toward an Antiracist Language & Literacy Education](https://www.youtube.com/watch?v=kGKyzewX6mY)”
* [National Black Lives Matter at School Week of Action Starter Kit](https://www.blacklivesmatteratschool.com/starter-kit.html)
* [A Conversation w/ April Baker-Bell](https://vimeo.com/434453681/af0ee1b558) (The National Council of Teachers of English)
* Danticat, [Krik? Krak!](https://drive.google.com/drive/folders/1UdYf6c-LVrDzfz-CkwlodcOYuxPSv-fA?usp=share_link) (excerpts)
* Williams, [Radical Honesty](https://drive.google.com/file/d/1YqzGhr8bZH6647qYQ_JL6DWvoaykwDn2/view?usp=share_link)