

# 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)  
12:45pm - 2:00pm  
Remote: Zoom

## Contact Info

Preferred Name: Chanelle  
Pronouns: she/her/hers  
[Cwilson3@brynmawr.edu](mailto:Cwilson3@brynmawr.edu)  
Cell: 609-553-0541

## Course Texts

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**



THE GENERAL BOARD OF GLOBAL MINISTRIES, THE UNITED METHODIST CHURCH.  
PHOTO BY KEN THOMPSON

## 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.



## Anti-Racist Pedagogy

1. challenges assumptions and fosters students' critical analytical skills;
2. develops students' awareness of their social positions;
3. decenters authority in the classroom and has students take responsibility for their learning process;
4. empowers students and applies theory to practice; and
5. creates a sense of community in the classroom through collaborative learning (Kishimoto, 2018)

## 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-quality products, attending class, and contributing to discussions will help all of us learn from each other. In my dual role as a learning community member and the instructional designer of our learning environment, I share this responsibility with you.

## Student Learning Goals

1. Conceptualize colonized education in a historical and contemporary context;
2. Identify how anti-Blackness, colonialism, and hegemony impact traditional education;
3. Engage in critical reflection of educational systems and structures;
4. Critique current educational issues using an abolitionist education and anti-racist framework;
5. Envision varied approaches to develop education for revolution.

## DECOLONIZATION PRINCIPLES

1. acknowledging that knowledge is not owned by anyone
2. recognizing that knowledge is inevitably marked by power relations
3. rethinking, reframing and reconstructing the current curriculum in order to make it more inclusive
4. identifying ways in which the university structurally reproduces colonial hierarchies
5. creating spaces and resources for a dialogue among all members of the university
6. developing sustained collaboration, discussion and experimentation among groups

(adapted from Keele University)

## Class Format:

Although it is listed as a "lecture" class, we will be doing a lot more! You can expect a wide variety of writing, speaking, reading, and activities designed to explore course topics.



Readings, listenings, and viewings are theoretical, narrative-based, current, and historical.

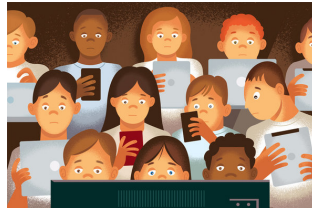
In-class activities include debates, poetry, watching videos, practicing active listening, art-making, writing, reading, and more.

## Academic Accommodations

Bryn Mawr College is committed to providing equal access to students with a documented disability. Students needing academic accommodations for a disability must first register with Access Services. Students can call 610-526-7516 to make an appointment with the Director of Access Services, Deb Alder, or email her at [dalder@brynmawr.edu](mailto:dalder@brynmawr.edu) to begin this confidential process. Once registered, students should schedule an appointment with the professor as early in the semester as possible to share the verification form and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement. More information can be obtained at the Access

### Zoom Etiquette

Electronic devices are necessary in class, to support learning. Please take care of yourself and your peers in this time of increased use.



### Office Hours

Please meet with me during my office hours at any point throughout the semester! They are there to help you, and I encourage you to take advantage of them. Try to schedule with me ahead of time, when at all possible, to ensure that I am not overbook.

### Attendance

You must be present in order to succeed in this course. You are allowed to miss three class meetings. Any unexcused absence after the third, may lower your final grade. Please be proactive in situations where you will be absent, if you experience an emergency, or anticipate a prolonged absence for any reason.

### Psychological Health

The college experience is celebrated as transformative, and this also comes with challenges – you do not have to endure these alone. Bryn Mawr College Counseling Services is dedicated to delivering excellent clinical care. You can learn to optimize your psychological health to fulfill their academic aspirations as individuals and contribute to building healthy relationships and communities.

### Academic Integrity

The [Honor Code](#) assumes that students are trustworthy and that they will live and work with integrity. Please familiarize yourself with it and speak to me if you experience any challenges.

\*\*This syllabus is subject to change per the needs of the learning community.\*\*

## Help & Resources

**If you are feeling lost or overwhelmed...**

### 1. Make an appointment with me.

You are welcome to email me, or make an appointment to meet during my office hours. Many questions and issues can be easily resolved this way.

### 2. Use online resources

On Moodle, I've linked some useful online resources and recommended readings to help you better understand course content.

### 3. Phone a friend

We will establish Micro Learning Communities to support our learning throughout the semester. Please take advantage of the opportunity each of you have to be a resource to a peer.

### 4. Use the Writing Center

The Writing Center is a free resource at any stage of the writing process, from getting started to revising drafts to polishing a final essay. The Writing Center is located in Canaday Library. You can get more information at [www.brynmawr.edu/writingcenter](http://www.brynmawr.edu/writingcenter).

### 5. Visit the Academic Support and Learning Resources Center

Explore effective learning, studying, test-taking, note-taking, time and stress management strategies essential to success in this course and college life. Schedule a meeting with Specialist Rachel Heiser, by calling the Dean's Office at (610) 526-5375.

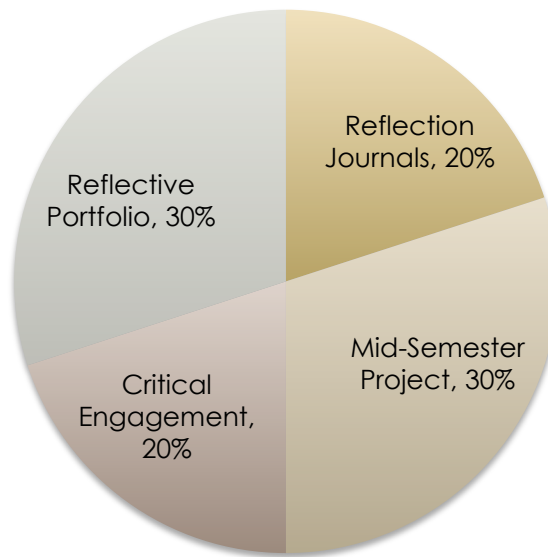
### 6. Get to know the Reference Desk

Our library staff is eager to help guide your inquiry and to orient you to our library's paper and online resources. Email Alex Pfundt with questions: [apfundt@brynmawr.edu](mailto:apfundt@brynmawr.edu)

# Demonstrating and Assessing Your Learning

## How much out of class work can you expect?

This interactive course will require you to be prepared to participate during class sessions, which necessitate preparation beforehand, and engagement afterward. You can expect to engage in appx. 3-4 hours of prep time, each week, depending on your different learning and processing needs. If you



\*\*\*Assignment guidelines are available on Moodle and will be discussed at length in class. Brief descriptions are below.\*\*\*

## Determining your course grade:

- 3.7 to 4.0 - work distinguished by analytic depth, creativity, and engagement
- 3.0 to 3.3 - strong, capable work
- 2.3 to 2.7 - adequate though missing important elements

## Critical Reflection Journals (10\*2pts=20pts)

10 journal entries that engage with the readings and lecture/discussion material will be assigned. *Journals will be submitted via Moodle.* Each journal should demonstrate an understanding of the assigned topics and themes, and draw connections to your own experiences, and/or current events.

## Educational Case Study Groups (20pts)

In place of what would have been field experience trips, you will choose a school of interest to engage with over time. You will work with classmates to investigate a school and present case study findings. Your grade will be based on designing, completing, and reflecting on these experiences. We will discuss potential options,



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

This project will be designed by the 360 cohort and shared between both courses. For students not enrolled in Diasporic Bodies, we will work together for you to design and create your own project, based on an educational area of study. The project will be graded based on a rubric designed by the class.

## Reflective Portfolio (30pts)

This final portfolio will demonstrate your learning and reflective practice. It will include summative reflections on your 360 experience. You can think of this product as the culminating guide to your learning, in this course, throughout the semester. The portfolio will be submitted via Moodle, and will be graded based on a rubric posted there.



## **Semester Schedule at a Glance**

### **THEME 1 – EDUCATION, RACE, & COLONIZATION**

<b>Date</b>	<b>Pre-Session Engagement</b>
R 9/10	bell hooks - Decolonization Ngugi wa Thiong'o - Decolonising the Mind
M 9/14	Carutthers – Chapter 1 “All of Us, or None of Us” bell hooks - Feminism is for Everybody
R 9/17	The Future is Black - Chapter 9 “Kissing Cousins: Critical Race Theory’s Racial Realism and Afropessimism’s Social Death”  “How afrofuturism can help the world mend”
M 9/21	Bettina Love Chapter 1 - “We Who Are Dark” Chapter 2 - “Educational Survival”
R 9/24	The Future is Black Chapter 1 - “On Black Education: Anti-Blackness, Refusal, and Resistance” Chapter 2 - “Afropessimism for Us in Education: In Fugitivity, through Fuckery and with Funk”

### **THEME 2 – EDUCATION, FUGITIVITY, & ABOLITION**

<b>Date</b>	<b>Pre-Session Engagement</b>
M 9/28	Bettina Love Chapter 3 - “Mattering” Chapter 4 - “Grit, Zest, and Racism (The Hunger Games
M 10/1	bell hooks - “Representations of Whiteness in the Black Imagination” Akeem Lloyd Lecture (in-class)
M 10/5	Bettina Love Chapter 5 - “Abolitionist Teaching, Freedom Dreaming, and Black Joy”
R 10/8	Carruthers Chapter 2 “Reviving the Black Radical Imagination” Chapter 3 “The Case for Reimagining the Black Radical Tradition”
M 10/12	Bettina Love Chapter 6 - “Theory Over Gimmicks: Finding Your North Star
R 10/15	Chapter 7 - “We Gon’ be Alright, but That Ain’t Alright”  (Mid-Semester Feedback)

**THEME 3 – EDUCATION, CITIZENSHIP, & THE DIASPORA**

<b>Date</b>	<b>Pre-Session Engagement</b>
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	( <i>Pre-engagement – TBD</i> ) Moten and Love - Debrief Final Project Presentation Prep & Workshopping

**THEME 4 – EDUCATION, RESISTANCE, & REVOLUTION**

<b>Date</b>	<b>Pre-Session Engagement</b>
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