Confronting Antiblackness in White Classrooms

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While issues of racism in education have long been recognized, neo-liberal multicultural efforts at improvement have done little to address the multitude of ways the US education system is dependent upon and intertwined with Black suffering. This has resulted in a culture of antiblackness that perpetrates violence on Black children and teaches racist ideologies that students perpetuate as they become acting members of society. Although this problem occurs universally in education, it is exacerbated through unconfronted antiblackness in predominately white spaces. Using a BlackCrit framework, I analyze how antiblackness is perpetrated and perpetuated through explicit, implicit, and null curricula at the macro, meso, micro, and nano levels. I argue that if meaningful changes are to be made in our education system and society, new theorizations of curricula in white classrooms are needed. I work through lenses of Afro-pessimism, BlackCrit, and antiblackness to imagine how curricula can confront and deconstruct antiblackness within white educational spaces. The purpose of this work is not to provide formative solutions but to begin a conversation and imagination of an actively anti-racist curriculum that initiates change from within white classrooms.