

If you attend a teach-in, please fill out the feedback form linked here (LINK FIXED, SORRY):

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Teach-In Recordings here: [https://drive.google.com/drive/u/1/folders/16hIDJDxe\\_nwToqqjrLziT7k7\\_ETock\\_f](https://drive.google.com/drive/u/1/folders/16hIDJDxe_nwToqqjrLziT7k7_ETock_f)

8) Time Slot:	Student Facilitator (Name, email, field of study):	Faculty (Name, email, dept.):	Topic/Format:	Zoom Link	Notes/Comments for Organizers
11:00-12:30	Rasaaq Shitu, ashitsu@haverford.edu, Economics/Philosophy	terrance wiley, twiley@haverford.edu, religion Patricia Kelly, pkelly@haverford.edu Emma Lapsansky elapsans@haverford.edu	black freedom struggle and social movement theory, discussion based, readings to be provided	<a href="https://haverford.zoom.us/j/96609365352">https://haverford.zoom.us/j/96609365352</a>	
2:00-3:30	Nasanbayer Ulzi-Onshikh, nuziorsh@haverford.edu, Computer Science/Philosophy Steve Lee, cwlee@haverford.edu, computer science	Sorelle Friedler, sorelle@cs.haverford.edu Helen White, hwhite@haverford.edu	What does racial justice have to do with my major? With focus on history and action in STEM. For STEM majors. All students welcome to help co-facilitate	<a href="https://haverford.zoom.us/j/99080313052">https://haverford.zoom.us/j/99080313052</a>	Benjamin, Ruha, "Race after technology: Abolitionist tools for the new jim code." Social Forces (2019). Benjamin Ruha. From park bench to lab bench: What kind of future are we designing? TEDxBaltimore. 2015.  <a href="#">Ramsey, F. (Chescaleigh). (2014, November, 22). A Test for Being an Afrofuturist YouTube. https://www.youtube.com/watch?v=-ds85g-qIM0A&amp;list=...</a>  <a href="#">Suyemoto, K. L., Hochman, A. L., Donovan, R. A., &amp; Roemer, L. (2020). BECOMING AND FOSTERING ALLIES AND ACCOMPLICES THROUGH AUTHENTIC RELATIONSHIPS: CHOOSING JUSTICE OVER COMFORT. Research in Human Development, 1-27. https://doi.org/10.1080/15427605.2020.1825909</a>
4:00-5:30	Collin Kawan-Hemler, ckawanhem@haverford.edu, History Charlotte Scott cscott@haverford.edu	Brook Lillehaugen, lilleha@haverford.edu, Linguistics Alison Cook-Sather, acooksat@haverford.edu, Education Emma Lapsansky, elapsans@haverford.edu	<b>Title:</b> Identifying and Refusing Characteristics of White Supremacy Culture in Academia. <b>Short description:</b> We'll examine the Characteristics of White Supremacy Culture as realized academia, specifically Haverford, using this reading as a starting point: <a href="https://www.showingsupforracialjustice.org/white-supremacy-culture-characteristics.html">https://www.showingsupforracialjustice.org/white-supremacy-culture-characteristics.html</a> Format: reflection, discussion; overview of plan: (1) Getting acquainted and oriented; (2) Frame: Why examine the characteristics of white supremacy culture?; (3) Individual writing: re characteristics of white supremacy culture, what they call for, and how to refuse them; (4) Pairs in breakout rooms ; (5) Whole group discussion; (6) Individual writing to capture commitments to refusing white supremacy culture and how to act on these; (7) Contributing commitments to shared Google doc; (8) Final thoughts Emma would like to join into this with the following ideas: the Haverford classroom culture--blending in the "classroom climate" set of concerns that were raised by some students more than a year ago, and which I think play into issues not only of race, but of class, culture, gender, and competition that often poison our learning environment. A short reading to be provided	<a href="https://haverford.zoom.us/j/96502521452">https://haverford.zoom.us/j/96502521452</a>	
Friday (Nov 6) Time Slot:	Student Facilitator (Name, email, field of study):	Faculty (Name, email, dept.):	Topic/Format:	Zoom Link	Notes/Comments for Organizers
11:00-12:30	Jessica Lopez, jlopez2@haverford.edu, anthropology Evan Moon, emoon@haverford.edu, political science Noorie Chowdhury nchowdhury@haverford.edu	Sarah-Jane Kullen, skullen@haverford.edu, PJHR Shannon Hayes, shayes2@haverford.edu, PJHR Jill Stauffer, jstauffe@haverford.edu, PJHR	<b>Case study:</b> Anti-black racism and police violence in Philadelphia. The MOVE movement and bombing. <b>Short article on MOVE and documentary on the bombing to be read/viewed prior to discussion. Discussion will include breakout rooms according to student interest, including BPOC-only room, counselor room, MOVE movement room, etc. (Open to suggestions from students!) Students are asked to view the film Let the Fire Burn in advance of the session, and read this short article if possible. Haverford link for film: https://tropod.haverford.edu/discovery/fulldisplay?context=L&amp;vid=01TRI_INST-HC&amp;search_scope=HC_Catalog&amp;tab=LibraryCatalog&amp;social-walms9910190045965014921</b>  Bryn Mawr link: <a href="https://tropod.brynmawr.edu/discovery/fulldisplay?context=L&amp;vid=01TRI_INST-BMC&amp;search_scope=BMC_Catalog&amp;tab=LibraryCatalog&amp;social-walms99101900945984504921">https://tropod.brynmawr.edu/discovery/fulldisplay?context=L&amp;vid=01TRI_INST-BMC&amp;search_scope=BMC_Catalog&amp;tab=LibraryCatalog&amp;social-walms99101900945984504921</a>	<a href="https://haverford.zoom.us/j/964111330971">https://haverford.zoom.us/j/964111330971</a>	
2:00-3:30	Daniela Moreira dmoreira@haverford.edu  Sofia Esner esener@haverford.edu	Tarik Aougab, taougab@haverford.edu, mathematics. Also Brandia Whitfield (PhD student in math at Temple, collaborator of Tarik's on these questions)  Prashant Kumar, skumar2@haverford.edu, history  Sorelle Friedler, sorelle@cs.haverford.edu	<b>Title: Planning for abolition at Haverford, with a STEM lens.</b> Reading: "Towards a Mathematics Beyond Police and Prisons" <a href="https://blogs.bmc.org/abolition/2020/10/21/into-open-letters/">https://blogs.bmc.org/abolition/2020/10/21/into-open-letters/</a> <b>Description:</b> We ask that you read the linked blog post before attending. If the ideas expressed there resonate strongly with you, this teach-in is for you. Our goal will be to think and imagine together, and to brainstorm action around the goals expressed in that post. And we encourage folks to reach out to one of us to chat more about how STEM can be used in service of abolition. If these ideas interest you but you need background, we append a reading list. Our goal is not to convince people who aren't necessarily there yet, but to organize with folks who are. How do we use science in the service of abolition? How do we build infrastructures within the College to transform STEM projects that create tools for the people? No STEM background is required here. Would be great to have some SALT folks present too	<a href="https://haverford.zoom.us/j/9687829137">https://haverford.zoom.us/j/9687829137</a>	<b>Abolition and STEM</b> Benjamin, Ruha, "Race after technology: Abolitionist tools for the new jim code." Social Forces (2019). Benjamin, Ruha, ed. Rethinking technology: Race, carceral technoscience, and liberatory imagination in everyday life. Duke University Press, 2019. Medina, Eden, "Rethinking algorithmic regulation." <i>Kybernetes</i> 44.6/7 (2015): 1005-1019.  <b>History and Political Consciousness in STEM</b> King, LaGarrett J. "More than slaves: Black founders, Benjamin Banneker, and critical intellectual agency." <i>Social Studies Research and Practice</i> 9.3 (2014): 88-105. Eglish, Ron. "The African Heritage of Benjamin Banneker." <i>Social Studies of Science</i> 27.2 (1997): 307-315. Alexander, Amir R. "Tragic mathematics: romantic narratives and the reforming of mathematics in the early nineteenth century." <i>Isis</i> 97.4 (2006): 714-726. Kobritz, Neil. "Gothendieck's 1967 Lectures in the Forest in Vietnam." <i>The Mathematical Intelligencer</i> 35.2 (2013): 32-34.  <b>Beyond "the master's tools"</b> Garrett, R. Kelly, and Paul N. Edwards. "Revolutionary secrets: Technology's role in the South African anti-apartheid movement." <i>Social Science Computer Review</i> 25.1 (2007): 13-26. Eglish, Ron, ed. Appropriating technology: Vernacular science and social power. U of Minnesota Press, 2004. Medina, Eden. <i>Cybernetic revolutionaries: Technology and politics in Allende's Chile</i> . MIT Press, 2011. Ireland, Danyelle T., et al. "Un)hidden figures: A synthesis of research examining the intersectional experiences of Black women and girls in STEM education." <i>Review of Research in Education</i> 42.1 (2018): 226-264.
4:00-5:30	Claudia Ojeda, cojeda@haverford.edu Saul Ontiveros, sontiveros@haverford.edu Federico Perelmutter, fperelmute@haverford.edu	Andrea Lommen, alommen@haverford.edu Sebastián Figueroa Roberto Castillo Lina Martinez	Occupy the School/Toma el Colegio: Transnational Student Protest & Their Demands in Latin American and Beyond	<a href="https://haverford.zoom.us/j/97096623817">https://haverford.zoom.us/j/97096623817</a>	
5:30-7:00	Maryl Banatte mbanatte@haverford.edu Athena Intanate aintanate@haverford.edu	Aurelia Gómez Unamuno Benjamin Le, bie@haverford.edu, Psychology Gus Stadler, gstadler@haverford.edu, Enlilan Joshua Moses, jmoses@haverford.edu, anthropology/Environmental studies David Harrington Watt, dh Watt@haverford.edu Quaker Studies Bethel Saler, History  Maurice Rippel '19	<b>Title:</b> Navigating institutional structures to enact change <b>Short description:</b> Decoding Haverford's formal administrative and academic organizational hierarchy, faculty committees, and informal structures to strategically focus efforts <b>Format:</b> Discussion / Q&A	<a href="https://haverford.zoom.us/j/99307064858">https://haverford.zoom.us/j/99307064858</a>	
Saturday (Nov 7) Time Slot:	Student Facilitator (Name, email, field of study):	Faculty (Name, email, dept.):	Topic/Format:	Zoom Link	Notes/Comments for Organizers

<p>11-12:30</p> <p>Mathilde Deneque mdeneque@haverford.edu</p> <p>Margin Zheng mimzheng@haverford.edu</p> <p>Federico Perelmutter, fperelmute@haverford.edu</p> <p>Sanjevi Nuhumal snuhumal@haverford.edu</p> <p>Noorie Chowdhury</p>	<p>Alison Cook-Sather, acooksat@haverford.edu, Education,</p> <p>Chanelle Wilson, cwilson3@brynmawr.edu, Education,</p> <p>Rajeswari Mohan mmohan@haverford.edu</p> <p>Lindsay Reckson lreckson@haverford.edu</p> <p>Christina Zwarg, czwarg@haverford.edu, English</p>	<p><b>Title: Pedagogical Partnership for Equity and Justice</b>  Short description: Drawing on texts that provide arguments grounded in decolonization and sibling agency (in person), redefining accountability (Mingus), insistence on desire-based (as opposed to damage-centered) research approaches (Tuck), pursuit of education as the practice of freedom (hooks), and more, we would also discuss excerpts from Aïse de Bé, Beth Marquis, Alison Cook-Sather, &amp; Leslie Luqueño (in press) (forthcoming) Promoting Equity and Justice through Pedagogical Partnership. The goal would be to explore and plan for expanded pedagogical partnerships between students and faculty (and between students and staff) as one approach to promoting equity and justice. In discussion we would map ways to redress epistemic, affective, and ontological harms that result from the violence in and of higher education and link to ongoing commitments and practices that have been supported during the academic year through the Students as Learners and Teachers (S&amp;L) program at BMC and HC (since 2007) and extended over the summer of 2020 through the Summer Pedagogical Partnership Program. Question to guide action: What other forms of partnership for equity and justice could we create at this moment?  Format: Discussion</p> <p><a href="https://haverford.zoom.us/j/988450855">https://haverford.zoom.us/j/988450855</a></p> <p><a href="https://haverford.zoom.us/j/973574604">https://haverford.zoom.us/j/973574604</a></p>
<p>1-2:30</p>	<p>Allyship: Problems and Possibilities</p>	<p><b>A Third University is Possible</b>  <a href="https://manifold.umn.edu/projects/a-third-university-is-possible">https://manifold.umn.edu/projects/a-third-university-is-possible</a></p> <p>Mia Mingus,  Dreaming Accountability  <a href="https://leavinevidence.wordpress.com/2019/05/05/dreaming-accountability-dreaming-a-returning-to-ourselves-and-each-other/">https://leavinevidence.wordpress.com/2019/05/05/dreaming-accountability-dreaming-a-returning-to-ourselves-and-each-other/</a></p> <p>Evie  Tuck, "Sustaining Damage: A Letter to Communities,"</p> <p>bell  hooks, Teaching to Transgress: Introduction</p> <p>Bettina Love (2019)  We Want To Do More Than Survive: Abolitionist Teaching and The Pursuit of Educational Freedom</p> <p>Student-generated resources on trauma-informed, anti-racist pedagogical approaches (2020)  <a href="https://lscd.net/wp-content/uploads/2020/09/9-7-20-Student-generated-List-of-Resources-Antiracist-Pedagogy-and-Remote-Teaching-and-Learning.pdf">https://lscd.net/wp-content/uploads/2020/09/9-7-20-Student-generated-List-of-Resources-Antiracist-Pedagogy-and-Remote-Teaching-and-Learning.pdf</a></p> <p>Readings can be found here:  <a href="https://drive.google.com/drive/folders/1R39Qd4WQdMow_hK7Yp5uMFaQ266R5S7usp?sharing">https://drive.google.com/drive/folders/1R39Qd4WQdMow_hK7Yp5uMFaQ266R5S7usp?sharing</a></p>