



The Assistant or Associate Professor of Critical Approaches to History of Education
Search Committee invites you to a talk:

WRITING BACK, WRITING FORWARD: CURRICULUM AS LIBERATORY HISTORICAL METHOD



Danielle Charlemagne

*Doctoral Candidate,
University of Georgia*

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[Zoom](#)—Meeting ID: 351 519 0645 Passcode: SOEFAC2024

ABSTRACT: This talk examines curriculum as a dynamic historical archive that reveals how educational knowledge is produced, contested, and transformed. Specifically, I investigate how social studies curricula construct or systematically erase Black diasporic histories, demonstrating how curricular materials become sites of historical erasure or epistemic recovery. Central to my work is an examination of how educational experiences extend beyond formal schooling, particularly for Black diasporic subjects. My analysis of Mary Prince's autobiography—the earliest known anti-slavery, anti-colonial narrative by a self-manumitted Black woman—exemplifies this approach. By reading Prince's text as a curricular document, I reveal how marginalized subjects theorize education through labor, resistance, and storytelling. This methodology demonstrates how curriculum can function as a critical historical method for understanding educational experiences that exceed traditional institutional boundaries. I interrogate how various curricula represent colonial histories by deploying an innovative methodological toolkit -- integrating autoethnography, systematic literature review, and speculative inquiry. Drawing on Critical Race Theory, Black Critical Theory, and postcolonial critique, I examine the narrative mechanisms through which curricula either perpetuate or challenge colonial representations of Black diasporic experiences. Three key inquiries drive my research: 1) how my personal experiences as a postcolonial, Afro-Caribbean student illuminate curricular silences; 2) the epistemic gaps in social studies curriculum's representations of colonial histories; and 3) speculative methodologies that reimagine curriculum as a site of historical recovery and future possibility. By positioning curriculum as a critical site of historical intervention, this research offers new approaches to understanding how educational materials construct, contest, and potentially transform historical narratives.

