

The Department of Childhood Studies Speaker Series Launch

CENTERING BLACK CHILDHOODS

Scholars, Activists and Communities in Conversation

This exchange uplifts and centers scholarship and activism with Black children. We value the contributions Black children make to how we know and theorize our everyday worlds. We center Black children's ways of knowing, playing, dreaming, and loving, in order to create new, more just futures in the present. This Speakers' Series involves translating and lifting Black children's complex realities and ways of knowing to wider consciousness, while simultaneously working with youth and communities to sculpt critical strategies for freedom and liberation (on local and global levels). We engage in this Speakers' Series hand-in-hand with activists, artists, practitioners and young people who work to alleviate contexts that harm Black children while envisioning and creating caring community. We envision each of these gatherings as building community and launching ongoing working groups in racial justice scholarship and praxis.



Dr. Camika Royal is an urban education expert with more than 20 years of experience. Her work focuses on the intersections of race, politics, history, and urban school reform.

At Loyola University Maryland, she helped to launch the School of Education's urban education minor, and for two years, she led the Center for Innovation in Urban Education (CIUE). Under her leadership, the CIUE's externally facing work was aimed toward anti-racist, anti-oppressive education in partnership with urban schools and community organizations. The internally facing work was devoted to challenging the colorblind racist ideology that permeates traditional pre-service preparation and in-service educator development.

Dr. Royal's debut forthcoming book, *Not For Us: Black Educators and Public School Reform in Philadelphia*, is available for pre-order now and will be released on May 31, 2022 from Harvard Education Press. She is a highly requested speaker, consultant, and professional developer on issues of school context-based racism and other forms of oppression through ideologies, policies, and practices.



Gaylene Gordon has a BA in Criminal Justice and a MA in Criminal Justice, both attained from Rutgers University. Because her area of focus is juvenile justice, she is currently pursuing her doctoral degree in Childhood Studies at Rutgers University. Gaylene has co-authored "Surviving All the Way to College: Pathways Out of One of America's Most Crime Ridden Cities" in the *Journal of Interpersonal Violence*. This article reflects a portion of her interests. Her interests include female delinquency, risk and resilience of vulnerable youth, recidivism, race and ethnicity, marginalized communities, and Black girlhood at the intersection of the school-to-prison pipeline. Gaylene is dedicated to bringing the praxis of victim awareness, bias awareness, transformative justice, and trauma-informed care to school systems and the juvenile justice system.

Wednesday, March 9

6:00 - 7:30 PM

Register here:

https://rcit.rutgers.edu/apps/payment/register.php?event_id=789



Shakira King (She/Her) is an activist, educator, archivist, and West Philadelphian Native.

She has been an organizer for the last 10 years with organizations like Black Lives Matter Philly, and Sankofa Community Empowerment. Her organizing focus is on youth, LBGTQIA issues, education disparities, and mass incarceration. She also founded a mutual aid fund that distributed over \$30,000 to Philadelphians in need From June of 2020 to March of 2021.

Currently, she is a Project manager having previously worked for Noname BookClub and AI for The People, and is also working on her archiving project which highlights the impact and history of black queer folks on Philadelphia's culture and history, as well as a reading list curated specifically for Black children called For The Youngbods

Shakira's hope is that by doing this work she can aid in the liberation of all Black people and create equity and space in spaces for the most marginalized of us.