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The 39th Annual Charles H. Thompson Lecture-Colloquium Series

WASHINGTON, D.C. – The Howard University School of Education and *The Journal of Negro Education* are pleased to announce the 39th Annual Charles H. Thompson Lecture-Colloquium Series.

The thirty-ninth annual Charles H. Thompson Lecture-Colloquium Series will be held on November 7, 2018 from 5:00PM to 6:30PM at the School of Social Work Auditorium at Howard University.

The Charles H. Thompson Lecture-Colloquium series creates an avenue through which the Howard University School of Education and *The Journal of Negro Education* are able to explore significant issues in African American and ethnic minority education.

Keynote Speaker:

Marc Lamont Hill, Ph.D.

Steve Charles Professor in Media, Cities and Solutions

Lew Klein College of Media and Communication

Temple University

Philadelphia, PA

Topic:

“Decriminalizing the Imagination: Schooling Toward A World Without Prisons”

In her now classic 1993 book, *The Peaceable Classroom*, Mary Rose O’Reilly engages the question “Is it possible to teach English so that people stop killing each other?” In response, O’Reilly produced a text that dared teachers to imagine an English classroom that both recognized and spoke back to the suffering of the outside world; she offered both an alternative vision and a corrective practice. In this lecture, *Decriminalizing the Imagination*, Dr. Marc Lamont Hill will raise a similarly audacious query: “How do we imagine school in ways that stop us from caging each other?” From the building architecture to the school curriculum to our disciplinary practices, how can we create schooling environments that not only reduce the “need” for prisons, but also give us permission to fundamentally believe that prisons are not needed?

In this lecture, Dr. Hill spotlights some of the key spaces and places on the current schooling landscape that reinforce and normalize the prison within our collective imagination. He will also highlight how the rituals and practices of school contribute to our national obsession with punishment and confinement. Finally, he will offer concrete alternatives to the practices that fortify the prison, both as an idea and a material consequence for an unprecedented number of humans. Through this offering, Dr. Hill hopes to help us reimagine schools in ways that enable us to dream, build, teach, learn, and organize toward a world without prisons.

For more than 80 years, The Journal of Negro Education has been the leading purveyor of a wealth of scholarly research concerning Black academia. The quarterly journal is operated under the auspices of Howard University (HU) School of Education (SOE). With world-wide readership and subscribers, JNE has published distinguished scholars that include Horace Mann Bond, Ralph J. Bunche, W.E.B. Du Bois, and Kenneth B. Clark. The current editor-in-chief is Dr. Ivory A. Toldson: itoldson@howard.edu.

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