Social and Emotional Learning is Hegemonic Miseducation: Students Deserve Humanization Instead

While the rise in social and emotional learning taking shape in school district policies across the United States is a significant shift in local educational reform efforts, the ahistorical objectives of these pursuits fall short of repairing the cultural contempt of hegemonic miseducation and does not address the primary social forces negatively impacting the health and wellness of communities of color—their relationship with inequitable social systems. In this presentation, Camangian posits humanization in place of social and emotional learning (SEL) because SEL's inadequate analysis of intersecting systems of oppression justifies existing power relations in communities and schools. Fulfilling humanization cultivates the social and emotional health, well-being, and learning of students of color in critically transformative ways by teaching students knowledge (and love) of self, solidarity, and self-determination.

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