***The South Still Got Something to Say: An Atlanta-centric Analysis of Intergenerational Pedagogies***

This dissertation explores Black women’s lived experiences to conceptualize education, broadly, not solely confined to an institution of schooling. I rely on a historical and contemporary examination of Atlanta, as a place-based inquiry, to offer insight regarding regional sensibilities and landscapes as pedagogy, that is, the practice of teaching and interactions when learning transpires. Rooted in theoretical groundings of haunting (Gordon 1997) and historical narration (Trouilott, 1995; Hartman, 2008), I concentrate on exclusions and silences in Atlanta’s dominant narrative as assumed by “outsiders” juxtaposed to local “insider” narratives by Black women who call it home. To do so, I draw on literature from *Southern Studies* (Bradley, 2017; Davis, 2011; Davis, 2015; Robinson, 2014; Walker, 1983); *Black Feminism* (Alexander & Mohanty, 1997; Bambara, 1970; Christian, 1987; Cohen, 1997; Collins, 2000; Combahee River Collective, 1978; Hartman, 1997; hooks, 2000; Lorde, 2007; Maparyan, 2012; Spillers, 1987; Walker, 1983); and *Black Speculative Studies* (Commander, 2017; Gumbs, 2016; Hartman, 2008; McKittrick, 2006; Moody-Freeman & Jackson, 2011; Phillp & Boateng, 2011; Womack, 2013) to investigate potential lessons from Black women selected Atlanta-centric landscapes and sensibilities to challenge hegemonic paradigms toward intentional practice of otherworld making. Specifically, I utilize critical fabulation (Hartman, 2008) and autoethnography (Boylorn & Orbe, 2013) as writing practices to trace hauntings undergirding Atlanta’s infrastructural transformations and “Black Mecca” image. Documenting the deep-rooted relationship between Black women and futurity, I engage speculative methods producing an interpretive analysis to imagine an alternative history and future barring neoliberal, industrial development as ideal for Atlanta. This dissertation’s significance highlights layered displacement between schooling and society by conceiving multiple educative practices therefore offering alternative approaches to conducting education research. Moreover, this project contributes to the Gender and Women’s Studies field as an investigation of how power systems insidiously function in U.S. South modernity and simultaneously acknowledging the radical potential of agency and empowerment.