

WHITE SPACES POSTGRADUATE NETWORK

VIRTUAL SEMINAR SERIES 2012/13

CRITICAL RACE PEDAGOGY

Monday, March 4th 2013

University of Leeds

9:30 – 11:00

Baines Wing, Room G41

University of Witwatersrand

11:30 – 13:00

Wits Video Conference Centre
Senate House

University of Cape Town

11:30-13:00

ICTS Meeting Room 315

The next seminar of the **White Spaces Postgraduate Network's Virtual Seminar Series** will be a guided discussion of critical race pedagogy.

ALL WELCOME.

ABSTRACT

In this virtual seminar, we will be discussing critical race pedagogy in theory and in practice. Many of us have had experiences – good, bad, and ugly – with the delivery of critical race theory in teaching and learning environments. This session will provide an opportunity for participants to share questions, experiences, challenges, and issues that have arisen as students encounter concepts such as power, oppression, privilege, difference, and Otherness in relation to race and racism.

As a point of entry to discussion, we will be reading Davis and Steyn (2012), *Teaching social justice: Reframing some common pedagogical assumptions*. Perspectives in Education, Volume 30(4). Co-author Danya Davis (University of Witwatersrand) will briefly discuss the article to kick off the discussion.

GUIDING QUESTIONS

How do broader national contexts and discourses on race inform critical race teaching?

What kinds of pedagogical assumptions inform our teaching on race and whiteness?

How does this pedagogical context – its assumptions, values and methodologies – shift or differ across disciplinary boundaries?

How far can and/or should educators challenge students' problematic beliefs and discourses? What are the risks of challenging too much and/or too little? What are your experiences and learning in finding or struggling to find this tough balance?