

2006 Race and Pedagogy National Conference: Call for papers and panel proposals (Long Version)

Introduction

The University of Puget Sound will host a conference on Race and Pedagogy on Sept. 14-16, 2006 that will bring together scholars, teachers, and students to discuss the pedagogical implications of race in higher education, particularly but not exclusively in institutions and programs oriented towards the liberal arts and sciences. Refining and extending our understanding of the pedagogical implications of race is critical if we are to improve the racial-cultural experiences of all our students and prepare our students for citizenship and leadership in a diverse world where race continues to matter.

The conference planning committee encourages teachers, scholars, and students across disciplines (e.g. humanities, social sciences, physical sciences) with an interest in race and pedagogy to examine the three themes which will guide the conference. We hope that you will recognize areas of interest and/or concern in these themes, and will consider joining us as either presenters and/or participants. In addition to invited speakers and panels, the conference will include refereed panels, papers, and poster sessions. For specific submission guidelines, please visit the conference web site at <http://www.ups.edu/raceandpedagogy/>.

Race, Knowledge, and Disciplinarity

Overview: This theme explores the ways in which specific academic disciplines negotiate the issue of race and the ways in which race enables and/or constrains the production of knowledge.

Papers and/or panels exploring this theme might:

explore the range of goals different instructors and/or disciplines have for student learning when engaging the issue of race;

address such questions as: “why has race assumed a prominent position in certain disciplines?” as well as “why has race been rendered invisible in certain disciplines?”;

identify and examine disciplinary (and interdisciplinary) modes of inquiry through which race enters a discipline’s scholarly conversation and its classrooms;

explore different aspects (themes, issues, events, processes, individuals, etc.) of what constitutes a discipline’s understanding of race;

identify and examine how issues of race (e.g. racialized exclusion and inclusion, silencing and supremacy) function in the way “we” both encounter and/or construct what has come to count as knowledge (the given and primary categories and/or ways of seeing and investigating the social and material world which appear natural and which frame, identify, distinguish, reproduce, and sustain our discrete disciplinary or interdisciplinary “homes”); and,

identify questions, objectives, perspectives, topics, methodologies, research strategies, and/or pedagogical techniques for situating race more productively or effectively in their disciplinary conversations and in their classrooms.

Racial Dynamics and Racial Performances in the Classroom (and beyond)

Overview: This theme explores the ways in which students and teachers embody and perform race, and the ways in which racial dynamics affect behavior inside and outside the classroom.

Papers and/or panels exploring this theme might:

identify and examine the different behaviors and forms of racial performance in which students and teachers engage as well as the consequences and/or effects of these behaviors and localized, embodied performances (e.g. stereotyping, privilege, violence);

help conference participants recognize productive and/or problematic racial dynamics and performances;

develop strategies for responding to these dynamics and performances;

identify strategies for promoting student motivation and student learning;

help conference participants understand how our racialized bodies work as texts that carry the inscription and memory of history;

identify strategies for managing the selection, representation, interpretation, and reception of the knowledge that is brought to and created in the classroom; and,

explore ways to negotiate the challenges and possibilities for building critically empowering and participatory learning communities.

Race, Pedagogy, and Community

Overview: This theme explores the ways in which students, teachers, administrators, and the educational institutions which they collectively constitute are situated within or in relation to broader communities.

Papers and/or panels exploring this theme might:

identify and examine the ways through which particular historical or contemporary communities and/or social movements have challenged and changed the kinds and terms of knowledge, and the access to and representation of peoples of color in higher education.

identify ways to locate, formulate, and question the ways in which our institutional identities as publicly accountable and obliged citizens continually shape and reshape the way we understand our contemporary pedagogical possibilities and opportunities; and

explore tensions, partnerships, and possibilities between the classroom and the broader community that can shape pedagogy.