

2010 Race and Pedagogy National Conference Call for Papers and Presentations
“Teaching and Learning for Justice: Danger and Opportunity in Our Critical Moment”
Oct. 28–30, 2010
(Abbreviated Version)

University of Puget Sound will host its second Race and Pedagogy National Conference Oct. 28–30, 2010, under the theme *“Teaching and Learning for Justice: Danger and Opportunity in Our Critical Moment.”* This Conference is conceptualized and planned through the Race and Pedagogy Initiative, a collaboration of the university and the South Sound community, particularly the Initiative’s Community Partners Forum. The 2010 Conference serves as a follow-up to the inaugural conference of 2006, which, over three days, brought together 2,000 participants from 39 states, as well as Canada and the United Kingdom, representing more than 100 institutions, including liberal arts colleges, K-12 schools, community colleges, regional state institutions, research universities, and a range of civic and government organizations, to engage issues of race and its impact on education.

We invite proposals for papers, panels, and other presentation formats, including, but not limited to, round tables, posters and performances, and visual art and interactive sessions from a multidisciplinary, multi-institutional, and diverse range of participants, including scholars, teachers, students, and administrators in higher education and K-12 education, along with those involved in educational practices in a variety of civic, artistic, and community-based organizations. All proposals shall be refereed and shall probe the overarching Conference theme along the lines of one or a combination of the following subthemes:

1. Understanding the Critical Moments of Possibilities and Pitfalls in Education, the Arts and Society
2. Innovations in Partnerships for Educational Justice
3. Dilemmas and New Directions in Pedagogy about Race

THEME 1

Understanding the Critical Moments of Possibilities and Pitfalls in Education, the Arts and Society

In this fifth decade since the social and educational legacies of the 1960s, many are voicing the notion that shifts in terms of matters related to race seem to be multiedged and replete with possibilities and pitfalls. For some, the national and international significance of the 2008 election of Barack Obama as U.S. president has suggested that we have arrived at a post-racial state of affairs. Others warn that this time—our time—may also be a time of retrenchment that is reminiscent of previous crucial historical moments, such as Reconstruction and social policies and practices that have stalled and served as a backlash against civil rights victories. We need to discern its opportunities and dangers so as to forge responses to the educational and social injustices of this time that are deepening the experiences of oppression for people of color, underrepresented minorities, and people of low income.

We invite proposals for presentations that explore this theme:

- From comparative historical, geographical, theoretical, and diverse disciplinary perspectives;
- By probing the possible agendas—hidden and blatant—of the post-racial rhetoric of our times;
- In relation to issues now facing educational policy, practice, and administration;
- In relation to issues now facing approaches to and practices of community activism;

- By probing creative ways forward in and through education, the arts, community knowledge and practices, and other societal processes.

THEME 2

Innovations in Partnerships for Educational Justice

Calls and initiatives that seek educational “reform” have been a continuing feature of educational life. We hear outcries that tell us that growing numbers are sick and tired of repackaged reforms, bureaucratic barriers, and traditional paradigms of schooling that do not work and systemically leave children behind despite policy pronouncements to the contrary. Such outcries arise in the face of varied situations of injustice. In our work in the Race and Pedagogy Initiative, the project of imagining and building different institutional partnerships has become pivotal to rethinking how we might achieve invigorating educational experiences, generate excellent and just educational outcomes for students at all levels, and better prepare students to be critically engaged, aware, accountable, and able to function as community, national, and global citizens.

We invite proposals for presentations that explore this theme through:

- Contemporary and historical models and experiments in educational partnership, particularly little-known or “hidden” ones;
- Partnership models and experiments that bridge the gap between K-12 and higher educational institutions;
- Partnership models and experiments that bridge the gap between educational institutions and families;
- Partnership models and experiments that bridge the gap between formal, academic-based knowledge and knowledge located in different community publics;
- Compromises, inequalities, and silences that can affect the formation and practice of partnership;
- Other aspects of the practice and idea of partnership.

THEME 3

Dilemmas and New Directions in Pedagogy About Race

The focus on how instruction about race occurs has been a hallmark of critical educational practices. Such a focus is often expressed through attention to critical pedagogy. The array of new challenges in education today includes a rise in the number of students of color taught by overwhelming numbers of white teachers; failures in recruitment and retention of underrepresented minorities in higher education; a rise in the presence of students who claim their multiracial heritage; a rise in the range of intersectional identities experienced and claimed by students; and new arguments about who qualifies for college education versus technical instruction. These challenges and the context within which they occur require critical pedagogical practices with particular attention to race.

We invite proposals for presentations that explore this theme by:

- Analyzing and rethinking the state of affairs of teacher education and professional development programs;
- Elaborating and analyzing the constitution and challenges of our new teaching-learning contexts in formal classroom environments and teaching-learning;
- Interrogating the possibilities and traps of diverse, culturally relevant pedagogies;
- Examining ranging models, methods, and sources of culturally competent approaches to teaching;

- Investigating related tensions, partnerships, and possibilities between the classroom, families, and broader communities.

Closing Statement

We hope that because of your investment in issues of race and pedagogy you will recognize areas of interest and/or concern in these themes, and you will consider joining us as either presenters and/or participants. The closing date for submissions is March 8, 2010. All submissions should include your name(s), title of proposed presentation, indicate which Conference subtheme or themes are being addressed and explain how the presentation engages the subtheme(s). The call for student submissions for poster sessions will follow shortly. For specific submission guidelines, please visit the Conference Web site at www.pugetsound.edu/raceandpedagogy. We so look forward to having you with us as we seize our critical moment to engage in dialogue, questioning, discerning, (re)defining and action at the Race and Pedagogy National Conference, Oct. 28–30, 2010, at University of Puget Sound.