

Race, Empire and Education Collective:
Theorising race and racism in education reading group

Alternate Fridays 14:00-16:00

Michaelmas term: 'Mapping Key Debates'

Donald McIntyre Building, Room 2S4 (*except 24th Nov., which is DMB 1S7*)

Faculty of Education

Convened by:

Arathi Sriprakash, Amina Shareef, Sharon Walker, Amberley Middleton

This research and reading group, part of the Race, Empire and Education Collective, critically discusses key theorisations of race and racism and their significance to education. Our discussions aim to consider the possibilities and limitations of theories of race and racism to participants' current work in progress. All are welcome to join the group, and we hope that participation will be regular so that our discussions can be cumulative and connected. Please contact Arathi Sriprakash if you have any questions: as621@cam.ac.uk

Session 1: October 13 2017

These readings examine how two important early sociological thinkers identify and explore what they considered to be the most pressing social concerns of their time and encourage discussion of how these lines of thinking connect to current debates.

Truth, S. (speech delivered Women's Convention, Akron, Ohio 1851). *Ain't I a Woman?*
Available here:

<https://sourcebooks.fordham.edu/mod/sojtruth-woman.asp>

DuBois, W.E.B., (1925). [Worlds of Color](#). *Foreign Affairs*, 3(3), 423–444

Session 2: October 27 2017

These readings examine the education of Black students and communities in the early twentieth century and encourage discussion on the role of education in perpetuating various forms of subjugation.

Woodson, C. G. (1990). *The Mis-education of the Negro*. Trenton, N.J.: Africa World Press
Read Preface and pp. 1-26 (note : this was first published in 1933)

Available here:

<http://www.historyisaweapon.com/defcon1/misedne.html>

Johnson, C. S. (1934). *Shadow of the Plantation*. Chicago: The University of Chicago Press
Read Chapter IV, The School and the People, pp. 129-136 (can continue to the end of the chapter, if time is available)

Available here:

<https://quod.lib.umich.edu/cgi/t/text/text-idx?c=acls;cc=acls;idno=heb02858.0001.001;node=heb02858.0001.001%3A1;view=toc>

Session 3: November 10 2017

These two papers encourage discussion on the historical and contemporary intersections of race, culture, and religion.

Rana, J., (2007). [The Story of Islamophobia](#). *Souls: A Critical Journal of Black Politics, Culture, and Society*, 9(2), 148-161

Werbner, P., (2013). [Folk devils and racist imaginaries in a global prism: Islamophobia and anti-Semitism in the twenty-first century](#). *Ethnic and Racial Studies*, 36(3), 450-467

Session 4: November 24 2017 *Note: this session will be in DMB 1S7

These readings examine the role of educators and encourage discussion on the significance of (mis)representation and what it means to see or not see oneself reflected in literature and historical narratives.

Baldwin, J. (1963). *A Talk to Teachers*

Available here :

<https://serendip.brynmawr.edu/oneworld/system/files/Baldwin,%20J.,%20A%20Talk%20to%20Teachers,%20pp.%20678-686.pdf>

Larrick, N., (1965). The All-White World of Children's Books. *The Saturday Review, Issue 51*, 63-65

Available here:

<http://www.unz.org/Pub/SaturdayRev-1965sep11-00063>

Christian, B., (1988). [The Race for Theory](#). *Feminist Studies*, 14(1), 67-79

Bishop, R.S., (1990). Mirrors, Windows, and Sliding Glass Doors. *Perspectives: Choosing and Using Books for the Classroom*, 6(3)

Available here:

<https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf>