

**Name of class/Subject: **An Introduction to Critical Race Theory
and Critical Whiteness Studies****

Name of tutor: Dr Marthinus Stander Conradie prof. wizytujący z
Free State University, RPA

Format: Lecture/conversational/workshop

Hours: 30

ECTS: 2

Opis:



Short description: what is this seminar about?

Engaging critically with questions around racism is fraught with difficulty. Even students and academics at universities - where critical thinking is prized - encounter obstacles that stymie robust inquiry into the character of contemporary racism. Universities around the world have expressed public commitment to addressing systemic, institutionalised racism, but to what extent are these gestures performative? To what extent do they translate into decisive action? And once students and academics enter into critical dialogue about racism, what variables determine the depth and trajectory of the engagement? For example, how might different, culturally-mediated understandings of civility and emotions enhance or stymie attempts to explore, understand and oppose contemporary forms of racism? In this seminar, we investigate these and many other questions. If you have a keen interest in the role that language plays in shaping our thinking and emotions, as well as the role that habitual ways of talking and feeling might play in hindering progress against racism at institutions of higher education, then this seminar is for you. We kick off by familiarising ourselves with some of the basic perspectives and principles of critical race theory and critical whiteness studies, before exploring how these theories can be combined with discourse analysis.

Reading:

Bonilla-Silva, E. 2015. More than prejudice: Restatements, reflections and new directions in critical race theory. *Sociology of Race and Ethnicity*. 1(1): 73-87.

Rudick, C.K. and Golsan, K.B. 2018. Civility and white institutional presence: An exploration of white students' understandings of race-talk at a traditionally white institution. *Howard Journal of Communications*. 29(4): 335-352.

Wale, K. 2019. Towards critical cultural openness: (in)vulnerability in white student narratives of transformation in South Africa. *Ethnic and Racial Studies*. 43(7): 1189-1207.



Proposed Schedule of readings and discussion topics

Session	What you must read:	Discussion topics:
1	Introduction	<p>I will introduce myself and explain precisely what this seminar is all about. But I would also like to learn about you. This will be an informal discussion, but please prepare to answer these questions:</p> <p>Why did you decide to take this seminar?</p> <p>What do you hope to gain from this seminar?</p> <p>Next, we will discuss what it means to claim that race is socially and discursively constructed.</p>
2	Bonilla-Silva (2015)	<p>According to Bonilla-Silva (2015), what is the problem with defining racism in terms of personal prejudice alone?</p> <p>What is Bonilla-Silva's (2015) counter argument against definitions of racism in terms of personal prejudice?</p>
3	Bonilla-Silva (2015)	<p>During this session, we will unpack Bonilla-Silva's (2015: 74) counter arguments against the "prejudice problematic" in more detail. We will also try to link his counter argument to your own contexts and experiences in Polish society.</p>
4	Bonilla-Silva (2015)	<p>How does Bonilla-Silva (2015) define intersectionality? What is his argument about the value of factory intersectionality into critical race theory? Do you find this relevant to your context in Polish society?</p>

		During his session, please feel free to raise any other topics you would like to discuss in relation to Bonilla-Silva (2015).
4	Rudick and Golsan (2018)	Read the abstract and introduction to Rudick and Golsan's (2018) research article very carefully. All research is part of an indirect conversation. Put differently, Rudick and Golsan (2018) respond to ideas in existing research. What ideas are they responding to? What is whiteness, according to Rudick and Golsan (2018)?
5	Rudick and Golsan (2018)	According to Rudick and Golsan (2018) what is the first function of WIC and how exactly does it function?
6	Rudick and Golsan (2018)	According to Rudick and Golsan (2018) what is the second function of WIC and how exactly does it function?
7	Rudick and Golsan (2018)	According to Rudick and Golsan (2018) what is the third function of WIC and how exactly does it function?
8	Wale (2019)	How does Wale (2019) define whiteness? What do you think of Wale's (2019) definition?
9	Wale (2019)	What are the characteristics of epistemic vulnerability, according to Wale (2019)? What do these characteristics have to do with critical race theory and critical whiteness studies?
10	Wale (2019)	South Africa as a case study: During this session, I will discuss key aspects of Wale's (2019) analysis. To do this, I will need to explain a few details of her research context: a formerly whites-only university in South Africa. We will discuss her analysis and consider whether it is relevant to your own context and your own experiences in Polish society.
11	Wale (2019)	According to Wale (2019), what do whiteness and denial have to do with epistemic (in)vulnerability? Is this discussion relevant to your experiences in Polish society?
12	Wale (2019)	According to Wale (2019) how does the white victim narrative work?

		Is this discussion relevant to your experiences in Polish society?
13	Wale (2019)	According to Wale (2019), how does the white saviour narrative work? Is this relevant to your experiences in Polish society?
14	Wale (2019)	According to Wale (2019), how does the out of my comfort zone narrative work? Is this relevant to your experiences in Polish society?
15	Bonilla-Silva (2015) Rudick and Golsan (2018) Wale (2019)	Consolidation: during this session, we will discuss everything we have learned thus far and debate its relevant to you individually and collectively.