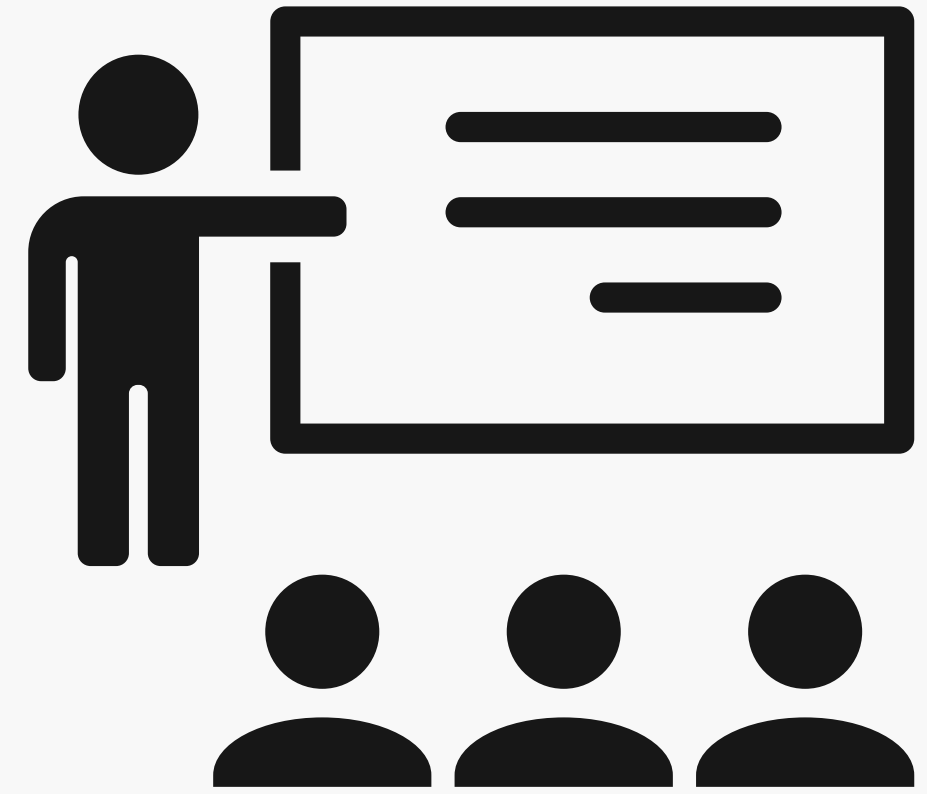


safe spaces and (dis)comfort zones

HOLDING CONVERSATIONS ABOUT
RACE IN THE LIS CLASSROOM



presented by
arianna alcaraz

critical pedagogy symposium
may 19, 2023

introducing myself

arianna alcaraz (she/her)

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Institute Task Force

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locating myself

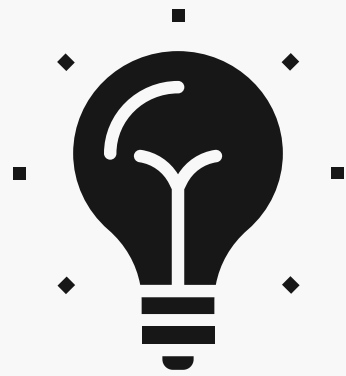


introduction



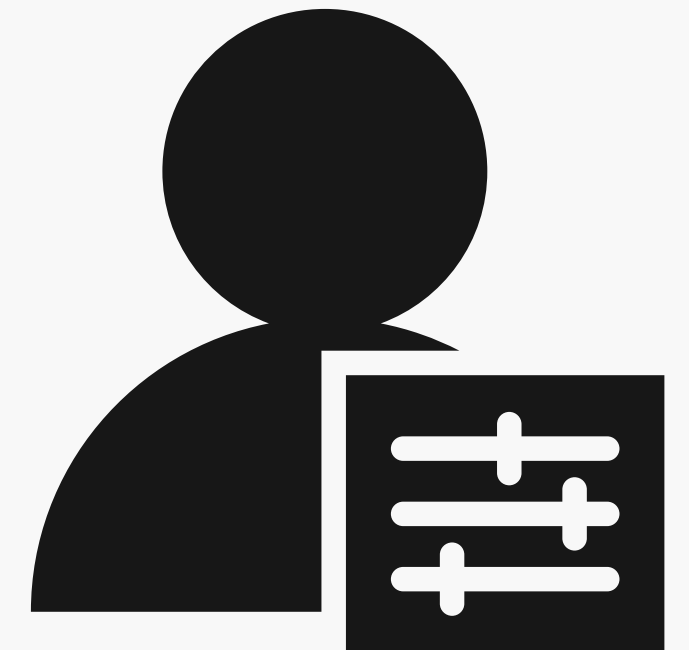
WHAT I TALK ABOUT
WHEN I TALK ABOUT
RACE IN THE CLASSROOM

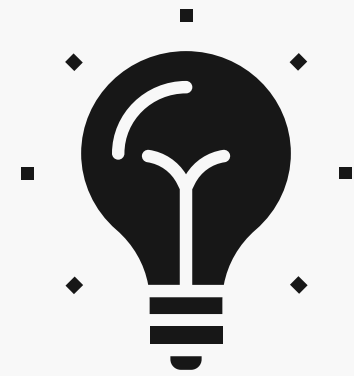




an invitation to practice critical reflexivity

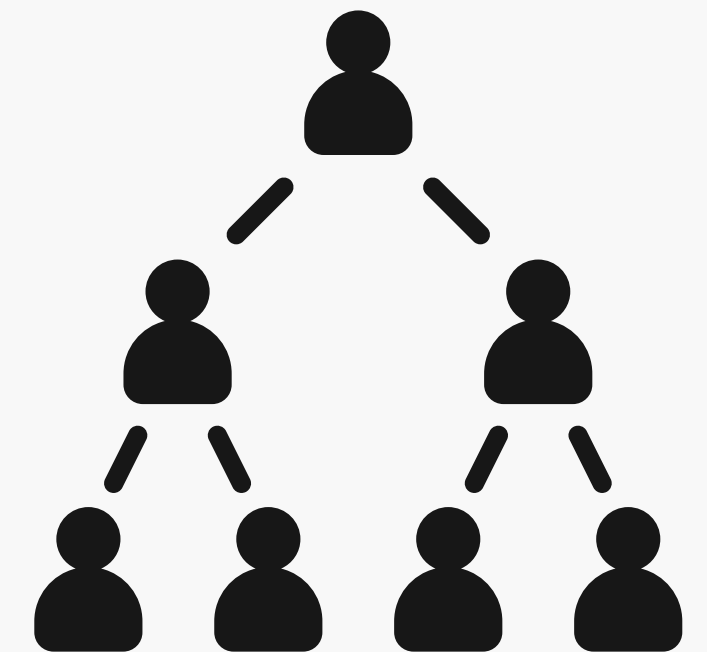
- encourage everyone to reflect on their own positionality, and to acknowledge the perspectives and biases they bring into the space
- deepen reflection by learning to situate positionalities "in relation to other groups within structural contexts and histories" (Mudambi et al, 2023, p. 347)

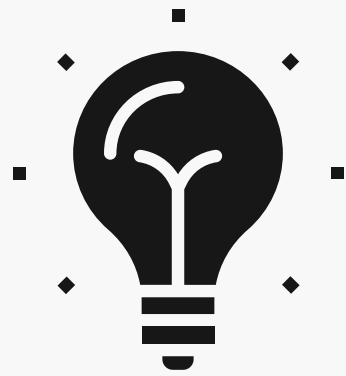




an explicit acknowledgment of underlying power dynamics

- acknowledge the classroom is "a space historically rooted within systems of power" (Valle-Ruiz et al, 2015, n.p.)
- hold frank discussions about how power and privilege operate not only in broader contexts, but also within the learning environment

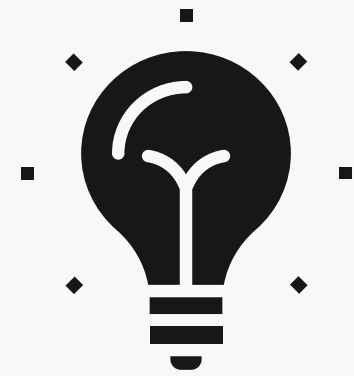




an understanding of the affective and embodied dimensions of learning

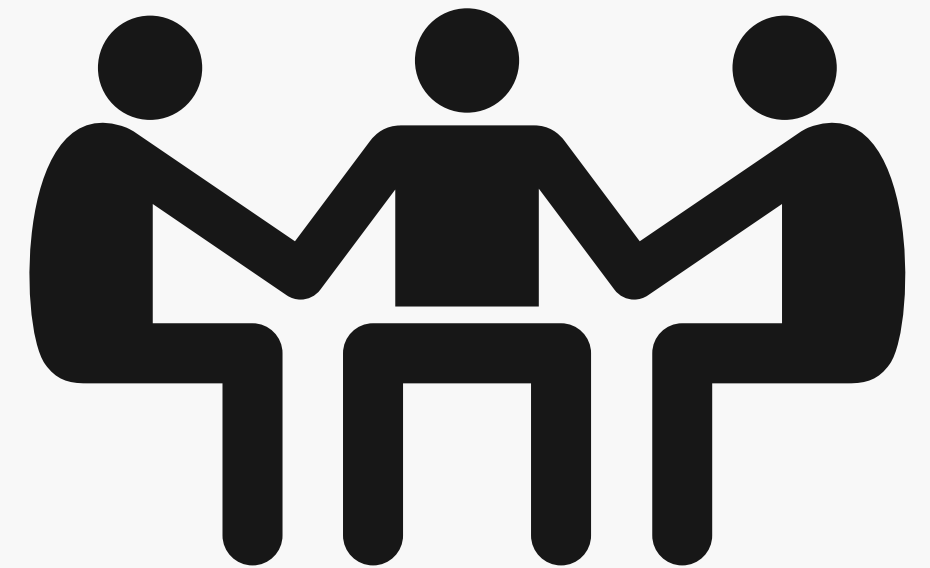
- recognize that everyone brings their whole selves into the space, and that people may have emotional (and possibly physical) responses, particularly those who have been most impacted by systems of oppression
- leverage lived experience as valuable sources of knowledge and insight, rather than discussing issues as purely theoretical concepts

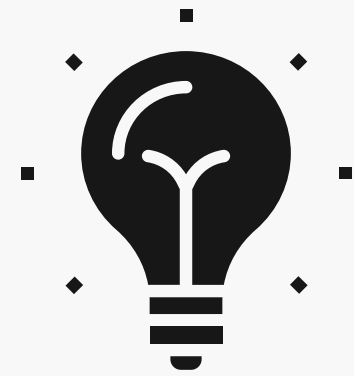




a sense of mutual responsibility and accountability to one another

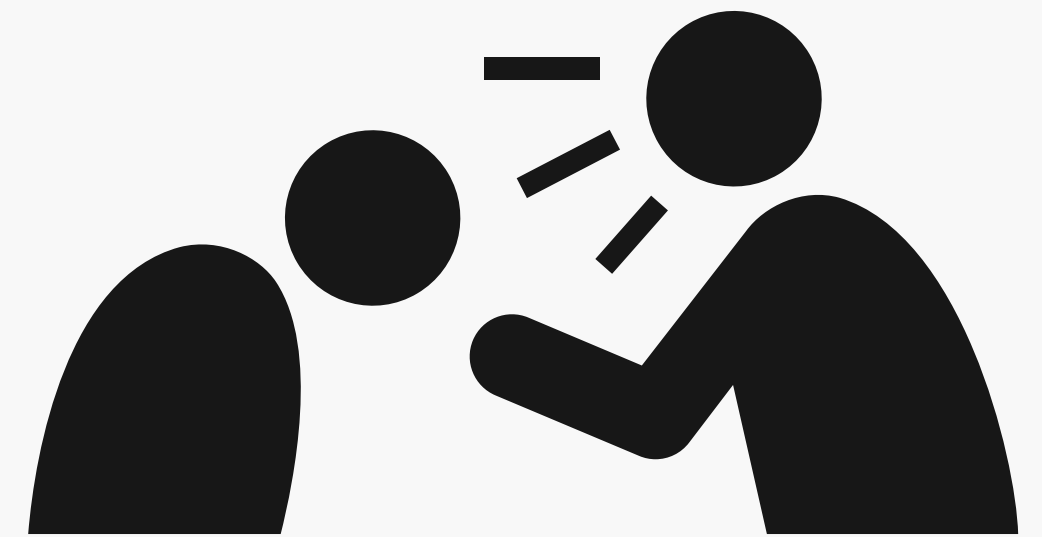
- strive to create a space of trust and emotional safety so that everyone can meaningfully engage, with the understanding that complete safety cannot be guaranteed
- collaborate on a community agreement that outlines how to engage with one another and what to do when harm has been done





a distinction between feeling uncomfortable and feeling unsafe

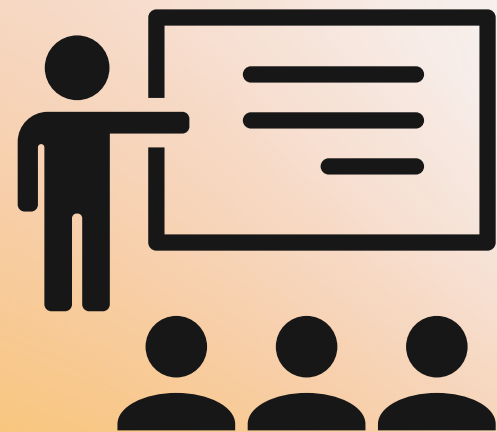
- have strategies in place to check in with the emotional temperature of the space
- find comfort in discomfort, but encourage everyone to recognize their own boundaries and advocate for themselves when and where needed



(SOURCE: TEACHING TOLERANCE, N.D.)

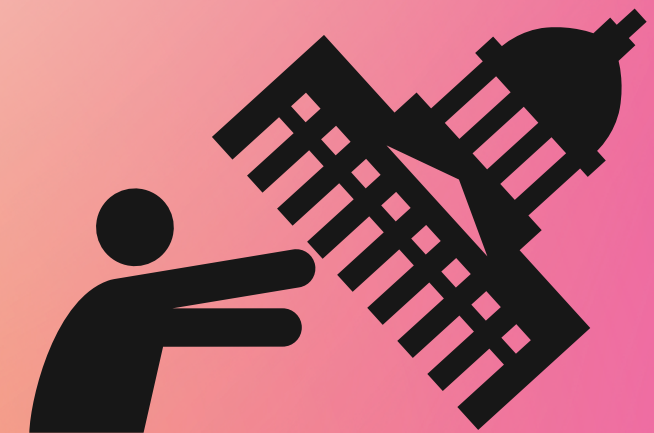


why I think this is important in LIS education



Classrooms are a microcosm of the real world. We take what we learn in these spaces to our work in the field.

Courses that engage with issues of race and racism are meant to produce professionals who can actively intervene against oppressive structures and organize for action.





conclusion



BEYOND THE CLASSROOM
AND INTO THE REAL
WORLD



the end

THANK YOU SO MUCH!

2023 critical pedagogy symposium:
a focus on critical race theory
lightning talk | may 19, 2023

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references

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acknowledgments



Many thanks to **Ray Pun**, **Emily Drabinski**, **David James Hudson**, **Sara Miller**, **Sharon Ladenson**, **DeLa Dos**, **Ashley Hlewka**, and **Remonia Stoddart-Morrison** for your time and insights as I puzzled over this question!