Faculty Mentor:
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Description of Project:
Critical Whiteness Studies births out of Critical Race Theory to address the need for a deeper analysis of race, one that accounts for both sides of the race coin, that of the plight of people of color AND how Whites are also impacted in a system of race. Therefore, this study takes a deeper look into how race operates within White contexts and how such operations ultimately impacts people of color. By doing so, we bridge how Whites AND people of color can collectively work together towards a racially equitable society.

Purpose:
This project focuses on how Whiteness operates in antiracist White teachers who teaches in urban classrooms predominant with Black and Brown students. In identifying and understanding the extent to which Whiteness operates in classrooms we, SEHD, ultimately better equip teacher candidates with anti-racist pedagogical strategies.

The Problem & Significance to the Field
From critical cross-examinations of how it operates in educational research methodologies (Zuberi & Bonilla-Silva, 2008) to how it impacts teacher pedagogy (Allen, 2004; Howard, 1999; Sleeter, 2001), studies of Whiteness continue to challenge racial hegemony in education. However, progress in Whiteness Studies halts when research overindulges in the spectacle of White racial epiphanies (e.g., Frankenberg, 1993; Schick, 2010; Thompson, 2003). Beyond the feel-good of momentary White epiphanies lurk enormous concerns about how to continually examine Whiteness in order to uphold anti-racist education, moreover the fruition of a more racially harmonious society. Therefore, since education is so essential, more studies must be conducted to unveil how Whiteness specifically operates in the classroom and how we can instructively identify it, analyze it, and develop counter-whiteness pedagogical and epistemological practices.

Research Design, Methodology, and Inquiries
To meet this long-term goal this action-based research has 3 phases:
1) takes inventory of the anti-racist dispositions of 3 White antiracist teachers,
2) conduct classroom observations, and
3) implement collaborative professional learning sessions on 3 “mentor texts” on whiteness and host follow up conversation interviews.

The research questions are divided into phases, 1) What are the baseline racial attitudes (inclusive of awareness/or lack thereof of hegemonic Whiteness) of White antiracist teachers who teach in urban school sites predominant with Black and Brown students? 2) To what extent does the racial attitudes of White antiracist
teachers impact their teaching? And 3) How do White antiracist teachers reflect on their racial attitudes of themselves with their deepened knowledge of Whiteness and of their students to inform change in teaching? Because anti-racist and anti-hegemonic whiteness are so essential in the success of White teachers in urban settings (Howard, 1999, Sleeter, 2001) and for the success of students of color (Fordham, 1989, Matias, forthcoming) we therefore cannot ethically leave White anti-racist teachers alone in their battle against colorblind racist curriculum (Loewen, 1999, Pollock, 2001). As such, this project will utilize critical action-based research methodology (Matias, forthcoming, Tanaka, 2007) to assist White anti-racist teacher (allies) in a deeper understanding of race in society (one which accounts for the other side of the race coin, that of whiteness).

Job Description
The research assistant (RA) will be mentored and guided through the process of data collection and data analysis dissemination of this work via professional conferences and the preparation of a manuscript. However, there will be opportunities for the RA to assist in the conceptualization of Phase 2 based off interviews in Phase 1 as well as conceptualizations for Phase 3 based off the observations made in Phase 2. Please contact Dr. Cheryl E. Matias, Ph.D. for specific duties per timeline.

Job Requirements The PhD student must be able to work 20 hours a week at multiple settings (various Denver public schools and CU Denver campus), have technology skills (Internet research, email, facebook, texting, audio/video recording, etc.) Although not required, experience working with and understanding of urban students of color and race and ethnic studies are preferred (e.g. teacher, social worker, school psychologist, counselor, etc.).

Deadline
Please contact Dr. Cheryl E. Matias, Ph.D. cheryl.matias@ucdenver.edu by Friday, June 8, 2012. However, interviews will begin based on application submissions throughout spring 2012 and summer 2012 until position is filled. It is highly recommended you apply as soon as possible. Position begins Fall 2012-Spring 2013.

Basic Information Regarding the RA Position
The PhD student will be appointed as a Graduate Research Assistant and will receive an offer letter explaining the expectations of the position. Faculty Advisors are responsible for outlining these primary roles and responsibilities. This is a temporary, part-time, non-benefitted student position. The student is expected to work 20 hours a week and will receive $22/hr, for 32 weeks across one academic year.

The doctoral student receives tuition support for up to 18 credit hours across a 12-month period of time. This can be used flexibly as some students start in the
summer and then continue through the fall and spring; others don’t start until fall and then continue into spring and finish up their first full-time year the following summer.