

WHITE SUPREMACY CULTURE IN HIGHER EDUCATION

WHITE SUPREMACY CULTURE IN HIGHER EDUCATION REMAINS A PERVERSIVE AND COMPLEX ISSUE THAT AFFECTS INSTITUTIONS, STUDENTS, FACULTY, AND ACADEMIC POLICIES ACROSS THE UNITED STATES AND BEYOND. THIS CULTURE MANIFESTS THROUGH SYSTEMIC BIASES, INSTITUTIONAL PRACTICES, AND SUBTLE NORMS THAT PRIORITIZE WHITE VALUES, HISTORIES, AND PERSPECTIVES WHILE MARGINALIZING OTHERS. UNDERSTANDING WHITE SUPREMACY CULTURE IN HIGHER EDUCATION IS ESSENTIAL FOR FOSTERING TRULY INCLUSIVE AND EQUITABLE ACADEMIC ENVIRONMENTS. THIS ARTICLE EXPLORES THE DEFINING CHARACTERISTICS OF WHITE SUPREMACY CULTURE IN HIGHER EDUCATION, ITS IMPACTS ON MARGINALIZED GROUPS, AND THE ONGOING EFFORTS TO DISMANTLE THESE STRUCTURES. ADDITIONALLY, IT EXAMINES HOW CURRICULUM, CAMPUS CLIMATE, AND INSTITUTIONAL POLICIES CONTRIBUTE TO MAINTAINING OR CHALLENGING THIS CULTURE. THE FOLLOWING SECTIONS PROVIDE AN IN-DEPTH ANALYSIS OF THESE CRITICAL AREAS.

- CHARACTERISTICS OF WHITE SUPREMACY CULTURE IN HIGHER EDUCATION
- IMPACT ON STUDENTS AND FACULTY
- MANIFESTATIONS IN CURRICULUM AND RESEARCH
- INSTITUTIONAL POLICIES AND PRACTICES
- STRATEGIES FOR ADDRESSING WHITE SUPREMACY CULTURE

CHARACTERISTICS OF WHITE SUPREMACY CULTURE IN HIGHER EDUCATION

WHITE SUPREMACY CULTURE IN HIGHER EDUCATION IS CHARACTERIZED BY SPECIFIC NORMS AND BEHAVIORS THAT UPHOLD WHITE DOMINANCE AND EUROCENTRIC PERSPECTIVES AS THE DEFAULT. THESE CHARACTERISTICS OFTEN GO UNNOTICED BECAUSE THEY ARE DEEPLY EMBEDDED IN INSTITUTIONAL STRUCTURES AND SOCIAL INTERACTIONS. IDENTIFYING THESE TRAITS IS A CRUCIAL STEP TOWARD RECOGNIZING AND CHALLENGING SYSTEMIC INEQUITIES WITHIN ACADEMIA.

PERFECTIONISM AND SENSE OF URGENCY

ONE COMMON TRAIT IS PERFECTIONISM, WHICH CAN CREATE EXCESSIVE PRESSURE ON MARGINALIZED STUDENTS AND FACULTY TO MEET UNREALISTIC STANDARDS THAT OFTEN REFLECT WHITE CULTURAL NORMS. THIS IS PAIRED WITH A SENSE OF URGENCY THAT VALUES QUICK RESULTS OVER THOUGHTFUL, INCLUSIVE PROCESSES, LEADING TO THE EXCLUSION OF DIVERSE VOICES AND APPROACHES.

DEFENSIVENESS AND POWER HOARDING

DEFENSIVENESS ARISES WHEN INSTITUTIONS OR INDIVIDUALS RESIST ACKNOWLEDGING SYSTEMIC RACISM OR WHITE SUPREMACY, OFTEN DISMISSING CONCERNS ABOUT EQUITY AS ATTACKS. POWER HOARDING REFERS TO THE CONCENTRATION OF DECISION-MAKING AUTHORITY WITHIN PREDOMINANTLY WHITE LEADERSHIP, WHICH LIMITS OPPORTUNITIES FOR MARGINALIZED GROUPS TO INFLUENCE INSTITUTIONAL CHANGE.

INDIVIDUALISM AND OBJECTIVITY

WHITE SUPREMACY CULTURE IN HIGHER EDUCATION EMPHASIZES INDIVIDUAL ACHIEVEMENT OVER COLLECTIVE WELL-BEING, OFTEN IGNORING THE SYSTEMIC BARRIERS FACED BY MARGINALIZED COMMUNITIES. THE IDEAL OF OBJECTIVITY IS ALSO FRAMED IN WAYS THAT DISMISS LIVED EXPERIENCES AND CULTURAL KNOWLEDGE, PRIVILEGING SUPPOSEDLY NEUTRAL PERSPECTIVES THAT ALIGN WITH DOMINANT WHITE VIEWPOINTS.

IMPACT ON STUDENTS AND FACULTY

THE PRESENCE OF WHITE SUPREMACY CULTURE IN HIGHER EDUCATION SIGNIFICANTLY IMPACTS THE EXPERIENCES, RETENTION, AND SUCCESS OF STUDENTS AND FACULTY FROM MARGINALIZED BACKGROUNDS. THESE IMPACTS EXTEND BEYOND INDIVIDUAL INTERACTIONS TO SHAPE OVERALL CAMPUS CLIMATE AND INSTITUTIONAL CULTURE.

MARGINALIZATION AND MICROAGGRESSIONS

STUDENTS AND FACULTY OF COLOR FREQUENTLY ENCOUNTER MICROAGGRESSIONS—SUBTLE, OFTEN UNINTENTIONAL DISCRIMINATORY COMMENTS OR BEHAVIORS—THAT REFLECT UNDERLYING WHITE SUPREMACY CULTURE. THESE EXPERIENCES CONTRIBUTE TO FEELINGS OF ISOLATION, STRESS, AND DECREASED SENSE OF BELONGING ON CAMPUS.

BARRIERS TO ADVANCEMENT AND REPRESENTATION

SYSTEMIC BARRIERS ROOTED IN WHITE SUPREMACY CULTURE LIMIT ACCESS TO LEADERSHIP POSITIONS, TENURE OPPORTUNITIES, AND ACADEMIC RECOGNITION FOR MARGINALIZED FACULTY. SIMILARLY, STUDENTS FROM UNDERREPRESENTED GROUPS OFTEN FACE CHALLENGES IN ACCESSING RESOURCES, MENTORSHIP, AND INCLUSIVE CURRICULA THAT AFFIRM THEIR IDENTITIES AND EXPERIENCES.

PSYCHOLOGICAL AND ACADEMIC EFFECTS

THE CUMULATIVE EFFECTS OF EXCLUSION AND BIAS IMPACT MENTAL HEALTH AND ACADEMIC PERFORMANCE. MARGINALIZED STUDENTS MAY EXPERIENCE HIGHER RATES OF ANXIETY, DEPRESSION, AND IMPOSTER SYNDROME, WHILE FACULTY MAY FACE BURNOUT AND DISENGAGEMENT, WHICH UNDERMINES INSTITUTIONAL DIVERSITY AND EXCELLENCE.

MANIFESTATIONS IN CURRICULUM AND RESEARCH

WHITE SUPREMACY CULTURE IN HIGHER EDUCATION IS ALSO REFLECTED IN CURRICULUM DESIGN AND RESEARCH PRIORITIES, WHICH OFTEN CENTER EUROCENTRIC KNOWLEDGE SYSTEMS WHILE MARGINALIZING OR EXCLUDING DIVERSE PERSPECTIVES AND METHODOLOGIES.

EUROCENTRIC CURRICULUM DOMINANCE

MANY ACADEMIC PROGRAMS PRIORITIZE WESTERN THEORIES, HISTORIES, AND AUTHORS, REINFORCING A NARROW WORLDVIEW THAT MARGINALIZES CONTRIBUTIONS FROM NON-WHITE CULTURES. THIS LIMITS STUDENTS' EXPOSURE TO DIVERSE IDEAS AND PERPETUATES CULTURAL HEGEMONY WITHIN SCHOLARLY DISCOURSE.

RESEARCH FUNDING AND FOCUS

RESEARCH AGENDAS FREQUENTLY REFLECT DOMINANT CULTURAL VALUES AND INTERESTS, WITH LIMITED FUNDING AND SUPPORT FOR STUDIES ADDRESSING ISSUES PERTINENT TO MARGINALIZED COMMUNITIES. THIS IMBALANCE PERPETUATES KNOWLEDGE GAPS AND HINDERS THE DEVELOPMENT OF INCLUSIVE SCHOLARSHIP.

BARRIERS TO INCLUSIVE SCHOLARSHIP

FACULTY AND STUDENTS WHO PURSUE RESEARCH OR PEDAGOGICAL APPROACHES THAT CHALLENGE DOMINANT PARADIGMS MAY FACE INSTITUTIONAL RESISTANCE, INCLUDING SKEPTICISM, LACK OF MENTORSHIP, OR LIMITED PUBLICATION OPPORTUNITIES, REINFORCING WHITE SUPREMACY CULTURE WITHIN ACADEMIA.

INSTITUTIONAL POLICIES AND PRACTICES

INSTITUTIONAL POLICIES AND ADMINISTRATIVE PRACTICES CAN EITHER PERPETUATE OR CHALLENGE WHITE SUPREMACY CULTURE IN HIGHER EDUCATION. UNDERSTANDING HOW POLICIES INFLUENCE EQUITY AND INCLUSION IS KEY TO PROMOTING SYSTEMIC CHANGE.

ADMISSIONS AND RECRUITMENT PRACTICES

ADMISSIONS CRITERIA AND RECRUITMENT STRATEGIES OFTEN PRIORITIZE TRADITIONAL METRICS SUCH AS STANDARDIZED TEST SCORES AND LEGACY STATUS, WHICH DISPROPORTIONATELY FAVOR WHITE APPLICANTS AND MAINTAIN RACIAL AND SOCIOECONOMIC DISPARITIES WITHIN THE STUDENT BODY.

FACULTY HIRING AND RETENTION

HIRING PRACTICES THAT RELY HEAVILY ON ESTABLISHED NETWORKS AND CONVENTIONAL CREDENTIALS LIMIT DIVERSITY AMONG FACULTY. RETENTION EFFORTS MAY ALSO FALL SHORT IF INSTITUTIONS DO NOT ADDRESS THE UNIQUE CHALLENGES FACED BY FACULTY OF COLOR, SUCH AS RACIAL BIAS AND LACK OF SUPPORT.

CAMPUS CLIMATE AND SUPPORT SERVICES

POLICIES RELATED TO CAMPUS SAFETY, BIAS REPORTING, AND STUDENT SUPPORT SERVICES PLAY A CRITICAL ROLE IN EITHER SUSTAINING OR DISRUPTING WHITE SUPREMACY CULTURE. INSTITUTIONS WITH ROBUST FRAMEWORKS FOR DIVERSITY, EQUITY, AND INCLUSION TEND TO FOSTER MORE SUPPORTIVE ENVIRONMENTS FOR MARGINALIZED GROUPS.

STRATEGIES FOR ADDRESSING WHITE SUPREMACY CULTURE

EFFORTS TO DISMANTLE WHITE SUPREMACY CULTURE IN HIGHER EDUCATION REQUIRE COMPREHENSIVE STRATEGIES THAT INVOLVE INSTITUTIONAL COMMITMENT, POLICY REFORM, AND CULTURAL CHANGE. THESE STRATEGIES AIM TO CREATE MORE EQUITABLE AND INCLUSIVE ACADEMIC ENVIRONMENTS.

IMPLEMENTING ANTI-RACIST POLICIES

DEVELOPING AND ENFORCING POLICIES THAT EXPLICITLY ADDRESS RACISM AND INEQUITY IS ESSENTIAL. THIS INCLUDES REVISING ADMISSIONS CRITERIA, DIVERSIFYING FACULTY HIRING PRACTICES, AND ESTABLISHING CLEAR MECHANISMS FOR REPORTING AND ADDRESSING BIAS INCIDENTS.

CURRICULUM DIVERSIFICATION AND INCLUSIVE PEDAGOGY

INCORPORATING DIVERSE PERSPECTIVES INTO CURRICULA AND ADOPTING INCLUSIVE TEACHING METHODS HELP CHALLENGE EUROCENTRIC DOMINANCE AND VALIDATE MULTIPLE WAYS OF KNOWING. THIS FOSTERS A RICHER, MORE EQUITABLE EDUCATIONAL EXPERIENCE FOR ALL STUDENTS.

COMMUNITY ENGAGEMENT AND DIALOGUE

CREATING SPACES FOR OPEN DIALOGUE ABOUT RACE, PRIVILEGE, AND SYSTEMIC OPPRESSION ENCOURAGES AWARENESS AND ALLYSHIP AMONG STUDENTS, FACULTY, AND ADMINISTRATORS. COMMUNITY ENGAGEMENT INITIATIVES CAN ALSO CONNECT ACADEMIC INSTITUTIONS WITH BROADER SOCIAL JUSTICE MOVEMENTS.

PROVIDING SUPPORT AND RESOURCES

INSTITUTIONS MUST INVEST IN SUPPORT SYSTEMS SUCH AS MENTORSHIP PROGRAMS, MENTAL HEALTH SERVICES, AND AFFINITY GROUPS THAT ADDRESS THE SPECIFIC NEEDS OF MARGINALIZED STUDENTS AND FACULTY. THESE RESOURCES ARE VITAL FOR RETENTION AND SUCCESS.

CONTINUOUS ASSESSMENT AND ACCOUNTABILITY

REGULAR EVALUATION OF INSTITUTIONAL PRACTICES AND OUTCOMES RELATED TO DIVERSITY, EQUITY, AND INCLUSION ENSURES PROGRESS AND ACCOUNTABILITY. DATA-DRIVEN APPROACHES CAN IDENTIFY AREAS FOR IMPROVEMENT AND GUIDE EFFECTIVE INTERVENTIONS.

- RECOGNIZE AND CHALLENGE INSTITUTIONAL NORMS ROOTED IN WHITE SUPREMACY CULTURE.
- PROMOTE DIVERSE REPRESENTATION IN LEADERSHIP AND DECISION-MAKING ROLES.
- FOSTER INCLUSIVE AND EQUITABLE CAMPUS ENVIRONMENTS THROUGH EDUCATION AND POLICY.
- SUPPORT MARGINALIZED COMMUNITIES WITH TARGETED RESOURCES AND PROGRAMS.
- ENGAGE IN ONGOING DIALOGUE AND ASSESSMENT TO SUSTAIN ANTI-RACIST EFFORTS.

FREQUENTLY ASKED QUESTIONS

WHAT IS WHITE SUPREMACY CULTURE IN HIGHER EDUCATION?

WHITE SUPREMACY CULTURE IN HIGHER EDUCATION REFERS TO THE PERVASIVE NORMS, VALUES, PRACTICES, AND STRUCTURES THAT PRIORITIZE AND UPHOLD WHITE DOMINANCE, OFTEN MARGINALIZING PEOPLE OF COLOR AND PERPETUATING SYSTEMIC INEQUALITIES WITHIN COLLEGES AND UNIVERSITIES.

HOW DOES WHITE SUPREMACY CULTURE MANIFEST IN HIGHER EDUCATION INSTITUTIONS?

IT MANIFESTS THROUGH CURRICULA THAT CENTER EUROCENTRIC PERSPECTIVES, LACK OF DIVERSITY AMONG FACULTY AND STAFF, BIASED ADMISSIONS AND HIRING PRACTICES, MICROAGGRESSIONS, AND INSTITUTIONAL POLICIES THAT MAINTAIN RACIAL HIERARCHIES AND EXCLUDE MARGINALIZED GROUPS.

WHAT IMPACT DOES WHITE SUPREMACY CULTURE HAVE ON STUDENTS OF COLOR IN HIGHER EDUCATION?

STUDENTS OF COLOR MAY EXPERIENCE FEELINGS OF ISOLATION, DISCRIMINATION, LOWER ACADEMIC SUPPORT, AND LIMITED ACCESS TO RESOURCES, WHICH CAN NEGATIVELY AFFECT THEIR ACADEMIC SUCCESS, MENTAL HEALTH, AND OVERALL COLLEGE EXPERIENCE.

HOW CAN HIGHER EDUCATION INSTITUTIONS ADDRESS WHITE SUPREMACY CULTURE?

INSTITUTIONS CAN IMPLEMENT ANTI-RACIST POLICIES, DIVERSIFY FACULTY AND LEADERSHIP, REVISE CURRICULA TO INCLUDE DIVERSE PERSPECTIVES, PROVIDE BIAS TRAINING, CREATE INCLUSIVE CAMPUS ENVIRONMENTS, AND ACTIVELY SUPPORT STUDENTS FROM MARGINALIZED BACKGROUNDS.

WHAT ROLE DOES CURRICULUM PLAY IN PERPETUATING WHITE SUPREMACY CULTURE IN HIGHER EDUCATION?

CURRICULA THAT PREDOMINANTLY FEATURE WESTERN, WHITE-CENTRIC PERSPECTIVES REINFORCE WHITE SUPREMACY CULTURE BY MARGINALIZING OTHER NARRATIVES AND HISTORIES, LIMITING STUDENTS' UNDERSTANDING OF DIVERSE EXPERIENCES AND CONTRIBUTING TO A LACK OF REPRESENTATION.

ARE THERE EXAMPLES OF INITIATIVES THAT CHALLENGE WHITE SUPREMACY CULTURE IN HIGHER EDUCATION?

YES, INITIATIVES SUCH AS DIVERSITY AND INCLUSION PROGRAMS, ETHNIC STUDIES DEPARTMENTS, EQUITY TASK FORCES, RESTORATIVE JUSTICE PRACTICES, AND COMMUNITY ENGAGEMENT EFFORTS WORK TO DISMANTLE WHITE SUPREMACY CULTURE AND PROMOTE EQUITY ON CAMPUSES.

WHY IS IT IMPORTANT TO RECOGNIZE AND DISMANTLE WHITE SUPREMACY CULTURE IN HIGHER EDUCATION?

RECOGNIZING AND DISMANTLING WHITE SUPREMACY CULTURE IS CRUCIAL TO CREATING EQUITABLE AND INCLUSIVE EDUCATIONAL ENVIRONMENTS WHERE ALL STUDENTS HAVE EQUAL OPPORTUNITIES TO SUCCEED, FOSTERING SOCIAL JUSTICE, AND PREPARING GRADUATES TO THRIVE IN DIVERSE SOCIETIES.

ADDITIONAL RESOURCES

1. *"WHITE FRAGILITY: WHY IT'S SO HARD FOR WHITE PEOPLE TO TALK ABOUT RACISM"* BY ROBIN DIANGELO

THIS BOOK EXPLORES THE DEFENSIVE REACTIONS WHITE PEOPLE OFTEN EXHIBIT WHEN CONFRONTED WITH ISSUES OF RACE AND RACISM. DIANGELO, A WHITE ACADEMIC AND EDUCATOR, DELVES INTO HOW THESE REACTIONS MAINTAIN WHITE SUPREMACY CULTURE, PARTICULARLY IN INSTITUTIONAL SETTINGS LIKE HIGHER EDUCATION. THE BOOK ENCOURAGES READERS TO RECOGNIZE AND DISMANTLE THESE PATTERNS TO FOSTER GENUINE RACIAL EQUITY.

2. *"HOW TO BE AN ANTIRACIST"* BY IBRAM X. KENDI

KENDI PRESENTS A TRANSFORMATIVE APPROACH TO UNDERSTANDING AND UPROOTING RACISM AT ALL LEVELS, INCLUDING SYSTEMIC WHITE SUPREMACY IN ACADEMIA. THE BOOK BLENDS MEMOIR AND SOCIAL ANALYSIS, CHALLENGING READERS TO MOVE BEYOND PASSIVE NON-RACISM TO ACTIVE ANTIRACIST WORK IN EDUCATIONAL INSTITUTIONS. IT OFFERS TOOLS FOR RECOGNIZING INGRAINED BIASES AND ADVOCATING FOR STRUCTURAL CHANGE.

3. *"THE RACIAL CONTRACT"* BY CHARLES W. MILLS

MILLS' SEMINAL WORK EXAMINES THE INVISIBLE SOCIAL CONTRACT THAT UNDERPINS RACIAL HIERARCHIES AND WHITE SUPREMACY, WITH SIGNIFICANT IMPLICATIONS FOR HIGHER EDUCATION SYSTEMS. HE ARGUES THAT POLITICAL AND SOCIAL INSTITUTIONS, INCLUDING UNIVERSITIES, ARE COMPLICIT IN PERPETUATING RACIAL INEQUALITIES. THIS PHILOSOPHICAL ANALYSIS ENCOURAGES CRITICAL EXAMINATION OF THE FOUNDATIONAL STRUCTURES THAT UPHOLD WHITE DOMINANCE.

4. *"WHITE SUPREMACY CULTURE: CHARACTERISTICS AND IMPACT IN ACADEMIA"* BY TEMA OKUN

THOUGH ORIGINALLY A BROADER ORGANIZATIONAL ANALYSIS, OKUN'S FRAMEWORK HAS BEEN WIDELY APPLIED TO HIGHER EDUCATION TO IDENTIFY TRAITS OF WHITE SUPREMACY CULTURE SUCH AS PERFECTIONISM, DEFENSIVENESS, AND A SENSE OF URGENCY. THE BOOK PROVIDES PRACTICAL EXAMPLES AND STRATEGIES FOR EDUCATORS AND ADMINISTRATORS TO RECOGNIZE AND CHALLENGE THESE CULTURAL NORMS WITHIN UNIVERSITIES.

5. *"PEDAGOGY OF THE OPPRESSED"* BY PAULO FREIRE

FREIRE'S INFLUENTIAL WORK ON EDUCATION AND LIBERATION OFFERS CRITICAL INSIGHTS INTO HOW TRADITIONAL EDUCATION SYSTEMS CAN PERPETUATE OPPRESSION, INCLUDING RACIAL HIERARCHIES. WHILE NOT EXCLUSIVELY ABOUT WHITE SUPREMACY, ITS CONCEPTS HAVE BEEN FOUNDATIONAL IN CHALLENGING OPPRESSIVE PRACTICES IN HIGHER EDUCATION AND PROMOTING MORE EQUITABLE, CRITICAL PEDAGOGY.

6. *"RACE AND RACISM IN THE UNITED STATES: AN ENCYCLOPEDIA OF THE AMERICAN MOSAIC"* EDITED BY CHARLES A. GALLAGHER

THIS COMPREHENSIVE REFERENCE WORK INCLUDES EXTENSIVE COVERAGE OF HOW WHITE SUPREMACY MANIFESTS IN AMERICAN EDUCATIONAL INSTITUTIONS. IT PROVIDES HISTORICAL CONTEXT AND CONTEMPORARY ANALYSIS OF RACE RELATIONS, POLICIES, AND CULTURAL DYNAMICS IN HIGHER EDUCATION. THE ENCYCLOPEDIA SERVES AS A VALUABLE RESOURCE FOR SCHOLARS SEEKING TO UNDERSTAND SYSTEMIC RACISM IN ACADEMIA.

7. *"DISRUPTING WHITE SUPREMACY IN HIGHER EDUCATION" BY D. SOYINI MADISON AND JUDITH L. GREEN*

THIS COLLECTION OF ESSAYS ADDRESSES THE PERVASIVE INFLUENCE OF WHITE SUPREMACY CULTURE IN UNIVERSITIES AND OFFERS STRATEGIES FOR INSTITUTIONAL TRANSFORMATION. CONTRIBUTORS EXPLORE TOPICS SUCH AS CURRICULUM REFORM, FACULTY DIVERSITY, AND CAMPUS CLIMATE. THE BOOK UNDERSCORES THE IMPORTANCE OF ACTIVE DISRUPTION TO CREATE INCLUSIVE ACADEMIC ENVIRONMENTS.

8. *"WHY ARE ALL THE BLACK KIDS SITTING TOGETHER IN THE CAFETERIA? AND OTHER CONVERSATIONS ABOUT RACE" BY BEVERLY DANIEL TATUM*

TATUM PROVIDES A PSYCHOLOGICAL AND SOCIOLOGICAL EXAMINATION OF RACIAL IDENTITY DEVELOPMENT AND SEGREGATION WITHIN EDUCATIONAL SETTINGS. SHE DISCUSSES HOW WHITE SUPREMACY CULTURE SHAPES INTERACTIONS AND EXPERIENCES IN SCHOOLS AND COLLEGES. THE BOOK IS A CRITICAL RESOURCE FOR UNDERSTANDING RACIAL DYNAMICS AND FOSTERING DIALOGUE IN HIGHER EDUCATION.

9. *"TEACHING TO TRANSGRESS: EDUCATION AS THE PRACTICE OF FREEDOM" BY BELL HOOKS*

BELL HOOKS CRITIQUES TRADITIONAL EDUCATIONAL PRACTICES THAT REINFORCE SYSTEMS OF DOMINATION, INCLUDING WHITE SUPREMACY, AND ADVOCATES FOR AN ENGAGED, PARTICIPATORY PEDAGOGY. HER WORK ENCOURAGES EDUCATORS TO CREATE LEARNING SPACES THAT CHALLENGE OPPRESSION AND EMPOWER MARGINALIZED VOICES. THIS BOOK HAS BECOME ESSENTIAL READING FOR THOSE SEEKING TO TRANSFORM HIGHER EDUCATION CULTURE.

White Supremacy Culture In Higher Education

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