

Learning Whiteness: material, epistemic and affective relations of Higher Education, 16 September 2021



00:22:10 Sarah Dyer: Hello, I am joining the seminar from Exeter in the UK.

00:22:31 Xin Xu: Welcome everyone! Please feel free to leave questions and comments in the chat area.

00:22:34 Neal McKinney: Hello everyone. I am joining from The Ohio State University in Ohio, USA

00:23:01 Leo Van Cleve: Joining from California

00:23:09 Anthea H M Jacobs: Good Afternoon Everyone, I am joining from the University of Stellenbosch, South Africa

00:23:12 Emma Rawlings Smith: Hi, I am joining from Bangor University, Wales but currently in Solihull, England.

00:25:33 Jan McArthur: Hi I'm from Lancaster University but currently in the sunny Scottish Borders.

00:25:36 Elliott Spaeth: Hosts are able to mute other people if necessary ;)

00:25:37 Solomon ZEWOLDE: Can all mute please?

00:25:47 Elliott Spaeth: Jan! You taught me on the PGCAP!

00:26:22 Jan McArthur: Wow - Hi Elliott - where was that?

00:26:33 Elliott Spaeth: I work at the University of Glasgow, but live in Edinburgh

00:28:48 mariya ivancheva: Another hi from Scotland, currently in Glasgow, working at University of Strathclyde's School of Education.

00:29:20 Lavinia Kamphausen: Hi everyone! I am joining from Cologne, Germany

00:30:09 Shannon Morreira: Hello from the University of Cape Town

00:32:45 Aliandra Barlete: More greetings from Scotland! Hello from the University of Edinburgh's Moray House. (Arathi - so great to listen to you once again!)

00:34:24 Cristina Carvalho: Greetings from Brazil! Hi from the University of Brasília!

00:44:50 Xin Xu: Please feel free to leave your questions/comments

00:51:12 Valerie Hayes: Will you be sharing your slides and recording with attendees?

00:51:50 CGHE Webinars: Yes, the slides and the recording will be on the CGHE site tomorrow morning.

00:52:34 Simon Marginson: The categories Material, Epistemic, Affective, and relations between them, are very helpful. Can't necessarily read one category as determining another, and change may be generated initially in one but lasting change necessarily passes through the others. We might consider 'Institutional' perhaps as a sub-set of of Material. Affective helps to explain why different people invest in racialised systems and also how divestment occurs.

00:57:36 Stephen Carney: Stephen Carney here, working in a small Danish university. Yes, the context matters and whiteness is important in the British settler societies but this mode of conceptualization is still very relevant in Denmark!

01:00:28 Jack Lee: Fascinating talk especially Epistemic + Affective as powerful lenses. Perhaps it's race + capitalism rather than whiteness + capitalism if we wish to extend framework to other cultural/ national contexts like Kazakhstan and elsewhere.

01:01:42 Arathi Sriprakash: Yes - that's interesting Jack -- I agree.

01:01:56 Olga Mun: Plus citizenship

01:06:17 Olga Mun: and gender. In the case of Kazakhstan also age is a very important category. Good comment - Jack. Good to see you.

01:07:33 Solomon ZEWOLDE: How can we best fight the Epistemologies of ignorance"? Ignorance as an activity or practice or process:

Erasure

Denial

Self-deception

Obfuscation

Mystification

Idealization,

01:09:33 Olga Mun: Dr. Maia Chankseliani researches branch campuses

<https://www.tandfonline.com/doi/abs/10.1080/1060586X.2020.1789938?tab=permissions&scroll=top>

01:14:12 CGHE Webinars: Thank you for joining us today. A recording of this webinar will be on the CGHE website tomorrow morning: <https://www.researchcghe.org/events/cghe-seminar/learning-whiteness-material-epistemic-and-affective-relations-of-higher-education/>

01:15:12 CGHE Webinars: Our next webinar, also in this special series, is on Tuesday. 'Colonial legacies in "academic quality" structures: A missing component in the decolonization debate?' <https://www.researchcghe.org/events/cghe-seminar/colonial-legacies-in-academic-quality-structures-a-missing-component-in-the-decolonization-debate/>

01:15:49 Bali Birch-Lee: I was also thinking about international students, more in relation to elite universities in the uk and the settler colonial contexts. So in the UK targets around access are specifically for 'home' students, there's very little work done internally to the university thinking of the affects on other countries of their pre-existing elites primarily being the only ones who are able to effectively transform their financial capital into valued forms of educational/sociocultural capital in the uk (or elsewhere) and then returning to their own countries with that status boost/distinction

01:16:38 Emily Gorlewski: thank you very much for an excellent webinar! So much to think about and read.

01:16:43 Cristina Carvalho: Thanks all for wonderful presentation and discuss!

01:17:09 Lee Rensimer: Hi Arathi, your question about branch campuses is a good one. One starting point would be Neha Vora's work in Qatar:

<https://searchworks.stanford.edu/view/12869162>

01:17:39 Sarah Dyer: Thank you so much. Have a good afternoon everyone.

01:17:43 Vicki Trowler: Thanks Arathi for a brilliant webinar. So many resonances with different aspects of my own experiences and work and so much to think about.

01:17:44 Penny Welch: Thanks for thought-provoking presentation.

01:18:10 Jan McArthur: Brilliant - thanks so much.