The *Eruption* of Disrupting whiteness in Social Studies Education : A Review of Literature

Entanglements of whiteness and Disruption

1. Systemically, whiteness has been central and universalized within education
2. Evolution of educational movements which move the needle closer to disrupting whiteness
3. Teacher education programs relationships with disrupting whiteness
4. How whiteness emerges within K-12 social studies pedagogy

Intention: How to see the disruption of whiteness more vividly

Anti-Racist
(Kendi; 2019; Kishimoto, 2018)

Culturally Responsive
(Gay, 2002)

Culturally Relevant
(Ladson-Billings, 1995)

Social Justice Education
(Bell, 2016; Belle, 2019; Landreman & MacDonald-Dennis, 2013; Picower, 2012)

Multicultural Education
(Banks, 1993;Banks & McGee Banks, 2016; Reich, 2002; Sleeter, 2018b)

2. Educational Movements

Each movement's history and current practice seeks to move the needle closer to disrupting whiteness.

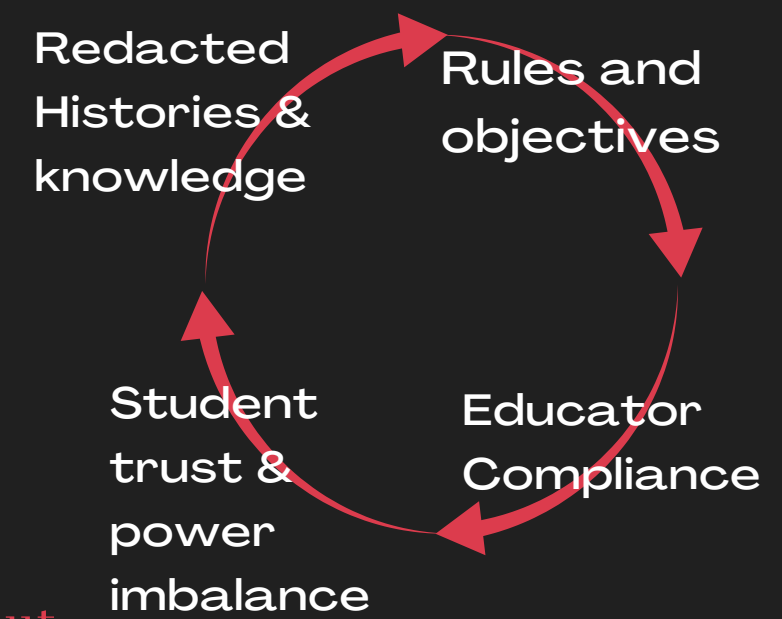## 4. Disrupting whiteness in K-12 Social Studies Classrooms

- Culturally Disruptive Pedagogies (San Pedro, 2018)
- Classroom Practices: Various pedagogies (Ender, 2019, Fellmayer, 2018; Salinas & Castro, 2010), Resources (Au, 2012), Defining and construction of knowledge (Vickery, 2017)
- Relationships: Relationships between students and educators lie at the heart of disruptive pedagogy (Mills, 1997).
- Instructional Practices: Purposeful design (Hall, 2021) and critical social studies practices (Bolgatz, 2005; Hall, 2021; Salienas & Castro, 2010)
- Environment Matters: Emotional and intersectional spaces (Sheppard & Levy, 2019), atmosphere with uncomfortable but pivotal dialogue (Amos, 2016, Leonado & Porter, 2010)

1. Systemic Views of The Disruption of whiteness in Education

whiteness- "I am talking I am talking about the ways of wielding power and privilege that maintain White Supremacy" (Picower, 2021, p. 110) and its embrace of "white culture, ideology, racialization, expressions and experiences, epistemologies, emotions and behaviors" (Matias et al., 2014, p. 290). It is used as a privilege (Leonardo, 2009). It twists with power, varies geographically, and can be viewed differently throughout history

Milner (2020) sees disruption and disruptive movements as mechanisms essential to exposing the master narrative and spotlights the tightly woven threads racism has with American education.
To begin unraveling this fabric, it becomes necessary to witness and expose systemic structures within educational systems that maintain and reproduce white supremacy (Applebaum, 2016); the space whiteness occupies is enormous.

Redacted Histories & knowledge

Rules and objectives

Educator Compliance

Student trust & power imbalance

Educational Research Explores Disruption of whiteness in Social Studies

By tracing the ways whiteness is discussed within social studies research and the ways whiteness is resisted within social studies classrooms, researchers and educators can see how the phenomenon of disrupting whiteness appears meaningfully within these fields (Vagle, 2018; van Manen, 2014) and purposefully "push the field... to examine ways in which whiteness is inherently centered and perpetuated" (Vickery & Duncan, 2020, p. xvii)

Mandated Standards

This dominant narrative, as explained by Brown & Au (2014) illustrates the "predominance of whiteness" (p. 360), which has excluded the experiences and voices of people of color within state mandated content standards (An, 2016; Ender, 2019b; Journell, 2008; Ladson-Billings, 2003; Myers, 2006; Seegar et al. 2022) and/or is set apart from required graduation courses to be taught through elective-like classes (Sleeter, 2011; Sleeter, 2018a; King; 2019).

Curriculum

Curriculum consists of supporting materials, such as textbooks or canned content being mandated (Barbour et al., 2007; Anderson; 2012; Sleeter, 2018; Eargle, 2016). These materials "downplay[s], ignore[s], or actively challenge[s]... cultural and social unity" (Ross et al., 2014, p. 27), which sustains ideologies of white as universally centered for future generations of students. These resources have removed inclusive knowledge (Au, 2016; Picower, 2021; Suh et al., 2015)

3. The Role of Teacher Preparation in Disrupting whiteness in Education

Examining Race

White student acceptance (Amos, 2016; Aronson et al., 2020; Ender, 2019a; Sleeter, 2017)
Colormuting (Sassi & Thomas, 2008) and politeness (McIntyre, 1997)
Coursework (Baggett & Simmons, 2017; Helmer, 2014; Love, 2019; Matias, 2016; Matias, 2016; Ticknor, 2020)

Strategies

Digital Storytelling (Matias and Grosland, 2016) Courses emphasizing critical positioning, social justice, and equity orientation (Helmer, 2014, Rodríguez et al., 2020)

Accountability

Accreditation Requirements (An, 2017; Council for the Accreditation of Educator Preparation, 2022; Cuenca et al., 2015) C3 Frameworks (Bickford & Clabough, 2021; Hawkman & Castro, 2017; Thacker et al. 2017). Syllabi to disrupt whiteness? (Gorski, 2008; Schroeder et al., 2021)

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