



THOMAS R. WATSON  
CONFERENCE

Workshop: **Conferencing toward Racial Literacies  
from the Post-White Orientation**

*Friday, April 23, 2021 11am-12:30pm*

Marcus Croom, Ph.D.

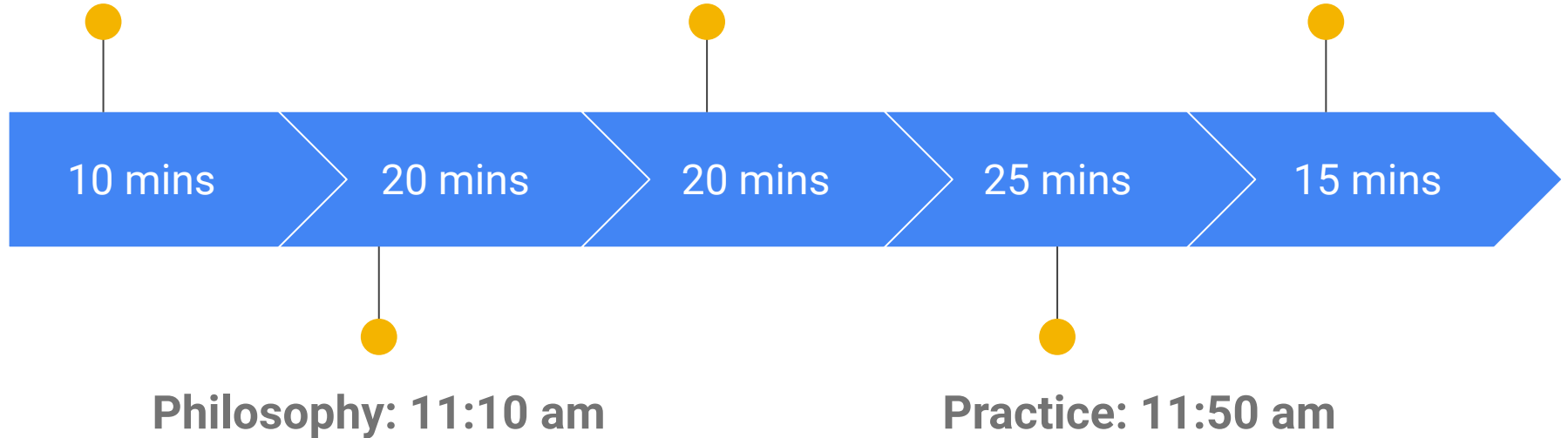
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# Today's Schedule:

Entering: 11:00 am

Theory: 11:30am

Leaving:  
12:15 pm-12:30 pm



*Horizontal strip of five time blocks, advancing left to right, illustrating today's schedule*

- Croom, M. (2020c). A case study from *Barracoon: The story of the last “Black Cargo”* with practice of race theory (PRT). *Journal of Negro Education*. <https://www.jstor.org/stable/10.7709/jnegroeducation.89.4.0385>
- Croom, M. (2020b). If “Black Lives Matter in Literacy Research,” then take this racial turn: Developing racial literacies. *Journal of Literacy Research*. <https://doi.org/10.1177/0042085918805807>
- Croom, M. (2020a). Meet me at the corner: The intersection of literacy instruction and race for urban education. *Urban Education*. <https://doi.org/10.1177/0042085918805807>
- Croom, M., T. Flores and G. Kamberelis (2019). Literacies of interrogation and vulnerability: Reimagining preservice teacher preparation designed to promote social justice in education. *Springer Handbook on Promoting Social Justice in Education*. <https://doi.org/10.1007/978-3-319-74078-2>
- Irby, D., E. Drame, C. Clough and **M. Croom** (2019) “Sometimes things get worse before they get better”: A counter-narrative of White suburban school leadership for racial equity. *Leadership and Policy in Schools*. <https://doi.org/10.1080/15700763.2019.1611869>
- Croom, M. (2016). Reading: “The crisis in Black education” from a post-White orientation. *Black History Bulletin*, 79(2), 18–26. <https://www.jstor.org/stable/10.5323/blachistbull.79.2.0018>

# JLR

JOURNAL OF  
LITERACY RESEARCH

Special Issue:  
Black Lives Matter  
in Literacy Research



## If “Black Lives Matter in Literacy Research,” Then Take This Racial Turn: Developing Racial Literacies

Marcus Croom<sup>1,2</sup> 

### Abstract

When I look back before 2020, before the murder of Mr. George Floyd in particular, and think about this special issue, “Black Lives Matter in Literacy Research,” a question comes to my mind: *Are we, the field of literacy research, sure that we want to include literacy research among the incalculable responses (already in progress) to racist killings, anti-Blackness, Black living and dying, and ongoing injustices in the United States of America?* In other words, will Black human beings matter to our field? With the hope that our field of literacy research is finally taking this racial turn as an institution, I introduce the post-White orientation as well as practice of race theory (PRT) and argue for the lifelong development of racial literacies

Image of Journal of Literacy Research cover and screenshot of title and abstract from Croom, 2020b

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# Philosophy: An Introduction to the Post-White Orientation

## Three Orientations to Race (Croom, 2020b)

1. White, Anti-Black Orientation (Deficiency Philosophy)
2. Post-Racial Orientation (Deficiency Philosophy)
3. Post-White Orientation (Post-White, Vindicationist Philosophy)

Alternative naming amid racialization (Paris, 2019):

*Hyperraced* = non-White(ness), **B**lack(ness),  
Indigeonuous(ness) and **P**eople of  
Color(ness) or BIPOC(ness)

*Hyporaced* = White(ness)

Image of Journal of Literacy Research cover

# THE CRISIS — in — BLACK EDUCATION



## Philosophy: An Introduction to the Post-White Orientation

from Reading: “The Crisis in Black Education” from a Post-White Orientation (Croom, 2016)

In this article, I will argue that race can be theorized either as common sense or as consequential D/discourse.<sup>1</sup> I will also offer contrasting views of what “crisis” may mean according to each theory and conclude by suggesting that this moment of “crisis” is thrusting upon us an opportunity to read text and the world from a post-White orientation. By post-White orientation, I mean a racial understanding and practice characterized by (a) unequivocal regard for “non-White” humanity, particularly “Black” humanity; (b) demotion of “White” standing (i.e., position, status); (c) rejection of post-racial notions; (d) non-hierarchical racialization; and (e) anticipation of a post-White sociopolitical norm.

# THE CRISIS — in — BLACK EDUCATION



## Philosophy: An Introduction to the Post-White Orientation

from Reading: “The Crisis in Black Education” from a Post-White Orientation (Croom, 2016)

*“Whatever the current (raced as) Black education crisis may be, we [as Black folks] should face it on **human terms**, rather than on racially White superordinate terms—terms that make Whiteness normative.” (p. 21)*

In other words, reject ***in every way*** the false notion of White(ness) [hyporaced] as above BIPOC(ness) [hyperraced].

Applied to conference gatherings:

- How is the White, Anti-Black Orientation operating in ourselves—across racial groups? Our conference design?
- What patterns and barriers are hostile to the humanity of our hyperraced conference participants?

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# Theory: An Introduction to Practice of Race Theory (PRT)

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literacy research would racially reorient itself away from all forms of deficiency philosophy and instead toward the post-White, vindicationist philosophy. The post-White orientation to race is foundational to PRT.

## Pay Attention to What You Are Doing: Practice of Race Theory

Assuming that our field of literacy research is now making lane changes for this racial turn, there are institutional, group, and individual implications as well as theoretical matters to clarify. Institutionally, among groups, and individually we must begin by defining *race*.

The “common sense” view of race categorizes the typical historical and current understandings of race. From the common sense view, race is defined as biological, self-evident, natural, and indicative of capacities, characteristics, culture (Croom, 2020, pp. 2–3). An example of the common sense view of race is the notion that one’s epidermis or blood relations certify one’s race. The common sense view of race, to some (Croom, 2020b)



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## Theory: An Introduction to Practice of Race Theory (PRT)

Croom (2020a)

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**Compare Accounts of Race**

<b>Common Sense View</b>	<b>Consequential Social Practice View</b>
<ul style="list-style-type: none"><li>· Biological</li><li>· Self-evident</li><li>· Natural</li><li>· Defines capacities, characteristics, culture</li></ul>	<ul style="list-style-type: none"><li>· Labeling</li><li>· Naturalizing</li><li>· Institutions, Law</li><li>· Political Economy</li><li>· Theology, Religion</li><li>· Symbols, Art, Literature, Media</li></ul>

*Race is not in our bodies;  
race is what we think  
and do with our bodies.*

(Croom, 2016a; 2016c)

**Figure 1.** Compare accounts of race: Common sense versus consequential social practice view.

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## Theory: An Introduction to Practice of Race Theory (PRT)

Croom (2020a)

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In this practice theory of race, there is a mutual relationship between race micropractice, race mesopractice, and race macropractice; meaning that convention or innovation at any situated analytic level is mutually related to all other situated analytic levels of race practice and time (events). I will use PRT to offer one defensible analysis of a race event that occurred during a literacy lesson involving a racially White, female teacher and a racially Black, male student. Analysts who are similarly or differently situated in our ever-shifting world might offer other defensible analyses of this same empirical event with PRT.

### Method

I selected this data excerpt from a broader, multiple case, replication design, qualitative study (Stake, 1994; Yazan, 2015; Yin, 2014). In this broader investigation, each of the two cases were a replication study of a teacher–student dyad in a university literacy practicum course. According to Yin (2014), this larger study was a replication design because I used the same protocol in each of the two different cases of teacher–student dyads. The teacher participants were recruited from a university literacy practicum

Rosemary Papa  
*Editor*

# Handbook on Promoting Social Justice in Education

## Theory: An Introduction to Practice of Race Theory (PRT)

Becca: Ok, what did you highlight there?

Brian: [Reading the text] "...have not been a lot of big [NHL] stars who are minorities."

Becca: Minorities. Um, hmm. What do you think that...the significance of that is?

Brian: There's not a lot of superstars that are like, a, a certain color. Not non-White.

Becca: Oh, I agree. I, I, I do agree. Cause there really just aren't a lot of non-White hockey players. Don't you think?

Brian: Yeah.

Becca: ***And, and do you have any more thought as to why that might be?***

Brian: There's not a lot of them.

Becca: There's just not a lot of them. Yeah. Ok. Alright. Let's keep reading. (Croom, Flores & Kamberelis, 2019, p. 18)

Rosemary Papa  
Editor

# Handbook on Promoting Social Justice in Education

## Theory: An Introduction to Practice of Race Theory (PRT)

Becca: *And, and do you have any more thought as to why that might be?*

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Becca: There's just not a lot of them. Yeah. Ok. Alright. Let's keep reading. (Croom, Flores & Kamberelis, 2019, p. 18)

Not race evasion, rather: *“racial literacies...means developing those ways of thinking and doing [race] that support human well-being amid the various processes that racially situate our lives, and some of these race practices and racial experiences are violence and trauma(tic)”* (Croom, Flores & Kamberelis, 2019, p. 17)

Applied to conference gatherings:

- When are we (not) practicing race?
- When is race (not) practiced in conference documents [written form] and discussions [unwritten form]?

# Practice: So What Do We Do Now?

## Begin Developing Racial Literacies (= *race practices that support human well-being*)

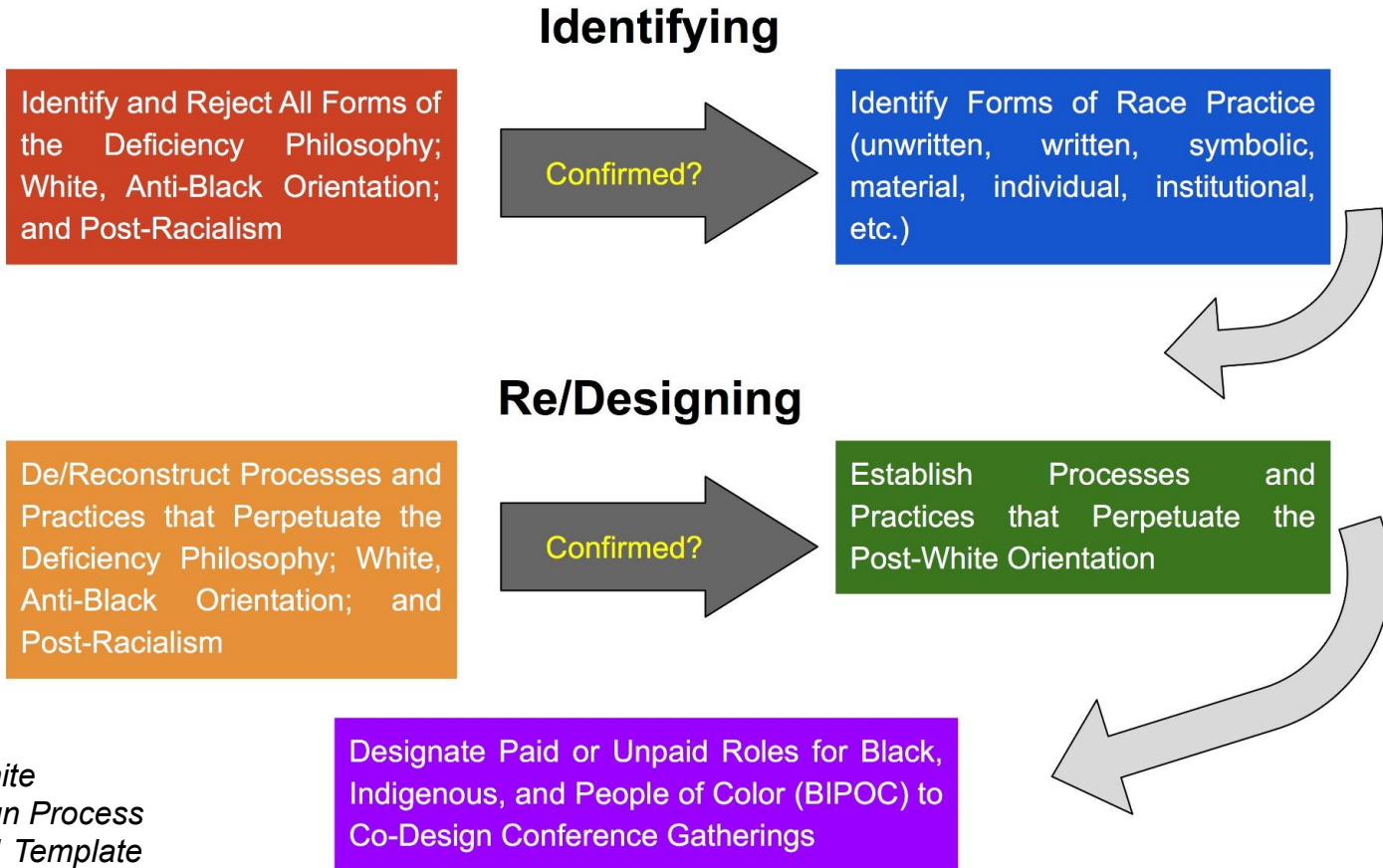
- How is the White, Anti-Black Orientation operating in ourselves—across racial groups? Our conference design?
- What patterns and barriers are hostile to the humanity of our hyperraced conference participants?
- When are we (not) practicing race?
- When is race (not) practiced in conference documents [written form] and discussions [unwritten form]?

## Begin Practicing Post-White Conference Design

- **Identify and Reject** All Forms of the Deficiency Philosophy; the White, Anti-Black Orientation; and Post-Racialism
- **Identify** Forms of Race Practice (unwritten, written, symbolic, material, individual, institutional, etc.)
- **De/Reconstruct** Processes and Practices that Perpetuate the Deficiency Philosophy; the White, Anti-Black Orientation; and Post-Racialism
- **Establish** Processes and Practices that Perpetuate the Post-White Orientation (Croom, 2020b; Croom, 2016, p. 18):  
*“By post-White orientation, I mean a racial understanding and practice characterized by (a) unequivocal regard for “non-White” humanity, particularly “Black” humanity; (b) demotion of “White” standing (i.e., position, status); (c) rejection of post-racial notions; (d) non-hierarchical racialization; and (e) anticipation of a post-White sociopolitical norm.”*
- **Designate** Paid or Unpaid Roles for Black, Indigenous, and People of Color (BIPOC) to Co-Design Conference Gatherings

# Post-White Conference Design Template

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*Image of Post-White Conference Design Process from Croom, 2021 Template*

# Leaving: Workshop Review, Discussion & Testimonials

What did you hear in this session?

What are you taking away from this session?

Please share your  
experience of this  
workshop



*Image of QR Code for Session Testimonials*

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