

**Making Whiteness Visible in Engineering Education**

**Dr. Stephanie Masta**

Associate Professor, Curriculum Studies  
Purdue University

**Dr. James Holly, Jr.**

Assistant Professor of Mechanical Engineering  
University of Michigan

**Abstract:** Colleges and universities are on a precipice when it comes to race and racism--although many institutions pledge a commitment to diversity, equity, and inclusion, institutions continue to fail their Brown and Black students. When studying these failures, researchers often look to critical theories of race, such as Critical Race Theory to help understand why Brown and Black students continue to experience marginalization, despite institutional effort. However, we argue that using theories of race to understand individual student experiences focuses the effort in the wrong direction. In this talk, we outline what is the right direction--that using theories such as CRT requires two things: a strong understanding of what theorizing spaces are and a strong critique of the role of institutional whiteness in maintaining problematic norms.

**Friday,**  
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**11:15 AM - 12:05 PM**

**Via Zoom**

*For more information,  
contact Paige Zoltewicz  
[pzoltew@clemson.edu](mailto:pzoltew@clemson.edu)*

**Bio:** **Dr. Stephanie Masta** is a member of the Sault Ste. Marie tribe of Chippewa Indians. She is also an Associate Professor in Curriculum Studies at Purdue University, with courtesy appointments in the School of Engineering Education and the College of Liberal Arts. Stephanie has published work in *Anthropology & Education Quarterly*, *International Journal for Qualitative Studies in Education*, *Intersections: Critical Issues in Education*, *Multicultural Perspectives*, *The Social Studies*, and *The Qualitative Report*. Much of her research focuses on the experiences of marginalized individuals in K-20 educational environments. Stephanie is particularly interested in the intersections between colonialism and race within the academy. Her current projects examine the experiences of marginalized students in STEM classrooms. Stephanie's research is narrative-based and she uses both Indigenous methodologies and critical race/decolonial theories in her work.



**Dr. James Holly, Jr.** is an Assistant Professor of Mechanical Engineering and core faculty member within the Engineering Education Research program at the University of Michigan. His research paradigm is shaped by his experiences growing up in a Black church within a Black city and later studying engineering at Tuskegee University, a Black institution, three spaces where Blackness is both normal and esteemed. As such, he sees his teaching, research, and service as promoting pro-Blackness—affirming the humanity and epistemic authority of Black people—in engineering education. His scholarship calls attention to the ways anti-Blackness pervades engineering culture, and he uses reparatory justice as a framework to reconstruct engineering teaching, research, and practice. He focuses on the ways disciplinary knowledge (i.e., mechanical engineering) reinforces racialized power, the role of culture and cognition in teaching and learning, and preparing pre-college engineering educators to identify and counteract racial inequity.

