

ON FEELING AND KNOWING: EPISODE 1, JASMINE HARRIS

ABOUT THE SERIES

ON FEELING AND KNOWING

Classrooms are to be safe spaces, we're told. Yet educators working within complex realms, where the tensions and discomforts of human experience offer no safe havens, know that deep learning often elicits strong feelings. Created by [Dr. Tara Mayer](#) and presented by the Peter Wall Institute for Advanced Studies, *On Feeling and Knowing*, is a series of seven recorded conversations with seasoned educators working at the creative frontiers of their disciplines. Their insights reveal what classrooms of higher education were traditionally conceived to be and what they can become. These conversations aren't prescriptions or guidelines, but generous and candid reflections by educators daring to disrupt educational norms, in search of deeper and more diverse pathways to knowledge.

ABOUT JASMINE HARRIS

Dr. Jasmine Harris is an Associate Professor and Director of African-American Studies in the Department of Race, Ethnicity, Gender, and Sexuality Studies at the University of Texas, San Antonio. Her current work focuses on the impacts of racism and racial inequality on Black communities and individuals, particularly within predominantly white institutional settings and her forthcoming book, *Blackacademics: The Disturbing Education of Black Girls in American Schools*, examines misogynoir in the American educational system from historical, sociological, and personal perspectives.

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RELATED RESOURCES

Harris, J. L. (2020a). [Black on Black: The Vilification of "Me-Search," Tenure, and the Economic Position of Black Sociologists](#). *Journal of Economics, Race, and Policy*.

Harris, J. L. (2020b). [Inheriting Educational Capital: Black College Students, Nonbelonging, and Ignored Legacies at Predominantly White Institutions](#). *WSQ: Women's Studies Quarterly*, 48(1–2), 84–102.

Harris, J. L. (2019). [Black Women Talking](#). *Michigan Sociological Review*, 33 (Fall), 25–45.

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KEYWORDS & TIMECODES

Objectivity, mesearch, racism, assessment, intersectionality

Timecode	Content	Related References
3:30	The ideology of objectivity	(Harris, 2019)
8:51	Vilification of mesearch	(Harris, 2020a)
14:07	Abstract vs. personal teaching about racism	
28:40	A product of society	(Harris, 2020)
36:00	The delusion of safe spaces	
46:18	Assessment	
48:50	Teaching as research	

INTERVIEW SUMMARY

Harris addresses the ideology of objectivity. In the field of sociology the white male experience functions as the baseline. The distance between the researcher and the participant determines the quality of data. She advocates for taking racial identity into account. The vilification of mesearch is an example of white supremacy. Harris (2020a) debunks academia's colonial focus on the one truth. Anthropology suffers from a white normative framework. She illustrates those power-relations in her publication about qualitative research (Harris, 2019). Harris clarifies that she does not use her traumas to teach, but she allows for emotion in her teaching. The scholar acknowledges the burden, which accompanies this task. Sharing experience of racism, sexual harassment and oppression is painful. Learning is painful. She reminds us that we are not an independent individual. Humans are products of the society. This realisation is shocking for most students. Harris (2020b) offers a detailed review of inherited educational capital exemplifying her theory. The scholar criticizes the pedagogy behind safe and brave spaces. Those are tools of white supremacists who try to suppress emotion rather than instigating the human experience. Harris observed in her classroom that less detailed rubrics produce more creative results. However, students are carving for a clear structure. She highlights the interconnectedness of her teaching, research and community service. She benefits from the relationship between those three elements.