

“Policy Goes to School” Lecture Series

(Re)Centering the Race-Space Nexus in Education Policy Research



DeMarcus Jenkins

**Assistant Professor,
Educational Policy Studies & Practice,
College of Education, University of Arizona**

Tuesday, January 28

12-1 pm

ED 4108

**Free & open
to the public**

Education is inherently a spatial enterprise. While geography has a long history of using space to analyze public policy, until recently, there has been limited focus in education policy research analyzing the geographies of education. In this talk, Dr. Jenkins offers an overview of his research agenda that investigates the space that race makes in and around school settings. To do this, Dr. Jenkins will first discuss how race and space are inextricably linked and the broader spatial, social, and political contexts shaping contemporary education policy. Examining the intersection of racialized spaces and education policy across multiple geographic scales (e.g. macro, meso, and micro), he describes how an explicit focus on space might advance more equitable and socially just outcomes for historically marginalized students. Implications of his research for a broad range of educational stakeholders (e.g. teachers, school leaders, policy actors, etc.), and the imperative to re/center the geographies of education are discussed.

Dr. DeMarcus Jenkins is an Assistant Professor of Educational Policy Studies and Practice. His scholarly research interests draw from his previous experiences as an urban school educator and state-level policy analyst. Dr. Jenkins' research is focused on the relationship between urban spatial transformation, particularly of neighborhoods and cities, and school reform. Broadly conceived, his research interrogates the dynamic power structures that organize contemporary geographies of education and educational arrangements, including racism, sexism, and racialized capitalism.

He holds a B.A. in English and African American History from the University of Michigan; a M.A.T. in Secondary English from American University; Ed.M. from Georgia State University in English Education. In addition, he received his Ph.D. from the University of California, Los Angeles in Urban Schooling with an emphasis in Education Policy and Leadership.

**This lecture is presented by the Gevirtz Graduate School of Education
& the Department of Education.**

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