

Brown University
EDUC 1520: Ethnic Studies & Education
Thursdays, 4:00 pm - 6:30 pm
Friedman Hall 101

Van Anh Tran, Adjunct Instructor

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Office Hours: Thursdays, 2:00 pm - 4:00 pm OR By Appointment

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Course Description:

This course examines and bridges the origins, epistemologies, key concepts, and central questions of the academic field of Ethnic Studies with key questions and issues in the field of education. The course begins with an examination of key events in early U.S. History and the historical and contemporary struggle for Ethnic Studies through a comparative, multiracial lens, followed by analyses of contemporary issues faced by practitioners working in 21st century educational contexts. We will work together to develop a stronger sense of our respective pasts and educational biographies, in order to better understand, critique, and contextualize our present, so that we may all leave better equipped to imagine and help build a more equitable future.

Course Objectives:

This course has two overarching objectives that are inextricably linked: the first is to engage in a critical examination and analysis of some of the historical origins of social inequities and the second is to examine and engage with theories, frameworks, curricula and strategies for working in diverse schools and communities.

Learning Objectives

- To investigate the legal and social constructions of “American” citizenship, identity and race through primary and secondary source analysis.
- To develop a more complex understanding of the political, economic and social functions of power relations and marginalization throughout United States history.
- To engage in critical self-reflection around the impact and functions of oppression and privilege in our own biographies and daily lived experiences and interactions.
- To contextualize and explore the prospective applications of Ethnic Studies frameworks, pedagogies and practices in various educational contexts.
- To engage in structural and cultural analyses of inequity in the context of schooling and educational organizations.
- To critically reflect upon what it means to authentically work for social justice in ways that actively interrupt oppression and humanize all participants in classrooms, schools and beyond.

Course Requirements, Assignments, Evaluation, and Assessments

1. Attendance, Class Participation, & Collegiality: (15%) This class only meets once a week, so your regular attendance is imperative. More than ONE unexcused absence WILL affect your grade in this course. Actively participate in class discussions and activities. An important part of making sense of the material and issues that we will examine in this course is your willingness and courage to engage with the readings, your fellow classmates, and myself--and to do so in a manner that respects the ideas, thoughts and feelings of one another.
2. Readings & Quizzes: (30%) A reading quiz will be given every week on the readings assigned for that week's topic focus. Complete the reading assignments on time and arrive to class prepared to discuss them. Annotate as you read; highlight key ideas/concepts, jot down notes and connections in the margins. Thoughtfully and critically consider the week's "Essential Question(s)," as you complete the reading assignments. Readings MUST be completed by the day that they are listed under (*see Course Schedule and Reading Assignments*)
 - a. A total of 11 reading quizzes (each worth 3 points) will be given over the course of the semester; the ten highest scores will be averaged for your "reading quizzes" grade. These quizzes will be based on the course reading assignments that are due that day. Quizzes are CLOSED-BOOK, but you ARE allowed to use any notes that you choose to take while reading. Each quiz will have 5 questions, but you only have to answer 3 questions of your choice.
3. Critical Reading Response Midterm: (20%) One take-home midterm essay will be due at the midpoint of this class (*see Course Schedule for due date*). The response essay aims to assess students' understanding of course material, as well as provide students an opportunity to connect course material to their ideas about education. Response papers will be 4-5 pages, typed and double-spaced with APA citations. Each response must include the following:
 - a. Synthesis key concepts & arguments covered in the reading(s) for that week. In no more than 1-2 paragraphs, briefly synthesize what you understood to be the key ideas, concepts & arguments in the assigned texts.
 - b. Critique, analysis & contextualization In the main body of your essay, analyze and evaluate the key ideas and arguments put forth by the author(s). How do these ideas and concepts compare to other dominant and/or marginalized concepts in the larger field of education? Put the key ideas in the reading into conversation with other key ideas in education, as well as with central issues raised in class lectures/discussions or previous texts with which you've engaged. Provide thoughtful analyses and critiques of these ideas and concepts.
 - c. Personal engagement with and practical application of key concepts. In the final paragraph or two of your essay, draw connections between the key concepts and your personal experiences with schooling and education. What is the relevance of these concepts to what you've experienced in education? In what ways do these concepts inform your standpoint?

4. Critical Connections: (10%) Each student is responsible for submitting ONE “Critical Connections” to our Ethnic Studies & Education Canvas Forum. For each “Critical Connection,” students must submit, via a post to our Canvas page, a link to a contemporary connection (article, video clip, photo, etc.), along with a brief explanation as to how your resource connects to the key ideas/themes in assigned texts for that week by 5 pm on WEDNESDAY evening.
 - a. Explanations should be 1-2 paragraphs (no more than 350 words) and can be posed in the form of detailed questions or comments on the major connections between your resources and the assigned readings. You should arrive prepared to elaborate further on the ideas you have raised in class.
 - b. In order to better prepare for discussions, please make an effort to read through your peers’ Critical Connections before class.

5. Final Ethnic Studies & Education Research Paper: (25%) The culminating assessment for this course is an opportunity for you to apply theories, key concepts and frameworks covered in this class to a research paper of your choosing.*
 - a. *Assignment sheet and more details on specific logistics and parameters for this assignment to follow.

Course Grading

Course Requirements	Total Points Possible	Percentage Of Your Grade
Attendance & Class Participation	15 points	15%
Reading Quizzes	30 points	30%
Critical Reading Response Midterm	20 points	20%
Critical Connections	10 points	10%
Final Ethnic Studies & Education Research Paper	25 points	25%

Required Books

Ginwright, S. (2015). *Hope and healing in urban education: How urban activists and teachers are reclaiming matters of the heart*. New York: Routledge.

Takaki, R. (2008, Revised Edition). *A different mirror: A history of multicultural America*. New York: Back Bay Books.

Additional Required Texts, Chapters, & Articles (Available on Canvas):

Selected Chapters:

- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness.* (“The Rebirth of Caste”)
- Anderson, C. (2016) *White rage: The unspoken truth of our racial divide.* Bloomsbury Publishing. (“Prologue: Kindling”)
- Anzaldúa, G. (1987). *Borderlands: La Frontera.* (“The Homeland, Aztlan”)
- Césaire, A. (2001). *Discourse on colonialism.* New York: NYU Press. (p. 31-46)
- Duncan-Andrade, J. M. R., & Morrell, E. (2008). *The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools* (Vol. 285). New York: Peter Lang. (Ch 1-2, 7, p.1-48, 133- 156)
- Fanon, F. (1965). *The wretched of the earth.* New York: Grove Press. (“On Violence,” p. 1-20)
- Freire, P. (1970). *Pedagogy of the oppressed.* New York: Continuum International. (Ch 1-2, p. 43-87)
- Gonzalez, J. (2000). *Harvest of empire: A history of Latinos in America.* New York: Penguin Group. (“Part 1: Las Raices,” p. 3-78)
- hooks, b. (1994). *Teaching to Transgress: education as the practice of freedom.* (“Engaged pedagogy,” p. 13- 22)
- Loewen, J. W. (1995). *Lies my teacher told me: Everything your American history textbook got wrong.* New York: Touchstone. (Introduction)
- Lopez, I. H. (2006). *White by law: The legal construction of race.* New York: New York University Press. (Ch 2, p. 27-78)
- Okihiro, G. Y. (2014). *Margins and mainstreams: Asians in American history and culture.* Seattle: University of Washington Press. (Ch 2, p. 31-63)
- Omi, M., Winant, H. (1994). *Racial formation in the United States.* New York: Routledge. (p. 53-77)
- Tatum, B.D. (1997). *Why are all the Black kids sitting together in the cafeteria?: And other conversations about race.* New York: Basic Books. (Part 1, p. 1-18)

Articles:

- Choi, Y.W., Humphries, E., & Villegas, M. (2016) “A Community of Praxis: Ethnic Studies Development in Oakland Unified School District”
- de los Ríos, C.V. (2017). Picturing Ethnic Studies: Photovoice and Youth Literacies of Social Action. *Journal of Adolescent & Adult Literacy.*
- de los Ríos, C.V., Lopez, J., & Morrell, E. (2016). Critical ethnic studies in high school classrooms: Academic achievement via social action. In P. Noguera’s (ed.) *Race, Equity and Education: 60 Years from Brown.* New York: Springer.
- Death By A Thousand Cuts: Racism, School Closures, and Public School Sabotage. Journey For Justice Alliance. May 2014. Online.
- Duenas, R., Lopez, J., & Lopez, E. “Resistance, Resilience & Re-imagination in the Ethnic Studies Classroom: A Reflection on Roosevelt High School’s Critical Ethnic Studies Course”
- Duncan-Andrade, J. (2009). Note to educators: Hope required when growing roses in concrete. *Harvard Educational Review, 79*(2), 181-194.
- Kwon, L., & de los Rios, C.V. (forthcoming). “See, Click, Fix”: Civic interrogation and digital tools in a ninth-grade Ethnic Studies course.” *Equity & Excellence in Education.*

- McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. *Race, class, and gender in the United States: An integrated study*, 4, 165-169.
- Picower, B. (2012). Using Their Words: Six Elements of Social Justice Curriculum Design for the Elementary Classroom. *International Journal of Multicultural Education*, 14(1), n1.
- Sleeter, C. E. (2011). The Academic and Social Value of Ethnic Studies: A Research Review. *National Education Association Research Department*.
- Tintiangco-Cubales, A., Kohli, R., Sacramento, J., Henning, N., Agarwal-Rangnath, R., & Sleeter, C. (2014). Toward an ethnic studies pedagogy: Implications for K-12 schools from the research. *The Urban Review*, 47(1), 104-125.
- Umemoto, K. (1989). "On Strike!" San Francisco State College Strike, 1968-69: The Role of Asian American Students. *Amerasia Journal*, 15(1), 3-41.
- Wong, V.W. (2011). Getting It Right. The Myth of the Model Minority.
- Yamato, G. (1990). Something about the subject makes it hard to name. Making face, making soul, 20-24

Course Schedule & Assignments*

Date/Topic	Essential Questions	Readings/Assignments Due
<p>Week 1: Thurs, 9/5/19</p> <p>Course Introduction No History, No Self. Know History, Know Self.</p>	<p><i>How have our diverse experiences in K-12 schooling shaped our current ideas about and approaches toward working in education?</i></p> <p><i>In what ways have we seen the "Master Narrative of American History" embedded in social studies curriculum?</i></p> <p><i>What should be the purpose of education?</i></p>	<ul style="list-style-type: none"> ● Loewen, J. W. (1995). <i>Lies my teacher told me: Everything your American history textbook got wrong</i>. Introduction. (in class) ● Takaki, R. (2008). <i>A different mirror: A history of multicultural America</i>. Chapter 1 "A different mirror", p.3-20 ● Freire, P. (1970). <i>Pedagogy of the oppressed</i>. Chapter 2, p. 71- 87
<p>Week 2: Thurs, 9/12/19</p> <p>The Emergence of the Civilization vs. Savagery Dichotomy</p> <p>The Rise of a Socially</p>	<p><i>What were some of the ideological and institutional outcomes of the initial encounters between English colonists and Native Americans?</i></p> <p><i>What was the function of 'color' in the institutionalization of slavery in the United</i></p>	<ul style="list-style-type: none"> ● Takaki, R. <i>A different mirror: A history of multicultural America</i>. Part I, "Foundations" & Chapters 2-4, p. 23-97 ● Reading Quiz #1

<p>Constructed Order</p>	<p><i>States?</i></p> <p><i>How did socially constructed ideologies both influence and justify U.S. policies and practice?</i></p>	
<p>Week 3: Thurs, 9/19/19</p> <p>The Legal Construction of Race</p> <p>The Cost and Consequence of Racialized Imageries</p>	<p><i>How were both scientific racism and racialized caricatures used to justify slavery and discrimination, as well as assuage moral anguishes?</i></p> <p><i>How was legislation used to racialize American citizenship?</i></p> <p><i>What evidence of racialized imageries persists in mainstream curriculum and society at large today?</i></p>	<ul style="list-style-type: none"> ● Takaki, R. <i>A different mirror: A history of multicultural America</i>. Chapters 5-8, p. 98-205 ● Lopez, I. H. (2006). <i>White by law: The legal construction of race</i>. Chapter 2 “Racial restrictions in the law of citizenship”, p.27-34 ● IN CLASS: Riggs, M. (Director). (1986). <i>Ethnic notions</i>. California Newsreel. ● <i>Reading Quiz #2</i>
<p>Week 4: Thurs, 9/26/19</p> <p>Foreigners, Strangers, and the Making of an “American” Identity in the United States</p> <p>Interrogating the Borders of “American” Identity and Citizenship</p>	<p><i>What are dominant perceptions and definitions of what it means to be an “American”, and how this identity has been shaped and influenced over time?</i></p> <p><i>Who has been included and excluded from the borders of “American” identity and citizenship and why?</i></p> <p><i>How do we address and engage varying relationships with “American” identity and citizenship within the local and global schools and communities?</i></p>	<ul style="list-style-type: none"> ● Takaki, R. <i>A different mirror: A history of multicultural America</i>. Chapters 16-17 ● Gonzalez, J. (2000). <i>Harvest of empire: A history of Latinos in America</i>. “Part 1: Roots: Los Raices” ● Okihiro, G. Y. (2014). <i>Margins and mainstreams: Asians in American history and culture</i>. “Is Yellow Black or White?” ● Anzaldúa, G. (1987). <i>Borderlands: La Frontera</i>. “The Homeland, Aztlan” ● IN CLASS: Getzels, P., Lopez, E. (Directors). (2012). <i>Harvest of Empire: The Untold Story of Latinos in America</i>. (Selected clips) ● IN CLASS: Ding, L. (Producer, Director & Writer). (1998). <i>Ancestors in the Americas</i>. (Selected clips) ● <i>Reading Quiz #3</i>
<p>Week 5: Thurs, 10/3/19</p>	<p><i>What are some of the costs and</i></p>	<ul style="list-style-type: none"> ● Omi, M., Winant, H. (1994). <i>Racial formation in</i>

<p>The Implications of Racialization, Oppression, & Privilege</p>	<p><i>consequences of racialization?</i></p> <p><i>What are varied, complex ways in which oppression exists? (institutional, interpersonal, internalized, ideological)</i></p> <p><i>How do the historical legacies of oppression and privilege influence the lived experiences of all humans in U.S. society today?</i></p> <p><i>What are the implications of systemic inequities in our classrooms and schools, and how might we engage in active resistance and interruption of these legacies?</i></p>	<p><i>the United States. Part 2 “Racial Formation” p. 53-69</i></p> <ul style="list-style-type: none"> ● Wong, V. W. (2011). Getting It Right. The Myth of the Model Minority. ● Anderson, C. (2016). <i>White rage</i>. ● McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. <i>Race, class, and gender in the United States: An integrated study</i>, 4, 165-169. ● Yamato, G. (1990). Something about the subject makes it hard to name. <i>Making face, making soul</i>, 20-24. ● <i>Reading Quiz #4</i>
<p>Week 6: Thurs, 10/10/19</p> <p>On Strike: The Struggle for Ethnic Studies, 1968-Present, Part I</p> <p>Contextualizing the Epistemological Standpoint of the Third World Liberation Front</p>	<p><i>What key liberation movements and ideologies informed the struggle for Ethnic Studies in the United States?</i></p> <p><i>In what ways did the Third World Liberation Front align themselves with Third World Struggles across the world and why did they purposefully do so?</i></p> <p><i>What was the rationale for the TWLF strike for Ethnic Studies in 1968-69?</i></p>	<ul style="list-style-type: none"> ● Césaire, A. (1955, 2001). <i>Discourse on colonialism</i>. ● Fanon, F. (1963). The Wretched of the Earth. “On Violence” (excerpt) ● Umemoto, K. (1989). “On Strike!” San Francisco State College Strike, 1968-69: The Role of Asian American Students. <i>Amerasia Journal</i>, 15(1), 3-41. ● IN CLASS: Dawson, F., Ginzberg, A. (Directors). (2016) Agents of Change. ● <i>Reading Quiz #5</i> ● <u>Critical Reading Response Midterm DUE, Fri, 10/11/19 at 11:59 pm.</u>
<p>Week 7: Thurs, 10/17/19</p> <p>On Strike: The Struggle for</p>	<p><i>What is Ethnic Studies pedagogy?</i></p> <p><i>What are the key themes that differentiate</i></p>	<ul style="list-style-type: none"> ● Sleeter, C. E. (2011). The Academic and Social Value of Ethnic Studies: A Research Review. <i>National Education Association Research</i>

<p>Ethnic Studies, 1968-Present: Part II</p> <p>Examining Ethnic Studies Frameworks, Pedagogy, & Curricula in K-12 Contexts</p>	<p><i>Ethnic Studies scholarship from mainstream school knowledge?</i></p>	<p><i>Department.</i></p> <ul style="list-style-type: none"> • Tintiango-Cubales, A., Kohli, R., Sacramento, J., Henning, N., Agarwal-Rangnath, R., & Sleeter, C. (2014). Toward an ethnic studies pedagogy: Implications for K-12 schools from the research. <i>The Urban Review</i>, 47(1), 104-125. • Kwon, L, & de los Rios, C.V. "See, Click, Fix": Civic interrogation and digital tools in a ninth-grade Ethnic Studies course. <i>Equity & Excellence in Education</i> • <i>Reading Quiz #6</i>
<p>Week 8: Thurs, 10/24/19</p> <p>In Lak'ech: Tu eres mi otro yo Humanizing (Y)ourselves Through Transformative Education</p> <p>Case Studies of Secondary Ethnic Studies Courses & Programs in Praxis</p>	<p><i>In what ways have current Ethnic Studies programs across the U.S. approached the development and implementation of their programs and courses?</i></p> <p><i>What are the prospects & challenges of engaging Ethnic Studies' pedagogies and practices in contemporary educational spaces?</i></p>	<ul style="list-style-type: none"> • de los Ríos, C.V., Lopez, J., & Morrell, E. (2016). Critical ethnic studies in high school classrooms: Academic achievement via social action. In P. Noguera's (ed.) <i>Race, Equity and Education: 60 Years from Brown</i>. • de los Ríos, C. V. (2017). Picturing Ethnic Studies: Photovoice and Youth Literacies of Social Action. <i>Journal of Adolescent & Adult Literacy</i>. • Choi, Y.W., Humphries, E., & Villegas, M. (2016). "A Community of Praxis: Ethnic Studies Development in Oakland Unified School District" https://ucla.app.box.com/v/A-Community-of-Praxis • Duenas, R., Lopez, J., & Lopez, E. "Resistance, Resilience & Re- imagination in the Ethnic Studies Classroom: A Reflection on Roosevelt High School's Critical Ethnic Studies Course" https://ucla.app.box.com/v/Resistance-Resilience-Reimagin

		<ul style="list-style-type: none"> ● Reading Quiz #7
<p>Week 9: Thurs, 10/31/19</p> <p>Frameworks for Contextualizing & Interrogating Racial & Structural Violence in Schools</p> <p>Historicizing the School-to-Prison Pipeline</p>	<p><i>What are the origins, causes and consequences for the school-to-prison pipeline?</i></p> <p><i>What historical legacies have influenced the present stages and states of urban educational approaches?</i></p> <p><i>What are the implications of racially disproportionate curricula and disciplinary practices in school and how will we go about actively acknowledging, analyzing and interrupting them?</i></p>	<ul style="list-style-type: none"> ● Alexander, M. (2012). <i>The new Jim Crow: Mass incarceration in the age of colorblindness</i>. "The Rebirth of Caste" ● Death By A Thousand Cuts: Racism, School Closures, and Public School Sabotage. Journey For Justice Alliance. May 2014. Online. ● IN CLASS: DuVernay, A. (Director). (2016). <i>13th</i>. ● Reading Quiz #8
<p>Week 10: Tues, 11/5/19*</p> <p>Examining Critical & Culturally Relevant Pedagogy</p> <p>The Six Elements of Social Justice Curriculum Design</p>	<p><i>What are the tensions inherent in efforts to enact critical pedagogy?</i></p> <p><i>What are the key tenets of culturally relevant/responsive teaching and how do they relate to knowledge construction?</i></p> <p><i>What are the six elements of social justice curriculum design and how are they similar or different from the curriculum you experienced in schools?</i></p>	<ul style="list-style-type: none"> ● Duncan-Andrade, J. M. R., & Morrell, E. (2008). <i>The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools</i>. Chs 1&2 ● Ladson-Billings, G. (2008). Yes, but how do we do it?": Practicing culturally relevant pedagogy. <i>City kids, city schools: More reports from the front row</i>, 162-177. ● Picower, B. (2012). Using Their Words: Six Elements of Social Justice Curriculum Design for the Elementary Classroom. <i>International Journal of Multicultural Education</i>, 14(1), n1. ● Reading Quiz #9
<p>Week 11: Thurs, 11/14/19</p> <p>Conceptualizing Critical Hope Authentic Care</p> <p>Radical Healing in 21st Century Schools & Communities</p>	<p><i>How do we, as educational practitioners, develop critically empathetic lenses and approaches to our work that authentically recognize and respond to issues of trauma and violence in schools and communities at large?</i></p> <p><i>What are the key differences between "false</i></p>	<ul style="list-style-type: none"> ● Duncan-Andrade, J. (2009). Note to educators: Hope required when growing roses in concrete. <i>Harvard Educational Review</i>, 79(2), 181-194. ● Ginwright, S. (2015) <i>Hope and healing in urban education: How activists and teachers are reclaiming matters of the heart</i>. Chapters, 1 & 2

	<p><i>hope” and “critical hope” and why might knowing this distinction matter for educational practice?</i></p> <p><i>What are the necessary elements of educational practice that produce and sustain hope?</i></p>	<ul style="list-style-type: none"> ● Reading Quiz #10
<p>Week 12: Tues, 11/19/19*</p> <p>Developing the Capacity to Embrace Love, Hope, & Fear,</p>	<p><i>How have various activists and teachers across the United States engaged healing as a political act and movement in their responses to trauma and violence?</i></p> <p><i>How do we actively develop an approach to education that centers radical healing, critical hope, revolutionary love and authentic care?</i></p>	<ul style="list-style-type: none"> ● Ginwright, S. (2015) <i>Hope and healing in urban education: How activists and teachers are reclaiming matters of the heart</i>. Chapters 5 & 8 ● hooks, b. (1994). <i>Engaged pedagogy. Teaching to Transgress: education as the practice of freedom</i> (p 13-22) ● Reading Quiz #11
<p>Week 13: Thurs, 12/5/19</p> <p>Final Paper Workshop</p> <p>Course Conclusion</p>	<p><i>In what ways might Ethnic Studies frameworks, key concepts and practices inform research of educational practices?</i></p>	<p><u>Final Research Paper Workshop in class</u></p>
<p>Week 14: Sun, 12/8 - Thurs, 12/12</p> <p>Reading Week</p>		<p><u>Final Research Papers Due, Dec 16 by 11:59pm.</u> <i>(Please upload to Canvas)</i></p>

*Readings and activities are subject to change.