

# ***RACE, CULTURE, & ETHNICITY in Education***

**FALL 2016  
1:20-2:50pm  
T, Th ArtCom 102  
EDUC 240**

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## ***Welcome to EDUC 240!***

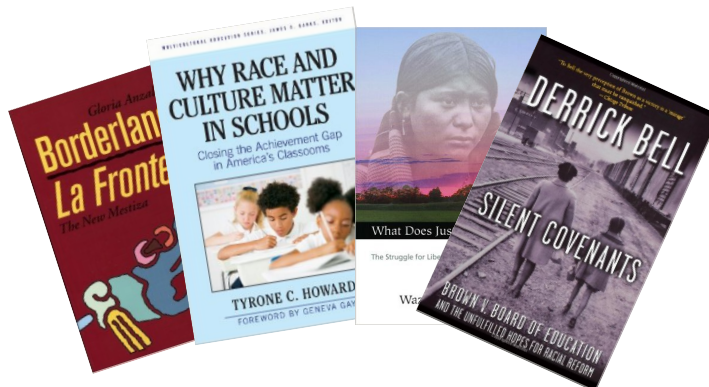
How can we make sense of the entanglement of culture, education, and mass schooling? Tolstoy writes that “education is culture under restraint.” Carter G. Woodson argues that education and schooling are two different things, and that cultural self-determination is what separates them. The complex process of educating diverse groups of people becomes even more difficult when we explore how dynamics of race, ethnicity, language, cultural practices, and power are at play. This course looks broadly at how historical conditions and policies have impacted the current landscape of mass schooling in the United States. We will explore how educational power has been distributed to effectively create vast disparities in how people of different racial, economic, linguistic, geographic, and cultural backgrounds have and continue to experience schooling. Within this broad historical journey, we will investigate three primary questions: 1) How has schooling/education been used to both oppress and liberate various communities in the U.S.; 2) What are the cultural implications of education and how have minoritized communities in the U.S. understood the purpose and intention of state-mandated schooling, and; 3) What does racially, linguistically, culturally, and socially just education look like given the historical constructs of schooling/education in the U.S.? I invite you to explore these topics with me and each other, challenge yourself to ask questions of what seems to be commonsense, critique your own schooling experience, and develop an activist mindset toward educational transformation for the social good.

***“The paradox of education is precisely this - that as one begins to become conscious one begins to examine the society in which he is being educated.”  
-James Baldwin***

## Learning Objectives

At the end of this course you should be able to:

- Describe the historical role that schooling played as a mechanisms for colonization and oppression across communities in the U.S.
- Understand the multiple, and sometimes competing, approaches to teaching and learning that exist among disparate cultural communities
- Develop a solid understanding of how racialized policies in education served to create and maintain educational disparities.
- Articulate an understanding of race as a social construct with material implications.
- Describe various cultural contexts for teaching and learning including barriers that exist in cross-cultural educational efforts.
- Demonstrate an understanding of the impact of language and language instruction as a primary factor in racialized educational disparity.
- Demonstrate an understanding of educational desires and resistance to oppressive educational structures by communities of color and other marginalized groups.
- Articulate theories of educational liberation such as culturally relevant or culturally sustaining pedagogy.
- Critique current mainstream narratives justifying racial disparity in education
- Describe a vision for racial, linguistic, cultural, and social justice in education.



### **Required Texts:**

Anzaldúa, G. (1987). *Borderlands La Frontera: The New Mestiza*. San Francisco, CA: Aunt Lute Books.

Howard, T. (2010). *Why Race And Culture Matter In Schools*. New York, NY: Teachers College Press.

Bell, D. (2004). *Silent covenants: Brown v. Board of Education and the unfulfilled hopes for racial reform*. New York: Oxford University Press.

Waziyatawin (2008). *What Does Justice Look Like?* St. Paul, MN: Living Justice Press.

\* Selected supplemental readings provided by the instructor via Moodle will also be required.

### **Recommended Texts:**

- Adams, D. W. (1995). *Education for Extinction: American Indians and the Boarding School Experience, 1875-1928*. University Press of Kansas
- Anderson, J. (1988). *The Education of Blacks in the South, 1860-1935*. Chapel Hill, NC: University of North Carolina Press.
- Bonilla-Silva, E. (2006). *Racism without racists: Color-blind racism and the persistence of racial inequality in the United States*. (2<sup>nd</sup> ed. ). Lanham, MD: Rowman & Littlefield.
- Carter, P. (2005). *Keepin' It Real: School Success Beyond Black and White*. New York, Oxford University Press.
- Deloria, V. & Wildcat, D. (2001). *Power and Place: Indian Education in America*. Golden, CO: American Indian Graduate Center.
- Dixon, A. & Rousseau, C. (Eds.) (2006). *Critical Race Theory in Education*. New York: Routledge.
- DuBois, W.E.B. (1986). *The Souls of Black Folk*. New York, NY: Literary Classics of the United States, Inc.
- Duncan-Andrade, J. & Morrell, E. (2008). *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*. New York: Peter Lang Publishing, Inc.
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: The Continuum International Publishing Group, Inc.
- hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.
- Kumashiro, K. (2002). *Troubling Education: Queer Activism and Antioppressive Pedagogy*. New York: RoutledgeFalmer.
- Tuck, E & Yang, K.W. (Eds.) (2014a). *Youth Resistance Research and Theories of Change*. New York: Routledge.
- Valenzuela, A. (1999). *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. Albany, NY: SUNY Press.
- Watkins, W. (2001). *The White Architects of Black Education: Ideology and Power in America, 1865-1954*. New York: Teachers College Press.
- Woodson, C. (1933/1990). *The Mis-Education of the Negro*. Trenton, NJ: Africa World Press.

# Schedule

(Please note that this schedule is subject to change)

Week 1  
**Sep 1**

## In Class Topics

Course Introduction and Community Building  
-Mapping ourselves  
-What is at stake?  
-Defining Power

Week 2  
**Sep 6, 8**

## In Class Topics

Coloniality  
Colonial histories of education  
School & Culture

## In Preparation

**Read:**  
Anzaldúa – Preface & Ch. 1 –The Homeland  
Waziyatawin – Intro & Ch. 1  
View the film *Schooling the World* (Moodle)

## Due

Reflection #1 (Due 9/6)  
& Response (Due 9/8)

Week 3  
**Sep 13, 15**

## In Class Topics

Toward Decolonization  
Native American Boarding Schools

## In Preparation

**Read:**  
Waziyatawin – Ch. 2 – Ch. 3  
Anzaldúa – Ch. 2 – *Movimientos*  
Adams Ch. 4 (Institution) OR Ch. 5 (Classrooms)  
OR Ch. 6 (Rituals) (Moodle)

## Due

Reflection #2 & Response  
Group #1 Facilitation (9/15)

Week 4  
**Sep 20, 22**

## In Class Topics





Conceptions of Race  
Understanding whiteness  
Anti-literacy laws  
Guest Lecture (TBD)  
– James Vukelich  
(Indigenous Language & Knowledge)

## In Preparation

**Read:**  
Waziyatawin – Ch. 4 – Ch. 5  
Lipsitz – Possessive Investment in Whiteness (Moodle)  
Anzaldúa – Ch. 3 – Entering the Serpent

## Due

Mapping Borders Assignment (Due 9/22)

	In Class Topics	In Preparation	Due
 <p>Week 5 <b>Sep 27</b></p>	<p>Language and cultural identity</p> <p><b>**9/29 No Class**</b></p> <p>International Roundtable (9/29-10/1)</p>	<p><b>Read:</b> Anzaldúa – Ch.5 – How to Tame a Wild Tongue Flores &amp; Rosa – “Undoing Appropriateness” (Moodle) Delpit – “The Skin We Speak” (Moodle) Young – “Nah We Straight” (Moodle)</p>	
 <p>Week 6 <b>Oct 4, 6</b></p>	<p>Language Policy &amp; Practice in Schools</p> <p>Guest Lecture (10/4)– Dr. Vershawn Young</p>	<p><b>Read:</b> Smitherman – <i>Talkin and Testifyin</i> Ch. 1-2 (Moodle) Fecho – “Yo, Wazzup?” (Moodle) Fish – “What Should Colleges Teach? (Part 3)” (Moodle) Young – “Should Writers Use They Own English?” (Moodle)</p>	<p>Reflection #3 &amp; Response</p> <p>Group #2 Facilitation (10/6)</p>
	<b>In Class Topics</b>	<b>In Preparation</b>	<b>Due</b>
 <p>Week 7 <b>Oct 11, 13</b></p>	<p>The Education Debt</p> <p>Educational Rights?</p> <p>Contemporary Landscape</p>	<p><b>Read:</b> Ladson-Billings – “Education Debt” (Moodle) Espinoza &amp; Vossoughi – “Perceiving Learning Anew” (Moodle) Howard – Introduction &amp; Ch. 1</p>	<p>Brief Philosophy of Language (Due 10/10)</p> <p>School Language Policy (in class Due 10/14)</p>
	<b>In Class Topics</b>	<b>In Preparation</b>	<b>Due</b>
 <p>Week 8 <b>Oct 18</b></p>	<p>What is culture?</p> <p>Cultural Hybridity</p> <p>Educational Disparity</p> <p>Mid-Term Self Evaluations</p>	<p><b>Read:</b> Gonzalez – “Beyond Culture” (Moodle) Howard – Ch. 2 – Ch. 3 Anzaldúa – Ch. 4 – <i>La herencia de Coatlicue</i></p>	<p>Reflection #4 &amp; Response</p> <p>Group #3 Facilitation</p>

**TC Social Justice  
Education Fair  
(10/21)  
<http://tcedfair.org/>**

**In Class Topics**

**In Preparation**

**Due**

Week 9  
**Oct  
25, 27**

How has culture been used in educational theory to explain disparity

Cultural Nuance  
Among Asian Americans

**Read (For Thursday):**  
Carter & Warikoo – “Cultural Explanations” (Moodle)  
Lee & Ngo – “Complicating the Image of Model Minority Success” (Moodle)

**In Class Topics**

**In Preparation**

**Due**

Week 10  
**Nov 1,  
3**

The Legacy of Brown v Board & Ed Policy

**Read:**  
Bell – Ch. 1-3  
Perlstein – “Minds Stayed on Freedom” (Moodle)  
Ladson-Billings & Tate – “Toward a Critical Race Theory of Education” (Moodle)

Personal Cultural Narrative (Due 10/31)  
Group #4 Facilitation

**In Class Topics**

**In Preparation**

**Due**

Week 11  
**Nov 8,  
10**

Continuing impact of Brown Desegregation  
Toward Multiculturalism

Guest Lecture (11/8)  
Dr. Duchess Harris  
American Studies

**Read:**  
Bell – Ch. 4 – Ch. 8  
Hooks – “Introduction” (Moodle)  
Dumas – “Losing an Arm” (Moodle)

Reflection #5 & Response  
Final Project Prospectus (Due 11/11)

**In Class Topics**

**In Preparation**

**Due**

Week 12  
**Nov  
15, 17**

Culture and Pedagogy

**Read:**  
Howard – Ch. 4-Ch. 5  
Bell – Ch. 10 -12  
Anzaldúa – Ch. 6 – *Tlilli, Tlapalli*

Rewriting Brown (Due 11/17)  
Group #5 Facilitation

Teaching across  
difference

Week 13  
**Nov 22**

**In Class Topics**

Regrouping Session  
Revisit Important  
ideas  
Review past  
discussions,  
reflections

**In Preparation**

**Read:**  
Anzaldúa – Ch. 7 – *La conciencia de la mestizo*  
Precious Knowledge (film) – Screening in class

**Due**

Reflection #6 &  
Response (Open  
Topic)

Week 14  
**Nov 29,  
Dec 1**

**In Class Topics**

Future Orientations  
Cultural  
Sustainability & Self-  
Determination  
Decolonization

**In Preparation**

**Read:**  
Paris – “Culturally Sustainable Pedagogy”  
(Moodle)  
Tuck & Yang – “Decolonization is not a  
Metaphor” (Moodle)

**Due**

Final Project (Due  
12/4)

Week 15  
**Dec 6,  
8**

**Course Wrap-up  
Presentations  
Celebration**

# ***Learning Environment***

It is critically important that our class be a safe, inclusive learning environment for everyone involved because it is your right as learners and the success of this class is dependent upon everyone's participation. This course will regularly address issues of race, ethnicity, gender, social class, sexuality, and other markers of identity. I intend to present materials and activities that are respectful of diversity in gender, sexuality, disability, age, socioeconomic status, ethnicity, race and culture. I intend that people from all backgrounds will be well served by this course, that your learning needs will be addressed both in and out of class, and that the diversity you bring to this class will be viewed as a resource, strength and benefit by all class members. Please let me know ways to improve the effectiveness of the course for you personally or for other individuals, or student groups. Furthermore, to ensure a productive learning environment for all of us, electronic devices such as cell phones should be kept on silent during class time. In addition, friends or relatives of enrolled students are welcome to attend class sessions with prior consent of the instructor.

## **Accommodations:**

I will strive to accommodate every student to achieve optimal learning conditions. In some cases this may mean adapting the course design or classroom environment. If you think you need an accommodation for disability please contact the Office of Student Affairs at your earliest convenience. The Assistant Dean of Students, Robin Hart Ruthenbeck, coordinates services. To schedule an appointment call 651-696-6220.

## **Course Attendance:**

Class attendance is critical to the learning process. Many of the class exercises and activities cannot be replicated by make up assignments. There also may be topics and examples discussed specifically in class, and not in texts, that you will be expected to understand. Therefore, **at least 80% attendance is required for successful completion of the course.**

I understand that unavoidable absences may occur. Whether an absence is planned or unplanned, it is your responsibility to:

- 1) Inform the instructor of your absence before the class session missed
- 2) Follow-up on what you have missed with either a classmate or the instructor before the next class session because it is your responsibility to keep on-track with course requirements.

## **Class Participation**

This course is taught from the philosophy that knowledge is socially constructed; therefore, each class member's participation is desired and needed in order to maximize our collective learning and understanding. Students are expected to attend each class on time, be prepared for class by having read assigned material and completed assignments, actively participate in class exercises and group learning experiences, and communicate with the instructor.

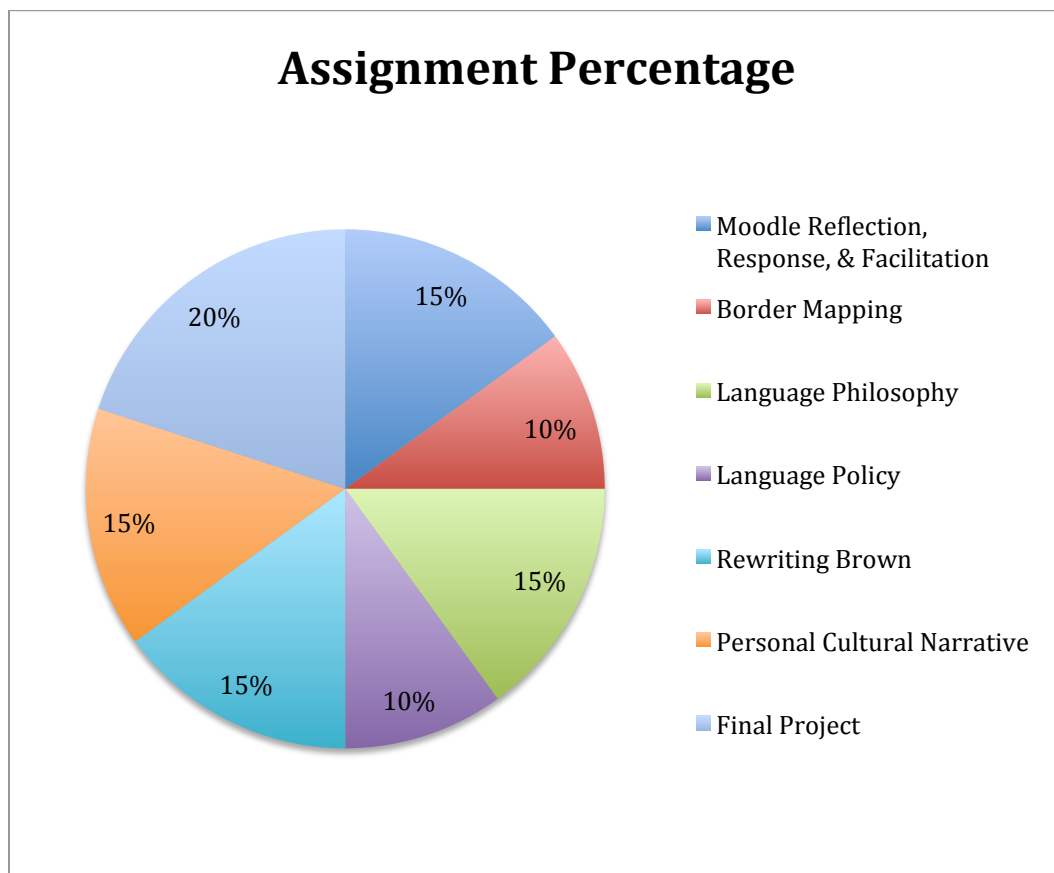


### Late Work

Due dates for assignments are firm for logistical reasons unless you and I have prior written agreement on an extension. Assignments turned in after the due date, without prior written agreement may not be counted toward your final grade.

# *Assignments & Grading*

## *Assignment Quick-view*



## *Assignment Details*

- Each individual assignment will be introduced in class.
- In some cases assessment rubrics will be made available as the class progresses.
- All written assignments should be double-spaced using 12pt. font and 1" margins.
- Assignments should all be submitted electronically via the class Moodle site.

## Assignment Quick-view

Assignment	Due	% of grade
Weekly Reflections, Responses, & Group Facilitation	Multiple dates	15%
Border Mapping	9/22	10%
Language Philosophy	10/10	15%
Language Policy	10/14	10%
Personal Cultural Narrative	10/31	5%
Rewriting Brown	11/17	15%
Final Project	12/4	20%

**Weekly Reflections, Responses, & Group Facilitations** – You are expected to post at least 4 (out of 6 possible) reflections to Moodle according to the dates in the syllabus. The reflections should be between 400-500 words. They should address the assigned readings for the week and incorporate your views, other texts, or questions you still have. *The reflections should not be summaries of the readings.* I may occasionally ask specific questions to be addressed in a reflection. Reflections must be posted by Tuesday's class.

In addition, students will form reflection groups of 5-6 members. Reflection group members will respond to each other's reflections by Thursday of each week, and facilitate one 30-minute session for the class during the semester based on the readings for that week.

**Border Mapping** - (See detailed assignment description handed out in class) During the first quarter of the semester we will explore how education was impacted by European colonization of North America and the imposed schooling practices that followed. In groups of 2-4 you will create a concept map that explores the multiple borders (tangible and abstract) that have come to be part of our education system.

**Language Philosophy** - (See detailed assignment description handed out in class) We will spend a significant portion of the class exploring how language and language education have continued to be colonial constructs. We will explore how African American language varieties have been maintained as a language system. You will write a 2-3 page philosophy of language using African American language constructs.

**Language Policy** – In groups of 3, you will develop a school language policy based on our readings and class discussions about language and its contested ideas in schools.

**Personal Cultural Narrative** - (See detailed assignment description handed out in class) You will write a 3-4 page narrative in which you describe your own cultural development related to your education/schooling. You will be able to focus your narrative by connecting to any of the themes covered in class such as race, ethnicity, language, historical legacy, heritage, etc.

**Rewriting Brown** – (See detailed assignment description handed out in class) In Chapter 3 of *Silent Covenants* Derrick Bell rewrites the *Brown* decision in order to address the historical flaws that he believed were part of the decision. In groups of 2-3, you will rewrite the *Brown* decision in 2-3 pages using historical hindsight to theorize what a more effective decision could entail.

**Final Project** - (See detailed assignment description handed out in class) The final project is an open-ended exploration of any of our course topics. You can choose to pursue anything that spoke to you or challenged you throughout the semester. There are three format options for your final project:

- 1) 6-8 page paper (not including references)
- 2) 10-12 minute digital story
- 3) Multimodal visual text (e.g. Padlet.com) – requirements to be determined

## ***For support with ...***

### **Writing / Research / Presentations**

For support with writing, research, and presentations feel free to talk with me. You can also make use of the MAX Center <http://www.macalester.edu/max/> and the Dewitt Wallace Library <http://www.macalester.edu/library/>

### **Mental Health and Stress Management:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, depression, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. Macalester services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Health and Wellness Center <http://www.macalester.edu/healthandwellness/>