

EDUCATION 15: 310:512
RACE, ETHNICITY, AND INEQUALITY IN EDUCATION

Spring 2018
Class: Thursday 4:30-7:30
Room: AB 1150

Professor Joy Latahara Smith
email: joy.smith@gse.rutgers.edu
Office Hours: By Appointment

This course explores the complex relationships among race, ethnicity, and inequality in U.S. education. Drawing on multiple disciplinary frameworks, the course examines schools as sites where racial/ethnic inequality is both produced and resisted. We will interrogate the idea of “race” from various theoretical perspectives. We will explore different explanations for school “success” and “failure”, and question the notion of success, itself. We will examine the history of exclusionary treatment of racially oppressed groups, and the divergent conceptual frames that educational researchers have utilized to understand how race and ethnicity affect school experiences. We will look inside schools to explore the institutional structures and everyday practices of schooling that produce and sustain inequality. We will analyze policies and practices that aim to remedy educational inequities. Finally, the course will provide students with an opportunity to choose an area of interest to pursue in greater depth.

Race and its intertwining with *any* social construction is complicated to discuss; coupling it with education creates a vast dialogue that will/should extend far beyond this course. This semester, we will focus on the intersection of race, ethnicity and inequality within U.S. education. The class is comprised of professionals in various sectors (i.e., public, private/independent, etc.) and differing levels (K-12 and post-secondary). Because the education systems are undeniably interrelated, we need everyone’s perspective to create a rich dialogue. If you feel any perspective or experience is absent from the literature or the class discussion, please feel free to bring it to my attention. I will make sure that it is included and/or represented in our conversations. You should also feel free to address any relevant area that was not covered in the course in your final project; the goal of this course is to heighten our collective knowledge of schooling and education over the next fifteen weeks.

I also know that race is an extremely sensitive topic and can invoke intense emotions in many of us—specifically because we have witnessed (through firsthand experiences or through the stories of our friends/family members) its discriminatory effects on society. I am certain that our conversations will include moments of frustration, anger, humor, sadness and even self-realization. This is a part of the process in becoming cultural competent and engaged educators. This course is a “safe space” where we will collectively tackle the texts and our sentiments in an open and honest fashion. It also means that we must respect each other’s opinions and experiences. Because of the sensitivity of the topic, I also ask that you treat our classroom discussions in a confidential manner. If you feel uncomfortable at any point, please feel free to speak with me; I am happy to provide you with support.

Required Readings

ALL BUY

Coates	<u>Between the world and me</u>
Orellano	<u>Translating childhoods</u>

All other readings are available through the “Resources” section on Sakai.

Week 1-Introduction: Race, Ethnicity and Self-Identity (January 18)

- 1) *Coates, T. (2015) *Between the world and me*. New York: Spiegel & Grau.
- 2) Tatum, B. D. (1997). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic Books. Chapter 1

Week 2: Race, Ethnicity & Self-Identity, cont. (January 25th)

- 1) Wu, F. (2002). East is East, East is West. In *Yellow*. Basic Books. Pp. 1-38.
- 2) Quijada Cerecer, P. (2013). The Policing of Native Bodies and Minds: Perspectives on Schooling from American Indian Youth. *American Journal of Education* 119 (3): 591-616

Response Paper Due in the “Assignments” Section. Please answer one of the following questions:

- How does your race and/or ethnicity inform your role as an educator?
- Talk about your experiences, in terms of race and ethnicity in education, as a student (K-12 or college)

Week 3- Explaining educational inequality (February 1)

- 1) Carter, P. L. & Welner, K. G. (Eds. 2013). *Closing the opportunity gap: What America must do to give every child an even chance*. Chapters 1 & 5.
- 2) Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. New York: State University of New York Press. Introduction.
- 3) Ladson-Billings, G. (2006). It's not the culture of poverty, it's the poverty of culture: The problem with teacher education. *Anthropology and Education Quarterly* 37 2:104-109.
- 4) Bourdieu, P. (1986) The forms of capital. In J. Richardson (Ed.) *Handbook of Theory and Research for the Sociology of Education*; New York; Greenwood Press; 241-258

Week 4- Perspectives on the history of racial inequality in US schools (February 8)

- 1) Karabel, J. (2005), *The Chosen: The Hidden History of Admissions and Exclusion at Harvard, Yale and Princeton*. Boston: Houghton Mifflin, Chapters 3 and 13.
- 2) Ravitch, D. (1983). Race and Education: The Brown Decision. In *the Troubled Crusade*. Basic Books. 114-144.
- 3) Ladson-Billings, G. (2004). Landing on the wrong note: The price we paid for *Brown*. *Educational Researcher* 33 (7): 3-13.
- 4) Lomawaima, K. T. & McCarty, T. L. (2006). *To remain an Indian: Lessons from a century of Native American Education*. (Chapters 1, 2). New York: Teachers College Record.

Week 5- Theoretical Perspectives on Race & Ethnicity (February 15)

- 1) Omi, M. & Winant, H. (1986). *Racial Formation in the United States: From the 1960s to the 1990s*. New York: Routledge. 53-76. (ALL)
- 2) McCoy, D., Rodricks, D., Critical Race Theory (2015). *ASHE Higher Education Report*. 41 (3); 1-15 (ALL)

The following readings will be divided among the class (correspond with your Writing Groups this week):

- McCoy, D., Rodricks, D. (2015). Critical Race Theory as a (Student) Development Theory (2015). *ASHE Higher Education Report*. 41(3); 58-71
- Bonilla-Silva, E. (2003). Racism without racists: Color-blind racism and the persistence of racial inequality in the United States. Lanham, MD: Rowman & Littlefield. Chapters 1 and 2
- Fine (2004) Witnessing Whiteness/Gathering Intelligence. In M. Fine, L. Weis, L.C. Powell & L.M. Wong *Off White: Readings on race, power and society*. 2nd Edition. New York: Routledge. pp. 245-256.
- Naber, N. (2008). “Look Mohammed the terrorist is coming: Cultural racism, nation based racism, and the intersectionality of oppression after 9/11. In A. Jamal & N. Naber (Eds.) *Race and Arab Americans before and after 9/11: From invisible citizens to visible subjects*, pp. 276-305.
- McIntosh, P. (1990). White Privilege: Unpacking the Invisible Knapsack. *Independent School*, 49(2), 31.
- James, M. A. (1996). American racism: The impact on American-Indian identity and survival. In S. Gregory & R. Sanjek (Eds.), *Race*, pp. 41-61. New Brunswick, NJ: Rutgers University Press.

DUE: Reflection Paper

Week 6 – Perspectives on the relationship between achievement and identities (February 22)

Note: During the first half of the class session, we will engage in a panel discussion with professionals from various sectors of education (K-12—independent, public & parochial, along with community college and senior institutions) on how race and inequality impacts their responsibilities as educators. We will use the last half of the class for our discussion.

All read

- 1) Ogbu, J. (1987). Variability in minority school performance: A problem in search of an explanation. *Anthropology and Education Quarterly* 18 (4): 312-334.

- 2) Erickson, F. (1987). Transformation and School Success: The politics of educational achievement. *Anthropology and Education Quarterly* 18 (4): 335-356.
- 3) Pollock, M. (2008). From shallow to deep: Toward a thorough cultural analysis of school achievement patterns. *Anthropology and Education Quarterly* 39 (4), 369-380.

Each Writing Group will read two of the following articles (correspond with your Writing Groups this week):

- 4) Lee, S. J. (1996). Unraveling the “Model Minority” Stereotype: Listening to Asian-American youth. New York: Teachers College Press. Chapter 6
- 5) Rolón-Dow, R. (2004). Seduced by images: Identity and schooling in the lives of Puerto Rican girls. *Anthropology and Education Quarterly* 35 (1): 8-29.
- 6) Lewis, A. E. (2001). There is no “race” in the schoolyard: Color-blind ideology in an (almost) all-white school. *American Educational Research Journal* 38 (4): 781-812.
- 7) Brayboy, B. (2004). Hiding in the Ivy: American Indian students and visibility in elite educational settings. *Harvard Educational Review* 74 (2): 125-152.
- 8) Carter, P. (2003). Black cultural capital, status positioning, and schooling conflicts for low-income African American Youth. *Social Problems* 50 (1): 136-155.
- 9) Hopkins, M., Martinez-Wenzl, M., Aldana, U.S., and Gándara, P. (2013). Cultivating capital: Latino newcomer young men in a U.S. urban high school. *Anthropology and Education Quarterly* 44 (3), 286-303.

Suggested Reading (for those who are interested in reading a dissertation): Simpkins Russell, T. (2009) *Survival is not an Academic Skill: Exploring How African American Female Graduates of a Private Boarding School Craft an Identity* (Doctoral Dissertation). Retrieved from ScholarWorks Database; Georgia State University

Week 7: When Race, Ethnicity, Class and Gender Collide: Intersectionality & Education (March 1)

- 1) Stewart, D.L. (2008). Being All of Me: Black Students Negotiating Multiple Identities. *The Journal of Higher Education*, 79 (2), 183-207
- 2) Crenshaw, K. (1989). Mapping the Margins: Intersectionality, Identity Politics and Violence against Women of Color. *Stanford Law Review*, 43 (6): 1241-1299
- 3) McCready, L. (2004). Understanding the marginalization of gay and gender nonconforming Black male students. *Theory into Practice*, 43(2), 136-143

DUE: Analytic Paper Friday, March 2nd at 9PM

Week 8: Immigration and Education (March 8)

- 1) Orellano, M. F. (2009). *Translating Childhoods: Immigrant youth, language and culture*. New Brunswick, NJ: Rutgers University Press

Or

- 2) Suarez-Orozco, C., Yoshikawa, H., Teranishi, R.T., Suarez-Orozco, M.M. (2011) Growing up in the shadows: The developmental implications of unauthorized access. *Harvard Educational Review* 81 (3): 438-472
- 3) Jiminez-Arista, L., Koro-Ljungberg, M., (2017). Spiral Struggles and Dialectical Tensions in the Life of a Successful Undocumented Student. *Journal of Ethnographic & Qualitative Research* 12: 1-17

March 15: Spring Break: NO CLASS

Due: Final Project Prospectus

Week 9 – NO CLASS (March 22)

Work on group presentations and final projects.

Due: Assigned Reading for the Group Project. Your work should be uploaded in Sakai by 11:59PM

Week 10– Race, ethnicity, and education in international contexts (or contexts other than your professional setting) (March 29)

Readings, as assigned by groups

DUE: Reference list due for final project

Week 11: Perspectives on the relationship between families and schools (April 5)

- 1) Heath, S. B. (2000). What no bedtime story means: Narrative skills at home and school. In B. Levinson (Ed.), *Schooling the symbolic animal: Social and cultural dimensions of education* (pp. 169-189). Rowman & Littlefield.
- 2) MacLeod, J. (1995) *Ain't No Makin' It; Aspirations and Attainment in a low-income neighborhood*. Chapters 1 & 2; 3-24. Boulder Westview Press

Week 12: Desegregation/ Re-segregation: The troubled quest for integration (April 12)

- 1) Supreme Court ruling on *Parents Involved in Community Schools Inc. v. Seattle School District* and *Meredith v. Jefferson County (Ky.) Board of Education*. <http://www.supremecourtus.gov/opinions/06pdf/05-908.pdf> ; Read syllabus and dissenting opinion. (ALL)

- 2) Powell, J. A. (2005). A new theory of integrated education: *True integration*. In J. C. Boger & G. Orfield (Eds.), *School desegregation: Must the South turn back?* (pp. 281-304). Chapel Hill, NC: University of North Carolina Press. **(READING GROUP #1)**
- 3) Wells, A. S., Duran, J. & White, T. (2008). Refusing to leave desegregation behind: From graduates of racially diverse schools to the Supreme Court. *Teachers College Record* 110 (12): 2532-2570. **(READING GROUP #2)**
- 4) Siegel-Hawley, G. (2013). Educational gerrymandering? Race and attendance boundaries in a demographically changing suburb. *Harvard Educational Review* 83 (4), 580-612. **(READING GROUP #3)**

Week 13: Curriculum and Pedagogy: Canonical debates and contemporary practices (April 19)

- 1) Said, E. (1993). The politics of knowledge. In C. McCarthy & W. Crichlow (Eds.), *Race, identity, and representation in education*, 306-314. New York: Routledge **(ALL)**
- 2) Watch: “Why Ethnic Studies Matter”, a TED-talk by Ron Espiritu (<https://www.youtube.com/watch?v=XvvMguyD4i8>) **(ALL)**

Each Reading Group will read two articles (corresponding in your Writing Group this Week):

- 3) Stewart, M. (2004). The Development of a Multicultural Student Services Office and Retention Strategy for Minority Students: Still Miles to Go. In Hale, F., *What Makes Racial Diversity Work in Higher Education*. Pp. 125-147. Sterling, VA: Quicksilver.
- 4) Amanti, C. (2005). Beyond a beads and feathers approach. In N. Gonzalez, L. C., Moll & C. Amanti (Eds.), *Funds of knowledge: Theorizing practices in household, communities and classrooms*. (pp. 131-141). Mahwah, NJ: Lawrence Erlbaum.
- 5) Rubin, B. C. & Hayes, B. (2010). No backpacks versus ‘drugs and murder’: The promise and complexity of youth civic action research. *Harvard Educational Review* 30 (3), 352-378.
- 6) Levinson, M. (2012). *No citizen left behind*. Cambridge, MA: Harvard University Press. Selected chapters
- 7) Why I Teach at Howard. In *Yellow*. Basic Books. Pg. 235-272
- 8) Guajardo, M., Guajardo, F., with Casaperalta, E. (2008). Transformative education: Chronicling a pedagogy for social change.” *Anthropology and Education Quarterly* (39)1: 3-22.

Week 14: Debating policies for school reform (April 26)

This week, we will divide the class into two groups so that we can thoroughly discuss the texts.

- 1) Kirp, D. L. (2013). *Improbable scholars: The rebirth of a great American school system and a strategy for America's Schools*. New York: Oxford University Press. Selected Chapters
- 2) Russakoff, D. (2015). *The prize: Who's in charge of America's schools?* Boston: Houghton Mifflin Harcourt. Selected Chapters

DUE: Bring a copy of your final paper

Week 15: Final presentations and FOOD! (May 3)

DUE: Final Project/Presentations

COURSE GUIDELINES/EXPECTATIONS

Each student brings a plethora of knowledge, life experiences and expertise to this course and to our discussions. It is my expectation that we will study the theories and some of the important work that influences the conversation around race and inequality—and that we will combine our individual perspectives, to heighten our collective understanding and abilities as educators. Each person plays a vital role in the educational process.

Academic Integrity

Please familiarize yourself with Rutgers' stance on Academic Integrity:

<http://academicintegrity.rutgers.edu/>. If you have any questions, please feel free to ask; everyone will be held accountable for any breaches of the policy.

Active participation in all aspects of this course

This class is conducted in a seminar format; its success is contingent upon the effort that each student puts into the course. The material will require a bit of self-reflection—and some vulnerability as we examine our identities, areas of privilege, etc. It also requires a great deal of reading and analyzing. My expectation is that a) you will complete the assignments, b) that you will be engaged (verbally and via active listening) in the discussion and c) that you will respect everyone's opinions and experiences. This will help us, in all our areas of education.

Regular Attendance

You are a pivotal part of the learning experience; your absence affects the depths of our discussions. You are expected to be on time and prepared for class. The University's attendance policy permits two (2) excused absences (i.e., including documented illnesses or religious observances and funeral attendance. Additionally, you are allotted one (1) unexcused absence during this academic period. If you are unable to attend, you should a) email me **at least one hour** before our start time and b) ask a class member to take notes and/or brief you on anything that you missed. Please note that you are still accountable for the work that is due during your absence and/or the following week.

Late Assignments/Papers

All papers are due on or before the corresponding date on the syllabus. If you need an extension for a legitimate reason, please communicate with me **before the due date**. If your paper is late and you did not request an extension, then your document will be subject to a grade penalty. Papers that are more than a week late will not be accepted.

You may revise your analytic paper

If you plan to revise, please set up a time to consult with me on the process. Revised papers will be accepted within the two-week period after they have been returned to you.

Electronic etiquette: We live in a society that requires us to be “connected” during most of the day. While I understand the need to respond to email, texts, etc. in a timely manner, doing so does prevent you from focusing on our class discussions; the distraction also prevents you from providing your colleagues with your complete thoughts. My request is that all mobile phones and communication devices are on vibrate or silent while we are in class. Additionally, I know that many students use technology to take notes and even to read their materials. We will create a policy that allows everyone to work well in this setting.

NOTE: If you have any documented needs that require accommodations, please see me (in private) as soon as possible.

Communication: Email will be my primary form of communication with you. In most instances, I will respond within 24-48 business hours. Do not hesitate to speak with me if you are having difficulty with the course material; we all bring various levels of expertise to the classroom. My goal is to aid in your development as an educator. I am here to help.

ASSIGNMENTS

1. **Response Papers** (1-2 single space pages maximum; **30% of your final grade**). You will write **seven** short response papers over the course of the semester. **Two of them are due on set dates** and you must complete all seven (7) to receive a passing grade in the course. These papers are reflective and exploratory in nature. Each one should reflect your understanding of the arguments and themes within the week's texts; you should also draw parallels between your experiences as a professional educator and the theories that are discussed in the reading material. Additionally, feel free to connect previous course readings to your reflection papers. You will also use these papers to ask questions and to offer points of discussion for our next seminar session. **Note:** all response papers are **due weekly at 9:00PM on Wednesdays**; late papers will not be accepted.

There will be three (3) Writing Groups on Sakai; each of you will be placed into one of them. You are required to communicate within your writing group **whenever our weekly readings are divided up in this fashion**. Your responses will drive certain components of our class discussions, so it is **critical** that they are posted in your group by **4:00PM on Thursday—on those weeks**.

Note: If you find yourself spending enormous amounts of time writing these papers, you are doing more than necessary. Please feel free to speak with me if you have questions about writing them. Additionally, I will offer feedback on your work to make sure that you are on the right track and are clear about my expectations.

2. **Analytic Essay** (6-8 pages, maximum, **25%** of your final grade)

The first third of the course focuses on the intersection of race/ethnicity (and other intertwined identities) from theoretical and firsthand experiences. This paper will require you to analyze the relationship between theory and real-life, using the texts that we read. You can also make it applicable to your experiences as an educator. The detailed instructions will be available on Sakai and will be discussed in class prior to the due date.

Due Friday, March 2nd by 9PM under Assignments section on Sakai.

3. **Final project** (**35%** of your final grade)

You have four (4) options for the final project. Please note that I am willing to consider other options; however, we would need to meet and discuss the alternatives prior to March 1st. The purpose of this project is for you to complete an in-depth analysis/review of an area that is of interest to you. We will discuss the details in class before the prospectus is due; the instructions will be posted on Sakai by February 1st. The final project is due on **May 3rd (hard copy and posted in the "Assignments" section)**. **Your one-page prospectus is due on March 15th; the reference list is due on March 29th.**

- **Curriculum Project:** For this project, you will write a curriculum that uses multicultural theory to develop lessons around a topic of interest to you. There are three parts to this project. First, you

will develop a rationale for your curriculum that draws on curriculum theorists. Second, you will do research to learn more about the content (e.g., history, social conditions, biographies, etc.) you intend to address. Third, you will write 8 detailed lesson plans for your unit, and include all supplemental materials for the curriculum.

- **Policy/Reform Project:** This project requires you to examine an existing policy (or to develop one) that addresses racial/ethnic equity in your work setting. You will review three (3) comparable institutions, schools, agencies, etc. that have a policy and you will review the existing scholarly literature on the policy that you want to address/implement. Finally, you will develop a comprehensive plan to implement it in your work environment.
- **Literature Review:** This option was designed for those who are preparing for qualifying exams and/or the dissertation proposal. You will develop a research question and conduct a review of the relevant literature around it. This project requires more time and effort, as you will need to complete extensive outside reading and you will need to review the theories and other research on the topic. I can provide greater detail on the literature review process via Sakai or one a one-on-one basis.
- **Critical Analysis:** This option is geared towards higher education professionals who work in Student Affairs or with other areas of Student Life. You will examine how an institution (or program) addresses race and inequality in their practices (i.e., programming, workshops, lecture series, visibility, student organizations, etc.). Once the information is gathered, then you will complete an analysis of the group, practice, program, etc. Some of the questions include: 1) how does it address inequality? 2) what are the pros/cons to their approach? and 3) what are some strategies that would improve their current practices? You will do a 12-15-minute presentation in class on your project.

4. **Group Project** (10% of your final grade): You will be part of a group (4-5 persons) that researches the relationship between race/ethnicity and education within the K-16 spectrum. Feel free to examine an area that you are not familiar with. For example, public school educators may research the independent school arena; higher education professionals may look at the K-12 environment. Please note that are you also encouraged to look at education systems and cultures that are outside of the United States; feel free to discuss these options with me. You will assign one reading for the class, develop a reference list for further reading and, then, present briefly on your research on **March 29th**. More information will be posted on Sakai; we will also discuss the project in detail during our class sessions. A reference list and the assigned reading are due on **March 22nd**.

5. **Class participation:** The teaching and learning experience is a symbiotic one; each person is expected to contribute to and draw from the dialogue. Your level of engagement will inform your final grade for the course.