

Spring 2-1-2019

# AAST 391.01: ST - Race, Inequality & Education

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## Race, Inequality & Education

Tuesdays & Thursdays, 2:00 – 3:20 pm

DHC 023

AAST 391 x80

Spring 2019

### Contact

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### Office Hours

DHC 005

Wednesdays, 1:00-3:00

(or by appointment)

**Land Acknowledgement: This course is taking place on the indigenous lands of the Salish and Kalispel people.**

### Course Overview

#### What is the relationship between racial inequality and education?

This seminar-style honors course revolves around this question, exploring how school systems in the United States have perpetuated racial inequality, and considering if and how schools could instead work to combat racial inequality. We will draw on history, sociology, educational research and mainstream media in order to examine issues including:

- school segregation, both historically and in the present
- schools as instruments of assimilation
- how race is constructed in predominantly white schools
- causes of and solutions for the “achievement gap”
- the impact of federal education policies on communities of color
- the potential of ethnic studies and culturally responsive pedagogy

This course culminates in a project which asks students to apply this information in order to understand an educational “case” of their own choosing.

### Course Objectives

At the end of this course, you will be able to:

- Identify and explain multiple ways in which educational systems have perpetuated racial inequality, including through unequal *structures*, through *racial ideologies*, and through specific *policies* and *practices*.

- Create your own analyses of how racial inequality is operating in other education-related settings and situations.

## What I Expect of You:

### Attendance

This is a participation/discussion-oriented class, so you must be present. Missing class means missing significant intellectual work that will help you understand the readings and complete the assignments.

### Participation

This class is structured to both support your learning and create space for what YOU find most interesting. For this to be effective, you must come to class having done the reading and prepared to contribute ideas and questions. Additionally, I expect you to refrain from electronic distraction (texting, Facebook, etc.). Splitting your attention in this way compromises what you get out of class. It's also disrespectful to me and to your classmates.

### Intellectual Engagement

Like many things in life, what you get out of this class is proportionate to what you put into it. The work in this class is not formulaic; it requires curiosity, persistence, and intellectual risk-taking.

## What You Can Expect of Me:

### I am your *teacher* before I am your evaluator.

This means that my job is to support you in any way I can. ***Please talk to me*** if you have a learning difference that requires accommodation, if you are struggling with the material, or if something in your life is making it difficult for you to succeed in this class.

### I will not make you do meaningless work.

The readings, assignments, and structure of this class are designed to support your learning, and I will always explain the purpose of what we're doing.

### I will provide you with feedback on your work.

Assignments should serve learning goals, and getting both positive and negative feedback on assignments is part of that process. On all assignments, I will tell you what you did well, and what you could improve. If you ever get a lower grade than you were expecting on an assignment, I encourage you to talk to me about it so you understand what went wrong. (A low grade doesn't mean that I'm mad at you, think you're stupid, or don't like you anymore. It's an evaluation of one assignment, not an evaluation of you as a human being.)

## Readings

### Where are they?

All readings are either posted on Moodle, or are online (the links are on the syllabus).

### What should I do with them?

**YOU MUST ANNOTATE THE READINGS!!!** Otherwise, all the assignments will be much more difficult. You can print them out, or annotate them on a computer or tablet; [Amherst College offers guidance on annotating digital texts.](#)

You should always bring your annotated readings to class, because they will form the basis of our discussion.

## Assignments & Grading

### General Information

- All assignments are required to pass this course.
- Descriptions of all assignments, plus assessment criteria, are included at the end of the syllabus.
- An “A” assignment is exceptional work, not work that merely meets the requirements.
- Late assignments will be lowered half a letter grade for each day past the due date (i.e. A to A- to B+, and so forth). I am flexible about extensions; however, you need to let me know *in advance!*

Assignment	Due Date	Portion of Final Grade
Reading Quizzes	Tuesdays	25%
Case Study Proposal	Thursday, Jan. 31 <sup>st</sup>	10%
Case Study Finalized Data	Thursday, Mar. 7 <sup>th</sup>	10%
Case Study Poster	Thursday, Apr. 4 <sup>th</sup> OR Thursday, Apr. 11 <sup>th</sup>	25%
Case Study Final Paper	Friday, May 3 <sup>rd</sup>	30%

## Academic Integrity

If you use someone else’s work or ideas without citing them, it’s considered plagiarism. This can happen by accident if you aren’t mindful about giving credit where credit is due. It can also happen on purpose if people become overwhelmed, and intentionally cheat.

**The most important reason not to cheat is that it compromises your integrity. Your integrity is worth more than any grade.**

I take dishonesty very seriously, and will not give you credit for any assignment you have plagiarized, nor will I allow you to make up the assignment. If you are overwhelmed, please come talk to me so that I can help you.

## ASSIGNMENT DESCRIPTIONS

### Reading Quizzes (25% of final grade)

Every Tuesday, we will start class with a short (20 minutes, 1-2 questions) quiz on the week's reading. Quizzes are open note, and will be completed in pairs.

Quiz questions will not be designed to trick you, nor will they require that you have a perfect understanding of the readings. The purposes of this assignment are to ensure that you are prepared for class (i.e. have read and annotated/taken notes on the texts), and to provide a check (for you and me) on your understanding.

If you miss a quiz because you are absent, you can make it up by coming to office hours, or by making an appointment with me.

### Case Study Assignment (75% of final grade)

In this assignment, you will do an in-depth investigation and analysis of a single "case" related to education. Examples of cases include a classroom, school or school district, the educational history of an individual person, a curriculum or curricular resource (e.g. a textbook), a nonprofit organization related to education, a specific educational law or policy, etc. The purpose of this is for you to develop the ability to *apply* the ideas in this course to a real-life example that interests you.

You may choose to work individually or in pairs. Naturally, I expect that two people would be able to handle a larger case or delve further into the data than one person could.

In phase one, you will gather information/data about your case. In phase two, you will analyze how the specifics of your case relate to larger patterns of educational inequality in the U.S. You will create a poster summarizing your findings and analysis to be shared with the class, and will write a final paper to be turned in at the end of the semester.

Your analysis (as represented in your poster and paper) must:

- include consideration of both structural inequality & racial ideologies
- use a *minimum* of 3 readings from the class to explain and support your argument

Deadlines:

- Proposal – Due Thursday, January 31<sup>st</sup>
- Finalized data – Due Thursday, March 7<sup>th</sup>
- Poster presentation – Due Thursday, April 4<sup>th</sup> or Thursday, April 11<sup>th</sup> (you will sign up for one or the other)
- Final Paper – Due Friday, May 3<sup>rd</sup>

***We will talk further about this assignment in class!!!***

## Course Schedule

Week	Topic	Reading	Assignments DUE
1 Jan. 10 <sup>th</sup>	Introductions		
2 Jan. 15 <sup>th</sup> & 17 <sup>th</sup>	What is Race?	<p>1) Herbes-Sommers, C. Cheng, J. Adelman, L. Smith, L. Strain, T. (Director). (2003). <i>Race - The Power of an Illusion</i> [<a href="#">Video file</a>], part 1: The Difference Between Us. California Newsreel.</p> <p>2) Goodman, A. H., Moses, Y. T. &amp; Jones, J. L. (2012). <i>Race: Are we so different?</i> Chichester, West Sussex, UK: Wiley-Blackwell. Ch. 3: Creating Race, pp. 15-16; Ch. 5: Inventing Whiteness, pp. 44-47.</p> <p>Further Recommended Reading:</p> <ul style="list-style-type: none"> <li>• Biointeractive. (2015, July 20). The biology of skin Color — HHMI BioInteractive video [<a href="#">video file</a>].</li> <li>• Goodman, A. H., Moses, Y. T. &amp; Jones, J. L. (2012). <i>Race: Are we so different?</i> Chichester, West Sussex, UK: Wiley-Blackwell. Ch. 7: Introduction: Race ≠ Biological Variation, pp. 93-100.</li> </ul>	
3 Jan. 22 <sup>nd</sup> & 24 <sup>th</sup>	Creating & Maintaining Racial Inequality	<p>1) Spring, J. (2010). <i>Deculturalization and the Struggle for Equality</i>. New York, NY: McGraw-Hill. Ch. 1: Deculturalization and the Claim of Racial and Cultural Superiority by Anglo Americans, pp. 1-20. <b>Read ONLY pp. 1 - 14.</b></p> <p>2) McCarty, T. (2018). So that any child may succeed: Indigenous pathways toward justice and the promise of Brown. <i>Educational Researcher</i>, 47(5), 271-283.</p> <p>3) Kozol, J. (2005, September 1). "Still separate, still unequal: America's educational apartheid." <i>Harper's Magazine</i>, 311(n.1864), 41-54.</p>	

Week	Topic	Reading	Assignments DUE
PART 1: STRUCTURAL INEQUALITIES 4 Jan. 29 <sup>th</sup> & 31 <sup>st</sup>	Segregation & Integration	1) Glass, I. & Hannah-Jones, N. (2015, July 31). The problem we all live with [ <a href="#">radio broadcast</a> ]. In I. Glass (Producer), <i>This American Life</i> . Chicago, IL: National Public Radio. 2) Chemerinsky, E. (2005). The segregation and resegregation of American public education: The court's role. In J. C. Boger & G. Orfield (Eds.), <i>School resegregation: Must the South turn back?</i> (pp. 29-50). Chapel Hill, NC: University of North Carolina Press.  Further Recommended Reading: <ul style="list-style-type: none"> <li>Rothstein, R. (2014). <a href="#">The making of Ferguson: Public policies at the root of its troubles</a>. <i>Economic Policy Institute</i>.</li> </ul>	Case Study Proposal DUE Thursday, Jan. 31 <sup>st</sup>
5 Feb. 5 <sup>th</sup> & 7 <sup>th</sup>	School Resources: Funding & Curriculum	1) What Kids Can Do. (2004). <a href="#">The problem we all live with: Inequalities between Boston urban and suburban schools</a> . 2) Clarren, R. (2017, July 24). <a href="#">Native American students in crisis from punitive discipline, substandard curricula</a> . <i>Investigate West</i> . 3) Darling-Hammond, L. (2013). Inequality and school resources: What will it take to close the opportunity gap. In P. L. Carter & K. G. Welner (eds.) <i>Closing the opportunity gap: What America must do to give every child a chance</i> . New York, NY: Oxford University Press, pp. 77 - 97.	
PART 2: RACIAL IDEOLOGIES 6 Feb. 12 <sup>th</sup> & 14 <sup>th</sup>	Constructing Race	From: Lewis, A. (2009). <i>Race in the schoolyard: Negotiating the color line in classrooms and communities</i> . New Brunswick, NJ: Rutgers University Press. 1) Ch. 1: Examining the Color Line in Schools, pp. 1-11 2) Ch. 2: There is No Race in the Schoolyard: Colorblind Ideology at Foresthills, pp. 12-38.	
7 Feb. 19 <sup>th</sup> & 21 <sup>st</sup>	Race in the Curriculum	1) Loewon, J. W. (2007). <i>Lies my teacher told me</i> (2nd. ed.). New York: The New Press. Chapter 7: 1493: The True importance of Christopher Columbus, pp. 32 - 69.	



Week	Topic	Reading	Assignments DUE
		2) Abu El-Haj, T. (2008). Arab visibility and invisibility. In M. Pollock (Ed.) <i>Everyday antiracism: Getting real about race in school</i> . New York, NY: The New Press, pp. 174 - 179.	
8 Feb. 26 <sup>th</sup> & 28 <sup>th</sup>	Subtraction & Assimilation	1) Bear, C. (2008, May 12). American Indian boarding schools haunt many [ <a href="#">radio broadcast</a> ]. <i>Morning Edition</i> . Washington, DC: National Public Radio. 2) Valenzuela, A. (2005). Subtractive schooling, caring relations and social capital in the school of U.S.-Mexican youth. In M. Fine & L. Weis (eds.) <i>Beyond silenced voices: Class, race and gender in United States schools</i> (revised ed.), Albany, NY: State University of New York Press, pp. 83-94. 3) Lee, S. J. (2005). Learning about race, learning about "America": Hmong American high school students. In M. Fine & L. Weis (eds.) <i>Beyond silenced voices: Class, race and gender in United States schools</i> (revised ed.), Albany, NY: State University of New York Press, pp. 133-146.	
9 Mar. 5 <sup>th</sup> & 7 <sup>th</sup>	Student Perspectives: Accommodating & Resisting	1) Ly, A. (2016, June 22). How 'positive' stereotypes hurt Asian-Americans like me [ <a href="#">radio broadcast</a> ]. In S. Wen (Producer) <i>Youth Radio</i> , Oakland, CA: National Public Radio. 2) Kohl, H. R. (1991). <i>I won't learn from you: The role of assent in learning</i> . Minneapolis, MN: Milkweed Editions. pp. 1-32. CHOOSE EITHER: 3) Carter, P. (2005). <i>Keepin' It Real: School Success Beyond Black and White</i> . New York: Oxford University Press. Chapter 1: Beyond Belief: Mainstreamers, Straddlers, and Noncompliant Believers, pp. 19 – 46. OR 3) Brayboy, B. McK. J. (2004). Hiding in the Ivy: American Indian students and visibility in elite educational settings. <i>Harvard Educational Review</i> 74 (2): 125-152.	Finalized Data DUE Thursday, Mar. 7 <sup>th</sup>
PART 3: PRACTICES & POLICIES	Academic Achievement & Tracking	From: Lewis, A. E. & Diamond, J. B. (2015). <i>Despite the best intentions: How racial inequality thrives in good schools</i> . New York, NY: Oxford University Press.	

Week	Topic	Reading	Assignments DUE
10 Mar. 12 <sup>th</sup> & 14 <sup>th</sup>		1) Prologue, pp. xiii-xix. 2) Introduction, pp. 1-16. 3) Ch. 4: "It's Like Two High Schools": Race, Tracking & Performance Expectations, pp. 83-118.	
11 Mar. 19 <sup>th</sup> & 21 <sup>st</sup>	Discipline	1) Glass, I. & Joffe-Waltes, C. (2014, October 17). Is this working? Act 1: Time out. In I. Glass (Producer), <i>This American Life</i> . Chicago, IL: National Public Radio. Retrieved from: <a href="https://www.thisamericanlife.org/radio-archives/episode/538/is-this-working?act=1#play">https://www.thisamericanlife.org/radio-archives/episode/538/is-this-working?act=1#play</a> 2) Ferguson, A. A. (2001). <i>Bad boys: Public schools in the making of Black masculinity</i> . Ann Arbor, MI: The University of Michigan Press. Ch. 4: Naughty by Nature, pp. 77-96. 3) Burdge, H., Licona, A. C., Hyemingway, Z. T. (2014). <i>LGBTQ Youth of Color: Discipline Disparities, School Push-Out, and the School-to-Prison Pipeline</i> . San Francisco, CA: Gay-Straight Alliance Network and Tucson, AZ: Crossroads Collaborative at the University of Arizona.  Further Recommended Reading: <ul style="list-style-type: none"> <li>• Lewis, A. E. &amp; Diamond, J. B. (2015). <i>Despite the best intentions: How racial inequality thrives in good schools</i>. New York, NY: Oxford University Press. Ch. 3: The road to detention is paved with good intentions, pp. 45-81.</li> </ul>	
		<b>Spring Break!</b>	
12 Apr. 2 <sup>nd</sup> & 4 <sup>th</sup>	Language	1) Gándara, P. (2013). Meeting the needs of language minorities. In P. L. Carter & K. G. Welner (eds.) <i>Closing the opportunity gap: What America must do to give every child a chance</i> . New York, NY: Oxford University Press, pp. 156 – 168. 2) Lomawaima, K. T. & McCarty, T. L. (2006). <i>To remain an Indian: Lessons from a century of Native American education</i> . New York, NY: Teachers College Press. Ch. 7: "The New American Revolution": Indigenous Language Survival and Linguistic Human Rights, pp. 134-149.	Poster Presentation 1

Week	Topic	Reading	Assignments DUE
		Further Recommended Reading: <ul style="list-style-type: none"> <li>• Pullum, G. K. (1999). African American Vernacular English is not Standard English with mistakes. In R. S. Wheeler (ed.) <i>The workings of language: from prescriptions to perspectives</i>, Westport, CT: Praeger, pp. 39-58.</li> </ul>	
PART 4: FIGHTING FOR EQUALITY			
13 Apr. 9 <sup>th</sup> & 11 <sup>th</sup>	“No-Excuses” Charter Schools	<ol style="list-style-type: none"> <li>1) Mathews, J. (2009). Work hard. Be nice. The roots and reality of the Knowledge Is Power Program. <i>Education Next</i>, 9(2), 28 – 35.</li> <li>2) Graham, E. (in press) “In real life, you have to speak up”: Civic implications of no-excuses classroom management practices. <i>American Educational Research Journal</i>.</li> </ol>	Poster Presentation 2
14 Apr. 16 <sup>th</sup> & 18 <sup>th</sup>	Culturally Relevant Pedagogy & Education as a Civil Right	<ol style="list-style-type: none"> <li>1) Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. <i>Educational Researcher</i>, 41(3), p. 93-97.</li> <li>2) Spring, J. (2010). <i>Deculturalization and the Struggle for Equality</i>. New York, NY: McGraw-Hill. Ch. 6: The Great Civil Rights Movement and the New Culture Wars, pp. 111-140.</li> </ol>	
15 Apr. 23 <sup>rd</sup> & 25 <sup>th</sup>	Education for Liberation	<ol style="list-style-type: none"> <li>1) Watch Precious Knowledge</li> <li>2) Schultz, B. (2007). <i>Spectacular things happen along the way: Lessons from an urban classroom</i>. New York, NY: Teachers College Press. Ch. 6: Justice-Oriented Teaching, pp. 126-148.</li> </ol> Further Recommended Reading: <ul style="list-style-type: none"> <li>• Schultz, B. (2007). <i>Spectacular things happen along the way: Lessons from an urban classroom</i>. New York, NY: Teachers College Press. Ch. 2: Our School is a Dump! Identifying a Problem That Needs Solving, pp. 24-52.</li> </ul>	
16		<i>Finals Week – No Class!</i>	Final Paper DUE Friday, May 3 <sup>rd</sup>