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### AAST 391.01: Race, Inequality & Education

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## Race, Inequality & Education

Wednesdays, 3:30 – 6:20 pm

LA 146

AAST 391

Spring 2020

CONTACT	OFFICE HOURS
Eliot Graham 502-640-3851 (c) eliot1.graham@umontana.edu	I do not have regular office hours, but I DO want to talk with you! Please email me to set up a time.

**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 is structured around 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!!!** This means highlighting or underlining the text, making notes, etc. 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 we will use them during quizzes, discussions and class activities.

## Assignments

### Weekly Reading Quizzes

These are open-note quizzes, taken in pairs, which will be given at the beginning of each class. The purpose of these quizzes is to provide a check on your understanding of the readings. In grading them, I look for: (1) evidence that you completed the reading, (2) how thoroughly and clearly you explain your answers, and (3) how accurately and deeply you understood the ideas in the texts.

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

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.

This assignment has a number of parts, including:

- Case Study Proposal  
To prepare for the case study assignment, you will turn in a short (1-2 page) proposal which introduces your case, and outlines your plan for gathering information. This gives me an opportunity to provide you with feedback and suggestions.
- Case Study Analysis Papers  
You will write three short (2-3 page) papers analyzing how racial inequality is operating in your case. Our class will be working with the Writing Center’s Sidecar Project in order to support you in developing the most clear, powerful analysis possible. This means you will be in small teams, reading and providing feedback on one another’s work, along with the support of a writing center staff member. For this reason, **it is critical that you post complete drafts of each paper by the deadlines** (listed both below and on the

assignment). Your grade will be influenced not only by the strength of your own final papers, but also by your participation as a member of your team.

- Case Study Presentation

At the end of the semester, you will give a short (5-10 minute) presentation in which you summarize your case study, and provide some recommendations for change.

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

## Grading

This course uses something called **contract grading**. One of the major goals of contract grading is to encourage students to develop their own motivations for excellence. It also allows me to reward improvement over the semester, rather than early grades being averaged in with later grades. A key aspect of contract grading is to emphasize **qualitative evaluative feedback** over quantitative assessments of students' work.

Here's how this will work: During the semester, I will not assign numerical grades to assignments. Instead, I will provide feedback on both strong points and areas for improvement.

Below, I specify what you must do to earn a B in the course. Students whose performance or growth exceeds this bar can earn an A; students whose performance falls below this bar can earn a C or an F. Throughout the semester, I will let you know if you are in the running for an A, or are at risk of receiving a C or an F.

### Grading Contract

You are guaranteed a B if you:

- Miss no more than 1 class
- Participate fully in class (including refraining from texting, browsing social media, completing your math homework, etc.)
- Complete ALL quizzes
- Complete ALL papers by the due dates (or communicate with me in advance if you need an extension)
  - ***Note that due dates to discuss paper drafts in class cannot be extended***
- Participate fully in the Sidecar process by:
  - Submitting fully formed drafts
  - Reading your group members' drafts and providing feedback
  - Making meaningful revisions between your first and final drafts

To earn an A, you must exceed the above criteria in at least one of the following ways:

- Going "above and beyond" in regards to class participation, in ways that contribute markedly to others' learning
- Answering quiz questions in ways that are unusually thorough, sophisticated, insightful or creative
- Producing exceptional work on the case study, as evidenced by thoroughness/depth of data collection, or sophistication of analysis

- Showing notable effort, determination and improvement in one or more aspects of your learning

You will earn a C if you do not meet the criteria required for a B, including:

- Missing more than 1 class, or being disengaged during class
- Turning in one or more assignments late
- Failing to make necessary revisions of your papers

You risk earning an F if you:

- Miss multiple classes
- Fail to complete one or more assignments

### **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.

## Course Schedule

Week	Topic	Reading	Assignments DUE
1 Jan 15 <sup>th</sup>	Introductions		
2 Jan. 22 <sup>nd</sup>	What is Race?	<ol style="list-style-type: none"> <li>1) Herbes-Sommers, C. Cheng, J. Adelman, L. Smith, L. Strain, T. (Director). (2003). Race - The Power of an Illusion [Video file], part 1: <a href="#">The Difference Between Us</a>. California Newsreel.</li> <li>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; Ch. 7: Introduction: Race ≠ Biological Variation, pp. 93-100.</li> </ol>	
3 Jan. 29 <sup>th</sup>	Creating & Maintaining Racial Inequality	<ol style="list-style-type: none"> <li>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></li> <li>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.</li> <li>3) Kozol, J. (2005, September 1). “Still separate, still unequal: America’s educational apartheid.” <i>Harper’s Magazine</i>, 311(n.1864), 41-54.</li> </ol>	Case Study Proposal DUE before class on Wednesday
4 Feb. 5 <sup>th</sup>	Segregation & Integration	<ol style="list-style-type: none"> <li>1) Glass, I. &amp; Hannah-Jones, N. (2015, July 31). <a href="#">The problem we all live with</a> [radio broadcast]. In I. Glass (Producer), <i>This American Life</i>. Chicago, IL: National Public Radio.</li> <li>2) Chemerinsky, E. (2005). The segregation and resegregation of American public education: The court’s role. In J. C. Boger &amp; G. Orfield (Eds.), <i>School resegregation: Must the South turn back?</i> (pp. 29-50). Chapel Hill, NC: University of North Carolina Press.</li> </ol>	
5 Feb. 12 <sup>th</sup>	School Resources: Funding & Curriculum	<ol style="list-style-type: none"> <li>1) <a href="#">What Kids Can Do</a>. (2004). <i>The problem we all live with: Inequalities between Boston urban and suburban schools</i>.</li> <li>2) Clarren, R. (2017, July 24). <a href="#">Native American students in crisis from punitive discipline, substandard curricula</a>. <i>Investigate West</i>.</li> </ol>	

Week	Topic	Reading	Assignments DUE
		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.	
6 Feb. 19 <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.	Analysis 1 Draft DUE:  Posted by Monday, Feb. 17 <sup>th</sup> , at 5 pm  Hard copies due in class
7 Feb. 26 <sup>th</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. 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.	Revised Analysis 1 DUE before class on Wednesday
8 Mar. 4 <sup>th</sup>	Subtraction & Assimilation	1) Bear, C. (2008, May 12). <a href="#">American Indian boarding schools haunt many</a> [radio broadcast]. <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. 11 <sup>th</sup>	Student Perspectives: Accommodating & Resisting	1) Ly, A. (2016, June 22). <a href="#">How ‘positive’ stereotypes hurt Asian-Americans like me</a> [radio broadcast]. In S. Wen (Producer) <i>Youth Radio</i> , Oakland, CA: National Public Radio. 2) Kohl, H. R. (1991). I won't learn from you: The role of assent in learning. Minneapolis, MN: Milkweed Editions. pp. 1-32.  CHOOSE EITHER:	Analysis 2 Draft DUE:  Posted by Monday, Mar. 9 <sup>th</sup> , at 5 pm  Hard copies in class



Week	Topic	Reading	Assignments DUE
		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.	
10 Mar. 25 <sup>th</sup>	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. 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.	Revised Analysis 2 DUE before class on Wednesday
11 Apr. 1 <sup>st</sup>	Discipline	1) Glass, I. & Joffe-Walte, 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.	
12 Apr. 8 <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.	Analysis 3 Draft DUE: Posted by Monday, Apr. 6 <sup>th</sup> , at 5pm Hard copies in class

Week	Topic	Reading	Assignments DUE
13 Apr. 15 <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>	Revised Analysis 3 DUE before class on Wednesday
14 Apr. 22 <sup>nd</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. 29 <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>	
16	Finals Period: Tuesday, May 5 <sup>th</sup> , 3:20 – 5:20	Case Study Presentations: Overview, Final Analysis, Recommendations for Change	Presentations DUE in class