

Fall '01

**CCT 627: ISSUES AND CONTROVERSIES IN ANTIRACIST
AND MULTICULTURAL EDUCATION**

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Office hours:

Tuesday 1:15-2:15

Thursday 2:30-3:30

or by appointment

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Required to purchase:

1. Walter Feinberg, Common Schools/Uncommon Identities: National Unity and Cultural Difference (1998) ["Feinberg" on syllabus]
2. T. Beauboeuf-Lafontant and D. Smith Augustine (eds.), Facing Racism in Education, 2nd edition (1996) ["FRE" on syllabus]
3. Vivian Gussin Paley, Kwanzaa and Me: A Teacher's Story (1995)

OTHER READINGS WILL BE IN PHOTOCOPIED PACKETS TO BE PURCHASED FROM INSTRUCTOR

Goals of course:

CONTENT AND INTELLECTUAL GROWTH

- Gaining deeper understanding of the complex issues of race, culture, sexual orientation, and education through dispassionate intellectual inquiry and study (including doing assigned reading), combined with personal experiences of your classmates and yourself
- Encourage dispositions of mind involved in critical thinking, such as questioning assumptions, searching for alternative ways of looking at an issue, and looking for evidence
- Encouraging self-reflection, humility, and self-criticism: learning and applying critical thinking dispositions to one's own thinking, especially concerning issues of race, culture, sexual orientation, and education. This includes being open to recognizing one's own prejudices, stereotypes, and limitations of understanding—and striving to correct these limitations.

CLASSROOM PROCESS

- Learning skills of constructive listening and constructive personal and intellectual exchange, especially with regard to issues of the course that many people find difficult to talk about rationally and productively with others (particularly with those of different races, cultures, sexual orientations, religions, linguistic backgrounds, and so on). That is, learning to be attentive to and respectful of individual fellow students, and of the collective process of learning; learning to listen to others sympathetically and with an assumption that everyone is seriously engaged with the issues at hand; to take personal responsibility for participating in the collective enterprise of learning by making one's own attempt to contribute.

- With respect to complex and emotionally charged topics, learning how to engage in productive conversations in which all participants feel that they have learned something, and in which all prepare themselves by doing assigned reading.
- Learning how to promote such interchanges among one's students and colleagues.

PROFESSIONAL IDENTITY

- Encouraging the adopting of a proactive identity as an antiracist educator—and, more generally, being proactive as an educator committed to working toward social justice in whatever domains one chooses to operate.
- Learning to be a helpfully anti-injustice colleague—a cooperative and respectful colleague to others in your workplace and your profession, who works to find constructive ways to engage these colleagues in social justice issues.
- Encouraging becoming a caring and compassionate educator (or practitioner of any type)—believing in the capabilities and the worth of every student, and caring about the educational and personal well-being of every student.

PROVISIONAL SYLLABUS:

Sept 4: Introduction

Sept 11.....

Sept 18: Racism

Reading:

- Williams, "The Obliging Shell," 98-130 (packet 1)
- Hacker, "Being Black in America," 35-54 (packet 1)
- McIntosh, "White Privilege," 79-82 (packet 1)
- "Asian-Americans unite in wake of hate crimes," 3 pages (packet 1)
- Takaki, "The Model Minority," 3 pages (packet 1)
- Haney-Lopez, "Racial Restrictions in the Law of Citizenship," 37-47 (packet 1)
- Adams, ""Fundamental Considerations: The Deep Meaning of Native American Schooling, 1880-1900), 163-175 [*not whole article*] (in **FRE**)

Sept 25: Black identity and school performance

Reading:

- Steele, "How Stereotypes Can Shape Intellectual Performance and Identity," 1-16
- Tatum, "Talking About Race, Learning About Racism," 321-348 (in **FRE**)
- Fordham, "Racelessness as a Factor in Black Students' School Success," 321-348 (in **FRE**)
- Davidson, "Johnnie Betts on Recasting the Self," 161-188

Oct 2: Anti-Racist Education

Reading (all in packet #3):

- Boyd and Arnold, "Teachers' Beliefs, Antiracism, and Moral Education: problems of intersection"

Melinda Fine, "Collaborative Innovation: documentation of the Facing History and Ourselves Program at an Essential School"
Gloria Ladson-Billings, "Making Dreams into Reality" (from The Dreamkeepers)

Oct 9: Paley's Vision

Reading:

Paley, Kwanzaa and Me (entire book {very easy reading!})

Oct 16: Multicultural Education

Reading:

Feinberg, Chapters 1 (1-30) and 2 (31-58)

Oct 23: Multicultural Education

Reading:

Feinberg, Chapters 5 (123-157) and 6 (158-189)

Cummins, "Empowering Minority Students: A Framework for Intervention," 349-368 (in **FRE**)

Oct 30: Multicultural Education

Reading:

Feinberg, Chapter 7 (190-202)

(*Recommended:* Chapter 3 (59-92))

Nov 6: Linguistic minority and bi-lingualism issues

Reading:

Martha Minow, "The Dilemma of Difference," in Making All the Difference, 19 – 40

Laurel Shaper Walters, "The Bilingual Education Debate," from Harvard Education Letter, May/June 1998: 1 – 6

Ann Locke Davidson, "Marbella Sanchez: On Marginalization and Silencing," from L. Weis and M. Sellers, Beyond Black and White, 15 – 43

Eugene Eoyang, "Blind to Color, Deaf to Accent: Invisible and Inaudible Immigrants," from Coat of Many Colors: Reflections on Diversity by a Minority of One, 126 – 137

A. J. Verdelle, "Say 'ask,' Deneese," 161

Nov 13: Religious pluralism as a multicultural issue

Reading:

Warren Nord, "Religion and Liberal Education," in Religion and American Education, 199 - 235

Diana Eck, "'Is Our God Listening?'," in Encountering God, 167 – 199

Charles Haynes, "Teaching our common compact: A New Curriculum on Religious Liberty," *Magazine of History*, Winter 1992: 47 – 50

"How Immigrants Find Their Role in U.S. Holiday," *New York Times*, Dec. 26, 1993: 1 p.

"Jewish teen stands against Utah choir's Christian tone," *USA Today*, Nov. 2, 1995: 2 pp.

"Generation That Left Church Goes Back With its Children," *New York Times*, Dec. 26, 1993: 2 pp

Isaac Kramnick, "Jefferson vs. the Religious Right," *New York Times*, Aug. 29, 1994: 1 p.

Steve Benen, "Backlash to Bigotry [on Falwell and Robertson blaming terrorist attacks on separation of church and state]," *Church and State*, Oct. 2001:

3 pp.

Nov 20: Sept. 11 terrorist attacks and their aftermath: Some back ground and broader issues

Andrew Sullivan, "This Is a Religious War," *New York Times Magazine*, Oct. 6, 2001. [REQUIRED READING!!!!!!]

Richard Falk, "Ends and Means: Defining a Just War," *The Nation*, Oct. 29, 2001: 11 – 15 [General ethical/legal/military framework for thinking about American responses to apprehending and punishing perpetrators]

Arundhati Roy, "The algebra of Infinite Justice," *Common Dreams NewsCenter*, 1 – 5 [penetrating and challenging reflections by Indian author]

John Esposito, "Contemporary Islam: Religion and Politics," from Islam: The Straight Path 3rd edition (1998), 158-169, 191-222 [Historical perspective on the Islamic resurgence in the post-1967 era; focus on Saudi Arabia and Pakistan and their relations with Islam; Muslims in the West, especially in the United States, with attention to African-American Muslims] **LONG SELECTION**

Karen Armstrong, "Unity: The God of Islam," from A History of God (1993), 132-169 [Islam as a religion, with attention to its origins, and comparisons to Christianity and Judaism] **LONG SELECTION**

Mark Juegensmeyer, Terror in the Mind of God: The Global rise of Religious Violence, 6-11, 19-37, 60-69 [study of religious-inspired violence; attention to Christian-inspired terrorism and Islamic-inspired violence; based on interviews, including with one figure convicted and suspected of involvement in 1993 World Trade Center bombing] **LONG SELECTION**

"Moderate Muslims Fear Their Message is Being Ignored," *New York Times*, Oct. 21, 2001 (2 pp.)

"The Other War, Against Intolerance," *New York Times*, Sept. 26, 2001 (1 p.) [brief account of tolerance, intolerance, and racial profiling in schools and among young people]

"A Nation Challenged: Civil Liberties; Americans give in to Race profiling," *New York Times*, Sept. 23, 2001 [confusion, including among African-Americans about acceptability of racial profiling of Muslims and Arabs]

"Reflections on patriotism: Among blacks, love of country and a painful legacy," *Boston Globe*, (sometime in late September) (2 pp.)

Diane Ravitch, "Now is the Time To Teach Democracy," *Education Week*, Oct. 17, 2001 [attack on multicultural education as reaction to terrorist attacks, by prominent educational historian and theorist]

"Campuses see a downside to unity," *Boston Globe*, October 6, 2001 (1 p.) [worries about chilling atmosphere for dissent on college campuses]

"Scholars debate meaning of 'jihad'," *Boston Globe*, October 7, 2001

Tariq Modood, "'Difference,' Cultural Racism and Anti-racism," 238-254 (1997) [British account of anti-Muslim prejudice and victimizing within a "racism" framework] **LONG SELECTION**

Nov 27: Homophobia and homosexuality

Reading:

John Boswell, "Introduction" to *Christianity, Social Tolerance, and Homosexuality*, 3-19

P. Jung and R. Smith, "Discerning True and False Threats," from Heterosexism: An Ethical Challenge, 90-103

Helen Zia, "Out on the Front Lines," from Asian American Dreams, 230-251

Henry Louis Gates, Jr., "Blacklash?" *New Yorker* (? 1997), 3 pages

"Neighborhood News: Queers on parade," 2 pages

Cooper Thompson, "A New Vision of Masculinity," 586-591
Philip Brian Harper, E. Frances White, and Margaret Cerullo,
"Multi/Queer/Culture," from Radical America, 33-36
"Report Says Schools Often Ignore Harassment of Gay Students," *Education Week*,
June 6, 2001 (1 p.)
"Sexual Minority Students Benefit from School-Based Support—Where It Exists,"
Harvard Education Letter, Sept/Oct. 2001, 1-5
"One Kid in 10," *Cambridge Tab*, 1995 (4 pp.)

Dec 4: Anti-homophobia education
In class video: "It's Elementary"

Dec 11: Wrap-up

(December 18: FINAL PAPER DUE)