

Fall '10

**CCT 627/EDCG 606: ISSUES AND CONTROVERSIES IN ANTIRACIST
AND MULTICULTURAL EDUCATION**

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Office hours:

Thursday 2:45-3:45
or by appointment

(I am in another day or two besides Thursday
though it will change from week to week.

Please arrange appointments with me other times if you can not attend office hours)

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Required to purchase:

1. Arthur Schlesinger, Jr., The Disuniting of America: Reflections on a Multicultural Society, revised and enlarged edition (1998)
2. Theresa Perry, Claude Steele, and Asa Hilliard III, Young, Gifted, and Black: Promoting High Achievement Among African-American Students (2003)
3. Lawrence Levine, The Opening of the American Mind: Canons, Culture, and History (1996)
4. Vivian Gussin Paley, Kwanzaa and Me: A Teacher's Story (1995)

OTHER READINGS will be in the "ERes" (electronic reserve) system at Healey Library (access through "course reserves" on the main site). I have italicized the author's name that appears on the ERes table of contents (under "title") for the course. [The password for this course for the ERes system is "issues."]

Goals of course:

CONTENT AND INTELLECTUAL GROWTH

- Gaining deeper understanding of the complex issues of race, culture, sexual orientation, religion, and education through dispassionate intellectual inquiry and study (including doing assigned reading), combined with empathetic engagement with the views and experiences of your classmates.
- Encouraging dispositions of mind involved in critical thinking, such as questioning assumptions, searching for alternative ways of looking at an issue, and searching for and learning to recognize evidence for and against views held by yourself and others.
- Encouraging self-reflection, humility, and self-criticism: learning and applying critical thinking dispositions to one's own thinking, especially concerning issues of race, culture, religion, 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.
- Recognizing that teachers at the K-12 level should be life-long intellectual inquirers, who will constantly face issues requiring both a deep understanding of value challenges and social processes, yet for which they may not yet learned the "right answers."

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 enhancing and participating in the collective enterprise of learning by making one's own attempt to contribute while also allowing others to make their contributions.
- 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.

PROFESSIONAL IDENTITY

- Learning how to promote productive interchanges on charged topics, such as the ones in this course, among one's students or /and colleagues.
- Encouraging the adopting of a proactive identity as an antiracist educator and professional—and, more generally, being proactive in 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, a colleague who works to find constructive ways to engage your peers in social justice issues.

ACADEMIC HONESTY:

The University of Massachusetts, Boston, recognizes that the quality of its education requires absolute honesty and integrity in all interactions and transactions among members of the community. Work turned in by students must be their own, and when other sources (print publications, internet sources, other authorities, etc.) are utilized, appropriate attribution must be made of those sources in the student's work. Details of the university's "Academic Honesty" policy (including penalties) are spelled out in the "University Regulations and Policies" section at the end of the Student Handbook. Please consult that section, and let me know if you have any questions. I regard a violation of academic honesty as a breach in a student's relation with me, with your fellow students, with your university, and with your own commitment to your education.

SYLLABUS (almost complete):

Sept 8: Introduction and introductions; discussion of Obama's March 18, 2008 speech on race http://www.huffingtonpost.com/2008/03/18/obama-race-speech-read-t_n_92077.html?view=print (or any other source for this speech)

Sept 15: Racism

Reading:

1. A. Hacker, "Being Black in America," from *Two Nations* [1995], 35-54 [ERes]
2. *recommended*: "Implicit Racism": go to www.implicit.harvard.edu (click on "demonstration" and follow the links to take the Implicit Association Test on race (other options available besides race, but I want you to take the race one: about 15 minutes altogether)
3. John Judis, "The Big Race," *The New Republic*, May 28, 2008 [ERes]
4. McIntosh, "White Privilege: Unpacking the Invisible Knapsack," [1988], 79-82 [ERes]

5. M. *Bertrand* and S. Mullainathan, "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination," *American Economics Review*, vol. 94, #4, 2004: 991-1013 [ERes]
6. Melvin Oliver & Thomas Shapiro, from Black Wealth/White Wealth, 11-45 [2006] [ERes]
7. Frank H. *Wu*, "The Model Minority: Asian American 'Success' as a Race Relations Failure, from Yellow: Race in America Beyond Black and White [2002]: 39-77 [ERes]

Sept 22: Black identity and school performance

Reading:

1. Theresa Perry, "Up From Parched Earth: Toward a Theory of African-American Achievement," in Perry, Steele, and Hilliard, Young, Gifted and Black: 1-11, 52-108 (skim 12-51) [2003]
2. Claude Steele, "Stereotype Threat and African-American Student Achievement," in Perry, Steele, and Hilliard, Young, Gifted, and Black: 109-130 [2003]
3. A. *Davidson*, "Johnnie Betts on Recasting the Self," from Making and Molding Identity in School (1996) 161-188 [ERes] [there are 2 articles by Davidson on the syllabus; be sure you read the right one for the right week!!]
4. Stacey Lee, "Reflecting Again on the Model Minority," from Unraveling the 'Model Minority' Stereotype, 2nd edition: 120-142 [2009]

----Reading response #1 due----

Sept 29: Anti-Racist Education

Reading:

1. D. *Boyd* and M. Arnold, "Teachers' Beliefs, Antiracism, and Moral Education: problems of intersection," *Journal of Moral Education*, March 2000: 23-46 [ERes]
2. Dorinda *Carter*, "On Spotlighting and Ignoring Racial Group Members in the Classroom," from Everyday Antiracism [2008], 230-234
3. Lisa *Delpit*, "Education in a Multicultural Society," from Other People's Children [1995]: 167-184 [ERes]
4. Lawrence Blum, "Multicultural Education as Values Education," 1-34 [1997]
http://www.scu.edu/law/socialjustice/File/BlumMEVE.pdf
5. Gloria *Ladson-Billings*, "Making Dreams into Reality" (from The Dreamkeepers [1994]): 127-143 [ERes]

---"BAD RACIAL SITUATION" ASSIGNMENT DUE---

Oct 6: A Critique of Multiculturalism

Reading:

Arthur Schlesinger, Jr., The Disuniting of America: Reflections on a Multicultural Society, revised and enlarged edition (1998), whole book (1-165: easy reading, and not many words per page!!)

---"RESPONSE TO CLASS DISCUSSION" (FIRST INSTALLMENT) DUE---

Oct 13: A Defense of Multiculturalism

Reading:

1. Lawrence Levine, The Opening of the American Mind: Canons, Culture, and History [1996], Part I: 1-34, Part III: 103-174
2. Robert *Fullinwider*, "Patriotic History," in R. Fullinwider, Public Education in a Multicultural Society [1996], 203-222 [ERes]

----Reading response #2 due----

Oct 20: Immigrant, especially Latino, students

Reading:

1. Ann Locke Davidson, "Marbella Sanchez: On Marginalization and Silencing," from L. Weis and M. Sellers, Beyond Black and White, 15-43 [1996] [ERes]
2. Laurie Olsen, "Learning the Language of America," from Made in America: Immigrant Students in Our Public Schools, 90-105 [1997] [ERes]
3. M. and C. Suarez-Orozco, "The Children of Immigration in School," from Children of Immigration [2001]: 124-153 [ERes]
4. P. Kasinitz, J. Mollenkopf, M. Waters, J. Holdaway, "Conclusion: The Second Generation Advantage," from Inheriting the City: The Children of Immigrants Come of Age: 342-369

Oct 27: Unauthorized immigration and education: GUEST SPEAKER: Mickaella Perina
[Reading to be assigned]

Nov 3: [topic and reading to be determined]

----Reading response #3 due [electronically]----

Nov 10: Religious Pluralism as a Multicultural Issue

Reading:

1. Warren Nord, "Religion and Liberal Education," in Religion and American Education: Rethinking a National Dilemma [1995], 199-235 [ERes]
2. Stephen Macedo, "Multiculturalism and the Religious Right," from Diversity and Distrust: Civic Education in a Multicultural Democracy [Cambridge MA: Harvard University Press, 2000]: 153-165 [ERes]
3. Diana Eck, "'Is Our God Listening?'," in Encountering God [1993], 167-199 [ERes]
4. Banerjee, "Survey of Religion in U.S. Finds a Broad Tolerance for Other Faiths," *New York Times*, June 24, 2008 [ERes]
5. Kathleen Sands, "Public, Pubic, and Private: Religion in Political Discourse," ("The Gay Nature Argument"): 64-74, from K. Sands (ed.), God Forbid: Religion and Sex in Public Life [2000] [ERes]

----**final due date of 1-page prospectus for final paper**----

Nov 17: Islam and Muslim identity

Reading:

1. Karen Armstrong, "Islam Agonistes" from Islam: A Short History, 141-189 [ERes]
2. Amartya Sen, "Religious Affiliation and Muslim History," from Identity and Violence: The Illusion of Destiny [2006]
3. Stan Karp, "Arranged Marriages, Rearranged Ideas," *Rethinking Schools Online*, vol. 11, #2, Winter 1996-97: 1-6 [ERes]
http://www.rethinkingschools.org/archive/11_02/Karp.shtml
4. Carol Anway, "American Women Choosing Islam," from Y. Haddad and J. Esposito (eds.), Muslims on the Americanization Path, 145-160 [ERes]
5. 153 *Saudi Intellectuals*, "How We Can Coexist," from D. Blankenhorn et al (ed.), The Islam/West Debate: Documents from a Global Debate on Terrorism, U.S. Policy, and the Middle East [2005]: 65-74 [ERes]
6. Kenan Makiya, "Arab Demons, Arab Dreams," from G. Packer, (ed.), The Fight is for Democracy [2003], 139-163 [ERes]

-----**"BAD DIVERSITY SITUATION AND YOU" DUE**-----

Nov 24: Homophobia and homosexuality

Reading:

1. John *Boswell*, "Introduction" to Christianity, Social Tolerance, and Homosexuality (1980), 3-19 [ERes]
2. P. *Jung* and R. Smith, "Discerning True and False Threats," from Heterosexism: An Ethical Challenge (1993), 90-103 [ERes]
3. *Sullivan*, Mass. Supreme Judicial Court, ruling in *Goodridge v. Dept. of Public Health* (same sex marriage case, 2004), 112-120 [ERes]
4. Helen *Zia*, "Out on the Front Lines," from Asian American Dreams [2000], 230-251 [ERes]
5. *Sadowski*, "Sexual Minority Students Benefit from School-Based Support—Where It Exists," *Harvard Education Letter*, Sept/Oct. 2001, 1-5 [ERes]

----Reading response #4 due----

Dec 1: Anti-homophobia education

Reading:

1. George Chauncey, Why Marriage? The History Shaping Today's Debate Over Gay Equality (2004)
2. *Walsh*, "Districts Ordered to Allow Student's Anti-Gay T-Shirt," *Education Week*, April 30, 2008 [ERes]
3. *Walsh*, "Day of Silence in Schools Brings Unity, Controversy," *Education Week*, April 23, 2008 [ERes]

----5-page draft of final paper due November 29 [electronically]----

Dec 8: Vivian Paley's vision

Reading:

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

Dec 15: wrap-up

Reading:

Lawrence Blum, "Stereotypes and Stereotyping: A Moral Analysis," from *Philosophical Papers*, Nov. 2004: 251-290 [ERes]

*****COMPLETED "RESPONSES TO CLASS DISCUSSION" DUE*****

----Final paper due Dec 17-----