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 cannot attend office hours)

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Required to purchase:

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:
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)
6. Melvin Oliver & Thomas Shapiro, from *Black Wealth/White Wealth*, 11-45 [2006] [ERes]

Sept 22: Black identity and school performance

Reading:
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!!]

---Reading response #1 due---

Sept 29: Anti-Racist Education

Reading:
3. Lisa Delpit, “Education in a Multicultural Society,” from *Other People’s Children* [1995]: 167-184 [ERes]
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:

---“RESPONSE TO CLASS DISCUSSION” (FIRST INSTALLMENT) DUE---

Oct 13: A Defense of Multiculturalism

Reading:

---Reading response #2 due---
Oct 20: Immigrant, especially Latino, students
Reading:
2. Laurie Olsen, “Learning the Language of America,” from Made in America: Immigrant Students in Our Public Schools, 90-105 [1997] [ERes]

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:

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

Nov 17: Islam and Muslim identity
Reading:

----“BAD DIVERSITY SITUATION AND YOU” DUE----

Nov 24: Homophobia and homosexuality
Reading:  

---Reading response #4 due---

Dec 1: Anti-homophobia education  
Reading:  
2. Walsh, “Districts Ordered to Allow Student’s Anti-Gay T-Shirt,” Education Week, April 30, 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:  

------COMPLETED “RESPONSES TO CLASS DISCUSSION” DUE-------

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