

RACE, CULTURE, & ETHNICITY in Education

**FALL 2019
EDUC/AMST 240
9:40 – 11:10am
T, Th ArtCom 202**

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Welcome to EDUC 240!

Tolstoy described education as “culture under restraint.” Carter G. Woodson, widely known as the founder of African American Studies, argued that education and schooling are two entirely different things, and that cultural and material self-determination is what separates them. The complex process of educating diverse groups of people becomes even more difficult when we explore how dynamics of race, ethnicity, language, cultural practices, and power converge. This course looks broadly at the impacts of sociocultural and sociopolitical legacies on the modern landscape of mass schooling in the United States. We explore how educational power has been distributed to effectively create vast disparities in how people of different racial, ethnic, economic, linguistic, geographic, and cultural backgrounds have and continue to experience schooling. Within this historical journey, we will investigate three primary questions: 1) How has schooling/education been used to both oppress and liberate various communities in the US; 2) How have communities who have been negatively racialized in the US understood the purpose and intention of state-mandated schooling, and; 3) What does racially, linguistically, culturally, and socially just education look like given the historical constructs of schooling/education in the US? I invite you to explore these topics with me and each other, challenge yourself to ask questions of what seems to be common sense, critique your own schooling experience, and develop an activist mindset toward educational transformation for the social good.

***“The paradox of education is precisely this - that as one begins to become conscious one begins to examine the society in which (they are) being educated.”
-James Baldwin***

Learning Objectives

At the end of this course you should be able to:

- Describe the historical role that schooling played as a mechanism for colonization and dispossession across communities in the U.S.
- Articulate the multiple, and sometimes competing, approaches to teaching and learning that exist among disparate cultural communities.
- Develop a solid understanding of how racialized policies in education serve to create and maintain educational disparity.
- Articulate an understanding of theories of race and racialism.
- Demonstrate an understanding of the impact of language and language ideology as a primary factor in racialized educational disparity.
- Demonstrate an understanding of educational desires and resistance to oppressive educational structures by indigenous and communities of color, and other marginalized groups connected to ethnic studies.
- Critique mainstream narratives justifying racial disparity in education.
- Articulate a vision for racial, linguistic, cultural, and social justice in education.



Before and after picture of a Native American child after being sent to boarding school. Image: Thomas Moore Autry



Required Texts:

Anzaldúa, G. (1987). *Borderlands La Frontera: The New Mestiza*. San Francisco, CA: Aunt Lute Books.

Bell, D. (2004). *Silent covenants: Brown v. Board of Education and the unfulfilled hopes for racial reform*. New York: Oxford University Press.

Waziyatawin (2008). *What Does Justice Look Like?* St. Paul, MN: Living Justice Press.

* Selected supplemental readings provided by the instructor via Moodle will also be required.

Recommended Texts:

Adams, D. W. (1995). *Education for Extinction: American Indians and the Boarding School Experience, 1875-1928*. University Press of Kansas

Anderson, J. (1988). *The Education of Blacks in the South, 1860-1935*. Chapel Hill, NC: University of North Carolina Press.



Image of George W. McLaurin seated in the anteroom of a college classroom, Blackpast.org

Anyon, J. (1997). *Ghetto schooling: A political economy of urban educational reform*. New York: Teachers College Press.

Bonilla-Silva, E. (2006). *Racism without racists: Color-blind racism and the persistence of racial inequality in the United States*. (2nd ed.). Lanham, MD: Rowman & Littlefield.

Carter, P. (2005). *Keepin' It Real: School Success Beyond Black and White*. New York, Oxford University Press.

Cuauhtin, R., Zavala, M., Sleeter, C., & Au, W. (Eds.) (2019). *Rethinking Ethnic Studies*. Milwaukee, WI: Rethinking Schools, Ltd.

Deloria, V. & Wildcat, D. (2001). *Power and Place: Indian Education in America*. Golden, CO: American Indian Graduate Center.

Dixson, A. & Rousseau, C. (Eds.) (2006). *Critical Race Theory in Education*. New York: Routledge.

Duncan-Andrade, J. & Morrell, E. (2008). *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*. New York: Peter Lang Publishing, Inc.

Freire, P. (1970). *Pedagogy of the Oppressed*. New York: The Continuum International Publishing Group, Inc.

hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.

Kumashiro, K. (2002). *Troubling Education: Queer Activism and Anti-oppressive Pedagogy*. New York: RoutledgeFalmer.

Santa Ana, O. (Ed.). (2004). *Tongue-tied: The lives of multilingual children in public education*. Rowman & Littlefield.

Tuck, E & Yang, K.W. (Eds.) (2018). *Toward What Justice?: Describing Diverse Dreams of Justice in Education*. New York: Routledge.



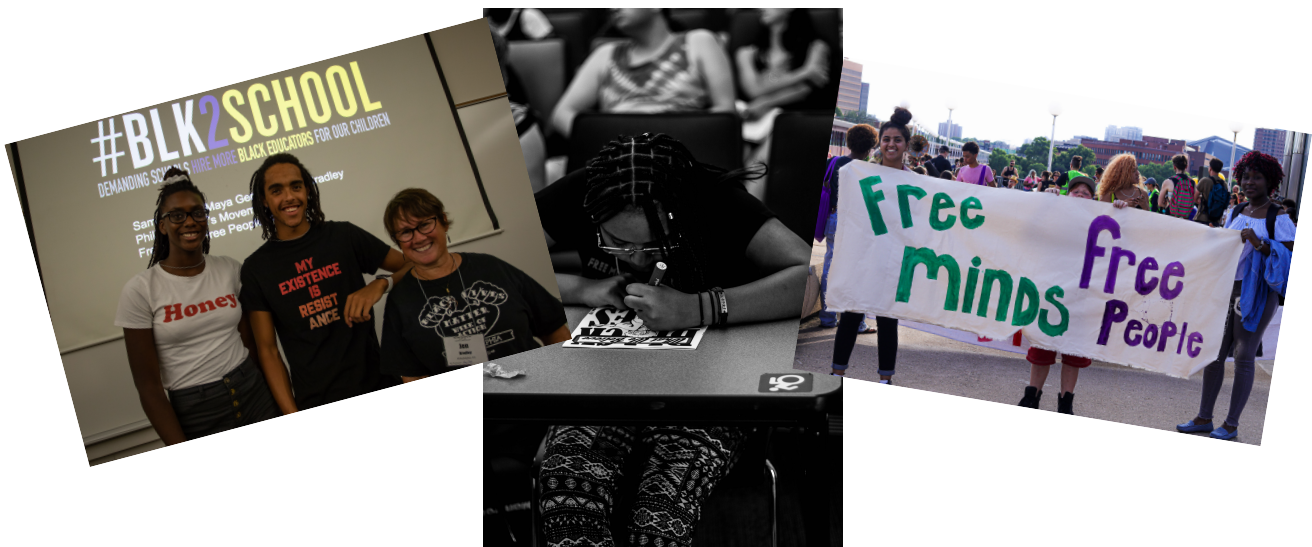
Image: EthnicStudiesNow.com

Valenzuela, A. (1999). *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. Albany, NY: SUNY Press.

Watkins, W. (2001). *The White Architects of Black Education: Ideology and Power in America, 1865-1954*. New York: Teachers College Press.

Watson, D., Hagopian, J., & Au, W. (Eds.) (2018). *Teaching for Black Lives*. Milwaukee, WI: Rethinking Schools, Ltd.

Woodson, C. (1933/1990). *The Mis-Education of the Negro*. Trenton, NJ: Africa World Press.



Images photographed by Nia Madison & TJ Lor at the 2019 Free Minds, Free People Conference in Minneapolis

Schedule

(Please note that this schedule is subject to change)

Week 1
Sep 3,
5

In Class Topics

- Course Introduction, Class Ethos, and Community Building
- What is at stake?
- Defining power

For Thursday (9/5) - View the film *Schooling the World* (Moodle)

Week 2
Sep
10,12

In Class Topics

Coloniality

How have colonial logics been operationalized locally, nationally, and internationally?

What are our relationships to indigenous lands/peoples?

In Preparation

Read:

Anzaldúa – Preface & Ch. 1 –The Homeland
Waziyatawin – Intro & Ch. 1
la paperson – Ch. 1 “Settler Colonialism is a Set of Technologies” (Moodle)

Due

Week 3
Sep
17, 19

In Class Topics

What are the logics/technologies of coloniality?

What are the logics/technologies of decolonization?

In Preparation

Read:

Waziyatawin – Ch. 2 – Ch. 3
Adams Ch. 4 (Institution) OR Ch. 5 (Classrooms)
OR Johnston-Goodstar “Native Youth Media”
OR
Podcast: Codeswitch - “What We Inherit”

Due

Group #1 Facilitation (9/17)

Week 4
Sep
24, 26

In Class Topics

Racial Theory/Racialism

How did race develop as a social construct?

What is the function of race and racialism?

In Preparation

Read:

Waziyatawin – Ch. 4 – Ch. 5
Roberts – Fatal Invention, Ch. 1-2 (Moodle)
Multimedia Texts:
Uncivil – The Sentence
(<http://www.gimletmedia.com/uncivil/the-sentence#episode-player>) OR
The Invention of Race
(<https://www.mprnews.org/story/2017/12/05/>)

Due

Power, Borders, & Coloniality Assignment (Due 9/28)

Group #2 Facilitation (9/24)

Digital Annotation #1 (Due 9/24)

Week 5
**Oct
1, 3**

In Class Topics

Debt & Dignity

How do the concepts of “educational debt” & “educational dignity” shift our understandings of the role of race in schooling?

In Preparation

Read:

Anzaldúa – Ch. 2 – *Movimientos*
Ladson-Billings – “Education Debt” (Moodle)
Espinoza & Vossoughi – “Perceiving Learning Anew” (Moodle)

Due

Digital Annotation #2
(Due 10/1)

Week 6
Oct 8

In Class Topics

Race & Education in a Carceral State

Guest lecture
– Deborah Appleman (Carleton College) *

****No Class (10/10)****
International Roundtable (10/9-10/12)

In Preparation

Read:

Appleman – *Words No Bars Can Hold*
TBD

Due

Week 7
**Oct
15, 17**

In Class Topics

Raciolinguistics

How do race and language intersect in schooling environments?

In Preparation

Read:

Anzaldúa – Ch.5 – *How to Tame a Wild Tongue*
Flores & Rosa – “Undoing Appropriateness” (Moodle)
Delpit – “The Skin We Speak” Intro & Ch. 3 (Moodle)
Young – “Nah We Straight” (Moodle)

Due

Digital Annotation #3
(Due 10/15)

In class: Cushing-Leubner – “Heritage Language Education”

<p>Week 8 Oct 22</p>	<p>In Class Topics</p>	<p>In Preparation</p>	<p>Due</p>
	<p>How do language ideologies shape our understanding of social hierarchy?</p> <p>What does liberatory language education look like?</p>	<p>Read: Smitherman – <i>Talkin and Testifyin</i> Ch. 1-2 (Moodle) Fish – “What Should Colleges Teach? (Part 3)” (Moodle) Young – “Should Writers Use They Own English?” (Moodle) Fecho – “Yo, Wazzup?” (Moodle)</p> <p><i>In class: Santa Ana – “Chronology of Events, Court Decisions, and Legislation Affecting Language Minority Children”</i></p>	<p>Group #3 Facilitation (10/22)</p> <p>Digital Annotation #4 (Due 10/22)</p> <p>Personal Language Tracing (Due 10/23)</p>
	<p>Guest lecture – Jake Mohan (MAX Center)</p>		
	<p>**No Class (10/24) Fall Break**</p>		
<p>Week 9 Oct 29,31</p>	<p>In Class Topics</p>	<p>In Preparation</p>	<p>Due</p>
	<p>Culture What do we mean when we use the term “culture”? Is it a useful term given its history and complexity?</p>	<p>Read (for Thursday): Gonzalez – “Beyond Culture” (Moodle) Anzaldúa – Ch. 3 – Entering into the Serpent & Ch. 4 – <i>La herencia de Coatlicue</i> Carter & Warikoo – “Cultural Explanations” (Moodle)</p>	<p>Brief Philosophy of Language (Due 11/1)</p> <p>Digital Annotation #5 10/29)</p>
<p>Week 10 Nov 5</p>	<p>In Class Topics</p>	<p>In Preparation</p>	<p>Due</p>
	<p>The Ethnic Studies Movement How have historically marginalized communities in the US expressed their</p>	<p>Read: Anzaldúa – Ch. 6 – <i>Tilli, Tlapalli</i> Precious Knowledge (film) – (Moodle)</p> <p><i>Rethinking Ethnic Studies</i> - Part 1 Jigsaw</p>	

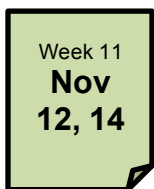
educational desires toward liberation?
 What do ethnic studies afford youth who have been dispossessed of their educational rights?

Guest visit (11/5) – Dr. Curtis Acosta

Education & Advocacy Event (11/5, 6pm, Kagin) – Curtis Acosta
Mandatory attendance (Ed Studies majors & minors)

Ethnic Studies forum (11/4, 5-8pm, East Side Freedom Library)

****No Class (11/7)****



In Class Topics

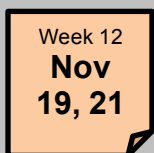
Policy
 How has race impacted educational policy?
 What do the shifting constructions of race in policy tell us about its function for schooling?

In Preparation

Read:
 Bell – Ch. 1-3
 Donato & Hanson – “Legally White, Socially ‘Mexican’” (Moodle)
 OR
 Poon et al – “A Critical Review of the Model Minority Myth” (Moodle)

Due

Group #4 Facilitation (11/14)
 Digital Annotation #6 (Due 11/12)
 Final Project Prospectus (Due 11/14)



In Class Topics

What can be learned from the failures of the *Brown v Board* decision? How can we rethink

In Preparation

Read:
 Bell – Ch. 4 – Ch. 8
 Hooks – “Introduction” (Moodle) OR
 Dumas – “Losing an Arm” (Moodle) OR
 Podcast: Malcolm Gladwell – Miss Buchanan’s

Due

Digital Annotation #7 (Due 11/19)

educational policy through a critical race lens?

Period of Adjustment (Moodle)

Week 13
Nov 26
(optional)

In Class Topics

Regroup, Revisit, Reflect

Discuss final projects one on one with Brian

****No Class (11/28) – Holiday Break ****

In Preparation

Read:
Bell – Ch. 10 -12

Due

Rewriting Brown (Due 11/25)

Week 14
Dec 3, 5

In Class Topics

What does culturally sustaining education look like in the future? What are the distinctions between relevant schooling and liberatory futurity? How is DisCrit fundamental to our notions of freedom?

In Preparation

Read:
Tuck & Yang – “Decolonization is not a Metaphor” (Moodle)
Anzaldúa – Ch. 7 – *La conciencia de la mestizo*
Loutzenheiser & Erevelles – “What’s Disability Got To Do With It?”

Due

Final Project (Due 12/8)

Digital Annotation #8 (Due 12/3)

Group #5 Facilitation (12/5)

Week 15
Dec 10

**Course Wrap-up
Presentations
Celebration**

Learning Environment

It is critically important that our class be a safe and inclusive environment for everyone. The success of this class is dependent upon everyone's participation. This course will regularly address issues of race, ethnicity, gender, socioeconomic class, sexuality, and other markers of identity. I intend to present materials and activities that are respectful of diversity among these and other identifiers. I intend that people from all backgrounds will be well served by this course, that your learning needs will be addressed both in and out of class, and that the diversity you bring to this class will be viewed as a resource, strength, and benefit by all class members. Please let me know of any ways to improve the effectiveness of the course for you personally, or for other individuals or student groups. Further, to ensure a productive learning environment for all of us, electronic devices such as cell phones should be kept on silent during class time and only used for class purposes. Friends or relatives of enrolled students are welcome to attend class sessions with prior consent of the instructor.

Accommodations:

I will strive to accommodate every student to achieve optimal learning conditions. In some cases this may mean adapting the course design or classroom environment. If you think you need an accommodation for disability please contact the Office of Student Affairs at your earliest convenience. The Disability Services Coordinator, Josie Hurka, coordinates services. To schedule an appointment call 651-696-6974.

Class Attendance:

Class attendance is critical to the learning process. Many of the class activities and discussions cannot be replicated by make up assignments. There may also be topics and ideas discussed specifically in class, and not in texts, that you will be expected to understand. Therefore, **at least 85% attendance is required for successful completion of the course.**

I understand that unavoidable absences may occur. Whether an absence is planned or unplanned, it is your responsibility to:

- 1) Inform the instructor of your absence before the class session missed
- 2) Follow-up on what you have missed with either a classmate or the instructor before the next class session. It is your responsibility to stay on-track with course expectations.

Class Participation

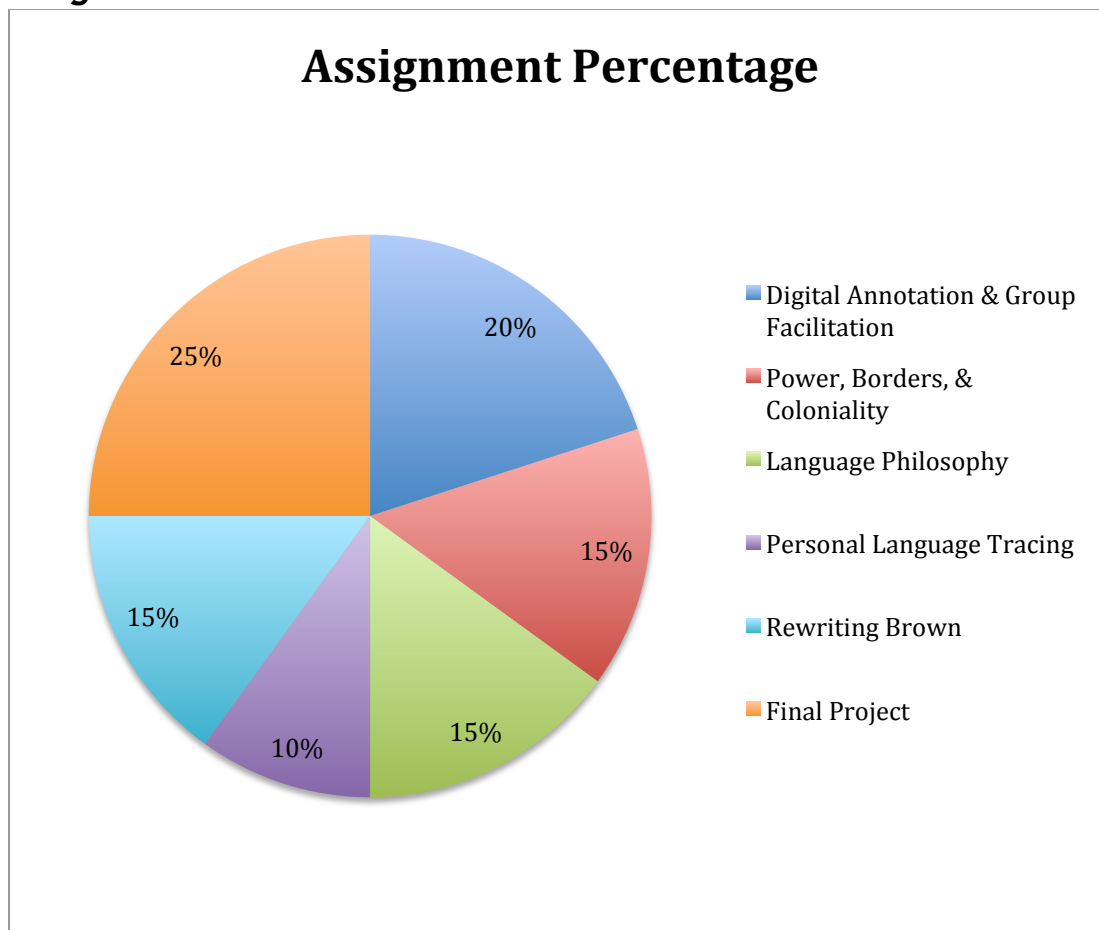
This course is taught from the philosophy that knowledge is socially constructed; therefore, each class member's participation is desired and needed in order to maximize our collective learning and understanding. You are expected to attend each class on time, be prepared for class by having read assigned material and completed assignments, actively participate in class exercises and group learning experiences, and communicate with the instructor to the best of your ability. I understand that not everyone is comfortable speaking in class. In order to accommodate everyone I have included multiple ways to interact with your peers including small and large group discussions, Moodle reflections, student facilitations, group assignments, and digital annotation of class texts. Each of these are ways you can participate in class.

Late Work

Due dates for assignments are firm for logistical reasons. Unless you and I have prior written agreement on an extension, please submit assignments in a timely manner. Assignments turned in after the due date, without prior written agreement (via email) may not be counted toward your final grade.

Assignments & Grading

Assignment Quick-view



Assignment Details

- Each individual assignment will be introduced in class.
- In some cases assessment rubrics will be made available as the class progresses.
- All written assignments should be double-spaced using 12pt. font, 1" margins, and submitted as a word document (preferred) or PDF.
- Assignments should all be submitted electronically via the class Moodle site.

Assignment Quick-view

Assignment	Due	% of grade
Digital Annotations & Group Facilitation	Multiple dates	20%
Power, Borders, & Coloniality	9/28	15%
Language Philosophy	11/1	15%
Personal Language Tracing	10/23	10%
Rewriting Brown	11/25	15%
Final Project	12/8	25%

Digital Annotations - (See detailed assignment description handed out in class) In order to make our class texts more dynamic, each student is required to do 3 digital annotations (out of 8 possible) during the semester via Hypothes.is. We will explore the software together in class. Facilitation groups are encouraged to utilize annotated texts as part of their class session.

Group Facilitations – Reflection groups of 5-6 members will be randomly assigned in the beginning of the semester. These groups have two functions. First, members will respond to two other members’ digital annotations three times throughout the semester by Thursday’s class. Second, each group will facilitate one 30-45 minute session for the class during the semester based on the readings for that week (groups will sign-up for dates in class).

Power, Borders, & Coloniality Narrative - (See detailed assignment description handed out in class) During the first quarter of the semester we will explore how education was impacted by the European colonization of North America and the imposed schooling practices that followed. Individually, or in groups (of up to 3) you will combine imagery and narrative to explore the multiple ways borders (tangible and abstract) have come to be part of our education systems and social worlds.

Language Philosophy - (See detailed assignment description handed out in class) We will spend a significant portion of the class exploring how language and language education have continued to be colonial constructs. We will explore how African American language varieties have been maintained as a language system. You will write a 2-3 page philosophy of language using Black English language constructs.

Personal Language Tracing – In 400-600 words you will trace your linguistic heritage. This may involve some familial research as well as explorations of the language policies of the schools you attended.

Rewriting Brown – (See detailed assignment description handed out in class) In Chapter 3 of *Silent Covenants* Derrick Bell rewrites the *Brown* decision in order to address the historical flaws that he believed were part of the decision. Individually, or in groups of 2-3, you will rewrite the *Brown* decision in 2-3 pages using historical hindsight to theorize what a more effective decision could entail.

Final Project - (See detailed assignment description handed out in class) The final project is an open-ended exploration of any of our course topics. You can choose to pursue anything that spoke to you or challenged you throughout the semester. There are 4 format options for your final project:

- 1) 2000-3000 word paper (not including references)
- 2) 10-12 minute digital story
- 3) 15 minute podcast
- 4) Multimodal visual text (e.g. Padlet.com) – requirements to be determined

Final projects may be done in groups of two with permission from the instructor.

For support with ...

Writing / Research / Presentations

For support with writing, research, and presentations feel free to talk with me. You can also make use of the MAX Center <http://www.macalester.edu/max/> and the Dewitt Wallace Library <http://www.macalester.edu/library/>

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. I encourage you to remember that sleeping, moving your body, and connecting with others can be strategies to help you be resilient at Macalester. If you are having difficulties maintaining your well-being, please reach out to one of the resources listed below.

On-Campus Resources

Laurie Hamre Center for Health & Wellness

Leonard Center Room 53, 651-696-6275 (call to make an appointment). Follow *macalesterhwc* on Instagram. www.macalester.edu/healthandwellness/

- Medical Services
 - There is no charge for an office visit to see a provider for most appointments
 - Medical providers can talk to you about your mental health.
- Counseling Services
 - Health & Wellness counselors provide short-term counseling to students.
 - Drop-in counseling sessions are available each day; first-come, first-served basis.
 - Counseling staff offers multiple groups each semester. Check Hamre Center website for more information on specific groups being offered.
 - 24 Hour Urgent Phone Counseling – PRESS 2

- To speak to a mental health counselor at any time, call 651-696-6275, then press “2” to be connected to ProtoCall, a free phone counseling service that Macalester provides for students, available 24/7.
- Self-Care Resources
 - Health Promotion
 - Provides a variety of resources and events, including free movement classes, tea, sleep masks, earplugs, and sexual health resources. Visit the HWC website, visit the Wellness Lounge in Leonard Center room 55 (across from Studio 2) for resources.
 - PAWS @ Mac (therapy dog program)
 - To learn more about when and where to find the therapy dogs, email paws@macalester.edu, or follow *pawsatmac* on Instagram or Facebook.

Resident Advisor (RA) and Resident Hall Director (RHD)

- Both RAs and RHDs can serve as a first point of contact and are able to connect you to resources during mental health crises.

Other Support Offices

- Center for Religious and Spiritual Life, (651-696-6298), Weyerhaeuser Chapel
- Office of Student Affairs (651-696-6220), Weyerhaeuser 119

[Urgent and Off-Campus Resources](#)

www.macalester.edu/healthandwellness/afterhours

Macalester Security

- Call 651-696-6555 in the case of any emergency to reach Macalester Security. They will connect you with other campus response personnel.
- On Friday and Saturday nights (9 pm – 2 am), student EMTs are on call, and will respond to health-related emergencies when Security is called

Press 2 – Phone Mental Health Counseling (see description above)

651-696-6275, menu option 2

Crisis Text Line

- Minnesota’s suicide prevention and mental health crisis texting services are available 24 hours a day, seven days a week. Text MN to 741741 to be connected to Crisis Text Line.

Transgender Suicide Hotline

- 877-565-8860

Urgent Care for Adult Mental Health

402 University Ave E.

St. Paul, MN 55130

651-266-7900 (24/7 phone support; walk-ins M-F 8am - 5:30pm)

Regions Hospital (Emergency Room)

640 Jackson St

St. Paul, MN 55101

651-254-3456

Transportation

If you have an urgent health need and do not have transportation to get to a clinic or hospital, Hamre Center staff, Residential Life staff, and other campus response individuals can arrange for a ride share (Uber) to and from the clinic/hospital. There is no charge for the ride.