

Education 238
Winter 2009
Multicultural Education: Race and Gender in Education
Tues/Thurs 1:15 pm – 3 pm, Willis 114

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Office Location: Willis 105, X7109
Office Hours: Tues 3:30 – 4:30, Wed 10 am to 12 pm or by appointment
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Course Description

“[I]n the context of a society shaped by intersecting categories--that is, race, class, gender, sexuality, and so on--the dominant logic is to celebrate multicultural differences without explaining how and why those differences came to be.”¹

This course is a critical examination of the social categories of difference and diversity in the United States. We will explore the nature and content of race and gender, two representative categories of difference. Are “race” and “gender” biological categories that we are born with? Are they identities that we “learn”? How have definitions and understandings of “race” and “gender” changed over the past few decades? After examining the nature and content of “race” and “gender,” we will then explore how these definitions inform and influence educational practice and policy.

Course Objectives

1. Examine various perspectives on the nature of “race” and “gender” as categories of difference in the U.S.
2. Understand how these categories are implicated in the unequal statuses of various groups in the United States.
3. Understand how these two categories operate in educational settings.
4. Explore changing possibilities in educational policies and practices that take into account the social nature of racial and gendered differences.

Course Expectations

A successful class depends on each member actively engaging as both a learner and a teacher. Discussion, rather than lecture, will be the primary activity during class meetings. Class meetings will be mainly structured around small and large group discussions of assigned readings. Students are expected to come to every class on time with the assignments read and completed, and to be responsible and

¹ Rationale for American Studies Department, Macalester College, accessed on October 9, 2008 from <http://www.macalester.edu/americanstudies/proposal.pdf>

active participants in all class activities. I encourage you to think critically and voice your opinions; however, respect for the opinions of others and a willingness to collaborate with others are also essential.

Guidelines for Participation in a Multicultural Learning Experience (Open for Discussion and Revision). *These guidelines apply to most group learning experiences. However, it may be useful to remind ourselves of these guidelines, as we begin to work together during the course.*

1. Maintain respect for all group members through confidentiality of what is discussed in class.
2. Refrain from the use of derogatory language and overt and covert put-downs, even if used as comic relief.
3. Speak from your experience, for example, “I think...” or “In my experience, I have found...” rather than generalizing experiences to others, as in “People say...”
4. Help ensure that all have an equal opportunity to participate in class discussions.
5. Help keep the class on focus.
6. Let me know your concerns and needs.
7. Address your comments to the group, not just to the instructor.
8. Listen closely to others.
9. Engage in friendly disagreement—challenge ideas, not people.
10. Maintain an open mind.

Assignments

Critical Reading Responses (2): 30 % (1st due January 22nd, 2nd due February 19th)

Movie Critique/Presentation : 20%(Due February 10th)

Final Paper: 30% (Due March 16th)

Reading Response Questions: 10% [A-G last names, post Mondays, H-Z post Wednesdays]

Class participation: 10%

Details of specific assignments will be available on Moodle.

Policies

Illness/Emergencies/ Unforeseeable Absences: Please let me know (when possible) if an illness/emergency or unforeseeable circumstance arises and you cannot attend class. More than 2 unexcused absences will result in a student’s grade being lowered by one-half (i.e. A to A-).

Late Assignments: Assignments not turned in during class on the due date will be penalized one-half grade per day late (A to A-, etc.) and will not be accepted after 5 days. Emailed assignments will not be accepted. Please pace yourself so that you turn in your work on time.

Students with Disabilities: Any student with a documented disability seeking academic adjustments is required to speak with Disability Services for Students. Although they will send out a letter about accommodations, it would be helpful if you can inform me of any accommodations required, so that we can make the appropriate arrangements for you.

Readings

Required Books:

Lewis, A. E. (2003). *Race in the schoolyard : negotiating the color line in classrooms and communities*. New Brunswick, N.J.: Rutgers University Press.

Ferguson, A. A. (2000). *Bad boys : public schools in the making of black masculinity*. Ann Arbor: University of Michigan Press.

These books will be available at the Carleton bookstore. There will also be a copy on reserve at the library. All other readings will be available on Moodle.

Week 1: The Difference that Difference Makes

January 6th

Introductions

January 8th

Minow, M. (1990). *Making all the difference : inclusion, exclusion, and American law* (pp. xii, 403 p.). Ithaca: Cornell University Press. (Chapters 1 & 2).

Tatum, B. D. (2000). The Complexity of Identity: "Who am I?". In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for Diversity and Social Justice: An Anthology of Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism* (pp. 9-14). New York: Routledge.

Week 2: Racial History and Legal Codification

January 13th

Jordan, W. D. (2000). First Impressions. In L. Back & J. Solomos (Eds.), *Theories of race and racism : a reader* (pp. 33-50). New York: Routledge.

Banton, M. (2000). The Idiom of Race: A Critique of Presentism. In L. Back & J. Solomos (Eds.), *Theories of race and racism : a reader* (pp. 51-63). New York: Routledge.

Cox, O. C. (2000). Race Relations: Its Meaning, Beginning, and Progress. In L. Back & J. Solomos (Eds.), *Theories of race and racism : a reader* (pp. 71-78). New York: Routledge.

Mosse, G. L. (1999). Eighteenth-Century Foundations. In M. Bulmer & J. Solomos (Eds.), *Racism*. (pp. 40-44). New York: Oxford University Press Inc.

Fredrickson, G. (1999). Social Origins of American Racism. In M. Bulmer & J. Solomos (Eds.), (pp. 70-82) *Racism*. New York: Oxford University Press Inc.

American Anthropological Association's Statement on Race (May 1998)

January 15th

Haney-López, I. (1996). *White by law : the legal construction of race*. New York: New York University Press. (Chapters 1 and 5)

Omi, M., & Winant, H. (1994). *Racial formation in the United States : from the 1960s to the 1990s* (2nd edition. ed.). New York: Routledge. (Chapter 4)

Week 3: Perspectives on Race and Racism

January 20th

Harris, C. I. (1993). Whiteness as Property. *Harvard Law Review*, 106(8), 1707-1744.

Katznelson, I. (2005). *When affirmative action was white : an untold history of racial inequality in twentieth-century America* (1st ed.). New York: W.W. Norton. (Chapters 3 & 4)

Roediger, D. R. (2005). *Working toward whiteness : how America's immigrants became white : the strange journey from Ellis Island to the suburbs*. New York: BasicBooks. (Chapter 6)

VIDEO (in class): Race the power of an illusion

January 22nd FIRST CRITICAL RESPONSE DUE

McIntosh, P. (1990). White Privilege: Unpacking the Invisible Knapsack
<http://www.case.edu/president/aaction/UnpackingTheKnapsack.pdf>

Thompson, C. (2000). White Men and the Denial of Racism. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for Diversity and Social Justice: An Anthology of Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism* (pp. 104-109). New York: Routledge.

Pager, D., & Western, B. (2005). *Race at work: Realities of race and criminal record in the NYC job market*. Paper presented at the NYC Commission on Human Rights Conference.

Week 4: Perspectives on Race and Racism

January 27th (DECIDE ON MOVIE GROUPS/MOVIES)

Garrouette, E. M. (2003). *Real Indians identity and the survival of Native America*. Berkeley: University of California Press. (Chapters 2 & 3)

Kibria, N. (1998). The Contested Meanings of 'Asian American': Racial Dilemmas in the Contemporary U.S. *Ethnic and Racial Studies*, 21(5), 939-958.

January 29th

Tatum, B. D. (1992). Talking About Race, Learning About Racism: The Application of Racial Identity Development Theory in the Classroom. *Harvard Educational Review*, 62(1), 1-24

Feagin, J. R., & Sikes, M. P. (1995). How Black Students Cope With Racism on White Campuses. *The Journal of Blacks in Higher Education*, 8, 91-97.

Solórzano, D. G. (1998). Critical race theory, race and gender microaggressions, and the experience of Chicana and Chicano scholars. *Qualitative Studies in Education*, 1998(11), 121-136.

Week 5: Ethnography of Race in Education

February 3rd

Lewis, A. E. (2003). *Race in the schoolyard : negotiating the color line in classrooms and communities*. New Brunswick, N.J.: Rutgers University Press. (Chapters 1 – 4)

February 5th

Lewis, A. E. (2003). *Race in the schoolyard : negotiating the color line in classrooms and communities*. New Brunswick, N.J.: Rutgers University Press (Chapters 5 -7)

Week 6: Movie Break

February 10th

MOVIE CRITIQUE DUE/PRESENTATIONS

February 12th

OPEN

Week 7: Perspectives on Gender and Sexism

February 17th

Glasser, H. M., & Smith III, J. P. (2008). On the vague meaning of "gender" in education research: The problem, its sources and recommendations for practice. *Educational Researcher*, 37(6), 343-350.

Bem, S. L. (2000). The Conundrum of Difference. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for Diversity and Social Justice: An Anthology of Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism* (pp. 228-232). New York: Routledge.

Lorber, J. (2008). Believing is Seeing: Biology as Ideology. In M. S. Kimmel & A. Aronson (Eds.), *The gendered society reader* (3rd ed.). New York: Oxford University Press.

Thorne, B. (2002). Do girls and boys have different cultures? In J.-B. Inc. (Ed.), *The Jossey-Bass reader on gender in education* (pp. 125-150). San Francisco: Jossey-Bass.

February 19th SECOND CRITICAL READING RESPONSE DUE

Bornstein, K. (2000). Which Outlaws? Or, "Who Was That Masked Man?". In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for Diversity and Social Justice: An Anthology of Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism* (pp. 220-228). New York: Routledge.

Rosin, H. (2008). A Boy's Life. *Journal*. Retrieved from <http://www.theatlantic.com/doc/200811/transgender-children>

Barres, B. A. (2006). Does gender matter? *Nature*, 442(13), 133-136.

[VIDEO (in class): ABC 20/20 special on transgendered children]

Week 8: Intersections and Educational Considerations

February 24th CHOICE FOR FINAL PAPER WITH BIBLIOGRAPHY

McCready, L. T. (2002). Making space for diverse adolescent male identities in schools. *Knowledge Quest*, 30(5), 37-39.

Bettie, J. (2002). Exceptions to the rule: Upwardly Mobile White and Mexican American High School Girls. *Gender & Society*, 16(3), 403-422.

Lei, J. L. (2004). (Un)Necessary Toughness?: Those "Loud Black Girls" and Those "Quiet Asian Boys". *Anthropology & Education Quarterly*, 34(2), 158-181.

February 26th

Davies, B. (1989). *Frogs and snails and feminist tales : preschool children and gender*. Sydney ; Boston: Allen & Unwin. (Chapter 3)

Bernstein, S. (1995). Feminist intentions: Race, gender and power in a high school classroom. *National Women's Studies Association Journal*, 7(2), 18-34.

Connell, R. W. (1996). Teaching the boys: New research on masculinity, and gender strategies for schools. *Teachers College Record*, 98(2), 206-235.

Week 9: Ethnography of Race & Gender in Education

March 3rd

Ferguson, A. A. (2000). *Bad boys : public schools in the making of black masculinity*. Ann Arbor: University of Michigan Press. (Chapters 1 – 4)

March 5th

Ferguson, A. A. (2000). *Bad boys: public schools in the making of black masculinity*. Ann Arbor: University of Michigan Press (Chapters 5 – 8)

Week 10:

March 10th OPEN

FINAL PAPER DUE: MONDAY, MARCH 16TH 5 pm