

RACE, ETHNICITY, AND INEQUALITY IN AMERICAN SCHOOLS (SPRING 2024)

Class Date/Time: Tuesdays 8:30-11:30

Location: TBD

Instructor: Dr. Hilary N. Tackie

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Office Hours: Wednesdays 1-3pm

Location: GSE 321B or Zoom

If you need to meet at a different time just email me (hilary.tackie@gse.rutgers.edu) or speak to me before/after class and we will find another time to meet.

COURSE DESCRIPTION:

Over the course of the past three years, we have seen a drastic increase in concern around the discussion of race and racism in schools. The anti-CRT movement has promoted a narrative that issues related to race and identity do not belong in schools and addressing them is un-American. However, schools and education have always had a complex relationship with race, ethnicity, inequality, identity, and power. Beginning with understanding what race is and its history, this course then asks the following questions: How do US public schools influence our collective understanding of and ideas about race? What roles might schools play in defining and maintaining a standard sense of “Americanness”? And what opportunities might schools (and education broadly) provide for “freedom dreaming,” seeking social justice, and reimagining a liberated society? Students will consider the purpose(s) of education beyond intellectual development and the role of public schools as social and socializing institutions. Throughout the course we will take time to reflect on our own educational experiences and positionalities especially as related to race, class, gender, and intersectional identities.

Collective Objectives and Commitments for Participation

A key objective of this discussion-based seminar is to **practice** reading and responding to complex texts. Discussions about race can be emotional and uncomfortable. Please be mindful as we work to develop a space where we can trust each other’s intent in order to have productive and transformative discussions. On the first day of class, we will set ground rules for how we plan to engage with each other. This list will serve as a living document that can be adjusted as we collectively see fit.

No one in the room is an expert and we are all here to learn. A collaborative classroom will contribute better learning. Please abide by the phrase “Step up/Step back” during discussions: if you

feel that you have not heard your voice in a while, challenge yourself to share and if you feel you've heard your voice often, give some space for your classmates to chime in. Perhaps try asking a classmate a question or responding to an earlier comment. Remember that there are a variety of ways to participate in class. Besides speaking, other ways to participate include: asking questions of the instructor or other students, taking notes, body language indicating active listening, attending office hours, responding/reacting to discussion posts, or indicating agreement or disagreement.

This class will be most beneficial if we do our best to bring our whole selves. Your personal experiences and knowledges will enrich and expand the course and help us all to make connections both across texts and to the world outside of our classroom. However, in order to facilitate such an environment, each classroom member must enter humbly and with positive intent. Please respect and be respectful of the names, pronunciations, pronouns, and identifications of your classmates. In this class, we will commit to using correct pronouns and holding each other accountable. As a classroom community we all contribute to the comfort and culture of our classroom. I welcome any and all feedback for how I can best support your comfort in our classroom.

Accessibility, Accommodations, and Resources

It is my goal and responsibility to make this course as accessible to and inclusive of every student as possible. I understand that students have different ways and paces of learning and accessing information, and that each student comes with their own, and sometimes difficult, experiences with learning. I aim to make the classroom environment comfortable and respectful without undermining the importance of discussing conflicting ideas and opinions. I encourage all students to see me to discuss their learning process and needs. I incorporate a variety of assignments, materials, and lesson forms to appeal to students' diverse learning strengths.

To assist me in taking this approach in our course, please notify me privately at the start of the course if you require specific instructional, curricular, or test accommodations or support. This information will remain confidential.

Disability Services

In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, the disability services office will provide you with a Letter of Accommodations. Please share this letter and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Academic Integrity

Please familiarize yourself with the university policy academic integrity which can be found online at <http://academicintegrity.rutgers.edu/>. Breaches of academic integrity are serious and I will take action in the case of a violation.

COVID 19 Rutgers Policies and Resources

As we navigate learning together during this time, please access: <https://coronavirus.rutgers.edu/>
If you are feeling sick, please let me know so that we can figure out how to best keep everyone safe and continue your learning.

SUMMARY of ASSIGNMENTS

1. 10 Reading Responses on Canvas
2. Educational Autobiography: How did you come to sit in this classroom? Initial assignment will be due week 2. This will be reviewed and edited towards the end of the semester.
3. My District Project: Create a profile of your home district or a local district. Explore its history. What are the district's demographics? How did it come to look like that?
4. FINAL: What is the purpose of school/education? Throughout the course we will see the function of schooling defined and interpreted in a variety of ways. From your own perspective, what should the purpose be? Use texts from the course to support your vision. Creative expressions of these visions are welcome.

The Reading Schedule below is a draft and subject to change:

UNIT 1: SCHOOL AND DEFINING/MAKING RACE

1. Jan 19: What is "race"?

Questions: What is race and how do we define it? What are our personal relationships to race and education? Why should we think about race in relation to education?

- WATCH: The Origin of Race in USA

2. Jan 26: Racial Formation and Racism in the US

Questions: What are the origins of racial categories in the US? What do we mean when we say race is a "social construction"? How might education be important to the construction of race and maintenance of racial categories?

- Omi, M. & Winant, H. (2014). The Theory of Racial Formation. In *Racial Formation in the United States*. (p.105-130)
- Ladson-Billings, G. & Tate, W. F. (1995). Toward a critical race theory of education. *Teachers College Record*, 97(1), 47-68.

3. Feb 2: Race as Class, Race as Culture, Race as Language

Questions: How are popular discourses in schooling racialized? What are the implications when race is conflated with culture or class?

- Darby, Derrick, and John L. Rury. (2018). *The Color of Mind: Why the Origins of the Achievement Gap Matter for Justice*. University of Chicago Press. Chapters 1, 5, 7.
- Pollack, M. (2004) Ch. 3. In *Colormute*.

UNIT 2: AMERICANNESSE: SCHOOLS AS EMPIRE BUILDING/ SCHOOLING AS COLONIAL PROJECT

4. Feb 9: How Racism Takes Place/School Choice

Questions: What makes a school "good"? How does movement and migration impact school quality?

- Evans, Shani Adia. "I Wanted Diversity, But Not So Much": Middle-Class White Parents, School Choice, and the Persistence of Anti-Black Stereotypes." *Urban Education* (2021): 00420859211031952.
- JIGSAW:
 - Lipsitz, G. (2011). The White Spatial Imaginary. In *How Racism Takes Place*. Temple University Press. (p. 25-50)
 - Lareau, Annette (2014). Schools, Housing and the Reproduction of Inequality. In *Choosing homes, choosing schools*. Lareau, Annette and Kimberly Goyette, eds. Russell Sage Foundation, 2014. (p. 169-200)

5. Feb 16: Denying Education and Access

Questions: How is power attached to education/ schooling? What are the implications of denying a population access to school? What can schools mean for subjugated/ oppressed/ minoritized populations?

- Anderson, James D. *The Education of Blacks in the South, 1860-1935*. Chapter 1
- Ewing, Eve L. *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side*. Introduction, Chapter 2 or CH. 3.
- Douglass, F. Learning to Read and Write

6. Feb 23: Social Reproduction of white/dominant norms

Questions: What is whiteness? What does it mean to be white? How do schools participate in perpetuating the normativity of whiteness?

- Maghbouleh, N. (2017). *The limits of Whiteness: Iranian Americans and the everyday politics of race*. Stanford University Press. (Being White p. 1-13)
- Leonardo, Z. (2009). Race and the War on Schools in an Era of Accountability. In *Race, Whiteness, and Education*.
- Bourdieu, P. (1984). Introduction. In *Distinction: A Social Critique of the Judgement of Taste*.

7. Mar 2: Education and Making Americans

Questions: How do public schools make Americans? How can schooling be violent?

- Lee, S. J., Park, E., & Wong, J. H. S. (2017). Racialization, schooling, and becoming American: Asian American experiences. *Educational Studies*, 53(5), 492-510.

- Lomawaima, K. T. (1995). *They Called It Prairie Light: The Story of Chilocco Indian School*. Lincoln: University of Nebraska Press. (Preface-p. 28)
- Labov, W. (1972). Academic Ignorance and Black Intelligence. *The Atlantic Monthly*, 229(6), 59-67.
- Rodriguez, S. (2020). "I Was Born at the Border, Like the 'Wrong' Side of It": Undocumented Latinx Youth Experiences of Racialization in the US South. *Anthropology & Education Quarterly*, 51(4), 496-526.

8. Mar 9: Integration? Inclusion? Validation?: Legacy of Brown v. Board and battles for inclusion

Questions: What are the pros and cons of desegregation? How have disenfranchised populations fought for space in American public schools?

- WATCH: Brown v. Board of Education Crash Course <https://youtu.be/NBlqcAEv4nk> [Links to an external site.](#)
 - Brown v. Board (1954) Decision Transcript
- Valencia, Richard R. "The Mexican American struggle for equal educational opportunity in Mendez v. Westminster: Helping to pave the way for Brown v. Board of Education." *Teachers College Record* 107, no. 3 (2005): 389-423.
 - <https://www.history.com/news/mendez-school-segregation-mexican-american>
- Watterson, K. (2017). School Integration: A Big Loss for Black Children. In *I Hear My People Singing: Voices of African American Princeton* (pp. 76–105). Princeton University Press. <https://doi.org/10.2307/j.ctvc77mjc.7> [Links to an external site.](#)

9. NO CLASS: Spring Break

UNIT 3: MERITOCRACY, STRATIFICATION, & SUBJUGATION

10. Mar 23: Meritocracy/Intelligence as Myth (Tracking)

Questions: What is the Model Minority Myth (MMM)? How do preconceived notions about ability and correctness impact student trajectories?

- Wing (2007) Beyond Black and White: The Model Minority Myth and the Invisibility of Asian American Students. *The Urban Review*, 39(4), 455-487.
- Yosso, Tara J. "Whose culture has capital? A critical race theory discussion of community cultural wealth." *Race ethnicity and education* 8, no. 1 (2005): 69-91.
- Au, Wayne. "Meritocracy 2.0: High-stakes, standardized testing as a racial project of neoliberal multiculturalism." *Educational Policy* 30, no. 1 (2016): 3962.

11. Mar 30: Racial, Gender, & Academic Identities: Discipline & Restorative Practice

Questions: What is the role of school in individual (racial) identity development? How does the prison industrial complex show up in schools? How is gender racialized and reinforced through school structures and practices?

- Meiners, E. (2007). *Right to be Hostile: Schools, prisons, and the making of public enemies*. (Chapter 1 p. 27-55; Chapter 5 p. 139-164)
- JIGSAW
 - Wun, C. (2016). Against captivity: Black girls and school discipline policies in the afterlife of slavery. *Educational Policy*, 30(1), 171-196.
 - Nasir, N.S. (2012) Identity as Possibility and Limitation. In *Racialized Identities: Race and Achievement Among African American Youth*. Stanford University Press. (p. 12-31)
 - Carter, P. (2006) Straddling Boundaries: Identity, Culture, and School. *Sociology of Education*, 79: 304-328

12. Apr 6: New Jersey & State Mandates

Questions: How has race impacted the development and progress of New Jersey public schools? What are the meanings of state education mandates in encouraging more inclusive education? How effective are they?

- ‘Separate and Unequal: Racial and Ethnic Segregation and the Case for School Funding Reparations in New Jersey’ <https://www.njpp.org/publications/report/separate-and-unequal-racial-and-ethnic-segregation-and-the-case-for-school-funding-reparations-in-new-jersey/>Links to an external site.
- NJ School Leading the Charge in Teaching Asian American History: <https://www.nbcnews.com/news/asian-america/nj-school-leading-charge-teaching-asian-american-history-rcna31330>Links to an external site.
- New Jersey Enforces Amistad Bill: <https://www.educationnext.org/new-jersey-enforces-amistad-law-teaching-slavery-african-american-history/>Links to an external site.

UNIT 4: TRANSFORMATIVE EDUCATION & FREEDOM DREAMING

13. Apr 13: Schooling Citizens

Questions: How is public schooling part of the democratic project? How can/do schools mold citizens?

- Stratton, C. (2016). Good Citizens (pp. 1-15). In *Education for Empire: American Schools, Race, and the Paths of Good Citizenship*. Oakland: University of California Press.
- Mirra, N. & Morell, E. (2011) Teachers as Civic Agents: Toward a Critical Democratic Theory of Urban Teacher Development. *Journal of Teacher Education*, 62(4), 408-420.
- Dewey, Education and Democracy in the World Today
- Westheimer & Kahne (2004) What Kind of Citizen? The Politics of Educating for Democracy. *AERJ*, 41(2), 237-269

14. Apr 20: Schools as Resistance, as Healing, and as Affirmation

Questions: How can pedagogy address race, racism, and inequality? What is culturally relevant/sustaining education? What does it mean for classrooms to affirm students' identities?

- Freire, P. (2000). *Pedagogy of the Oppressed*. (Chapter 1).
- Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard educational review*, 84(1), 85-100.
- WATCH: Raza Studies in Tucson
 - Precious Knowledge: <https://www.kanopy.com/en/rutgers/video/155997>Links to an external site.
 - Daily Show Clip: <https://www.cc.com/video/ovmyo9/the-daily-show-with-jon-stewart-tucson-s-mexican-american-studies-ban>Links to an external site.
- Rana, J., Alsultany, E., Deeb, L., Fadda, C., Khabeer, S. A. A., Ali, A., ... & Naber, N. (2020). Pedagogies of Resistance: Why Anti-Muslim Racism Matters. *Amerasia Journal*, 46(1), 57-62.

15. Apr 27: Freedom Schools and Pedagogies of Freedom/ Abolitionist Education

Questions: What are the differences between schooling and education? What is the relationship between schooling/ education and the struggles for racial and social justice?

- Stovall, D. (2018). Are we ready for 'school' abolition?: Thoughts and practices of radical imaginary in education. *Taboo: The Journal of Culture and Education*, 17(1), 51-59.
- Love, B. (2019). "Abolitionist Teaching, Freedom Dreaming, and Black Joy." In *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*.
- Yamahitta-Taylor, K. The Freedom Schools. In J. Bale & S.Knopp (Eds.), *Education and Capitalism: Struggles for Learning and Liberation* (pp. 11-17). Chicago, IL: Haymarket Books