CRITICAL ISSUES IN RACE, CULTURE AND EDUCATION: THEORY AND PRACTICE
80-591

COURSE DESCRIPTION:

This seminar will critically examine the structures and practices within which learning, teaching and administration take place in educational and other institutional settings. It begins with a theoretical analysis of key concepts including race, anti-racism education, culture, power in /and discourses. One of the fundamental questions addressed in this course is, what discursive parameters exists within the school system, and what are the challenges for students, educators, staff and other community workers interested in the pursuit of anti-racist work? Among other issues considered are the strategies for pursuing anti-racism and anti-oppression education in the schools, the implications for all members of the school community, and the conduct of anti-racist research for teachers, field researchers and practitioners. The first half of the course will provide a theoretical understanding of race, culture and discourse issues while the second half focuses on practical strategies aimed at institutional change in schools and other educational/social settings. A particular objective for the course will be to develop models of inclusive schooling. Students will therefore spend some of the scheduled class meetings in work sessions, engaging a particular text on inclusive schooling.

COURSE REQUIREMENTS AND EVALUATION:

Participants will be expected to read on the daily topics and to participate in class discussions. Class time will be organized as a three-way dialogue among **instructors, presenters and class,** based on assigned readings. Course evaluation will consist of participation in class discussions and individual presentations [20%] and responses to readings, plus article analysis [30%]. Participants will be expected to produce a final course paper (50%). Participants are advised to keep a personal copy of their papers in addition to the one handed over to the instructors. All matters can be negotiated in class.

COURSE FORMAT AND REQUIREMENTS
This course will be conducted as a seminar. Students are expected to do the prescribed readings for the weekly topics and to actively participate in class discussions. There will be three assignments:

> The **first assignment** requires that students write a two-page response paper on assigned weekly readings and use this to lead discussion in class and to be handed to me thereafter – see attached reading schedule. The response paper should The first assignment requires that students write a two-page response paper on assigned weekly readings and use this to lead discussion in class and to be handed to me thereafter – see attached reading schedule. The response paper should **not** be a summary of the readings; rather, it should highlight the main points, critique the readings and be used to connect the readings and class discussion to one's personal/political experiences and stances. Those participants not assigned to lead

class discussions are expected to read and make notes on the readings as well as participate in class discussions. (20%)

The **second assignment** concerns an application of the conceptual framework of the course to our issues:

  i. Take any race/culture media article/ video/radio recording, etc. of your choice and read it against the theories discussed in class so far. That is, look at your article and state the theoretical tools that best help you understand and analyze it. The article you analyze should be Canadian, is taken from any 2003/2004 media source and is no more than one page in length. Audio choices should be about twenty minutes long. Your analysis should be a maximum of two double spaced pages and should be prepared for presenting in class. **OR**
  ii. Design a 1-hour multicultural /anti racism lesson on any subject and for an audience of your choice. You should be prepared to implement this lesson to a larger audience, and the respond to questions about the lesson and your subject choice. (30%)

The **third assignment** is a term paper. We will devote week 10 of the course to discussing topics selected by participants as focus for the final paper. Each participant will have a chance to focus, clarify or otherwise make progress towards defining the paper topic and content. This is a working session rather than formal presentation; therefore, it differs from the above two assignments. While doing this assignment it is important to keep in mind some of the conceptual issues discussed in class. Proper use of language is an important criterion in the evaluation of this assignment. (50%)

PRESCRIBED TEXTS:

Dei, G., S. James-Wilson, and J. Zine. (2002). *Resisting the Margins: A Guide for Teacher Development* **. Toronto: Canadian Scholars Press.**

A collection of articles have been put together and are on sale at the print shop – Chrysler North.

Key : ** refer to required readings, therefore, in package & * refers to recommended readings available in libraries

COURSE OUTLINE AND READINGS:

I. INTRODUCTION TO ANTI-RACISM STUDIES

Topics:
1. Introduction to Course.
2. Theorizing Race, Culture and Discourse.
3. Education and Colonial/Imperial Discourses.

Readings:

**Barth, F., 1970, Introduction. In Barth, F. (Ed.) *Ethnic groups and boundaries*, Bergen, Oslo: Universitets Forlaget/ Londen: George Allen & Unwin, pp. 9-38

**Omi, M. and Winant, H. (1993). On the theoretical concept of race. In C. McCarthy and W. Crichlow (Eds.) *Race identity and representation in education* . New York: Routledge, pp. 3-10.

**Lopez, I.J. (1995). The social construction of race. In R. Delgado (Ed.). *Critical race theory: The cutting edge* . Philadelphia: Temple University Press, pp. 191-203.

**Mohanty, C. (1990). On race and voice: Challenges for liberal education in the 90's. *Cultural Critique* (14): 179-208.

**Gumperz J. & Cook-Gumperz, J. (1982). Introduction: Language and communication of social identity. In J. Gumperz (Ed.), *Language and social identity*. Cambridge: Cambridge University Press.

II. THE PARADOX OF RACISM

Topics:

1. Racism in the Postmodern Frame
2. Contesting Racism[s]: Affirmation and Denial
3. Racism in Education/ Border Pedagogy.

Readings:

**Allingham, N. D. (1992). A privileged perspective. From a *Keynote Address to Wards 10 and 11, Toronto Board of Education* . Toronto: City Adult Learning Center.

**Dlamini, S. N. (2002). From the other side of the desk: Notes on teaching about race when racialised. *Race, Ethnicity and Education* 5(1): 51-66.

**Davies, S. and N. Guppy. (1998). Race and Canadian education. In V. Satzewich (ed). *Racism & social inequality*. Toronto: Thompson Educational Publishing. pp. 131-155.

**Dei, G. J. S. (1999). The denial of difference: Reframing anti-racist praxis, *Race, Ethnicity and Education* 2(1): 17-38.

**Henry, F. and C. Tator. (1994). The ideology of racism: Democratic racism. *Canadian Ethnic Studies* 26(2): 1-14.

III. A CRITICAL INTEGRATIVE ANTI-RACIST FRAMEWORK: THE DIFFERENCE
 Topics:

1. The Issue of Difference
2. Race & Gender
3. Race, Class, Gender, Power and Social Structures - Exploring Connections and the Implications for Anti-Racism Education.

Readings:

****Wing, A.K. (1997). Brief reflections toward a multiplicative theory and praxis of being. In A.K. Wing (ed.) *Critical race feminism: A reader* . New York: New York University Press, pp. 27-34.

**Dlamini, S. N. (2001). Literacy, womanism and struggle: Reflections on the practices of an African woman. *Journal of International Women's Studies*. 2(3):78-93.

****Brewer, R.M. (1993). Theorizing race, class and gender: The new scholarship of black feminist intellectuals and black women's labour. In S. James and A. Busia (Eds.). *Theorizing black feminisms.* New York: Routledge, pp. 13-30.

****Greenebaum, J. (1999). Placing Jewish women into the intersectionality of race, class and gender. *Race, Gender & Class*. 6(4):41-60.

****Monteiro, K. P. and V. Fuqua. (1995). African-American gay youth: One form of manhood. In G. Unks (ed.). *The gay teen: Educational practice and theory for lesbian, gay and bisexual adolescents* . New York: Routledge.

****Hall, S. (1989). Ethnicity: Identity and difference. *Radical America* , Summer, 1979.

**McCaskell, T. and V. Russell. (2000) Anti-homophobia initiatives at the former Toronto Board of Education. In Goldstein, T. and D. Selby (Eds). *Weaving connections: Educating for peace. Social and environmental justice* . Toronto: Sumach Press, pp. 27-56.

IV. PRINCIPLES AND BASIC CONCEPTS OF ANTI-RACISM EDUCATION

Topics:

1. The Principles of Anti-Racism Education.
2. Anti-Racism and Multiculturalism.
3. (Re)Defining Relevant Concepts - Democracy, Rights, Power, Equity, Difference.
4. Interrogating/Decolonizing Whiteness.

Readings:

**Dei, G.J.S. (1996). Basic principles of anti-racist education. In *Anti-Racism Education: Theory and Practice* . Halifax, N.S.: Fernwood Publishing., pp. 25-49.

**Delpit, L. (1995). "Cross-cultural confusion" and "The politics of teaching literate dicourses". In L. Delpit, *Other People's Children: Cultural Conflict in the Classroom* . New York: The New York Press.

**Scheurich, J. (1997). Toward a white discourse on white racism: An early attempt at an archaeological approach. In *Research Method in the Postmodern* . London: The Falmer Press, pp.119-131.

V. CURRICULUM REFORM AND EQUITY PEDAGOGY

Topics:

1. Multi-centric Education and the Inclusive Curriculum.
2. Science and Anti-Racist Curricular and Pedagogic Development.
3. Research/Practicum: Developing Models of Inclusive Schooling.

Readings:

**Lund, D. (1998). Social justice and public education: A response to George J. Sefa Dei. *Canadian Journal of Education* 23(2): 191-199

**Dei, G.J.S. (1996). The challenges of inclusive schooling and education: Multicentric curriculum and pedagogy." In G. Dei. *Anti-racism education: Theory and practice* . Halifax: Fernwood Publishing, pp. 75-104.

**Banks, J. (1993). The canon debate, knowledge construction and multicultural education. *Educational Researcher*, 22(5): 4-14.

VI. LINKING IDENTITY AND SCHOOLING

Topics:

1. Youth and Schooling
2. Linking Questions of Identity to Schooling
3. Understanding Minority Youth Disengagement from School.

Readings:

**Hall, S. (1996a). Politics of identity. In T. Ranger, Y. Samad & O. Stuart (Eds.). *Culture, identity and politics*. England: Avebury-Ashgate Publishing, pp. 129-135.

**Hall, S. (1996b). New ethnicities. In D. Morley & K. Chen (Eds.): Stuart Hall: *Critical Dialogues in Cultural Studies.* London: Routledge, pp. 441-449.

**Alexander, C. (1996). Street credibility and identity: Some observations on the art of being black. In T. Ranger, Y. Samad & O. Stuart (Eds.). *Culture, identity and politics*. England: Avebury-Ashgate Publishing, pp. 112-119.

**Dei, G.J.S. (2000). Representation in education: Centering silenced voices. In Dei, G., James, I., Karumanchery, L., James-Wilson, S., and Zine, J. (Eds) *Removing the margins: The challenges and possibilities of inclusive schooling* . Toronto: Canadian Scholars'8 Press Inc.

**Fine, M. (1991). *Framing dropouts: Notes on the politics of an urban public high school* . Albany: SUNY Press, pp. 179-203.

**Razack, S. (1995). The perils of talking about culture: Schooling research on south and east Asian students. *Race, Gender and Class* 2(3): 60-82.

VII. ANTI-RACIST AND INCLUSIVE SCHOOLING RESEARCH
Topics

1. Issues on Methodologies
2. Power, Difference and Educational Research on Race
3. Action Research and Collaboration

Readings:

**Fine, M. (1994). Dis-stance and other stances: Negotiations of power inside feminist research. In A. Gitlin (Ed.). *Power and method: Political activism and educational research.* New York: Routledge., pp. 13-35.

**Smith, L. T. (1999). *Decolonizing methodologies: Research and indigenous peoples.* Zed Books Ltd.: London & New York, pp. 42-57.

**Meiners, E.R. (2001). Exhibiting authentic ethnicities: The complexities of identity, experience, and audience in educational qualitative research. *Race, Ethnicity and Education*. 4(3):109-128.

**Gandy, O. H. , Jr. (1998). A critical research agenda. In O. H. Gandy, Jr. (Ed.) *Communication and race: A structural perspective*. London: Arnold, pp. 235-245.

**Scheurich, P. and M. Young. (1997). Coloring epistemologies: Are our research epistemologies racially biased? *Educational Researcher* 26(4): 4-16.

VIII.   STRATEGIES AND POLICIES FOR ETHNOCULTURAL EQUITY AND IMPLEMENTING EQUITY PROGRAMS

Topics:

1. Partnerships in Change.
2.   Strategies of Intervention.
3. The Inclusive Space

Readings:

**Khayatt, D. (2000). Talking equity: Taking up differences in the classroom". In C. James (Ed.), *Experiencing Difference*. Halifax: Fernwood Publishing.

**Solomon, P. and A. Allen (2001). The struggle for equity, diversity and social justice in teacher education. In Portelli, J. and P Solomon. (Eds). *The erosion of democracy in education*. Calgary: Detselig Entreprises Ltd., pp. 217-244.

**Robertson, A. (1999). Continuing on the ground: Feminists of colour discuss organizing. In Enakshi Dua & Angela Robertson (eds.) *Scratching the surface of racism: Canadian anti-racist feminist thought.*. Toronto: Women's Press, pp. 309- 329.

**Hatcher, R. (1998). Social justice and the politics of school effectiveness and improvement. *Race, Ethnicity and Education* 2(1): 267-290.

**Crichlow, W. (1999). Be like who? On race, role models and difference in higher education. In Kay Armatage (Ed.) *Equity and how to get it: Rescuing graduate studies.* Toronto: Inanna Publication and Education Inc., pp. 239-254.