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.

Required Texts:


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

**Recommended Texts:**


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)

## 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 1

- **Sep 3, 5**

### In Class Topics

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

### 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

**Group #1 Facilitation (9/17)**

### 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

**Group #1 Facilitation (9/17)**

### 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](http://www.gimletmedia.com/uncivil/the-sentence#episode-player)) OR
  - The Invention of Race ([https://www.mprnews.org/story/2017/12/05/](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)**
<table>
<thead>
<tr>
<th>In Class Topics</th>
<th>In Preparation</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 5</strong>&lt;br&gt; <strong>Oct 1, 3</strong>&lt;br&gt; Debt &amp; Dignity&lt;br&gt; How do the concepts of “educational debt” &amp; “educational dignity” shift our understandings of the role of race in schooling?</td>
<td><strong>Read:</strong>&lt;br&gt; Anzaldúa – Ch. 2 – <em>Movimientos</em>&lt;br&gt; Ladson-Billings – “Education Debt” (Moodle)&lt;br&gt; Espinoza &amp; Vossoughi – “Perceiving Learning Anew” (Moodle)</td>
<td><strong>Digital Annotation #2</strong>&lt;br&gt; (Due 10/1)</td>
</tr>
<tr>
<td><strong>Week 6</strong>&lt;br&gt; <strong>Oct 8</strong>&lt;br&gt; Race &amp; Education in a Carceral State</td>
<td><strong>Read:</strong>&lt;br&gt; Appleman – <em>Words No Bars Can Hold</em>&lt;br&gt; TBD</td>
<td></td>
</tr>
<tr>
<td><strong>Guest lecture</strong>&lt;br&gt; – Deborah Appleman (Carleton College) *&lt;br&gt; <strong>No Class (10/10)</strong>&lt;br&gt; <strong>International Roundtable (10/9-10/12)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 7</strong>&lt;br&gt; <strong>Oct 15, 17</strong>&lt;br&gt; Raciolinguistics&lt;br&gt; How do race and language intersect in schooling environments?</td>
<td><strong>Read:</strong>&lt;br&gt; Anzaldúa – Ch.5 – How to Tame a Wild Tongue&lt;br&gt; Flores &amp; Rosa – “Undoing Appropriateness” (Moodle)&lt;br&gt; Delpit – “The Skin We Speak” Intro &amp; Ch. 3 (Moodle)&lt;br&gt; Young – “Nah We Straight” (Moodle)&lt;br&gt; <em>In class: Cushing-Leubner – “Heritage Language Education”</em></td>
<td><strong>Digital Annotation #3</strong>&lt;br&gt; (Due 10/15)</td>
</tr>
</tbody>
</table>
### In Class Topics

**Week 8**

Oct 22

**How do language ideologies shape our understanding of social hierarchy?**

**What does liberatory language education look like?**

**Guest lecture – Jake Mohan (MAX Center)**

**No Class (10/24) Fall Break**

### In Class Topics

**Week 9**

Oct 29, 31

**Culture**

What do we mean when we use the term “culture”? Is it a useful term given its history and complexity?

### In Class Topics

**Week 10**

Nov 5

**The Ethnic Studies Movement**

How have historically marginalized communities in the US expressed their

### In Class Topics

**In Preparation**

**Read:**

- Smitherman – *Talkin and Testifyin* Ch. 1-2 (Moodle)
- Fish – “What Should Colleges Teach? (Part 3)” (Moodle)
- Young – “Should Writers Use They Own English?” (Moodle)
- Fecho – “Yo, Wazzup?” (Moodle)

*In class: Santa Ana – “Chronology of Events, Court Decisions, and Legislation Affecting Language Minority Children”*

**Due**

- Group #3 Facilitation (10/22)
- Digital Annotation #4 (Due 10/22)
- Personal Language Tracing (Due 10/23)

**In Preparation**

**Read (for Thursday):**

- Gonzalez – “Beyond Culture” (Moodle)
- Anzaldúa – Ch. 3 – Entering into the Serpent & Ch. 4 – *La herencia de Coatlicue*
- Carter & Warikoo – “Cultural Explanations” (Moodle)

**Brief Philosophy of Language (Due 11/1)**

**Digital Annotation #5 (Due 10/29)**

**In Preparation**

**Read:**

- Anzaldúa – Ch. 6 – *Tlilli, Tlapalli*
- Precious Knowledge (film) – (Moodle)

*Rethinking Ethnic Studies - Part 1 Jigsaw*
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 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

- Group #4 Facilitation (11/14)
- Digital Annotation #6 (Due 11/12)
- Final Project Prospectus (Due 11/14)
### Educational Policy through a Critical Race Lens?

<table>
<thead>
<tr>
<th>Week 13 (optional)</th>
<th><strong>In Class Topics</strong></th>
<th><strong>In Preparation</strong></th>
<th><strong>Due</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>November 26</strong></td>
<td>Regroup, Revisit, Reflect</td>
<td><strong>Read:</strong></td>
<td>Rewriting Brown (Due 11/25)</td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td>Discuss final projects one on one with Brian</td>
<td><strong>Bell – Ch. 10 -12</strong></td>
<td></td>
</tr>
<tr>
<td>****No Class (11/28) – Holiday Break **</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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?

<table>
<thead>
<tr>
<th>Week 14</th>
<th><strong>In Class Topics</strong></th>
<th><strong>In Preparation</strong></th>
<th><strong>Due</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>December 3, 5</strong></td>
<td>What does culturally sustaining education look like in the future?</td>
<td><strong>Read:</strong></td>
<td>Final Project (Due 12/8)</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td></td>
<td><strong>Tuck &amp; Yang – “Decolonization is not a Metaphor” (Moodle)</strong></td>
<td>Digital Annotation #8 (Due 12/3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Anzaldúa – Ch. 7 – La conciencia de la mestiza</strong></td>
<td>Group #5 Facilitation (12/5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Loutzenheiser &amp; Erevelles – “What’s Disability Got To Do With It?”</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Week 15

- **December 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 Percentage

- Digital Annotation & Group Facilitation 20%
- Power, Borders, & Coloniality 15%
- Language Philosophy 15%
- Personal Language Tracing 15%
- Rewriting Brown 10%
- Final Project 25%

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Annotations &amp; Group Facilitation</td>
<td>Multiple dates</td>
<td>20%</td>
</tr>
<tr>
<td>Power, Borders, &amp; Coloniality</td>
<td>9/28</td>
<td>15%</td>
</tr>
<tr>
<td>Language Philosophy</td>
<td>11/1</td>
<td>15%</td>
</tr>
<tr>
<td>Personal Language Tracing</td>
<td>10/23</td>
<td>10%</td>
</tr>
<tr>
<td>Rewriting Brown</td>
<td>11/25</td>
<td>15%</td>
</tr>
<tr>
<td>Final Project</td>
<td>12/8</td>
<td>25%</td>
</tr>
</tbody>
</table>

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
  o There is no charge for an office visit to see a provider for most appointments
  o Medical providers can talk to you about your mental health.

• Counseling Services
  o Health & Wellness counselors provide short-term counseling to students.
  o Drop-in counseling sessions are available each day; first-come, first-served basis.
  o Counseling staff offers multiple groups each semester. Check Hamre Center website for more information on specific groups being offered.
  o 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.