

HARVARD GRADUATE SCHOOL OF EDUCATION

T-004 – ETHNIC STUDIES AND EDUCATION

FALL 2016 – TUESDAYS, 1:00-4:00PM

LOCATION, GUTMAN 303

INSTRUCTOR: CHRISTINA “V” VILLARREAL
EMAIL: christina_villarreal@gse.harvard.edu
PHONE: (510) 316-9898
OFFICE: 313A LARSON
OFFICE HOURS: TUES, 4:30-6:30PM & BY APPT

TEACHING FELLOW: TONI MORGAN
EMAIL: tom154@mail.harvard.edu

FACULTY ASSISTANT: JUDITH WASSERMAN
EMAIL: judith_wasserman@gse.harvard.edu

COURSE DESCRIPTION

This course introduces students to the origins, epistemologies, key concepts, and central questions of the academic field of Ethnic Studies, while applying these concepts and questions to our own educational experiences, and the various realms of education in which we currently, or may very soon, work. The course begins with an examination of key events in early U.S. History through a comparative, multicultural lens, followed by analyses of contemporary issues faced by practitioners working in 21st century educational contexts. Topics will include, but are not limited to: race, ethnicity, migration, labor, imperialism, social movements, structural inequities and violence in educational institutions and contexts, power, agency, community action and social change. We will work together to develop a stronger sense of our respective pasts in order to better understand, critique, and contextualize our present. We will focus on applications to the practice of education, from classroom teaching to school leadership, so that we are equipped to reflect upon and improve our work as educational practitioners, scholars, and activists. Students will pursue professionally relevant individual or group projects applying the lens of Ethnic Studies to curricular, pedagogical, leadership, or other field-based practices in education.

COURSE OBJECTIVES

This course has two overarching objectives that are inextricably linked: the first is to engage in a critical examination and analysis of some of the historical origins of social inequities and the second is to examine and engage with theories, frameworks, curricula and strategies for working in diverse schools and communities.

LEARNING OBJECTIVES

- To investigate the legal and social constructions of American citizenship, identity and race through primary and secondary source analysis.
- To develop a more complex understanding of the political, economic and social functions of power relations and marginalization throughout United States history.
- To engage in critical self-reflection around the impact and functions of oppression and privilege in our own biographies and daily lived experiences and interactions.
- To contextualize and explore the prospective applications of Ethnic Studies frameworks, pedagogies and practices in various educational contexts.

- To engage in structural and cultural analyses of inequity in the context of schooling and educational organizations.
- To critically reflect upon what it means to authentically work for social justice in ways that actively interrupt oppression and humanize all participants in classrooms, schools and beyond.

COURSE REQUIREMENTS, ASSIGNMENTS, EVALUATION & ASSESSMENTS

1. **ATTENDANCE, CLASS PARTICIPATION & COLLEGIALITY: (15%)** This class only meets once a week, so your regular attendance is imperative. Per HGSE Attendance Policy, more than ONE unexcused absence WILL affect your grade in this course. Actively participate in class discussions and activities. An important part of making sense of the material and issues that we will examine in this course is your willingness and courage to engage with the readings, your fellow classmates, and myself – and to always do so in a manner that respects the ideas, thoughts and feelings of one another.
2. **READINGS & QUIZZES: (15%)** Complete the reading assignments on time and arrive to class prepared to discuss them. Annotate as you read; highlight key ideas/concepts, jot down notes and connections in the margins. Thoughtfully and critically consider the week’s “Essential Question(s),” as you complete the reading assignments. Readings MUST be completed by the day that they are listed under (*see Course Schedule and Reading Assignments*)

A total of 11 reading quizzes (each worth 3 points) will be given over the course of the semester; the ten highest scores will be averaged for your “reading quizzes” grade. These quizzes will be based on the course reading assignments that are due that day. Quizzes are CLOSED-BOOK, but you ARE allowed to use any notes that you choose to take while reading. Each quiz will have 5 questions, but you only have to answer 3 questions of your choice.

3. **CRITICAL READING RESPONSES: (25%)** A total of 2 Critical Reading Response essays (each worth 25 points) will be due over the course of this class. The reading response aims to assess students’ understanding of course material, as well as provide students an opportunity to connect course material to their work and/or research in education. **Reading responses will be 4-5 pages, typed and double-spaced with APA citations and are due the Friday following the session in which the readings are assigned. Each response must include the following:**
 - i. **Synthesis key concepts & arguments** covered in the reading(s) for that week. In no more than 1-2 paragraphs, briefly synthesize what you understood to be the key ideas, concepts & arguments in the assigned texts.
 - ii. **Critique, analysis & contextualization** In the main body of your essay, analyze and evaluate the key ideas and arguments put forth by the author(s). How do these ideas and concepts compare to other dominant and/or marginalized concepts in the larger field of education? Put the key ideas in the reading into conversation with other key ideas in education, as well as with central issues raised in class lectures/discussions or previous texts with which you’ve engaged. Provide thoughtful analyses and critiques of these ideas and concepts.
 - iii. **Personal engagement with and practical application of key concepts**. In the final paragraph or two of your essay, draw connections between the key concepts and your personal experiences as an educational practitioner, community organizer, policy specialist and/or researcher. What is the relevance of these concepts to YOUR daily-lived reality working and/or conducting research in education and/or community organizations? How do/could these concepts inform your standpoint?

4. **REFLECTIVE TALKING POINT MEMOS: (15%)** Each student is responsible for submitting THREE “Reflective Talking Point Memos” to our Ethnic Studies Canvas Forum (Each worth 10 points). For each memo, students must submit, via a post to our Canvas page, at least TWO Talking Points on the assigned texts by **5pm on the MONDAY** prior to the course meeting under which the readings are assigned. Conclude each set of talking points with 1-2 questions that you would like to pose for the class based on the readings.

Talking Point Memos should be 2-3 paragraphs, 350-500 words, and can be posed in the form of detailed questions or paragraph-long comments on the major issues present within the assigned readings. You should arrive prepared to elaborate further on the talking points you have raised in class.

In order to better prepare for discussions each week, please read through your peers’ Talking Points before class.

5. **FINAL ETHNIC STUDIES & EDUCATION PROJECT: (30%)** The culminating assessment for this course is an opportunity for you to apply theories, key concepts and frameworks covered in this class to your practice*. You will choose from the following groups: K-12 (elementary, middle, high), Higher Education, Community-Based Organizations, or Policy. You will also have an opportunity to propose another group. Sample final projects include, but are not limited to: curriculum units, course proposal/syllabus, policy recommendation, professional development plan, etc. These final group projects aim to serve as resource materials for the entire learning community to benefit from each others’ collective efforts.

**Assignment sheet and more details on specific logistics and parameters for this assignment to follow*

COURSE GRADING

COURSE REQUIREMENTS	TOTAL POINTS POSSIBLE	PERCENTAGE OF YOUR GRADE
Attendance & Class Participation	30 points	15%
Reading Quizzes	30 points	15%
Critical Reading Responses	50 points	25%
Reflective Talking Point Memos	30 points	15%
Final Ethnic Studies & Education Project	60 points	30%

There are **200 points total** for all of the required points.

200 - 180 points = A
 179 - 160 points = B
 159 - 140 points = C

139 - 120 points = D
 119 points or lower = F

REQUIRED BOOKS:

Ginwright, S. (2015). *Hope and healing in urban education: How urban activists and teachers are reclaiming matters of the heart*. New York: Routledge.

Takaki, R. (2008, Revised Edition). *A different mirror: A history of multicultural America*. New York: Back Bay Books.

ADDITIONAL REQUIRED TEXTS, CHAPTERS & ARTICLES (AVAILABLE ON CANVAS):**SELECTED CHAPTERS:**

- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: The New Press. (Ch 1, p.20-58)
- Césaire, A. (2001). *Discourse on colonialism*. New York: NYU Press. (p. 31-46)
- Chang, J. (2007). *Can't stop won't stop: A history of the hip-hop generation*. Macmillan.
- DuBois, W.E.B. (1961). *The souls of Black folk*. Fawcett.
- Duncan-Andrade, J. M. R., & Morrell, E. (2008). *The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools* (Vol. 285). New York: Peter Lang. (Ch 1-2, 7, p.1-48, 133-156)
- Emdin, C. (2016). *For white folks who teach in the hood...and the rest of y'all too: Reality pedagogy and urban education*. (Introduction & Ch.1)
- Fanon, F. (1965). *The wretched of the earth*. New York: Grove Press. ("On Violence," p. 1-20)
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum International. (Ch 1-2, p. 43-87)
- Freire, P. (2005). *Teachers As Cultural Workers: Letters to Those Who Dare Teach*. Boulder: Westview Press. (p.71-84)
- Gonzalez, J. (2000). *Harvest of empire: A history of Latinos in America*. New York: Penguin Group. (Part 1: Las Raices, p. 3-78)
- Hill, L. (2009). *The book of Negroes*. Random House.
- Kivel, P. (2002). *Uprooting racism: How white people can work for racial justice*. Gabriola Island: New Society Publishers. (Part 1, p. 6-26)
- Loewen, J. W. (1995). *Lies my teacher told me: Everything your American history textbook got wrong*. New York: Touchstone. (Introduction)
- Lopez, I. H. (2006). *White by law: The legal construction of race*. New York: New York University Press. (Ch 2, p. 27-78)
- Okihiro, G. Y. (2014). *Margins and mainstreams: Asians in American history and culture*. Seattle: University of Washington Press. (Ch 2, p. 31-63)
- Omi, M., Winant, H. (1994). *Racial formation in the United States*. New York: Routledge. (p. 53-77)
- Tatum, B.D. (1997). *Why are all the Black kids sitting together in the cafeteria?: And other conversations about race*. New York: Basic Books. (Part 1, p. 1-18)

ARTICLES:

- Bautista, M., Martinez, A. N., O'Brien, D. (2016). The youth will speak: YPAR as an extension of critical ethnic studies. In, T. Buenavista, J. Marin, A. Ratcliff, D. Sandoval (Eds). *White Washing American Education: The New Culture Wars in Ethnic Studies*. Praeger
- Chun, K.T. (1995). The myth of Asian American success and its educational ramifications. *The Asian American educational experience: A source book for teachers and students*, 95-112.
- de los Ríos, C.V., Lopez, J., & Morrell, E. (2016). Critical ethnic studies in high school classrooms: Academic achievement via social action. In P. Noguera's (ed.) *Race, Equity and Education: 60 Years from Brown*. New York: Springer.

- Death By A Thousand Cuts: Racism, School Closures, and Public School Sabotage. Journey For Justice Alliance. May 2014. Online.
- Duncan-Andrade, J. (2009). Note to educators: Hope required when growing roses in concrete. *Harvard Educational Review*, 79(2), 181-194.
- Fine, M., Burns, A., Payne, Y., & Torre, M. E. (2004). Civics lessons: The color and class of betrayal. *Working method: Research and social justice*, 53
- Johnson, M. (2015). What’s wrong with cultural appropriation? These nine answers reveal its harm. Retrieved from < <http://everydayfeminism.com/2015/06/cultural-appropriation-wrong/>>
- Ladson-Billings, G. (2006). Yes, but how do we do it? Practicing culturally relevant pedagogy. *White teachers/diverse classrooms: A guide to building inclusive schools, promoting high expectations, and eliminating racism*, 29-42.
- Ladson-Billings, G., & Tate IV, W. (1995). Toward a critical race theory of education. *The Teachers College Record*, 97(1), 47-68.
- McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. *Race, class, and gender in the United States: An integrated study*, 4, 165-169.
- Sleeter, C. E. (2011). The Academic and Social Value of Ethnic Studies: A Research Review. *National Education Association Research Department*.
- Tintiango-Cubales, A., Kohli, R., Sacramento, J., Henning, N., Agarwal-Rangnath, R., & Sleeter, C. (2014). Toward an ethnic studies pedagogy: Implications for K-12 schools from the research. *The Urban Review*, 47(1), 104-125.
- Umemoto, K. (1989). “On Strike!” San Francisco State College Strike, 1968-69: The Role of Asian American Students. *Amerasia Journal*, 15(1), 3-41.

COURSE SCHEDULE & ASSIGNMENTS

- = Readings
- = Quizzes
- = Written Assignment
- = Documentaries

DATE / TOPIC	ESSENTIAL QUESTIONS	READINGS / ASSIGNMENTS DUE
<p>WEEK 1: SEPTEMBER 6TH</p> <p>COURSE INTRODUCTION</p> <p>NO HISTORY, NO SELF. KNOW HISTORY, KNOW SELF.</p>	<p><i>How have our diverse experiences in K-12 schooling shaped our current ideas about and approaches toward working in education?</i></p> <p><i>In what ways have we seen the “Master Narrative of American History” embedded in social studies curriculum?</i></p> <p><i>What should be the purpose of education?</i></p>	<ul style="list-style-type: none"> • Loewen, J. (1995) <i>Lies My Teacher Told Me</i> (Introduction) • Takaki, R. (2008). <i>A different mirror: A history of multicultural America</i>. Chapter 1 “A different mirror”, p.3-20 • Freire, P. (1970). <i>Pedagogy of the oppressed</i>. Chapter 2, p. 71-87

<p style="text-align: center;">WEEK 2: SEPTEMBER 13TH</p> <p style="text-align: center;">THE EMERGENCE OF THE CIVILIZATION VS. SAVAGERY DICHOTOMY & A SOCIALLY CONSTRUCTED ORDER</p>	<p><i>What were some of the ideological and institutional outcomes of the initial encounters between English colonists and Native Americans?</i></p> <p><i>What was the function of 'color' in the institutionalization of slavery in the United States?</i></p> <p><i>How did socially constructed ideologies both influence and justify U.S. policies and practice?</i></p>	<ul style="list-style-type: none"> • Takaki, R. <i>A different mirror: A history of multicultural America.</i> Part I, "Foundations" & Chapters 2-4, p. 23-97 ○ Reading Quiz #1
<p style="text-align: center;">WEEK 3: SEPTEMBER 20TH</p> <p style="text-align: center;">THE COSTS & CONSEQUENCES OF RACIALIZED IMAGERIES & THE LEGAL CONSTRUCTION OF RACE</p>	<p><i>How were both scientific racism and racialized caricatures used to justify slavery and discrimination, as well as assuage moral anguishes?</i></p> <p><i>How was legislation used to racialize American citizenship?</i></p> <p><i>What evidence of racialized imageries persists in mainstream curriculum and society at large today?</i></p>	<ul style="list-style-type: none"> • Takaki, R. <i>A different mirror: A history of multicultural America.</i> Chapters 5-8 " p. 98-205 • Lopez, I. H. (2006). <i>White by law: The legal construction of race.</i> Chapter 2 "Racial restrictions in the law of citizenship", p.27-34 ○ Reading Quiz #2 ▪ Riggs, M. (Director). (1986). <i>Ethnic notions.</i> California Newsreel. (in class) ➤ Critical Reading Response due <u>Fri, Sept. 23rd</u> by 5pm (please upload to Canvas)

<p>WEEK 4: SEPTEMBER 27TH</p> <p>FOREIGNERS, STRANGERS & AMERICAN IDENTITY</p>	<p><i>What does it mean to be an American, and how has American identity been shaped and influenced over time?</i></p> <p><i>Who has been included and excluded from the borders of American identity and citizenship and why?</i></p> <p><i>How do we address and engage varying relationships with American identity and citizenship within the schools and communities in which we work?</i></p>	<ul style="list-style-type: none"> ▪ Takaki, R. <i>A different mirror: A history of multicultural America</i>. Chapters 16-17 ▪ Gonzalez, J. (2000). <i>Harvest of empire: A history of Latinos in America</i>. “Part 1: Roots: Los Raices” ▪ Okihiro, G. Y. (2014). <i>Margins and mainstreams: Asians in American history and culture</i>. “Is Yellow Black or White?” ○ Reading Quiz #3 ▪ Getzels, P., Lopez, E. (Directors). (2012). <i>Harvest of Empire: The Untold Story of Latinos in America</i>. (Selected clips; in class) ▪ Ding, L. (Producer, Director & Writer). (1998). <i>Ancestors in the Americas</i>. (Selected clips, in class) ➤ Critical Reading Response due <u>Fri, Sept. 30th by 5pm</u> (please upload to Canvas)
<p>WEEK 5: OCTOBER 4TH</p> <p>A WORLD APART: THE IMPLICATIONS OF CODIFYING AMERICAN IDENTITY IN AN INCREASINGLY GLOBALIZED WORLD</p> <p>LECTURE BY TEACHING FELLOW TONI MORGAN</p>	<p><i>What claim do non-Americans have to American identity?</i></p> <p><i>What role does cultural appropriation play in the construction of diverse global identities in the U.S. vs. the rest of the world – and vice versa?</i></p> <p><i>What are the social and societal implications of appropriation within systems of power in the U.S. today?</i></p>	<ul style="list-style-type: none"> • DuBois, W.E.B. (1961). <i>The souls of Black folk</i>. (selections TBD) • Hill, L. (2009). <i>The book of Negroes</i>. (selections TBD) • Albedo, P. (2014). “How Black is Black?” in <i>Dance ethnography and global perspectives</i>. • Chang, J. (2007). <i>Can't stop won't stop: A history of the hip-hop generation</i>. (selections TBD)

		<ul style="list-style-type: none"> • http://everydayfeminism.com/2015/06/cultural-appropriation-wrong/ • http://www.npr.org/2016/02/06/465622102/theft-and-artistry-coldplay-beyonc-in-india-spark-discussion-on-appropriation ○ Reading Quiz #4 ➤ Critical Reading Response due <u>Fri, Oct.7th</u> by 5pm (please upload to Canvas)
<p style="text-align: center;">WEEK 6: OCTOBER 11TH</p> <p style="text-align: center;">THE IMPLICATIONS OF RACIALIZATION, OPPRESSION & PRIVILEGE</p>	<p><i>What are some of the costs and consequences of racialization?</i></p> <p><i>What are varied, complex ways in which oppression exists? (institutional, interpersonal, internalized, ideological)</i></p> <p><i>How do the historical legacies of oppression and privilege influence the lived experiences of all humans in U.S. society today?</i></p> <p><i>What are the implications of systemic inequities in our classrooms and schools, and how might we engage in active resistance and interruption of these legacies?</i></p>	<ul style="list-style-type: none"> • Omi, M., Winant, H. (1994). <i>Racial formation in the United States</i>. Part 2 “Racial Formation” p. 53-69 • Chun, K.T. (1995). The myth of Asian American success and its educational ramifications. <i>The Asian American educational experience: A source book for teachers and students</i>, p. 95-100 • Kivel, P. (2002). <i>Uprooting racism: How white people can work for racial justice</i>. Part 1 “What Color is White?”, p. 6-23 • McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. <i>Race, class, and gender in the United States: An integrated study</i>, 4, 165-169. • Tatum, B. (1997). Defining racism: “Can we talk?” p. 3-17 ○ Reading Quiz #5 ➤ Critical Reading Response due <u>Fri, Oct.14th</u> by 5pm (please upload to Canvas)

<p style="text-align: center;">WEEK 7: OCTOBER 18TH</p> <p style="text-align: center;">ON STRIKE: THE STRUGGLE FOR ETHNIC STUDIES, 1968-PRESENT: PART I</p> <p style="text-align: center;">CONTEXTUALIZING THE EPISTEMOLOGICAL STANDPOINT OF THE THIRD WORLD LIBERATION FRONT</p>	<p><i>What key liberation movements and ideologies informed the struggle for Ethnic Studies in the United States?</i></p> <p><i>In what ways did the Third World Liberation Front align themselves with Third World Struggles across the world and why did they purposefully do so?</i></p> <p><i>What was the rationale for the TWLF strike for Ethnic Studies in 1968-69?</i></p>	<ul style="list-style-type: none"> • Césaire, A. (1955, 2001). <i>Discourse on colonialism</i>. • Fanon, F. (1963). The Wretched of the Earth. "On Violence" (excerpt) • Umemoto, K. (1989). "On Strike!" San Francisco State College Strike, 1968-69: The Role of Asian American Students. <i>Amerasia Journal</i>, 15(1), 3-41. <p>○ Reading Quiz #6</p> <p>➤ Critical Reading Response due <u>Fri, Oct. 21st by 5pm</u> (please upload to Canvas)</p>
<p style="text-align: center;">WEEK 8: OCTOBER 25TH</p> <p style="text-align: center;">ON STRIKE: THE STRUGGLE FOR ETHNIC STUDIES, 1968-PRESENT: PART II</p> <p style="text-align: center;">EXAMINING ETHNIC STUDIES PEDAGOGY & CURRICULA IN K-12 CONTEXTS</p>	<p><i>What is Ethnic Studies pedagogy?</i></p> <p><i>What are the key themes that differentiate Ethnic Studies scholarship from mainstream school knowledge?</i></p> <p><i>What are the prospects of engaging Ethnic Studies' pedagogies and practices in contemporary educational spaces?</i></p>	<ul style="list-style-type: none"> • Sleeter, C. E. (2011). The Academic and Social Value of Ethnic Studies: A Research Review. <i>National Education Association Research Department</i>. • Tintiango-Cubales, A., Kohli, R., Sacramento, J., Henning, N., Agarwal-Rangnath, R., & Sleeter, C. (2014). Toward an ethnic studies pedagogy: Implications for K-12 schools from the research. <i>The Urban Review</i>, 47(1), 104-125. • de los Ríos, C.V., Lopez, J., & Morrell, E. (2016). Critical ethnic studies in high school classrooms: Academic achievement via social action. In P. Noguera's

		<p>(ed.) <i>Race, Equity and Education: 60 Years from Brown</i>.</p> <ul style="list-style-type: none"> ○ Reading Quiz #7 ➤ Final Project Proposals Due Fri, Oct. 28th by 5pm <i>(Please upload to Canvas)</i> ➤ Critical Reading Response due Fri, Oct. 28th by 5pm <i>(please upload to Canvas)</i>
<p style="text-align: center;">WEEK 9: NOVEMBER 1ST</p> <p style="text-align: center;">FRAMEWORKS FOR CONTEXTUALIZING & INTERROGATING RACIAL & STRUCTURAL VIOLENCE IN SCHOOLS</p>	<p><i>What are the origins, causes and consequences for the school-to-prison pipeline?</i></p> <p><i>How might applying the lens of Critical Race Theory to education help to illuminate and contextualize structural inequities?</i></p> <p><i>What historical legacies have influenced the present stages and states of urban educational reform?</i></p> <p><i>What are the implications of racially disproportionate curricula and disciplinary practices in schools and how will we go about actively acknowledging, analyzing and interrupting them?</i></p>	<ul style="list-style-type: none"> • Alexander, M. (2012). <i>The new Jim Crow: Mass incarceration in the age of colorblindness</i>. “The Rebirth of Caste” • Ladson-Billings, G., & Tate IV, W. (1995). Toward a critical race theory of education. <i>The Teachers College Record</i>, 97(1), 47-68. • Death By A Thousand Cuts: Racism, School Closures, and Public School Sabotage. Journey For Justice Alliance. May 2014. Online. • Fine, M., Burns, A., Payne, Y., & Torre, M. E. (2004). Civics lessons: The color and class of betrayal. <i>Working method: Research and social justice</i>, 53. <ul style="list-style-type: none"> ○ Reading Quiz #8 ➤ Critical Reading Response due Fri, Nov. 4th by 5pm <i>(please upload to Canvas)</i>

<p style="text-align: center;">WEEK 10: NOVEMBER 8TH</p> <p style="text-align: center;">EXAMINING CRITICAL PEDAGOGY, REALITY PEDAGOGY & CULTURALLY AND COMMUNITY RESPONSIVE EDUCATION</p>	<p><i>What are the tensions inherent in efforts to enact critical pedagogy?</i></p> <p><i>What is reality pedagogy and how does it engage the nuanced experiences of students and teachers?</i></p> <p><i>What are the key tenets of culturally relevant/ responsive teaching and how do they relate to knowledge construction?</i></p> <p><i>What makes a curricular lesson or school-wide practice culturally responsive and transformative; and why should this matter?</i></p> <p><i>In what ways is Youth Participatory Action Research (YPAR) a powerful vehicle to connect Ethnic Studies pedagogy to communities?</i></p>	<ul style="list-style-type: none"> • Duncan-Andrade, J. M. R., & Morrell, E. (2008). <i>The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools.</i> Chapters 1, 2 & 7 • Emdin, C. (2016). <i>For white folks who teach in the hood...and the rest of y'all too: Reality pedagogy and urban education.</i> Introduction & Ch.1 • Ladson-Billings, G. (2006). Yes, but how do we do it? Practicing culturally relevant pedagogy. <i>White teachers/diverse classrooms: A guide to building inclusive schools, promoting high expectations, and eliminating racism</i>, 29-42. • Bautista, M., Martinez, A. N., O'Brien, D. (2016). The youth will speak: YPAR as an extension of critical ethnic studies. In, T. Buenavista, J. Marin, A. Ratcliff, D. Sandoval (Eds). <i>White Washing American Education: The New Culture Wars in Ethnic Studies.</i> <p>○ Reading Quiz #9</p> <p>➤ Critical Reading Response due Fri, Nov. 4th by 11th (please upload to Canvas)</p>
<p style="text-align: center;">WEEK 11: NOVEMBER 15TH</p> <p style="text-align: center;">CRITICAL HOPE, AUTHENTIC CARE & RADICAL HEALING IN 21ST CENTURY SCHOOLS & COMMUNITIES</p>	<p><i>How do we, as educational practitioners, develop critically empathetic lenses and approaches to our work that authentically recognize and respond to issues of</i></p>	<ul style="list-style-type: none"> • Ginwright, S. (2015) <i>Hope and healing in urban education: How activists and teachers are reclaiming matters of the heart.</i> Chapters, 1, 2 & 4 • Duncan-Andrade, J. (2009). Note to educators: Hope

	<p><i>trauma and violence in schools and communities at large?</i></p> <p><i>What are the key differences between “false hope” and “critical hope” and why might knowing this distinction matter for educational practice?</i></p> <p><i>What are the necessary elements of educational practice that produce and sustain hope?</i></p>	<p>required when growing roses in concrete. <i>Harvard Educational Review</i>, 79(2), 181-194.</p> <ul style="list-style-type: none"> ○ Reading Quiz #10 ➤ Critical Reading Response due <u>Fri, Nov. 18th by 11th</u> (please upload to Canvas)
<p>WEEK 12: NOVEMBER 22ND</p> <p>DEVELOPING THE CAPACITY TO EMBRACE LOVE, HOPE & FEAR</p> <p>RADICALLY HEALING SCHOOLS AND COMMUNITIES</p>	<p><i>How have various activists and teachers across the United States engaged healing as a political act and movement in their responses to trauma and violence?</i></p> <p><i>How do we actively develop an approach to our work that develops radical healing, critical hope, revolutionary love and authentic care at the core of our praxis?</i></p>	<ul style="list-style-type: none"> • Ginwright, S. (2015) <i>Hope and healing in urban education: How activists and teachers are reclaiming matters of the heart.</i> Chapters, 5-8 • Freire, P. (2005). <i>Teachers As Cultural Workers: Letters to Those Who Dare Teach.</i> “Fourth Letter” ○ Reading Quiz #11
<p>WEEK 13: NOVEMBER 29TH</p> <p>COURSE CONCLUSION</p>	<p><i>In what ways might Ethnic Studies frameworks, key concepts and practices inform our work as educational practitioners and scholar activists?</i></p>	<ul style="list-style-type: none"> ➤ <u>Final Project Group Presentations (in class)</u>
<p>READING WEEK</p>	<p>FINAL PROJECT EXHIBITION (DATE/LOCATION TBD)</p>	<ul style="list-style-type: none"> ➤ <u>Final Projects Due Fri, Dec. 9th by 5pm.</u> <i>(Please upload to Canvas)</i>