

# UNIVERSITY OF TEXAS ARLINGTON

Department of Educational Leadership and Policy Studies

## SYLLABUS

**EDAD 6392.003 – Race & Education**

SUMMER 2014

**Instructor:** Bradley W. Davis, Ph.D.

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### **Class Meetings:**

Weekly – Thursday evenings 5:30-8:20, Trimble Hall 216

### **Office Hours:**

By appointment. My aim is to be as flexible as possible in meeting students' needs to establish virtual or face to face consultations about coursework and graduate studies. Please send an email with proposed meeting times in advance of the dates you are available.

### **Graduate Catalog Description:**

N/A

### **Course Summary:**

This class explores the social and cultural contexts of education in America with a primary focus on race. Topics to be explored include the history of race in education, racism, racial awareness, racial identity development, colorblindness, antiracist education, and critical race theory.

### **Course Objectives:**

- Develop working conceptualizations of race
- Understand race and its relationship to other social constructs such as ethnicity
- Reflect deeply on values, beliefs, thinking, and actions as they pertain to race
- Expand individual and collective racial awareness
- Discuss the evolving significance of race in educational practice and policy
- Develop the capacity to write about race in education and incorporate race-related theories
- Expand cultural competency through an understanding of culturally-relevant pedagogy and anti-racist leadership

### **Course Materials:**

#### Student Provided:

American Psychological Association. (2012). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Assoc.

#### Instructor Provided:

Materials provided by the instructor and assigned as class readings will be posted to Blackboard. These materials are primarily book chapters or journal articles, however additional resources such as videos and non-refereed articles may be posted.

## **Participation Expectations:**

### Class Engagement:

As participants in this course, we all owe to one another and ourselves, the highest level of engagement that we can possibly offer. This means using technology (particularly computers, tablets, phones, etc.) in the classroom only to enhance our learning, not to distract from it. As students in a graduate program, you are expected to provide your full attention and attend to personal communications outside of class instruction time.

Perhaps the most important aspect of appropriate classroom engagement is respect for others. There will come occasion (likely many occasions) when the perspectives offered by the readings, the instructor, and fellow classmates contrast sharply with your own. While experiencing these contrasts can at times be very difficult, respectfully and courageously navigating through them as a group is the very essence of classroom learning.

### Attendance:

Attendance is required for every class session. In the event of an emergency, please do your best to notify the instructor of your absence *ahead of time* (when possible). Excused absences will not be granted for work-related commitments.

You may be excused from one class over the course of the semester. Please notify the instructor of this absence ahead of time. Any additional, unexcused absences - which include late arrivals and early exits from class sessions - will affect your semester grade.

### My pledge to you:

You will be treated with respect and as an individual. I will honor your background and experiences and learn from your expertise. I will manage the class in the manner I see most fit. I will prepare for every class. I will teach only in areas of my professional expertise. To that end, if I do not know something, I will feel comfortable saying so. I will return your assignments in a timely manner and with critical, yet constructive feedback. I will be honest with you. Your grade will reflect the quality of your work and nothing else.

## **Assignments and Grading:**

All assignments will be given a grade between 0 and 100. Unless otherwise noted, all assignments will be submitted in electronic format to Blackboard. Grades will be posted to Blackboard, including the semester average. All late assignments will receive a reduced grade.

### Written Work:

As graduate students, one of many skills you are responsible for developing is your writing. Writing is a skill of *critical importance* in educational practice and research. It is my responsibility to help you improve in this area. Students come to this course from a variety of educational and professional backgrounds. Hence, previous academic preparation (e.g., writing skills) *will* affect your performance in this course. It is important to acknowledge that your perception of effort, by itself, is not enough to justify a distinguished grade. That being said, I am more interested in seeing continuous improvement in writing quality over the semester than I am in seeing your assignments immediately meet a high standard. I will discuss this last sentiment in greater detail during our first class.

All written work should be typed, formatted, and devoid of grammatical, spelling and typographical errors. In addition to being clear, concise, and organized, written work should be reflective, analytical, and incorporate literature and research from the course as well as outside readings to support discussion and arguments. Students should use the 6th Edition of the APA Manual as a guideline for writing, formatting, and appropriate citations. If your college or program has you writing in a different

style, please consult with me at the start of the semester. Be sure to proofread your papers before submitting them. Assignments that are not well-edited will be assigned a lower grade. Finally, if you have concerns about your writing, please discuss this matter with me *before* assignments are due.

## Reflections (20% of Semester Grade):

Throughout the semester, students will be responsible for writing several reflections. While the material we cover in class should be incorporated, *reflections do not serve as summaries of the required readings*. Reflective practice is important for many reasons, just a few of which include:

- Expansion of your ability to challenge the thinking of others
- Opportunity to develop a deeper understanding of your own values, assumptions, and thinking
- Increased understanding of the perspectives of others
- Improvement of our class discussion by allowing students to crystallize thoughts ahead of time
- The development of *praxis*

Some elements to consider including in your reflections:

- Discuss ways the course material is influencing your thinking
- Outline themes from the reading that you think will be important for the class to discuss
- Outline your general impressions of the readings
- Discuss ways in which the readings relate to your experiences, both past and present
- Consider tying back to class discussions where appropriate

Weeks in which reflections are not collected are not weeks in which you are excused from the required readings. Weekly reflections should be ~1.5 pages, not including the title and reference pages. A separate grading rubric along with further instructions for reflections will be posted to Blackboard.

## Presentation (20% of Semester Grade):

Students will develop a presentation based on: 1) an educational plunge, 2) attending a multicultural event, or 3) material from the required readings. The resultant presentations should:

- Be 15 minutes in length (not including class discussion)
- Have a visual element (e.g. PowerPoint, Prezi, etc.)
- Be geared toward guiding quality class discussion
- Suggest additional, related resources for reading

A separate grading rubric along with further instructions for this assignment will be posted to Blackboard.

## Racial Autobiography (Midterm) (20% of Semester Grade):

Students will write a ~5 page narrative recounting experiences of and awareness (or lack thereof) around issues of race. This is not a research-based assignment, so references are not necessary. A separate grading rubric along with further instructions and examples for this assignment will be posted to Blackboard.

## Writing about Race (Final) (20% of Semester Grade):

Students will write a paper (15-25 pages) pertaining to race and education. Students will be afforded great flexibility with regards to the structure, content, and ultimate purpose of the paper. A plan for the final paper needs to be approved by the instructor. The finished paper should draw on topics covered in class and utilize references both within and outside of the semester's required readings. A separate grading rubric along with further instructions for this assignment will be posted to Blackboard.

## Semester Grade Contributions:

Class Engagement & Attendance	20%
Reflections	20%
Presentation	20%
Racial Autobiography (Midterm)	20%
Writing about Race (Final)	20%
<b>Total</b>	<b>100%</b>

## Grading Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

## Resources Available to You:

UTA Writing Center - <http://www.uta.edu/owl/index.html>

From the Writing Center web page:

*The UT-Arlington Writing Center offers a welcoming and supportive environment for students who seek assistance on a wide variety of writing assignments and needs. We are here to encourage and to motivate student writers of all levels, and to provide our clients with the highest quality assistance available. Our first objective is to help student writers to elevate the writing project in hand, but always with the goal of improving the general quality of their written work. In addition, we intend to work together with faculty, administrators and other UT-Arlington community members to become a trusted and reliable campus resource.*

- We offer a positive and supportive environment.
- Our writing consultants are professionally trained and can assist undergraduate and graduate students with writing assignments in multiple subject areas.
- We assist students across the spectrum of writing ability.
- We help clients develop their ability to critically evaluate their own writing and ideas.
- We offer students focused, extended, and personalized tutoring in an effort to increase their chances of becoming successful college-level writers.
- We also offer workshops for graduate and undergraduate student writers.

Andy Herzog, Reference & Instruction Librarian:

Andy works for the UTA library and is the Education specialist. He is eager to help you with your studies.

Here is a quick note from him on the [Education Subject Guide](#):

*Need help defining your research topic? Not sure where to find articles? How do I cite in APA? Try the Education Subject Guide, <http://libguides.uta.edu/edad> - For further help, contact the Education Librarian Andy Herzog ([amherzog@uta.edu](mailto:amherzog@uta.edu)).*

## Semester Calendar:

**Note:** Required reading is to be completed before the class date in which it is listed. These readings will also serve as the basis of reflections due on that date. For example, before class begins on June 12<sup>th</sup>, students will need to have read and submitted to Blackboard their reflection on the readings from the American Anthropological Association, Delgado & Stefancic, Howard, Singleton & Linton, and Smedley. Details for some class dates continue through page breaks. *Because the syllabus is subject (and likely) to change, always refer to the latest version, which will always be available on Blackboard.*

June 5 <sup>th</sup>	<p><b>An Introduction to Race &amp; Education</b></p> <p><b>No assignments due</b></p> <p><u>Required reading:</u> None</p>
June 12 <sup>th</sup>	<p><b>Race and Racial Awareness</b></p> <p><b>Reflection 1 due</b></p> <p><u>Required reading:</u>            American Anthropological Association. (1998). <i>American Anthropological Association statement on "race."</i> Arlington, VA. Retrieved from <a href="http://www.aaanet.org/stmts/racepp.htm">http://www.aaanet.org/stmts/racepp.htm</a>            Delgado, R., &amp; Stefancic, J. (2012). <i>Critical race theory: An introduction</i>. NYU Press. [Chapter 4]            Howard, T. C. (2010). <i>Why race and culture matter in schools: Closing the achievement gap in America's classrooms</i>. New York: Teachers College Press. [Chapter 5]            Singleton, G. E., &amp; Linton, C. (2006). <i>Courageous conversations about race: a field guide for achieving equity in schools</i>. Thousand Oaks, CA: Corwin Press. [Chapter 5]            Smedley, A. (1998). "Race" and the construction of human identity. <i>American Anthropologist</i>, 100(3), 690–702.            (Check Blackboard for additional readings)         </p>
June 19 <sup>th</sup>	<p><b>Achievement &amp; Opportunity Gaps</b></p> <p><b>Reflection 2 due</b></p> <p><u>Required reading:</u>            Gregory, A., Skiba, R. J., &amp; Noguera, P. A. (2010). The achievement gap and the discipline gap: Two sides of the same coin? <i>Educational Researcher</i>, 39(1), 59–68. doi:10.3102/0013189X09357621            Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. <i>Educational Researcher</i>, 35(7), 3–12. doi:10.3102/0013189X035007003            Milner, H. R. (2012). Beyond a test score: Explaining opportunity gaps in educational practice. <i>Journal of Black Studies</i>, 43(6), 693–718. doi:10.1177/0021934712442539            (Check Blackboard for additional readings)         </p>
June 26 <sup>th</sup>	<p><b>Adding Social and Cultural Context: Historical and Contemporary Accounts of Race &amp; Education - I</b></p> <p><b>Reflection 3 due</b></p> <p><u>Required reading:</u>            Adams, D. W. (1988). Fundamental considerations: The deep meaning of Native         </p>

	<p>American schooling, 1880-1900. <i>Harvard Educational Review</i>, 58(1), 1–28.</p> <p>Horsman, R. (1997). Race and Manifest Destiny: The origins of American racial Anglo-Saxonism. In R. Delgado &amp; J. Stefancic (Eds.), <i>Critical white studies: Looking behind the mirror</i> (pp. 140-144). Philadelphia: Temple University Press. [Chapter 23]</p> <p>Massey, D. S. (2007). <i>Categorically unequal: The American stratification system</i>. New York: Russell Sage Foundation. [Chapter 3]</p> <p>(Check Blackboard for additional readings)</p>
July 3 <sup>rd</sup>	<p><b>Adding Social and Cultural Context: Historical and Contemporary Accounts of Race &amp; Education - II</b></p> <p><b>No in-person class meeting – Blackboard Discussion Only</b></p> <p><b>No assignments due</b></p> <p><u>Required reading:</u></p> <p>Tillman, L. C. (2004). (Un)Intended consequences? The impact of the Brown V. Board of Education decision on the employment status of Black educators. <i>Education and Urban Society</i>, 36(3), 280–303. doi:10.1177/0013124504264360</p> <p>Alexander, M. (2010). <i>The new Jim Crow: Mass incarceration in the age of colorblindness</i>. New York: New Press. [Chapter 5]</p> <p>Bernal, D. D. (1999). Chicana/o education from the Civil Rights Era to the present. In J. F. Moreno (Ed.), <i>The elusive quest for equality: 150 years of Chicano/Chicana education</i> (pp. 77–108). Cambridge, MA: Harvard Educational Review.</p> <p>(Check Blackboard for additional readings)</p>
July 10 <sup>th</sup>	<p><b>Racism &amp; Colorblindness</b></p> <p><b>Reflection 4 due</b></p> <p><u>Required reading:</u></p> <p>Bonilla-Silva, E. (2001). <i>White supremacy and racism in the post-civil rights era</i>. Boulder, CO: Rienner. [Chapter 2]</p> <p>Derman-Sparks, L., &amp; Phillips, C. B. (1997). <i>Teaching/learning anti-racism: A developmental approach</i>. New York: Teachers College Press. [Chapter 1]</p> <p>Tatum, B. D. (2003). <i>“Why are all the Black kids sitting together in the cafeteria?”: And other conversations about race</i>. New York: Basic Books. [Chapter 1]</p> <p>(Check Blackboard for additional readings)</p>
July 17 <sup>th</sup>	<p><b>Racial Identity Development</b></p> <p><b>Racial Autobiography due</b></p> <p><u>Required reading:</u></p> <p>Tatum, B. D. (2003). <i>“Why are all the Black kids sitting together in the cafeteria?”: And other conversations about race</i>. New York: Basic Books. [Chapter 6]</p> <p>Wijeyesinghe, C. (2012). <i>New perspectives on racial identity development:</i></p>

	<p><i>Integrating emerging frameworks</i> (2nd ed.). New York: NYU Press. [Choose one of chapters 1-4, 6, 9, or 10 - text available as eBook via UTA library] (Check Blackboard for additional readings)</p>
July 24 <sup>th</sup>	<p><b>Culturally Relevant Pedagogy</b></p> <p><b>Reflection 5 due</b></p> <p>Required reading: Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. <i>American Educational Research Journal</i>, 32(3), 465–491. doi:10.3102/00028312032003465 Terrell, R. D. (2009). <i>Culturally proficient leadership: The personal journey begins within</i>. Thousand Oaks, CA: Corwin Press. [Chapter 2] Duncan-Andrade, J. M. (2009). Note to educators: Hope required when growing roses in concrete. <i>Harvard Educational Review</i>, 79(2), 181–194. Howard, T. C. (2003). Culturally relevant pedagogy: Ingredients for critical teacher reflection. <i>Theory Into Practice</i>, 42(3), 195–202. doi:10.1207/s15430421tip4203_5 (Check Blackboard for additional readings)</p>
July 31 <sup>st</sup>	<p><b>Critical Race Theory</b></p> <p><b>Reflection 6 due</b></p> <p>Required reading: Harris, C. I. (1992). Whiteness As Property. <i>Harvard Law Review</i>, 106, 1707. Bell, D. A., Jr. (1980). Brown v. Board of Education and the Interest-Convergence Dilemma. <i>Harvard Law Review</i>, 93(3), 518–533. doi:10.2307/1340546 Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? <i>International Journal of Qualitative Studies in Education</i>, 11(1), 7–24. doi:10.1080/095183998236863 Dumas, M. (2013). Doing class in critical race analysis in education. In M. Lynn &amp; A. D. Dixson (Eds.), <i>Handbook of critical race theory in education</i> (pp. 34–47). New York: Routledge. (Check Blackboard for additional readings)</p>
August 7 <sup>th</sup>	<p><b>Anti-racist Education &amp; other Topics</b></p> <p><b>Final Class Meeting &amp; Flex Day</b></p> <p><b>Reflection 7 due</b></p> <p>Required reading: Bonilla-Silva, E., &amp; Embrick, D. G. (2008). Recognizing the likelihood of reproducing racism. In M. Pollock (Ed.), <i>Everyday antiracism: Getting real about race in school</i>. New York: New Press. Singleton, G. E. (2013). <i>More courageous conversations about race</i> (1 edition.). Thousand Oaks, CA: Corwin. [Chapter 7] Skrla, L., Scheurich, J. J., Garcia, J., &amp; Nolly, G. (2004). Equity audits: A practical</p>



	<p>leadership tool for developing equitable and excellent schools. <i>Educational Administration Quarterly</i>, 40(1), 133–161. doi:10.1177/0013161X03259148</p> <p>Thompson, A. (2008). Resisting the “lone hero” stance. In M. Pollock (Ed.), <i>Everyday antiracism: Getting real about race in school</i>. New York: New Press.</p> <p>Young, M. D., &amp; Laible, J. (2000). White racism, antiracism, and school leadership preparation. <i>Journal of School Leadership</i>, 10(5), 374–415.</p> <p>(Check Blackboard for additional readings)</p>
August 14 <sup>th</sup>	<b>Final Paper Due</b>

## **Acknowledgement:**

The instructor owes a tremendous debt of gratitude to the following individuals whose teaching and syllabi have influenced the development of this course and syllabus:

Anthony L. Brown, Ph.D.,  
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## **Important University Information:**

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.



# UNIVERSITY OF TEXAS ARLINGTON

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In

In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

DRAFT