

TE982: Examining Critical Race Theory in Education
Mondays, 4:00pm – 7:00pm
133D Erickson Hall, Spring 2011

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NOTE: This syllabus is a draft and is subject to changes.

Course Description:

This course will allow students to explore Critical Race Theory as an analytical framework that provides race-based epistemological, methodological, and pedagogical approaches to the study of everyday inequalities in P-20 education. Key foci of this seminar are to help students understand CRT as a theoretical framework, examine its utility and limitations, and consider its application to students' own research and practice.

We will begin by exploring the historical development of CRT from Critical Legal Studies (CLS) and move through its contemporary nuances. In addition, we will work to expose the ideological construction of race and education in the U.S. As such, we will also work through the oppressive nature of education and boldly confront notions of colorblindness. Throughout this course, we will grapple with the challenges surrounding the inclusion of multiple voices and perspectives in the complex intersections among race, gender, class, and sexual orientation. Other intersecting analytical frameworks discussed include TribalCrit Theory, LatCrit Theory, Critical White Studies, AsianCrit, QueerCrit, and Critical Race Feminism.

Specifically, we will critique the strengths and limitations of CRT as theoretical framework for addressing educational inequalities. As to be expected there is a substantial amount of reading assigned in this course. To successfully accomplish and engage with the readings, you will need to manage your time wisely.

Student Responsibilities:

In addition to completing the readings and assignments for the course, you are expected to fully engage in the learning experience throughout the quarter. As a seminar, this course will consist of presentations, guest speakers, and critical discussions. Therefore, students will need to draw upon active listening skills, make a strong effort to critically self-reflect, and locate their voices to engage in dialogue with their colleagues.

Course Objectives:

1. We will explore how racial inequities are produced, reproduced, and maintained within social institutions of education.
2. We will strive to create affirming spaces for counter discourses that refute ideological constructions of “truth” and “reality.”
3. We will work to understand and value the similarities and differences among the experiences of people with different racial backgrounds in P-20 education.

4. We will use CRT to inform our personal, social, political, and intellectual experiences as racial beings.
5. We will engage in CRT with the end goals of heightened social consciousness and social transformation.

Required Texts:

Delgado, R., & Stefancic, J. (2001). *Critical race theory: An introduction*. New York: New York University Press.

Leonardo, Z. (2009). *Race, whiteness, and education*. New York: Routledge.

Taylor, E., Gillborn, D., & Ladson-Billings, G. (Eds.). (2009). *Foundations of Critical Race Theory in education*. New York: Routledge.

Additional Texts (reading will be split across class):

Bonilla-Silva, E. (2009). *Racism without racists: Color-blind racism and the persistence of racial inequality in America, 3rd edition*. Rowman & Littlefield Publishers.

Wise, T. (2010). *Colorblind: The rise of post-racial politics and the retreat from racial equity*. San Francisco: City Light Books.

Course Evaluation

Grades will be determined as follows:

Participation	15%
Briefs (6)	25%
CRT Political Autobiography	20%
Literature Review/Analytic Paper	20%
Media Analysis (in groups)	10%
Final Exam Presentation	10%

Class Participation:

Class participation is assessed based on attendance, preparedness, and engagement. Attendance is expected at all class sessions. Missing class can affect depth of understanding and is frequently reflected in the quality of written analysis and in the overall learning experience. Your presence is important, and missing class sessions will be reflected in your final grade. As a member of this class, you are responsible for the learning that takes place during each class meeting. Meaningful class discussion is a crucial part of the learning experience for students and the professor; therefore, you are expected to complete all assigned readings and course tasks prior to the class meeting. Your participation in class will be evaluated based on your contribution to other students' learning, clarity of your contribution, demonstrated knowledge of course content, and your willingness to assume responsibility for making the discussion work in our learning community.

For this class, high-quality participation is characterized by the following.

1. **What are you learning?** Students demonstrate an understanding of facts, concepts, and theories presented in the class readings and other materials.
2. **How clearly do you express yourself?** Students ask questions, answer questions or otherwise contribute in a comprehensible manner.
3. **How do you work with others?** Students offer constructive criticism during discussions and build on each other's ideas. Students also assume leadership and maintain active participation in small groups.
4. **How do you go beyond what is given?** Students relate concepts from class to their experiences as a teacher and learner, generating new insights and applications.

COURSE ASSIGNMENTS

Briefs:

Students are expected to write six (6) single-spaced, briefs during the course. Each brief should range between 300-500 words and should include at least one citation from the course syllabus. In each brief, students should make reflective and analytical responses to the readings. This means developing defensible interpretations, negotiating meanings, and drawing connections to other works, concepts, or phenomena. You are also encouraged to make connections between theory, research, and practice by drawing on your life experiences as a student, professional, and learner. Briefs **SHOULD NOT** summarize the readings. The following questions might help guide your thinking when preparing the briefs.

1. How, if at all, have the readings enhanced your understanding of how racial inequities are produced, reproduced, and maintained within education and society?
2. In what ways, if at all, have the week's readings enhanced your thinking about your personal, political, and intellectual experiences as a *racial* being in society?
3. How, if at all, have the week's readings helping you make sense of race-based theories as useful theories, epistemologies, and methodologies for examining racial inequality and inequity in education?
4. How, if at all, have the week's readings enhanced your understanding of the schooling experiences of students of color as *racialized* experiences in educational institutions?

Your briefs will help the professor prepare for class discussions. **Briefs should be uploaded to the appropriate ANGEL Discussion Forum no later than 6:00pm on Sunday evening prior to Monday's class** so that the professor and your classmates have ample time to respond. I will not assign weeks for you to write your brief. You have the option of choosing which six weeks you will submit briefs. However, don't get yourself caught in a trap of having to do all six consecutively at the end of the semester. Pace yourself.

Team Assignments

You will be divided into teams of 4-5 students. These will be your Critical Reading and Work Groups for the duration of the course. You can find these assignments in a document called, "Class Teams Spring 2011" in the ASSIGNMENTS folder on ANGEL. Each week you will use

this space to read the briefs that your colleagues have posted for the week and write a response to at least one of your team colleagues (raising critical questions, underscoring support for their arguments/thinking, and/or making connections to their reflections based on your insights from the reading for the week -- to push their thinking further). We'll also use these groups for in-class work. **Responses (of no more than 250 words) should be written by 9pm on Sunday evening prior to class.** These responses count toward the Participation portion of your course grade.

Media Analysis – presented on Mondays during March

Part of our study of CRT includes understanding how to use it as an analytical tool for examining racism as normative in our society. How are individuals from traditionally marginalized racial and ethnic groups portrayed and understood through popular culture and the media? What connections can be made to schooling, teaching and learning? Peer Teams will select a media artifact (movie, documentary, television show, political issue/current event, etc.) to examine using CRT. Each group will construct a 30-minute interactive presentation to be implemented in the class. More details to follow.

CRT Political Autobiography – draft due February 14th; final copy due March 28th

As a leader within the field of education, it will be necessary and beneficial for you to continuously assess your personal development, confront your weaknesses, and acknowledge your strengths. The purpose of this assignment is to grant each of you the opportunity to personally, politically, and intellectually reflect on the content of this course and your experiences (or lack of experiences) as a racialized being. As such you will be expected to maintain a continuous narrative reflecting upon your personal journey through our course. In your entries (weekly, I advise), I expect that you will utilize course readings, discussions, presentations, etc...to reflect. Within your reflections, please consider addressing areas of personal resistance, new knowledge/perspectives, change, and/or insights. To inspire your thoughts, please consider questions such as:

1. How have my educational experiences been racialized?
2. How have my life experiences contributed to my understanding of myself and others as racialized beings?
3. What significant life experiences have I had that have contributed to my perceptions of racial, gender, sexual orientation, class, etc. identities in education?

While it is required for you to explore your racial identity given the nature of our course, please incorporate additional aspects of your identity as well. This essay is intended to be an approximately 8-10 page reflection in which you process through your thoughts and experiences relying upon APA Format to reference our course readings.

Literature Review/Analytic Paper – due April 4; Paper Outline due March 4

Each student will submit a 10-12 page paper focused upon an area of interest pertaining to CRT and education. The main objective of this assignment is to create an original research project utilizing CRT as a guiding framework. It is expected that each final paper will:

- Critique an area (i.e. teachers, students, administration, curriculum, pedagogy, structure, policy, etc...) of education using CRT.
- Use CRT to address an educational inequality or dilemma.

- Demonstrate a clear understanding of CRT as a theoretical and methodological framework.
- Highlight the implications of your analysis for education and future possibilities for further inquiry.

Composite Presentations – Last class (April 25th) and Final Exam Session

During the last class and final exam session, students will have an opportunity to share their research topic and political autobiography with the class. Your presentation should evidence how your identity development and professional work intersects with the issues that are central to this course. More details to follow.

COURSE PROTOCOLS

Late Assignments:

Students are expected to meet writing deadlines. Any work submitted after its due date will be considered late. Late papers will be reduced by one-half letter grade for the first day of lateness and a full grade any time later, except in extreme cases. Assignments are due at the **beginning** of class.

Writing Guidelines:

Writing proficiency is a minimum requirement for satisfactory completion of this course. All written work must reflect adequate writing skills in order to receive a grade.

Please edit your work carefully and check for spelling/typographical errors before turning it in. Many of you will be teachers and you will need to be able to clearly communicate ideas to parents, other teachers, administrators, community news sources, etc. In light of this, it is our policy to support you in the development of your writing. If you feel you need outside support with writing, the Writing Center in 300 Bessey Hall (tel: 432-3610; website: <http://writing.msu.edu/default.html>) can be of assistance). I may refer you there if I feel they may be of service to you. If you already know that you have weaknesses in your writing, please see me as soon as possible, so we arrange assistance. Please do not feel embarrassed about coming to me for help – assisting you is my job as your instructor.

Academic Honesty:

Article 2.3.3 of the *Academic Freedom Report* states that “the student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the College of Education adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades, and in the all-University Policy on Integrity of Scholarship and Grades, which are included in *Spartan Life: Student Handbook and Resource Guide*. Students who commit an act of academic dishonesty may receive a zero on the assignment or in the course.

Special Accommodations:

Students with disabilities should contact the Professor to discuss any accommodations needed to fulfill the course requirements and achieve learning objectives. In order to receive reasonable accommodations from the Professor, students must have certified eligibility through the

Resource Center for Persons with Disabilities (RCPD) located at 120 Bessey Hall (tel: 353-9642; TTY: 355-1293; Email: rcpd@msu.edu; web: <http://www.rcpd.msu.edu>).

NOTE: The reading outline is subject to change.

HISTORY AND FOUNDATIONS OF CRITICAL RACE THEORY

Week 1 – January 10: History and Foundations of CRT

Required Readings: (Required in preparation for first class)

Delgado, R., & Stefancic, J. (eds.). (2001). Introduction (Chapter 1), Hallmark critical race theory themes (Chapter 2). *Critical race theory: An introduction* (pp. 1-33). New York: New York University Press.

Taylor, E. (2009). The foundations of Critical Race Theory in education: An introduction. In E. Taylor, D. Gillborn, & G. Ladson-Billings. (Eds.), *Foundations of Critical Race Theory in education* (pp. 1-13). New York: Routledge.

Week 2 – January 17: History and Foundations of CRT in Education

NO CLASS MEETING THIS DAY – MARTIN LUTHER KING, JR. HOLIDAY

Required Readings:

Taylor et al., Part One (pp. 17-69)

DeCuir, J. T., & Dixson, A. D. (2004). “So when it comes out, they aren’t that surprised that it is there”: Using Critical Race Theory as a tool of analysis of race and racism in education. *Educational Researcher*, 26-31.

Dixson, A. D., & Rousseau, C. K. (2005). And we still are not saved: Critical race theory in education ten years later. *Race Ethnicity and Education*, 8(1), 7-27.

Recommended Readings:

Ladson-Billings, G., & Tate, W. (1995). Toward a critical race theory of education. *Teachers College Record*, 97(1), 47-67.

Tate, W. F. (1997). Critical Race Theory and education: History, theory, and implications. In M. W. Apple & D. Cooper (Eds.), *Review of Research in Higher Education*, 22 (pp.195-247). Washington: American Educational Research Association

Week 3 – January 24: CRT and Educational Policies

Required Readings:

Chapman, T. K. (2008). Desegregation and multicultural education: Teachers embracing and manipulating reforms. *Urban Review*, 40, 42-63.

Davila, E. R., & de Bradley, A. A. (Win-Spr, 2010). Examining education for Latinas/os in Chicago: A CRT/LatCrit Approach. *Educational Foundations*, 24(1-2), 39-58.

- Iverson, S. V. (2007). Camouflaging power and privilege: A critical race analysis of university diversity policies. *Education Administration Quarterly*, 43(5), 586-611.
- Revilla, A. T., & Asato, J. (2002). The implementation of Proposition 227 in California schools: A critical analysis of the effect on teacher beliefs and classroom practices. *Equity & Excellence in Education*, 35(2), 108-118.

Taylor et al., Chapters 4 and 8.

- Urrieta, L. (2006). Community identity discourse and the heritage academy: colorblind educational policy and white supremacy. *International Journal of Qualitative Studies in Education*, 19(4), 455-476.
- Yosso, T. J., Parker, L., Solorzano, D.G., & Lynn, M. (2004). From Jim Crow to Affirmative Action and back again: A critical race discussion of racialized rationales and access to higher education. *Review of Research in Education*, 28, 1-25.

Recommended Readings:

- Gillborn, D. (2006). Critical Race Theory and education: Racism and anti-racism in educational theory and praxis. *Discourse: Studies in the Cultural Politics of Education*, 27(1), 11-32.
- Lopez, G. R. (2003). The (racially neutral) politics of education: A Critical Race Theory perspective. *Educational Administrative Quarterly*, 39(1), 68-94.
- Solórzano, D., & Yosso, T. J. (2002). A Critical Race Theory counterstory of race, racism, and Affirmative Action. *Equity & Excellence in Education*, 35(2), 155-168.

Week 4 – January 31: CRT and Critical Pedagogy

GUEST LECTURER: David Stovall, Associate Professor, University of Illinois at Chicago
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Required Readings:

- Allen, R. L. (2004). Whiteness and critical pedagogy. *Educational Philosophy and Theory*, 36(2), 121-136.
- Parker, L., & Stovall, D. O. (2004). Actions following words: Critical race theory connects to critical pedagogy. *Educational Philosophy and Theory*, 36(2), 167-182.
- Sleeter, C. E., & Delgado, Bernal, E. (2003). Critical pedagogy, critical race theory, and antiracist education. In J. A. Banks & C. A. Banks (Eds.), *Handbook of research on multicultural education* (2nd ed.). San Francisco: Jossey Bass.

THE BRANCHES OF CRITICAL RACE THEORY

Week 5 – February 7: LatCrit and AsianCrit: Examining the Educational Experiences of Latinas/os, Asian Americans, and Asian Pacific Islanders

Required Readings:

- Alemán, E. (2007). Situating Texas school finance policy in a CRT framework: How “substantially equal” yields racial inequity. *Educational Administration Quarterly*, 43(5), 525-558.
- Alemán, E., Alemán, S. M. (2010). “Do Latin@ interests always have to ‘converge’ with white interests?”: (Re)claiming racial realism and interest-convergence in Critical Race Theory Praxis. *Race, Ethnicity and Education*, 13(1), 1-21.

Delgado & Stefancic, pp. 81-86.

Huber, L. P. (Win-Spr, 2010). Using Latina/o Critical Race Theory (LatCrit) and racist nativism to explore intersectionality in the educational experiences of undocumented Chicana college students. *Educational Foundations*, 24(1-2), 77-96.

Solórzano, D. G., & Bernal, D. D. (2001). Examining transformational resistance through a Critical Race and LatCrit Theory framework: Chicana and Chicano students in an urban context. *Urban Education*, 36(3), 308-342.

Teranishi, R. T., Behringer, L. B., Grey, E. A., & Parker, T. L. (2009). Critical Race Theory and research on Asian Americans and Pacific Islanders in higher education. *New Directions for Institutional Research*, 142, 57-68.

Wing, A. K. (1999). USA 2050: Identity, Critical Race Theory, and the Asian century. *Michigan Law Review*, 99, 1390-1408.

Recommended Readings:

Chang, R. S. (1993). Toward an Asian American legal scholarship: Critical Race Theory, post-structuralism, and narrative space. *California Law Review*, 81(5), 1243-1323.

Espinoza, L., & Harris, A. (1997). Afterword: Embracing the tar-baby—LatCrit Theory and the sticky mess of race. *California Law Review*, 85, 1585-1645.

Week 6 – February 14: TribalCrit and Queer-Crit

Required Readings:

Brayboy, B. M. J. (2005). Toward a Tribal Critical Race Theory in education. *The Urban Review*, 37(5), 425-446.

Carbado, D. W. (2002). Straight out of the closet: Race, gender, and sexual orientation. In F. Valdes, J. McCristal Culp, & A. P. Harris (Eds.), *Crossroads, directions, and a new critical race theory*. (pp.221-242). Philadelphia, PA: Temple University Press.

Delgado & Stefancic, Chapter 4

Loutzenheiser, L. W., & MacIntosh, L. B. (2004). Citizenship, sexualities, and education. *Theory into Practice*, 43(2), 151-158.

Pinar, W. F. (2003). “I am a man”: The queer politics of race. *Critical Methodologies*, 3(3), 271-286.

Writer, J. H. (2008). Unmasking, exposing, and confronting: Critical Race Theory, Tribal Critical Race Theory and multicultural education. *International Journal of Multicultural Education*, 10(2), 1-15.

Recommended:

Boris, E. (1994). Gender, race, and rights: Listening to Critical Race Theory. *Journal of Women's History*, 6(2), 111-124.

Hutchinson, D. L. (1997). Out yet unseen: A racial critique of Gay and Lesbian legal theory and political discourse. In R. Delgado & J. Stefancic (Eds.). (2000). *Critical Race Theory: The cutting edge*, 2nd ed. (pp. 325-333). Philadelphia, PA: Temple University Press.

Writer, J. H. (2002). Terrorism in Native America: Interrogating the past, examining the present, and constructing a liberatory future. *Anthropology & Education Quarterly*, 33(3), 317-330.

INTERSECTIONS: GENDER, CLASS, AND CULTURE
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Week 7 – February 21: Examining Critical Race Feminism and Colorblindness

GUEST LECTURER: Adrien Katherine Wing, Professor, The University of Iowa, College of Law

Required Readings:

Each student should be prepared for a discussion of their respective text. More details to follow.

Bonilla-Silva, E. (2009) or Wise, T. (2010).

Berry, T. R. (2010). Engaged pedagogy and Critical Race Feminism. *Educational Foundations*, 24(3-4), 19-26.

Bonilla-Silva, E. (2009). *Racism without racists: Color-blind racism & racial inequality in contemporary America, third edition*. (Chapters 2-3). Lanham, MD: Rowan & Littlefield Publishers, Inc. **Everyone reads these two chapters.**

Collins, P. H. (2009). The politics of Black feminist thought (pp. 3-23) and “Distinguishing features of Black feminist thought” (pp. 24-48). In *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. New York: Routledge.

Leonardo, Chapters 2&3

Malagón, M. C. (Win-Spr, 2010). All the losers go there: Challenging the deficit educational discourse of Chicano racialized masculinity in a continuation high school. *Educational Foundations*, 24(1-2), 59-76.

McKay, C. L. (2010). Community education and critical race praxis: The power of voice. *Educational Foundations*, 24(1-2), 25-38.

Wing, A. K. (2003). Introduction. In A. K. Wing (Ed.), *In Critical race feminism: A reader, 2nd edition* (pp.1-19). New York: New York University Press

Recommended Reading:

Gotanda, N. (2000). A critique of “Our Constitution is colorblind”. In R. Delgado & J. Stefancic (Eds.), *Critical Race Theory: The cutting edge, 2nd edition* (pp. 35-38). Philadelphia, PA: Temple University Press.

Week 8 – February 28: CRT, Whiteness, and Critical White Studies

Required Readings:

Bergerson, A. A. (2003). Critical race theory and white racism: Is there room for white scholars in fighting racism in education? *Qualitative Studies in Education*, 16(1), 51-63.

Delgado & Stefancic, pp. 67-80.

Doane, W. (2003). Rethinking Whiteness studies. In A. W. Doane, & E. Bonilla-Silva (Eds.), *White out: The continuing significance of racism* (pp. 3-18). New York: Routledge.

Harris, C. (1995). Whiteness as property. In K. Crenshaw, N. Gotanda, G. Peller, & Thomas, K. (Eds.), (2000). *Critical Race Theory: The key writings that formed the movement* (pp. 276-291). New York: The New Press.

Leonardo, Chapters 5-7

Lewis, A. E. (2004). "What group?" Studying Whites and Whiteness in the era of "color-blindness." *Sociological Theory*, 22(4), 623-646.

Picower, B. (2009). The unexamined whiteness of teaching: how white teachers maintain and enact dominant racial ideologies. *Race, Ethnicity and Education*, 12(2), 197-215.

Recommended Readings:

Haviland, V. S. (2008). "Things get glossed over": Rearticulating the silencing power of Whiteness in education. *Journal of Teacher Education*, 59(1), 40-54.

Lopez, I. F. H. (1996). White by law. In K. Crenshaw, N. Gotanda, G. Peller, & Thomas, K. (Eds.), (2000). *Critical Race Theory: The key writings that formed the movement*. (pp.626-633). New York: The New Press.

Taylor et al., Chapter 16

Trainor, J. S. (2002). Critical pedagogy's "other": Constructions of Whiteness in education for social change. *CCC*, 53(4), 631-650.

Week 9 – March 7: SPRING BREAK

NO CLASSES!!! ENJOY YOUR BREAK!!!

Week 10 – March 14: Critical Race Epistemology and Methodology

<p>GUEST LECTURER: Tara J. Yosso, Associate Professor, Chicana and Chicano Studies Dept, University of California, Santa Barbara</p>

Bernal, D. D. (2002). Critical Race Theory, Latino Critical Theory, and Critical Raced-Gendered epistemologies: Recognizing students of color as holders and creators of knowledge. *Qualitative Inquiry*, 8(1), 105-126.

Delgado & Stefancic, Chapter 3

Gillborn, D. (2010). The colour of numbers: surveys, statistics and deficit-thinking about race and class. *Journal of Education Policy*, 25(2), 253-276.

Ladson-Billings, G. (2000). Racialized discourses and ethnic epistemologies. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of Qualitative Research, 2nd Edition* (pp. 257-277). Thousand Oaks, CA: Sage Publications, Inc.

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

Taylor et al., Chapter 9

Torre, M. E. (2009). Participatory Action Research and Critical Race Theory: Fueling spaces for *Nos-otras* to research. *Urban Review*, 41, 106-120.

Tyson, C. (2003). Research, race and an epistemology of emancipation. *Mid-Western Educational Research*, 16(1), 2-5.

Recommended Readings:

Chapman, T. K. (2005). Expressions of "voice" in portraiture. *Qualitative Inquiry*, 11(1), 27-51.

Delgado, R. (1989). Story-telling for oppositionalists and others: A plea for narrative. In R. Delgado & J. Stefancic (Eds.). (2000). *Critical Race Theory: The cutting edge, 2nd ed.* (pp.60-70). Philadelphia, PA: Temple University Press.

Dunbar, C. (n.d.). Critical race theory and indigenous methodologies.

RACE, TEACHER EDUCATION, AND CLASSROOM EXPERIENCES

Week 11 – March 21: Using CRT to Examine Aspects of Teacher Education

GUEST LECTURER: Adrienne Dixson, Associate Professor, The Ohio State University

Required Readings:

- Austin, T. (2009). Conflicting discourses in language teacher education: Reclaiming voice in the struggle. *Educational Foundations*, 23(3-4), 41-60.
- Berry, T. R. (2009). Women of color in a bilingual/bidialectical dilemma: critical race feminism against a curriculum of oppression in teacher education. *International Journal of Qualitative Studies in Education*, 22(6), 745-753.
- Dixson, A. D., & Dingus, J. E. (2007). Tyranny of the majority: re-enfranchisement of African-American teacher educators teaching for democracy. *International Journal of Qualitative Studies in Education*, 20(6), 639-654.
- Ladson-Billings, G. (2009). “Who you callin’ nappy-headed?” A Critical Race Theory look at the construction of black women. *Race, Ethnicity and Education*, 12(1), 87-99.
- Ladson-Billings, G. (1999). Preparing teachers for diverse student populations: A critical race theory perspective. In A. Iran-Nejad & P. D. Pearson (Eds.), *Review of Research in Higher Education: Volume 24* (pp.211-247). Washington: American Educational Research Association.
- Marx, S. (2004). Regarding Whiteness: Exploring and intervening in the effects of White racism in teacher education. *Equity & Excellence in Education*, 37, 31-43.
- McDonough, K. (2009). Pathways to critical consciousness: A first-year teacher’s engagement with issues of race and equity. *Journal of Teacher Education*, 60(5), 528-537.
- Smith-Maddox, R., & Solorzano, D. G. (2002). Using critical race theory, Paulo Freire’s problem-posing method, and case study research to confront race and racism in education. *Qualitative Inquiry*, 9(1), 66-84.

Recommended Readings:

- Awokoya, J. & Clark, C. (2008). Demystifying cultural theories and practices: Locating Black immigrant experiences in teacher education research. *Multicultural Education*, 16(2), 49-58.
- Howard, T. C. (2003). Culturally relevant pedagogy: Ingredients for critical teacher reflection. *Theory into Practice*, 42(3), 195-202.
- Solórzano, D. G., & Yosso, T. J. (2001). From racial stereotyping and deficit discourse toward a Critical Race Theory in teacher education. *Multicultural Education*, 9(1), 2-8.
- Subedi, B. (2007). Recognizing respondents’ ways of being and knowing: Lessons un/learned in researching Asian immigrant and Asian-American teachers. *International Journal of Qualitative Studies in Education*, 20(1), 51-71.

Week 12 – March 28: Students of Color in K-12 Classrooms**Required Readings:**

- Carter, D. J. (2008). Achievement as resistance: the development of a Critical Race Achievement Ideology among Black achievers. *Harvard Educational Review*, 78(3), 466-497.
- Fernández, L. (2002). Telling stories about school: Using Critical Race and Latino Critical Theories to document Latina/Latino education and resistance. *Qualitative Inquiry*, 8(1), 45-65.
- Howard, T. (2008). Who really cares? The disenfranchisement of African American males in preK-12 schools: A Critical Race Theory perspective. *Teachers College Record*, 110(5), 954-985.

Leonardo, Chapter 8

- Taylor, E. (2006). A critical race analysis of the achievement gap in the United States: Politics, reality, and hope. *Leadership and Policy in Schools*, 5(1), 71-87.
- Teranishi, R. T. (2002). Asian Pacific Americans and Critical Race Theory: An examination of school racial climate. *Equity & Excellence in Education*, 35(2), 144-154.

Recommended Readings:

- Duncan, G. A. (2002). Beyond love: A critical race ethnography of the schooling of adolescent Black males. *Equity & Excellence in Education*, 35(2), 131-143.
- Lynn, M., & Parker, L. (2006). Critical race studies in education: Examining a decade of research on U.S. Schools. *The Urban Review*, 38(4), 257-290.
- Yosso, T. J. (2002). Toward a critical race curriculum. *Equity and Excellence*, 35(2), 93-107.

Week 13 – April 4: Students of Color on College Campuses**Required Readings:**

- Buenavista, T. L., Jayakumar, U. M., & Misa-Escalante, K. (2009). Contextualizing Asian American education through Critical Race Theory: An example of U. S. Pilipino college student experiences. *New Directions for Institutional Research*, 142, 69-81.
- Harper, S. R., Patton, L. D., & Wooden, O. S. (2009). Access and equity for African American students in higher education: A critical race historical analysis of policy efforts. *Journal of Higher Education*, 80(4), 389-414.
- Solórzano, D. G., Villalpando, O., & Oseguera, L. (2005). Educational inequities and Latina/o undergraduate students in the United States: A critical race analysis of their educational progress. *Journal of Hispanic Higher Education*, 4(3), 272-294.
- Tuitt, F. A., & Carter, D. J. (2008). Negotiating atmospheric threats and racial assaults in predominantly White educational institutions. *Journal of Public Management & Social Policy*, 14(2), 51-60.

Recommended Readings:

- Solórzano, D. G., & Yosso, T. J. (2001). Critical race and LatCrit Theory and method: Counter-storytelling Chicana and Chicano graduate school experiences. *International Journal of Qualitative Studies in Education*, 14(4), 371-395.

- Solórzano, D., Ceja, M., & Yosso, T. (2000). Critical Race Theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *Journal of Negro Education*, 69(1/2), 60-73.
- Villalpando, O. (2003). Self-segregation or self-preservation? A critical race theory and Latina/o critical theory analysis of a study of Chicana/o college students. *Qualitative Studies in Education*, 16(5), 619-646.

Week 14 – April 11: CRT and Faculty of Color

Required Readings:

- Bernal, D. D., & Villalpando, O. (2002). An apartheid of knowledge in academia: The struggle over the “legitimate” knowledge of faculty of color. *Equity & Excellence in Education*, 35(2), 169-180.
- Jayakumar, U. M., Howard, T. C., Allen, W. R., & Han, J. C. (2009). Racial privilege in the professoriate: An exploration of campus climate, retention, and satisfaction. *Journal of Higher Education*, 80(5), 538-563.
- Johnsrud, L.K., & Sadao, K. C. (2002). The common experience of ‘otherness’: Ethnic and racial minority faculty. In C. S. Turner, A. L. Antonio, M. Garcia, B. V. Laden, A. Nora, & C. Presley (Eds.), *Racial and ethnic diversity in higher education* (2nd ed.) (pp.185-201). Boston, MA: Pearson Custom Publishing. ASHE Reader Series.
- Villalpando, O. & Delgado Bernal, D. (2002). A Critical Race Theory analysis of barriers that impede the success of faculty of color. In W. Smith, P. Altback, & K. Lomotey (Eds.), *The racial crisis in American higher education* (pp. 243-269). NY: SUNY Press.

Recommended Readings:

- Smith, W. A., Yosso, T. J., & Solorzano, D. G. (2006). Challenging racial battle fatigue on historically white campuses: A critical race examination of race related stress. In C. A. Stanley (Ed.), *Faculty of color teaching in predominantly White colleges and universities*. Boston, MA: Anker Publishing, Inc.
- Tate, W. F. (1994). From inner city to ivory tower: Does my voice matter in the academy? *Urban Education*, 29(3), 245-269.
- Williams, D. G., & Evans-Winters, V. (2005). The burden of teaching teachers: Memoirs of race discourse in teacher education. *The Urban Review*, 37(3), 201-219.

CRITIQUES AND LOOKING AHEAD

Week 15 – April 18: Critiques of CRT

Required Readings:

- Delgado & Stefancic**, Chapter 6
Taylor et al., Part Eight (Chapters 17-19)

Recommended Readings:

- Kennedy, R. (1989). Racial critiques of legal academia. In R. Delgado & J. Stefancic (Eds.). (2000). *Critical Race Theory: The cutting edge*, 2nd ed. (pp. 554-572). Philadelphia, PA: Temple University Press.
- Rosen, J. (December 9, 1996). The bloods and the crits. *New Republic*, p.27-42.
- Kennedy, R. (1989). Racial critiques of legal academia. *Harvard Law Review*, 102, 1745-1819. (long version)

Week 16 – April 25: CRT Future Directions
COMPOSITE PRESENTATIONS

Required Readings:

Delgado & Stefancic, Chapter 8

Holland, S. P. (2005). The last word on racism: New directions for Critical Race Theory. *The South Atlantic Quarterly*, 104(3), 403-423.

Ladson-Billings, G. (2004). New directions for multicultural education: Complexities, boundaries, and Critical Race Theory. In J. A. Banks, & M. C. A. Banks, (Eds.), *Handbook of research on multicultural education* (2nd Ed.) (pp. 50-65). San Francisco: Jossey Bass.

Sleeter, C. E., & Bernal, D. D. (2004). Critical pedagogy, Critical Race Theory, and antiracist education: Implications for multicultural education. In J. A. Banks, & M. C. A. Banks (Eds.), *Handbook of research on multicultural education*, 2nd edition (pp. 240-258). San Francisco: Jossey Bass.

FINAL EXAM SESSION: COMPOSITE PRESENTATIONS