

TE982: Race, Identity, and Academic Achievement in Education

Mondays, 4:00pm – 7:00pm
Fall 2011, 133D Erickson Hall

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Course Description:

In this graduate seminar, students will examine the role of race in the identity formation of individuals of various racial and ethnic backgrounds and how race informs the teaching and learning process, primarily at the K-12 level. A specific emphasis is given to understanding how race shapes (a) the schooling experiences of students of color (Black/African American, Hispanic/Latino(a), Asian American, Asian Pacific Islanders, and Native American); and, (b) students' adaptation patterns for navigating multiple worlds (home, school, peers, etc.) in pursuit of academic excellence. An additional focus of the course will be an exploration of the role of race in teacher education: how preservice and inservice teachers' racial identity shapes their pedagogy and practices in schools and their relationships with culturally diverse students. We will discuss theories of racial, ethnic and adolescent identity development to inform our understanding of students' achievement patterns. We will also explore developmental theories to better understand the relative salience of race in relationship to other social identity markers (e.g., social class, gender, sexuality, ability, and religion). We will also cover bi- and multiracial identity development and white racial consciousness. The course will provide students with psychological and sociological theoretical frameworks for understanding theories of adolescent development, challenges to traditional developmental theory, and practice in applying theory to real life student case studies. Students will be encouraged to bring personal experiences and perspectives to enrich class discussions and consider how their praxis (intersection of theory and practice) can be enhanced through this course.

This graduate seminar is intended for students interested in understanding how students of color (from adolescence through college) navigate their school context, how the interrelatedness of race and other social identity markers inform this process, and how institutional, environmental, communal, and individual factors inform the role of race in the schooling process. Students will leave the course with a better understanding of adolescent identities and how they are enacted in schools and ways to nurture healthy racial identity development in students of color while simultaneously promoting academic achievement. Also, students will be better equipped to serve students of color in varying school contexts.

Course Goals and Learning Objectives:

1. Describe and demonstrate an understanding of theories of adolescent, racial, and ethnic identity development.
2. Examine identity development models for their relevance in explaining the role of race and racism in the schooling experiences of culturally diverse students.
3. Identify and examine which aspects of racial/ethnic identity models are most meaningful in increasing one's own self-understanding.

Required texts

Required texts are available at MSU bookstores. However, I encourage you to also explore amazon.com or half.com for purchasing your books at discounted prices.

Carter, P. L. (2005). *Keepin' it real: School success beyond black and white*. New York: Oxford University Press.

Ferguson, A. A. (2001). *Bad boys: Public schools in the making of black masculinity*. Ann Arbor: The University of Michigan Press.

Flores-González, N. (2002). *School kids/street kids: Identity development in Latino students*. New York, NY: Teachers College Press

Wijeyesinghe, C. L., & Jackson, III, B. W. (Eds.). (2001). *New perspectives on racial identity development: A theoretical and practical anthology*. New York: New York University Press.

Students will be assigned to read one of the texts below:

Lee, S. J. (2005). *Up against whiteness: Race, school, and immigrant youth*. New York, NY: Teachers College Press.

Lew, J. (2006). *Asian Americans in class: Charting the achievement gap among Korean American youth*. New York, NY: Teachers College Press.

Recommended texts

Tatum, B. D. (2007). *Can we talk about race? And other conversations in an era of school resegregation*.

Tatum, B. D. (1997). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic Books.

Course Evaluation

Grades will be determined as follows:

Attendance and Participation	15%
Briefs (5)	20%
Critical Analysis Paper	25%
Student Case Study Research Paper	25%
Research Presentation	15%

Final course grades will be determined as follows:

A	4.0	94-100
B+/A-	3.5	86-93
B-/B	3.0	80-85
C+	2.5	75-79
C-/C	2.0	70-74
D+	1.5	65-69
D-/D	1.0	60-64
Failure	0.0	59 and below

Attendance and Class Participation:

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. Your participation in class will be evaluated based on your contribution to class meetings, 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. Part of your participation grade for the course will include facilitating class discussion with a colleague for one of our course meetings. In class will provide more details on this aspect of participation.

COURSE ASSIGNMENTS

Briefs

Students are expected to write five briefs (500-625 words) during the course of the semester. In each brief, students should make analytical and reflective comments about the readings for the week. You should make connections across class discussions. This means developing defensible interpretations, negotiating meanings, drawing connections to other works, concepts, or phenomena, and connecting theory, research, and practice. You can connect to your life experiences as an individual, professional, and learner in critically reflective ways. Your briefs should not be summaries of the readings. The following questions might help guide your thinking as you prepare your brief.

1. What concepts and/or events in the reading(s) and class discussion(s) help you analyze your own experiences as an individual, professional, and/or learner?
2. How have the readings enhanced and/or challenged your understanding of the role of race in the identity development, achievement patterns, and/or behaviors of learners?
3. How have the readings enhanced and/or challenged your understanding of identity development and its impact on student achievement?

Briefs aid the instructor in organizing class discussions. Thus, **they should be uploaded to the appropriate ANGEL drop box no later than 9:00pm on Sundays** so that I have ample time to provide feedback to each student. I will not assign weeks for you to write your brief. I will allow you the option of choosing which five weeks you will submit briefs.

Student Case Study Analysis

The purpose of this assignment is for students to obtain an intimate understanding of the role of race in the identity development and achievement patterns of a middle or high school student of color. Students will conduct a 60-90 minute interview with a student to examine how racial/ethnic identity has interacted with other social identity markers (e.g., social class, gender, sexual orientation, religious affiliation, etc.) to inform one's current self-perspective. And understand how race has impacted the student's schooling experiences. Reflections on

upbringing, schooling, peer networks, etc. should be core topics in the interview. Each student will complete a 6-8 page analysis of the data generated from the case study analysis experiences drawing from themes and concepts discussed in the course. This paper will be **due on October 26, 2011**. More details to follow.

Critical Analysis Paper

Students will identify a topic of choice that relates to the content of this course for writing an analytic paper. Specifically, this topic should look at the intersection of identity and schooling for students (across the educational spectrum). Students are required to submit their paper topic by October 10, 2011. This paper will be **due on November 16, 2011**. More details to follow.

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.

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). The College of Education also has an Office of Student Writing Assistance (OSWA) run by Dr. Doug Campbell in 513F Erickson Hall. I may refer you to one of these places 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 can 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>).

The reading schedule below is a guide and is subject to change depending on the needs of the class.

Week 1 – August 31: Defining Identity: Theories of Identity Development I

Required Readings:

- Harro, B. (2000). The cycle of socialization. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters, and X. Zuñiga (Eds.). *Readings for Diversity and Social Justice* (pp. 15-21). New York: Routledge.
- Tatum, B. D. (1997). The complex of identity: Who am I? In *Why are all the Black kids sitting together in the cafeteria?* (pp. 18-28). New York: Basic Books.

Recommended Readings:

- Miller, P. H. (1989). Theories of adolescent development. In *The adolescent as decision-maker* (pp. 21-42). Academic Press, Inc.
- Phelan, P., Davidson, A. L., & Yu, H. C. (1998). Introduction: Students' multiple worlds. In *Adolescents' worlds: Negotiating family, peers, and school* (pp. 1-23). New York: Teachers College Press.
- Phinney, J. S. (1996). Understanding ethnic identity: The role of ethnic identity. *American Behavioral Scientist*, 40(2), 143-152.

**Week 2 – September 5: Explanations for Inequality in Academic Achievement
NO CLASS – LABOR DAY**

Required Readings:

(readings split amongst students)

- Mickelson, R. A. (2003). When are racial disparities in education the result of racial discrimination? A social science perspective. *Teachers College Record*, 105(6), 1052-1086.
- O'Connor, C. (2001). Making sense of the complexity of social identity in relation to achievement: A sociological challenge in the new millennium. *Sociology of Education*, 74, 159-168.
- Warikoo, N., & Carter, P. (2009). Cultural explanations for racial and ethnic stratification in academic achievement: A call for a new and improved theory. *Review of Educational Research*, 79(1), 366-394.
- Wiggan, G. (2007). Race, school achievement, and educational inequality: Toward a student-based inquiry perspective. *Review of Educational Research*, 77(3), 310-333.

Week 3 – September 12: Defining Identity: Theories of Identity Development II

Required Readings:

- Bianchi, A. J., & Lancianese, D. A. (2005). No Child Left Behind? Role/identity development of the “good student”. *International Journal of Education Policy, Research, & Practice*, 6(1), 3-29.
- Jabal, E., & Riviere, D. (2007). Student identities and/in schooling: Subjection and adolescent performativity. *Discourse: studies in the cultural politics of education*, 28(2), 197-217.
- Sfard, A., & Prusak, A. (2005). Telling identities: in search of an analytic tool for investigating learning as a culturally shaped activity. *Educational Researcher*, 34(4), 14-22.

Case Study

- Rubin, B. C. (2007). Learner identity amid figured worlds: Constructing (In)competence at an urban high school. *The Urban Review*, 32(2), 217-249.

Week 4 - September 19: Black Identity and Academic Achievement

Required Readings:

- **Cross, Jr., W. E., & Fhagen-Smith, P.** (2001). Patterns of African American identity development: A life span perspective. In C. L. Wijeyesinghe & B. W. Jackson III (Eds.), *New perspectives on racial identity development: A theoretical and practical anthology* (pp. 243-268). New York: New York University Press.
- DeCuir-Gunby, J. T. (2009). A review of the racial identity development of African American adolescents: The role of education. *Review of Educational Research*, 79(1), 103-124.
- **Jackson, III., B. W.** (2001). Black identity development: Further analysis and elaboration. In E. L. Wijeyesinghe & B. W. Jackson III. (Eds.), *New perspectives on racial identity development: A theoretical and practical anthology* (pp. 8-28). New York: New York University Press.
- **Wijeyesinghe, C. L., & Jackson, III., B. W.** (Eds.). (2001). Introduction. *New perspectives on racial identity development: A theoretical and practical anthology* (pp. 1-7). New York: New York University Press.

Recommended Readings:

- Tatum, B. D. (1997). The early years: “Is my skin brown because I drink chocolate milk?”; Identity development in adolescence. In *Why are all the Black kids sitting together in the cafeteria? And other conversations about race* (pp. 31-74). New York: Basic Books.

Case Study

- Carter, D. J. (2007). Why the Black kids sit together at the stairs: The role of

identity-affirming counter-spaces in a predominantly White high school. *Journal of Negro Education*, 76(4), 542-554.

Week 5 - September 26: Latin@ Identity and Academic Achievement

Required Readings:

- Alfaro, E. C., et al. (2008). Latino adolescents' academic success: The role of discrimination, academic motivation, and gender. *Journal of Adolescence*, 32(4), 941-962.
- Altschul, I., Oyserman, D., & Bybee, D. (2008). Racial-ethnic self-schemas and segmented assimilation: Identity and the academic achievement of Hispanic youth. *Social Psychology Quarterly*, 71(3), 302-320.
- Duncan-Andrade, J. M. R. (2005). An examination of the sociopolitical history of Chicanos and its relationship to school performance. *Urban Education*, 40(6), 576-605.
- **Ferdman, B. M., & Gallegos, P. I.** (2001). Racial identity development and Latinos in the United States. In C. L. Wijeyesinghe & B. W. Jackson III (Eds.), *New perspectives on racial identity development: A theoretical and practical anthology* (pp. 32-57). New York: New York University Press.
- Hughes, C., Hollander, M. J., & Martinez, A. W. (2009). Hispanic acculturation in a predominantly black high school. *Hispanic Journal of Behavioral Sciences*, 31(1), 32-56.
- Wilkins, N. J., & Kuperminc, G. P. (2010). Why try? Achievement motivation and perceived academic climate among Latino youth. *Journal of Early Adolescence*, 30(2), 246-276.

Recommended Readings:

- Altschul, I., Oyserman, D., & Bybee, D. (2006). Racial-ethnic identity in mid-adolescence: Content and change as predictors of academic achievement. **(lecture)**
- Tatum, B. D. (1997). Critical issues in Latino, American Indian, and Asian Pacific American identity development: 'There's more than just Black and White, you know.' "*Why are all the Black kids sitting together in the cafeteria?*" *And other conversations about race* (pp. 131-143). New York, NY: Basic Books.

Case Studies

- Nieto, S. (2004). Marisol Martinez. In *Affirming diversity: The sociopolitical context of multicultural education, 4th edition* (pp. 163-171). Boston: Pearson.
- Phelan et al., Sonia Gonzales (pp. 118-138).

Week 6 - October 3: Asian American and Asian Pacific Islander Identity and Academic Achievement

Required Readings:

- **Kim, J.** (2001). Asian American identity development theory. In E. L. Wijeyesinghe & B. W. Jackson III (Eds.), *New perspectives on racial identity development: A theoretical and practical anthology* (pp. 67-85). New York: New York University Press.
- Marinari, M. (2005). Racial formation and success among Korean high school students. *The Urban Review*, 37(5), 375-398.
- Kodama, C. M., & Ebreo, A. (2009). Do labels matter? Attitudinal and behavioral correlates of ethnic and racial identity choices among Asian American undergraduates. *College Student Affairs Journal*, 27(2), 155-175.
- Ngo, B., & Lee, S. (2007). Complicating the image of model minority success: A review of southeast Asian American education. *Review of Educational Research*, 77(4), 415-453.

Recommended Readings:

- Ngo, B. (2006). Learning from the margins: the education of Southeast and South Asian Americans in context. *Race Ethnicity and Education*, 9(1), 51-65.
- Tatum, B. D. (1997). Critical issues in Latino, American Indian, and Asian Pacific American identity development: 'There's more than just Black and White, you know.' "Why are all the Black kids sitting together in the cafeteria?" *And other conversations about race* (pp. 153-166). New York, NY: Basic Books.

Case Studies

- Nieto, S. (2012). Hoang Vinh. In *Affirming diversity: The sociopolitical context of multicultural education, 6th edition* (pp. 193-202). Boston: Pearson Education.
- Phelan, P., Davidson, A. L., & Yu, H. C. (1998). Carmelitta Abello. In *Adolescents' worlds: Negotiating family, peers, and school* (pp. 165-182). New York: Teachers College Press.

Week 7 – October 10: Factors Affecting Academic Achievement: Institutional Resources and Social Capital

Required Readings:

- Carter, P. (2005). Chapter 5
- Ferguson, A. A. (2000). Chapters 2-4
- Flores-Gonzales, N. (2002). Chapters 3-4, 6
- Lee, S. (2005). Chapter 2 (**persons assigned**)
- Lew, J. (2006). Chapters 4-5 (**persons assigned**)

Week 8 – October 17: Identity Formation, Peer Influence, and the Intersections of Race and Gender

Required Readings:

- Carter, P. (2005). Chapters 2-4
- Ferguson, A. A. (2000). Chapters 6-7
- Flores-Gonzalez, N. (2002). Chapters 5, 7-9
- Lee, S. (2005). Chapters 3-4 (**persons assigned**)

Week 9 – October 24: Factors Affecting Academic Achievement: Environmental (Family and Neighborhood)

Required Readings:

- Ferguson, A. A. (2000). Chapter 5
- Hughes, D. et al. (2006). Parents' ethnic-racial socialization practices: A review of research and directions for future study. *Developmental Psychology*, 42(5), 747-770.
- Lew, J. (2006). Chapters 2-3 (**persons assigned**)

Recommended Readings:

- Brown, T. N., Tanner-Smith, E. E., & Lesane-Brown, C. L. (2009). Investigating whether and when family ethnic/race socialization improves academic performance. *The Journal of Negro Education*, 78(4), 385-404.

Week 10 - October 31: Native American Identity, White Identity, and Academic Achievement

VIDEO: The Danger of a Single Story (youtube)

Required Readings:

- Castagno, A. E., & Brayboy, B. M. J. (2008). Culturally responsive schooling for Indigenous youth: A review of the literature. *Review of Educational Research*, 78(4), 941-993.
- Derman-Sparks, L., & Ramsey, P. G. (2011). Fostering children's identities. *What if all the kids are White? Anti-bias multicultural education with young children and families*, 2nd edition (pp. 61-74). New York: Teachers College Press.
- **Hardiman, R.** (2001). Reflections on White identity development theory. In E. L. Wijeyesinghe & B. W. Jackson III (Eds.), *New perspectives on racial identity development: A theoretical and practical anthology* (pp. 108-125). New York: New York University Press.
- Lysne, M., & Levy, G. D. (1997). Differences in ethnic identity in Native American adolescents as a function of school context. *Journal of Adolescent Research*, 12(3), 372-388. (**maybe move to school context week**)

Recommended Readings:

- Brown, C. M., & Smirles, K. E. (2003). Examining the bicultural ethnic identity of American Indian adolescents. Paper presented at the Annual Conference of the American Psychological Association. Toronto, ON, August 7-10, 2003.
- Kendall, F. (2001). Understanding white privilege.
- Okagaki, L, Helling, M. K., & Bingham, G. E. (2009). American Indian college students' ethnic identity and beliefs about education. *Journal of College Student Development*, 50(2), 157-176.
- Tatum, B. D. (1997). The development of white identity: "I'm not ethnic, I'm just normal." "*Why are all the Black kids sitting together in the cafeteria?*" *And other conversations about race* (pp. 93-113). New York, NY: Basic Books.

Case Studies

- Nieto, S., & Bode, P. (2012). Jasper and Viena Alejandro-Quinn. In *Affirming diversity: The sociopolitical context of multicultural education, 6th edition* (pp. 147-155). Boston: Pearson Education Inc.
- Nieto, S., & Bode, P. (2012). Vanessa Mattison. In *Affirming diversity: The sociopolitical context of multicultural education, 6th edition* (pp. 101-107). Boston: Pearson.
- Phelan, P., Davidson, A. L., & Yu, H. C. (1998). Ryan Moore. In *Adolescents' worlds: Negotiating family, peers, and school* (pp. 24-50). New York: Teachers College Press.

Week 11 – November 7: Biracial and Multiracial Identity and Academic Achievement

Required Readings:

- Fordham, S. (2010). Passin' for black: Race, identity, and bone memory in postracial America. *Harvard Educational Review*, 80(1), 4-29.
- Herman, M. R. (2009). The black-white-other achievement gap: Testing theories of academic performance among multiracial and monoracial adolescents. *Sociology of Education*, 82, 20-46.
- Rockquemore, K. A., & Brunsma, D. L. (2008). Biracial identity research: Past and present (pp. 17-34) and Sociological factors influencing biracial identity (pp. 53-74). In *Beyond Black: Biracial identity in America, 2nd ed.* Lanham, MD: Rowman & Littlefield.
- Rockquemore, K. A., & Laszloffy, T. (2005). Just between sisters: The intersection of race and gender in the lives of mixed-race girls (pp. 131-156). In *Raising biracial children*. Oxford, UK: Altamira Press.
- Shih, M., & Sanchez, D. T. (2005). Perspectives and research on the positive and negative implications of having multiple racial identities. *Psychological Bulletin*, 131(4), 569-591. **(read only up to p. 573)**
- Wijeyesinghe, C. L. (2001). Racial identity in multiracial people: An alternative

paradigm. In C. L. Wijeyesinghe & B. W. Jackson, III (Eds.), *New perspectives on racial identity development: A theoretical and practical anthology* (pp. 129-148). New York: New York University Press.

Recommended Readings:

- Carpenter, M. (March 19, 2006). Here's a refresher course in racial identity: Young people in particular favor the multiracial label instead of being called black, white or Asian. Retrieved August 7, 2006 from <http://www.detnews.com>.
- Renn, K. A. (2008). Research on biracial and multiracial identity development: Overview and synthesis. *New Directions for Student Services*, 123, 13-21.
- Root, M. P. P. (1997). Bill of rights for multiracial people (Handout)
- Root, M. P. P. (1997). Multiracial Asians: Models of ethnic identity. *Amerasia Journal*, 23(1), 29-41.
- Root, M. P. P. (1996). 50 Experiences of racially mixed people. Racial Experiences Questionnaire. (Handout)
- Tatum, B. D. (1997). Identity development in multiracial families: "But don't the children suffer?" (pp. 167-190) "*Why are all the Black kids sitting together in the cafeteria?*" *And other conversations about race* (pp. 167-190). New York, NY: Basic Books.

Case Studies

- Gillem, A. R., Cohn, L. R., Thorne, C. (2001). Black identity in biracial black/white people: A comparison of Jacqueline who refuses to be exclusively black and Adolphus who wishes he were. *Cultural Diversity and Ethnic Minority Psychology*, 7(2), 182-196.
- Nieto, S., & Bode, P. (2012). Linda Howard. In *Affirming diversity: The sociopolitical context of multicultural education, 6th edition* (pp. 85-95). Boston: Pearson Education Inc.

Week 12 – Nov. 14: Examining School Context, Identity, and Academic Achievement I

Required Readings:

- Carter Andrews, D. J. (2009). The construction of black high-achiever identities in a predominantly white high school. *Anthropology & Education Quarterly*, 40(3), 297-317.
- Carter, P. (2005). Chapter 6.
- Gonzalez, R. (2009). Beyond affirmation: How the school context facilitates racial/ethnic identity among Mexican American adolescents. *Hispanic Journal of Behavioral Sciences*, 31(1), 5-31.
- Nasir, N. S., McLaughlin, M. W., & Jones, A. (2009). What does it mean to be African American? Constructions of race and academic identity in an urban public high school. *American Educational Research Journal*, 46(1), 73-114.
- Wiggan, G. (2008). From opposition to engagement: Lessons from high achieving African American students. *The Urban Review*, 40(4), 317-349.

Week 13 – Nov. 21: Examining School Context, Identity, and Academic Achievement II

Guest Lecturer: Dr. Terry Flenbaugh

Required Readings:

- Carter Andrews, D. J. (in press). Black achievers' experiences with racial spotlighting and ignoring in a predominantly white high school. *Teachers College Record*.
- Fordham, S. (2008). Beyond Capital High: On dual citizenship and the strange career of "acting white." *Anthropology & Education Quarterly*, 39(3), 227-246.
- Garrett, T., Antrop-Gonzalez, R., & Velez, W. (2010). Examining the success factors of high-achieving Puerto Rican male high-school students.
- Gayles, J. (2005). Playing the game and paying the price: Academic resilience among three high-achieving African American males.
- Wright, B. L. (2011). I know who I am, do you? Identity and academic achievement of successful African American male adolescents in an urban pilot high school in the United States. *Urban Education*, 46(4), 611-638.

Week 14 – November 28: And what of the future and inservice teachers? Examining Race, Identity, and Teacher Education

Required Readings:

(readings split amongst class)

- Aveling, N. (2006). 'Hacking at our very roots': Rearticulating white racial identity within the context of teacher education.
- Hill-Jackson, V. (2007). Wrestling whiteness: Three stages of shifting multicultural perspectives among white pre-service teachers.
- Johnson, L. (2002). "My eyes have been opened": White teachers and racial awareness. *Journal of Teacher Education*, 53(2), 153-167.
- Jupp, J. C., & Slattery Jr, G. P. (2010). Committed white male teachers and identifications: Toward creative identifications and a "second wave" of white identity studies.
- Lensmire, T. J. (2010). Ambivalent white racial identities: Fear and an elusive innocence. *Race Ethnicity and Education*, 13(2), 159-172.
- Lensmire, T. J., & Snaza, N. (2010). What teacher education can learn from blackface minstrelsy. *Educational Researcher*, 39(5), 413-422.
- 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.
- Staples, J. M. (2010). Encouraging agitation: Teaching teacher candidates to confront words that wound. *Teacher Education Quarterly*, 53-72.

Week 15 – December 5: More Teacher Education & Looking Ahead

Required Readings:

Flores-González, N. (2002). Creating school kids and effective schools. *School kids/street kids: Identity development in Latino students* (pp. 154-163). New York: Teachers College Press.

Week 16 – FINAL EXAM WEEK – Research Presentations

NOTE: Our final exam is on December 13, from 5:45pm-7:45pm, but we can meet on Monday, December 12th from 4pm-7pm if it works for everyone's schedule.