

TE982: Race, Identity, and Academic Achievement in Education

Tuesdays, 6:10pm – 9:00pm

Erickson Hall, Room 133E

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Course Description:

In this course, students will examine the role of race in the identity formation of individuals of various racial and ethnic backgrounds and how race informs the adaptation patterns that students employ to navigate schooling. A specific emphasis is given to students of color (Black/African American, Hispanic/Latino(a), Asian American, Asian Pacific Islanders) and how their school behaviors inform academic achievement. In particular, we will discuss theories of racial, ethnic and adolescent identity development to inform our understanding of minority students' achievement patterns. We explore developmental theories to better understand the relative salience of race in relationship to other social identity markers (e.g., social class, gender, etc.). We will also cover bi- and multiracial identity development and White racial consciousness. The course will provide students with a theoretical base 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.

This course is intended for in-service educators, teacher educators, and other students interested in understanding how students of color navigate their school context, how the interrelatedness of race and other social identity markers inform this process, and how systemic (societal and structural) and community factors inform the schooling process. Students will leave the course with a better understanding of adolescent identities and how they are enacted in schools. 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 and racial identity development.
2. Examine racial identity development models for their relevance in explaining the role of race in the identity formation and school performance of White, non-White, and multiracial people.
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. 2 copies of each text will also be on reserve at the MSU Main Library.

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

Lee, S. J. (1996). *Unraveling the "model minority" stereotype: Listening to Asian American*

youth. New York: Teachers College Press.

Ogbu, J. (2003). *Black American students in an affluent suburb: A study of academic disengagement*. Mahwah, NJ: Lawrence Erlbaum.

Phelan, P., Davidson, A. L., & Yu, H. C. (1998). *Adolescents' worlds: Negotiating family, peers, and school*. New York: 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.

Recommended texts

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	10%
Choice Assignment	25%
Analytical Book or Literature Review	
Identity Autobiography	30%
Peer Interview Paper	20%

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 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.

COURSE ASSIGNMENTS

Weekly Briefs

Students are expected to write **twelve** one-page briefs during the course. In each brief, students should make analytical and reflective comments about the readings for the week. You can also make connections across class discussions. 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 an individual, professional, and learner. 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 readings and class discussion(s) resonate with your own experiences as an individual, professional, and/or learner?
2. In what ways, if at all, have the readings for this week challenged your thinking about the interrelatedness of social identity markers and student achievement? About your own identity?

Briefs aid the instructor in organizing class discussions. Thus, **they should be uploaded to the ANGEL drop box no later than 9:00pm on Mondays** so that the professor has 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 twelve weeks you will submit briefs.

Identity Autobiography

Students will compose a social identity autobiography (15 -20 pages) in which they engage in a personal exploration of one's group identities (e.g., race, ethnicity, social class, gender, sexual orientation, etc.). The direction of this paper is open; however, I request that all students discuss aspects of how their schooling experiences have shaped their identity(ies) and how their identity(ies) have shaped their schooling experiences. Additionally, students should integrate a critical analysis of their identity drawing upon concepts from the course. Students will choose a medium by which to present their autobiography at the end of the semester. More details will be given at a later date. **Draft of the autobiography is due on Feb. 28th. The final draft is due on April 17th.**

Peer Interview Paper

The purpose of this assignment is for students to obtain an intimate understanding of the social identity development of one colleague who is racially/ethnically different from him/her. Students will interview each other (for 45-60mins) to understand 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. Reflections on upbringing, schooling, personal and professional experiences should be core topics in the interview. Each student will complete a 5-7 page analysis of their colleague's life experiences drawing from themes and concepts discussed in the course. An interview transcription should be attached.
Due March 13th

Choice Assignment

Students are required to submit their book title or research proposal no later than January 30th at the beginning of class. The paper will be due on April 3rd.

Analytical Literature Review:

Students may choose to write a 12-15 page literature review on a topic of their choice that relates to the content of this course. Specifically, this research topic should look at the intersection of identity and schooling for students (across the educational spectrum). More details will be provided at a later date.

Analytical Book Review:

Students may choose to write a 12-15 page book review on an academic book, an autobiography, or memoir that has a publication date of 2000 or higher. The text must highlight themes and concepts related to the course. The professor must confirm book choice. A list of select options will be provided; however, students may suggest an additional text not listed.

Book Options for Review

- Bettie, J. (2003). *Women without class: Girls, race, and identity*. Berkeley, CA: University of California Press.
- Carter, P. L. (2005). *Keepin' it real: School success beyond Black and White*. New York: Oxford University Press.
- Cary, L. (1991). *Black ice*. New York: Vintage Books. (**memoir**)
- Conley, D. (2000). *Honky*. New York: Vintage Books. (**memoir**)
- Dance, L. J. (2002). *Tough fronts: The impact of street culture on schooling*. New York: RoutledgeFarmer.
- Lee, S. J. (2005). *Up against whiteness: Race, school, and immigrant youth*. New York: Teachers College Press.
- Lew, J. (2006). *Asian Americans in class: Chartering the achievement gap among Korean American youth*. New York: Teachers College Press.
- Lewis, A. E. (2003). *Race in the schoolyard: Negotiating the color line in classrooms and communities*. Piscataway, NJ: Rutgers University Press.
- Luttrell, W. (2003). *Pregnant bodies, fertile minds: Gender, race, and the schooling of pregnant teens*. New York: Routledge.
An ethnography of a school that is specific to pregnant teens.
- McBride, J. (1997). *The color of water: A Black man's tribute to his White mother*. Riverhead Books. (**memoir/biography**)
The true story of a biracial man who grew up in Brooklyn's Reed Hook projects and his mother, a Jewish woman who married a Black man.
- Perry, P. (2002). *Shades of White: White kids and racial identities in high school*. Durham, NC: Duke University Press.
- Rodriguez, R. (1982). *Hunger for memory: The education of Richard Rodriguez*. New York: Bantam Dell. (**autobiography**)
- Williams, G. (1996). *Life on the color line: The true story of a White boy who discovered he was Black*. Plume. (**memoir/biography**)
Williams, who grew up thinking he was White, writes about the dramatic changes that take place in his life, identity, and worldview after his parent split up and he is taken to live with his father's impoverished Black family.
- Wise, T. (2005). *White like me: Reflections on race from a privileged son*. Brooklyn, NY: Soft Skull Press. (**memoir**)

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>).

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

Week 1 - Jan. 9: What is Identity? Who Are You?

Required Readings:

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

Week 2 – Jan. 16: Understanding Adolescent Identity Development

Required Readings:

- Miller, P. H. (1989). Theories of adolescent development. *The adolescent as decision-maker* (pp. 21-42). Academic Press, Inc.
- Phelan, P., Davidson, A. L., & Yu, H. C. (1998). Introduction: Students' multiple worlds. *Adolescents' worlds: Negotiating family, peers, and school* (pp. 1-23). New York: Teachers College Press.
- Raible, J., & Nieto, S. (2003). Beyond categories: The complex identities of adolescents. In M. Sadowski (Ed.), *Adolescents at school: Perspectives on youth, identity, and education* (pp. 145-160). Cambridge, MA: Harvard Education Press.

Case Study

- Flores-González, N.** (2002). Perspectives on Latino high school drop-out; Patterns of Identity Differentiation; Foundations of School and Street Identities: The Elementary School Years. *School kids/street kids: Identity development in Latino students* (pp. 1-47). New York: Teachers College Press.

Week 3 – Jan. 23: Historical Experiences of Students of Color in U.S. Schools **Readings will be split amongst students.**

Required readings:

- Anderson, J. (1988). Ex-slaves and the rise of universal education in the South, 1860-1880. *The education of Blacks in the South, 1860-1935* (pp. 4-32). Chapel Hill: The University of North Carolina Press.
- Flores, P. V. (1998). Filipino American students: Actively carving a sense of identity. In V. O. Pang and L. L. Cheng (Eds.), *Struggling to be heard: The unmet needs of Asian Pacific American children* (pp. 27-43). Albany: State University of New York.
- Klug, B. J., and Whitfield, P. T. (2003). *Widening the circle: Culturally relevant pedagogy for American Indian children*. Chapter 2, "A Brief History of American Indian Education," (pp. 29-53). New York: Routledge Farmer.
- Johnson, A. G. (2001). The trouble we're in: Privilege, power, and difference. In *Privilege, power, and difference* (pp. 15-41). Boston: McGraw Hill.
- Leung, B. P. (1998). Who are Chinese American, Japanese American, and Korean American children? Cultural profiles. In V. O. Pang & L. L. Cheng (Eds.), *Struggling to be heard: The unmet needs of Asian Pacific American children* (pp. 11-26). Albany: State University of New York.
- San Miguel Jr., G. (2003). Contested learning: Latino education in the United States from the 1500s to the present. In V. I. Kloosterman (Ed.), *Latino students in American schools: Historical and contemporary views* (pp. 1-18). Westport, CT: Praeger.
- Tatum, B. D. (1997). Defining racism: Can we talk? "Why are all the Black kids sitting together in the cafeteria?" *And other conversations about race* (pp. 3-17). New York: Basic Books.
- Tran, M. T. (1998). Behind the smiles: The true heart of Southeast Asian American children. In V. O. Pang & L. L. Cheng (Eds.), *Struggling to be heard: The unmet needs of Asian Pacific American children* (pp. 45-57). Albany: State University of New York.

Recommended Readings:

Freire, P. (1993). Chapter 1. *Pedagogy of the oppressed* (pp. 43-69). New York: Continuum.

Week 4 – Jan. 30: Examining Racial Identity Development in African Americans

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.

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.

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

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.

Case Study

Carter, D. (under review). 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*.

Week 5 – Feb. 6: Examining Racial Identity Development in Latinos/as

Required Readings:

Ferdman, B. M., & Gallegos, P. I. (2001). Racial identity development and Latinos in the United States. In E. 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.

Ginorio, A., & Huston, M. (2002). Characteristics of communities affecting participation/success. In *The Jossey-Bass reader on gender in education* (pp.543-576) . San Francisco, CA: Jossey-Bass.

Phinney, J. S. (1996). Understanding ethnic diversity: The role of ethnic identity. *American Behavioral Scientist*, 40(2), 143-152.

Case Studies

Nieto, S. (2004). Marisol Martinez. *Affirming diversity: The sociopolitical context of multicultural education, 4th edition* (pp. 163-171). Boston: Pearson.

Phelan et al., Sonia Gonzales (pp. 118-138).

Recommended Readings:

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.

Week 6 – Feb. 13: Examining Racial Identity Development in Asian Americans and Asian Pacific American Children: Debunking the Model Minority Stereotype

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.

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.

Young, R. L. (1998). Becoming American: Coping strategies of Asian Pacific American children. In V. O. Pang & L. L. Cheng (Eds.), *Struggling to be heard: The unmet needs of Asian Pacific American children* (pp. 61-73). Albany: State University of New York.

Case Studies

Lee, S. J. (1996). What's in a name? Asian American identities at Academic High School. *Unraveling the "model minority" stereotype: Listening to Asian American youth* (pp. 17-51). New York: Teachers College Press.

Phelan et al., Carmelitta Abello (pp. 165-182).

Week 7 – Feb. 20: Is White a Race? Racial Identity Development in Whites

Required Readings:

Derman-Sparks, L., & Ramsey, P. G. (2006). How children construct White identities; Fostering children's identities. *What if all the kids are White? Anti-bias multicultural education with young children and families* (pp. 39-65). 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.

Lawrence, S. M., & Tatum, B. D. (1997). White educators as allies: Moving from awareness to action. In M. Fine, L. Weis, L. C. Powell, & I. M. Wong (Eds.), *Off White: Readings on race, power, and society* (pp. 333-342). New York: Routledge.

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. (2004). Vanessa Mattison. *Affirming diversity: The sociopolitical context of multicultural education, 4th edition* (pp. 77-85). Boston: Pearson.

Phelan et al., Ryan Moore (pp. 24-50).

Week 8 – Feb. 28: The Complexities of Race: Examining Multiracial and Biracial Identity Development

Required Readings:

Root, M. P. P. (1996). A bill of rights for racially mixed people. In M. P. P. Root (Ed.), *The multiracial experience: Racial borders as the new frontier* (pp. 3-14). Thousand Oaks, CA: Sage Publications.

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. 93-113). New York, NY: Basic Books.

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.

Case Studies

Nieto, S. (2004). Linda Howard (pp. 56-65, 67); Hoang Vinh (pp. 179-190). *Affirming diversity: The sociopolitical context of multicultural education, 4th edition*. Boston: Pearson.

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>.

Phinney, J. S. (1992). The multigroup ethnic identity measure. A new scale for use with diverse groups. *Journal of Adolescent Research*, 7(2), 156-176.

Week 9 – March 6: SPRING BREAK!!!

IDENTITY, SCHOOL BEHAVIORS, AND SCHOOLING

Week 10 – March 13: Examining Black Student Achievement: Societal and School Factors

Required Readings:

Ogbu, J. U. (2003). Chapters 1-3, **4-7?** *Black American students in an affluent suburb: A study of academic disengagement* (pp. 3-55). Mahwah, NJ: Lawrence Erlbaum.

Perry, T. (2003). Competing theories of group achievement. In T. Perry, A. Hilliard, III, & C. Steele (Eds.), *Young, gifted, and Black: Promoting high achievement among African-American students* (pp. 52-86). Boston: Beacon Press.

Week 11 – March 20: Exploring Latino and Asian American Achievement

Required Readings:

- Flores-González, N.** (2002). Dealing with school stigma: “I guess one reason why I stayed in this school is to show people”; Peer cultures and self-image. *School kids/street kids: Identity development in Latino students* (pp. 48-74). New York: Teachers College Press.
- Lee, S. J.** (1996). Academic achievement among Asian Americans; Constructing race relations. *Unraveling the “model minority” stereotype: Listening to Asian American youth* (pp. 52-91). New York: Teachers College Press.

Week 12 – March 27: Biculturalism as and Adaptive Behavior

Required readings:

- Hemmings, A. (1996). Conflicting images? Being Black and a model high school student. *Anthropology & Education Quarterly*, 27(1), 20-50.
- Mehan, H., Hubbard, L., and Villanueva, I. (1994). Forming academic identities: Accommodation without assimilation among involuntary minorities, *Anthropology & Education Quarterly*, 25(2), 91-117.
- Rotheram-Borus, M. J. (1993). Biculturalism among adolescents. In M. E. Bernal, and G. P. Knight. (Eds.), *Ethnic identity: Formation and transmission among Hispanics and other minorities* (pp. 81-97). Albany, NY: State University of New York Press.
- Trueba, H. T., Cheng, L. R. L., & Ima, K. (1993). *Myth or reality: Adaptive strategies of Asian Americans in California*, Chapter 4, “Conflict and adaptation: Child, family and community” (pp. 82-93).
- Zweigenhaft, R. L, & Domhoff, G. W. (1991). The prep school years: Into the crucible. *Blacks in the White establishment: A study of race and class in America* (pp. 27-67). New Haven: Yale University Press.

Case Studies

Phelan et al., Trinh Le (pp. 51-74); Patricia Schmidt (pp. 75-95).

Week 13 – April 3: Resiliency as an Adaptive Behavior

Required Readings:

- Carter, D. (2005). Dissertation.
- Flores-González, N.** (2002). From school kids to graduates. *School kids/street kids: Identity development in Latino students* (pp. 96-111). New York: Teachers College Press.

Recommended Readings:

- O'Connor, C. (1997). Dispositions toward (collective) struggle and educational resilience in the inner city: A case analysis of six African-American high school students. *American Educational Research Journal*, 34(4), 593-629.

Week 14 – April 10: Gender Differences and School Behaviors
American Educational Research Association Conference (AERA) –
NO CLASS!!!

Required Readings:

TBA

Week 15 – April 17: Maladaptive Behaviors for Schooling

Required Readings:

- Flores-González, N.** (2002). From street kids to drop-outs. *School kids/street kids: Identity development in Latino students* (pp. 112-140). New York: Teachers College Press.
- Fordham, S., and Ogbu, J. U. (1986). Black students' school success: Coping with the burden of 'Acting White,' *The Urban Review*, 18(3), 176-206.
- Majors, R., and Billson, J. M. (1992). *Cool Pose: the dilemmas of Black manhood in America*, pp. 1-9, 45-50, 59-67. New York: Simon & Schuster.

Case Study

Phelan et al., Donna Carlyle (pp. 96-117).

Week 16 – April 24: The Role of Educators and Schools in Identity Construction and Academic Achievement

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.
- Nieto, S. (2004). Affirming diversity: Implications for teachers, schools, and families (pp. 373-394). .Multicultural education in practice (pp. 398-420).
- Pang, V. O. (1998). Educating the whole child: Implications for teachers. In V. O. Pang & L. L. Cheng (Eds.), *Struggling to be heard: The unmet needs of Asian Pacific American children* (pp. 11-26). Albany: State University of New York.
- Perry, T. (2003). Achieving in post-civil right America: The outline of a theory. In T. Perry, C. Steele, & A. Hilliard, III. *Young, gifted, and Black: Promoting high achievement among African-American students* (pp. 87-108). Boston: Beacon Press.

Week 17 – May 1: FINAL EXAM WEEK – Identity Autobiography Presentations