

**University of Massachusetts at Boston  
College of Education and Human Development Critical  
and Creative Thinking Program**

**ISSUES AND CONTROVERSIES IN ANTIRACIST AND  
MULTICULTURAL EDUCATION  
CRCRTH 627  
Summer 2013 Syllabus (online)**

**COURSE DESCRIPTION**

This course explores two related forms of education-antiracist education and multicultural education-approaching them as issues in moral and value education and exploring controversies in the theories and practices of antiracist and multicultural education. The course deals with both practical and theoretical issues but concentrates more on theory. Specific topics include racism, race, and school achievement; ethnic identity and self-esteem; Afrocentrism; religious pluralism; multiculturalism as a unifying or divisive force.

Each week involves reading, using WIMBA to listen to recorded mini lectures (5-15 minutes) & to record a weekly discussion between you and a partner (20-30 minutes). You will also respond to other peers via on-line posts. There is no partner session for the first week. Instead we will have a “dry run / intro” session which will take place on Thursday 5/30 5-6pm EST.

Instructor: Micia Mosely

Email: [micia.mosely@umb.edu](mailto:micia.mosely@umb.edu)

Phone = Skype: miciamosely (in case of emergency 510-593-4089)

Office hours: by phone/Skype/WIMBA: by appointment as needed

Course Wiki: <http://crcrth-627.wikispaces.umb.edu/>

## **Learning Goals**

*Upon completing this course students should be able to:*

1. Work collaboratively to examine and articulate multiple perspectives about Race, Culture and Education
2. Reflect on how issues of race and culture impact their learning and / or teaching experience.
3. Connect theories about Race, Culture and Education to practical issues in current events

## **Requirements & Assessment**

Your final grade letter grade will be based on your total percentage earned in the class.

A=95; A-=90; B+=87; B =83; B- =80; C+=77; C=73

### ***Online Participation, Readings (35%)***

There will be weekly posted questions and inquiries designed to deepen your understanding and application of the course readings. The quality of your postings should reflect your engagement with the material and your classmates' comments. Procrastination can plague the best of us so be sure to allow time for thoughtful posts/replies. As the course is not self-paced, everyone is expected to complete assignments each week, working on their own and together to meet the deadlines.

1) Essays / Posting assignments will be graded as satisfactory if they meet the following requirements:

a) Answer the questions assigned for that week

b) You must submit substantive responses to your classmates postings (e.g. more than just "I agree" or restating what they said) including references to the reading

**Weekly essays (300-600 words) will be due by Saturday at 5pm EST of each week. Your short (1-2 paragraph) replies to at least two other people's posts will be due by Monday 11:59pm EST. You will not receive credit for replying to your discussion partner's posts. The goal is to support interaction with as many people as possible.**

*You'll receive 50 points each week for completing both parts of the weekly written work. No partial credit is given. Incomplete work will be give 0 points. You may turn in one weekly written assignment in late and for a maximum of 40 points*

2) Participate and record 5 weekly live chat sessions with a partner.

*You'll receive a total of 50 points each week for attending each live chat with your partner. You must be on the call for at least 20 minutes in order to receive credit for that session. I recognize that emergencies happen. Therefore you can miss one live chat session without 72 hours notice and complete the make up assignment for a maximum of 40 points.*

***Current Issues Analysis (35%)***

Students will submit two 900-1500 word analysis of a current (published or aired within 1 month of the due date) article &/or link to a news story that addresses one of the themes we are discussing in the course. Students may choose the themes they wish to focus on, but the same student may cover no theme more than once. Citations should be in APA format. This should be emailed to me at micia.mosely@umb.edu

***Final Project (30%)***

Your final project is expected to demonstrate your understanding of multiple perspectives about one of the themes we will examine in the course. You are encouraged to work with a partner or small group, but will submit your final projects individually. Citations should be in APA format. This should be emailed to me at micia.mosely@umb.edu

*Additional details regarding content and assessment will be announced in week 2.*

**ACCOMMODATIONS:** Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

**Students are advised to retain a copy of this syllabus in their personal files.**

**This syllabus is subject to change, but workload expectations will not be increased after the semester starts.**

**Books To Acquire**

1) Ann Ferguson, *Bad Boys: Public Schools in the Making of Black Masculinity (Law Meaning & Violence)* (Ann Arbor: University of Michigan, 2001)

2) Jessica Fields, *Risky Lessons: Sex Education & Social Inequality* (New Brunswick: Rutgers Series in Childhood Studies, 2008)

3) Arthur Schlesinger, Jr., *The Disuniting of America: Reflections on a Multicultural Society, revised and enlarged* (New York: W.W. Norton, 1998)

### **Recommended but not required**

1) Tim Wise, *Between Barack & A Hard Place: Racism and White Denial in the Age of Obama* (San Francisco: City Lights Books, 2009)

2) Mica Pollock (ed) *Everyday Anti-Racism: Getting Real About Race In School* (New York: The New Press 2008)

## **SCHEDULE OF SESSIONS**

The course is divided into six 1-week online sessions. Weeks begin on Tuesdays and end on Mondays.

### **Week -1 (5/28-6/3) Introductions; Race & Culture in Society**

Readings:

1. Tim Wise, <http://www.timwise.org/2013/04/terrorism-and-privilege-understanding-the-power-of-whiteness/>

2. President Obama's March 18, 2008 speech on race  
[http://www.huffingtonpost.com/2008/03/18/obama-race-speech-read-t\\_n\\_92077.html?view=print](http://www.huffingtonpost.com/2008/03/18/obama-race-speech-read-t_n_92077.html?view=print)

3. Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack," *Independent School*; Winter90, Vol. 49 Issue 2, p31, 5p

4. Ill Doctrine Video "How To Tell Someone They Sound Racist"  
<http://www.illdoctrine.com/2008/07/how-to-tell-people-they-sound.html>

5. Glen Singleton & Cyndie Hays "Beginning Courageous Conversation About Race" in *Everyday Anti-Racism Getting Real About Race In School* edited by Mica Pollock (New York: The New Press 2008)

***Weekly Response due 6/1 5pm EST***

***Posts due 6/3 11:59pm EST***

***No discussion Due this week***

### **Week-2 (6/4-6/10) Anti-Racist & Multicultural Education**

Readings:

1. Lisa *Delpit*, "Education in a Multicultural Society," from *Other People's Children* [1995]: 167-184
2. Gloria *Ladson-Billings*, "Making Dreams into Reality" (from *The Dreamkeepers* [1994]): 127-143
3. Arthur Schlesinger, Jr., *The Disuniting of America: Reflections on a Multicultural Society*, revised and enlarged (New York: W.W. Norton, 1998)

**Weekly Response due 6/8 5pm EST**  
**Posts and discussions due 6/10 11:59pm EST**  
**Final Project / Case Study Assigned**

### **Week-3 (6/11-6/17) Ethnicity & Immigration**

Readings:

1. Wesley Yang "Paper Tigers: What happens to all the Asian-American overachievers when the test-taking ends?"  
<http://nymag.com/news/features/asian-americans-2011-5/>
2. Ana Celia Zentella, "[José can you see": Latin@ responses to racist discourse](#)." *Bilingual Aesthetics*, Doris Sommer, ed., NY: Palgrave Press. 2003.
3. Michael Fix & Jeffrey S. Passel "Immigration—Trends & Implications for Schools" Presented at National Association for Bilingual Education; NCLB Implementation Institute, New Orleans, LA January 28-29, 2003
4. Laurie *Olsen*, "Learning the Language of America," from *Made in America: Immigrant Students in Our Public Schools*, 90-105 [1997]
5. Marcelo M Suarez-Orozco "Globalization, immigration, and education: The research agenda" *Harvard Educational Review*; Fall 2001; 71, 3; ProQuest pg. 345
6. In California, an incomplete dream for undocumented Asian students  
<http://www.bbc.co.uk/news/magazine-21761431>

**Weekly Response due 6/15 5pm EST**  
**Posts & discussions due 6/17 11:59pm EST**  
**Current Issues Analysis #1 due 6/17 11:59pmEST**

### **Week-4 (6/18-6/24) Religion**

Readings:

1. Amy Harmon *A Teacher on the Front Lines as Faith and Science Clash*, New York Times, August 24, 2008

2. Javier C. Hernandez *Secular Education, Catholic Values*, The New York Times March 2009

3. Stan Karp, "Arranged Marriages, Rearranged Ideas," *Rethinking Schools Online*, vol. 11, #2, Winter 1996-97: 1-6  
[http://www.rethinkingschools.org/archive/11\\_02/Karp.shtml](http://www.rethinkingschools.org/archive/11_02/Karp.shtml)

4. Ira C. Lupu, et. al "Religion In The Public Schools", *The Pew Forum on Religion & Public Life* May 2007

**Weekly Response due 6/22 5pm EST**  
**Posts & Discussions due 6/24 11:59pm EST**

### **Week 5- (6/25-7/1) Sexuality**

Readings:

1. Jessica Fields, *Risky Lessons: Sex Education & Social Inequality* (New Brunswick: Rutgers Series in Childhood Studies, 2008)

2. Mark Walsh, "Federal Court Backs Students' 'Be Happy, Not Gay' Shirts"  
*Ed Week* March 2, 2011 5:00 PM  
[http://blogs.edweek.org/edweek/school\\_law/2011/03/court\\_backs\\_students\\_be\\_happy.html](http://blogs.edweek.org/edweek/school_law/2011/03/court_backs_students_be_happy.html)

**Weekly Response due 6/30 5pm EST**  
**Posts and discussions due 7/1 11:59pm EST**  
**Current Issues Analysis #2 due 7/1 11:59pm EST**

### **Week 6-(7/2-7/8) Intersectionality**

Readings:

1. Ann Ferguson, *Bad Boys: Public Schools in the Making of Black Masculinity (Law Meaning & Violence)* (Ann Arbor: University of Michigan, 2001)

2. Lance T. McCready "Understanding the Marginalization of Gay and Gender Non-Conforming Black Male Students" *Theory Into Practice* Spring 2004

3. Mark Walsh, "Day of Silence in Schools Brings Unity, Controversy," *Education Week*, April 23, 2008

**Weekly Response due 7/6 5pm EST**  
**Posts & Discussions due 7/8 11:59pm EST**  
**Final Project Due 7/12 5pm EST**

## **Participation Requirements**

The course will be delivered through a series of six online weekly sessions, with each week taking multiple interactive forms including weekly dialogue/lectures, weekly readings, asynchronous inquiry. Regular participation and online presence is vital. (see details above)

## **Internet Communication**

- 1) We will meet online weekly vis WIMBA (see above) If you are not familiar with WIMBA please take a look at the link below as soon as possible. It will give important information about the technology needed to participate in the live chat sessions (e.g. the proper browser settings, headsets, etc.). It is important that you have what you need before our introductory session next week. WIMBA info for Students:  
<http://wimbateam.wikispaces.umb.edu/students>
- 2) Here's a note from the Manager of online education: Please take a look at our distance learning home page:  
<http://www.umb.edu/academics/uc/online/>. On the right hand side we have added a [Student Orientation to Blackboard](#) which we think should really help students and reduce your need to orient students. Also, note that there is a document on [Blackboard Login Information](#) that students can download if some reason they don't receive our emails with the information.

## **Virtual Office Hours**

I will hold my virtual office hours by appointment via Skype internet phone.

Please email me in advance to schedule a time.

Email: [micia.mosely@umb.edu](mailto:micia.mosely@umb.edu)

Skype ID: miciamosely

## **Plug-ins, special equipment and software**

- You will need the free adobe acrobat reader to open the pdf documents contained in this course. You can find this at [www.adobe.com](http://www.adobe.com) where you have to search around for the free one or at [www.downloads.com](http://www.downloads.com)
- You will also need a copy of Skype Internet Phone. You can download a

- copy of Skype at [www.skype.com](http://www.skype.com)
- You will also need to purchase a headset with microphone (average cost \$5) for your computer to use WIMBA & Skype. My Skype Username is: miciamosely

## **Our Communication**

- Instead of sending me e-mail with general questions regarding this course, please post them on the discussion board (<http://crrth-627.wikispaces.umb.edu/message/list/home>) found in the instead. I will respond to any questions posted in the within 48 hours (except on weekends). This is the best place to post all non-private questions that pertain to the course since other members of the class will benefit from the answers as well.
- Again Skype will be used for office hour appointments as needed

## **Method of Instruction**

- Each weekly session will officially start every Tuesday 9am. The specific plans for each week will be announced at this time. Please visit the homepage at the beginning of each week to review the plan for the week so you can budget your time accordingly. I will not be sending you an e-mail reminder. It is therefore imperative that you log on to the course homepage in order to begin the activities planned for the week.
- You should plan on logging onto the course web site at least 3 times each week to contribute to threaded inquiry and keep up with other activities that may be underway.
- Each student will be assigned a partner during the dry run/ intro session. This pairing is designed to allow for a more personal experience of these topics.

## **Important dates**

Drop Deadline= May 30<sup>st</sup>

Withdraw Deadline =June 21<sup>st</sup>

Please visit <http://www.umb.edu/academics/uc/credit/summer/calendar/> to see important information re: session start dates, session end dates, session add/change deadlines, and course withdrawal deadlines.