

EDCP 420 (0101): Education and Racism

Education and Personnel Services

Fall 2001

Monday, 4:15-7:00 p.m.

Room 3236 Benjamin Bldg.

Instructor: Steven E. Jones, Ph.D.

Phone: 202328.3559

The essence of the question is to open up possibilities and keep them open.

~ Gadamer

... I agree with Greene (1993) that it is crucial for us to provide opportunities for people to tell their stories and for us to listen and interpret what we have heard “woven into the fabric of American plurality.” (p.17) Lived stories are “acts of meaning” (Bruner, 1990), for they deal “in human or human-like intentions and actions and the vicissitudes and consequences that mark their course (Bruner, 1985, p. 98).

~ Fu and Stremmel, p. 5

While under the influence of a prejudice, it is impossible for us to fully recognize it as one; an if we cannot identify the prejudices that constitute our identities, then in some sense we cannot know ourselves, much less understand somebody else.

~ Kimball and Garrison, p. 17

What I have learned of the secret has come to me in bits and pieces, almost like sound bytes; some arrive like the turning on of consciousness, in a moment, as a light bulb.

~ Christine Clark, p. 93

I attempt to stay aware of the use-of-self themes that operate in my life. These themes are the lenses through which I experience and make meaning of my world.

~ William R. Scott, p. 66

This class will address racism and education from a broad perspective. We will explore education as an over arching aspect of life that occurs through formal and informal experiences. As such, we will explore our experiences of living within a world where racism and other oppress is evolving and operates on multiple levels.

In the midst of the realities of racism and other oppression, we will explore the ways in which freedom and joy can be experienced in the midst of struggle and challenge when a person or group faces oppression. You are invited throughout this class to explore and research how you can create education for freedom and educate within a context of joy.

Class Format:

This class will be highly interactive, with experiential as well as didactic components.

Course Objectives/Outcomes

At the end of this course students will:

- Develop an awareness of the distinct needs and concerns of others, based on such factors as race, gender, sexual orientation, age, class, religion, and other sources of diversity.
- Develop both theoretical knowledge and practical skill to assist us in addressing the needs of diverse persons through education and intervention.
- Develop an awareness of your strengths and limitations in creating freedom and joy as you educate and are educated by others.

Required Text and Readings

- ❑ Fu, V. R. and Stremmel, A. J. (Eds.). (1999) Affirming diversity through democratic conversations. New Jersey: Prentice-Hall
- ❑ Tatum, Beverly Daniel (1997). Why are all the black kids sitting together in the cafeteria? New York: Basic Books
- ❑ Hooks, bell (2001). Where we stand: Class matters. New York: Routledge
- ❑ Supplemental Reading packet: The professor will distribute other readings cost \$8.

Format

The class will involve extensive reading, discussion, case analysis, experiential learning, guest speakers, and the use of video as appropriate. Students are expected to be active participants in class.

Written Assignments

Several written assignments, including a major paper will be given. All assignments are to be turned in by the date scheduled by the instructor. Late papers will not be accepted, unless there are extreme emergency conditions. The professor determines the definition of an emergency. All writing assignments must be typed. Papers must be well written, grammatically correct, appropriately documented (APA Style) and must use inclusive language.

Class Attendance (100) and Participation (120) (220 points)

Attendance is mandatory. Prompt attendance and active participation is expected in this class. At the end of the class each student will be asked to assign her/himself a participation and reflection grade; this information will be used in assigning overall course grades enthusiastic participation will be a key part of the evaluation of participants.

Class Attendance and Participation (220 points)

Attendance is mandatory at and during all sessions. Prompt attendance and active participation is expected in this class. At the end of the class each student will be asked to assign her/himself a participation and reflection grade; this information will be used in assigning overall course grades enthusiastic participation will be a key part of the evaluation of participants.

Readings Co-Facilitator (25 points)

Each class 2 students will serve as co-facilitators with the professor for the reading from Tatum, hooks, and Fu and Stremmel and the supplemental readings as assigned by the professor. Co-facilitators read in-depth in preparation to facilitate the class discussion with the professor. The primary readers will also bring three or four questions to guide the discussion and help the class develop a richer understanding of the readings.

Personal Reflections on EDCP 420 (20 points each)

Write one-page typewritten papers. These papers are to be reflections on issues discussed in class and your thoughts about the reading. Your papers should **NOT** just be a summary of the concepts, but a statement of what you are feeling, thinking, and experiencing the areas you find challenging, discussion of questions you have or new understandings you may have experienced. This is an opportunity to explore the converging aspects of diversity we discuss and experience inside and outside of class. The reaction papers must be **submitted on a weekly basis through November 19, 2001**

Experiencing Otherness (80 points each)

There are important components of this course that cannot be taught in a classroom. How much you learn from this course will be depend on how much you give of yourself, the degree of self-assessment you are willing to make, and if you are willing “*to be comfortable being uncomfortable.*” The best way to learn about other human experiences and how culture effects the education process is to experience it first-hand. Therefore, by week four you are to attend events/activities in the following categories.

- 2-cultural events with respect to race/ethnicity, socio-economic class and sexual orientation. Plan and attend an event frequented by people of a different race, gender, sexual orientation than your own e.g., a rave event, a hip hop event, a lesbian community meeting, Latino festival, etc;
- 1 event/activity of a religious, or spiritual nature that is outside your faith tradition.

Requirements:

- (1) The event or activity must be of a different culture than your own,
- (2) You may not attend these events with people from this class, and family members or friends cannot accompany you. Each of these events has to be experienced by you. For each otherness experience write a 2-3-page paper about your experience. Answer the following questions and include other insights from your experience:
 - How did I feel and experience freedom?
 - What was the experience like?
 - What ways did I resist having this experience or in what ways did I feel my self-expression limited?
 - How did I see and experience joy? What ways was I related to the joy present in others?
 - What thoughts did you have about yourself and others?
 - What cultural dynamics did you observe?
 - How did it feel to experience “otherness” (observe or participate and not be an “insider” at this event?)
 - What insights did you gain from this experience that will influence your awareness and knowledge as a culturally responsive counselor?
 - What do I know now and how does this relate to my own life?

Monuments/Memorial with a Loved One (100 points) November 5, 2001

Visit the Lincoln Monument, Jefferson Memorial and FDR Memorial with a loved one and discuss the ideals that are set for by each leader. Discuss how the ideas set forth by each leader relate to the areas (race, gender, sexual orientation, class, etc.) we are discussing in class.

Write a paper detailing your insights into the learning and sharing. Address the following questions: How are joy and freedom aspects of you life experience? What ideals are you drawn to as you visit each memorial/monument? Relate the leader's words to the discussion in Fu and Stremmel chapters 1 and respond to the questions: What is democracy? What is Tolerance? What is inclusion? Then address, what does inclusion mean for living fully in freedom and joy? As you share with your loved one what are her/his perspectives on the words of these great thinkers? Then include your perspective on the ways diversity and multiculturalism can be more effectively employed in your field.

Midterm Exam October 22, 2001 (100 points) There will be one exam. The midterm will cover all the material discussed up to this point and will focus on the identity development theories covered in the reading and discussed in class. The exam design will include matching, multiple choice, true/false and short answer responses. Make-up exams are not given unless there are extraordinary circumstances.

Quiz December 3, 2001 (50 points) A short quiz covering key topics not included in the midterm exam.

Joy and Freedom paper (150 points)

Research and write a 12 to 15-page paper on joy and freedom as essential aspects of living within a world where oppression and suffering are daily realities. Explore the dynamics of joy and freedom for increasing self-expression within daily living and education at the level of self, family, community and career. Discuss how each principle can be incorporated into your life and your part of society. Use sources from within and outside the field of education.

Readings for EDUCATION AND RACISM

<i>Session</i>	<i>Date</i>	<i>Topic</i>	<i>Readings</i>
1	Mon, Sept. 10	Exploring Diversity Who We Are	
2	Mon, Sept. 17	Conversing with and Listening to Life Through Identity	Intimacy Tatum, Preface & Part 1 Fu, Ch 1-2
3	Mon Sept. 24	Race and Community	Tatum, Part 2 Ch 3-4 Hooks, through Ch 1 Fu, Ch 4
4	Mon Oct. 1	My Race, Your Race	Tatum, Part 3 Fu, Ch 4
5	Mon Oct. 8	My Race, Your Race II: Lipsky article Exploring Living Through Race	McIntosh article Jensen article Clark article

6	Mon Oct. 15	Beyond Black and White	Tatum, Part 4 NY Times article
7	Mon Oct. 22	Midterm	
8	Mon Nov. 5	\$ & Class	Hooks, Ch 2, 3 Mantsios article
9	Mon Nov. 12	Your Gender, My Gender	Fu, Ch 3 Hooks, Ch 9
10	Mon Nov. 19	Affectional/Sexual Orientation Aspects overlaying & under- lying Identity	Sullivan, articles Thompson, article Fu, Ch 12
11	Mon Nov. 26	Intimacy, Sharing and Caring as MC Practice	Fu, Ch 6,7,8 hooks, Ch 12
12	Mon Dec 3	MC Competency/Skill Quiz	Fu, Ch 10 Fu, Ch 13 Hooks, Ch 14
13	Mon Dec 10	Wrapping-up our Conversation	
14	Mon Dec 17	Presentation	