EDUCATION 204D
Minority Education in Cross Cultural Perspectives:
A Seminar in Critical Race Theory in Education

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COURSE DESCRIPTION

This course provides an overview of a framework called Critical Race Theory. Our goal is to examine the framework as it developed in the field of education and how it has been advanced in the law, sociology, social welfare, geography, public health, and the humanities. I define Critical Race Theory in Education as an explanatory framework or set of basic perspectives, methods, and pedagogy that accounts for the role of race and racism in education and that works toward identifying and challenging racism within education as part of a larger goal of identifying and challenging all forms of subordination. Specifically, the goals of the course are:

1. To examine the precursors to Critical Race Theory in Education.
2. To examine the current status of Critical Race Theory in Education and other fields.
3. To examine the future of Critical Race Theory in Education and other fields.
4. To examine the fundamental concepts, methods, and data used in conducting Critical Race Studies in Education and other fields.
5. To continue one's reading, analysis, discussion, research, and writing in the Critical Race Studies in Education and other fields.
COURSE TEXTS

Required:
The **Required Readings** listed in the syllabus can be found at the [CCLE Course Website](https://ccle.ucla.edu/course/view/19S-EDUC204D-1?section=0). The Required Readings should be completed at the beginning of the week they are due.

Recommended:

COURSE SCHEDULE

**WEEK 1 (APRIL 3rd)  INTRODUCTION TO THE COURSE**

**Required Readings:**
- Delgado R., & Stefancic, J. (2001), Ch. 1.

**WEEK 2 (APRIL 10th)  PRECURSORS AND INTRODUCTION TO CRITICAL RACE THEORY**

**Required Readings:**

-2-

Recommended Readings:

WEEK 3 (APRIL 17th)  CRT, RACIAL REALISM, INTEREST CONVERGENCE, & INTERSECTIONALITY

Required Readings:

Recommended Readings:
WEEK 4 (APRIL 24th) CRITICAL RACE METHODOLOGY

Required Readings:

Recommended Readings:

WEEK 5 (MAY 1st) CRITICAL RACE THEORY AND RESISTANCE

Required Readings:


Recommended Readings:


WEEK 6 (MAY 8th) CRITICAL RACE THEORY, RACIAL MICROAGGRESSIONS, & RACIAL MICROAFFIRMATIONS

Required Readings:


Recommended Readings:


WEEK 7 (MAY 15th)  CRITICAL RACE THEORY AND COMMUNITY CULTURAL WEALTH

Required Readings:

Recommended Readings:

WEEK 8 (MAY 22nd)  CRITICAL RACE SPATIAL ANALYSIS

Required Readings:

Recommended Readings:

WEEK 9 (MAY 29th)  CRITICAL RACE PEDAGOGY AND PARENTING

Required Readings:

Recommended Readings:
Teaching Sociology, 17, 218-225.

WEEK 10 (JUNE 5th) PRESENTATIONS

WEEK 11 (JUNE 12th) PRESENTATIONS

COURSE REQUIREMENTS

Attendance: Only two excused absences will be permitted. For every miss thereafter, you will be docked one full grade.

Readings (20%): Students are responsible for preparing a discussion of the weeks readings. Students will pick a week and they will be responsible for conducting a group discussion of the readings. Students should meet as group to decide how the readings will be presented to the class. Each week’s presentation and discussion will take place at the beginning of the class and take no more than one hour.

Project/Paper (80%): Students can choose one of the following Projects/Papers for the course. Your Project/Paper Outline is due fourth week (April 24th). Your working annotated bibliography (minimum of 10 references) is due sixth week (May 8th). The final Projects/Papers are to be
presented in class on Weeks 10 and 11 (June 5th and June 12th). Depending on the size of the final class, Projects/Papers will be arranged and presented on these two dates. You must provide a one-page summary handout of your Project/Paper. The final Project/Paper should be no more than 15 pages including references. If you choose, you can work in teams for the Project or Paper and the final work product will be adjusted accordingly.

- **Marginality:** Marginality is both a *location* and *process* where People of Color are *subordinated* and *resist* race, gender, and/or class discrimination. In describing marginality, bell hooks (1990) has stated that:

  "I was not speaking of a marginality one wished to lose, to give up, or surrender as part of moving into the center, but rather as a site one stays in, clings to even, because it nourishes one capacity to resist. It offers the possibility of radical perspectives from which to see and create, to imagine alternatives, new worlds" (hooks, b. "Marginality as a Site of Resistance." In R. Ferguson, M. Gever, T. Minh-ha & C. West, *Out There: Marginalization and Contemporary Cultures* (pp. 341-343). Cambridge, MA: MIT Press, p. 341).

Using a Critical Race Framework, students will find, examine, write a paper and present to the class an example of marginality as it relates to the educational experience of Students of Color.

**Recommended Readings:**

**OR**

- **Racial Microaggressions** are one form of systemic *everyday* racism used to keep those at the racial margins in their place. They are:
  - *Verbal and non-verbal assaults* directed toward People of Color;
  - *Layered assaults* based on People of Color’s race, gender, class, sexuality, language, immigration status, phenotype, accent, or surname;
  - *Cumulative assaults* that take a physiological, psychological, and academic toll on People of Color.

Using a Critical Race Framework, students will find, examine, write a paper or create a visual documentation and present to the class examples racial and/or microaggressions as they relate to the educational experience of Students of Color.

**Recommended Readings:**
- Student Resistance: Within the school resistance literature, student resistance has been conceptualized in different ways. We define resistance as oppositional behavior that meets one of two intersecting criteria: (1) Students must have a critique of social oppression, and (2) Students must be motivated by an interest in social justice. It has been defined and used to include students who are simply acting out in class, but lack any critique of the social conditions that may contribute to their disruptive behavior, to students who have a strong critique of their oppressive social conditions, but who ultimately help recreate these conditions through their own self-defeating resistant behavior. It can also be a conformist student who doesn’t have a strong critique of her/his social conditions but is motivated to bring about social justice. Resistance can also be defined as oppositional behavior where students have a strong critique of the system and are committed to social justice—a transformative student resistance. The model below lays out the four different types of resistance.

Recommended Reading:
Using a Critical Race Framework, students will find, examine, write a paper and present to the class various examples of resistance Students of Color experience within an educational context.

OR

- **Community Case Study:** The community case study starts from the premise that Communities of Color are places with many strengths or assets. In fact, these strengths provide the tools and guides that help students and parents navigate through the many social problems that beset these communities. As educators, we must be trained to identify these strengths and be able to utilize them in our classrooms with students and in our interactions with parents and other members of the community.

Using a Critical Race Framework, the community case study should, among other things: (1) give an empirical, ethnographic, and visual description of the community, (2) identify the strengths of the community from the point of view of its varied residents, (3) determine the most salient issues or problems in the community from the residents’ point of view, and (4) determine how the groups would—or are—solving the community problems.

**Recommended Reading:**

• **Visual Sociology:** Visual sociology is the use of photographs, films, or videos to portray, describe, and analyze social phenomena. For this project students can use the Conducting Visual Sociology Research Matrix below and conduct a visual sociological project of People of Color within and/or outside of an educational setting using a Critical Race Visual Methodology. The final project and paper will be presented to class.

### Conducting Visual Sociology Research Matrix

<table>
<thead>
<tr>
<th></th>
<th>RESEARCHER CREATED PHOTOGRAPHS OR OTHER VISUAL ARTIFACTS</th>
<th>RESEARCHER ANALYSIS OF EXISTING PHOTOGRAPHS OR OTHER VISUAL ARTIFACTS</th>
<th>PARTICIPANT CREATED or DIRECTED PHOTOGRAPHS OR OTHER VISUAL ARTIFACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT ANALYSIS</strong></td>
<td>The researcher conducts a visual study of a particular phenomenon and then content analyzes the photos or other visual artifacts.</td>
<td>The researcher gathers and content analyzes existing photographs or other visual artifacts from participants or other archival sources.</td>
<td>The researcher would ask the participant to take or find photographs or other visual artifacts of a particular phenomenon. The researcher and the participant would then content analyze the photos or other visual artifacts.</td>
</tr>
<tr>
<td><strong>PHOTO ELICITATION INTERVIEWS</strong></td>
<td>The researcher takes photographs of some phenomenon and then uses the photos to conduct interviews with the participants.</td>
<td>The researcher uses existing archival photos or other visual artifacts to conduct interviews with the participants.</td>
<td>The researcher asks the participant to take or find photographs or other visual artifacts and then uses the photos/visual artifacts to conduct interviews with the participants.</td>
</tr>
</tbody>
</table>

OR

• **Interest-Convergence Project:** Derrick Bell introduced the concept of Interest-Convergence in 1980 in an article titled “Brown v. Board of Education and the Interest-Convergence Dilemma.” It was published in the *Harvard Law Review* (Volume 93, pp. 518-533). Interest Convergence theory holds that racial equality occurs when the interests of the racially oppressed align with the interests of the people who have the power to bring about reform.
Richard Delgado (2004) has taken the following position in relation to the concept of Interest-Convergence:

“Few, however, have extended interest convergence to groups other than African Americans, or sought to apply it to relations among minority groups. The tool would seem to promise just as much insight in these settings as in the one in which Bell coined it. For example, when Latinos deployed the "other white" strategy, they sought to capitalize on a convergence of interests with whites in suppressing blacks and relieving their own community from the ravages of discrimination. On other occasions, blacks have made common cause with whites in an effort to frustrate the political aspirations of upstart Latino candidates for certain big-city mayoral positions. In California, many African Americans supported Proposition 187, an anti-immigrant measure that would have put high hurdles in the way of Latino and Asian immigrants seeking social services and upward mobility” (p. 521).

Using a Critical Race Framework, take the concept of Interest-Convergence and provide a historical or contemporary example of how it applies to the educational experience of Students of Color.

**Recommended Reading:**

**OR**

- **Family Racial History Project:** Using the tools of CRT, tell a story of you and/or your family’s racial and/or ethnic history. For instance, you can use photos, videos, works of art, or other artifacts to tell your personal or family racial and ethnic story. You can use autoethnography, *testimonio, plactiva,* portraiture, interviews, focus groups as methods for gathering the data to tell the story. The story can be intersectional and bring race into conversation with gender, class, sexuality, immigration status. Your final project can be a paper, digital story, or another format.

**Recommended Reading:**
• **Research Paper:** Each student will be responsible for a 15-page typed paper on a topic related to Critical Race Theory in Education. This paper can be based on either library or empirical research. The objective of this assignment is to design and execute the preliminary stages of an original research project.

**Additional Recommended Readings In and Related To Critical Race Theory (April 2019):**


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Journal, 11, 4-13.


Kohlri, R. (June 2017). Internalized Racism: The Consequences and Impact of Racism on People of Color. Research Brief No. 6, Center for Critical Studies at UCLA.


Pyke, K. (2010). “What is Internalized Racial Oppression and Why Don’t We Study It?: Acknowledging Racism's


-30-