Course Description
This course was named after the journal *Race, Ethnicity and Education*, which began publication in 1998. Since its first edition, *Race, Ethnicity and Education* has promoted the study of critical race theory (CRT) in education. Similarly, this course is a focused engagement with CRT in education, a field that has existed since the mid-1990s. This course seeks to understand how educational phenomena (e.g., policy, pedagogy, curriculum, teacher preparation, etc.) and social agents work iteratively with structural white supremacy to reproduce white dominance and racial hierarchy. It also seeks to propose and evaluate interventions that might disrupt education’s functionalist role in structural white supremacy.

Course Objectives
This course is geared towards those who are concerned about racial and ethnic justice and who wish to make critical race studies in education a central focus of their teaching and/or research. The curriculum is designed to provide both a basic background and, hopefully, a depth of understanding so that students can begin antiracist projects, or reflect upon and revise existing ones. This course values the importance of critical pedagogical praxis, meaningful dialogue, cross-racial alliance building, and fundamental educational and social transformation.

Course Requirements
1. Reflective Essays Due: 3/1 & 4/26

During the semester, you will be required to do two reflection papers. Each paper should be no less than 4 1/2 and no more than 5 1/2 pages. Use double spacing, 1” margins, and 12-point font. The paper should be a reflective essay on the specific issues related to critical race studies in education presented in the readings of the unit. The paper should be a reflective essay. By “reflective,” I mean that it should be an examination and description of your own thinking relative to the ideas presented. Writing an “essay”
requires that you pick a focused topic or issue to discuss. Avoid (1) merely summarizing the readings and (2) quoting authors—unless absolutely necessary. The goal of the paper is to try to make a precise, coherent argument in your own words. Please send me the paper via email as a PDF no later than 10 p.m. on the date it is due. Late papers lose one letter grade for each day that they are late. Each reflective essay is 20% of your final grade. [Note: For certain papers, I will give the option of revising and resubmitting the paper if the grade is less than an “A.” I will let you know on the graded paper whether or not I have given you this option.]

2. Participation

Attendance, tardiness, and, to a lesser extent, involvement in class discussions will be considered as 10% of your final grade. See the sections on “Attendance” and “Tardiness” below for the guidelines on how these aspects will be connected to your participation grade.

3. Final Paper

Due: May 10

The final paper for this course should be no less than 16 and no more than 20 pages [cover page, abstract (which is not required), and reference list are not included in the page count]. Use APA guidelines for style and formatting (or whatever style is preferred in your discipline). It should be double-spaced. As for the substance of the paper, the only stipulation is that it must be directly related to the critical race studies in education, as defined by the course. Please consult with me, preferably via email, about your topic. Please wait until after Spring Break to do this since you really need to get deeper into the course to see the range of ideas and theories available. The paper is due on May 10th at 10:00 p.m. Please submit via email as a PDF. We will talk much more about the final paper as the class proceeds. The final paper is 50% of your course grade. [Please be aware that the paper must be “original,” meaning that it cannot be something that you wrote for another course, past or present. Non-original work will receive a failing grade and the student will be subject to the university plagiarism policy.]

Evaluation
Reflective Essays 40%
Participation 10%
Final Paper 50%

Grading Scale
94-100 = A 77-79 = C+
90-93 = A- 75-76 = C
87-89 = B+ 72-74 = C-
84-86 = B 70-71 = D
80-83 = B- 69 or less = F
**Attendance**
Each absence drops your participation grade one letter. *Please Note: Students who miss class three times will be dropped from the course.*

**Tardies**
Each tardy drops your participation grade one-half letter.

**Boundaries and Expectations**
This class is based on the principles of critical pedagogy. As such, my purpose as the instructor is to make you think about race, and that which structures it, in ways that are not the norm for most academic scholarship and practice. I also aim for non-distortion, to only reveal what is real. For many, this will cause some emotional disturbance, for sometimes we cannot tolerate knowing, to stare reality in the face. When this happens, my expectation is that you will maintain dignified personal boundaries and not project your unfettered emotions onto me or other students. Instead, take a deep breath to relieve some of the anxiety, and then consider the source of these emotions from your past, for that is where our emotionalities were created and the real learning begins. As we explore the boundaries of thought, their real, imagined, and distorted aspects, we must become skilled at engaging in a way that maintains our own personal boundaries with integrity.

One key to creating a critical classroom is finding a way to make dialogical interactions safe for learning, yet a place where oppressive ideologies can be disrupted. It is very important that all members of the class attempt to treat each other with respect when perspectives differ. Ethically speaking, one should not dehumanize a classmate. This does not mean that direct challenges to expressed views, and their repressed elements, are unacceptable. In fact, vigorous debate is encouraged, as it is one avenue to humanization vis-à-vis education. I think a good motto for a classroom is “*a community of truth among friends.*” Such mottos are difficult to achieve, but let’s see if we can make it happen.

While the success of a class has much to do with the teacher, it is also true that the students play a role. It is vital that you come to class prepared, meaning that you have done the reading/s and are ready to engage in discussions. On some days, we will do group work focused on questions I create. On other days, students will drive the discussion. So, always come to class ready to discuss the text/s, whether that means having a critique of it, sharing stories that connect to key ideas, discussing implications of the ideas for further scholarship or practice, etc. In other words, students should take some ownership of the discussion.

Finally, please do not text, answer emails, engage social media, or conduct internet searches during class.

**Dishonesty in Academic Matters**
“Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The university reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in
course work may receive a reduced or failing grade for the work in question and/or for
the course…Academic dishonesty includes, but is not limited to, dishonesty in quizzes,
tests, or assignments; claiming credit for work not done or done by others; hindering the
academic work of other students; and misrepresenting academic or professional
qualifications within or outside the university (The University of New Mexico Catalog).”

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qualifications within or outside the university” (The University of New Mexico Catalog,
2010-2011, p. 46).

Individuals with Disabilities
American Disabilities Act: “In accordance with University Policy 2310 and the
American Disabilities Act (ADA), reasonable academic accommodations may be made
for any qualified student who notifies the instructor of the need for an accommodation. It
is imperative that you take the initiative to bring such needs to the instructor's attention,
as the instructor is not legally permitted to inquire. The student is responsible for
demonstrating the need for an academic adjustment by providing Student Services with
complete and appropriate current documentation that establishes the disability, and the
need for and appropriateness of the requested adjustment(s). However, students with
disabilities are still required to adhere to all University policies, including policies
concerning conduct and performance. Students who may require assistance in emergency
evacuations should contact the instructor as to the most appropriate procedures to follow.
Contact Accessibility Services at 505-661-4692 for additional information." The UNM
Accessibility Resource Center’s web site is at this link: http://as2.unm.edu

Schedule
1/18—Introductions
Readings
1. Eduardo Bonilla-Silva, “Rethinking Racism”
2. George Lipsitz, “Law and Order”
3. Cheryl Harris, “Whiteness as Property”
1/25—Foundations of Critical Race Theory (CRT) in Education

Readings
2. Gloria Ladson-Billings & William Tate, “Toward a Critical Race Theory of Education”

2/1—Interest Convergence Principle (ICP) and Education

Readings
1. Derrick Bell, “Neither Separate Schools Nor Mixed Schools”
3. Angelina Castagno & Stacey Lee, “Native Mascots and Ethnic Fraud in Higher Education”
4. Enrique Alemán & Sonya Alemán, “Do Latin@ Interests Always Have to ‘Converge’ with White Interests?”

2/8—CRT and Pedagogy

Readings
1. Marvin Lynn, “Toward a Critical Race Pedagogy”
2. Derald Wing Sue, et al, “Racial Microaggressions and Difficult Dialogues on Race in the Classroom”

2/15—CRT and Educational Research Methodology

Readings
1. Daniel Solórzano & Tara Yosso, “Critical Race Methodology”
4. Denise Taliaferro Baszile, “The Oppressor Within”

2/22—Race, Social Reproduction, and Education

Readings
4. Ricky Lee Allen & Daniel Liu, “Managing Whiteness”
3/1—CRT and Educational Policy (Reflective essay due today)
Readings

3/8—Cheryl Matias, Feeling White (Chapters 1-6)

3/15—No class. Spring Break.

3/22—Cheryl Matias, Feeling White (Chapters 7-12) & Cheryl Matias & Ricky Lee Allen, “Do You Feel Me?”

3/29—CRT, Ethnic Studies, and the “Crits”
Readings
1. Bryan Brayboy, “Toward a Tribal Critical Race Theory in Education”
2. Lindsay Pérez Huber, “Using Latina/o Critical Race Theory (LatCrit) and Racist Nativism to Explore Intersectionality in the Educational Experiences of Undocumented Chicana College Students”
3. Michael Dumas & kihana miraya ross, “Be Real Black for Me”

4/5—CRT, Colonialism, and Curriculum Theory
Readings
2. Dolores Calderón, “Uncovering Settler Grammars in Curriculum”
3. Eve Tuck & K. Wayne Yang, “Decolonization is Not a Metaphor”

4/12—AERA Conference. No class.

4/19—CRT and Mixed Race Studies
Readings
1. Michele Elam, “The Mis-education of Mixed Race”
2. Jessica Harris, “Toward a Critical Multiracial Theory in Education”
4/26—DisCrit and Education **(Reflective essay due today)**

**Readings**
1. Alfredo Artiles, “Toward an Interdisciplinary Study of Educational Equity and Resistance”
2. Lissa Stapleton, “Audism and Racism”

5/3—Critiques and Debates

**Readings**
1. Tara Yosso, “Whose Culture Has Capital?”

5/10—Final paper is due. No class.

**Bibliography**


Taylor, E. (1999). Critical race theory and interest convergence in the desegregation of higher education. In L. Parker, D. Deyhle, & S. Villenas (Eds.), *Race is...race*
isn’t: Critical race theory and qualitative studies in education (pp. 181-204).


