Getting a Sense of Where We Are

4 questions to answer/discuss:

1. What is Multicultural Education?
2. What is Anti-Racist Education?
3. What equity issues do you see going on at your school?
4. On a scale of 1 to 10, how equipped do you feel as an urban multicultural, anti-racist educator?

What we wrote:

What is Multicultural Education?
- Being aware of multiple cultures & integration in the curriculum
- Diversity awareness in the community
- Exposure to/teaching about other cultures
- Involving families & community in the classroom
- Awareness of social factors that influence student lives
- Historical value of cultural holidays
- Open-minded
- Culturally relevant and responsive
- Relevancy

What is Anti-Racist Education?
- Respecting differences in others/treating everyone equally
- Tolerance/no stereotyping based on appearance
- Recognizing history & others’ point of view (not just white)
- Sensitivity
- Being aware of the racist culture students face & fighting it
- Creating a safe space & not allowing bullying
- Inclusive
- Enforce equity within classroom instruction & management
- Teaching without biases & teaching students to not engage in racist behaviors
- Acknowledging racism in education
- Realistic
- Education that actively addresses all forms of racism & shuts it down

Our Class’ Official Title is…

TED 506 – Multicultural and Social Foundations of Education

INTRODUCTION to Anti-Racist Education

Dr. Jeff Sapp
TED 415
Introduction

- Global Education – *This form of multiculturalism feels safer to some because it uses the veneer international cultures to avoid more serious and painful realities of issues like racism.*
- Diversity Education & Cultural Pluralism – Promote heroes and holidays and “celebrating” individual differences, again circumventing issues of power and privilege.

Your thoughts most closely fit with “diversity education” or “cultural pluralism.”

What is Multicultural Education?
- Being aware of multiple cultures & integration in the curriculum
- Diversity awareness in the community
- Exposure to teaching about other cultures
- Inviting families & community in the classroom
- Awareness of social factors that influence students’ lives
- Historical value of culture/holidays
- Open-minded
- Culturally relevant and responsive
- Relevancy

What is Anti-Racist Education?
- Respecting differences in others/treating everyone equally
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Coded Racist Language

The term “diverse students” and “urban students,” two more stand-ins for “multicultural” students, have devolved into meaning “poor, African American and Latino students” or “students who aren’t white.”

The Politics of Niceness

Last time I taught this class…

In no instance do any of us mention “power” or “privilege”

Introduction

While some conservatives have vehemently attacked multicultural education as representative of the downfall of Western Civilization…
Introduction

...others such as E.D. Hirsch (founder of the Core Knowledge curriculum) have developed a different definition of multicultural education.

"Um, yeah, the U.S. is diverse (but let’s not talk about that systematic oppression based on class, race, and nation status stuff, okay?)."

Introduction

In Rightist Multiculturalism, “diverse” literature is simply the path to “higher” status literature (read, “Eurocentric”).

Introduction

Rethinking Multicultural Education is an attempt to reclaim multicultural education as part of a larger, more serious struggle for social justice, a struggle that recognizes the need to fight against systematic racism, colonization, and cultural oppression that takes place through our schools.

Introduction

Huh? Colonization? Wha?

- From your background information on colonization, how might some see schools as a tool of colonization?

Introduction

Anti-racist education is a perspective that addresses the histories and experiences of people who have been left out of the curriculum...and a perspective that allows us to get at explanations for why things are the way they are in terms of power relationships.
In recent years, African Americans have sought answers and begun to uncover hidden history about their own contributions in the Americas. What they’ve learned, above all else, is how their own history has been wiped clean from history books. They learned that despite the dire news of headlines and studies, African Americans have made vitally important contributions to American society. They’ve learned of the personal and public struggle to be recognized as whole humans, and of the importance of education so that today’s black children can excel. If black children are to have a culturally strong sense of self, if other children are to see them as whole and intelligent contributors to society, then this is the history that must be passed on.

History provides educators a chance to draw threads from the past to the present, squarely placing all of us in the continuum of history. We are making history today, but what kind of history are we making? Today, many children, particularly black children, are acutely aware of the disparities that exist in their communities, in the fields of education, employment, healthcare, housing and technology, among others. The answer is not to ignore these realities if we are to be free of them. Unless students can see how black history is connected to their own lives, they will not fully engage with a superficial study of “heroes and holidays” each February. All students, no matter their race or ethnic background, can benefit from understanding the historical reasons for the disparities among us.
In order to have a successful Black History Month, let students know that black history is American history. History-makers are not just the heroes we celebrate, they are also ordinary people, and they are young people.

This March, kids across the country will whip out their textbooks for a lesson on women’s history. Classroom activities will highlight the contributions of inventors and authors and doctors who happened to be female. And much will be made of equality – from the right to vote, to the right to own property, to the right to wear pants to work. This approach to teaching Women’s History is both common and popular – understandably so, as it highlights critical moments and key leaders in the history of women’s fight for equality. Yet this approach also can mislead: By placing the struggle for women’s equality solely in a historical context, we inadvertently teach students that the fight is over. Most women – and many men – know this isn’t true.

What messages do we send to girls – as well as boys – when the history we preach in the classroom butts up against reality? How do we handle the cognitive dissonance girls can feel when they get the messages, simultaneously, that they can be anything they want to be, and that their gender limits who they can be? Generations of women have fought and sacrificed to have a place at the table, to have political representation, and to have a voice. Women have made great strides, but we aren’t there yet.

SB 48 – The California Gay History Law

1. James Baldwin
2. Willa Cather
3. Errol Flynn
4. Michelangelo
5. Edna St. Vincent Millay
6. Cole Porter
7. Eleanor Roosevelt
8. Bessie Smith
9. Walt Whitman
10. Virginia Woolf
Bringing Diversity into the Science Classroom

Alison Seymour
Middle School Science Teacher
Ridgecrest Intermediate School, Rancho Palos Verdes, CA

Promoting science

- We want our students to relate to the study of science as it relates to them and our world.

This raises the question:

Who are scientists in the minds of our students?
Famous scientists?

Promoting Science through Scientists

- Interesting results:
  The top 10 scientists (exempting the school teachers)

  9/10 are Male (Jane Goodall was the one exception)
  10/10 are White – Caucasian
  7/10 are Deceased (Bill Nye, Jane Goodall and Stephen Hawking were the exceptions)

- A little data
  500 middle school students surveyed.
  Question: When you think of a scientist, who do you think of?
  Write the names of all the scientists you know.

  - 95.6% named Albert Einstein
  - 57.5% named Thomas Alva Edison
  - 41.1% named a science teacher in the school
  - 24.7% named Bill Nye – The Science Guy
  - 23.7% named Benjamin Franklin

  - 35 other scientists were named, but all less than 15% responses.

Promoting Science Through Scientists

The top 20 Scientists (exempting the school teachers)

18/20 are Male (Marie Curie was the second exception)
19/20 are White – Caucasian (George Washington Carver was the one exception)
17/20 are Deceased
Promoting Science Through Scientists

- In summary, students’ perception of scientists is that they are predominately
  - White
  - Male
  - Dead

Promoting Science Through Scientists

- How do we promote the message that there is more science being done now than at any time in history, and scientists come from all ethnic groups and age groups.

- Most importantly, how do we let our students know and believe that they can become scientists and make contributions to the world of science.

Promoting Science Through a Diversity of Scientists

- Know the demographics of your students.
  - A quick survey:
    - How many women scientists can you name?
    - How many Asian-American scientists can you name?
    - How many Hispanic scientists can you name?
    - How many African-American scientist can you name?
    - How many scientists under 20 years of age can you name?
    - How many scientists that were born or work in your state can you name?

  This is not a quiz and will not be graded!

Promoting Science Through a Diversity of Scientists: Women

- Know the demographics of your students.
  - A quick survey:
    - How many women scientists can you name?
    - How many Asian-American scientists can you name?
    - How many Hispanic scientists can you name?
    - How many African-American scientist can you name?
    - How many scientists under 20 years of age can you name?
    - How many scientists that were born or work in your state can you name?

  This is not a quiz and will not be graded!

One possible answer...

Present a diverse group of scientists to our students and promote their interest, research, reading and writing about these scientists’ lives and accomplishments.
The main dish is the Eurocentric curriculum.

The side dishes are the cultural pluralism units.

Promoting Science Through a Diversity of Scientists: Asian-American

David Ho
AIDS research and Time Magazine’s 1996 Man of the Year.

Narinder Kapany
Known as the “father of fiber optics” and artist.

Chien-Shung Wu
Research in atomic particles and medical research.

Steven Chu
1999 Nobel Prize in Physics and studies in atomic physics, quantum electronics and energy.

Promoting Science Through a Diversity of Scientists: Hispanic American

Mario Molina
Research in the effects of CFCs and 1995 Nobel Prize Winner Chemistry.

Ellen Ochoa
An astronaut with over 1,778 hours in space.

Carlos Noriega
Astronaut and background in computer science.

Promoting Science Through a Diversity of Scientists: African-American

Dr. Patricia E. Bath
Invented a method of eye surgery that has helped many blind people to see.

Wesley Harris
Associate administrator for aeronautics at NASA.

Evan B. Ford
Oceanographer who has researched in deep ocean using the ALVIN submersible.

Promoting Science Through a Diversity of Scientists: Young Scientists Under 20 – Based on a DISCOVER Magazine article - November 2008

Eric Delgado
Working with antibiotic-resistant infection.

Philip Streich
Microscopic carbon cylinders known as nanotubes.

Anastasia Roda
Researched if a nearby Oyster Creek Generating Station (the nation’s oldest nuclear power plant) had any impact on Barnegat Bay’s ecosystem.

Level 2
The Additive Approach
Content, concepts, themes and perspectives are added to the curriculum without changing its structure.

Level 3
The Transformative Approach
The structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups.
In anti-racist education we use knowledge to empower people and to change their lives.

Teachers have limited money to buy new materials. How can they begin to incorporate a multicultural education even if they don’t have a lot of money? We do need money and it is a pattern to underfund anti-racist initiatives so that they fail.
Finland

Finland funds schools equitably and gives more money to schools with higher needs.

FUNDING:

“I’ve seen schools inviting grandparents who can tell their stories about their own lives, and these stories get to be part of the curriculum later in the year. It allows excluded people, it allows humanity back into the schools.”

BUT YOU CAN BEGIN. IT’S AN ONGOING PROCESS.

HOW?

- Get in touch with the fact that your current education has a cultural bias
- Look at how the dominant culture and biases affect your view of non-dominant groups in society
- Look for the voice of people who are frequently silenced, people we haven’t heard from

Origins of Multiculturalism

- Multicultural education can be traced historically to the Civil Rights Movement.
The term “multiethnic education” was used to bridge racial and ethnic groups: “multicultural education” broadened the umbrella to include gender and other forms of diversity. The term “culture” rather than “racism” was adopted mainly so that audiences of white educators would listen. As a result, however, many white educators have pulled multicultural education away from social struggles and redefined it to mean the celebration of ethnic foods and festivals.

Origins of Multiculturalism

- It is important to locate multicultural education in the civil rights struggle for freedom, political power, and economic integration.

Multicultural education frames inequality in terms of institutionalized oppression and reconfigures the families and communities of oppressed groups as sources of strength.

Students learn best and achieve their full potential in safe and orderly classrooms. Positive academic achievement begins with safe families and safe communities.

~The NEA~

Beware of “tourist” conceptions of multicultural education.
506 Assignments

- 5 Journal responses done IN-CLASS, then you type them up, and email them to me at jsapp@csudh.edu.
- Educational Autobiography – 5-7 pages that explore one social construct.
- Critical Reading Responses – Chose 2 pieces from the online Class Reader (at least one of them has to be a journal article.

506 Assignments

- Research in Multicultural Education Counterstory Description:
  - A collaborative 12 page paper
  - 4 in a group (writing 3 pages each)
    1. Person 1 identifies and contextualizes the dominant narrative.
    2. Person 2 identifies and explains the counternarrative.
    3. Person 3 writes the literature review.
    4. Person 4 writes about what these counternarratives reveal about the dominant narrative.
  - Each person in the group finds one relevant piece of scholarly literature and does one interview (K-12 student, teacher, administrator, counselor, parent, family member, or community member).
  - Due last night of class – gently presented