Race and Education

Deep Springs College, Term 6 2015

Time: T/F 11:00-12:30

Instructors: Michael Brownstein ([msbrownstein@gmail.com](mailto:msbrownstein@gmail.com)) and Bryden Sweeney-Taylor ([bryden@post.harvard.edu](mailto:bryden@post.harvard.edu))

**Course Description**

This course focuses on the role of stereotypes, prejudice, and social group membership in student experiences and outcomes from primary school through college in the United States. Readings are drawn from philosophical and psychological literature, as well as popular narratives. The aim of the course is to address the intersection of race and education from both theoretical and practical perspectives. What are the best ways to understand the relevant social and individual challenges? And how can these challenges be overcome?

Required Texts

Kozol, *Savage Inequalities*

Kirp, *Improbable Scholars*

Hobbs, *The Short and Tragic Life of Robert Peace*

Tough, *How Children Succeed*

All other readings will be distributed electronically.

**Requirements**

Students are expected to attend all class meetings ready to discuss the assigned reading. In addition, each student will be responsible for presenting two “Daily Class *Protokolen*.” A *Protokol* is an opinionated summary (approximately 1 page, single-spaced) of the discussion from the previous class meeting. We will begin each class with a reading of the *Protokol*. A sign-up sheet will be distributed at the beginning of the term.

This class will be run seminar-style. Each student will be expected to lead two class discussions. The seminar-leader for the day should come prepared to frame the reading (5-10 minutes) and present critical reading questions for discussion. More detail will be given in class.

In addition, students will have the option of completing one of the following assessments:

(A) Three short critical papers in response to assigned readings, each approximately 1500 words. Students are free to write on any topic of their choice.

(B) One substantive seminar paper, due at the end of the term, approximately 3000-5000 words. Students who choose this option will be expected to submit drafts of the seminar paper by pre-arranged deadlines. The expectation is that the final seminar paper will be high-quality, akin to a professional conference paper.

(C) An engaged project focusing on developing strategies for improving some aspect of the course content. One option may be to develop a Deep Springs chapter for Matriculate, the peer-to-peer mentorship program for high-school students founded by Bryden.

Final grades will be calculated based on daily class participation (20%), two *Protokolen* (10%), seminar leadership (20%), and papers/project (50%).

**Schedule**

*Week 1: Race, Education, and Inequality*

* Day 1
  + Du Bois, W.E.B. 1903. *The Souls of Black Folk*, “Of the Training of Black Men”
* Day 2
  + Kozol, J. 1991. *Savage Inequalities*, (pg. 1-100, 211-282)

*Week 2&3: Intergroup Attitudes, Implicit Bias, and Stereotype Threat*

* Day 1
  + Machery, E., & Faucher, L. 2005. Why do we Think Racially?
* Day 2
  + Brownstein, M. 2015. Implicit Bias. *The Stanford Encyclopedia of Philosophy*
  + Jost, J. et al. 2009. The existence of implicit bias is beyond reasonable doubt: A refutation of ideological and methodological objections and executive summary of ten studies that no manager should ignore.
* Day 3
  + Van den Berg et al. 2010. The implicit prejudiced attitudes of teachers: relations to teacher expectations and the ethnic achievement gap.
  + Milkman et al. 2010. Temporal distance and discrimination: an audit study in academia
* Day 4
  + Steele, C. & Aronson, J. 1995. Stereotype threat and the intellectual test performance of African-Americans.
  + Mallon, R. Forthcoming. Stereotype threat and persons.
* Optional
  + Dunham, Y., Chen, E. & Banaji, M. 2013. Two signatures of implicit intergroup attitudes: Developmental invariance and early enculturation
  + Leslie, S.J. Forthcoming. The original sin of cognition: fear, prejudice, and generalization

*Weeks 4&5: Structural Inequality*

* Day 1
  + Anderson, E. 2010. *The Imperative of Integration*, Chapters 1-3 (pg. 1-66).
  + First Short paper due (June 2)
* Day 2
  + Noguera, P. 2008. *The Trouble with Black Boys and other reflections on race, equity, and the future of American education,* Parts I & II (pg. 1-158)
* Day 3
  + Hobbs, J. 2015. *The Short and Tragic Life of Robert Peace* (pg. 1-194)
  + Long-paper proposals due (June 9)
* Day 4
  + Espenshade, T. and Radford, A. 2009. *No Longer Separate, Not Yet Equal*, Chapter 5 (176-225)
  + Leslie, S.J. et al. 2015. Expectations of brilliance underlie gender distributions across academic disciplines.

*Week 6: The University*

* Day 1
* Noguera, P. 2008. *The Trouble with Black Boys and other reflections on race, equity, and the future of American education,* Chapter 12 (217-250)
* 2nd short paper due or 1st draft of long paper due (June 16)
* Day 2
* Espenshade, T. and Radford, A. 2009. *No Longer Separate, Not Yet Equal*, Chapter 10 (378-409)
* Madva, A. ms. Biased against debiasing: on the role of (institutionally sponsored) self-transformation in the struggle against prejudice

*Week 7: Making Change*

* Day 1
* Tough, P. 2013. *How Children Succeed: grit, curiosity, and the hidden power of character*, Chapters 1-2 (1-104)
* Final short paper due or final draft of long paper due (June 23)
* Day 2
* Kirp, D. 2013. *Improbable Scholars: The rebirth of a great American school system and a strategy for American schools*, Introduction, Chapters 1, 2, and 9 (3-73, 196-217)