

**TPS 1442: Cultural and Racial Differences in Education:
Philosophical Perspectives
SUMMER 2000
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Philosophy Program
Theory and Policy Studies in Education**

Course Description

This course is based on two premises. First, that education is, first and foremost, a moral enterprise. Whether in terms of the aims it attempts to achieve, in terms of the moral dilemmas that teachers, educational administrators and educational policy makers daily face, or in terms of the role education can play in either reproducing or reconstructing society, the moral dimension of education cannot be avoided. Second, that contemporary Western society must be understood in terms of the facts of cultural diversity and racialized difference. Cultural and racial differences, however, are not only an empirical fact. Respecting diversity in most Western societies is also a normative goal. In particular, Canada is a society that is committed to interpreting democratic principles and moral commitments in the context of public recognition of these facts of diversity.

Given these premises, it is a primary purpose of this course to inquire what “diversity” means and how this understanding affects what we do in schools. In other words, we will examine how our understanding of what “difference” means can either foster or retard respect and equity in our society, and how our social locations can influence this understanding. We will begin by examining the popular liberal/humanist approach to multiculturalism with the aim to expose both its strengths and weaknesses. Then we will proceed to critically analyze some concepts upon which the liberal position is based. Finally, we will explore central concepts and questions that underlie the notion of “diversity” from a radically critical perspective such as:

- Is race a socially constructed category?
- What does it mean to say that a social category is socially constructed?
- How can social constructions be oppressive?
- What is “privilege”?

With this conceptual framework in place, we will return and examine questions of cultural and racial difference in education from a case study perspective.

The course will be conducted primarily in a discussion mode. Sometimes this will necessarily be personally revealing. A constraint on this discussion upon which I insist is that we each individually, and all collectively, speak and listen in such a way as to actively respect the differences we bring to the class, both in moral point of view and in terms of social/political vulnerability.

Requirements:

Because this is a summer course and much material has to be covered in a short period of time, this class will be conducted in a way in which we each, and in groups, take a part in each others' learning. Although you are individually responsible for reading **all** the assigned articles, we will use the class time in a way so that we can share with each other the knowledge we gained from the readings. To this aim, in each session I or a group of students will summarize the main points of the reading assignments, will be in charge of raising critical questions about the readings and lead the discussion. I will make myself available for any questions or help you may need in structuring the presentation.

I would also particularly encourage you to bring in media articles and news items or personal stories that are related to the readings we will be discussing and I will be doing the same.

Your final grade will be based upon the usual expectations of reading specified material and class participation, in addition to:

- (1) Self-reflective journal writing – For most reading assignments you will be asked to keep a journal of your reflections. In this reflection, you are asked to focus on a point, idea, sentence, or argument in one of the readings that made an impression on you positively or negatively and explicate why. In addition, you are to think of at least one critical question that the readings raise for you. You may be asked to read your journals in class in order to initiate class discussion. These journals will not be graded but they are a requirement of the course and will be collected at the end of the course.
- (2) Group presentations - On the days where there is an especially heavy reading assignment, you will be assigned to a group that will present a summary of the readings, pose some challenging questions about the readings and lead the discussion for half the class. In this way, we will work collaboratively to help each other understand the material and make it meaningful to our lives as educators.
- (3) Final Paper – A final paper of 10 – 15 pages (typewritten and double-spaced). You have three options regarding the nature of this paper.
 - a. It can be a standard academic paper on a philosophical topic pertaining to the themes of the course.
 - b. A paper that is organized around your self-reflections utilizing literature read in the course.

I would like you to make an appointment to see me before you start writing your final paper and discuss the topic you have chosen with me. I would also like to see a first draft outline which includes your thesis statement and some of the arguments that you intend to use to support it.

Class participation presentations and sharing your journal thoughts will be considered 25% of your final grade. Your final paper will be worth 75% of your final grade.

Schedule of Topics and Readings

July 5 (W)

Introduction to Course

July 10 (M): Liberal Multiculturalist Framework

John Rawls (1993). "The Domain of the Political and Overlapping Consensus." In D. Copp, J. Hampton and J. E. Roemer, eds, *The Idea of Democracy*, Cambridge: Cambridge University Press, pp. 245-269.

Amy Gutman (1996). "Challenges of Multiculturalism in Democratic Education." *Philosophy of Education 1995*, Alven Neiman, ed., Urbana, Illinois: Philosophy of Education Society, pp. 86-105.

Will Kymlicka (1995). *Multicultural Citizenship: A Liberal Theory of Minority Rights*. Oxford: Clarendon Press. (Selections from book.)

July 12 (W): Problems with Liberal Multiculturalism

Charles Taylor (1992). "The Politics of Recognition." In *Multiculturalism and "The Politics of Recognition"*. Princeton University Press: Princeton, NJ pp 25-44 and 51-73.

Susan Wolf (1992). "Comment." In *Multiculturalism and "The Politics of Recognition"*. Princeton University Press: Princeton, NJ, pp. 75-85.

Michael Sandel (1982), *Liberalism and the Limits of Justice*. Cambridge: Cambridge University Press. (Selections from book.)

July 17 (M): Problems with Liberal Multiculturalism continued

Susan Moller Okin (1999) "Is Multiculturalism Bad for Women?" *The Boston Review*, <http://bostonreview.mit.edu/BR22.5/okin.html>

Harvey Siegel (1999). "Multiculturalism and the Possibility of Transcultural Educational and Philosophical Ideals." *Philosophy*, Vol. 74, pp. 387-409.

Dwight Boyd (1997). "The Place of Locating Oneself(ves)/Myself(ves) in Doing Philosophy of Education." (Presidential Address). In Susan Laird, ed. *Philosophy of Education 1997*. Urbana, IL: The Philosophy of Education Society.

July 19 (W): Oppression, the Meaning of "Difference", Dominance*

Marilyn Frye (1983). "Oppression" in *The Politics of Reality*. Freedom, Calif.: Crossing Press, pp. 1-16.

Iris Marion Young (1987). "Five Faces of Oppression." *Justice and the Politics of Difference*. Princeton: Princeton University Press, pp. 39-65.

Martha Minnow (1990). *Making All the Difference: Inclusion, Exclusion, and American Law*. (Chapters 2) Ithaca, NY: Cornell University Press.

Barbara Applebaum and Dwight Boyd (in press). "The Meaning of Dominance and the Dominance of Meaning and the Morality of the matter." In M. Leicester, C. Modgil and S. Modgil, eds., *Values Education/Cultural Diversity Series*. London: Cassell.

July 24 (M): Race as a Different Type of Difference

K. A. Appiah (1985). "The Uncompleted Argument: Du Bois and the Illusion of Race." *Critical Inquiry* 12 no. 1, pp. 21-37.

Michael Omi and Howard Winant (1993). "Racial Formations." In Tracy Orr, ed., *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality*. Mountain View, CA: Mayfield, pp. 18-28.

Cornel West (1993). *Race Matters*. Boston: Beacon Press (Chapter 3: The Pitfalls of Racial Reasoning)

Linda Martin Alcoff (1997). "Philosophy and Racial Identity." *Philosophy Today*, pp. 67-76.

July 26 (W): The Meaning of Racism

Philomena Essed (1990). *Everyday Racism: Reports from Women of Two Cultures*. Amsterdam: Hunterhouse. (Excerpts)

Sharene Razack (1992). "Racism in Quotation Marks: A Review of Philomena Essed's Work." *Resources for Feminist Research* 20, no. 3.4, pp. 148-151.

David Theo Goldberg (1995). "Hate, or Power?" *APA Newsletter* 94 no. 2, pp. 12-14.

Louise Derman-Sparks and Carol Bunson Phillips (1997). "The Dynamics of Racism." In *Teaching/Learning Anti-Racism: A Developmental Approach*. New York: Teachers College Press, pp. 9-21.

July 31 (M) The Whiteness of Racism and the Meaning of "Privilege"

bell hooks (1997). "Representing Whiteness in the Black Imagination." In *Displacing Whiteness: Essays in Socials and Cultural Criticism*, Ruth Frankenberg, ed., Durham: Duke University Press, pp. 165-179.

Marilyn Frye (1992). "White Woman Feminist." In *Willful Virgin: Essays in Feminism*. Freedom, CA: Crossing Press, 1992, 147-169.

Alison Bailey (1998). "Privilege: Expanding on Marilyn Frye's 'Oppression'." *Journal of Social Philosophy* 29/3, 104-119.

Richard Dyer (1997). *White*. London: Routledge (Chapter 1: The Matter of Whiteness)

Peggy McIntosh (1997). "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies." In R. Delgado and J. Stefancic, *Critical White Studies: Looking Behind the Mirror*. Philadelphia: Temple University Press, pp. 291-300.

July 31 (M): Dialogue across Difference

Maureen Ford and Katherine Pepper-Smith (1999). "Dividing the Difference: Intelligibility as an Element of Moral Education under Oppression." *Journal of Moral Education*.

Maria Lugones (1987). "Playfulness, 'World'-Travelling, and Loving Perception." *Hypatia*, 2/2, Summer, pp. 3-19.

Uma Narayan (1988). "Working Together Across Difference: Some Considerations on Emotions and Political Practice." *Hypatia*, 3/2, Summer, pp. 31-47.

Iris Marion Young (1997). *Intersecting Voices: Gender, Political Philosophy, and Policy*. Princeton: Princeton University Press. (Chapter 2: Asymmetrical Reciprocity: On Moral Respect, Wonder, and Enlarged Thought.)

August 3 (W): Video – The Color of Fear

Be prepared to make connections between the readings and the video

August 7 (M) Civic Holiday

August 9 (W): Contemporary Approaches to Anti-Bias Education

Henry Giroux (1997). “Rewriting the Discourse of Racial Identity: Towards a Pedagogy and Politics of Whiteness.” *Harvard Educational Review* 67 no. 2, pp. 285-320.

Audrey Thompson, (1997) “For: Anti-racist Education.” *Curriculum Inquiry* 27/1, pp. 7-44.

Barbara Applebaum (unpublished manuscript), “Wanted: White, Anti-racist Identities”