> **IMPORTANT:**
> Please refer to the USC Center for Excellence in Teaching for current best practices in syllabus and course design. This document is intended to be a customizable template that primarily includes the technical elements required for the the purpose of central review by UCOC.

EDUC 667: Racism & Anti-Blackness in Education

Units: 3
Fall 2022 Wednesday: 12:30pm – 3:30pm
Location: WPH 403

Instructor: Kendrick B. Davis, Ph.D.
Office: https://usc.zoom.us/j/3110622311
Office Hours: By Appointment
Contact Info: kdavis01@usc.edu

Course Description

This course is designed to provide doctoral students meaningful preparation in building and honing their research skills and expertise to dismantle systems of racism and anti-Blackness in education. The history and contemporary state of education make a few things clear:

- Educational institutions play a key role in dismantling racists thought and practice because of their unique developmental role in our societal fabric and their complicated history of both protector and perpetrators of violence;
- Addressing education narrowly – without due consideration for other socioeconomic factors - takes insufficient account of the additive and confounding effects of the people, places, and policies that decrease the efficacy of educational environments and produce racially disparate outcomes;
- Pursuing and achieving equity goals will undoubtedly require a coordinated, comprehensive, and coherent strategy to ensure meaningful outcomes that are neither fragmented nor stubbornly incremental.

Further, this course is designed to compel a holistic understanding of the historical underpinnings, persistent pathways, and contemporary pillars of racism and white supremacy in the education. A solely intellectual examination of the issues is insufficient so course activities will motivate the use of existing and new skills and knowledge.

Wilkerson's (2020) Eight Pillars of Caste will inform the central design of the course and will be key to our ability to address the origins and externalities of anti-Black racism in education. Policy will often animate – or serve as a useful entry point - into our course activities and discussions to make clear the nexus between foundational racists sentiment and legitimated people, processes, and practices.

Learning Objectives

This course is designed to further students' abilities to:

- Collect, analyze, and communicate quantitative and qualitative data in ways that illuminate and characterize racialized differences in outcomes, perspectives, and developments;
- Explain and delineate the linkages between the domestic and international struggles for human and civil rights and their contemporary linkages to anti-Black racism in US education systems;
- Understand and apply anti-deficit education theories to develop scholarly products and proposals making explicit use of course texts, literature, and perspectives.

Prerequisite(s): None
Co-Requisite(s): None
Concurrent Enrollment: None
Recommended Preparation: None

Course Notes
Letter grades will be assigned in this course. Lecture notes and ongoing course plan will be accessible via Blackboard.

Technological Proficiency and Hardware/Software Required
The course may make use of USC-provided software (i.e., Qualtrics, Social Explorer). It is important to note that instructor evaluation of course assignments will not rely solely upon proficiency in the software tools.

Required Readings and Supplementary Materials
- Wilkerson, I. (2020). *Caste: The origins of our discontents*. Random House.
- Valencia, R. R. (2010). *Dismantling contemporary deficit thinking: Educational thought and practice*. Routledge

Description and Assessment of Assignments
Course assignments are designed to provide students with sufficient opportunities to build and leverage their scholarly knowledge and expertise into products and processes that: a) illuminate an un/under-explored tension in the literature; (b) communicate theories and methodologies and their connections to end-users and agents in the education system; and c) Identify and characterize the modifiable phenomena of anti-Black racism in education.

This course will require active participation in each class session, a willingness to engage meaningfully with difficult content in constructive ways, and provide timely, thoughtful, and concise completion of assignments.

There will be **three** mutually reinforcing assignments that gradually build knowledge and skills on a topic or discipline (policy, linguistics, curriculum, etc.) of a students' choosing in ways that: (a) Meaningfully use data disaggregated by race; (b) Make explicit the linkage between racist thought and practice in education and the current environment or condition; and (c) Offer evidenced-based insights and guidance that are reasonable and sound.

Assignment 1: Is a short paper (~3-5 pages) focusing on collecting and characterizing publicly available data from local, state, or federal sources by race; making relevant connections to historical events and dynamics; and creating relevant research questions for further consideration.

Assignment 2: Is a short paper (~3-5 pages) that makes clear the connection to anti-deficit/asset-based and anti-racist theories, concepts, and frameworks and their implications in and across education fields.

Assignment 3 (Final Assignment): Is a mid-length paper (~10 pages) incorporating race-conscious data collection and analysis, anti-deficit theory and conceptual framing, and knowledge of educational pathways, policies and practice to motivate unique perspectives and solutions.

Grading Breakdown

Assessment Tool (assignments)	% of Grade
In-Class Sub-Projects	20
Assignment 1	20
Assignment 2	20
Final Product	25
Course Participation	15
TOTAL	100

Course final grades will be determined using the following scale
A 95-100
A- 90-94
B+ 87-89
B 83-86
B- 80-82
C+ 77-79
C 73-76
C- 70-72
D+ 67-69
D 63-66
D- 60-62
F 59 and below

Assignment Submission Policy
All assignments are to be submitted via Blackboard unless otherwise noted and are due by the dates indicated next to the assignment.

Grading Timeline
Late Assignments will only be accepted with prior approval. You should make every effort to turn in assignments on time.

Course Schedule: A Weekly Breakdown

Does not include Fall 2022 Recess

	Topics/Daily Activities	Readings/Preparation	Deliverables
Week 1	**Why the Legal Status Quo Will Not Liberate:** We'll examine the common elements of the landmark legal precedent that undergirds race-conscious and anti-discriminatory laws and policies. In particular, we'll focus attention on the laws and Constitutional provisions bolstering equity and why they are necessarily limited.	Landmark Scotus Opinions • Executive Order 8802 (1941) • Brown vs. Board (1954) • Brown vs. Board 2 (1955) • Griswold v. Connecticut (1965) • Loving v. Virginia (1967) • Roe vs. Wade (1973) • Obergefell vs. Hodges (2015) • Footnote 11 Deepdive Research Articles: • Harper, S. R. (2021). Black People vs. Educational Culprits Engaged in Our Systemic Mass Incarceration in the United States of America. *Peabody Journal of Education*, 1-6. • Bonneau, C. W., Hammond, T. H., Maltzman, F., & Wahlbeck, P. J. (2007). Agenda control, the median justice, and the majority opinion on the US Supreme Court. *American Journal of Political Science*, *51*(4), 890-905.	Familiarize yourself with the basic tenets of each case (know the who, what, why where, when) with particular attention the legal justification motivating expansion of fundamental rights.
Week 2	**Deficit Thinking and Legal Status Quo continued:** This segment will introduce a wide cross section of anti-deficit and deficit-based perspectives in education – using *Brown v. Board as a case study.*	Required Text • Wilkerson (2020): Part I - Toxins in the permafrost; Part Two– The arbitrary construction of human division; Part Seven: Chapter 30 – The radicalization of the dominant caste. • Valencia (2010): Preface – Chapter 1 (*Construct of deficit thinking*) & Chapter 2 (Neohereditarisnism: Pseudoscientific Explanations for Racial Differences in Intelligence) – pay particular attention to p. 23-28 on deficit perspectives of *Brown v. Board* and targeted use of social and behavioral science research. Other Text • Footnote 11 Deepdive • *K. B. Clark, Effect of Prejudice and Discrimination on Personality Development (Midcentury White House Conference on Children and Youth, 1950); Witmer and Kotinsky, Personality in the Making (1952), c. VI; Deutscher and Chein, The Psychological Effects of Enforced Segregation: A Survey of Social Science Opinion, 26 J. Psychol. 259*	*For FN11 – pay particular attention to the cited authors and studies and ascertain the background and methodological strategy.*

		(1948); Chein, What are the Psychological Effects of [347 U.S. 495] Segregation Under Conditions of Equal Facilities?, 3 Int. J. Opinion and Attitude Res. 229 (1949); Brameld, Educational Costs, in Discrimination and National Welfare (MacIver, ed., (1949), 44-48; Frazier, The Negro in the United States (1949), 674-681. And see generally Myrdal, An American Dilemma (1944). •	
Week 3	**Devine Will & the Laws of Nature:** We continue with an examination of the precarious and pernicious weaponization of science and religion in service to anti-Black racism in education.	Required Texts: • Wilkerson (2020): Pillar 1 & Part Four: Chapter 18 – Satchel Paige & the illogic of caste. • Valencia (2010): Chapter 5 (Deconstructing deficit thinking) & Chapter 6 (School reform & democratization of education) Research Articles • Baldwin, J. (2000). Chapter Eight: A Talk to Teachers. *Counterpoints*, *107*, 123-131. • Dumas, M. J., & Ross, K. M. (2016). "Be real black for me" imagining BlackCrit in education. *Urban Education*, *51*(4), 415-442. • Sharpe, C. (2014). Black studies: In the wake. *The Black Scholar*, *44*(2), 59-69. • Harper, S. R. (2009). Niggers no more: A critical race counternarrative on Black male student achievement at predominantly White colleges and universities. *International Journal of Qualitative Studies in Education*, *22*(6), 697-712.	***Begin Building Reputable ReSource Repository***
Week 4	**Heritability and Pseudoscientific Explanations for Social and Intellectual Status:** This segment examines the immutability and fixed nature of racial hierarchy motivated and characterized by birthright	Required Readings • Wilkerson (2020): Pillar Two • Valencia (2010): Chapter 2 Research Articles • Harris, C. I. (1993). Whiteness as property. *Harvard law review*, 1707-1791. • Dancy, T. E., Edwards, K. T., & Earl Davis, J. (2018). Historically white universities and plantation politics: Anti-Blackness and higher education in the Black Lives Matter era. *Urban Education*, *53*(2), 176-195. • Warren, C. A., & Coles, J. A. (2020). Trading spaces: Antiblackness and reflections on Black education futures. *Equity & Excellence in Education*, *53*(3), 382-398.	***Assignment 1 Due***

		Other Readings • Footnote 11 of *Brown v. Board (1954)*	
Week 5	**Endogamy and the Control of Marriage and Mating:** Seeing difference as a threat to gene purity will guide our understanding of state-enabled segregation and it's material impacts on the education system.	Required Texts: Wilkerson (2020): Pillar Three Research Articles • Wilkins, A. C. (2012). Stigma and Status: Interracial Intimacy and Intersectional Identities among Black College Men. Gender & Society, 26(2), 165–189. https://doi.org/10.1177/0891243211434613 • Bowman, N. A., & Park, J. J. (2014). Interracial contact on college campuses: Comparing and contrasting predictors of cross-racial interaction and interracial friendship. *The Journal of Higher Education*, *85*(5), 660-690. • Stackman, V. R., Reviere, R., & Medley, B. C. (2016). Attitudes Toward Marriage, Partner Availability, and Interracial Dating Among Black College Students From Historically Black and Predominantly White Institutions. Journal of Black Studies, 47(2), 169–192. https://doi.org/10.1177/0021934715623520 Other: *(revisit) Loving v. Virginia (1967)*	**Research Question Exercise (in-class):** *Translate education and social issues into researchable questions that can help map qualitative inquiry methods. (Appendix L of Ravitch & Carl, 2016)*
Week 6	**Purity v. Pollution:** This segment will widen the aperture of racialized segregation from one built solely on socioeconomic conditions and culture to one constructed through genetic and generational deficiency narratives. Through our examination of the historical and contemporary record, we'll trace the structure and practices that stagnate conditions	Required Texts: • Wilkerson (2020): Part Four: Chapter 11 – dominant group status threat and precarity of highest rung. Research Articles • Du Bois, W. B. (1935). Does the Negro need separate schools?. *Journal of Negro Education*, 328-335. • Terry Sr, C. L., Flennaugh, T. K., Blackmon, S. M., & Howard, T. C. (2014). Does the "Negro" still need separate schools? Single-sex educational settings as critical race counterspaces. *Urban Education*, *49*(6), 666-697. • Walker, V. S. (2000). Valued segregated schools for African American children in the South, 1935-1969: A review of common themes and characteristics. *Review of educational research*, *70*(3), 253-285. • Horsford, S. D. (2009). From Negro student to Black superintendent: Counternarratives on segregation and desegregation. *The Journal of Negro Education*, 172-187. • Horsford, S. D. (2010). Mixed feelings about mixed schools: Superintendents on the complex	*Assignment II Due*

		legacy of school desegregation. *Educational administration quarterly*, *46*(3), 287-321.	
Week 7	**Occupational Hierarchy: The Jatis and the Mudsill:** We'll draw our attention to the correlation of racist and deficit thinking and the racialized occupational patterns that exists in US workforce systems today – including those that feed teacher and education leaders pipelines. Further, we'll examine how movement through the occupational hierarchy necessitates adherence to dominant caste norms often without the corresponding benefits accruing to individuals or communities most impacted.	<u>Required Texts:</u> • Wilkerson (2020): Part Four: Chapter 15 – the urgent necessity of the bottom rung; Chapter 24 – Cortisol, telomeres & the lethality of caste. <u>Research Articles</u> • Wingfield, A. H., & Alston, R. S. (2014). Maintaining hierarchies in predominantly White organizations: A theory of racial tasks. *American Behavioral Scientist*, *58*(2), 274-287. • Brockenbrough, E. (2015). "The Discipline Stop" Black Male Teachers and the Politics of Urban School Discipline. *Education and Urban Society*, *47*(5), 499-522. • Bristol, T. J., & Mentor, M. (2018). Policing and teaching: The positioning of Black male teachers as agents in the universal carceral apparatus. *The Urban Review*, *50*(2), 218-234. <u>Case Studies</u> • Anaysis of deficit perspective in media; • Deconstructing the dynamic of Black wealth → White violence; • Deepdive of UCOP's Inclusive Innovation Equitable Entrepreneurship (I2E2) Program; • Amazon HQ2: localized and regional impacts on education and workforce of corporate competition in high-poverty environments.	
Week 8	*Occupational Hierarchy: The Jatis and the Mudsill – Part II*	<u>Other Readings</u> • Closing the Racial Inequality Gaps: The Economic Cost of Black Inequality in the US • Fourth Industrial Revolution • Legislation, policy, and the Black student debt crisis; • Snapshot of Federal Student Loan Debt • Federal Student Loan Debt Cancellation: Policy Considerations • Federal Student Loan Debt Relief – COVID-19 context. • EPSCoR: Targeted distributions of federal funds. <u>Case Study I</u> • Settlement for Corinithian College borrowers. • Accreditor Data File <u>Case Study II</u> • Rankings Report	**Policy research presentation activity:** You will prepare and present your analysis and findings of a sub-set of data from Weeks 7 & 8.

		• Excerpt from *Weapons of Math Destruction (O'Neil, 2017)*	
Week 9	**Dehumanization & Stigma:** This segment will examine the foundations of how racist thought and practice translate into individual perception and identify formation. The erosion of explicitly racist legislation, disallowed in many cases by single or cumulative legal actions, required an alternative vehicle that would ensure cultural adoption. It required that people perceive the current condition to be a matter of destiny vs. the direct and designated outcome of decisions. The *culture of poverty* and *at-risk* deficit-framings in K-12 settings will be highlighted.	Required Texts: • Wilkerson (2020): Pillar Six • Valencia (2010): Chapters 3-4 Research Articles • Carter Andrews, D. J., Brown, T., Castro, E., & Id-Deen, E. (2019). The impossibility of being "perfect and White": Black girls' racialized and gendered schooling experiences. *American Educational Research Journal*, *56*(6), 2531-2572. • Coles, J. A., & Powell, T. (2020). A BlackCrit analysis on Black urban youth and suspension disproportionality as anti-Black symbolic violence. *Race Ethnicity and Education*, *23*(1), 113-133.	
Week 10	**Terror as Enforcement, Cruelty as a Means of Control:** We'll consider the similarities and differences between the struggles for racial and social justice in the 21st century, and those leading up to and following landmark civil and human rights successes in the 19th and 20th centuries. We'll pay particular attention to the draconian nature of mass incarceration and policing policies during reconstruction and rebuilding, examine educational institutions as sites of violence.	Required Texts: • Wilkerson (2020): Pillar Seven Research Articles • Tynes, B. M., Willis, H. A., Stewart, A. M., & Hamilton, M. W. (2019). Race-related traumatic events online and mental health among adolescents of color. *Journal of Adolescent Health, 65*(3), 371-377. • Love, B. L. (2016). Anti-Black state violence, classroom edition: The spirit murdering of Black children. *Journal of Curriculum and Pedagogy*, *13*(1), 22-25. • Jenkins, D. A., Tichavakunda, A. A., & Coles, J. A. (2021). The second ID: Critical race counterstories of campus police interactions with Black men at historically white institutions. *Race Ethnicity and Education*, *24*(2), 149-166. Case Studies • [Disproportionately Disciplined](#) • [US Department of Education Office of Civil Rights (OCR) Deepdive](#)	

Week 11	*Terror as Enforcement, Cruelty as a Means of Control – Part II*	Required Texts: • Wilkerson (2020): Part Four: Chapter 13 - The insecure alpha; Chapter 22 – Stockholm Syndrome and survival of subordinate caste; Research/Other Articles • Jenkins, D. A., Tichavakunda, A. A., & Coles, J. A. (2021). The second ID: Critical race counterstories of campus police interactions with Black men at historically white institutions. *Race Ethnicity and Education*, *24*(2), 149-166. • Disproportionate impact of K-12 suspension and expulsion on Black students in southern states.	
Week 12	**Inherent Superiority vs. Inherent Inferiority:** Critically review the social construction of superior and inferior thought models, and dissect why cultural standards of beauty and behavior are not innocuous and often result in deficit-laden and punitive experiences for minoritized student populations along the education continuum	Required Texts: • Wilkerson (2020): Pillar Eight Research Articles: • Coles, J. A. (2020). A BlackCrit re/imagining of urban schooling social education through Black youth enactments of Black storywork. *Urban Education*, 0042085920908919. • Cole, D. (2011). Debunking Anti-Intellectualism: An Examination of African American College Students' Intellectual Self-Concepts. *The Review of Higher Education 34*(2), 259-282. doi:10.1353/rhe.2010.0025. • Hilliard, A. G. (1994). What good is this thing called intelligence and why bother to measure it?. *Journal of Black Psychology*, *20*(4), 430-444.	
Week 13	**Contemporary Challenges & Opportunities Part I**	Required Texts: • Wilkerson (2020): Chapter 25: A change in script – Chapter 26: Turning point and the resurgence of caste – Chapter 27: The symbols of caste Other Readings • Civil Rights Act of 1964: 11 titles at a glance • History and Enforcement of the Voting Rights Act of 1965 Case Studies • Stop Woke Act • Landscape of Restrictive Voting Legislation – Brennan Center	
Week 14	**Contemporary Challenges & Opportunities Part II**	Required Texts: • Wilkerson (2020): Chapter 29: The price we pay for a caste system Other Readings • Race-conscious implementation of developmental education reform in California community colleges.	Prepare thoughtful and insightful questions for speaker from Community College of Philadelphia &

		- Transformational College Redesign: Building blocks for institutionalzing racial equity. - Guided pathways and equity: Structural & cultural change typology - Advancing equity through Guided Pathways series - Chancellor's Office Call to Action update Case Studies – Guided Pathways - Commnuity Colleges of California - Community College of Philadelphia	California Competes framed around developmental education reform as a racial justice issue.
Week 15	**Presentation Week Field Research Week:** Structured class time to engage classmates in peer learning and problem-solving	Present and Participate	Final Assignment Due
FINAL	TBD	TBD	Refer to the final exam schedule in the USC *Schedule of Classes* at classes.usc.edu.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on Research and Scholarship Misconduct.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.
National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.
Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
osas.usc.edu
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.
USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

*Occupational Therapy Faculty Practice - (323) 442-334*0 or otfp@med.usc.edu
chan.usc.edu/otfp
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.