

**CRITICAL
MULTICULTURALISM:
DIALOGUE &
EXPERIENCE**

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OBJECTIVES

- Define social roles, and the impact they have on students' learning experiences
- Recognize our own social class biases and the possible impact on students
- Become more aware of the complicity and intersectional nature of social class, race, racism and whiteness, and gender in our conscious and unconscious minds and actions

KINCHELOE & STEINBERG

—“SOCIAL” DIMENSIONS OF CLASSROOM TEACHING

- Social roles and stories help define what is meaningful in our lives, what separates us and what choices we make.
- Although we see ourselves as unique individuals, we learn to assume complex, and sometimes contradictory, cultural identity types that impact our lives. These different roles come from the different contexts of our lives—family, peer groups, sport, leisure, politics...
- We may see ourselves as activists but having learned the role of “good daughter” may hold us back from challenging authority.
- Teacher choices and identities are shaped by multiple influences: e.g. media, family, past school experience, including teacher education.
- We all need to belong and may avoid isolation by going along with decisions we disagree with.

DISCUSSION 4

- Identify the main theme or themes of the readings, Gorski, Five myths about poverty, and Kincheloe & Steinberg, Ch 7, videos and websites found under [Week 7 and 8 Modules](#);
- Social roles and stories help define what is meaningful in our lives, what separates us and what choices we make. Although we see ourselves as unique individuals, we learn to assume complex, and sometimes contradictory, cultural identities and roles that impact our lives. These different roles come from the different context of our lives (e.g. family, peer groups, sport, leisure, politics, and so on). For example, we might hold the role of "good daughter" and/or "star athlete." What are some of the social roles you currently hold? Do some of them conflict? Do any of them make it hard for you to challenge the norms upheld in school, that represent inequitable education (e.g. tracking/ability grouping, peer group prejudice, racism, classism, sexism or homophobia)? If so, how can we adapt our roles in the teaching context to enable us to take on more active, social justice roles when this is in the interest of our students?
- What is Gorski's perspective on social class and poverty? Where does Gorski stand in terms of Nieto's scale of multicultural education?
- How would implementing Gorski's approach change how we tend to address poverty in schools?
- The readings and YouTubes speak to the enormous income inequality and inequities in the United States, which has shown up during this coronavirus pandemic. How is the huge gap between the haves and the have nots in this country due to cultural hegemony and the legacy of colonialism (define these concepts)? How does an understanding of poverty as an economic problem (Gorski's position), rather than the fault of poor people as some people believe, help us to address the needs of all of our students?

WHITE SUPERIORITY & IDENTITY

HOW CAN WE GAIN MORE INSIGHTS INTO OUR IDENTITIES, AND HOW WE THINK, FEEL, BELIEVE AND ACT IN THE WORLD?

- **Where do our identities come from?**

(Stuart Hall, 1993)



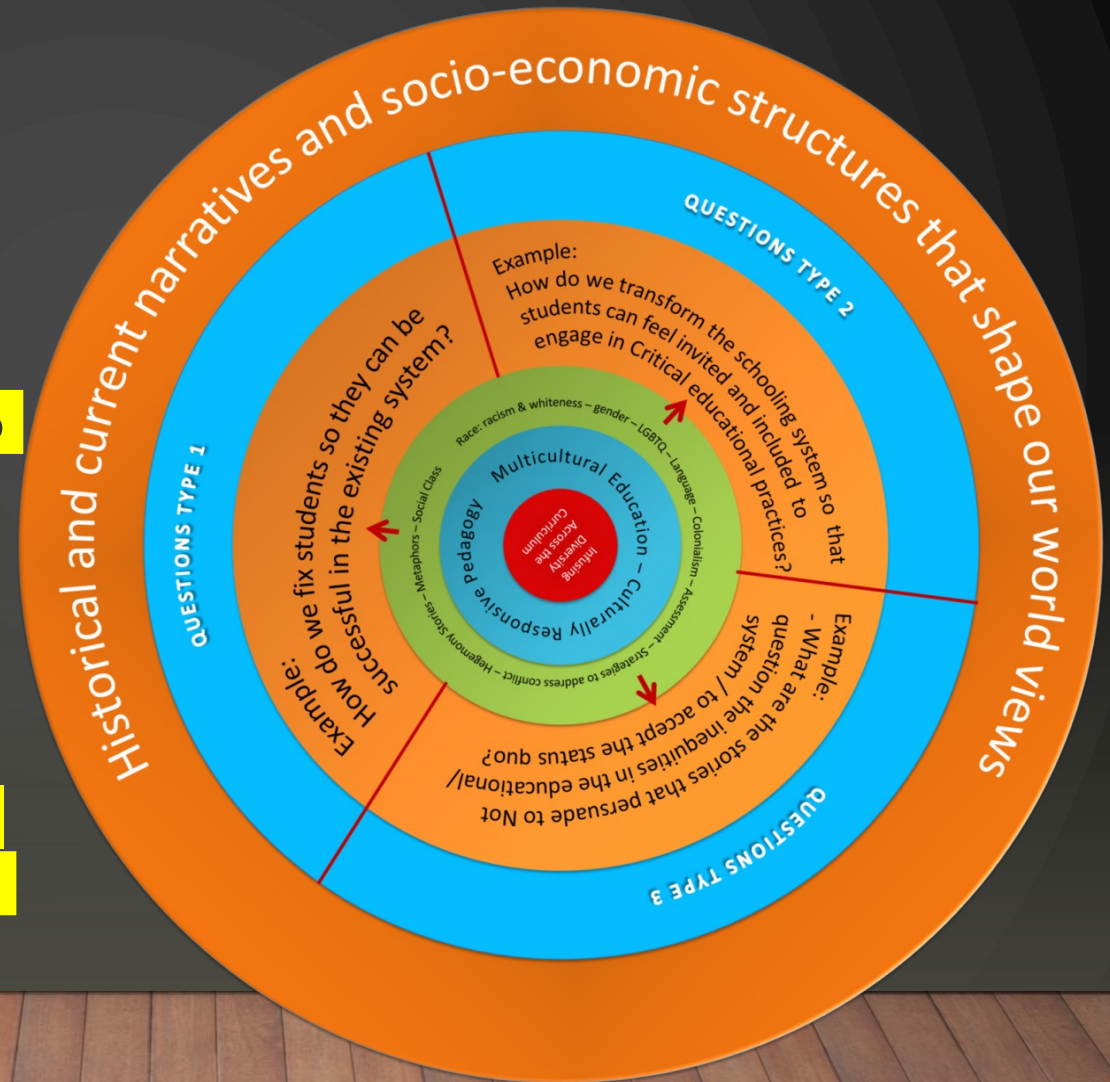
EVEN QUESTIONING IN EDUCATION IS GOVERNED BY WHAT WORKS FOR THE SYSTEM, REPRODUCING WHITE SUPERIORITY/SUPREMACY

1. (Reproductive/hegemonic)

How do we fix students so they can be successful in the existing system?

2. (Transformative) How do we transform the schooling system so that students can feel invited and included to engage in critical educational practices for social justice?

3. (Counter-hegemonic) What are the stories that persuade students & faculty to NOT question the inequities in the educational system/to accept the status quo?



TRANSFORMING HARMFUL IDENTITIES THROUGH LIFE HISTORIES

What are your life stories as you see them?

Look critically at the contexts of the literacy events/narratives/discourses and archival information of your life. What do they tell you about your own life story(ies)?

**Life history:
Embedded in a system of social and cultural narratives**

What has been the impact of other people's ideas on your life story(ies)?

WHAT DID THE SOCIAL CLASS HIERARCHY LOOK A FEW YEARS AGO?

- http://www.youtube.com/watch?v=QPKKQnijnsM&feature=player_embedded
- https://www.youtube.com/watch?v=nU5MtVM_zFs&list=PLE795FB5701514A0A

US CENSUS REPORT 2019

- In 2018, the poverty rate for Black people was 21%;
- But the poverty rate for non-Hispanic White people was 8%;
- The top 20% of households received more than half the income, and own 98% of the wealth;
- Women still earn 82 cents of the dollar, the same as in 2017;
- The current administration's proposal to restrict Medicaid and SNAP (food) benefits, and make it more difficult for immigrants to get green cards, would throw at least 3 million more people into poverty;
- Social Security benefits kept more than 27 million people out of poverty in 2018., yet these benefits are also a target of the administration.

THE EDUCATIONAL “PLAYING FIELD”

- Many Americans are still struggling to find a way out of poverty, find employment, and gain both health care and education not only for themselves but for their families.
- In 2019, the U.S. Census Board reported that the poverty rate was down but millions of Americans were still poor;
- In 2018, 38.1 million people were poor—1.4 million fewer than 2017 but still one in eight Americans lived below the poverty line (\$25,465 for a family of 4);
- The median household income in 2018 was \$63,179, which was the same as the peak level in 1999!
- The median income for Black people was \$41,361; for white households it was \$70,642.

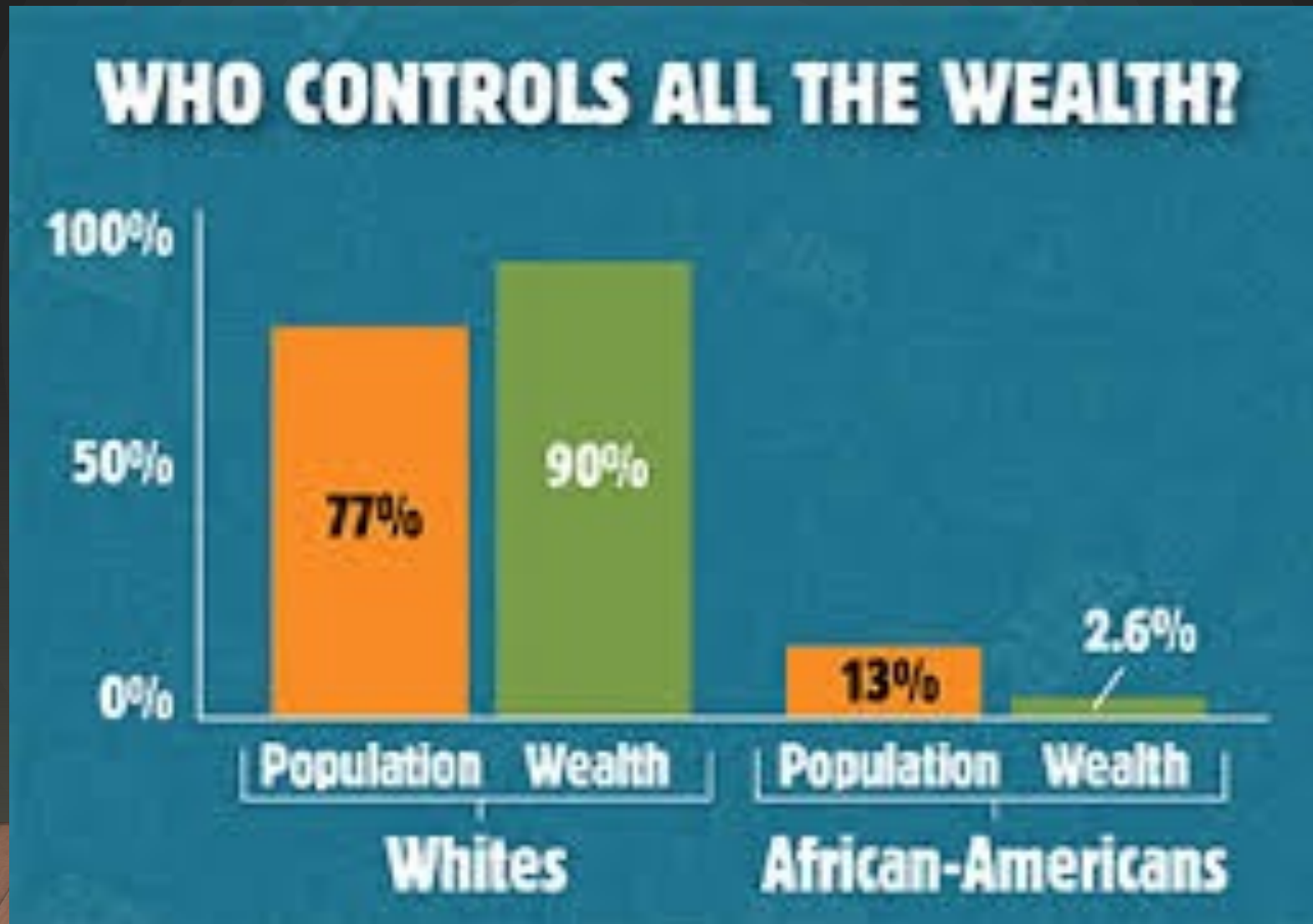
THE HEGEMONIC “PLAYING FIELD”



- In 2012 America, the top 1% owned 40% of our country's financial wealth (Washington Post, 2019).
- The bottom 80% owned all of 7%.
- In 2012, the top 40 hedge fund managers in the country earned \$16.7 billion dollars, as much as 300,000 public school teachers combined -- almost a third of all high school teachers in America.
- **Since then, 95% of all new income has gone to the top 1%.**

WHAT IS STRUCTURAL RACISM?

(DEMOS, 2014)



POVERTY STATISTICS FOR 2017 (U.S. CENSUS)

- Between 2016 and 2017, people with at least a bachelor's degree were the only group to have an increase in the poverty rate or the number of people in poverty.
- Among this group, the poverty rate increased 0.3 percentage points and the number in poverty increased by 363,000 individuals between 2016 and 2017.
- Even with this increase, among educational attainment groups, people with at least a bachelor's degree had the lowest poverty rates in 2017.

BREAKING THE SCHOOL-TO-PRISON PIPELINE

- *Michelle Alexander (2010); Ta-Nehisi Coates (2018)*
- **The pipeline begins in classrooms, disproportionately affecting BIPOC.**
- **Nationally, black students in public schools are suspended or expelled at nearly three times the rate of white students (*Chicago Tribune* analysis of U.S. Department of Education data).**
- **Nationwide, almost 100,000 children and teens are in custody. Black youths are vastly overrepresented in this population; they are held in custody at four times the rate of white youths (National Council on Crime and Delinquency).**
- **Cultural hegemony plays a huge role in white supremacy and educational inequities**

“BETWEEN THE WORLD & ME” – TA NEHISI COATES

“I came to see the street and the school as arms of the same beast. One enjoyed the official power of the state while the other enjoyed its implicit sanction. But fear and violence were the weaponry of both. Fail in the streets and the crews would catch you slipping and take your body; Fail in the schools and you would be suspended and sent back to those same streets, where they would take your body. And I began to see these two arms in relation—those who failed in the schools justified their destruction in the streets. The society could say, ‘He should have stayed in school and then wash its hands of him.’”

- **How does school participate in creating an educational hierarchy that excludes many students from poverty?**

GORSKI: THE SAVAGE INEQUALITIES OF SOCIAL CLASS

WWW.EDCHANGE.ORG

Comparing low-poverty schools, high-poverty schools have:

- More teachers teaching in areas outside their certification;
- More serious teacher turnover problems;
- More teacher vacancies;
- Larger numbers of substitute teachers;
- More limited access to computers and the Internet;
- Inadequate facilities (such as science labs);

MORE SAVAGE INEQUALITIES

- More dirty or inoperative bathrooms;
- More evidence of vermin such as cockroaches and rats;
- Insufficient classroom materials;
- Less rigorous and multicultural curricula;
- Fewer experienced teachers;
- Lower teacher salaries;
- Larger class sizes; and
- Less funding

ROBERTA AHLQUIST: ASSAULT ON KIDS

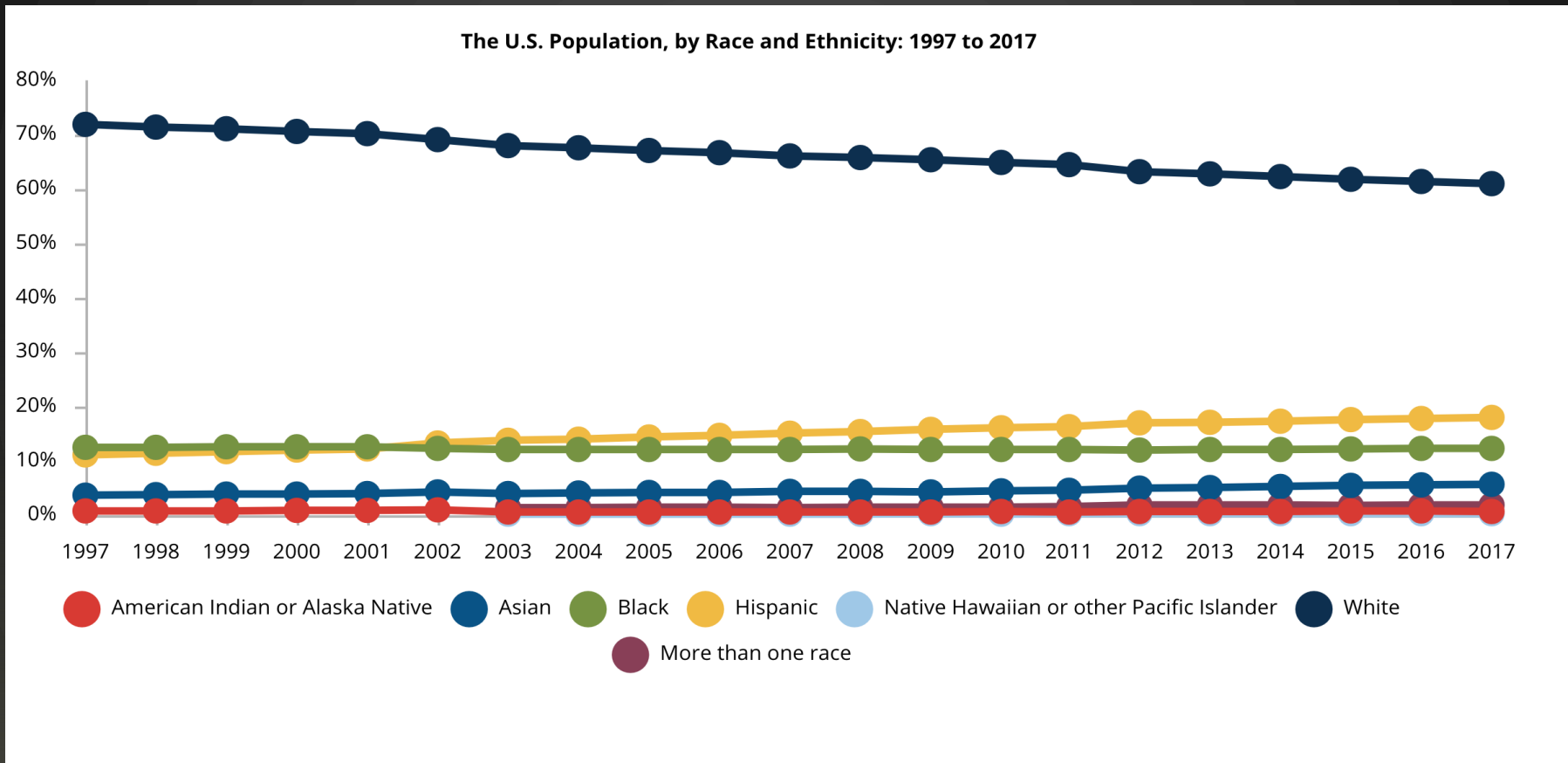
- Deculturation and scripting of the curriculum,
- Top-down hierarchy, top down control over content and what is taught
- English only—monocultural view in multi-lingual world
- Re-segregation of schools, tracking (ability grouping), limited access to higher education
- Privatization of public school in the name of choice

RACIAL-ETHNIC GROUPS IN THE U.S.

- As the U.S. population increased, the nation became more racially and ethnically diverse.
- Overall, Hispanics had the largest increase in their total share of the population, increasing from 11.1 percent in 1997 to 18.0 percent in 2017
- Hispanics are followed by Asians, whose share increased from 3.7 percent to 5.7 percent.
- Although Whites continued to represent the largest racial and ethnic group in the U.S., their share of the overall population decreased from 71.9 percent in 1997 to 61.0 percent in 2017.

THE U.S. POPULATION BY RACE AND ETHNICITY (CENSUS 1997-2017)

(ACE--[HTTPS://WWW.EQUITYINHIGHERED.ORG/INDICATORS/U-S-POPULATION-TRENDS-AND-EDUCATIONAL-ATTAINMENT/EDUCATIONAL-ATTAINMENT-BY-RACE-AND-ETHNICITY/](https://www.equityinhighered.org/indicators/u-s-population-trends-and-educational-attainment/educational-attainment-by-race-and-ethnicity/))



US UNIVERSITY DIFFERENTIALS [S]

2006-2010: POPULATION 25 AND OVER WITH BACHELOR'S DEGREE OR HIGHER

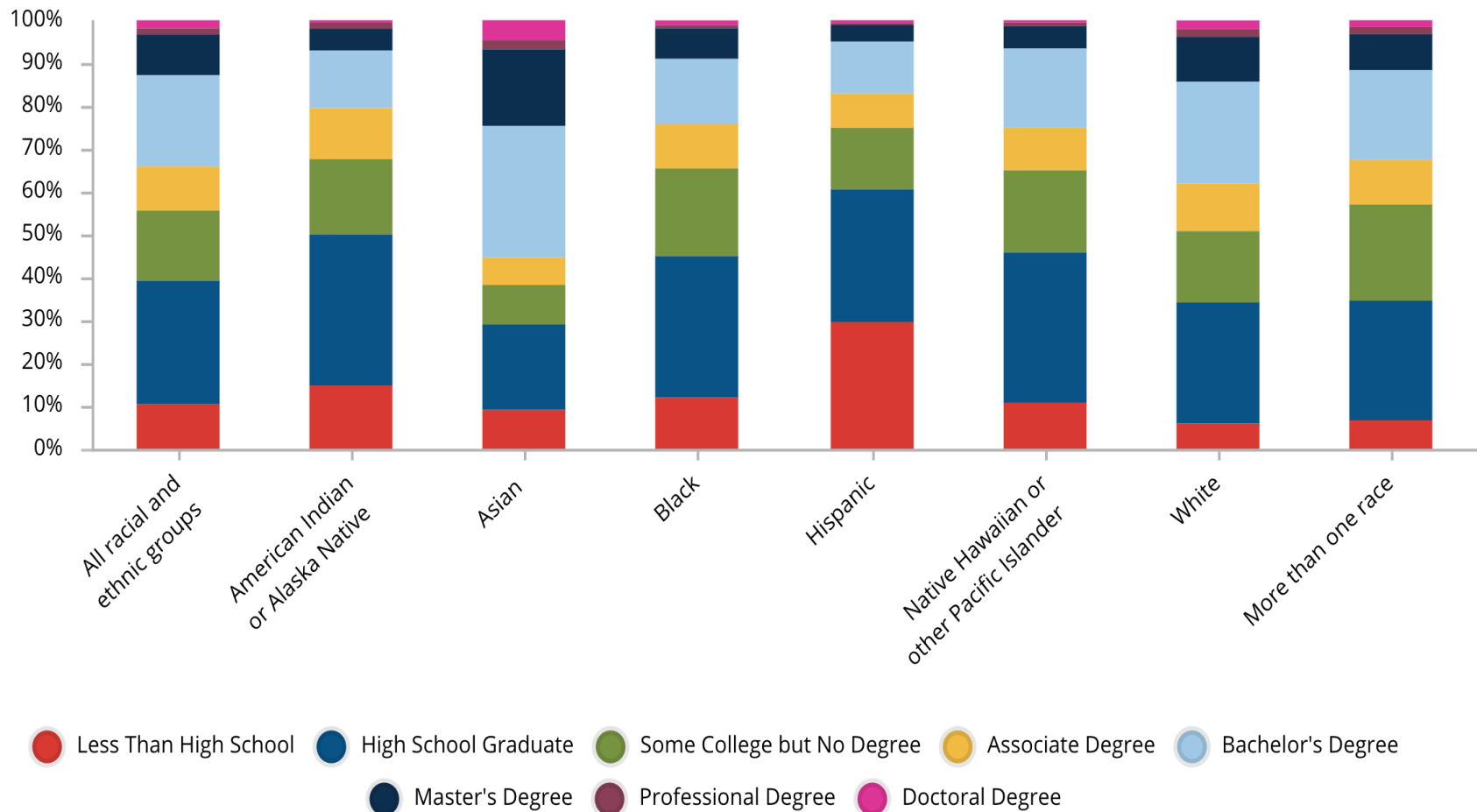
Total University Population = 27.9%

- White = 29.3%; Black = 17.7%; Hispanic = 13%; Hawaiian/Pacific Islander = 14.4 %; Asian = 50.2%; Native = 13%; Mixed = 24.5%
- 13% of African Americans are getting a higher education;
- African Americans with bachelors degrees earned 20% less than whites for the same amount of education;
- Yet, 63% of all jobs that pay a living wage will require at least some post-secondary education.

EDUCATIONAL ATTAINMENT AGES 25 AND OVER BY RACE AND ETHNICITY: 2017

ACE--[HTTPS://WWW.EQUITYINHIGHERED.ORG/INDICATORS/U-S-POPULATION-TRENDS-AND-EDUCATIONAL-ATTAINMENT/EDUCATIONAL-ATTAINMENT-BY-RACE-AND-ETHNICITY/](https://www.equityinhighered.org/indicators/u-s-population-trends-and-educational-attainment/educational-attainment-by-race-and-ethnicity/))

Educational Attainment of Adults Ages 25 and Older, by Race and Ethnicity: 2017



WHY IS SOCIAL CHANGE SO HARD TO ACHIEVE? SOME THOUGHTS!

- **The U.S. is the most capitalist that depends on individual commitment to their own interests.**
- **Young people learn to be individualistic, self-interested...**
- **People of color (BIPOC) and poor people have been undervalued for centuries, and social change that benefits BIPOC and poor people has little value for too many white people and people who have bought into white supremacy—**
- **resulting in significant historical trauma...**

The Hidden Rules

Payne, Ruby, (2001) Framework for Understanding Poverty
aha! Process Inc., Highlands, TX

The 'hidden rules' of social class are generally known only to people in those social classes. Each group has a set of 'hidden rules' that members of other groups don't know, and may not even suspect exist. Payne has developed a chart, showing how the "rules" of each group affect their lives and thinking.

	POVERTY	MIDDLE CLASS	WEALTH
POSSESSIONS	People	Things	One-of-a-kind objects, legacies, pedigrees
MONEY	To be used, spent	To be managed	To be conserved, invested
PERSONALITY	For entertainment, sense of humor highly valued	For acquisition and stability; achievement is highly valued	For connections; financial, political and social
SOCIAL EMPHASIS	Social inclusion of people they like	Emphasis is on self-governance and self-sufficiency	Emphasis is on social exclusion
FOOD	Key question: did you have enough? Quantity is important	Key question: Did you like it? Quality is important	Key question: Was it presented well?
CLOTHING	Valued for individual style and expression	Valued for its quality and acceptance into norm of middle class. Label important	Valued for its artistic sense and expression. Designer important
TIME	Present most important. Decisions made for moment based on feelings or survival	Future most important. Decisions made against future ramifications	Traditions and history most important. Decisions made partially on basis of tradition and decorum
EDUCATION	Valued and revered as abstract but not as reality	Crucial for climbing success ladder and making money	Necessary tradition for making and maintaining connections
DESTINY	Believes in fate. Cannot do much to mitigate chance	Believes in choice. Can change future with good choices now	Noblesse oblige
LANGUAGE	Casual register. Language is about survival	Formal register. Language is about negotiation	Formal register. Language is about networking
FAMILY STRUCTURE	Tends to be matriarchal	Tends to be patriarchal	Depends on who has the money
WORLD VIEW	Sees world in terms of local setting	Sees world in terms of national setting	Sees world in terms of international view
LOVE	Love and acceptance conditional, based upon whether individual is liked	Conditional and based largely upon achievement	Conditional and related to social standing and connections
DRIVING FORCE	Survival, Relationships, Entertainment	Work, achievement	Financial, political and social connections

BACKGROUND

- We need to challenge “the necrophilic grip of hegemonic schooling” (Darder, 2015, p. 82)

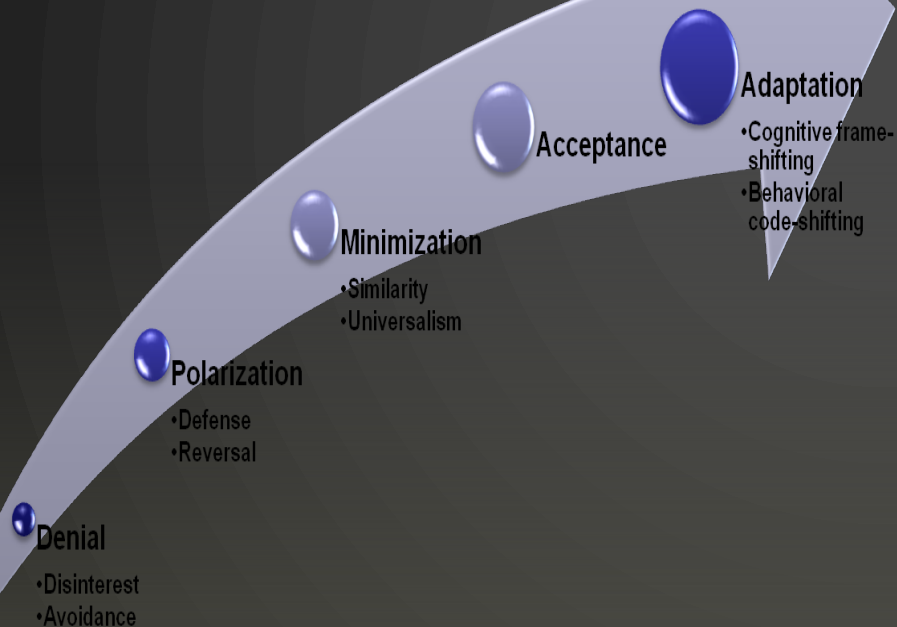
STRATEGIES TO TRANSFORM WHITE SUPREMACY

- Cultural Responsive & Sustaining pedagogies
- Critical Questioning
- Life Histories/Cultural Portfolios
- Masks
- Perspective Adjusting: Building Connections Across Ethnicities
- Connecting IDI with the real world

CONNECTING IDI WITH THE REAL WORLD

Intercultural Development
Continuum (IDI)
Phyllis Braxton, 2016

Sonia Nieto, 1994



- **Affirmation, Solidarity & Critique**
- **Respect**
- **Acceptance**
- **Tolerance**
- **Monoculturalism**