Current Issues in Music Education: 
Anti-Racist Pedagogy
MUED 5280
FALL 2020

Synchronous Class Meetings: Mondays, 5:00 – 7:50 pm, remote learning class.

Instructor:
Dr. Jamey Kelley (he, him, his)
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E-mail: jamey.kelley@unt.edu (preferred)
Office Hours: Mondays – 4pm to 5pm, by appointment

Essential Questions:
What is Anti-Racist Pedagogy, Culturally Responsive Pedagogy, and Indigenized Pedagogy?
How does Anti-Racist Pedagogy relate to music teaching and learning?
How can one apply Anti-Racist Pedagogy to specific music teaching contexts, such as K-12 schools, ensemble teaching, studio teaching, and higher education?

Objectives and Aims of the Course:
• Becoming aware of the systemic and local issues of race within educational practices and settings
• Attaining fluency in vocabulary associated with anti-racist pedagogy and practices
• Identifying anti-racist practices from the work of educational researchers, primarily by those who identify as people of color
• Reflect on personal relationship to systemic racism and how it influences teaching praxis
• Developing concrete ways to implement anti-racist practices and values within your teaching context and praxis

Required Texts
Everyday Antiracism: Getting Real About Race In School – ed. Mica Pollock
Culturally Responsive Teaching & The Brain – Zaretta Hammond
I’m Still Here: Black Dignity in a World Made for Whiteness – Austin Channing Brown
Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do – Claude Steele
**Recommended Texts**

- Teaching Truly: A Curriculum to Indigenize Mainstream Education – Four Arrows
- “Why Are All the Black Kids Sitting Together in the Cafeteria?” And Other Conversations About Race – Beverly Daniel Tatum
- Teaching to Transgress – bell hooks
- En Comunidade: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students – Carla España & Luz Yadira Herrera
- So you want to talk about race – Ijeoma Oluo
- We Want To Do More Than Survive – Bettina Love
- How We Fight For Our Lives – Saeed Jones
- White Supremacy and Me – Layla F. Saad
- How To Be An Anti-Racist – Ibram X. Kendi
- Not Light, But Fire – Matthew R. Kay
- The People’s History of the United States – Howard Zinn

**Complementary Readings in Fiction:**

*These texts help illustrate the concepts that we will encounter in anti-racist pedagogy.*

- Their Eyes Were Watching God – Zora N. Hurston (intersectionality, intergenerational trauma)
- The Vanishing Half – Brit Bennett (race as social construction, colorism)
- The Hate U Give – Angie Thomas (unequal opportunity, police brutality)
- Dear Martin – Nic Stone (values of education, intersectionality)
- Sula – Toni Morrison (representation, collective oppression)
- Invisible Man – Ralph Ellison (white supremacy culture, representation)
- The Only Good Indians – Stephen Graham Jones (representation, indigenous values)
- Mexican Gothic – Silvia Moreno-Garcia (race as constructed myth, eugenics)

**Assignments**

**Weekly Modules** – Each week, the student will complete modules that will include readings, responses, reflections, and examining different media on the weekly topic. Due dates for each Module will be listed in Canvas.

**Philosophy of Anti-Racist Pedagogy** – The student will compose a philosophy of anti-racist pedagogy, synthesizing concepts from throughout the semester. This philosophical statement should be between 600 and 1000 words. Due by December 10.

**Online Museum Exhibit** – Working in pairs, students will create 2 or 3 exhibits that explore how the history of the local teaching context (North Texas, UNT, the College of Music) is racialized. Student will create exhibits that describe specific incidents in local/school history. Students should use multiple sources, including archival or personal accounts, to document within the exhibit. The exhibit should also include how educators can use this information in anti-racist pedagogy.
efforts. Students will present their exhibits as a webpage. As a class, we will determine the due date for this assignment.

Topics that the students may choose from can be (but not limited to):
The Quakertown neighborhood
The construction and removal of the Confederate soldier statue
Journal of Schenkerian Studies, Vol 12
The Death of Darius Tarver
Alice Moore Alexander and Alice Moore Alexander Elementary School
North Texas before colonization
Stan Kenton and Stan Kenton Hall

**Personal Reflection Journal** – Throughout the course in the weekly modules, there will be opportunities for each student to make personal reflections about the material that will not be turned into the instructor in order to work on these sensitive issues of race. At the end of semester, the student must compile 5 entries from the journal as evidence that they have completed the personal journal. Due by December 3.

**Evidence of Anti-Racism in Action in Music and Learning** – Students must submit some form of evidence of anti-racist pedagogy in music teaching and learning in the personal praxis. The evidence can take many forms, including videos of teaching, lesson plans, concert program. Due by December 10.

**Glossary of Anti-Racist Vocabulary** – Throughout the semester, students will compile a list of terms that deal with Anti-Racist Pedagogy. Due by December 3.

**Grade Breakdown**

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<thead>
<tr>
<th>Assignment</th>
<th>Opportunities</th>
<th>Points Per Attempt</th>
<th>Total Points</th>
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<tr>
<td>Weekly Modules</td>
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<td>Philosophy of Anti-Racist Pedagogy</td>
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<td><strong>Total Points</strong></td>
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TOPICS & READINGS AT A GLANCE

Readings and weekly assignments will be more specific in the Canvas Modules.

WEEK 1 – ORIENTATION TO THE CLASS

“Beginning Courageous Conversations about Race” in Everyday AntiRacism
Chapter 1 & 2 in Not Light, But Fire by Kay
Chapter 1 of Whistling Vivaldi by Steele

WEEK 2 – RATIONALE FOR THE CLASS – US History of Systemic Racism

Chapter 1 in Culturally Relevant Pedagogy and the Brain by Hammond
Chapter 1 through 5 – I’m Still Here by Brown
“Anti-Indianism in Education and in the Academe” by Four Arrows
One of the following chapters in The People’s History of the United States by Zinn
“Columbus, The Indians, and Human Progress”
“Drawing the Color Line”
“As Long As Grass Grows or Water Runs”
“We Take Nothing By Conquest, Thank God”
“Slavery Without Submission, Emancipation Without Freedom”

WEEK 3 – RACE AND RACISM

“What is Racism?” in So You Want To Talk About Race by Oluo
“Exposing Race as an Obsolete Biological Concept” by Goodman in EA
“No Brain is Racial” by Pollock in EA
Chapters 2 and 3 of Whistling Vivaldi by Steele
Chapters 9 through 11 in I’m Still Here by Brown

WEEK 4 – FURTHER UNDERSTANDINGS ABOUT RACE

“Getting Rid of the word ‘Caucasian’” by Mukhopadhyay in EA
“Showing Students Who You Are” by Pleasants in EA
“Locating Yourself for Your Students” by Steinberg in EA
“Resisting the ‘Lone Hero’ Stance by Thompson in EA
Chapter 6 & 7 in I’m Still Here by Brown
“What is Intersectionality?” by Ijeoma Oluo
“Understanding Whiteness in a White Context” by Beverly Daniel Tatum

WEEK 5 – CULTURE

Chapters 2 through 4 in CRP and the Brain by Hammond
“Teaching Students Fluency in Multiple Cultural Codes” by Carter in EA
“The STAR (Service To All Relations) Navajo School Model” by Mark Sorenson
“Participatory and Presentational Performance” from Music as Social Life by Turino

WEEK 6 – INFORMATION PROCESSING & IMPLICIT BIAS

Chapter 8 in CRP and the Brain by Hammond
Chapters 4 – 7 in Whistling Vivaldi by Steele
“Helping Students of Color Meet High Expectations” by Ferguson in EA

WEEK 7 – CURRICULUM & PEDAGOGY

“Involving Students in Selecting Reading Materials” by Sleeter in EA
“Teaching and Transcending Basic Skills” by Taylor in EA
“Standards vs. ‘Standard’ Knowledge in EA
“Focusing on Student Learning” by Diamond in EA
“Expanding Definitions of ‘Good Teaching’” in EA
“Music” by Four Arrows
“Using Critical Hip Hop in the Curriculum” by Morrell in EA

WEEK 8 – TRUST & BUILDING RELATIONSHIPS WITH STUDENTS

Chapters 5 – 7 in Culturally Responsive Teaching and the Brain by Hammond
“Providing Supportive Feedback” by Cohen in EA
“Nice Is Not Enough” by Nieto in EA
“Knowing Your Students” by Aronson in EA

WEEK 9 – BUILDING COMMUNITY

Chapters 9 in Culturally Responsive Teaching and the
“Constructing Colorblind Classrooms” by Lucas in EA
“Helping Students See Each Other’s Humanity” by Dance in EA
“Uncovering Internalized Oppression” by Valenzia in EA
“Creating Safe Spaces in Predominantly White Classrooms” by Perry in EA
“Inviting Students to Analyze Their Learning Experience” by Jones & Yonezawa in EA
“On Spotlighting and Ignoring Racial Group Members in the Classroom” by Carter in EA
“Engaging Diverse Groups of Colleagues in Conversation” by McIntyre in EA

WEEK 10 – GROUPING AND TRACKING

“Grouping in Non-tracked Classroom” by Rubin in EA
“Providing Equal Access to ‘Gifted’ Education” by Tyson in EA
“Challenging Cultural Stereotypes of ‘Scientific Ability’” by Ong in EA
“Strengthening Student Identity in School Programs” by Gandara in EA
WEEK 11 – REPRESENTATION

“Evaluating Images of Groups in Your Curriculum” by McCarthy in EA
“Teaching Representation of Cultural Difference Through Film” by Sharma in EA
“What Is On Your Classroom Wall? Problematic Posters” by Doyle in EA
“Arab Visibility & Invisibility” by El-Haj in EA
“Teaching Facts, Not Myths, about Native Americans” by Ongtooguk & Dybdahl in EA

WEEK 12 – CONTEXT – ENGAGING THE BROADER COMMUNITY

“Finding Role Models in the Community” by Levinson in EA
“Cultivating the Trust of Black Parents” by Tatum in EA
“Helping Parents Fight Stereotypes about their Children” by Ward in EA
“Informing Parents About Available Opportunities” by Mickelson & Cousins in EA
“Getting to Know Your Students’ Communities” by Wyman & Kashatok in EA
“Helping Students Research their Communities” by Cushman in EA
“Valuing Students’ Home Worlds” by Garcia in EA
“Making Race Relevant in All-White Classrooms – Using Local History” by Teller in EA
“Moving Beyond Quick ‘Cultural’ Explanations” by Levine in EA

WEEK 13 – DISCIPLINE (SCHOOL TO PRISON PIPELINE)

“What is the School to Prison Pipeline?” by Oluo in So You Want to Talk About Race
“What Is Discipline for?” by Noguera in EA
“Talk Precisely About Equal Opportunity” by Pollock in EA

WEEK 14 – LANGUAGE AND SILENCE

“Centering the Voices and Experiences of Bilingual Latinx Students” by España & Herrera
“Valuing Non-Standard English” by Baugh in EA
“Observing Students Sharing Language” by Rampton in EA
“Interrogating Students’ Silences” by Schultz in EA
“Questioning ‘Cultural’ Explanations of Classroom Behavior” by Foley in EA
“Following Children’s Leads in Conversations about Race” Chang & Conrad in EA

WEEK 15 – MOVING FORWARD

Chapter 12, Interlude: Letter to my son, and Chapter 14 in I’m Still Here by Brown
Epilogue in CRP and the Brain by Hammond
Chapters 9 – 11 in Whistling Vivaldi by Steele
“Resisting the ‘Lone Here’ Stance” by Audrey Thompson in EA
“Recognizing the Likelihood of Reproducing Racism” by Bonilla-Silva & Embrick in EA
“Staying Hopeful” by Ronald David Glass in EA
“What Is Next?” by Mica Pollock in EA