



Improving Practice through a Reading Group on Race

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Why have a reading group on race?

- Our roles in second language education necessitates that we “engage in daily critical reflection of how our ideas of race influence what we teach, how we teach it, and how we understand our students” (Kubota & Lin, 2009, p. 17).
- A reading group on race provides the opportunity for an ongoing, rigorous and supportive discussion about race and its role in our lives and classrooms.

What are some recommendations?

- Develop interest and institutional support by talking to colleagues at all levels.
- Establish clear, but flexible goals, and learn about each person’s motivations, interests and expectations.
- Agree on rules for discussion.
- Start with an introductory article. Reference lists can be used to choose future articles. Also consider resources and experts within and outside of your department.
- Consider bringing discussion questions.

MY NOTES:

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READING LIST

Introductory Readings

- Kubota, R. & Lin, A. (Eds.). (2009). *Race, culture, and identities in second language education: Exploring critically engaged practice*. New York, NY: Routledge.
- Markus, H.R. & Moya, P.M.L. (Eds.). (2010). *Doing race: 21 essays for the 21st century*. New York, NY: W.W. Norton & Company
- McCoy, D. L., & Rodricks, D. J. (2015). Critical Race Theory in Higher Education: 20 Years of Theoretical and Research Innovations. *ASHE Higher Education Report*, 41(3), 1–117. <https://doi.org/10.1002/aehe.20021>

Additional Readings

- Alexander, M. (2010). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: New Press.
- Bonilla-Silva, E. (2015). More than prejudice: Restatement, reflections, and new directions in critical race theory. *Sociology of Race and Ethnicity*, 1(1), 73–87.
- DiAngelo, R. J. (2006). The production of whiteness in education: Asian international students in a college classroom. *Teachers College Record*, 108(10), 1983–2000.
- Johnston, B. (1999). Putting critical pedagogy in its place: A personal account. *TESOL Quarterly*, 33(3), 557–565. <https://doi.org/10.2307/3587680>
- Lee, E. (2015). Doing culture, doing race: Everyday discourses of ‘culture’ and ‘cultural difference’ in the English as a second language classroom. *Journal of Multilingual and Multicultural Development*, 36(1), 80–93.
- Leonardo, Z. (2004). Critical social theory and transformative knowledge: The functions of criticism in quality education. *Educational Researcher*, 33(6), 11–18.
- Weiner, E. J. (2002). Beyond remediation: Ideological literacies of learning in developmental classrooms. *Journal of Adolescent & Adult Literacy*, 46(2), 150–168.