



STANFORD SCOPE



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HOW DO WE UNDERSTAND & ACCOUNT FOR THE PROCESSES OF

CULTURE RACE & RACIAL STRATIFICATION

IN RELATION TO SCHOOLING & LEARNING?

WHAT ROLE DOES

IDENTITY

PLAY IN THIS PROCESS?

ECOLOGICAL & SOCIOLOGICAL ACCOUNTS

FOCUS ON SETTING / LOCAL & DISTAL CONTEXTS



FOCUS ON CULTURAL PRACTICES



CULTURAL ARTIFACTS & SOCIAL INTERACTION



SOCIALLY & CULTURALLY-DEFINED GOALS



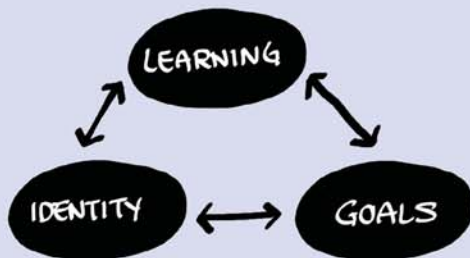
PATHWAYS of LEARNING

PATHWAYS THEORY (PATH)
PATHWAYS AS CULTURALLY-DEFINED, BUT NOT DETERMINED

POSITIONING THEORY

POSITIONING (HARRE; HOLLAND)
-ADMISSABLE SOCIAL ACTS
-DISTRIBUTION OF RIGHTS & DUTIES
-AVAILABLE STORYLINES

SCHOOLS ARE CULTURAL INSTITUTIONS



CULTURALLY ORGANIZED

GUIDED BY NORMS



STORYLINES

- STEREOTYPES AS RACIAL NARRATIVES OR STORYLINES: LIVED, USED, INVOKED
- COMMON WAYS OF THINKING: ARTIFACTS THAT ORGANIZE OUR PERCEPTIONS & OPINIONS
- THESE NARRATIVES ARE RELATIONAL.



CHILDREN'S AWARENESS OF RACIAL STORYLINES ABOUT SCHOOL

KIDS BELIEVE THAT OUR SOCIETY BELIEVES THAT ASIAN & WHITE KIDS ARE SMARTER & BETTER AT MATH.



KIDS COME TO ENDORSE THESE STEREOTYPES BY MIDDLE SCHOOL



AFRICAN AMERICAN & LATINO STUDENTS ARE MORE AWARE OF STEREOTYPES, BUT LESS LIKELY TO BELIEVE THEM.



THE BURDEN OF MANAGING THESE STEREOTYPED STORYLINES

BEING UNAWARE OF THE STEREOTYPES



TAKING UP THE STEREOTYPES



DISTANCING ONESELF FROM THE STEREOTYPES



RESISTING THE STEREOTYPES



MANHOOD DEVELOPMENT COURSES AS CONTEXT FOR IDENTITY

OAKLAND, CA.

EVERYDAY AFTERSCHOOL CLASSES FOR YOUNG AFRICAN AMERICAN STUDENTS.

WHAT CHARACTERIZES STEREOTYPED CLASSROOMS?

NEW KINDS OF DISCIPLINE PRACTICES

- REFRAMING WHAT COUNTS AS A DISCIPLINARY MOMENT.
- DISCIPLINE AS MUTUALLY BENEFICIAL & SHARED

DEBUNKING STEREOTYPES ABOUT BLACK MALES

- EXPLICIT DISCUSSIONS OF BLACK MANHOOD
- ROLE MODELLING NEW WAYS OF BEING.
- PROVIDING A CARING COMMUNITY.

BUILDING COMMUNITIES (MULTILAYERED RELATIONSHIPS)

- ↳ POLITICIZED CARING
- SEE THEIR WORK AS EXTENDED BEYOND THE CLASSROOM TOWARD DEVELOPING THESE YOUNG PEOPLE AS PEOPLE.

ASPECTS OF THE DISCIPLINE SYSTEM

- PEER DISCIPLINE
- BUILDING COMMUNITY
- CONSEQUENCES SUPPORT GROWTH
- ALIGNING WITH THE STUDENTS, RECOGNIZING SOMETIMES OPPRESSIVE NATURE OF SCHOOL STRUCTURES
- PURPOSEFUL REHABILITATION OF STUDENTS.