

En: Stone, Lynda (Ed.) *The Education Feminist Reader*, Londres, Routledge

Nº 130

21

COLECCIÓN DE HUMANIDADES



PROGRAMA UNIVERSITARIO DE GRADO EN EDUCACIÓN DE GÉNERO
UNIVERSIDAD DE CASTILLA Y LEÓN
VIA DE ACCESO A LOS CAMPUS DE VALLADOLID Y PALACIOS DE SAN PEDRO DE CASTILLA

DYSCONSCIOUS RACISM: IDEOLOGY, IDENTITY, AND THE MISEDUCATION OF TEACHERS

Joyce E. King

306

They had for more than a century before been regarded as . . . so far inferior . . . that the negro might justly and lawfully be reduced to slavery for his benefit. . . . This opinion was at that time fixed and universal in the civilized portion of the white race. It was regarded as an axiom in morals as well as in politics, which no one thought of disputing . . . and men in every grade and position in society daily and habitually acted upon it . . . without doubting for a moment the correctness of this opinion. (*Dred Scott v. Sandford*, 1857)

Racism can mean culturally sanctioned beliefs which, regardless of the intentions involved, defend the advantages whites have because of the subordinated positions of racial minorities. (Wellman, 1977, p. xviii)

The goal of critical consciousness is an ethical and not a legal judgement about the social order. (Heaney, 1984, p. 116)

CELEBRATING DIVERSITY

The new watchwords in education, "celebrating diversity," imply the democratic ethic that all students, regardless of their sociocultural backgrounds, should be educated equitably. What this ethic means in practice, particularly for teachers with little personal experience of diversity and limited understanding of inequity, is problematic. At the elite private Jesuit university where I teach, most of my students (most of whom come from relatively privileged, monocultural backgrounds) are anxious about being able to deal with all the diversity in the classroom. Not surprisingly, given recent neoconservative ideological inter-

— *Dyconscious Racism: Ideology, Identity, and the Miseducation of Teachers* —

pretations of the problem of diversity, many of my students also believe that affirming cultural difference is tantamount to racial separatism, that diversity threatens national unity, or that social inequity originates with sociocultural deficits and not with unequal outcomes that are inherent in our socially stratified society. With respect to this society's changing demographics and the inevitable "browning" of America, many of my students foresee a diminution of their own identity, status, and security. Moreover, regardless of their conscious intentions, certain culturally sanctioned beliefs my students hold about inequity and why it persists, especially for African Americans, take White norms and privilege as giv-

The findings presented herein will show what these beliefs and responses have to do with what I call "dyconscious racism" to denote the limited and distorted understandings my students have about inequity and cultural diversity—understandings that make it difficult for them to act in favor of truly equitable education. This article presents a qualitative analysis of dyconscious racism as reflected in the responses of my teacher education students to an open-ended question I posed at the beginning of one of my classes during the fall 1986 academic quarter to assess student knowledge and understanding of social inequity. Content analysis of their short essay responses will show how their thinking reflects internalized ideologies that both justify the racial status quo and devalue cultural diversity. Following the analysis of their responses and discussion of the findings, I will describe the teaching approach I use to counteract the cognitively limited and distorted thinking that dyconscious racism represents. The concluding discussion will focus on the need to make social reconstructionist liberatory teaching an option for teacher education students like mine who often begin their professional preparation without having ever considered the need for fundamental social changes (see also Ginsburg, 1988; and Ginsburg and Newman, 1985).

Critical, transformative teachers must develop a pedagogy of social action and advocacy that really celebrates *diversity*, not just random holidays, isolated cultural artifacts, or "festivals and food" (Ayers, 1988). If dyconscious racism keeps such a commitment beyond the imagination of students like mine, teacher educators need forms of pedagogy and counterknowledge that challenge students' internalized ideologies and subjective identities (Giroux and McLaren, 1988). Prospective teachers need both an intellectual understanding of schooling and inequity as well as self-reflective, transformative emotional growth experiences. With these objectives in mind, I teach my graduate-level Social Foundations of Education course in the social reconstructionist tradition of critical, transformative, liberatory education for social change (see Gordon, 1985; Freire, 1971; Giroux and McLaren, 1986; Heaney, 1984; Shor, 1980; Searle, 1975; Sleeter and Grant, 1988). In contrast to a pedagogy for the oppressed, this course explores the dynamics of a liberatory pedagogy for the elite. It is designed to provide such teacher education students with a context in which to consider alternative conceptions of themselves and society. The course challenges students' taken-for-granted ideological positions and identities and their unquestioned acceptance of cultural belief systems that undergird racial inequity.

Thus, the course and the teaching methods I use transcend conventional social and multicultural Foundations of Education course approaches by directly addressing societal oppression and student knowledge and beliefs about inequity and diversity. By focusing on ways that schooling, including their own miscul-

23.48
K 53
4806

1- Educacion
2- Race classes
3- Igualdad de genero

cation, contributes to unequal educational outcomes that reinforce societal inequity and oppression, students broaden their knowledge of how society works. I offer this analysis of dysonscious racism and reflections on the way I teach to further the theoretical and practical development of a liberatory praxis that will enable teacher education students to examine what they know and believe about society, about diverse others, and about their own actions.

DISCOVERING DYSONSCHOUS RACISM

Dysonsciousness is an uncritical habit of mind (including perceptions, attitudes, assumptions, and beliefs) that justifies inequity and exploitation by accepting the existing order of things as given. If, as Healey (1984) suggests, critical consciousness "involves an ethical judgement" about the social order, dysonsciousness accepts it uncritically. This lack of critical judgment against society reflects an absence of what Cox (1974) refers to as "social ethics;" it involves a subjective identification with an ideological viewpoint that admits no fundamentally alternative vision of society.¹

Dysonscious racism is a form of racism that tacitly accepts dominant White norms and privileges. It is not the *absence* of consciousness (that is, not unconsciousness) but an *impaired* consciousness or distorted way of thinking about race as compared to, for example, critical consciousness. Uncritical ways of thinking about racial inequity accept certain culturally sanctioned assumptions, myths, and beliefs that justify the social and economic advantages white people have as a result of subordinating diverse others (Wellman, 1977). Any serious challenge to the status quo that calls this racial privilege into question inevitably challenges the self-identity of white people who have internalized these ideological justifications. The reactions of my students to information I have presented about societal inequity have led me to conceptualize dysonscious racism as one form that racism takes in this post-civil rights era of intellectual conservatism.

Most of my students begin my Social Foundations course with limited knowledge and understanding of societal inequity. Not only are they often unaware of their own ideological perspectives (or of the range of alternatives they have not consciously considered), most are also unaware of how their own subjective identities reflect an uncritical identification with the existing social order. Moreover, they have difficulty explaining "liberal" and "conservative" standpoints on contemporary social and educational issues and are even less familiar with "radical" perspectives (King and Ladson-Billings, 1990). My students' explanations of persistent racial inequity consistently lack evidence of any critical ethical judgment regarding racial (and class/gender) stratification in the existing social order; yet, and not surprisingly, these same students generally maintain that they personally deplore racial prejudice and discrimination. Wellman (1977) notes, however, that this kind of thinking is a hallmark of racism. "The concrete problem facing white people," states Wellman "is how to come to grips with the demands made by blacks and whites while at the same time *avoiding* the possibility of institutional change and reorganization that might affect them" (p. 42). This suggests that the ability to imagine a society reorganized without racial privilege requires a fundamental shift in the way white people think about their status and self-identities and their conceptions of black people.

Dysonscious Racism: Ideology, Identity, and the Miseducation of Teachers

In an example, when I preach the subject of racial inequity with my students, they often complain that they are "tired of being made to feel guilty" because they are white. The following entries from the classroom journals of two undergraduate students in an education course are typical of this reaction:

With some class discussions, readings, and other media, there have been times that I feel guilty for being white which really infuriates me because no one should feel guilty for the color of their skin or ethnic background. Perhaps my feelings are actually a discomfort for the fact that others have been discriminated against all of their life because of their color and I have not.

How can I be thankful that I am not a victim of discrimination? I should be ashamed. Then I became confused. Why shouldn't I be thankful that I have escaped such pain?

These students' reactions are understandable in light of Wellman's insights into the nature of racism. That white teacher education students often express such feelings of guilt and hostility suggests they accept certain unexamined assumptions, unasked questions, and unquestioned cultural myths regarding both the social order and their place in it. The discussion of the findings that follows will show how dysonscious racism, manifested in student explanations of societal inequity and linked to their conceptions of black people, devalues the cultural diversity of the black experience and, in effect, limits students' thinking about what teachers can do to promote equity.

THE FINDINGS

Since the fall academic quarter 1986, I have given the student teachers in my Social Foundations course statistical comparisons such as those compiled by the Children's Defense Fund (Edelman, 1987) regarding black and white children's life chances (e.g., "Compared to White children, Black children are twice as likely to die in the first year of life"; see Harlan, 1985). I then ask each student to write a brief explanation of how these racial inequities came about by answering the question: "How did our society get to be this way?" An earlier publication (King and Ladson-Billings, 1990) comparing student responses to this question in the fall 1986 and spring 1987 quarters identifies three ways students explain this inequity. Content analysis of their responses reveals that students explain racial inequity as either the result of slavery (Category I), the denial or lack of equal opportunity for African Americans (Category II), or part of the framework of a society in which racism and discrimination are normative (Category III). In the present article I will again use these categories and the method of content analysis to compare student responses collected in the 1986 and 1988 fall quarters. The responses presented below are representative of 22 essay responses collected from students in 1986 and 35 responses collected in 1988.

Category I explanations begin and end with slavery. Their focus is either on describing African Americans as "victims of their original (slave) status" or they assert that black/white inequality is the continuing result of inequity that began during slavery. In either case, historical determinism is a key feature; African Americans are perceived as ex-slaves, and the "disabilities of slavery" are believed to have been passed down intergenerationally. As two students wrote:

I feel it takes back to the time of slavery when the Blacks were not permitted to work or really have a life of their own. They were not given the luxury or opportunity to be educated and each generation passed this disability on (italics added). (F6-21)

I think that this harkens back to the origin of the American Black population as slaves. Whereas other immigrant groups started on a low rung of our economic (and social class) ladder and had space and opportunity to move up, Blacks did not. They were perceived as somehow less than people. This view may have been passed down and even on to Black youth. (F8-32)

It is worth noting that the "fixed and universal beliefs" Europeans and white Americans held about black inferiority/white superiority during the epoch of the Atlantic slave trade, beliefs that made the enslavement of Africans seem justified and lawful, are not the focus of this kind of explanation. The historical continuum of cause and effect evident in Category I explanations excludes any consideration of the cultural rationality behind such attitudes; that is, they do not explain why white people held these beliefs.

In Category II explanations the emphasis is on the denial of equal opportunity to black people (e.g., less education, lack of jobs, low wages, poor health care). Although students espousing Category II arguments may explain discrimination as the result of prejudice or racist attitudes (e.g., "Whites believe blacks are inferior"), they do not necessarily causally link it to the historical fact of slavery or the former status of black people as slaves. Rather, the persistently unequal status of African Americans is seen as an effect of poverty and systemic discrimination. Consider these two responses from 1986 and 1988:

Blacks have been treated as second class citizens. Caucasians tend to maintain the belief that Black people are inferior . . . for this reason (italics added) Blacks receive less education and education that is of inferior quality . . . less pay than most other persons doing the same job; [and] live in inferior substandard housing, etc. (F6-3)

Because of segregation—overt and covert—Blacks in America have had less access historically to education and jobs which has led to a poverty cycle for many. The effects described are due to poverty (italics added), lack of education and lack of opportunity. (F8-7)

In addition, some Category I and Category II explanations identify negative psychological or cultural characteristics of African Americans as effects of slavery, prejudice, racism, or discrimination. One such assertion is that black people have no motivation or incentive to "move up" or climb the socioeconomic ladder. Consequently, this negative characteristic is presumed to perpetuate racial inequality; like a vicious cycle, whites then perceive blacks as ignorant or as having "devalued cultural mores." The following are examples of Category II explanations, even though they allude to slavery, albeit in a secondary fashion, the existence of discrimination is the primary focus:

Blacks were brought to the U.S. by Whites. They were/are thought to be of a "lower race" by large parts of the society . . . society has impressed these beliefs/ideas onto Blacks. [Therefore] Blacks probably have lower self-esteem and when you have lower self-esteem, it is harder to move up in the world. . . . Blacks group together and stay together. Very few move up . . . partly because society put them there. (F6-18)

— Dysconscious Racism: Ideology, Identity, and the Miseducation of Teachers —

Past history is at the base of the racial problems evident in today's society. Blacks have been persecuted and oppressed for years. . . . Discrimination is still a problem which results in lack of motivation, self-esteem and hence a lessened "desire" to escape the hardships with which they are faced. (F8-14)

In 1986 my students' responses were almost evenly divided between Category I and Category II explanations (10 and 11 responses, respectively, with one Category III response). In 1988 all 35 responses were divided between Category I (11) and Category II (24) responses, or 32% and 68%, respectively. Thus, the majority of students in both years explained racial inequality in limited ways—as a historically inevitable consequence of slavery or as a result of prejudice and discrimination—without recognizing the structural inequity built into the social order. Their explanations fail to link racial inequity to other forms of societal oppression and exploitation. In addition, these explanations, which give considerable attention to black people's negative characteristics, fail to account for white people's beliefs and attitudes that have long justified societal oppression and inequity in the form of racial slavery or discrimination.

DISCUSSION

An obvious feature of Category I explanations is the devaluation of the African American cultural heritage, a heritage that certainly encompasses more than the debilitating experience of slavery. Moreover, the integrity and adaptive resilience of what Stuckey (1987) refers to as the "slave culture" is ignored and implicitly devalued. Indeed, Category I explanations reflect a conservative assimilationist ideology that blames contemporary racial inequity on the presumed cultural deficits of African Americans. Less obvious is the way the historical continuum of these explanations, beginning as they do with the effects of slavery on African Americans, fails to consider the specific cultural rationality that justified slavery as acceptable and lawful (Wynter, 1990). Also excluded from these explanations as possible contributing factors are the particular advantages white people gained from the institution of racial slavery.

Category II explanations devalue diversity by not recognizing how opportunity is tied to the assimilation of mainstream norms and values. These explanations also fail to call into question the basic structural inequity of the social order; instead, the cultural mythology of the American Dream, most specifically the myth of equal opportunity, is tacitly accepted (i.e., with the right opportunity, African Americans can climb out of poverty and "make it" like everyone else). Such liberal, assimilationist ideology ignores the widening gap between the haves and the have nots, the downward mobility of growing numbers of whites (particularly women with children), and other social realities of contemporary capitalism. While not altogether inaccurate, these explanations are nevertheless *partial* precisely because they fail to make appropriate connections between race, gender, and class inequity.

How do Category I and Category II explanations exemplify dysconscious racism? Both types defend white privilege, which, according to Wellman (1977), is a "consistent theme in racist thinking" (p. 39). For example, Category I explanations rationalize racial inequity by attributing it to the effects of slavery on African Americans while ignoring the economic advantages it gave whites. A sec-

ond rationalization, presented in Category II explanations, engenders the mental picture many of my students apparently have of equal opportunity, not as equal access to jobs, health care, education, etc., but rather as a sort of "legal liberty" that leaves the structural basis of the racial status quo intact (King and Wilson, 1990). In effect, by failing to connect a more just opportunity system for blacks with fewer white-skin advantages for whites, these explanations, in actuality, defend the racial status quo.

According to Wellman, the existing social order cannot provide for unlimited (or equal) opportunity for black people while maintaining racial privileges for whites (p. 42). Thus, elimination of the societal hierarchy is inevitable if the social order is to be reorganized, but before this can occur, the existing structural inequity must be recognized as such and actively struggled against. This, however, is not what most of my students have in mind when they refer to "equal opportunity."

Category I and Category II explanations rationalize the existing social order in yet a third way by omitting any ethical judgment against the privileges white people have gained as a result of subordinating black people (and others). These explanations thus reveal a dysconscious racism that, although it bears little resemblance to the violent bigotry and overt white supremacist ideologies of previous eras, still takes for granted a system of racial privilege and societal stratification that favors whites. Like the whites of Dred Scott's era, few of my students even think of disputing this system or see it as disputable.

Category III explanations, on the other hand, do not defend this system. They are more comprehensive, and thus more accurate, because they make the appropriate connections between racism and other forms of inequity. Category III explanations also locate the origins of racial inequity in the framework of a society in which racial victimization is *normative*. They identify and criticize both racist ideology and oppressive societal structures without placing the responsibility for changing the situation solely on African Americans (e.g., to develop self-esteem) and without overemphasizing the role of white prejudice (e.g., whites' beliefs about black inferiority). The historical factors cited in Category III explanations neither deny white privilege nor defend it. I have received only one Category III response from a student at the beginning of my courses, the following:

[Racial inequity] is primarily the result of the economic system . . . racism served the purposes of ruling groups; e.g., in the Reconstruction era . . . poor whites were pitted against Blacks—a pool of cheap exploitable labor is desired by capitalists and this ties in with the identifiable differences of races. (F6-9)

Why is it that more students do not think this way? Given the majority of my students' explanations of racial inequity, I suggest that their thinking is impaired by dysconscious racism—even though they may deny they are racists. The important point here, however, is not to prove that students are racist; rather, it is that their uncritical and limited ways of thinking must be identified, understood, and brought to their conscious awareness.

Dysconscious racism must be made the subject of educational intervention. Conventional analyses—which conceptualize racism at the institutional, cultural, or individual level but do not address the cognitive distortions of dysconsciousness—cannot help students distinguish between racist justifications of the status quo (which limit their thought, self-identity, and responsibility to take action) and

socially unacceptable individual prejudice or bigotry (which students often disavow). Teacher educators must therefore challenge both liberal and conservative ideological thinking on these matters if we want students to consider seriously the need for fundamental change in society and in education.

Identity, ideology, and indoctrination are central concepts I use in my Social Foundations of Education course to help students free themselves from miseducation and uncritically accepted views that limit their thought and action. A brief description of the course follows.

THE CULTURAL POLITICS OF CRITIQUING IDEOLOGY AND IDENTITY

One goal of my Social Foundations of Education course is to sharpen the ability of students to think critically about educational purposes and practice in relation to social justice and to their own identities as teachers. The course thus illuminates a range of ideological interests that become the focus of students' critical analysis, evaluation, and choice. For instance, a recurring theme in the course is that of the social purposes of schooling, or schooling as an instrument of educational philosophy, societal vision, values, and personal choice. This is a key concept about which many students report they have never thought seriously. Course readings, lectures, media resources, class discussions, and other experiential learning activities are organized to provide an alternative context of meaning within which students can critically analyze the social purposes of schooling. The range of ideological perspectives considered include alternative explanations of poverty and joblessness, competing viewpoints regarding the significance of cultural differences, and discussions of education as a remedy for societal inequity. Students consider the meaning of social justice and examine ways that education might be transformed to promote a more equitable social order. Moreover, they are expected to choose and declare the social changes they themselves want to bring about as teachers.

The course also introduces students to the critical perspective that education is not neutral; it can serve various political and cultural interests, including social control, socialization, assimilation, domination, or liberation (Cagan, 1978; Freire, 1971; O'Neill, 1981). Both impartial, purportedly factual information as well as openly partisan views about existing social realities such as the deindustrialization of America, hunger and homelessness, tracking, the "hidden" curriculum (Anyon, 1981; Vallance, 1977), the socialization of teachers, and teacher expectations (Rist, 1970) allow students to examine connections between macrosocial (societal) and microsocial (classroom) issues. This information helps students consider different viewpoints about how schooling processes contribute to inequity. Alongside encountering liberal and conservative analyses of education and opportunity, students encounter the scholarship of racial educators such as Anyon (1981), Freire (1971), Kozol (1981), and Giroux and McLaren (1986), who have developed "historical identities" (Boggs et al., 1978) within social justice struggles and who take stronger ethical stances against inequity than do liberals or conservatives. These radical educators' perspectives also provide students with alternative role models; students discuss their thoughts and feelings about the convictions these authors express and reflect upon the soundness of racial arguments. Consequently, as students formulate their own philosophical positions about the pur-

poses of education, they inevitably struggle with the ideas, values, and social imperatives at the heart of the different educational and social visions that they, as teachers of the future, must either affirm, reject, or resist.

Making a conscious process of the struggle over divergent educational principles and purposes constitutes the cultural politics of my Social Foundations course. In this regard my aim is to provide a context within which student teachers can recognize and evaluate their personal experiences of political and ethical indoctrination. In contrast to their own miseducation, and using their experience in my course as a point of comparison, I urge my students to consider the possibilities of liberatory and transformative teaching offers. To facilitate this kind of conscious reflection, I discuss the teaching strategies I myself model in my efforts to help them think critically about the course content, their own world view, and the professional practice of teaching (Freire and Faundez, 1989). To demonstrate the questions critical, liberatory teachers must ask and to make what counts as developing "problem-posing" counterknowledge. For example, I pose biased instructional materials as a problem teachers address. Thus, when we examine the way textbooks represent labor history (Anyon, 1979) and my student teachers begin to realize all they do not know about the struggles of working people for justice, the problem of miseducation becomes more real to them. Indeed, as Freire, Woodson (1933), and others suggest, an alternative view of history often reveals hidden social interests in the curriculum and unmasks a political and cultural role of schooling of which my student teachers are often completely unaware.

Analysis of and reflection on their own knowledge and experience involves students in critiquing ideologies, examining the influences on their thinking and identities, and considering the kind of teachers they want to become. I also encourage my students to take a stance against mainstream views and practices that dominate in schools and other university courses. Through such intellectual and emotional growth opportunities, students in my course reexperience and reveal the partial and socially constructed nature of their own knowledge and identities.

My approach is not free from contradictions, however. While I alone organize the course structure, select the topics, make certain issues problematic, and assign the grades, I am confident that my approach is more democratic than the unwitting ideological indoctrination my students have apparently internalized. For a final grade, students have the option of writing a final exam in which they can critique the course, or they may present (to the class) a term project organized around an analytical framework they themselves generate.

TOWARD LIBERATORY PEDAGOGY IN TEACHER EDUCATION

Merely presenting factual information about societal inequity does not necessarily enable preservice teachers to examine the beliefs and assumptions that may influence the way they interpret these facts. Moreover, with few exceptions, available multicultural resource materials for teachers presume a value commitment and readiness for multicultural teaching and antiracist education that many students may lack initially (Bennett, 1990; Brandt, 1986; Sleeter and Grant, 1988). Teacher educators may find some support in new directions in adult education (Mezirow,

1984) and in theories of adult learning and critical literacy that draw upon Freire's work in particular (Freire and Macedo, 1987). This literature offers some useful theoretical insights for emancipatory education and liberatory pedagogy (Heaney, 1984). For example, the counterknowledge strategies I use in my Social Foundations course are designed to facilitate the kind of "perspective transformation" Mezirow (1984) calls for in his work. It is also worth noting that a tradition of critical African American educational scholarship exists that can be incorporated into teacher preparation courses. Analyses of miseducation by Woodson (1933), Dubois (1935), and Ellis (1917) are early forerunners of critical, liberatory pedagogy. This tradition is also reflected in contemporary African American thought and scholarship on education and social action (see Childs, 1989; Gordon, 1990; Lee et al., 1990; Muwakkil, 1990; Perkins, 1986).

As Sleeter and Grant (1988, p. 194) point out, however, white students sometimes find such critical, liberatory approaches threatening to their self-concepts and identities. While they refer specifically to problems of white males in this regard, my experience is that most students from economically privileged, culturally homogeneous backgrounds are generally unaware of their intellectual biases and monocultural encapsulation. While my students may feel threatened by diversity, what they often express is guilt and hostility. Students who have lived for the most part in relatively privileged cultural isolation can only consider becoming liberatory, social-reconstructionist educators if they have both an adequate understanding of how society works and opportunities to think about the need for fundamental social change. The critical perspective of the social order offered in my course challenges students' world views as well as their self-identities by making problematic and directly addressing students' values, beliefs, and ideologies. Precisely because what my students know and believe is so limited, it is necessary to address both their knowledge (that is, their intellectual understanding of social inequity) and what they believe about diversity. As Angus and Jhalil (1989, p. 12) conclude, "what people accept as natural and self-evident" is exactly what becomes "problematic and in need of explanation" from this critical standpoint. Thus, to seriously consider the value commitment involved in teaching for social change as an option, students need experiential opportunities to recognize and evaluate the ideological influences that shape their thinking about schooling, society, themselves, and diverse others.

The critique of ideology, identity, and miseducation described herein represents a form of cultural politics in teacher education that is needed to address the specific cultural rationality of social inequity in modern American society. Such a liberatory pedagogical approach does not neglect the dimension of power and privilege in society, nor does it ignore the role of ideology in shaping the context within which people think about daily life and the possibilities of social transformation. Pedagogy of this kind is especially needed now, given the current thrust toward normative schooling and curriculum content that emphasizes "our common Western heritage" (Bloom, 1987; Gagnon, 1988; Hirsch, 1987; Ravitch, 1990). Unfortunately, this neoconservative curriculum movement leaves little room for discussion of how being educated in this tradition may be a limiting factor in the effectiveness of teachers of poor and minority students (King and Wilson, 1990; Ladson-Billings, 1991). Indeed, it precludes any critical ethical judgment about societal inequity and supports the kind of miseducation that produces teachers

who are dysonscious—uncritical and unprepared to question White norms, white superiority, and white privilege.

Myths and slogans about common heritage notwithstanding, prospective teachers need an alternative context in which to think critically about and reconstruct their social knowledge and self-identities. Simply put, they need opportunities to become conscious of oppression. However, as Heaney (1984) correctly observes: "Consciousness of oppression can not be the object of instruction, it must be discovered in experience" (p. 118). Classes such as my Social Foundations course make it possible for students to reexperience the way dysonscious racism and miseducation victimize them.

That dysonscious racism and miseducation of teachers are part of the problem is not well understood. This is evident in conventional foundations approaches and in the teacher education literature on multiculturalism and pluralism that examine social stratification, unequal educational outcomes, and the significance of culture in education but offer no critique of ideology and indoctrination (Collins and Chinn, 1990; Paj, 1990). Such approaches do not help prospective teachers gain the critical skills needed to examine the ways being educated in a racially diverse society affects their own knowledge and their beliefs about themselves and culturally diverse others. The findings presented in this article suggest that such skills are vitally necessary. The real challenge of diversity is to develop a sound liberatory praxis of teacher education that offers relatively privileged students freedom to choose critical multicultural consciousness over dysonsciousness. Moving beyond dysonsciousness and miseducation toward liberatory pedagogy will require systematic research to determine how teachers are being prepared and how well those whose preparation includes critical liberatory pedagogy are able to maintain their perspectives and implement transformative goals in their own practice.

Notes

1. It should be noted that dysonsciousness need not be limited to racism but can apply to justifications of other forms of exploitation such as sexism or even neocolonialism—issues that are beyond the scope of the present analysis.
2. I want to thank Professor Gloria Ladson-Billings, who also teaches at my institution, for providing these journal entries. See her discussion of student knowledge and attitudes in *The Journal of Negro Education*, 60, 2, 1991.
3. This and subsequent student comment codes used throughout this article identify individual respondents within each cohort. "F6-21," for example, refers to respondent 21 in the fall 1986 academic quarter.

References

- Angus, I., and S. Jhally (Eds.). (1989). *Cultural politics in contemporary America*. New York: Routledge.
- Anyon, J. (1979). Ideology and U.S. history textbooks. *Harvard Educational Review*, 49, 361-386.
- _____. (1981). Social class and school knowledge. *Curriculum Inquiry*, 11, 3-42.
- Ayers, W. (1988). Young children and the problem of the color line. *Democracy and Education*, 3(1), 20-26.
- Banks, J. (1977). *Multicultural education: Practice and principles*. Bloomington, Ind.: Phi Delta Kappa Educational Foundation.
- Bennett, C. (1990). *Comprehensive multicultural education: Theory and practice*. Boston: Allyn & Bacon.
- Bloom, A. (1987). *The closing of the American mind*. New York: Simon & Schuster.
- Boggs, J., et al. (1979). *Conversations in Maine: Exploring our nation's future*. Boston: South End Press.
- Brandt, G. (1986). *The realization of anti-racist teaching*. Philadelphia: The Falmer Press.
- Cagan, E. (1978). Individualism, collectivism, and radical educational reform. *Harvard Educational Review*, 48, 227-266.
- Childs, J. B. (1989). *Leadership, conflict, and cooperation in Afro-American social thought*. Philadelphia: Temple University Press.
- Cox, G. O. (1974). *Education for the Black race*. New York: African Heritage Studies Publishers.
- Dubois, W. E. B. (1935). Does the Negro need separate schools? *Journal of Negro Education*, 4, 329-335.
- Edelman, M. W. (1987). *Families in peril: An agenda for social change*. Cambridge, Mass.: Harvard University Press.
- Ellis, G. W. (1917). Psychic factors in the new American race situation. *Journal of Race Development*, 4, 469-486.
- Freire, P. (1971). *Pedagogy of the oppressed*. New York: Harper & Row.
- Freire, P., and A. Faundes (1989). *Learning to question: A pedagogy of liberation*. New York: Continuum.
- Freire, P., and D. Macedo (1987). *Literacy: Reading the word and the world*. South Hadley, Mass.: Bergin & Garvey.
- Gagnon, P. (1988, November). Why study history? *Atlantic Monthly*, pp. 43-66.
- Ginsburg, M. (1988). *Contradictions in teacher education and society: A critical analysis*. Philadelphia: Falmer Press.
- Ginsburg, M., and K. Newman (1983). Social inequalities, schooling and teacher education. *Journal of Teacher Education*, 36, 49-54.
- Giroux, J., and P. McLaren (1986). Teacher education and the politics of engagement: The case for democratic schooling. *Harvard Educational Review*, 56, 213-238.
- Golnick, D., and P. Chinn (1990). *Multicultural education in a pluralistic society*. Columbus, Ohio: Merrill.
- Gordon, B. (1985). Critical and emancipatory pedagogy: An annotated bibliography of sources for teachers. *Social Education* 49(5), 400-402.
- _____. (1990). The necessity of African-American epistemology for educational theory and practice. *Journal of Education* 172, (3), pp. 88-106.
- Harlan, S. (1985, June 5). Compared to White children, Black children are... *USA Today*, p. 9-A.
- Heaney, T. (1984). Action, freedom, and liberatory education. In S. B. Merriam (Ed.), *Selected writings on philosophy and education* (pp. 113-122). Malabar, Fla.: Robert E. Krieger.
- Hirsch, E. D. (1987). *Cultural literacy: What every American needs to know*. New York: Houghton Mifflin.
- Howard, B. C. (1857). *Report of the decision of the Supreme Court of the United States and the opinions of the justices thereof in the case of Dred Scott versus John F. A. Sandford, December term, 1856*. New York: D. Appleton & Co.
- Kozol, J. (1981). *On being a teacher*. New York: Continuum.
- King, J., and G. Ladson-Billings (1990). The teacher education challenge in elite university settings: Developing critical and multicultural perspectives for teaching in a democratic and multicultural society. *European Journal of Inter-cultural Studies* 1(2), 15-30.
- King, J., and T. L. Wilson (1990). Being the soul-freeing substance: A legacy of hope in Afro humanity. *Journal of Education* 172(2), 9-27.

- Ladson-Billings, G. (1991). Beyond multicultural illiteracy. *Journal of Negro Education* 60(2), 147-157.
- Lee, C., et al. (1990). How shall we sing our sacred song in a strange land? The dilemma of double consciousness and complexities of an African-centered pedagogy. *Journal of Education* 172(2), 45-61.
- Mezrow, J. (1984). A critical theory of adult learning and education. In S.B. Merriam (Ed.), *Selected writings on philosophy and adult education* (pp. 123-140). Malabar, Fla.: Robert E. Krieger.
- Muwakkil, S. (1990). Fighting for cultural inclusion in the schools. *In These Times* 14(37), 8-9.
- O'Neill, W. F. (1981). *Educational ideologies: Contemporary expressions of educational philosophy*. Santa Monica, Calif.: Goodyear.
- Pai, Y. (1990). *Cultural foundations of education*. Columbus, Ohio: Merrill.
- Perkins, D. E. (1986). *Harvesting new generations: The positive development of Black youth*. Chicago: Third World Press.
- Ravitch, D. (1998). Diversity and democracy. *The American Educator* 14, 16-20.
- Riser, R. (1970). Student social class and teacher expectations. *Harvard Educational Review* 40, 411-451.
- Searle, C. (Ed.). (1975). *Classrooms of resistance*. London: Writers and Readers Publishing Cooperative.
- Shor, I. (1980). *Critical teaching in everyday life*. Boston: South End Press.
- Sleeter, C., and Grant (1988). *Making choices for multicultural education: Five approaches to race, class and gender*. Columbus, Ohio: Merrill.
- Stuckey, S. (1987). *Slave culture: Nationalist theory and the foundations of Black America*. New York: Oxford University Press.
- Vallance, E. (1977). Hiding the hidden curriculum: An interpretation of the language of justification in nineteenth-century educational reform. In A. Black and H. Kliebard (Eds.), *Curriculum and evaluation* (pp. 590-607). Berkeley, Calif.: McCutchan.
- Wellman, D. (1977). *Portraits of White racism*. Cambridge: Cambridge University Press.
- Woodson, C. G. (1933). *The miseducation of the Negro*. Washington, D.C.: Associated Publishers.
- Wynne, S. (1990, September 9). *America as a "world": A Black studies perspective and "cultural model" framework*. [Letter to the California State Board of Education.]

WHEN IS A SINGING SCHOOL (NOT) A CHORUS? THE EMANCIPATORY AGENDA IN FEMINIST PEDAGOGY AND LITERATURE EDUCATION

Deanne Bogdan

This paper addresses the conundrum of why, for some of us, the more we become sensitized to the imperatives of democratic education and student ownership of their own learning, the harder they can become actually to accomplish in a classroom. This is especially true in literature education and feminist/critical pedagogy, where personal and social transformation are implicit and explicit goals. Underlying the ethical aims of feminist pedagogy and literature education is the accepting of the Other on the Other's own terms.¹ In classrooms full of real readers reading, this principle, which informs what Elizabeth Ellsworth has called "a pedagogy of the unknowable"² plays itself out in the interstices between authority and trust, academic rigor and personal empathy, community and fracture, professional and political responsibility. Recently Deborah Britzman has analyzed her student teachers' attempts to implement critical/feminist pedagogical methods in English education at the secondary school level, detailing the complexity of the tensions and contradictions that mark "not just what it means to know and be known, but how we come to know and come to refuse knowledge."³ To espouse a liberatory agenda is often to embark on a "pedagogical encounter" that, in Britzman's words, is simply "scary."

More often than not, things do not go according to plan: objectives reappear as too simple, too complicated, or get lost; concepts become glossed over, require long detours, or go awry. . . . In short, pedagogy is filled with surprises, involuntary returns, and unanticipated twists.⁴

My reflections arise out of my more recent experiences teaching at my home institution, the Ontario Institute for Studies in Education, which is a graduate department of education. In contrast to Britzman's grade ten class, our students are mature adults, many of them seasoned, successful teachers in their own right, who bring to the learning environment highly diverse personal, professional, and