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Introduction

- What kinds of school inequalities exist in both the U.S. and Japan?
- How do Japan and the U.S. understand and envision DEI ideologies?
- How does the understanding and interaction with DEI ideologies impact minoritized student's academic success and well-being?
Outline

● Similar outcomes for minoritized students in both nations
● The differences in how Japan and the U.S approach DEI Ideologies and practices
● Review case study and results
● Recommendations
● Conclusions
Background

- Trends in inequality for minoritized students
  - Drop out rates
  - Limited access to equal resources
  - Experiences of bullying from peers
  - Teacher bias
  - Educational tracking
  - Lack of educator training

Stories of Discrimination and Systemic Oppression

- Poverty rates
- Limitations for higher education
- Barriers to top tier schools
- Limited employment opportunities
- Housing restrictions
Histories of Erasure and Assimilation

- Histories of erasure and assimilation
- U.S. society and policy has been defined by White Supremacy
- The Mono-cultural and Mono-ethnic Japanese society **MYTH**
  - Ainu (Indigenous tribe of the North)
  - Ryukyu (Indigenous people of Okinawa)
  - Ethnic Korean Japanese citizens 5%
  - Ethnic Chinese Japanese citizens 5%
  - Ethnic Brazilian Japanese citizens
  - Other foreign citizens/residents 3.8%
  - Ethnically mixed (Hafu)

(Nagasawa, 2020)
General DEI Ideology

● The U.S acknowledges educational gaps formed along lines of difference
   ○ This history and its acknowledgement shapes DEI ideology and efforts
● Japan does not
   ○ Economic priorities
   ○ Diversity for global "zest"
   ○ Narrow understandings of the need for equity and inclusion
## DEI Literature & Frameworks

- **Pedagogy:** the method and practice of teaching

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<thead>
<tr>
<th>Multicultural Pedagogy</th>
<th>Critical Race Pedagogy</th>
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</thead>
<tbody>
<tr>
<td>1. Content integration</td>
<td>1. Race and racism are woven into the fabric of society</td>
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<tr>
<td>2. Knowledge construction</td>
<td>2. To challenge dominant ideology</td>
</tr>
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<td>3. Prejudice reduction</td>
<td>3. Commitment to social justice</td>
</tr>
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<td>4. Equitable pedagogy</td>
<td>4. Centers experiential knowledge</td>
</tr>
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<td>5. Empowering school culture and social structure that encourages action</td>
<td>5. Utilizes interdisciplinary approaches</td>
</tr>
</tbody>
</table>
DEI Challenges

- Liberalism
  - Problematic misinterpretations and implementations
  - Lack of awareness and understanding
- Limited training opportunities and resources
- Not prioritized

https://schottfoundation.org/the-latest/after-a-huge-curriculum-victory-the-fight-for-implementation-starts/
Content Analysis Research

Tacoma Middle School

Tokyo International School
<table>
<thead>
<tr>
<th></th>
<th>United States</th>
<th>Japan</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Look Both Ways</td>
<td>The Cardturner</td>
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<tr>
<td></td>
<td>Seedfolks</td>
<td>Persepolis</td>
</tr>
<tr>
<td><strong>Author</strong></td>
<td>Jason Reynolds</td>
<td>Louis Schar</td>
</tr>
<tr>
<td></td>
<td>Paul Fleischman</td>
<td>Marjane Strapi</td>
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<tr>
<td><strong>Ethnically diverse author (Yes/No)</strong></td>
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<td><strong>Cultural Contributors (Y/N)</strong></td>
<td>Y</td>
<td>N</td>
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<td><strong>Diverse Characters (Y/N)</strong></td>
<td>Y</td>
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<td><strong>Multiple Perspectives (Y/N)</strong></td>
<td>Y</td>
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<tr>
<td><strong>Representation of different physical abilities (Y/N)</strong></td>
<td>Y</td>
<td>Y</td>
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<tr>
<td><strong>Authentic Character Portrayal (Y/N)</strong></td>
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<td>Y</td>
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<tr>
<td><strong>Perpetuates Stereotypes/Bias (Y/N)</strong></td>
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<td>N</td>
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<tr>
<td><strong>Inclusive Themes (Y/N)</strong></td>
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<td><strong>Encourages critical thinking (Y/N)</strong></td>
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<td><strong>Curricular Relevance (Y/N)</strong></td>
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<tr>
<td><strong>Empathy Building (Y/N)</strong></td>
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Recommendations


Orientations, Dimensions, Layers and Tenants to Critical Literacy (Langston-DeMott, 2016, p. 26)
Recommendations

- Transraciolinguistics
- The 3 Ms
  - Metaracial
  - Metalinguistic
  - Metacultural

*Figure 2: Creating Storylines with the 3 M’s*

- **Metalinguistic Understanding**
  - Guiding Questions
    - How do I think about how I speak, read and write?
    - How do I think about my family’s reactions to how I speak, read and write?
    - How do I think about others’ reactions to how I speak, read and write?

- **Metaracial Understanding**
  - Guiding Questions
    - How do I think about how I look?
    - How do I think about my family’s reactions to how I look?
    - How do I think about others’ reactions to how I look?

- **Metacultural Understanding**
  - Guiding Questions
    - How do I think about me being a foreigner in the U.S.?
    - How do I think about my family’s reactions to me being a foreigner in the U.S.?
    - How do I think about others’ reactions to me being a foreigner in the U.S.?

Note: The color figure can be viewed in the online version of this article at http://ila.onlinelibrary.wiley.com.

(Smith, 2021)
Recommendations

- Develop (further) initiatives for policy and professional development
- WA State CCDEI
Recommendations

- Open access resources for educators
  - Learning for Justice
  - Teaching for Change
  - WA State Professional standards education board CCDEI resources
    - NSRF Protocols
    - The Big List of Class Discussion Strategies
Conclusion

- Current DEI strategies and practices should be re-envisioned to address issues of inequality more radically
- Room for improvement in choices of literature that accompany curriculum
Faculty Advisor Overview & Implications

- Beyond The Politics of Representation
- What’s Knowledge?
- DEI in the current sociopolitical moment
References


