

EDUC 181: Race, Class & Culture in Education
Summer 2015
Physical Sciences 130
TTh 1 – 4:30

Instructor: Linnea Beckett, lbeckett@ucsc.edu
My office: McHenry 0284
My office hours: Tuesdays & Thursdays 11am – 12 pm

Course Catalog Description:

Examines the schooling experience and educational attainment of racial/ethnic minority students in the U.S. Focuses primarily on domestic minorities. Addresses issues of variability between and within minority groups and the role of cultural, structural, and psychological factors in the educational attainment of these students. Enrollment restricted to education or STEM minors, physics education majors, or students with math education concentration or Earth sciences science education concentration, or biology B.A. bioeducation. Enrollment limited to 70. (General Education Code(s): ER, E.)

Course Description:

Many of us believe that education is the great equalizer; that hard work and perseverance can lead individual out of poverty and beyond the restrictions of racialized, gendered, sexual, and economic based oppressions. This belief, embedded within the American Dream proposes education can move families out of the working class and into a middle class and prosperous lifestyle. Contrary to this fantasy, statistics show that very few of us ever move up and out of our economic class and now, with the uncertainty of California's economy —a global economy larger than many developed nations – more families are slipping into the categories of poverty and working poor than ever before, with African American, Latino, Native American, and poor white communities bearing the brunt of unequal and diminished opportunities for housing, educational achievement, advancement, and economic mobility. In light of these powerful economic and educational formations, black and brown communities (and other aggrieved communities) are pushing back, organizing and mobilizing in ways not seen in many years.

In this new education climate, it is more important than ever to develop critical frameworks for making sense of the institutional history, policy climate, and contentious realities of teachers and students within US public schooling. To set the context for analyzing these experiences, we will consider larger social issues such as the role of schools play in the socialization of young people, and as instruments of social control and social stratification. We will examine how the historical development of public education in the United States has influenced its present form, and take a critical look at some of the current issues and policy debates in education involving the debate over school reform, bilingual education, the school-to-prison pipeline and affirmative action. These pursuits will ultimately lead us to consider ways in which the problems facing US schools can be more effectively remedied.

At the same time education is a space to reproduce social norms and schooling is an institution with histories of normative socialization, education and classrooms can be spaces of radical

possibilities. In order to explore the transformative possibilities of education we must first understand the historical, social, cultural, and political terrains of schooling in the US. Although this class is only 5 weeks long, we will do our best to engage in a deep analysis of our current schooling system to inspire informed dialogue about social change. In an attempt to interrupt the reproductive nature of the historical and societal factors that condition our lived realities as parents, teachers, students, and advocates within the school system, throughout the class we will ask, how can we begin to imagine multiple and potentially divergent forms of resistance to the complex overlapping and conflicting oppressions that racism, colonialism, classism, and sexism animate within the institution of schooling?

This class will require you to share your schooling experiences, engage in dialogue with your classmates, and remain open to grappling with challenging and sometimes uncomfortable topics. As Paulo Freire wrote, “we are conditioned, but we are not determined,” as participants in the class, we are all in the process of becoming. Throughout class, I ask that you remain attentive to your experiences, monitor your own disclosures, respect each other, and remember that we are all complicit within the making of the world as it is today.

A Note on Academic Integrity: Plagiarism is a growing problem in colleges and universities. Academic dishonesty (i.e., cheating, forgery, plagiarism) depreciates the learning experience. It is fundamental that students contribute to the ideal of academic integrity and accept individual responsibility for their work. For more information about citing sources and the issue of plagiarism please read the library guide URL below:

- Library guide on Citing Sources and Plagiarism: <http://library.ucsc.edu/science/instruction/CitingSources.pdf>
- NetTrail: <http://nettrail.ucsc.edu/> (Section XI, Info Ethics)

Accommodations for Students with Disabilities: If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to me in person outside of class (e.g., office hours) within the first two weeks of the quarter. Contact DRC at 459-2089 (voice), 459-4806 (TTY), or <http://drc.ucsc.edu/> for more information on the requirements and/or process.

COURSE ASSIGNMENTS:

Attendance & Participation (10%)

Attendance and participation in large and small group discussions is mandatory. If you need to miss a class, please provide an excuse to your instructor in advance (email is best). *Students who have more than one unexcused absences will be dropped from the course and more than one excused absence will greatly affect the student's grade.*

Quick Writes (5%) – Every class

At the start of each class, students will do a quick write. The instructor will provide a prompt that may ask for you to reflect on the readings, your own schooling experiences, or a current event. The quick writes will be a time for you to brainstorm, put ideas on a page, and remember

the readings. Quick writes will not be graded on the formality of your writing, nor will they always be collected. This will be an opportunity for you to gather your thoughts before class starts.

Reading Reflections (20%) – Every class

A reading reflection will be due at the start of EVERY class. The reflection should (1) *cite one quotation from the readings* for that day and (2) *provide a close reading* of that quote. You will need to (3) *explain the significance* of the quote as it relates to the overarching argument of the author, or as it relates to a keyword or idea that the author engages. (4) *Provide commentary* on how this quote connects to the theoretical/analytic framework of the course and ongoing class discussion. Lastly, (5) provide your critique or reflection on the quote.

- Reading reflections should be approximately 3-4 paragraphs or 1-2 pages, double-spaced, 12-point font in Times New Roman (or an equivalent font).

Class Teaching (20%)

On the first day of class, students will select a topic of interest to research in their group for a class teaching session. The topics of interest will relate to the day's readings, but it will be up to the group to provide information and activities that teach the class about the topic, beyond the course readings as they connect to the current state of education. **Groups will be required to meet with the instructor before the presentation (at least a class or two before) to collaborate on their plan. Please aim for your teaching to last anywhere from 30 – 45 minutes. I suggest students follow a participatory lesson plan.** The acronym BOPPPS, stands for Bridge, Objective, Pre-assessment, Post-assessment, Participatory learning, Summary. We will learn more about this on the first day of class.

- **Topics include (but are not limited to):**
- **Group #1**, Week 1: Should everyone go to college? Higher Education, College for All, High Stakes Testing, the Opt Out Movement
- **Group #2**, Week 2: What is the history of the native experience in schooling? The Native Experience in Schools, the logics of genocide
- **Group #3**, Week 2 (Thurs): What are the legacies of segregation and their effects? Is segregation bad? Segregation and Desegregation, Plessy v. Ferguson and Brown v. Board of Education, Affirmative Action
- **Group #4**, Week 3: What are some current forms of segregation in the US public school system? The Achievement Gap, Charter Schools, Tracking and Ability Grouping
- **Group #5**, Week 3 (Thurs): What does the nexus of schooling and criminalization look like? School-to-Prison Pipeline, Zero Tolerance, Restorative Justice, Transformative Justice, Ferguson, #BlackLivesMatter, The Stakes of Baltimore
- **Group #6**, Week 4: How do we move from deficit to asset? Achievement Gap, Ethnic Studies, Model Minority Myth, Latinx youth Challenges and Successes in Schooling
- **Group #7**, Week 4 (Thurs): How do we move from deficit to asset? Bilingual Education, Public Intellectuals, Cultural Agents, Popular Education, Community-based Education Reform, DREAMers

- **Group #8**, Week 5: How, as a teacher, can you be a cultural agents and also subjects of the state? Culturally Relevant Pedagogy, Critical Pedagogy, Feminist Pedagogy, Teachers as Ethnographers

Tracking Essay (20%) DUE THURSDAY, JULY 16th

This 5 page reflective essay will ask students to explore their schooling experience.

How were you tracked? Reflect on your experiences through the K-12 schooling system through the frame of micro, mezzo and macro tracking to examine how you were a racialized and classed (and gendered) subject of the system of tracking. If you did not attend public school, think critically through your experiences with schooling to ask how your position within a system of learning was predicated upon your upbringing within societal norms. Engage an analysis of your experiences based on the readings of the purpose of schooling (Spring) and tracking (Oakes & Rist).

Final Exam (25%) THURSDAY, JULY 23rd

The final exam will be a comprehensive in class exam that will cover the content of the class.

This final exam will require you study extensively, memorize quotes, and think creatively about the themes and theories presented in this class.

COURSE SCHEDULE:

Week 1: Introduction & Framing the Course (Readings for Tuesday 6/23)

- Baldwin, J. (1988). "A Talk to Teachers," In R. Simons & S. Walker (Eds.). *The Graywold Annual Five: Multicultural Literacy* (pp. 3-12). St. Paul, MN: Graywold Press.
- Cervenak, S. J. (2015). On Not Teaching About Violence: Being in the Classroom *After* Ferguson. *Feminist Studies*, 41(1), pp. 222 – 225.

Week 1: Setting the Stage: What is happening in California schools? (Readings for Thursday 6/25)

- Spring, J. (1989). The purposes of public schooling. In J. Spring, *American education: An introduction to social and political aspects* (pp. 3-34). New York: Longman.
- Higher Education Compact: Agreement Between Governor Schwarzenegger, the University of California and the California State University (pp. 1 – 10)
- Mary O'Hara, University of California campuses erupt into protest, Students and faculty members demonstrate against plans to raise tuition feed and cut workers (3 pgs.)
- Short Brief on California's Master Plan for Education
<http://www.universityofcalifornia.edu/aboutuc/masterplan.html> (ecommons)

Week 2: Historicizing Inequality and Mapping the Violence. From Slavery, Plessy v. Ferguson, Brown v. Board to Today (Tuesday 6/30)

- Harris, C. I. (1995). Whiteness as property. In K. Crenshaw, N. Gotanda, G. Peller, & K. Thomas (Eds.), *Critical Race Theory: ID Status Title Offered Sections, The key writings that informed the movement* (pp. 276-291). New York: The New Press.
- Ladson-Billings, G. (2004). Landing on the wrong note: The price we paid for Brown. *Educational Researcher*, 3-13.
- Brown v. Board of Education <http://www.nationalcenter.org/brown.html> (ecommons)

Week 2: Historicizing Inequality and Mapping the Violence. The Native Experience in Schooling (Thursday 7/2)

- McCarthy, C., & Crichlow, W. (1993). Introduction: Theories of identity, theories of representation, theories of race. In C. McCarthy, & W. Crichlow (Eds.), *Race, identity and representation in education* (pp. xiii-xxix). New York: Routledge. (ecommons)
- Donna Deyhle, Navajo youth and Anglo racism: Cultural integrity and resistance. *Harvard Educational Review*, 65(3), 403-445.
- Jacobs, M. (2006). Indian Boarding Schools in Comparative Perspective: The Removal of Indigenous Children in the United States and Australia, 1880 – 1940. 33 pgs.
- Marsha King (2008) Tribes Confront Painful Legacy of Boarding Schools (Seattle Times) (6 pgs)
- Margolis, E. (2004). Looking at discipline, looking at labour: Photographic representations of in Indian boarding schools. *Visual Studies* 19(1), 72-96.

Week 3: Tracking and Re-segregation Today (Tuesday 7/7)

- Anyon, J. (1980). Social Class and the Hidden Curriculum of Work. *Journal of Education*, 162(1), 15 pgs.
- Oakes, J. (2000). Keeping Track, Part 1: The Policy and Practice of Curriculum Inequality. 13 pgs.
- Nevi, C. (1987). In Defense of Tracking. 2 pgs
- Rist, R. C. (1973). Kindergarten: Beginning of the journey. In R. C. Rist, *The urban school: A factory for failure* (pp. 64-99). Cambridge, MA: The MIT Press. (ecommons)
- Butrymowicz, S. (2013). A new round of segregation plays out in charter schools. (10 pgs)

Week 3: School to Prison Pipeline (Thursday 7/9)

- Dylan Rodriguez (2010). The Disorientation of the Teaching Act: Abolition as Pedagogical Position. *Radical Teacher*, 88, pp. 7 - 19
- Angela Davis, Masked Racism, Reflections on the Prison Industrial Complex (4 pgs)

- NAACP, Dismantling the School-to-Prison Pipeline (policy brief) (16 pgs)
- Wald, J. & Losen, D. (2003). Defining and redirecting a school-to-prison pipeline. *New Directions for Youth Development*. 99, pp. 9 - 15
- Noguera, P. (2003). Schools, Prisons and the Social Implications of Punishment: Rethinking Disciplinary Practice. *Theory into Practice*. 42(4), pp. 341 - 350

**FREE MINDS FREE PEOPLE CONFERENCE, OAKLAND, CA
JULY 9th, 10th & 11th**

Week 4: From Deficit to Asset: Deconstructing the discourse of “at-risk” youth, families, and communities in the dialogue of education (Tuesday 7/14)

- Anyon, J. (1997). A new vision for reform. In J. Anyon, *Ghetto schooling: A political economy of urban educational reform* (pp. 164-187). New York: Teachers College Press. **(ecommons)**
- Ladson-Billing, G. (2007). Pushing Past the Achievement Gap: An Essay on the Language of Deficit. *The Journal of Negro Education*, 76(3), pp. 316 – 323.
- Sleeter, C. (2011). The Academic and Social Value of Ethnic Studies: A Research Review. National Education Association, 20 pgs.
- Delgado, R. (2013). *Precious Knowledge: State Bans on Ethnic Studies, Book Traffickers (Librotraficantes), and a New Type of Race Trial*. 92 N.C. L. Rev 1513, pp. 1513 – 1554.

Week 4: From Deficit to Asset: Deconstructing the discourse of “at-risk” youth, families, and communities in the dialogue of education. (Re)framing Immigration & Bilingual Education (Thursday 7/16)

Immigration:

- Noguera, Pedro. (2006). Latino Youth: Immigration, Education, and the Future. 6 pgs.
- NYTimes.com. Immigration Raid Leaves Sense of Dread in Hispanic Students. 3 pgs.
- Dominguez, N., Duarte, Y., Espinosa, P. J., Martinez, L., Nygreen, K., Perez, R., Ramirez, I., Saba, M., (2009). Constructing a Counternarrative: Students Informing Now (S.I.N.) Reframes Immigration and Education in the United States. *Journal of Adolescent & Adult Literacy*, 52(5), pp. 439 – 442.

Bilingual Education:

- Anzaldúa, G. (1987). “How to Tame a Wild Tongue.” *Borderlands*. 24 pgs.
- hooks, b. (1994). “Language.” *Teaching To Transgress: Education as a Practice of Freedom*. New York, NY: Routledge. 6 pgs.
- NYTimes.com No Child Left Behind? Say It In Spanish. 5 pgs.
- NYTimes.com On Education: Building a Nation of Polyglots, Starting With the Very Young. 4 pgs.

- Krashen, Stephen. (2001). Bush's bad idea for bilingual education. Rethinking Schools Online.

Week 5: Teachers as Cultural Workers and Subjects of the State (Tuesday 7/21)

- Oakes, Teaching to Change the World (**ecommons**)
- Duncan-Andrade, J. (2007). Gangstas, Wankstas, and Ridas: Defining, developing, and supporting effective teachers in urban schools. *International Journal of Qualitative Studies in Education*, 20(6), 617-638.
- Lugg, C. (2003). Sissies, faggots, lezzies & dykes. *Educational Administration Quarterly*, 39(1): 95-134.
- Cammarota, J. (2011). From Hopelessness to Hope: Social Justice Pedagogy in Urban Education and Youth Development. *Urban Education*, xx(x), pp. 1 – 17.