

**EDUC 181: RACE, CLASS, AND CULTURE IN EDUCATION**  
**Summer 2016**  
**Earth and Marine Science B210**  
**T/TH 1 – 4:30**

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**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.

**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 barriers of race, gender, 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. However, 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 these times of rampant police violence, LGBTQ phobia, violence against women, rising xenophobic and racist sentiments in political discourse, gentrification, and neoliberal logics in public education, it is more important than ever to learn and develop critical frameworks for making sense of the institutional history, policy climate, and contentious realities of teachers and students within US public schooling. The urgency cannot be overstated. 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, discipline policies, ethnic studies and affirmative action. These pursuits will ultimately lead us to consider ways in which the problems facing US schools can be more effectively remedied.

This course takes the position that only labor-intensive intellectual pursuits produce a self-reflective and self-critical praxis. 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 and we all have the potential to be agents in our own making. Throughout class, I ask that you remain attentive to your experiences, monitor your own disclosures, and work to respect each other.

**Classroom etiquette** requires that cell phones be turned off (or in buzzer mode for emergency calls), that full attention is given to the class, that computers only be used for class purposes, and that we listen to each other.

This course deals with sensitive topics that are sometimes difficult to discuss. It is crucial that we work together to create a classroom environment where people feel safe taking risks. To this aim, please follow these norms:

- Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
- Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks – focus on ideas.
- Participate to the fullest of your ability – community growth depends on the inclusion of every individual voice.
- The goal is not to agree – it is to gain a deeper understanding.

**Course Materials:**

- The syllabus and all course readings will be posted on eCommons, which you can find at [www.ecommons.ucsc.edu](http://www.ecommons.ucsc.edu). You may also buy all course materials in a reader at the Literary Guillotine (204 Locust St, Santa Cruz, CA 95060, [\(831\) 457-1195](tel:8314571195)).

**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 (20%)**

As we have so few class periods together, your attendance, preparation and participation are vital. We will have quick writes at the start of most classes and self-assessments once a week.

**1) Self-assessments (10%).** At the end of class on Thursday, the professor will provide a rubric for you to write up an assessment of your learning over the week.

**2) Attendance & participation (10%).** We will discuss materials in pairs, small groups and as a whole class, so please be prepared. If you do miss class, it is your responsibility to get notes from a classmate and make arrangements to make up the activities completed in class. NOTE: If you miss more than two classes, your course standing will come under review and may result in a non-passing final grade.

### **Reading Reflections (20%) – 5 times**

A reading reflection will be due at the start of 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).

### **Tracking Essay (15%)**

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 Analytic Essay (25%)**

At the end of the course, you will turn in a final paper responding to a prompt that you will receive in week 3-4. Your final draft (5 pages) will be evaluated based on the level of analysis, organization, and writing.

### **Class Workshop/Activity (20%)**

On the first day of class, students will select a topic of interest to research in groups of 3-4. The topics of interest will relate to a specific day of reading, however the groups will not present on the day the readings are scheduled to be discussed. The group will become “experts” of the topics and organize a 15-20 minute workshop/activity. The workshop/activity will require students to teach about the topic, reference the topic to the readings, and engage students in an activity or discussion. Activities can include drawing/mapping, youtube clips, interactive play, etc. Topics will require supplemental readings and ***groups will be required to meet with the instructor and/or the TA in weeks 2-3 to collaborate on their plan (your attendance in this***

*meeting will be part of the grade*). The TA has many resources to support interactive and dynamic activities. Students will conduct their activity during the last week of class (half on Tuesday and half on Thursday) and *turn in a mini 1-2 page lesson plan that talks through how they thought through engaging the students in these topics (what do you hope your classmates will learn and how are you going to achieve these learning outcomes?)*. More details will be discussed on the first week of class.

**Topics include (but are not limited to):**

1. Higher Education, College for All, High Stakes Testing, the Opt Out Movement, The Algebra Project, Charter schools
  - Explore questions about the privatization of public schooling and policy trends regarding education public/private good.
2. Native Experiences in schools, the logics of genocide, invisibilizing populations, indigeneity, decolonization
  - Engage questions about the history of indigenous peoples in schooling and decolonizing projects.
3. Plessy v. Ferguson and Brown v. Board of Education, Affirmative Action, Community schools, Achievement Gap, Tracking and Ability Grouping
  - Explore the logics of segregation and desegregation and historical moments.
4. School-to-Prison Pipeline, Zero Tolerance Disciplinary Policies, Restorative Justice, Transformative Justice, Ferguson, #BlackLivesMatter, The Stakes of Baltimore
  - Think through processes of criminalization/dehumanization and the nexus of schooling/ the criminal/prisons.
5. Ethnic Studies, Model Minority Myth, Latinx youth Challenges and Successes in Schooling, Bilingual Education, Public Intellectuals, Cultural Agents, Popular Education, Community-based Education Reform, DREAMers
  - Explore the technologies of deficit thinking and interruptions.
6. Culturally Relevant Pedagogy, Critical Pedagogy, Feminist Pedagogy, Teachers as Ethnographers
  - Learn about critical, socially just, and feminist pedagogies and their practices.

## COURSE SCHEDULE:

### WEEK 1

#### July 26<sup>th</sup> - Tuesday: Introduction & Framing the Course

- 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.
- "Don't Call them Post-Racial," Colorlines

**Themes:** The master plan, the history of higher education in California

**Movie:** First to Worst (2003): The Merrow Report

#### July 28<sup>th</sup> - Thursday: Reproduction and Resistance Theory

- Freire, P. (1970). *Pedagogy of the Oppressed* (Ch 1 & 2)
- Aronowitz, S., & H. Giroux. 1994 [1985]. Reproduction and resistance in radical theories of schooling. In A. R. Sadovnik, P. W. Cookson, Jr., & S. F. Semel (Eds.). *Exploring education: An introduction to the foundations of education* (pp. 229-237). Boston: Allyn and Bacon, [orig. source: S. Aronowitz and H. Giroux, *Education Under Siege*, pp. 69-73, 104-109. South Hadley, MA: Bergin and Garvey, 1985].

**Themes:** Reproduction and Resistance theory, purposes of US schooling

### WEEK 2

#### August 8<sup>th</sup> - Tuesday: Historicizing Inequality and Mapping the Violence From Slavery, Plessy v. Ferguson, Brown v. Board to Today (8/2)

*\*Meet with Professor & TA to plan workshop/activity\**

- 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>

**Themes:** Plessy v. Ferguson, Brown v. Board of Education

**Movie:** The Road to Brown (DVD 8384)

#### August 4<sup>th</sup> - Thursday: Historicizing Inequality and Mapping the Violence. The Native Experience in Schooling

*\*Meet with Professor & TA to plan workshop/activity\**

- Tuck, E. & Wayne Yang, W. K. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1), p. 1-40.
- Donna Deyhle, Navajo youth and Anglo racism: Cultural integrity and resistance. *Harvard Educational Review*, 65(3), 403-445.
- Margolis, E. (2004). Looking at discipline, looking at labour: Photographic representations of in Indian boarding schools. *Visual Studies* 19(1), 72-96.

**Topics:** Indigeneity, Native experience, decolonization, sovereignty

**Movie:** Our Spirits Don't Speak English

### WEEK 3

**August 9<sup>th</sup> - Tuesday: Tracking and Re-segregation Today**

***\*Meet with Professor & TA to plan workshop/activity\****

- 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.
- Orfield, G. & Frankenburg, E. (2013). *Educational Delusions: Why Choice can Deepen Inequality and How to Make Schools Fair*.

**Themes:** Tracking, De-tracking, segregation, and charter schools

**Movie:** "Heterogenius" Classrooms--Behind the Scenes: Detracking Math and Science--A Look at Groupwork in Action; Off Track: Classroom Privilege for All (video)

**August 11<sup>th</sup> - Thursday: Discipline & the School to Prison Pipeline**

***Tracking Essays DUE***

***\*Meet with Professor & TA to plan workshop/activity\****

- Angela Davis, Masked Racism, Reflections on the Prison Industrial Complex (4 pgs)
- Noguera, P. (2003). Schools, Prisons and the Social Implications of Punishment: Rethinking Disciplinary Practice. *Theory into Practice*. 42(4), pp. 341 - 350
- Simmons, L. (2009). End of the Line: Tracing Racial Inequality from School to Prison. *Race/Ethnicity: Multidisciplinary Global Contexts*, 2(2), p. 215-241.
- Meiners, E. (2011). Ending the School-to-Prison Pipeline/Building Abolition Futures. *Urban Rev*, 43, p. 547-565.

**Topics:** Anti-Racism, School-to-Prison Pipeline, Zero Tolerance, Restorative Justice, Transformative Justice

**WEEK 4**

**August 16<sup>th</sup> - Tuesday: From Deficit to Asset: Deconstructing the discourse of “at-risk” youth, families, and communities in the dialogue of education**

- Valencia, R., & M. Black. 2002. Mexican Americans don't value education!" – On the basis of the myth, mythmaking, and debunking. *Journal of Latinos and Education* 1(2), p. 81-103
- 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.

**Topics:** Achievement Gap, Ethnic Studies, Model Minority Myth

**Movie:** Previous Knowledge

**August 18<sup>th</sup> - Thursday: From Deficit to Asset: Deconstructing the discourse of “at-risk” youth, families, and communities in the dialogue of education. Language and power Immigration:**

- Noguera, Pedro. (2006). Latino Youth: Immigration, Education, and the Future. 6 pgs.
- “Shattered Families,” Colorlines

- 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.
- Lisa Delpit (1997). Ebonics and Culturally Responsive Instruction. *Rethinking Schools*, 12(1), 1-7.

**Topics:** Bilingual Education, Public Intellectuals, Cultural Agents, DREAMers, Parent engagement, Community-engaged school reform

**Movie:** “The Project” or “Fear and Learning at Hoover Elementary”

## WEEK 5

**August 23<sup>rd</sup> - Tuesday: Teachers as Cultural Workers and Subjects of the State**

- 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.
- Enrique Sepulveda (2011). Toward a Pedagogy of Acompañamiento: Mexican Migrant Youth Writing from the Underside of Modernity. *Harvard Educational Review* 81(3), 550-572.
- Cammarota, J. (2011). From Hopelessness to Hope: Social Justice Pedagogy in Urban Education and Youth Development. *Urban Education*, xx(x), pp. 1 – 17.

**Topics:** Culturally Relevant Pedagogy, Critical Pedagogy

**Student Activities/Workshops**

**August 25<sup>th</sup> - Thursday: Taking Stock: Where do we go from here?**

*Final Papers DUE*

- TBD & Student Activities/Workshops

*Other resources:*

- Nieto, S. 2005. Public education in the twentieth century and beyond: High hopes, broken promises, and an uncertain future. *Harvard Educational Review* 75(1): 43-64.
- Cookson, P., & A. Sadovnik. 2002. Functionalist theories of education. In P. Cookson & A. Sadovnik (Eds.). *Education and Sociology: An Encyclopedia* (pp. 267-271). New York: Routledge Falmer.
- 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.
- Bowles & Gintis. *Schooling in Capitalist Society*, The Origin of Mass Public Education (Ch 6), pg. 151-179.
- Lugones, M. (1987). Playfulness, “World-Traveling,” and Loving Perception. *Hypatia*, 2(2), 3-19.

- Higher Education Compact: Agreement Between Governor Schwarzenegger, the University of California and the California State University (pp. 1 – 10)
- 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)
- The 2020 Census and the Re-Indigenization of America
- Mary O’Hara, University of California campuses erupt into protest, Students and faculty members demonstrate against plans to raise tuition fee and cut workers (3 pgs.)
- Short Brief on California’s Master Plan for Education  
<http://www.universityofcalifornia.edu/aboutuc/masterplan.html>
- Antonia Darder & Rodolfo D. Torres. (2004). Excerpt from *After Race: Racism after Multiculturalism*. New York University Press. 1-24.
- Gary Orfield (2002/3). Resurgence of School Segregation. *Education Leadership* 16-21.
- Dylan Rodriguez (2010). The Disorientation of the Teaching Act: Abolition as Pedagogical Position. *Radical Teacher*, 88, pp. 7 - 19
- 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
- Donato, R. and Hanson, J. (2012). Legally White, Socially “Mexican”: The Politics of De Jure and De Facto School Segregation in the American Southwest. *Harvard Educational Review*, 82(2), p. 202-225.
- Lew, J. (2004). The “Other” Story of Model Minorities: Korean American High School Dropouts in an Urban Context, *Anthropology and Education Quarterly*, 35(3), 303-323.
- Duncan-Andrade, J. (2009). Note to Educators: Hope Required When Growing Roses in Concrete. *Harvard Education Review*, 79(2), 1-13.
- Kwon, S. (2006). Youth of Color Organizing for Juvenile Justice
- Ginwright, S., Cammarota, J., & Noguera, P. (2005). Youth, Social Justice and Communities: Toward a Theory of Urban Youth Policy. *Social Justice*, 32(3), pp. 24-40.
- Ladson-Billing, G. *The Dreamkeepers*