EDUC 181: Race, Class, and Culture in Education
Summer 2017
Soc Sci 2, 179
Tuesday & Thursday, 1:00-4:30pm

Instructor: Chrissy Anderson-Zavala
Email: caz@ucsc.edu
Office hours: Tuesdays, 11:30am-12:30pm or by appt if needed
OH Location: In front of Terra Fresca Café (most likely on the patio)

TA: Fatima Raja
Email: fraja@ucsc.edu
Office Hours: Thursdays, 11:00-12:00pm, in front of Café Iveta

Course catalogue 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
This course will consider persistent legacies of colonialisms and resistance in the American education system. Rather than attempting to represent a comprehensive view of “race, class, and culture in education,” this course will focus on how notions of “difference” and “normality” have been structured and managed within the American school system. The goal of this course is to develop an analytical framework that will help us make sense of claims that normalize and reify difference in order to push for transformative change.

Overarching Questions
How have schools structured and responded to ideas of difference? How have communities (including educators) resisted such oppressions?

Course Objectives
• To begin to contextualize how schools produce and manage difference, especially as it relates to race, class, gender, ability, citizenship, location, sexuality, and age
• To offer conceptual lenses through which to consider contemporary educational policy and practice issues and events
• To further develop skills of close reading and identifying patterns across texts and course themes

Course Materials
The syllabus and all course readings will be posted on Canvas: canvas.ucsc.edu. You can also purchase a course reader at the Literary Guillotine (205 Locust St., Santa Cruz). Please call before going in person in case you need to pre-order it—(831) 457-1195.
Course Assignments

**Reading Responses and Synthesizing Paragraphs**
The reading responses AND synthesizing paragraphs are an opportunity for you and your classmates to make sense of course readings together and to systematically develop your analyses of course themes. You will post your reflections to Canvas (canvas.ucsc.edu) under “Discussions.” For weeks 2, 3, and 4, we will assign you a group number and you will post under that number. After the class session, you will go back to the discussion and add one paragraph that makes connections between your group’s reflections and the class lecture and discussion. You can post in conversation with a classmate’s post or post an independent response. However, all posts must do the following:

**Reading responses** (complete before class on Tuesday) are 1-2 pages (between 250-500 words) and should (1) cite one quotation from the reading and provide a close reading of that quote. This means you should (2) explain the significance of the quote as it relates to the overarching argument of the author, or as it relates to a key term the author engages. You should also comment on (3) how this quote connects to the analytic frameworks or engagements of key terms from other readings and as the class as a whole. Finally, offer your (4) reflections. This might include: what questions does this piece raise for you? What are your critiques, if any?

**Synthesizing paragraphs** (complete after class Thursday) are one paragraph reflections that should include any patterns or themes you noticed between your group members’ reading responses, lecture, and group discussion. These paragraphs can build on your group members’ reflections, adding insights, making further connections between ideas, and drawing out additional questions. I recommend doing these as quickly after class ends as possible.

**Final Project**
The final project assignment options are designed to help you synthesize your learning and to make connections across the readings and class discussions. All final projects must grapple with the overarching questions of the class: How have schools structured and responded to ideas of difference? How have communities (including educators) resisted such oppressions? *All final projects must quote and engage at least 3 readings from the course.*

1) **A traditional academic/research paper.** This 6-8 page, double-spaced paper (excluding references) will choose a topic or thread from the course readings and examine that topic or thread in depth. You will draw on course readings but will most likely want to include outside reading as well. Examples include a research paper on the legacies of school segregation in the past and present; a research paper about how the construct of the “child” has been central to criminalizing young people across the history of schooling; or putting different scholars in dialogue to tease out the tensions and possibilities in such an analysis (for example, how does bringing Tuck’s settler colonial analysis to ‘parallel institutions’ deepen our understanding of the history Richardson offers?).

2) **A personal, reflective, and academic paper.** This is an 6-8 page, double-spaced paper (excluding
references) in which you bring the class analysis, assignments, lectures, and readings to reflect
on a question about your personal experiences with schooling. You will (1) articulate the
question that the class raises for you about your personal experiences with schooling and why it
interests you, (2) explore your question by engaging the class material, and (3) articulate the
implications of your ‘answers’ for your life. You should draw primarily on class readings,
lectures, and your own reflections, but might want to do outside reading as well. Examples
include a paper exploring the question, “How have I been tracked and how did this uphold
notions of difference within the school system?” or “How have my experiences with
standardized test-taking relate to the legacies of IQ tests and inclusions/exclusions?”

3) An alternative project. This project examines either a topic or thread relevant to the course (like
option a) or pursues a personal line of inquiry (like option b), but communicates the results of
your analysis in a way other than writing a paper. This could be a short video, a piece of art you
create, or some other form of knowledge representation. If you go with this option, you must
(a) get a written sign-off by either the instructor or TA by August 22nd and (b) also write a 3-4
page paper (double-spaced) explicitly connecting your project to the readings in the class.

Final Reflection
This one-page letter is a space to reflect on your growth in the course, to assess your effort in the
course, and to assess your group member’s contributions to the final group project. More details to
come.

Group Projects
It is impossible to cover the massive number of topics that fall under “race, class, and culture in
education” in five weeks. To make sure that you are able to focus more deeply on your topics of
interest, you will join a small group (3-4 students) based on your shared interests. Your group will then
become “experts” on the topic and organize a 15-20 minute workshop/activity that you will teach to
the class during week 5. Your group will be required to meet with the instructor or TA in week 3
during class to collaborate on your plan. We encourage you to be creative about the way you teach
the information. We can discuss ideas in office hours. We’ll discuss this more during the first week.

Class Policies

Formatting Guidelines: All written work should have 1-inch margins, be double-spaced, use 12 point
Times New Roman font. All assignments should be printed and will be due in class.

Phones: Please silence and put away your phone during class. If you must use your phone (including
texting), please step out of the classroom.

Accommodations for Students with Disabilities: If you are a student with a disability who requires
accommodations to achieve equal access in this course, please submit your Accommodation
Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours
or by appointment, preferably within the first two weeks of the quarter. At this time, I would also like
us to discuss ways we can ensure your full participation in the course. I encourage all students who
may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

**Academic Integrity:** Plagiarism, cheating, forgery or academic dishonesty will not be tolerated. Students found in violation of the UCSC Academic Integrity policy are subject to course failure. Violations of the UCSC Academic Integrity policy can result in dismissal from the university and permanent notation on a student’s transcript.

To avoid plagiarism, be sure to cite the words and ideas of all authors/sources. Use citations both for direct quotations as well as for paraphrasing or summarizing an author’s ideas in your own words. Please follow APA guidelines: https://owl.english.purdue.edu/owl/resource/560/01/.

**Grading Contract:**
For grading we are going to use a contract. Your final grade will be based on thoughtful participation, the completion of assignments, and the quality of your final paper or project and group project. If you follow the contract for the entire five weeks, you will receive a B. Based on your personal reflection at the end of the course, you will have the opportunity to advocate for a higher grade. This will be a chance for you to advocate for the grade you think your work reflects. Grading through a contract is designed to take away the pressure of grades and to focus on the process. Bottom line: If you complete all the assignments and participate fully, you are guaranteed a B—a grade that is above average for college course.

You are guaranteed a B if you:
1. Come to class on time, are prepared, and are an engaged participant. Attendance is taken on a daily basis. Whether we take attendance at the beginning or the end of class and how we take attendance will vary.
2. Complete all assignments and meet the criteria of the assignments. For example, 1 page is 1 page, not ½ page. If the criteria is not met, you will be asked to revise and resubmit.
3. Complete the reading and reading responses for each class session BEFORE the class for that day. Please come to class prepared to discuss the materials on that day.
4. Communicate with the instructors if there is something that is getting in the way of staying on top of the work. We are here to support you and work together.
5. Attend office hours.
6. Hold yourself and your classmates to high standards and collective agreements.

We all have off days. You will get one “pass” for a smaller issue: being late, not participating, etc. However, late papers and absences are serious because the course moves very quickly. For each day a written assignment is late, you will be deducted 1/3 of the contract grade for that assignment—the B will be a B-, etc. You will have the opportunity to improve your grade through exceptional group projects and final paper.

In exchange for your hard work and holding yourself and your classmates to high standards, we will give you feedback that values your perspective and voice. We will do our best to make the class challenging, interesting, and fun. We will support you and hold you and ourselves to high expectations.
For those of you for whom this is stressful, the assignments breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight of assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Responses</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>20%</td>
</tr>
<tr>
<td>Final paper or project</td>
<td>30%</td>
</tr>
<tr>
<td>Group Presentation/Project</td>
<td>20%</td>
</tr>
<tr>
<td>Session Date</td>
<td>Topic</td>
</tr>
<tr>
<td>--------------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Week 1: Legacies of Colonialisms and Self-Determination</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday 8/1/17</strong></td>
<td><strong>Introductions and Class Framing</strong></td>
</tr>
<tr>
<td><strong>Thursday 8/3/17</strong></td>
<td><strong>Foundations of Schooling—Settler Colonialism and Indigenous Curriculum</strong></td>
</tr>
<tr>
<td><strong>Week 2: Structuring Difference</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Thursday 8/10/17</strong></td>
<td>**Tracking and Parallel Institutions (the problem with work)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
</tr>
</tbody>
</table>
| Tuesday 8/15/17 | **Eugenics, IQ Testing, and Segregation** | **Readings:**  
- Youth of Color and California's Carceral State: The Fred C. Nelles Youth Correctional Facility, Miroslava Chávez-García  
- Movie: The Road to Brown                                                                                                                                                                                                                                                       |
| Thursday 8/17/17 | **Deficit Framing & Intersectional Debt**  | **Readings:**  
- 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 | **In class:**  
- Guest Speaker: Jason Wozniak                                                                                                                                                                                                                                                     |
| Tuesday 8/22/17 | **Criminalization of Young People and Pushouts** | **Group Project Plan Draft Due**  
**Readings:**  
- “Magical Age,” Erica Meiners  
- “Trouble with the Child in the Carceral State,” Erica Meiners                                                                                                                                                                                                                          |
| Thursday 8/24/17 | **Alternative Visions of School**           | **Readings:**  
- What We Must Know, Michael Dumas  
- A Talk to Teachers, James Baldwin  
**In class:**  
- Movie: Oakland Community Learning Center [founded by the Black Panther Party] 1977                                                                                                                                         |
<table>
<thead>
<tr>
<th>Week 5: Decolonial visions and Freedom Dreams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday 8/29/17</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| **Thursday 8/31/17** | **Closing and Futurities** | **Reading:** |
|                    | | **Final Reflection due!** |
|                    | | In class: |
|                    | | • **Group Activities/Presentations** |