

EDUC 181: RACE, CLASS, AND CULTURE IN EDUCATION

Summer 2018

Location: Engineering 2, Rm. 192

Meeting times: Tuesdays/Thursdays 9:00-12:30

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Course Description:

There is a commonly held belief that education serves as the great equalizer; that hard work and individual perseverance can lead our communities out of poverty and beyond the restrictions of racialized, gendered, sexual, and economic based oppressions. Many of us believe that education can move our families out of the working and into a middle class and thus some version of the American Dream. But statistics show that this is rarely the case. Today, more families are slipping into poverty and working poor categories 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 and advancement, and economic mobility. In this course, we will share our own educational experiences, examine how the history of education in the US has contributed to current policies and practices, and consider possibilities for the future.

In the current climate, there is a need for us as future teachers and students to develop pedagogies and processes that can help us decipher the language of politics and policy that allows for alternative and oppositional readings of our world. This education course invites students to analyze and reflect upon the impact of our own educations and institutional oppression on communities in the U.S. Critical thinking is a pedagogy and a process of urgency that results from using theories to examine the real world struggles of individuals and groups. An important issue, and one central to this class, concerns how experience is named, legitimated, and accomplished, and who is responsible for it. Who has agency here and what kind of decisions and choices are available to us with the limited options we are given? Such a concern will deal with the topic of human agency, the institutions which “house” our lived social relations, particularly race and culture, and the discourses and language, which in part, “produce” who we are. All of these issues will be explored in this class through a concrete and interdisciplinary analysis of schools and other social institutions as major political sites of racial, cultural, and political struggle.

Course Outcomes:

- 1) Students will be able to identify connections among the history of education in the US and current education policies and practices, particularly as they relate to minoritized populations.
- 2) Students will be able to reflect on their own educational experiences both orally and in writing using race and class based lenses.
- 3) Students will be able to analyze arguments surrounding the roles of race, ethnicity, social class, and language in inequality in public education drawing on course readings and discussions.
- 4) Students will be able to engage critically in several debates within educational research including topics such as disciplinary practices and bilingual education.
- 5) Students will be able to discuss ways to engage students (either their own future students or others) in questions surrounding the role of race, class, and culture in education.

Course Materials: All course readings will be posted on **Canvas**. Students are responsible for having access to either a printed or electronic version of the readings during each class. **Course announcements** will also be posted on Canvas.

Course Assignments & Grading:

- **Participation (15%)** This course will consist of a variety of instructional activities, but we will engage deeply with the assigned readings during each class session in the form of small group discussion, whole class discussion, and written responses. In order for you to engage in critical analysis of the key themes of the course in dialogue with the instructors and your classmates, you must be present in class and prepared to participate. We will discuss norms for effective participation on the first day of class.
 - ***Attendance Policy:** If you must miss a class, please contact the instructor and TA as early as possible to let them know. It is your responsibility to contact a classmate for notes. Please do not email the instructor or the TA to ask “what did I miss?” or “what did we do in class?” However, attending the TA or instructor’s office hours to check in after an absence is highly encouraged! **More than two absences will result in a failing grade.** Three late arrivals (of more than 15 minutes) will be equivalent to one absence.
- **Reading responses (25%):** You will complete **3 reading responses, 2 pages each**. Printed copies of reading responses will be submitted on **Thursdays**. You may choose which weeks you would like to complete reading responses. For each response, you should discuss one key theme/or idea from the reading, drawing on at least 3 articles/chapters from that week (you are more than welcome to incorporate additional readings from previous weeks, other classes, etc.). You are more than welcome to draw on your own experiences, but the connections between personal experiences and the course material should always be apparent to your reader. Your lowest score on the reading response will be dropped.

- **Rationale:** The goal of these reading responses is to provide an opportunity for you to use race and class-based theories to analyze educational attainment in the US (see Learning outcome #1) and to engage with key debates within educational research (see Learning Outcome #4). The lowest score is dropped to encourage improvement, and to make clear that challenges early on in the course will not impede your overall success.
- **Content:** Please consider the following questions when completing your reading responses: What is the specific theme/idea that you wish to discuss? State it explicitly at the beginning of your reading response.
 - How does the particular theme/idea you selected connect several readings? (You might want to ask yourself: How might authors of the other readings we have discussed respond to this argument/idea? Would the author of one article support it wholeheartedly while another would strongly disagree? Think about these scholars as being in dialogue with one another.
 - How do the perspectives regarding the particular idea/theme you selected relate to the authors' central argument?
 - How does a particular quotation illustrate the theme/idea you have selected? *Be sure to unpack/restate quotations in your own words. For instance, you might choose to follow the quotation with "in other words..." This helps your reader understand how *you* are interpreting the author's idea.
- **Group lesson plan (15%):** In small groups, students will develop a brief lesson plan (15-20 minutes) on a topic of their choice. The group will become "experts" on their topic and organize a 15-20 minute workshop/activity. Each group should plan to introduce their topic, provide connections to course themes, and engage students in an activity or discussion.
 - **Rationale:** This aspect of the course is an opportunity to consider how educators (including many of you!) might consider engaging students in this type of work (Learning outcome #5). The goal is also for students to pursue a particular area of interest that we were not able to explore in depth within the course. (Learning outcome # 4).
 - **Content:** Activities can include drawing/mapping, YouTube clips, interactive play, etc. Groups will begin by reading the single article included below for the selected topic and will conduct additional research to become experts/prepare to teach their lesson. 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 your grade). 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 outlines 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) the following:**

- **The ethnic studies debate:**
Sleeter, C. (2011). The Academic and Social Value of Ethnic Studies: A Research Review. National Education Association, 20 pgs.
 - **The “model minority” myth**
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.
 - **Islamophobia, Muslim youth, and the post 9/11 era**
Jaffe-Walter, R. 2013. “Who would they talk about if we weren’t here?”: Muslim youth, liberal schooling, and the politics of concern. *Harvard Educational Review* 83(4):613-635.
 - **Critical Race Theory (what is it, why is it important?)**
Ladson-Billings, G. (1998). Just what is critical race theory and what’s it doing in a nice field like education? *International Journal of Qualitative Studies in Education* 11(1): 7-24.
 - **The debate surrounding school choice and charter schools**
Orfield, G. (2013). Choice and civil rights: Forgetting history and facing consequences. In G. Orfield & E. Frankenberg *Educational delusions?: Why choice can deepen inequality and how to make schools fair* (1st ed.). University of California Press.
 - **School-to-Prison Pipeline/Zero Tolerance Disciplinary Policies/ Restorative Justice**
Simmons, L. (2009). End of the line: Tracing racial inequality from school to prison. *Race/Ethnicity: Multidisciplinary Global Contexts*, 2(2), p. 215-241.
 - **Refugee education (policies, practices, debates)**
Roy, L., & Roxas, K. (2011) Whose deficit is this anyhow? Exploring counter-stories of Somali Bantu refugees’ Experiences in “doing school.” *Harvard Educational Review* 81(3): 521-542.
 - **Bilingualism in education (policies, practices, power, debates)**
Valdés, G. (2004). Between support and marginalisation: The development of academic language in linguistic minority children. *International Journal of Bilingual Education and Bilingualism*, 7(2/3), 102–132.
 - **Culturally relevant/culturally sustaining pedagogy**
Paris, D. (2012). Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice. *Educational Researcher*, 41(3), 93–97.
- **Tracking Essay (20%):** This 4 page reflective essay will ask students to explore their schooling experience. How were you tracked? Reflect on how you were you were a racialized and classed 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. You may draw on Anyon (1980), Oakes (2000) and Gonzales (2010), among others.
 - **Rationale:** This assignment is designed to provide students with an

opportunity to reflect on their own educational experiences both orally and in writing using race and class based lenses (Learning Outcome #2).

- **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. We will conduct a guided peer-review session during class on **Thursday, July 19th**, and your final draft (5-7 pages) will be due on the last day of class, **Thursday, July 26th**.
 - **Rationale:** This culminating assignment will allow students to make connections among several course themes (Learning Outcomes #1 and #3).

Other Important Information:

Communication Plan: In-person communication is my preferred mode of contact. Please feel free to check in with me after class, during a break, or during office hours. Given that personal communication is not always possible, you may also email me with questions and concerns. Between Monday and Friday I will generally respond to emails within 24 hours. On weekends I will generally respond within 48 hours. Please use professional e-mail etiquette for communicating with instructors and TAs. If you are unsure how to write a professional email, please visit this website: <https://owl.english.purdue.edu/owl/resource/636/1/>.

Course Policies and Assessments: The grading policy for this course is standards-based. This means that you will be evaluated based on how well you demonstrate that you have met the course outcomes (rather than based on your performance in comparison to that of your classmates). Students should expect to dedicate a significant amount of time to the course. I am confident that all students who dedicate sufficient time and energy to the coursework, participate actively in class discussions, and bring their questions, experiences, and interest to the course will successfully meet the learning outcomes.

Late Work Policy: Late work will go down by half a letter grade (e.g. B+ → B) for each day it is late and will not be accepted after 5 days.

Extra Credit Policy: Students have the option of completing one additional reading response for extra credit. Extra credit assignments must be completed and turned in by Tuesday of Week 5.

Course norms: Here are the course norms that we agreed upon in class on 6/26

- Be respectful and open to others' ideas.
- Do not interrupt.
- Assume good intentions and understand unique experiences, but be ready to speak up if there is a comment that you find offensive or hurtful.
- Don't make assumptions based on how people look.
- What is said in the classroom stays in the classroom.
- Use technology for class work or emergencies only.
- If you find something offensive, address the idea (rather than the individual who expressed the idea).
- Step up/ step back (be aware of how your participation impacts others).

Key Administrative Dates:

- **Add** - Thursday, June 28
- **Drop** - Monday, July 2 (tuition refund*)
- **Financial Aid Disbursement** - June 18
- **Change Grade Option** - Friday, July 6
- **Withdraw** - Friday, July 13 (no tuition refund)

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 within the first week 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 READINGS AND GUIDING QUESTIONS

WEEK 1: Reproduction and resistance theories

Tuesday: Introducing the course

Guiding questions: How have our own experiences shaped our views on education? What are the roles of teachers in society? Can teachers avoid reproducing oppression?

- 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.

In-class reading*Thursday: Reproduction and resistance theories**

Guiding questions: How have interpretations of the purpose of public schooling shifted over time? What are the underlying assumptions embedded within reproduction theory? In what ways do proponents of resistance theory critique reproduction theory? What are some critiques of resistance theory? How might *you* (or others) critique both theories?

- 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.

Note: this article provides an excellent overview of many of the theories/topics we'll be discussing during the quarter.

- 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].
- Hidalgo, N. (2011). Uneven youth resistance across uneven school contexts. *International Journal of Qualitative Studies in Education* 24(5): 601-606.

WEEK 2: Historicizing inequality in education

Tuesday: Examining slavery, Plessy v. Ferguson, Brown v. Board of Education

Guiding questions: How have broader social changes shaped educational policy? How have these policies shaped current policies and practices?

- Harris, C. I. (1995). Whiteness as property. In K. Crenshaw, N. Gotanda, G. Peller, & K. Thomas (Eds.), *Critical Race Theory: ID Status Title Offered*
- Ladson-Billings, G. (2004). Landing on the wrong note: The price we paid for Brown. *Educational Researcher*, 3-13.
- Donato, R., & 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), 202–225.

Video: *The Road to Brown*

Thursday: Native experiences in schooling

Guiding questions: What had you learned in your K-12 education about native schooling? In what ways are native schooling experiences linked to other forms of oppression? What was the role of language? What do Tuck and Yang (2012) mean when they argue, “decolonization is not a metaphor”?

- Margolis, E. (2004). Looking at discipline, looking at labour: photographic representations of Indian boarding schools. *Visual Studies*, 19(1), 72-96.
- Tuck, E. & Wayne Yang, W. K. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1), p. 1-40.

Video: *Our Spirits Don't Speak English*

WEEK 3: Tracking and re-segregation, Social capital theory

Tuesday: Tracking and re-segregation

Guiding questions: What are some of the logics for tracking? Why might a school/district/parent argue for tracking? How has tracking contributed to reinforcing inequity? In what ways have various school structures tracked groups of people?

- 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.

- Gonzales, R., (2010). On the wrong side of the tracks: Understanding the effects of school structure and social capital in the educational pursuits of undocumented immigrant students. *Peabody Journal of Education* 85: 469-485.

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

Thursday: Social capital theory

Guiding questions: What does it mean to have “social capital”? Who has it? Who participated in determining what counts as “capital”? How might someone critique social capital theory?

- Stanton-Salazar, R. (2004). Social capital among working-class minority students. In M. Gibson, P. Gándara, & J. Koyama (Eds.), *School connections: U.S. Mexican youth, peers, and school achievement*. (pp. 18-38). New York: Teachers College Press.
- Zhou, M., & S. Kim. (2006). Community forces, social capital, and educational achievement: The case of supplementary education in the Chinese and Korean immigrant communities. *Harvard Educational Review* 76(1): 1-29.

WEEK 4: Intersectionality, immigration, and deconstructing the deficit myth

Tuesday: Intersectionality

Guiding questions: What is intersectionality? How has the term been applied to different contexts? In what ways might you consider your own intersectional identities as students at UCSC, and as students in the past?

- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory, and antiracist politics. *University of Chicago Legal Forum* (1), 139–167.
- Nguyen, T. H., & Nguyen, B. M. D. (2018). Is the “First-Generation Student” term useful for understanding inequality? The role of intersectionality in illuminating the implications of an accepted—yet unchallenged term. *Review of Research in Education*, 42(1), 146–176.

Video: Kimberle Crenshaw TEDTalk

Thursday: Immigration

Guiding questions: How have patterns of global migration influenced education policies and practices in the US? What is the role of language in the education of immigrants? How have various groups of immigrants been “received” and to what do you attribute that variation?

- Anzaldúa, G. (1987). “How to Tame a Wild Tongue.” *Borderlands*. 24 pgs. **and ONE of the following** (we will select in class on Tuesday).

**** Note:** What is your main take-away from these articles? How does it help us reflect on the body of work discussed throughout the quarter? And on our own work going forward?

- Gitlin, A., Buendia, E., Crosland, K., & Doumbia, F. 2003. The production of margin and center: Welcoming-unwelcoming of immigrant students. *American Educational Research Journal* 40(1): 91-122.
- Garcia, O., & L. Bartlett. (2007). A speech community model of bilingual education: Educating Latino newcomers in the USA. *International Journal of Bilingual Education and Bilingualism*, 10(1): 1-25.
- Abu El-Haj, T. 2010. “The beauty of America”: Nationalism, education, and the War on Terror. *Harvard Educational Review* 80(2): 242-274.
- Harris, A. L., Jamison, K. M., & Trujillo, M. H. (2008). Disparities in the educational success of immigrants: An assessment of the immigrant effect for Asians and Latinos. *The Annals of the American Academy of Political and Social Science*, 620, 90–114.
- Ng, J. C., Lee, S. S., & Pak, Y. K. (2007). Contesting the model minority and perpetual foreigner stereotypes: A critical review of literature on Asian Americans in education. *Review of Research in Education*, 31, 95–130.
***Note:** this is a literature review.

WEEK 5: From deficit to asset: What are the roles of teachers? Where do we go from here?

Tuesday: From deficit to asset

Guiding questions: Is it all hopeless? How have scholars theorized possibilities for change? How do you see yourself contributing to resistance?

- hooks, b. (1994). “Language.” *Teaching To Transgress: Education as a Practice of Freedom*. New York, NY: Routledge. 6 pgs.
- Duncan-Andrade, J. (2009). Note to educators: Hope required when growing roses in concrete. *Harvard Education Review*, 79(2), 1-13.
- Sepulveda, E. (2011). Toward a pedagogy of acompañamiento: Mexican migrant youth writing from the underside of modernity. *Harvard Educational Review* 81(3), 550-572.

Thursday: Taking stock and looking forward → TBD

Course Schedule

Date	Reading Work Due	Writing Due
WEEK 1: Reproduction and resistance theories		
<p>June 26: Introducing the course</p> <p>Guiding questions: How have our own experiences shaped our views on education? What are the roles of teachers in society? Can teachers avoid reproducing oppression? How have interpretations of the purpose of public schooling shifted over time?</p>	<p>Baldwin, J. (1988). “A Talk to Teachers,” In R. Simons & S. Walker (Eds.). <i>The Graywold Annual Five: Multicultural Literacy</i> (pp. 3-12). St. Paul, MN: Graywold Press.</p>	None
<p>June 28: Reproduction and resistance theories</p> <p>Guiding questions: What are the underlying assumptions embedded within reproduction theory? In what ways do proponents of resistance theory critique reproduction theory? What are some critiques of resistance theory? How might <i>you</i> (or others) critique both theories?</p>	<p>Nieto, S. (2005). Public education in the twentieth century and beyond: High hopes, broken promises, and an uncertain future. <i>Harvard Educational Review</i> 75(1): 43-64.</p> <p>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.). <i>Exploring education: An introduction to the foundations of education</i> (pp. 229-237). Boston: Allyn and Bacon, [orig. source: S. Aronowitz and H. Giroux, <i>Education Under Siege</i>, pp. 69-73, 104-109. South Hadley, MA: Bergin and Garvey, 1985].</p> <p>Hidalgo, N. (2011). Uneven youth resistance across uneven school contexts. <i>International Journal of Qualitative Studies in Education</i> 24(5): 601-606.</p> <p>*Read syllabus!</p>	Option to turn in Reading Response
WEEK 2: Historicizing inequality in education		
<p>July 3: Examining slavery, Plessy v. Ferguson, Brown v. Board of Education</p> <p>Guiding questions: How have broader social changes shaped educational policy? How have these policies shaped current policies and practices?</p>	<p>Harris, C. I. (1995). Whiteness as property. In K. Crenshaw, N. Gotanda, G. Peller, & K. Thomas (Eds.), <i>Critical Race Theory: ID Status Title Offered</i></p> <p>Ladson-Billings, G. (2004). Landing on the wrong note: The price we paid for Brown. <i>Educational Researcher</i>, 3-13.</p> <p>Donato, R., & Hanson, J. (2012). Legally White, Socially “Mexican”: The Politics of De Jure and De Facto School Segregation in the American Southwest. <i>Harvard Educational Review</i>, 82(2), 202–225.</p>	
<p>July 5: Native experiences in schooling</p> <p>Guiding questions: What had you learned in your K-12 education about native schooling? In what ways are native schooling experiences linked to other forms of oppression? What was the role of language? What do Tuck and Yang (2012) mean by “decolonization is not a metaphor”?</p>	<p>Margolis, E. (2004). Looking at discipline, looking at labour: photographic representations of Indian boarding schools. <i>Visual Studies</i>, 19(1), 72-96.</p> <p>Tuck, E. & Wayne Yang, W. K. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, Education & Society</i>, 1(1), p. 1-40.</p>	Option to turn in Reading Response

WEEK 3: Tracking and re-segregation, Social capital theory

<p>July 10: Tracking and re-segregation</p> <p>Guiding questions: What are some of the logics for tracking? Why might a school/district/parent argue for tracking? How has tracking contributed to reinforcing inequity? In what ways have various school structures tracked groups of people?</p>	<p>Anyon, J. (1980). Social Class and the Hidden Curriculum of Work. <i>Journal of Education</i>, 162(1), 15 pgs.</p> <p>Oakes, J. (2000). Keeping Track, Part 1: The Policy and Practice of Curriculum Inequality.</p> <p>Gonzales, R., (2010). On the wrong side of the tracks: Understanding the effects of school structure and social capital in the educational pursuits of undocumented immigrant students. <i>Peabody Journal of Education</i> 85, 469-485.</p>	
<p>July 12: Social capital theory</p> <p>Guiding questions: What does it mean to have “social capital”? Who has it? Who participated in determining what counts as “capital”? How might someone critique social capital theory?</p>	<p>Stanton-Salazar, R. (2004). Social capital among working-class minority students. In M. Gibson, P. Gándara, & J. Koyama (Eds.), <i>School connections: U.S. Mexican youth, peers, and school achievement.</i> (pp. 18-38). New York: Teachers College Press.</p> <p>Zhou, M., & S. Kim. (2006). Community forces, social capital, and educational achievement: The case of supplementary education in the Chinese and Korean immigrant communities. <i>Harvard Educational Review</i> 76(1), 1-29.</p>	<p>Tracking paper due</p> <p>Option to turn in Reading Response</p>

WEEK 4: Intersectionality, immigration, and deconstructing the deficit myth

<p>July 17: Intersectionality</p> <p>Guiding questions: What is intersectionality? How has the term been applied to different contexts? In what ways might you consider your own intersectional identities as students at UCSC, and as students in the past?</p>	<p>Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory, and antiracist politics. <i>University of Chicago Legal Forum</i>, (1), 139–167.</p> <p>Nguyen, T. H., & Nguyen, B. M. D. (2018). Is the “First-Generation Student” term useful for understanding inequality? The role of intersectionality in illuminating the implications of an accepted—yet unchallenged term. <i>Review of Research in Education</i>, 42(1), 146–176.</p>	
<p>July 19: Immigration</p> <p>Guiding questions: How have patterns of global migration influenced education policies and practices in the US? What is the role of language in the education of immigrants? How have various groups of immigrants been “received” and to what do you attribute that variation? What connections do you identify among the readings on intersectionality and immigration?</p>	<p>Anzaldúa, G. (1987). “How to Tame a Wild Tongue.” <i>Borderlands</i>. 24 pgs.</p> <p>And ONE of the following: (we will select in class on Tuesday).</p> <p>** Note: What is your main take-away from these articles? How does it help us reflect on the body of work discussed throughout the quarter? And on our own work going forward?</p> <ul style="list-style-type: none"> • Gitlin, A., Buendia, E., Crosland, K., & Doumbia, F. (2003). The production of margin and center: Welcoming-unwelcoming of immigrant students. <i>American Educational Research Journal</i> 40(1): 91-122. • Garcia, O., & L. Bartlett. (2007). A speech community model of bilingual education: Educating Latino newcomers in the USA. <i>International Journal of Bilingual Education and Bilingualism</i>, 10(1): 1-25. • Abu El-Haj, T. (2010). “The beauty of America”: Nationalism, education, and the War on Terror. <i>Harvard Educational Review</i> 80(2): 242-274. • Harris, A. L., Jamison, K. M., & Trujillo, M. H. (2008). Disparities in the educational success of immigrants: An assessment of the immigrant effect for Asians and Latinos. <i>The Annals of the American Academy of Political and Social Science</i>, 620, 90–114. 	<p>Drafts of final paper due (for in class peer review)</p> <p>Option to turn in Reading Response</p>

	<ul style="list-style-type: none"> • Ng, J. C., Lee, S. S., & Pak, Y. K. (2007). Contesting the model minority and perpetual foreigner stereotypes: A critical review of literature on Asian Americans in education. <i>Review of Research in Education, 31</i>, 95–130. *Note: this is a literature review. 	
WEEK 5: From deficit to asset: What are the roles of teachers? Where do we go from here?		
<p>July 24: From deficit to asset</p> <p>Guiding questions: Is it all hopeless? How have scholars theorized possibilities for change? How do you see yourself contributing to resistance?</p>	<p>hooks, b. (1994). “Language.” <i>Teaching To Transgress: Education as a Practice of Freedom</i>. New York, NY: Routledge. 6 pgs.</p> <p>Duncan-Andrade, J. (2009). Note to educators: Hope required when growing roses in concrete. <i>Harvard Education Review, 79</i>(2), 1-13.</p> <p>Sepulveda, E. (2011). Toward pedagogy of acompañamiento: Mexican migrant youth writing from the underside of modernity. <i>Harvard Educational Review 81</i>(3), 550-572.</p>	<p>Group activities/lessons (Part 1)</p>
<p>July 26: Taking stock and looking forward</p>	<p>TBD</p>	<p>Group activities/lessons (Part 2)</p> <p>Option to turn in Reading Response</p> <p>Final papers due!</p>