EDUC 181: RACE, CLASS, AND CULTURE IN EDUCATION
Summer 2019
Location: Social Sciences 1, Rm. 161
Meeting times: Mondays/Wednesdays 9:00-12:30

Instructor: Nora W. Lang, MA, PhD Candidate, Education Department (Pronouns: she/her/hers)
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Office: McHenry 0288 (Basement floor outside of the library, easiest to get to outdoors, go down the stairs to the left of the bridge from Hahn parking lot.)
Office hours: Mondays, 12:45-2:45 and by appointment

TA: Monique (Verona) McDermott, MA, PhD student, Education Department (Pronouns: she/her/hers)
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Office: McHenry 0282 (Basement floor outside of the library, easiest to get to outdoors, go down the stairs to the left of the bridge from Hahn parking lot.)
Office hours: TBD

“In our work and in our living, we must recognize that difference is a reason for celebration and growth, rather than a reason for destruction.” – Audre Lorde

Course Description: The overarching goal of this course is to provide students with an opportunity to examine how inequities have developed, and continue to exist along the lines of race and social class, with African American, Latinx, Native American, and poor white communities bearing the brunt of unequal and diminished opportunities for educational achievement and advancement, and economic mobility. Through readings, class discussions, and assignments 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. Together, we will read about, apply, and critique a range of theoretical perspectives on the persistence of inequities in education. In working towards these goals, I invite students to analyze and draw connections among their own educational experiences and structural oppression of people of color and poor communities in the U.S.

Course Outcomes:
1) Students will identify connections among the history of slavery, key Supreme Court cases such as *Plessy v. Ferguson*, *Brown v. Board of Education*, and present day instances of segregation and tracking in schools.
2) Students will discuss and write about their own experiences with tracking during their K-12 education using race and class-based theories.
3) Students will 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 research a current debate within educational research (e.g. bilingual education, charter schools, translanguaging in classrooms, etc.)
5) Students will create ways of engaging 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 and in-class pop quizzes (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.
  o *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.
  o In-class quizzes: There will be several short, in-class pop quizzes during the course on key concepts from lectures and course readings. These quizzes will help both me as an instructor and you as a student gauge your understanding of the material.

• Reading responses (25%): You will complete 3 reading responses, 2 pages each.
  RR # 1 Due: Wednesday, June 26th by **8:00 p.m. (Week 1)
  RR # 2 Due: Wednesday, July 3rd by 8:00 a.m. (Week 2)
  RR # 3 Due: Wednesday, July 17th by 8:00 a.m. (Week 4)
For each response, you should discuss one key theme/idea from the reading, drawing on at least 3 articles/chapters from that week (feel free to incorporate additional readings from previous weeks, other classes, etc.). You may draw on your own experiences, but the connections between personal experiences and the course material should always be apparent to your reader. See Canvas for a rubric and sample reading responses.
  o 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).
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 engaging 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…” or “put another way…” This type of rhetorical move helps your reader understand how you are interpreting the authors’ idea.

Group lesson on a “hot topic” in education (15%): Together with a small group, you will develop a brief lesson plan (15-20 minutes) on a topic of your choice. Each group will become “experts” on their topic and organize a 15-20 minute workshop/activity. Each group should plan to introduce and contextualize their topic, provide explicit connections to course readings and themes, and engage students in some form of an activity.

Rationale: This aspect of the course is an opportunity to consider how educators (including many of you!) might consider actively engaging students in the type of questions we are exploring as a class (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 then 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 week 3 to collaborate on their plan (your attendance in this meeting will be part of your grade). Groups will conduct their activity during the last week of class (half on Monday and half on Wednesday) 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 in class. Topics include (but are not limited to) the following:

- The ethnic studies debate:
• **The “model minority” myth**

• **Islamophobia, Muslim youth, and the post 9/11 era**

• **Critical Race Theory (what is it, why is it important?)**

• **The debate surrounding school choice and charter schools**

• **School-to-Prison Pipeline/ Disciplinary Policies/ Restorative Justice**

• **Refugee education (policies, practices, debates)**

• **Bilingualism in education (policies, practices, power, debates)**

• **Culturally relevant/culturally sustaining pedagogy**

• **Tracking Essay (20%):** This 4 page reflective essay will ask students to explore their own schooling experience in greater depth. How were you tracked? Reflect on how 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.

  o **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 Monday, July 22nd, and your final
papers (5-7 pages) will be due on **Friday, July 26** by **5:00 pm**.

- **Rationale**: This culminating assignment will allow students to make connections among several course themes (Learning Outcome #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:** We will draft course norms as a class on Monday, June 24

**Key Administrative Dates:**

- **Add Deadline** - Thursday, June 27
- **Drop Deadline** - Monday, July 1st (*tuition reversed)
- **Financial Aid Disbursement** – June 17th (if enrolled by June 1st priority deadline)
- **Change Grade Option** - Friday, July 5th
- **Request “W” Grade (withdraw)** - Friday, July 12 (*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/Citing Sources.pdf
- **NetTrail:** http://nettrail.ucsc.edu/ (Section XI, Info Ethics)

**Accommodations for Students with Disabilities**: I am committed to supporting all students. 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 831-459-2089 or http://drc.ucsc.edu/
COURSE READINGS AND GUIDING QUESTIONS

WEEK 1: Reproduction and resistance theories

Monday: 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? What is theory and why does it matter?


Wednesday: 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?


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


WEEK 2: Historicizing inequality in education

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

Guiding questions: How have dominant ideologies influenced the trajectory of US educational policy? How have key Supreme Court cases shaped current policies and practices?


OR


Video: *The Road to Brown*
**Wednesday: 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”?


Video: *Our Spirits Don’t Speak English*

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

**Monday: 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?


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

**Wednesday: 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?


**Optional additional reading:**

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

**Monday: 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?


Video: Kimberlé Crenshaw TEDTalk

**Wednesday: 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?


**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 your own work moving forward?


*Note:* this is a literature review.
WEEK 5: From deficit to asset: What are the roles of teachers? Where do we go from here?

Monday: 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?


Wednesday: Taking stock and looking forward ➔ TBD
## Course Schedule (at a glance)

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Work Due</th>
<th>Writing Due</th>
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<tbody>
<tr>
<td><strong>WEEK 1: Reproduction and resistance theories</strong></td>
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<td><strong>June 24: Introducing the course</strong></td>
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*Read syllabus!* |
| Reading Response #1 due (8 p.m.) |
| **WEEK 2: Historicizing inequality in education** |
| **July 1: 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? |
OR  
| Reading Response #2 due (8 a.m.) |
| **July 3: 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 by “decolonization is not a metaphor”? |

*Lang SU 2019*
## WEEK 3: Tracking and re-segregation, Social capital theory

### July 8: 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?


### July 10: 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?


### Tracking paper due on FRIDAY, July 12th (8 a.m.)

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

### July 15: 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?


### July 17: 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? What connections do you identify among the readings on intersectionality and immigration?


**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?


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

**July 22: 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?


**Drafts of final paper due (for in class peer review)**

**Group activities/lessons (Part 1)**

**July 24: Taking stock and looking forward**

**TBD**

**Group activities/lessons (Part 2)**

**Final Paper Due Friday, July 26th by 5:00 p.m.**