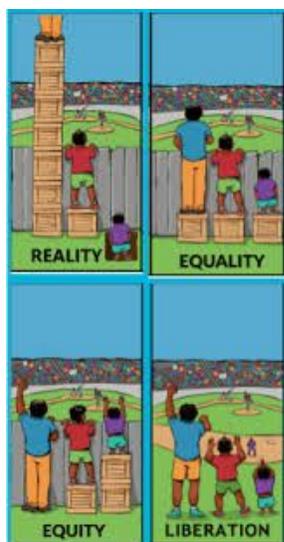


Instructor: Melissa Marini Svigelj,
Education Dept.
Doctoral Student
msvgelj@ucsc.edu

Mobile:
216-338-1100
Office Hours: email me to make an appt.

TA: Lucía Alvarado Cantero, Education Dept. Doctoral Student
lalvara4@ucsc.edu

Office Hours: email to make an appt.



Reader: Raul Meneses Samperio,
Education Dept.,
Doctoral Student
rmenes1@ucsc.edu

Zoom Partner:
Priscila Tapia (for weekly discussions)

EDUC 181: RACE, CLASS, AND CULTURE IN EDUCATION Session One, Summer 2020

Location: Online

Meeting times: Asynchronous + one-hour weekly discussions

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.

Summer course focus: Since its establishment in the mid-nineteenth century, public schooling in the United States has been perceived as a means to social and economic equality. The historical record shows that schooling has led to upward mobility for some individuals. However, schooling has also been a central site in the preservation of class structures, gender norms, ability discrimination, and white supremacy. Rather than attempting to represent a comprehensive analysis of “race, class, and culture in education” this course will focus on how past events continue to reify inequitable **political**, **social**, and **cultural** structures as well as how communities **struggle** and **resist** domination.

Overarching Questions

- How have schools responded to and been structured by political, social, cultural, and national ideas of difference?
- How have the logics of marketization, meritocracy, and capitalism influenced education and why should we care?
- How have individuals and communities (including educators) resisted oppressive schooling practices? And what/who are the reasons to still be hopeful?

Course Objectives

- To begin to contextualize how schools produce, reproduce, and reify oppressive systems and structures and to identify spaces and moments in which resistance and change is enacted
- To offer conceptual lenses through which to consider contemporary educational policies, practices, issues, and events
- To further develop skills such as identifying themes and patterns across multiple media modalities and contributing to supportive group interactions

Course Materials

The syllabus and all course readings will be posted on Canvas: canvas.ucsc.edu.

Course Assignments & Formulations

Types of Assignments (4)

1. “Research Notes” - your personal responses to the weekly readings in *The History of Institutional Racism in US Public Schools*. These responses are submitted with Content Responses each week (#2 on the “types of assignments” list) (5 total THOIRIUSPS personal responses - one each week, one paragraph each)
2. “Content Responses” - your responses to weekly content activities such as lectures, film viewings, podcasts, readings, etc.” Links to these assignments and materials will be in Canvas. Please submit all of your weekly responses in ONE upload in Canvas - ONE content response submission per week that will include your “Research Notes” (#1 on this list).

In addition to readings that everyone will be expected to complete each week, during weeks 2-5 you will have a choice between readings in two categories. I’ve divided the readings into two groups: Deeper into Teaching for Equity & Deeper Dives into Content.

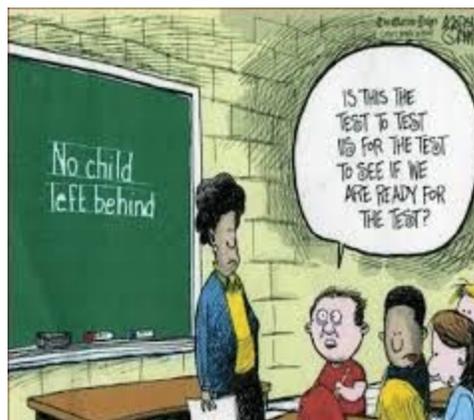
If you’re interested in becoming a teacher or educator in any capacity, then you might want to choose the readings under the “**Deeper into Teaching for Equity**” category. The readings in this category will focus on creating awareness and offering practical applications for more equitable classrooms/schools/worlds.

If you’re not necessarily interested in teaching, but are interested in the issues we engage with related to education and would like to know more from an academic perspective, then “**Deeper into Content**” might be the reading category you choose.

You don’t have to commit to only one category for all of weeks 2-5. For example, you can choose to do the “Deeper into Content” readings in week 2 and then choose the “Deeper into Teaching for Equity” readings for week 3. Just make sure to read all of the materials and answer all of the questions for whichever category you choose each week in addition to completing the “Everyone Reads” assignments.

3. “Discussion Activities” - your personal responses to the one-hour weekly discussion you participate in with fellow discussion group members. Questions for the discussions are also in *The History of Institutional Racism in US Public Schools*. (5 total discussion activity responses and meetings - one each week)

Discussions are expected to last one hour each week. You can choose which time works best for you and sign up for that discussion group. A [link to this form](#) will also be in Canvas to indicate which group you would like to join for discussion meetings each week. We will set up a zoom link and “pop-in” near the end of the discussion to see how the discussion is developing and



answer any questions that arise. You must be logged in through your UCSC email in order to edit the “Zoom Meeting” form. We will also hang around past the discussion time’s one-hour mark to speak with students if there are questions about course materials or assignments or if you just want to hang out a while longer and discuss how you’re feeling.

(5 total discussion group meetings - 1 hour each every week for five weeks)

4. “Creative Responses” - TWO creative works you produce in response to course content. Descriptions are in weeks 3 and 5 in the syllabus schedule.
(2 total - one at the end of week 3 and one for the final)

Unfortunately, Learning Student Services was not able to place a tutor to support this course.

However, there **will be a writing tutor (tutors across the disciplines) available for the whole 10-weeks of the Summer Session**. Students can set up an appointment 24 hours in advance, and they will meet virtually through zoom for 1-hour.

Here are [instructions](#) for students who would like to sign up through the sign-up system, Tutor Trac. These instructions come from the [LSS Website](#).

Weighted Grading

- 50% “Research Notes” & “Content Responses”
- 30% Participation in your group’s discussions and “Discussion Activities”
- 20% Two Creative Responses to course content

My evolving grading philosophy

(Because as educators we are always imperfect, incomplete and evolving)

- ★ My intention is to be clear about the purposes, intentions, expectations, and design of the course.
- ★ **All course assignments are graded to assess levels of engagement with course content.** Responses should reflect deep and thoughtful interactions with the texts, lectures, videos, readings, etc.
- ★ Responses to students’ work should be a conversation - not a deterministic ranking and filing. I want my grading practices to encourage students by celebrating what they have done exceptionally or effectively, and I want my comments to be instructive so students are more likely to feel assisted and never diminished.
- ★ I also want students to perceive each assignment as another component in an infinite and legible process of growth, not as a summary judgment. In instances where students’ work seems to indicate minor or major flaws or misunderstandings of the content presented and it’s necessary to communicate that with students, my comments are meant to inspire another dive into the material, or an alternative approach to interacting with the material with the hope that the next assignment will be evidence of progress and clarity for the student.
- ★ When I interact with students’ submissions it is to understand where each student is in their personal social and intellectual development. I attempt to construct responses in ways that will advance students’ growth from whatever point at which they began. For those of you aspiring to a teaching career, I hope this explanation offers you an example of an “assessment” approach that is grounded in love and attempts to liberate students from fears about being “graded.” **No one’s value has ever been determined, captured, or summarized by a grade.**

Information and Student Support

Important 2020 Deadlines:

5-Week Summer Session 1:

Drop: Monday, June 29

Request for "W": Friday, July 10

Neither Summer Session nor instructors drop students for non-attendance or non-payment. **Students must drop themselves.** Dropping results in full-tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including 'change of grade option' (P/NP) and grades due, here is the summer academic calendar: <https://summer.ucsc.edu/studentlife/index.html>

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

DRC Remote Accommodations:

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. If you have questions or concerns about exam accommodations or any other disability-related matter, please contact the DRC office at 831-459-2089 or drc@ucsc.edu.

Don't forget you can sign up for Small Group Writing Tutoring (details above) also!

Undocumented/DACA

DREAMers/DACAmented are welcomed in this class, and I underscore my continuing support in alignment with the Dean of the Division of Social Sciences. We strongly condemn President Trump's decision to end DACA (Deferred Action for Childhood Arrivals program), and separate and incarcerate immigrant families, which are affronts to the core mission/values of our division, campus, and nation. In addition to support and protection in this class, I stand with others to work for long-term protections in the future.

From Chancellor Larive on 06/18/2020: To our undocumented community: Know that we will continue to welcome you and value you at UC Santa Cruz without regard to immigration status. We see your humanity, your talents, and your contributions to our university and the world. This will never change.

Academic Dishonesty

Academic integrity is the cornerstone of university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary

sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the Academic Integrity page at the Division of Undergraduate Education.

Title IX:

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information](#) about the Title IX Office, [the online reporting link](#), applicable campus resources, reporting responsibilities, the [UC Policy](#) on Sexual Violence and Sexual Harassment, and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our [online reporting link](#).

For more information please visit the [Title IX Operations under Covid-19 page](#).

UCSC COVID-19 Operational Plans

Due to the COVID-19 pandemic, the Dean of Students Office has suspended in-person operations until further notice. We will continue to offer our services and support on a remote basis. To reach a Dean of Students Office staff member, you may:

- Leave a detailed voicemail at 831.459.4446, including your name and a telephone number at which you can be reached
- Send an email to deanofstudents@ucsc.edu

Slug Support Case Managers

Slug Support is available to all students on a remote basis. Please email deanofstudents@ucsc.edu to request an appointment with a Slug Support Case Manager. If this is a crisis (e.g., immediate food or housing insecurity or major distress), and you need to be assisted right away, please see [the crisis schedule](#) and contact the Slug Support case manager on crisis duty. We will be available for phone and Zoom appointments during our normal business hours (Mon-Fri 9:00 am-5:00pm). Please note that campus police and Counseling & Psychological Services (CAPS) are also still available. Call 911 to be connected to dispatch or (831) 459-2628 to be connected to a CAPS counselor. We expect to return to in-person availability as soon as classes resume in-person.

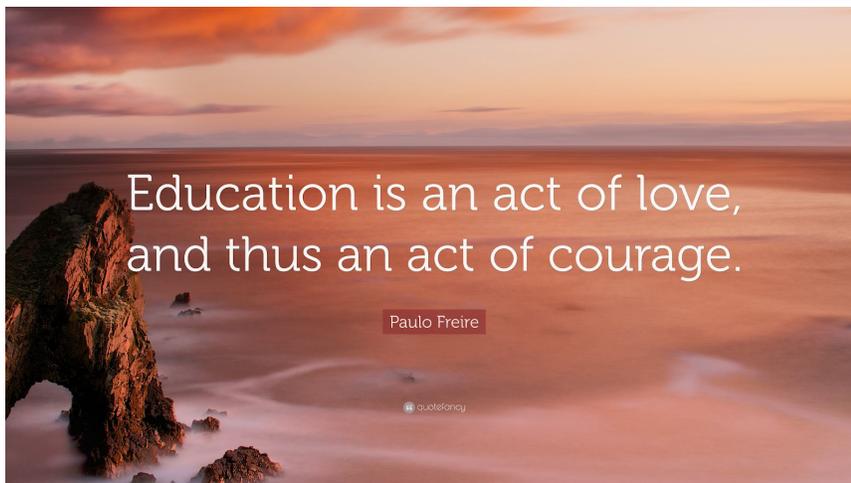
Week One - June 22-26

Starting Strong and With Love

Days 1 & 2

Lecture/Activities:

Introductions, Course Overview, Getting Called Out Your Name, David Walker, Anna Julia Cooper, Meritocracy, Freire, **Content Response** questions on slide 12 (70 minutes)



Research

Notes/Discussion

Group Responses and Participation Week 1

Everyone Reads:

1. [THOIRIUSPS \(pages 6-49\)](#) Dufresne, S. (2018/Writer & Illustrator). *The History of Institutional Racism in U.S. Public Schools*, Garn Press, New York: NY.

Instructions for the weekly “Research Notes” assignment and “Discussion Activity” assignments are in the readings each week. Please submit your Research Notes assignment for the weekly readings of *The History of Institutional Racism in US Public Schools* (THOIRIUSPS) in the Canvas “**Research Notes**” assignment section. After your weekly discussion group meets, please submit your responses to the Discussion Activity prompts in the “**Discussion Activity**” assignment section in Canvas.

2. [OME Introduction pages 7-26](#), Schniedewind, N. & Davidson, E. (2014). *Open Minds to Equality*, Rethinking Schools, Milwaukee, WI.

Instructions for this “**Content Response**” assignment are on the first page of the reading. Please submit your responses to the assignment in the Week 1 “Content Responses” assignment in Canvas with your other content responses.

Please sign up for a time to meet with your discussion group for one hour each week for the next 5 weeks. The days and times offered are in this [Zoom Link Google Doc](#) next to group numbers. We will set up the Zoom meetings and plan to join you at some point near the end of the hour-long discussions. Please notify Melissa and Lucia ASAP if you are unable to join a group so that we may assist you.

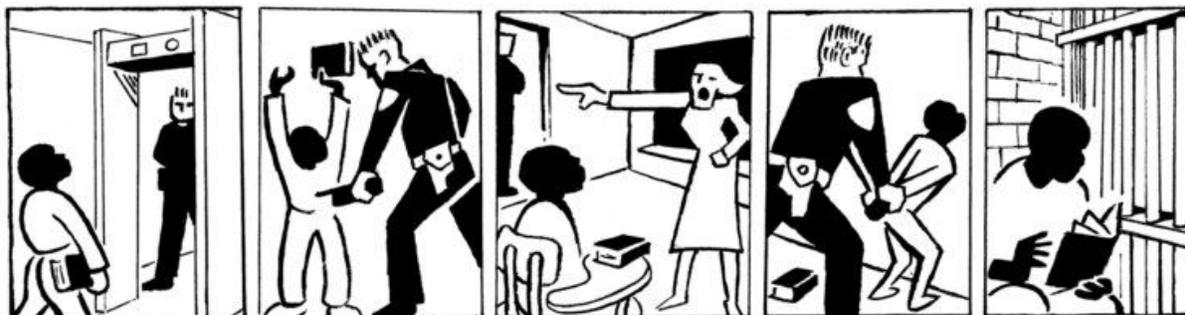
★ **All course assignments are graded to assess levels of engagement with course content.**

Optional Reading (not required):

Bucholtz, M. (2016). “On Being Called Out of One’s Name: Indexical Bleaching as a Technique of Deracialization,” In *Raciolinguistics: How language shapes our ideas about race* (Eds. Alim et al), Oxford University Press, pgs 273-290.

“Honor Their Names” by Linda Christensen pages 18-20 in Christensen, L., Karp, S., Peterson, B., & Yonamine, M. (2019). *The new teacher book: Finding purpose, balance, and hope during your first years in the classroom*. Milwaukee, WI: Rethinking Schools.

Week Two - June 29 - July 3
Teaching for Equity and Social Justice



★ All course assignments are graded to assess levels of engagement with course content.

Days 1 & 2 Lecture/Activities:

Gaps, Debts, Power, Politics (28 minutes)

Watch the film [RACE THE POWER OF AN ILLUSION: How the Racial Wealth Gap Was Created](#) (29 Minutes) Answer the questions based on the film (in Canvas week 2 folder).

Research Notes/Discussion Group Responses and Participation Week 2

Everyone Reads:

1. [THOIRIUSPS \(pages 50-57\)](#) Dufresne, S. (2018/Writer & Illustrator). *The History of Institutional Racism in U.S. Public Schools*, Garn Press, NewYork: NY.
2. "What I Wish I Had Said" by Anita Stratton pages 146-148 in Christensen, L., Karp, S., Peterson, B., & Yonamine, M. (2019). *The new teacher book: Finding purpose, balance, and hope during your first years in the classroom*. Milwaukee, WI: Rethinking Schools.

Choose to complete readings and questions in EITHER the Deeper into Content OR Deeper into Teaching for Equity Readings assigned for this week.

Deeper into Content Readings: (33 PAGES)

1. Anyon, J. (1980). "Social Class and the Hidden Curriculum of Work," *The Journal of Education*. Vol. 162, No. 1, pp. 67-92.

This reading is about 25 pages, so I highlighted the main ideas and most important parts if you are unable to find time to read the entire article. There are questions for "Content Responses" on the first page of the article. Please label your submission "Week 2 Content Responses" and submit it in the "Content Responses" assignment section for Week 2 in Canvas with your other content responses.

2. Ladson-Billings, G. (2006). "From the Achievement Gap to the Education Debt: Understanding Achievement in U.S.Schools," *Educational Researcher*, Vol. 35, No. 7 (Oct., 2006), pp. 3-12.

This reading is about 8 pages. There are questions for "Content Responses" on the first page of the article. Please label your submission "Week 2 Content Responses" and submit it in the "Content Responses" section for Week 2 in Canvas along with your other content responses.

Deeper into Teaching for Equity Readings: (32 PAGES)

1. "A Message from a Black Mom to Her Son" by Dyan Watson pages 14-17
 "Uncovering the Lessons of Classroom Furniture" by Tom McKenna pages 26-32
 "Creating Classrooms for Equity and Social Justice" by Eds. pages 53-56

“Mexican Education, *Excerpted*” by Alejandro Jimenez pages 141-145 in Christensen, L., Karp, S., Peterson, B., & Yonamine, M. (2019). *The new teacher book: Finding purpose, balance, and hope during your first years in the classroom*. Milwaukee, WI: Rethinking Schools.

“Burning Books and Destroying Peoples, *How the world became divided between ‘rich’ and ‘poor’ countries*” by Bob Peterson pages 133-137 in Cuahtin, R. T., Zavala, M., Sleeter, C. E., & Au, W. (2019). *Rethinking ethnic studies*. Milwaukee, WI: Rethinking Schools.

Instructions for the “Content Response” to all of the above readings are at the beginning of the readings on the first page.

- Goldstein, D. (2020). “The Class Divide: Remote learning at two schools, private and public,” *The New York Times*, May 10, 2020. (7 pages)

Instructions for the “Content Response” to this reading are on the first page of the article. Please label your submission “Week 2 Content Responses” and submit it in the “Content Responses” section for Week 2 in Canvas.

Week Three - July 6-10 Challenges and Opportunities



★ All course assignments are graded to assess levels of engagement with course content.

Days 1 & 2

Lecture/Activities: Social reproduction, labeling, tracking, ranking, sorting (80 minutes)

First **Creative Response** is due by midnight (Pacific Coast Time) July 11th. Your submission should be placed in the “Creative Response” assignment category

in Canvas.

Choose from ONE of the following options to interact with topics covered in the course thus far:

- Write a 3-5 page **essay**, (Arial or Times New Roman 12-point font, double-spaced) merging an autobiographical school experience (a school experience you had) with **two** or more of the topics and concepts covered in class through Week 3. You can choose to write about racism, gender issues, meritocracy, school-marketization, privilege, historical trauma, disability studies, Islamophobia, bilingualism, LGBTQ issues, the hidden curriculum, environmental racism, social reproduction, educational capital, the wealth gap, and/or resistance.*
- Create a 5-10 minute **video/vlog** (NOT a PowerPoint or slide show) merging an autobiographical school experience (a school experience you had) with **two** or more of the topics and concepts covered in class through Week 3. You can choose to write

about racism, gender issues, meritocracy, school-marketization, privilege, historical trauma, disability studies, Islamophobia, bilingualism, LGBTQ issues, the hidden curriculum, environmental racism, social reproduction, educational capital, the wealth gap, and/or resistance.*

- Create a 5-6 page **graphic novel** merging an autobiographical school experience (a school experience you had) with **two** or more of the topics and concepts covered in class through Week 3. You can choose to write about racism, gender issues, meritocracy, school-marketization, privilege, historical trauma, disability studies, Islamophobia, bilingualism, LGBTQ issues, the hidden curriculum, environmental racism, social reproduction, educational capital, the wealth gap, and/or resistance.*
- Create a 5-10 minute **podcast** merging an autobiographical school experience (a school experience you had) with **two** or more of the topics and concepts covered in class through Week 3. You can choose to write about racism, gender issues, meritocracy, school-marketization, privilege, historical trauma, disability studies, Islamophobia, bilingualism, LGBTQ issues, the hidden curriculum, environmental racism, social reproduction, educational capital, the wealth gap, and/or resistance.*

*Please be sure to **cite at least two sources from the course** throughout your creation and at the end.

Research Notes/Discussion Group Responses and Participation Week 3

Everyone Reads:

1. [THOIRIUSPS \(pages 58-65\)](#) Dufresne, S. (2018/Writer & Illustrator). *The History of Institutional Racism in U.S. Public Schools*, Garn Press, New York: NY.

Choose to complete readings and questions in EITHER the Deeper into Teaching for Equity OR Deeper into Content Readings assigned for this week.

Deeper into Teaching for Equity Readings: (32 PAGES)

1. "Uchinaaguchi, *The language of my heart*" by Moé Yonamine pages 23-25
 "Seeing Ourselves with Our Own Eyes" by Katy Alexander pages 65-73
 "How Could You Let This Happen? Dealing with 2nd graders and rape culture" by Zanovia Clark pages 149-156
 "Inclusivity Is Not a Guessing Game" by Chelsea Vaught pages 189-192
 "On Behalf of Their Name, Using they/them pronouns because they need us to" by Mykhail Deych pages 198-204 in
 Christensen, L., Karp, S., Peterson, B., & Yonamine, M. (2019). *The new teacher book: Finding purpose, balance, and hope during your first years in the classroom*. Milwaukee, WI: Rethinking Schools.

"Rethinking Islamophobia, A Muslim educator and curriculum developer questions whether literacy is an effective antidote to combat bigotries rooted in American history" by Alison Kysia pages 113-118 in
 Cuauhtin, R. T., Zavala, M., Sleeter, C. E., & Au, W. (2019). *Rethinking ethnic studies*. Milwaukee, WI: Rethinking Schools.

Deeper into Content Readings: (31 PAGES)

1. Chavez, N. (n.d.) "Shouldering Grief: Validating Native American Historical Trauma, Featuring Maria Yellow Horse Brave Heart, Ph.D. (Hunkpapa/Oglala Lakota)" NM Cares Health Disparities Center.

Please read the article (3 pages) and respond to the prompt on page 3. Your responses will

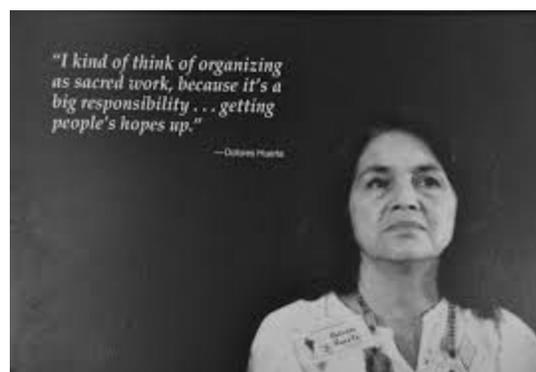
be part of your “Content Responses” for this week when you submit them to Canvas.

2. Snapp, S. et. al. (2015). “Messy, Butch, and Queer: LGBTQ Youth and the School-to-Prison Pipeline,” *Journal of Adolescent Research*, Vol 30(1) 57-82.

Please read the article (about 20 pages) and answer the 3 questions in the document (the questions are spread across the article on different pages). Your answers will be part of your “Content Responses” for this week in Canvas.

3. Schalk, S. (2013). “Coming to Claim Crip: Disidentification with/in Disability Studies,” *Disability Studies Quarterly*, Vol 33 No 2.

Please read pages 1-8 and answer the three questions in the document on page 8. Your responses will be part of your “Content Responses” for this week when you submit them to Canvas.



Week Four - July 13-17 Measuring & What Matters

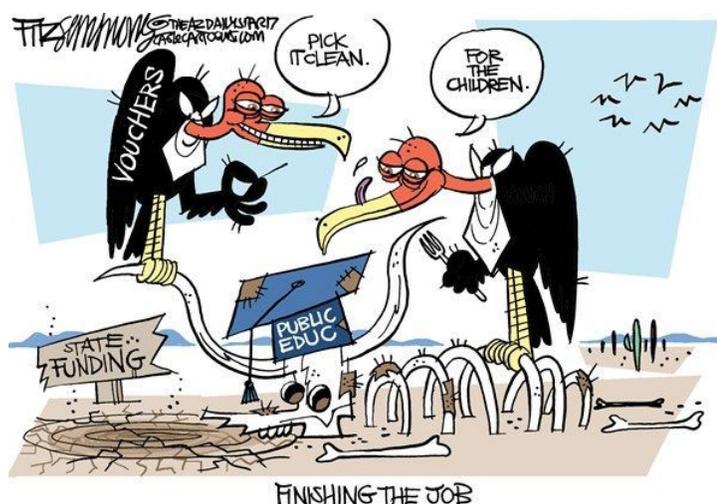
**Days 1 & 2 Lecture/Activities:
Testing/Charter
Schools/TFA/Undocumented**
(68 minutes)

- ★ All course assignments are graded to assess levels of engagement with course content.

**Research Notes/Discussion Group
Responses and Participation
Week 4**

Everyone Reads:

1. [THOIRIUSPS \(pages 66-73\)](#)
Dufresne, S. (2018/Writer & Illustrator). *The History of Institutional Racism in U.S. Public Schools*, Garn Press, New York: NY.



2. Murillo, M. (2017). “The Art of the Reveal: Undocumented High School Students,

Institutional Agents, and the Disclosure of Legal Status,” *The High School Journal*, Vol. 100, No. 2 (Winter 2017), pp. 88-108. Stable URL:

<https://www.jstor.org/stable/10.2307/90000750> (About 18 pages to read)

Use this reading with the content response assignment on the first page of the readings in either category below (Deeper Dive or Teaching for Equity).

Choose to complete readings and questions in either the Deeper into Content or Deeper into Teaching for Equity Readings assigned for this week.

Deeper into Content Reading: (20 pages)

1. Beth Sondel (2015) Raising Citizens or Raising Test Scores? Teach For America, “No Excuses” Charters, and the Development of the Neoliberal Citizen, *Theory & Research in Social Education*, 43:3, 289-313, DOI: 10.1080/00933104.2015.106450 (About 20 pages to read)

Deeper into Teaching for Equity Readings: (22 pages)

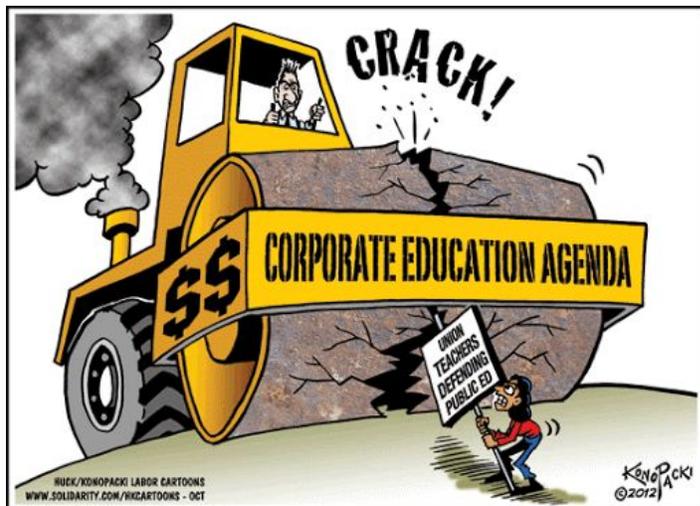
1. “Time to Get Off the Testing Train” by Stan Karp pages 207-216
“As a new educator, why should I be concerned about school privatization?” Q/A pages 254-256 in

Christensen, L., Karp, S., Peterson, B., & Yonamine, M. (2019). *The new teacher book: Finding purpose, balance, and hope during your first years in the classroom*. Milwaukee, WI: Rethinking Schools.

“Creating We Schools: Lessons learned from critically compassionate intellectualism and the social justice education project” by Augustine Romero and Julio Cammarota pages 48-53 in Cuahtin, R. T., Zavala, M., Sleeter, C. E., & Au, W. (2019). *Rethinking ethnic studies*. Milwaukee, WI: Rethinking Schools.

“The Connections: Our classrooms, schools, and the broader society,” pages 32-38
Schniedewind, N. & Davidson, E. (2014). *Open Minds to Equality*, Rethinking Schools, Milwaukee, WI.

**Week Five - July 20-24
Beyond the Classroom**



Days 1 & 2

**Lecture/Activities:
Student/Teacher
Walkouts/Unions/
Organizing/Immigration/Critical
Teaching**

**PLEASE, PLEASE, PLEASE HELP
US & FUTURE STUDENTS BY
COMPLETING THE SETS IN
CANVAS!**

**★ All course assignments are
graded to assess levels of
engagement with course content.**

The final **Creative Response** is due by midnight (Pacific Coast Time) July 27th. Your submission should be placed in the “Creative Response” assignment category in Canvas. If your file type cannot be uploaded, please create a link that will allow us to access your submission.

Choose from **ONE** of the following options to interact with topics covered in the course this session:

- Write a 3-5 page **essay**, (Arial or Times New Roman 12-point font, double-spaced) merging the autobiographical school experience (the school experience you had and wrote about in week 3 or a new autobiographical experience) with **three** or more of the topics and concepts covered in class this session including racism, gender issues, meritocracy, school-marketization/charters, privilege, historical trauma, disability studies, Islamophobia, bilingualism, LGBTQ issues, the hidden curriculum, environmental racism, social reproduction, educational capital, TFA, standardized testing, unions/coalitions, critical teaching, the wealth gap, and/or resistance. **However, this time revise that autobiographical experience using what you learned in this course to create a fictional account that makes schooling and society more equitable and just for all.** For example, if you discussed institutional racism in your first autobiographical experience in week 3 then in your new fictional autobiographical creation you would discuss a schooling experience that countered, resisted, or eliminated institutional racism. The purpose of this assignment is to consider how we can use what we learned to make schools and society more just and equitable.*
- Create a 5-10 minute **video/vlog** (NOT a PowerPoint or slide show) merging the autobiographical school experience (the school experience you had and wrote about in week 3 or a new autobiographical experience) with **three** or more of the topics and concepts covered in class this session including racism, gender issues, meritocracy, school-marketization/charters, privilege, historical trauma, disability studies, Islamophobia, bilingualism, LGBTQ issues, the hidden curriculum, environmental racism, social reproduction, educational capital, TFA, standardized testing, unions/coalitions, critical teaching, the wealth gap, and/or resistance. **However, this time revise that autobiographical experience using what you learned in this course to create a fictional account that makes schooling and society more equitable and just for all.** For example, if you discussed institutional racism in your first autobiographical experience in week 3 then in your new fictional autobiographical creation you would discuss a schooling experience that countered, resisted, or eliminated institutional racism. The purpose of this assignment is to consider how we can use what we learned to make schools and society more just and equitable.*
- Create a 5-6 page **graphic novel** merging the autobiographical school experience (the school experience you had and wrote about in week 3 or a new autobiographical experience) with **three** or more of the topics and concepts covered in class this session including racism, gender issues, meritocracy, school-marketization/charters, privilege, historical trauma,

disability studies, Islamophobia, bilingualism, LGBTQ issues, the hidden curriculum, environmental racism, social reproduction, educational capital, TFA, standardized testing, unions/coalitions, critical teaching, the wealth gap, and/or resistance. **However, this time revise that autobiographical experience using what you learned in this course to create a fictional account that makes schooling and society more equitable and just for all.** For example, if you discussed institutional racism in your first autobiographical experience in week 3 then in your new fictional autobiographical creation you would discuss a schooling experience that countered, resisted, or eliminated institutional racism. The purpose of this assignment is to consider how we can use what we learned to make schools and society more just and equitable.*

- Create a 5-10 minute **podcast** merging the autobiographical school experience (the school experience you had and wrote about in week 3 or a new autobiographical experience) with **three** or more of the topics and concepts covered in class this session including racism, gender issues, meritocracy, school-marketization/charters, privilege, historical trauma, disability studies, Islamophobia, bilingualism, LGBTQ issues, the hidden curriculum, environmental racism, social reproduction, educational capital, TFA, standardized testing, unions/coalitions, critical teaching, the wealth gap, and/or resistance. **However, this time revise that autobiographical experience using what you learned in this course to create a fictional account that makes schooling and society more equitable and just for all.** For example, if you discussed institutional racism in your first autobiographical experience in week 3 then in your new fictional autobiographical creation you would discuss a schooling experience that countered, resisted, or eliminated institutional racism. The purpose of this assignment is to consider how we can use what we learned to make schools and society more just and equitable.*

*Please be sure to cite at least three sources from our course throughout your creation and at the end.

Research Notes/Discussion Group Responses and Participation Week 5

Everyone Reads:

1. [THOIRIUSPS \(pages 74-85\)](#) Dufresne, S. (2018/Writer & Illustrator). *The History of Institutional Racism in U.S. Public Schools*, Garn Press, NewYork: NY.

Choose to complete readings and questions in EITHER the Deeper into Teaching for Equity OR Deeper into Content Readings assigned for this week.

Deeper into Teaching for Equity Readings: (13 pages)

1. "Moving Beyond the Classroom" by Stan Karp pages 249-253
- "From Outrage to Organizing, *Building community ties through education activism*" by Ikechukwu Onyema & "Why Community Schools?" pages 273-281 in Christensen, L., Karp, S., Peterson, B., & Yonamine, M. (2019). *The new teacher book: Finding purpose, balance, and hope during your first years in the classroom*. Milwaukee, WI: Rethinking Schools.

Deeper into Content Readings: (13 pages)

1. Ochoa, G.L. (2008). "Pump up the Blowouts: Reflections on the 40th Anniversary of the Chicano/a School Blowouts," *Rethinking Schools*, Zinn Education Project. Retrieved from www.rethinkingschools.org (4 pages)

Gerson, D. (2016). "He took part in the student walkouts a decade ago. Now he teaches young people to take a stand," *L.A. Times*, July 7, 2016. (4 pages)

Retrieved from:

<https://www.latimes.com/local/california/la-me-immigration-walkouts-snap-htlstory.html>

Instructions for both articles are at the top of the first article - your responses should be submitted to the "Content Responses" assignment in Canvas for this week with your other content assignments.

2. "The Emergence of the Ethnic Studies Now Coalition in Yanga (Los Angeles) and Beyond, *Two, Three, Many Tuscons*" by Guadalupe Carrasco Cardona and R. Tolteka Cuauhtin pages 302-307 in

Cuauhtin, R. T., Zavala, M., Sleeter, C. E., & Au, W. (2019). *Rethinking ethnic studies*. Milwaukee, WI: Rethinking Schools.