**EDUC 181: RACE, CLASS, AND CULTURE IN EDUCATION**  
Session One, Summer 2022  
Location: Online  
Meeting times: Tuesdays and Thursdays 9:00 am - 12:30 pm PDT  
**ZOOM LINK** - password is education  

*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. *This course description was not written by Melissa.*

**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. This course emerges from an understanding that the past-present-future is not divided but rather exists simultaneously along a continuum (historicity). Additionally, the course proceeds from the assumptions that identity categories are constructions with material effects and that critical studies contain a precious reservoir for figuring out how power operates so that we can identify and disrupt the ways that some are in positions to benefit from identity constructs while others are purposively disadvantaged. 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 critically 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
July 4
- Request "W" Grade - Sunday, July 10 (no tuition reversal)
- Change Grade Option - Sunday, July 17
- Grades Due - Thursday, July 28

Financial Aid Disbursement - June 13 (if enrolled by June 1 priority timeline)

- To use research from multiple perspectives for analyzing the intersectional stakes that categories in education conjure, and the ways that ability, class, linguistic, racial, feminist, queer, and intersectional politics can be leveraged to trouble unjust educational practices and policies.

Course Materials
The syllabus and all course readings will be posted in Canvas: canvas.ucsc.edu.

### Course Assignments & Formulations

#### Types of Assignments (3)

1. **Weekly Attendance and Participation (25%)**
   Please make sure you are logged into class with your UCSC email because this will be used to give you credit for your attendance on Tuesdays and Thursdays each week.

2. **Discussion Activities (50%): Weekly Zoom Discussions & Canvas Discussion Posts**
   **Zoom Discussions:** Each week you will join a one-hour small group discussion on Zoom on Tuesdays between 10-12 and one rotating member of the group will post to the weekly group discussion assignment in Canvas.

   **Canvas Discussion Posts:** These are your individual responses to weekly course content and the one-hour weekly discussions you participate in with fellow discussion group members.

   Recap of weekly discussion expectations:
   - ZOOM: small group discussions 1 hour every week for five weeks on Tuesdays (5)-rotating member posts in Canvas each week
   - Canvas: Individually respond to prompts for the discussion threads in Canvas each week on Thursdays (5)

3. **Creative Response (25%)** - ONE creative work you produce in response to each week of course content. The description is in week 5 in the syllabus schedule and in Canvas.

   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**

- 25% Attendance and participation
- 50% Weekly Discussions
- 25% Final - Creative Response to each week of 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, podcasts, discussions, etc. Meeting expectations is considered “B” level work. Going beyond expectations is considered “A” level work.
- ★ 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 illustrate evidence of progress and more 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.**
Week One - June 21 and 23
Starting Strong and With Love

Week 1 Topics and Canvas Page:
Introductions, Course Overview, Getting Called Out Your Name, David Walker, Anna Julia Cooper, Meritocracy, Freire, Power, Privilege, Anti-Racism

Week 1 Resources and Discussions
Due Tuesday
2. Discussions in small groups during class on Tuesday and one member from each group posts in Canvas.

RECORDING of Tuesday's Class

RECORDING OF THURSDAY’S CLASS

Due Thursday
3. Everyone individually posts in Canvas a response to this week’s resources after engaging with all of the resources on Thursdays.
4. Introduction pages 7-26, Schniedewind, N. & Davidson, E. (2014). Open Minds to Equality, Rethinking Schools, Milwaukee, WI.
5. Podcast from the NY Library: Sun, 17 February 2019, How to Make Black Lives Matter at School (54 minutes)
   Despite the fact that New York City is one of the most diverse places in the country our school system is among the most segregated. As part of the nationwide campaign, Black Lives Matter at School Week, Schomburg Center's Associate Director of Education, Brian Jones organized a panel about this issue and how to challenge structural racism in schools. Featuring award-winning journalist Nikole Hannah-Jones, public school teacher José Vilson, and two NYC high school student activists Xoya David and Joshua Brown.

★ All course assignments are graded to assess levels of engagement with course content. Meeting expectations is considered B+/A- level work and going beyond expectations is considered "A" work.

Optional Reading (not required):
Week Two - June 28 - June 30
Teaching for Equity and Social Justice

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Week 2 Topics and Canvas Page:
Gaps, Debts, Power, Politics, Capitalism

Week 2 Resources and Discussions

Tuesday
Everyone Reads/Watches For Discussion:
3. Discussions in small groups during class on Tuesday and one member from each group posts in Canvas.

Thursday
4. Everyone individually posts in Canvas a response to this week’s resources after engaging with all of the resources on Thursdays.
5. Everyone: Ethical Schools Podcast, School Behind Bars--Meeting the Needs of Traumatized Kids, 28 minutes, Amy Halpern-Laff, April 27, 2022, transcript of episode

CHOOSE to complete readings and questions in EITHER the Deeper into Content OR Deeper into Teaching for Equity Readings assigned for this week. The numbers indicate how many PDF pages there are which include all of the readings listed.

Deeper into Content Readings: (33 PAGES)

OR
Deeper into Teaching for Equity Readings: (33 PAGES)
6. “A Message from a Black Mom to Her Son” by Dyan Watson pages 14-17
Week Three - July 5 - July 7
Challenges and Opportunities

★ All course assignments are graded to assess levels of engagement with course content. Meeting expectations is considered B+/A- level work and going beyond expectations is considered "A" work.

Week 3 Topics and Canvas Page: Social reproduction, labeling, tracking, ranking, sorting

Week 3 Resources and Discussions

Tuesday

Everyone Reads for Discussion:

2. Ethical Schools Podcast: [Translanguaging](https://www.ethicalschools.org/podcast/translanguaging)—Inviting the whole child into the classroom, MAY 27, 2022, AMY HALPERN-LAFF, 44 minutes transcript of episode

3. Discussions in small groups during class on Tuesday and one member from each group posts in Canvas.

Thursday

**RECORDING OF THURSDAY’S CLASS**

4. Everyone individually posts in Canvas a response to this week’s resources after engaging with all of the resources on Thursdays.


CHOOSE to complete readings and questions in EITHER the Deeper into Teaching for
**Equity OR Deeper into Content Readings assigned for this week.** The numbers indicate how many PDF pages there are which include all of the readings listed.

**Deeper into Teaching for Equity Readings: (32 Book PAGES)**

   “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

**OR**

**Deeper into Content Readings: (34.5 PAGES)**

6. Onaiwu, M. G. (2020). *“They Don't Know, Don't Show, or Don't Care”: Autism's White Privilege Problem, AUTISM IN ADULTHOOD* Volume 2, Number 4. DOI: 10.1089/aut.2020.0077 (2.5 pages to read)

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**Week Four - July 12 - July 14, 2022**

**Measuring & What Matters**

**Week 4 Topics and Canvas Page:** Testing/Charter Schools/TFA/Undocumented

**PLEASE, PLEASE, PLEASE HELP US & FUTURE STUDENTS BY COMPLETING THE SETS IN CANVAS! It's open 07/14-07/19.**

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**Week 4 Resources and Discussions**

**Due Tuesday**

**Everyone Reads for Discussion:**

1. **THOIRIUSPS** panels 10,11,12,13 (pages 120-133)
   
of
Institutional Racism in U.S. Public Schools, Garn Press, New York: NY.


3. Discussions in small groups during class on Tuesday and one member from each group posts in Canvas.

Due Thursday
RECORDING OF THURSDAY'S CLASS (Links to an external site.)

4. Everyone individually posts in Canvas a response to this week’s resources after engaging with all of the resources on Thursdays.

5. Everyone: Ethical School Podcast, Abolitionist Education -- Creating Liberatory Spaces, Amy Halpern-Laff, 77 minutes, March 17, 2022, transcript of episode

Choose to complete readings and questions in either the Deeper into Content or Deeper into Teaching for Equity Readings assigned for this week. The numbers indicate how many PDF pages there are which include all of the readings listed.

Deeper into Content Reading: (20 pages)


OR

Deeper into Teaching for Equity Readings: (22 pages)

Week 5 Topics and Canvas Page:
Student/Teacher Walkouts, Unions Organizing, Immigration, Critical Teaching

PLEASE, PLEASE, PLEASE HELP US & FUTURE STUDENTS BY COMPLETING THE SETS IN CANVAS! It's open 07/14-07/19.

★ All course assignments are graded to assess levels of engagement with course content. Meeting expectations is considered B+/A- level work and going beyond expectations is considered "A" work.

Week 5 Resources and Discussions

Tuesday

RECORDING OF TUESDAY’S CLASS

Everyone Reads for Discussion:
2. Think Out Loud Podcast, 15 minutes, New president of Portland teachers union (Angela Bonilla) on continued education, equity hurdles; Jul 8, 2022
3. Discussions in small groups during class on Tuesday and one member from each group posts in Canvas.

Thursday

4. Everyone individually posts in Canvas a response to this week’s resources after engaging with all of the resources on Thursdays.
5. Everyone works on their final due July 22, 2022 (see below)

Choose to complete readings and questions in EITHER the Deeper into Teaching for Equity OR Deeper into Content Readings assigned for this week. The numbers indicate how many PDF pages there are which include all of the readings listed.

Deeper into Teaching for Equity
Readings: (13 pages)
6. “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,

**OR**

**Deeper into Content Readings: (13 pages)**


5. Final Creative Response Due July 22nd

**LINK TO EXAMPLE ZINE** - Of course, this example should not be plagiarized.

The *final Creative Response* is due by midnight (Pacific Coast Time) on July 22. 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 and paste the link into the Canvas assignment for 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) ([writing in college resource](#))
- Create a 5-10 minute video/vlog (NOT just a PowerPoint or slide show and NOT just you looking at a camera--use the informational videos from class as a guide) ([resources for vlogs/instructional videos](#))
- Create an 8-10 page graphic novel/zine ([zine resources/graphic novel resources](#))
- Create a 5-10 minute podcast ([resources](#))

Please include your bibliography/citations/references no matter what format of the final
you choose to submit. You can paste your bibliography in the comments section of the assignment submission page in Canvas if you’re submitting a video or podcast.

**PROMPT**

Tell a story! Using intersectionality and historicity as lenses for critical inquiry and transformative potential, describe and analyze an autobiographical, biographical, or semi-fictional school experience(s) synthesizing *five* or more of the topics and concepts covered in class this session - drawn from each *week of the course*.

Topics from the course that might be relevant to your creative response: racism, gender issues, meritocracy, school-marketization, charters, privilege, historical trauma, disability studies, Islamophobia, bilingualism, LGBTQ issues, the hidden curriculum, environmental racism, social reproduction, xenophobia, educational capital, linguistic imperialism, TFA, standardized testing, unions/coalitions, critical teaching, the wealth gap, and include at least one example of resistance whether it is real or a fictional one you created. 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 one source from each week of our course throughout your creation and at the end in ANY citation format (MLA, APA, Chicago, etc.).

This is NOT meant to be an "oppression Olympics." I am not expecting anyone to relay all of the ways their particular embraced or imposed identities have been oppressed or given advantages. Rather, reflect on the worlds you know and observe, analyze, and synthesize within larger systems, histories, and constructs.

**Additional Resources Referenced**

**Week 1**


[http://dx.doi.org/10.1080/01596301003786886](http://dx.doi.org/10.1080/01596301003786886)


**Week 2**


**Week 3**


**Week 4**


**Week 5**


Miller, D. (8 July 2022). New president of Portland teachers union (Angela Bonilla) on continued education, equity hurdles. *Think Out Loud*. https://podcasts.google.com/feed/aHR0cHM6Ly93d3cuc3ByZWFrZXIxNy9lcGlzb2Rlcy9mZWVk/episode/aHR0cHM6Ly9hcGkuc3ByZWFrZXIuY29tL2VwaXNvZGUvN1MTMxOTc