

**Instructor:** Melissa Marini Švigelj,  
Education Dept.  
Doctoral Candidate  
[mshvigelj@ucsc.edu](mailto:mshvigelj@ucsc.edu)

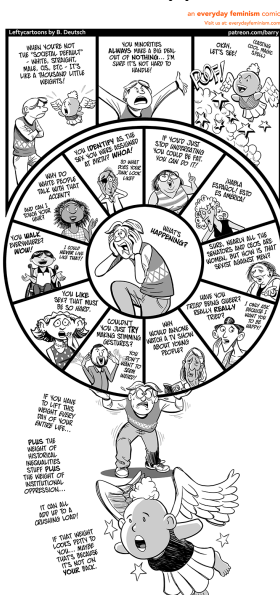
**Mobile:**

216-338-1100

**Office Hours:** email me to make an appt.

**TA:** Rachael Dektor,  
Education Dept.  
Doctoral Program  
[rdektor@ucsc.edu](mailto:rdektor@ucsc.edu)

**Office Hours:** email to make an appt.



**Session 1**  
**June 20 - July 22,**  
**2022**

**Deadlines**

- Add - Thursday, June 23
- Drop - Monday, June 27 (tuition reversed)
- No classes are held in observance of Juneteenth June 20 & Independence Day

**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.*

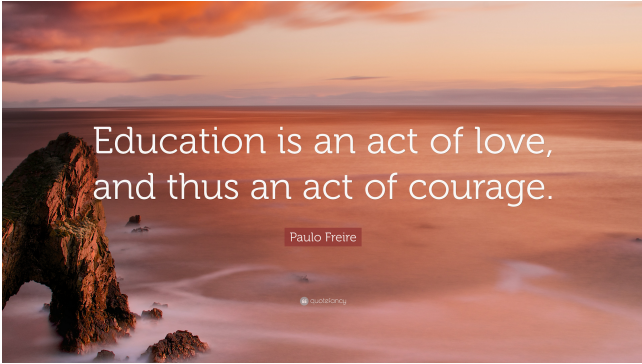
**Summer course focus:** Since its establishment in the mid-nineteenth century, public schooling in the United States has been perceived as a means to social and economic equality. The historical record shows that schooling has led to upward mobility for some individuals. However, schooling has also 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

<p>July 4</p> <ul style="list-style-type: none"> <li>• Request "W" Grade - Sunday, July 10 (no tuition reversal)</li> <li>• Change Grade Option - Sunday, July 17</li> <li>• Grades Due - Thursday, July 28</li> </ul> <p>Financial Aid Disbursement - June 13 (if enrolled by June 1 priority timeline)</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>  <p><b>Course Materials</b></p> <p>The syllabus and all course readings will be posted in Canvas: <a href="https://canvas.ucsc.edu">canvas.ucsc.edu</a>.</p>
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## 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

1. **THOIRIUSPS** (pages 0-85) Dufresne, S. (2018/Writer & Illustrator). *The History of Institutional Racism in U.S. Public Schools*, Garn Press, New York: NY.
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):

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.

"What I Wish I Had Said" by Anita Stratton (2019) in *The new teacher book: Finding purpose,*

*balance, and hope during your first years in the classroom.* Milwaukee, WI: Rethinking Schools. pp. 146-148

## Week Two - June 28 - June 30 Teaching for Equity and Social Justice



★ 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 2 Topics and [Canvas Page](#):

Gaps, Debts, Power, Politics, Capitalism

### Week 2 Resources and Discussions

#### Tuesday

#### Everyone Reads/Watches For Discussion:

1. [THOIRIUSPS](#) (panels 2,3,4,5 pages 86-101) Dufresne, S. (2018/Writer & Illustrator). *The History of Institutional Racism in U.S. Public Schools*, Garn Press, New York: NY.
2. Watch the film [RACE THE POWER OF AN ILLUSION: How the Racial Wealth Gap Was Created](#) (29 Minutes) by California Newsreel, 2003
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)

6. 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.
7. 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.

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

“Uncovering the Lessons of Classroom Furniture” by Tom McKenna pages 26-32

“Creating Classrooms for Equity and Social Justice” by Eds. pages 53-56

“Hmong Club: Empowering Us, by Pang Hlub Xiong, pages 119-124

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

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

Reflecting on the Roots of Black August and George Jackson, The Freedom Archives, <https://freedomarchives.org/projects/the-50th-anniversary-of-the-august-7th-marin-county-courthouse-rebellion/>

### 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.

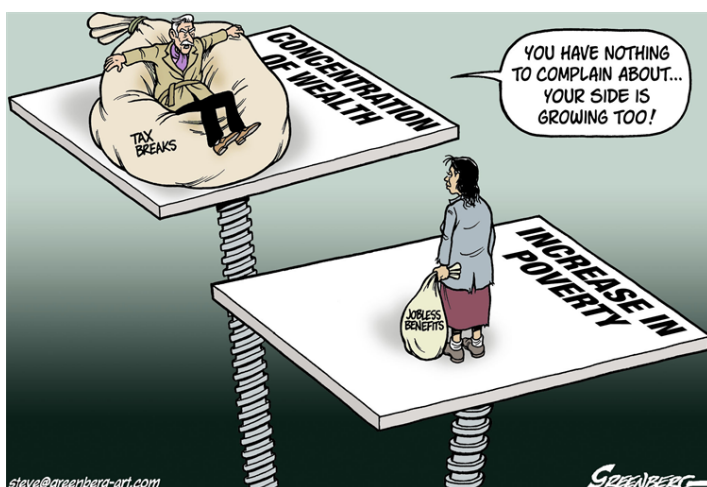
**Week 3 Topics and [Canvas Page](#):** Social reproduction, labeling, tracking, ranking, sorting

#### Week 3 Resources and Discussions

##### Tuesday

Everyone Reads for Discussion:

1. [THOIRIUSPS](#) (panels 6,7,8,9, pages 102-117) Dufresne, S. (2018/Writer & Illustrator). *The History of Institutional Racism in U.S. Public Schools*, Garn Press, New York: NY.



2. Ethical Schools 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.
5. Everyone: Ethical Schools Podcast, [Systemic racism in special education](#)--Parent participation legitimizes inequities, 34 minutes, Amy Halpern-Laff, December 31, 2021, [transcript of episode](#)

**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)**

6. "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.

**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)
7. Artilles, A. J. (2013). [Untangling the racialization of disabilities](#): An intersectionality critique across disability models. *DuBois Review*, 10, 329-347. (15 pages to read)
8. Shadab Fatima Hussain, BS, Benjamin W. Domingue, PhD, Teresa LaFromboise, PhD, and Nidia Ruedas-Gracia, MA, (2018). [CONCEPTUALIZING SCHOOL BELONGINGNESS IN NATIVE YOUTH](#): FACTOR ANALYSIS OF THE PSYCHOLOGICAL SENSE OF SCHOOL MEMBERSHIP SCALE, *American Indian and Alaska Native Mental Health Research*25(3), pp. 26-51. (about 17 pages to read)

**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.**

- ★ **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 4 Resources and Discussions**

**Due Tuesday**

**Everyone Reads for Discussion:**

1. [THOIRIUSPS](#) panels 10,11,12,13 (pages 120-133)  
Dufresne, S. (2018/Writer & Illustrator). *The History*



of

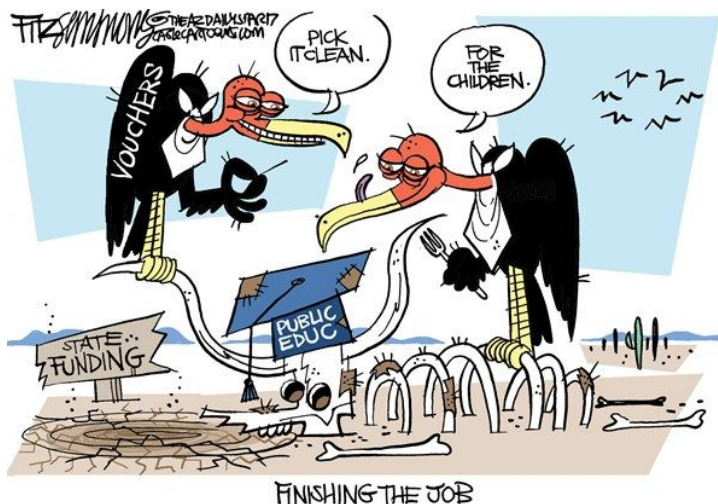
*Institutional Racism in U.S. Public Schools*, Garn Press, New York: NY.

2. Sepúlveda, Enrique (2011). [Toward a Pedagogy of Acompañamiento: Mexican Migrant Youth Writing from the Underside of Modernity](#), *Harvard Educational Review*; Fall 2011; 81, 3, pg. 550 (About 21 pages to read)
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)**

6. 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)

**OR**

### **Deeper into Teaching for Equity Readings: (22 pages)**

6. “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 Cuauhtin, 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 in Schniedewind, N. & Davidson, E. (2014). *Open Minds to Equality*, Rethinking Schools, Milwaukee, WI.



## Beyond the Classroom

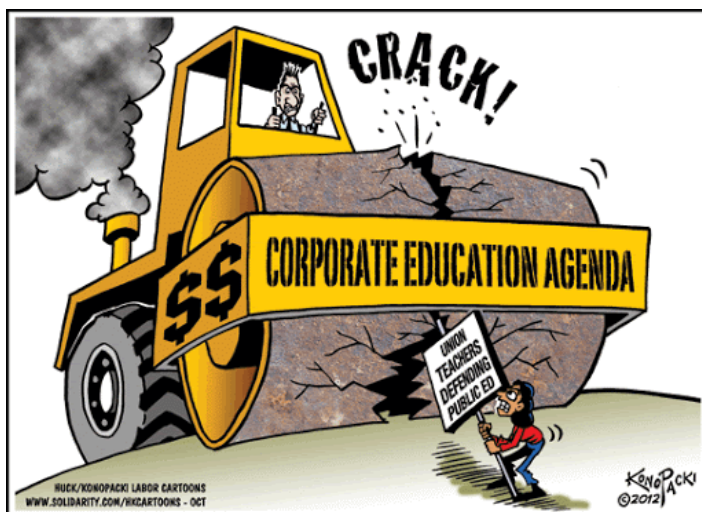
### Week 5 Topics and [Canvas Page](#):

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.**

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### Week 5 Resources and Discussions



#### Tuesday

#### [RECORDING OF TUESDAY'S CLASS](#)

Everyone Reads for Discussion:

1. [THOIRIUSPS](#) panels 14,15, 16,17,18 (pages 134-157) Dufresne, S. (2018/Writer & Illustrator). *The History of Institutional Racism in U.S. Public Schools*, Garn Press, New York: NY.
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](#).  
[Optional Survey about Small Group Discussions](#)

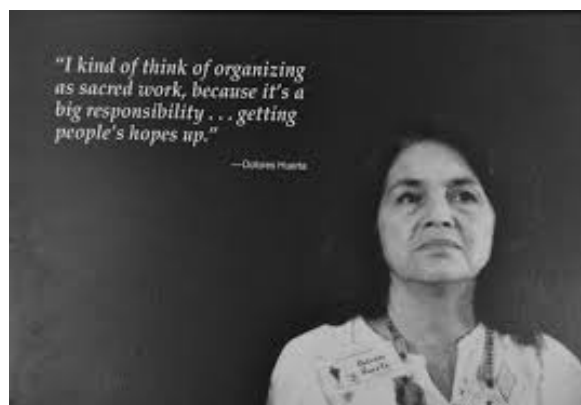
#### Thursday

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,



B., & Yonamine, M. (2019). *The New Teacher Book: Finding purpose, balance, and hope during your first years in the classroom*. Milwaukee, WI: Rethinking Schools.

OR

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

6. 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](http://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-htmlstory.html>

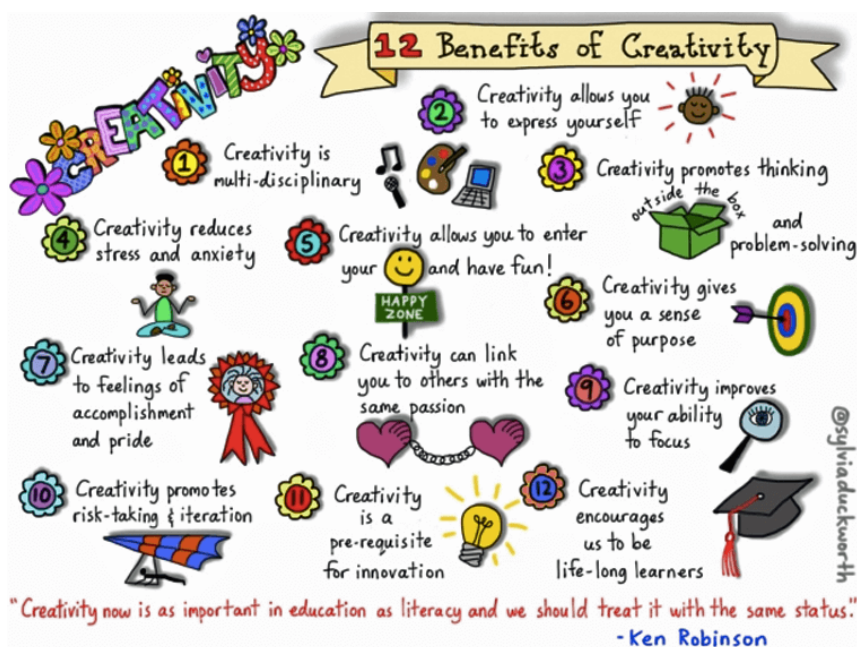
7. "[The Emergence of the Ethnic Studies](#) Now Coalition in Yanga (Los Angeles) and Beyond, *Two, Three, Many Tuscons*" by Guadalupe Carrasco Cardona and R. Tolteka Cuauhtin pages 302-307 in Cuauhtin, R. T., Zavala, M., Sleeter, C. E., & Au, W. (2019). *Rethinking Ethnic Studies*. Milwaukee, WI: Rethinking Schools.

### 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**

Basma Ahmad Sedki Dajania (2015). The Ideal Education in Ibn Khaldun's Muqaddimah, *Procedia - Social and Behavioral Sciences* 192 pp. 308 – 312.

Christopher J. Kazanjian (2019) Culturally responsive secondary education: exploring cultural differences through existential pedagogy, *Multicultural Education Review*, 11:1, 20-36, DOI: 10.1080/2005615X.2019.1567094

Noah De Lissovoy (2010): Decolonial pedagogy and the ethics of the global, *Discourse: Studies in the Cultural Politics of Education*, 31:3, 279-293.  
<http://dx.doi.org/10.1080/01596301003786886>

Gina A. Opiniano, Liz Jackson, Franz Giuseppe F. Cortez, Elizer Jay de los Reyes, Marella Ada V. Mancenido-Bolaños, Fleurdeliz R. Altez-Albela, Rodrigo Abenes, Jennifer Monje, Tyrene Joy B. Basal, Peter Paul E. Elicor, Ruby S. Suazo & Rowena Azada-Palacios (2022): Philosophy of education in a new key: A collective writing project on the state of Filipino philosophy of education, *Educational Philosophy and*

Theory, DOI:10.1080/00131857.2021.2008357

S. Rebeqa Rivers, (2020). Expression of the Oppressed: Using Critical Pedagogy in Arts Education to Disrupt Systems of Oppression, *Visions of Research in Music Education*:Volume 35 Article 9.

### **Week 2**

Horton, M., & Friere, P. (1990). Edited by Brenda Bell, John Gaventa and John Peters. *We Make the Road by Walking*.

Navarro V. Neoliberalism as a class ideology; or, the political causes of the growth of inequalities. *Int J Health Serv.* 2007;37(1):47-62. doi: 10.2190/AP65-X154-4513-R520. PMID: 17436985.

Pitzer, Heidi Katherine, "Deficit Discourse, Urban Teachers' Work and the Blame Game" (2014). Dissertations - ALL. 165. <https://surface.syr.edu/etd/165>

Theoharis, J., Alonso, G., Anderson, N. S., & Su, C. (2009). *Our Schools Suck*. In *Our Schools Suck*. New York University Press.

Vaught, S. E. (2017). *Compulsory: Education and the Dispossession of Youth in a Prison School*. University of Minnesota Press.

### **Week 3**

"So, You Think You Have a History?": Taking a Q from Lesbian and Gay Studies in Writing Education History Author(s): Karen Graves Source: *History of Education Quarterly* , November 2012, Vol. 52, No. 4 (November 2012), pp. 465-487 Published by: Cambridge University Press Stable URL: <https://www.jstor.org/stable/41719722>

"An Indelible Mark": Gay Purges in Higher Education in the 1940s Author(s): Margaret A. Nash and Jennifer A. R. Silverman Source: *History of Education Quarterly*, Vol. 55, No. 4 (November 2015), pp. 441-459 Published by: Cambridge University Press Stable URL: <https://www.jstor.org/stable/26356322>

### **Week 4**

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