

**SOC 402: SOCIOLOGY IN PRACTICE: EDUCATION SERVICE PROGRAM
(A SOCIOLOGY OF EDUCATION IN THE U.S.)**

Fall 2019 (September 25-December 13, 2019)

Instructor: Erin Carll

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Student Support Trainings: [Safe Zone](#)

Course Schedule: Wednesdays, 1:30-3:20pm

Location: Savery Hall (SAV), Room 166

Office Hours: By appointment in SAV 270

Course Webpage: <https://canvas.uw.edu/courses/1324556>

COURSE DESCRIPTION & OBJECTIVES

Education is a core part of human development, and educational systems—formal and informal—are a centerpiece of many societies. In this course, we will explore educational systems in the United States now, how this has been in the past, and how it came to be. Questions we will ask include: What is education and what role does it play in our lives? Why do people study in different schools? Why do some people have liberating educational experiences while others are expected to learn obedience to powerful institutions? How is our education shaped by race, ethnicity, gender, class, language, and other markers of “difference?” How do these inequitable experiences shape the outcomes of our educations? How do activists, educators, and policymakers work to shape education in the U.S. and what has this meant in practice? How does all of this relate to ongoing European settler practices of dispossession, forced assimilation, and segregation, particularly relative to Native and Black peoples? By considering the development of U.S. school systems over time, we will trace the long-term entrenchment of educational stratification along persistent axes of inequality.

This course is a seminar-style practicum in the Sociology of Education. The Department of Sociology’s service learning program combines an experience in tutoring with critical reflection on education’s practical and theoretical issues. Your mentoring will take place in the Seattle public schools and will involve working with students in a possible variety of ways. The program envisions that you will help students develop academically, motivate them, and help them understand the role that education can play in their lives.

In addition to incorporating *service* into the overall learning for the course, our work here calls for deep personal reflection of our own educational experiences and how this has shaped who and where we are today. By examining how we fit into the narrative(s) of the U.S. educational system(s) (whether we attended primary/ secondary school in the U.S. or not), we can access an important source of knowledge within which to situate course themes and explicitly engage with the ways our paths are similar to and different from others’ and how this might influence our related perspectives.

The readings and other content for this course are primarily focused on the U.S. However, we may sometimes engage with work that references or focuses on schooling in other contexts. Of course, any student experiences in educational systems outside of the U.S. are also an important part of the course.

Further, schooling is created and sustained in ways that can be understood not just sociologically, but anthropologically, geographically, and more. Perhaps unsurprisingly, the discipline of education offers many important and relevant insights. Because the study of education and its systems does not fall neatly into a particular disciplinary box, we will read work not only by sociologists, but also by educators, legal scholars, and more. Additionally, we will consider work by journalists, which represents the way education-related issues are portrayed in the media and—at least in some cases—reflects a growing focus on science-driven reporting. Though we will draw from various perspectives, we will evaluate course materials through a sociological framework and, to do so, we will continually articulate how these materials relate to a sociology of education.

COURSE POLICIES

SERVICE LEARNING

The service learning is facilitated through a long-standing partnership between the UW Department of Sociology and local schools. It is imperative to treat it like a professional relationship, which means always arriving on time for your service and maintaining clear communication with your volunteer coordinator and me about any issues that arise. If anything goes awry, this could influence your ability to pass the course and could damage our relationship with the school you're serving, so **please talk to me as soon as possible if something comes up**. Please do not worry about bugging me if you want to check in about whether something *might* be an issue. I encourage you to err on the side of caution. **You will need to bring your tutor hour log with you to all volunteer sessions to get it signed off by your volunteer coordinator (perhaps take an image of it after each session to keep a record?). This form can be found on Canvas under Files -> Volunteer Resources.**

GRADING

In this course, we will discuss the potential liberating power of education. One way we might enact more freedom in our own work here is through individualizing your educational experience (at least to an extent) and incorporating *a collaborative grading process that you will largely drive yourselves*. You will determine and communicate what you need and how you are doing within your education. In practice, this means you will set learning goals, assess your own desired growth throughout the course, and assign your own final grades. Students will also assess other students' contributions to the peer review process that we will undergo with respect to the course paper. I will participate by providing *qualitative written feedback* on all assignments you submit. It is my hope that this hands-on process is also revealing of the complications of quantitatively measuring "academic achievement." If this approach causes you concern, please come talk to me and I will do my best to alleviate that. Also, let me know if you find any of the assignments to be "busy work" or otherwise not appropriate for you, and we can work to come up with an alternative.¹

There are two important caveats to the self-grading process. The first is that I reserve the right to adjust a grade that seems inappropriate. (Who knows—you might not give yourself enough credit!) Secondly, *there are requirements to pass the course with a minimum grade of 2.0*. Due in part to departmental policies and in order to provide structure / meet the subsequent expectations of the entire class community, students will need to do the following to be eligible for a grade of 2.0 or higher:

- complete a **minimum of 24 volunteer hours** for the quarter at a Seattle Public School,
- submit **seven of ten possible weekly reading responses**,
- produce a **rough draft of the course paper** with sufficient time for a colleague to provide peer review,
- **peer review a colleague's draft paper** with sufficient time for the colleague to revise their work,
- **revise paper into a second draft** (a "final" draft for this course),
- contribute to the learning of others through **active participation** in the course, and
- set learning goals and assess your desired growth through **written reflections and self-grading of work**.

This course can be counted toward writing (W) credit. Students who wish to receive W credit can let me know by the end of the first week of class and, in order to fulfill related [university requirements](#), I will provide grades on writing assignments *for those students*. These students can then take these grades into account when determining a final grade. Students need a grade of 0.7 in the course to receive W credit.

¹ I learned about "ungrading" from long-time educator Jesse Stommel, and you can read more about that here (I have incorporated some of his ideas into this paragraph and in my approach):

<https://www.jessestommel.com/why-i-dont-grade/>

ASSIGNMENTS

ACADEMIC INTEGRITY: Work that includes plagiarism, cheating, and/or other forms of academic misconduct breaches the trust we aim to cultivate among the participants of this course. Such work will not count toward completion of the course and may involve university officials. For more information, please see UW's Student Conduct Code at <http://www.washington.edu/students/>.

CITATION REQUIREMENTS: You must be the sole author of all assignments that you submit. Of course, however, it will often be important for you to make reference in your writing to research that others have done. In such instances, you will need to properly cite all resources that you draw from. *You are welcome to pick any citation style, but it should remain consistent within a single assignment.* One option is the American Sociological Association (ASA) style. For that, you can use the following web-based resources for formatting your in-text and reference-list citations:

<https://owl.english.purdue.edu/owl/resource/583/02/> and

<https://owl.english.purdue.edu/owl/resource/583/03/>.

LATE ASSIGNMENT POLICY: We all need to do our parts to support the course community and to avoid inconveniencing others. An important part of this is to submit your work on time so that there is sufficient time to review it. This is particularly important during the rough draft / peer review phase of the course paper. Of course, you have full lives outside of this course and things come up. Quick communication is key in such instances. I will ask you to assess your own timely submission of materials as part of your self-grading.

READINGS/OTHER MATERIALS: Unless otherwise specified on Canvas, I provide all course readings/materials on the Canvas course website. Readings, or instructions for otherwise accessing the readings, are organized by date and can be found under "Modules." They will be available two weeks before each class (or earlier, if possible), or—if I have difficulties obtaining a copy—as soon as possible thereafter. While all readings should be electronically available on Canvas or the UW library, you may wish to purchase the following books from each of which we will read at least two chapters:

- Ewing, Eve L. 2018. *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side*. University of Chicago Press.
- Freire, Paulo. 2018. *Pedagogy of the Oppressed*. Bloomsbury publishing USA. [We are reading from older versions, but this should be manageable.]
- hooks, bell. 1994. *Teaching to Transgress: Education as the Practice of Freedom*. Routledge.
- Spring, Joel. 2016. *Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States*. 8th Ed. Routledge.
- Zamudio, Margaret, Russell, Christopher, Rios, Francisco, & Bridgeman, Jacquelyn L. 2011. *Critical Race Theory Matters: Education and Ideology*. Routledge.

COMMUNICATION

EMAIL: Please consult this syllabus before emailing questions to make sure your question is not already answered here. If you have a question that requires a detailed response, I may suggest that we have an in-person discussion during class or office hours. Please direct electronic correspondence to me via email (ecarll@uw.edu) and allow up to 72 hours for a response. To help facilitate quick responses, it would help to identify yourself as a student in SOC 402 (at least in the early stages of the quarter) and to provide context about your inquiry (e.g., "I am a student in SOC 402 and I have a brief question about a concept discussed in class today."). I request that emails contain greetings (e.g., "Dear Erin:" or "Hi Erin,") and signatures (e.g., "Thanks, Maria").

IN-CLASS TIME

COMMITMENT TO AN OPEN CLASSROOM: The Department of Sociology at the University of Washington has a long-standing commitment to the promotion of diversity in its scholarship and community. It strongly affirms that the coming-together of communities of intersecting identities leads to a diversity of experiences. In agreement and accordance with this, I seek to provide an open and supportive classroom for all students. I strongly encourage any who feel uncomfortable in this environment to let me know, including anonymously. You can send me an anonymous message using this link:

<https://catalyst.uw.edu/webq/survey/ecarll/357415>. Please note that this is not an appropriate means for contacting me if you would like a personal response.

ATTENDANCE: We only meet once a week, so please do your best to attend every class and to be on time. If you need to miss class, please check in with a colleague about any work you might have missed. I will post the slides from each session on Canvas (under “Modules”), along with the readings for that day.

CLASS MATERIALS: I encourage students to bring a copy of the day’s readings to each class (of course, you do not have to bring audio or video files). You are welcome to bring a hard copy or an e-version of the readings, depending on what works best for you. You can even bring both if, like me, you appreciate holding the paper in your hand while also being able to easily search for memorable quotations. Please be respectful and only use technological equipment for class activities. You’re welcome to step out of class if you need to use your phones, etc., for matters that are not related to class.

SENSITIVE COURSE CONTENT: To develop a holistic understanding of the development and maintenance of educational systems in the U.S., it will be necessary to discuss sensitive themes. This might make you feel uncomfortable for a variety of reasons, including those that flow from your positionality relative to these topics. If this is the case, I encourage you to explore why these themes are discomfiting to you and, if you’re comfortable doing so, to speak with me about this.

RESOURCES & ACCOMMODATIONS

Basic Needs Statement: If you lack a safe and stable place to live, have difficulty accessing sufficient food to eat every day, or could use physical, emotional, mental health, and/or other community support, I urge you to pursue such support through the below resources. Furthermore, please notify me if you feel comfortable doing so, so that I may provide any resources that I possess. Finally, please talk with me if you have specific resources I should add to this list or ideas for resources that you and/or other students might benefit from.²

Basic Needs Resources³

Emergency Aid: <http://www.washington.edu/emergencyaid/seattle/>

Campus Food Pantry: <http://www.washington.edu/anyhungryhusky/get-food/>

Short Term Loans: <http://www.washington.edu/financialaid/types-of-aid/loans/short-term-loans/>

Office of Student Financial Aid: <https://www.washington.edu/financialaid/contact-us/>

Roots Young Adult Shelter: <http://www.rootsinfo.org/>

Seattle Homeless Shelter Directory:

² The language for this Basic Needs Statement is borrowed/adapted from Sara Goldrick-Rab’s “Basic Needs Security and the Syllabus” blog post from August 7, 2017: <https://medium.com/@saragoldrickrab/basic-needs-security-and-the-syllabus-d24cc7afe8c9>

³ Please note that some service providers are required by law to report certain incidents of past, current, and possible future victimization to authorities beyond their offices. Students who find this concerning can ask service providers about their mandatory reporting policies and practices before disclosing sensitive information.

<https://www.homelesshelterdirectory.org/cgi-bin/id/city.cgi?city=seattle&state=WA>

Counseling Center: <https://www.washington.edu/counseling/about/>

Health and Wellness office: <http://depts.washington.edu/livewell/>

Hall Health: <http://depts.washington.edu/hhpccweb/>

Hall Health Mental Health: <http://depts.washington.edu/hhpccweb/project/mental-health-clinic/>

Sexual Assault Resources: <http://www.washington.edu/sexualassault/> ; 1.888.99.VOICE (off-campus);

<http://depts.washington.edu/livewell/advocate/> ; <https://www.kcsarc.org/gethelp/>

Student Legal Services: <https://depts.washington.edu/slsuw/>

Community-Centered Resources

wələbʔaltx^v – Intellectual House (for Indigenous communities): <https://www.washington.edu/diversity/tribal-relations/intellectual-house/>

Q Center (for queer and questioning communities): <http://depts.washington.edu/qcenter/wordpress/>

Disability Resources for Students: <http://depts.washington.edu/uwdrs/>

Office of Minority Affairs & Diversity: <http://www.washington.edu/omad/>

The Samuel E. Kelly Ethnic Cultural Center: <http://depts.washington.edu/ecc/>

International Student Center: <https://iss.washington.edu/>

Undocumented Student Resources: <https://www.washington.edu/admissions/undocumented/>

Student Veterans: <https://depts.washington.edu/vetlife/current-students/>

Childcare Assistance Program: <https://osfa.washington.edu/wp/sprc/>

Technical Resources

Odegaard Writing and Research Center: <http://www.lib.washington.edu/ougl/owrc>

UW Information Technology Customer Service & Support: <https://www.washington.edu/uwit/divisions/css/>

Disability Accommodations: As an important component of an open classroom, I am happy to work with students with one or more conditions that necessitate academic accommodations. Disability Resources for Students (011 Mary Gates, (206) 543-8924) can provide official institutional approval and support for accommodations. Applying for accommodations can be time-consuming—in many cases, this should take place prior to the start of the course—so please plan accordingly. Please feel free to see me after class or during an appointment to further discuss this.

Religious Observance: Within the first two weeks of class, please inform me of any dates you will miss due to religious observance, so that we can make accommodations.

Student Athletes: Within the first two weeks of class, please contact me and complete the required forms listing your future sports-related absences.

ACKNOWLEDGMENTS

I acknowledge that all of our activities at the Seattle campus of the University of Washington are situated on the unceded ancestral lands of the Duwamish people (Dx^wdəwʔabš). Given the inextricability of Indigeneity to this land—and the importance of understanding the enormity of U.S. policies toward Indigenous nations on this land—we will spend time in this course learning about Native-land relationships and modes of knowing, and the significance of this for educational equity. In this work, we will center the invaluable contributions of Indigenous scholars, which can inform our thinking throughout the entire course.

Constructing this syllabus took significant time, reading, and reflection. I find the outcome substantially improved thanks to the input of several scholars who shared resources and suggestions: Drs. Julia Aguirre, Erin Turner, Janna Lafferty, Annie McGlynn-Wright, Sarah Diefendorf, and Susan Pitchford.

ASSIGNMENTS LIST

- **IN-CLASS PARTICIPATION:** Cultivating an enriching learning environment is the responsibility of all members of the classroom, and in-class discussion is important for deepening our engagement with course material. To help facilitate this, I encourage you to come to each class having already read and thought about the readings for that day, so that you can more fully participate in class activities.
- **READING RESPONSES, DUE BY 11:59PM EACH TUESDAY, THE NIGHT BEFORE EACH CLASS (EXCEPT THE FIRST CLASS), ONLY SEVEN ARE REQUIRED:** The process of drafting reading responses provides an opportunity to develop connections between the world around us—our own recent and distant experiences, including during your volunteer service—and course content. Each week, there will be a writing prompt that fits into this broader theme, and students should draft **seven 1-2 page (double-spaced) responses**, which primarily include critical reflection of course materials and our experiences, and also incorporate a discussion question that we may raise in class. The question can be a sincere question that you have (i.e., something you don't understand related to course materials for that week), a question that you think would be good for discussion during class, etc. Yes/no questions and questions unrelated to the substance of the readings (e.g., a question about the author or the definition of a word that does not represent a related concept) are not appropriate questions.
SUBMIT ON CANVAS.
- **LEARNING GOALS, DUE MONDAY, 10/7/19 AT 11:59PM:** Each student will outline their own strengths and areas of possible/desired growth for each type of assignment and the set of skills it may involve. Especially since this is not a common practice in classrooms, I will provide possible lists of goals / strengths/ growth areas that may lead to brainstorming other possible ideas and/or may even be directly applicable to you. To start with one example regarding class participation, a student whose strengths include frequently sharing ideas in class may wish to hone their skills in leaving room for others to speak. Another student who listens intently may wish to practice speaking more in class. Writing goals may include improving organization of content, developing clear argumentation and supporting this with sources, etc. *SUBMIT ON CANVAS.*
- **COURSE PAPER/ AUDIO/ VIDEO PROJECT TOPIC, DUE WEDNESDAY, 10/16/19 AT 11:59PM:** Students should submit a 1- or 2-paragraph description of the topic they would like to cover for their course project and the format in which the project will be presented. The project can be presented in written, audio, or video form. **Any students wishing to receive writing (W) credit should produce a paper.** All formats will go through a peer review process, so please anticipate that you will edit any audio or video that you create. Audio and video formats are open, but some style options include podcast (audio) or a talk-show (video). It is also okay to present your work in formats beyond papers, audio, and video, so please talk with me if you have an alternative idea. The topic should be related to a course theme and should present one or more arguments that are supported through materials found on this syllabus and elsewhere. I will circulate a list of possible topics in case you would like some prompting on this. All projects, regardless of whether they are papers or not, should include a written list of references, following a consistent citation style. *SUBMIT ON CANVAS.*
- **MID-TERM WRITTEN REFLECTION & SELF-GRADE, DUE WEDNESDAY, 10/23/19 AT 11:59PM:** Each student will submit a mid-term written reflection and grade for themselves and review the course as well. The written reflection and self-grade will incorporate the extent to which students are meeting their own goals, their level of effort, and meeting of course policies regarding timely submission of assignments, etc. *SUBMIT SELF-REFLECTION / GRADE ON CANVAS.* Students are also asked to provide mid-term feedback for the course by anonymously emailing me with answers to the questions: 1) What is working in the class so far? and 2) What can be improved in the class?
Anonymous emails can be sent for this (and at any other point during the quarter) through the following website: <https://catalyst.uw.edu/webq/survey/ecarll/357415>

- **COURSE PROJECT FIRST DRAFT, DUE WEDNESDAY, 11/13/19 AT 11:59PM:** Students should produce a rough-draft of an 8-page double-spaced paper (not including a title page—no title pages are necessary—or references/foot notes), or a 15-20 minute audio, or 10-15 minute video presentation on the topic that they chose by 10/16/19. All projects, regardless of whether they are papers or not, should include a written list of references, following a consistent citation style. *SUBMIT ON CANVAS & EMAIL TO PEER REVIEWER.*
- **COURSE PROJECT PEER REVIEW, DUE WEDNESDAY, 11/20/19 AT 11:59PM:** Students will provide feedback on another student’s project. We will talk more about this in class, and I will provide suggested guidelines for provide thorough reviews. *SUBMIT ON CANVAS & EMAIL TO AUTHOR.*
- **COURSE PROJECT SECOND/“FINAL” DRAFT, DUE WEDNESDAY, 12/11/19 AT 11:59PM:** Based on the feedback you receive from your peer reviewer and me (and others who may provide feedback for you), you should revise your project and submit a second draft. *SUBMIT ON CANVAS.*
- **FINAL WRITTEN REFLECTION & SELF-GRADE, DUE FRIDAY, 12/13/19 AT 11:59PM:** Each student will submit a final written reflection and grade for themselves. This will again incorporate the extent to which students are meeting their own goals and course policies regarding timely submission of assignments, their level of effort, etc. *SUBMIT ON CANVAS.*

COURSE SCHEDULE⁴

Week I: September 25, 2019—Getting Started

Part I. Introductions & course overview

Part II. Email preferred volunteer sites

Part III. Discussion: *What is education? What is sociology? What is a sociology of education? and What is ethical volunteering?*

*****No readings*****

Week II: October 2, 2019—The Liberating & Oppressive Power of Education

1. Ballantine, Jeanne H. & Joan Z. Spade. 2014. “Understanding Education Through Sociological Theory.” *Schools and Society: A Sociological Approach to Education* 5: 18-34.
2. Davis, Adam. 2006. “What We Don’t Talk About When We Don’t Talk About Service.” Pp. 148-154.
3. Freire, Paulo. 2009. “Chapter 1.” *Pedagogy of the Oppressed*. Continuum. Pp. 43-69.
4. hooks, bell. 1994. Introduction. *Teaching to Transgress: Education as the Practice of Freedom*. Routledge. Pp. 1-12.
5. Yosso, Tara J. 2005. “Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth.” *Race Ethnicity and Education* 8.1: 69-91.
6. **RECOMMENDED:** Utt, Jamie. “10 Ways Well-Meaning White Teachers Bring Racism Into Our Schools.” *Everyday Feminism*. <https://everydayfeminism.com/2015/08/10-ways-well-meaning-white-teachers-bring-racism-into-our-schools/>

MONDAY, OCTOBER 7, 2019—LEARNING GOALS DUE 11:59PM

⁴ We might change this as the class progresses.

Week III: October 9, 2019—Settler Colonialism & Decolonization: U.S. Education, the Survivance of Native Peoples, & Possibilities for the Future

1. Nakano Glenn, Evelyn. 2015. "Settler Colonialism as Structure: A Framework for Comparative Studies of US Race and Gender Formation." *Sociology of Race and Ethnicity* 1.1: 52-72.
2. Russell, Caskey. 2011. "American Indian Counter Narratives: On Survival and Free Money" in Zamudio, Margaret, Christopher Russell, Francisco Rios, and Jacquelyn L. Bridgeman. *Critical Race Theory Matters: Education and Ideology*. Routledge. Pp. 129-135.
3. Spring, Joel. 2016. Selections from "Chapter 1: Deculturalization and the Claim of Racial & Cultural Superiority by Anglo-Americans." & All of "Chapter 2: Native Americans: Deculturalization, Schooling, Globalization, and Inequality." *Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States*. 8th Ed. Routledge. Pp. 3-11 & 22-39.
4. Styres, Sandra (Kanien'kehà:ka). 2019. "Literacies of Land: Decolonizing Narratives, Storying, and Literature" in Tuhiwai Smith, Linda, Eve Tuck, and K. Wayne. Yang *Indigenous and Decolonizing Studies in Education: Mapping the Long View*. Routledge. 24-37.
5. Tuck, Eve, Allison Guess, and Hannah Sultan. 2014. "Not Nowhere: Collaborating on Selfsame Land." *Decolonization: Indigeneity, Education & Society* 26: 1-11.

WEDNESDAY, OCTOBER 16, 2019—PAPER TOPIC DUE 11:59PM

Week IV: October 16, 2019—Separate & Unequal: Segregated & Under-valued U.S. Schools for Black Learners Who Still Survive, Resist, & Thrive

1. Du Bois, William Edward Burghardt. 1935. *Does the Negro Need Separate Schools*. Howard University Press. Pp. 423-431.
2. Dornfeld, Ann. 2017. "Where Are All the Black Kids in Seattle's Gifted Program?" KUOW. <https://www.kuow.org/stories/where-are-black-kids-seattles-gifted-program>
3. Ewing, Eve L. 2018. "Introduction." *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side*. University of Chicago Press. Pp. 1-14.
4. Hannah-Hones, Nikole. 2015. "The Problem We All Live With: Part I". [Interview conducted by Ira Glass.] *This American Life Episode 1*. <https://www.thisamericanlife.org/562/the-problem-we-all-live-with-part-one>
5. Hannah-Hones, Nikole. 2016. "Choosing a School for My Daughter in a Segregated City." *The New York Times Magazine*. <https://www.nytimes.com/2016/06/12/magazine/choosing-a-school-for-my-daughter-in-a-segregated-city.html>
6. Lewis, Amanda, John B. Diamond, and Tyrone A. Forman. 2015. "Conundrums of Integration: Desegregation in the Context of Racialized Hierarchy." *Sociology of Race and Ethnicity*. Pp. 22-36.

WEDNESDAY, OCTOBER 23, 2019—MID-TERM REFLECTION & GRADE DUE 11:59PM

Week V: October 23, 2019—"Deculturalization," Segregation, Contributions & Persistence of Latinx and Asian Americans

1. Rios, Francisco A. 2011. "Chapter 12: Chicano/ Latino Counter Narratives: The Value of Education." in Zamudio, Margaret, Christopher Russell, Francisco Rios, and Jacquelyn L. Bridgeman. *Critical Race Theory Matters: Education and Ideology*. Routledge. Pp. 137-142.
2. Spring, Joel. 2016. "Chapter 4: Asian Americans: Exclusion and Segregation." and "Chapter 5: Hispanic/ Latino Americans: Exclusion and Segregation." *Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States*. 8th Ed. Routledge. Pp. 69-84 & 86-109.

3. Yu, Tianlong. 2006. "Challenging the Politics of the "Model Minority" Stereotype: A Case for Educational Equality." *Equity & Excellence in Education*, 39.4: 325-333.
4. Zamudio, Margaret M. 2011. "Chapter 14: Latina Intersections: An Educational Memoir" in Zamudio, Margaret, Christopher Russell, Francisco Rios, and Jacquelyn L. Bridgeman. *Critical Race Theory Matters: Education and Ideology*. Routledge. Pp. 151-159.

Week VI: October 30, 2019—Gender, Sexuality, Intersectionality

1. Crenshaw, Kimberlé, and Abby Dobson. 2016. "The Urgency of Intersectionality." *Ted Talk*. https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en#t-1118125
2. Ispa-Landa, Simone. 2013. "Gender, Race, and Justifications for Group Exclusion: Urban Black Students Bussed to Affluent Suburban Schools." *Sociology of Education* 86.3: 218-233.
3. Morris, Edward W. 2008. "'Rednecks,' 'Rutters,' and 'Rithmetic': Social Class, Masculinity, and Schooling in a Rural Context." *Gender & Society* 22.6: 728-751.
4. Pascoe, C. J. 2011. "Chapter 2: Becoming Mr. Cougar: Institutionalizing Heterosexuality and Masculinity at River High." in *Dude, You're a Fag: Masculinity and Sexuality in High School*. University of California Press.
5. Riegle-Crumb, Catherine, and Melissa Humphries. 2012. "Exploring Bias in Math Teachers Perceptions of Student Ability by Gender and Race/Ethnicity." *Gender & Society* 26.2: 290-322.

Week VII: November 6, 2019—The Role of Teachers

1. Freire, Paulo. 2009. Chapter 2. *Pedagogy of the Oppressed. 30th Anniversary Edition*. Continuum. Pp. 71-86.
2. hooks, bell. 1994. "Chapter 1: Engaged Pedagogy" *Teaching to Transgress: Education as the Practice of Freedom*. Pp. 13-22.
3. Lindsay, Constance A., and Cassandra MD Hart. 2017. "Exposure to Same-Race Teachers and Student Disciplinary Outcomes for Black Students in North Carolina." *Educational Evaluation and Policy Analysis* 39.3: 485-510.
4. Matias, C. E. (2013). Check Yo'self before You Wreck Yo'self and Our Kids: Counterstories from Culturally Responsive White Teachers?... To Culturally Responsive White Teachers!. *Interdisciplinary Journal of Teaching and Learning*, 3.2: 68-81.

RECOMMENDED: hooks, bell. 1994. "Chapter 2: A Revolution of Values: The Promise of Multicultural Change" & "Chapter 3: Teaching in a Multicultural World." *Teaching to Transgress: Education as the Practice of Freedom*. Pp. 23-34 & 35-44.

WEDNESDAY, NOVEMBER 13, 2019—FIRST DRAFT PAPER DUE 11:59PM

Week VIII: November 13, 2019—The Power of How We Communicate: Language in the Classroom & Student Assets v. Deficits

1. Bialystok, Ellen. 2018. "Bilingual Education for Young Children: Review of the Effects and Consequences." *International Journal of Bilingual Education and Bilingualism* 21.6: 666-679.
2. Dweck, Carol S. 2002. "Messages that Motivate: How Praise Molds Students' Beliefs, Motivation, and Performance (in Surprising Ways)." In *Improving Academic Achievement* Pp. 37-60. Academic Press.
3. hooks, bell. 1994. "Chapter 11: Language: Teaching New Worlds/New Words." *Teaching to Transgress: Education as the Practice of Freedom*. Pp. 167-175.

4. NYU Steinhardt. 2018. "An Asset-Based Approach to Education: What It Is and Why It Matters." <https://teachereducation.steinhardt.nyu.edu/an-asset-based-approach-to-education-what-it-is-and-why-it-matters/>
5. Osterholm, Karen, William R. Nash, and William Allan Kritsonis. 2011. "Effects of Labeling Students 'Learning Disabled': Emergent Themes in the Research Literature 1970 Through 2000." *FOCUS on Colleges, Universities & Schools* 6.1.

WEDNESDAY, NOVEMBER 20, 2019—PAPER PEER REVIEW DUE 11:59PM

Week IX: November 20, 2019—Discipline & Punish

1. Anderson, Melinda. 2015. "Will School Discipline Reform Actually Change Anything?" *The Atlantic*. <https://www.theatlantic.com/education/archive/2015/09/will-school-discipline-reform-actually-change-anything/405157/>
2. Davis, Fania. 2014. "Discipline With Dignity: Oakland Classrooms Try Healing Instead of Punishment". *YES Magazine*. <http://www.yesmagazine.org/issues/education-uprising/where-dignity-is-part-of-the-school-day>
3. Hernandez, Vanessa. 2017. *Students Not Suspects: The Need to Reform School Policing in Washington State*. American Civil Liberties Union of Washington State Pp. 1-24.
4. Kupckik, Aaron. 2010. Chapter 5: "Unequal Discipline" *Homeroom Security: School Discipline in an Age of Fear*. New York University Press. Pp. 159-192.

Week X: November 27, 2019—Class & Basic Needs: Homelessness, Hunger, & Class in the Classroom // Check-in Discussion of Course Papers

1. Halpin, Mikki. 2017. "Little Miss Flint Shows What Making Dinner in Flint, Michigan Is Like." [SHORT VIDEO] *Teen Vogue*. <https://www.teenvogue.com/story/little-miss-flint-shows-what-making-dinner-in-flint-michigan-is-like>
2. hooks, bell. 1994. "Chapter 12: Confronting Class in the Classroom." *Teaching to Transgress: Education as the Practice of Freedom*. Routledge. Pp. 177-189.
3. McNamara, Neal. "68,000 Kids in King County Don't Have Enough to Eat: Study." *Patch*. <https://patch.com/washington/seattle/68-000-kids-king-county-dont-have-enough-eat-study>
4. Morton, Neal, and Scott Greenstone. 2018. "For 40,000 Homeless Students, It's Back-to-School Season in Washington." *The Seattle Times*. <https://www.seattletimes.com/education-lab/for-homeless-students-in-rural-washington-districts-just-getting-to-school-is-hard/>
5. Lenz, Bob, and John Larmer. 2018. "Students' Basic Needs Must be Met Before They Can Learn Deeply." *Getting Smart*. <https://www.gettingsmart.com/2018/10/students-basic-needs-must-be-met-before-they-can-learn-deeply/>
6. TBD Additional Reading(s)

Week XI: December 4, 2019—Educational Advocacy, Policy, & Reform

1. Ewing, Eve L. 2018. [Selections from text TBD] *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side*. University of Chicago Press.
2. Fortin, Jacey. 2018. "'Access to Literacy' is Not a Constitutional Right, Judge in Detroit Rules." *The New York Times*. <https://www.nytimes.com/2018/07/04/education/detroit-public-schools-education.html>
3. Joffe-Walk, Chana, and Nikole Hannah-Jones. 2015. "The Problem We All Live With: Part II." *This American Life*. <https://www.thisamericanlife.org/563/the-problem-we-all-live-with-part-two>

4. Langhorne, Emily. 2018. "Following New Orleans's Lead on Charter School Education"
https://www.washingtonpost.com/opinions/following-new-orleanss-lead-on-charter-school-education/2018/07/01/560814ae-7ae8-11e8-80be-6d32e182a3bc_story.html?utm_term=.d4127ee99905
5. Ravitch, Diane. 2018. "Charter Schools Damage Public Education." *The Washington Post*.
https://www.washingtonpost.com/opinions/charter-schools-are-leading-to-an-unhealthy-divide-in-american-education/2018/06/22/73430df8-7016-11e8-afd5-778aca903bbe_story.html?utm_term=.9d3c99623445

WEDNESDAY, DECEMBER 11, 2019—SECOND DRAFT PAPER DUE 11:59PM

FRIDAY, DECEMBER 13, 2019—FINAL REFLECTION & GRADE DUE 11:59PM