



SOC 292: WHO GETS AHEAD? PUBLIC SCHOOLING IN AMERICA

Winter 2021

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Student Support Trainings: Safe Zone (<https://depts.washington.edu/qcenter/wordpress/education/safe-zone/>)

Course Schedule: Wednesdays, 1:30-3:20pm (January 6-March 10, 2021)

Location: <https://washington.zoom.us/j/5968668280>

Office Hours: After class & by appointment (same link as for class)

Course Webpage: <https://canvas.uw.edu/courses/1445942>

Google Doc Version of Syllabus (Open for Comments): [https://docs.google.com/document/d/1-95y3vprbz9ia7-
xdYABr4HMPdr4QXmafRz-OzRjgEg/edit?usp=sharing](https://docs.google.com/document/d/1-95y3vprbz9ia7-xdYABr4HMPdr4QXmafRz-OzRjgEg/edit?usp=sharing)

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 education in the United States now, how it has been in the past, and how it came to be. Questions we will explore include: What is education and what role does it play in our lives? What counts as “knowledge” and how do we measure it? How is our education shaped by race, ethnicity, and other markers of “difference?” How do these inequitable experiences shape the outcomes of our education? How do activists, educators, and policymakers work to shape education in the U.S. and what has this meant in practice? What does this mean in the present moment of widespread school closures and renewed mobilization against policing practices within and outside of schools? In summary: what are the links between education and American social arrangements that shape how people relate to each other and the environment, including through relations rooted in inequality, exploitation, and disability? By considering the development of U.S. school systems over time, we will trace the long-term entrenchment of educational

¹ From left to right, the images are: Yossi Lemel’s *Power* (There is a silhouette of a child on a red background. The child has a large green pencil over their shoulder and appears to be aiming it to the left. At the top of the image, it says “POWER” in gray block letters and in smaller text next to it, says, “Education is the most powerful weapon which you can use to change the world. -Nelson Mandela”); Sennoga Freddie’s *Okusoma* (“Literacy:” A person sits facing rightward, with their head bent down and their hand, palm facing outward, at their forehead. Both the person and the background are multicolored—with variably shaped blocks of color in a patchwork design. There are words and numbers on the background as well.), 1987; Buu Chi’s *Let’s Fly With the Aspiration* (This image has a tan background and six hands releasing a bird.), 1973; and Jessica N. Pabón-Colón’s art depicting Ruby Bridges (There are two silhouettes of Ruby Bridge walking side-by-side (leftward) against a solid teal background. Ruby is wearing a white dress, socks, shoes, hair ties, and is carrying something.)

stratification along persistent axes of inequality. In doing so, we'll get closer to answering questions like, Who gets ahead? and Now that you mention it, what does it mean to be 'ahead?'

The readings and other content for this course primarily focus on the K-12 education in the U.S. However, we may sometimes engage with work that references or focuses on, for example, college access or schooling in other contexts. Of course, any student experiences in educational systems outside of the U.S. are an important part of the course.

Finally, schooling is created and sustained in ways that can be understood not just sociologically, but anthropologically, geographically, psychologically and more. Perhaps unsurprisingly, the field aptly named, education, offers many important and relevant insights. Because the study of this topic 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

SYNCHRONICITY & ASYNCHRONICITY

Lectures will be provided *asynchronously* on Monday of each week. During *synchronous* class meetings on Wednesdays, we will focus on small- and large-group discussions related to that week's readings/podcasts/videos and lectures. The discussion topics for Wednesday will be shared in the lectures that are published the previous Monday (two days before we meet). **Anyone who will not be able to regularly attend synchronous class sessions (e.g., if you are based in a time zone and class is scheduled in the middle of your night) should reach out to me as soon as possible so that we can arrange alternative “participation” credit.** I will record all class sessions (except for during small-group discussions) and make the recordings available to the class. All recordings will be available here: <https://drive.google.com/drive/u/1/folders/15sRSh0rVauuepYxDMR3rfGDgOYjAJkWJ>

GRADING



In this course, we will discuss grading inequities, which research suggests strongly correspond to disparities in parents socioeconomic resources and preparation for “succeeding” relative to standardized assessments.² As part of critically considering how we measure successful learning, we will incorporate *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 growth throughout the course, and assign your own final grades. I will participate by providing *qualitative written feedback* on all assignments you submit.³

² See, for example, the Kohn (2013) reading assigned for Wednesday, July 8th and/or Calarco's (2018) chapter, which is assigned for Monday, July 27th.

³ The image depicts two damselflies peering through holes in a brown leaf. The flies themselves are green and black and the background behind them is solid green (by @Radeski) (<https://twitter.com/41Strange/status/1171861644399349761>)

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.⁴

There are two important caveats to the self-grading process. The first is that ***I reserve the right to adjust a grade that I find inappropriate.*** Second, in order to provide consistent structure for the entire class community, ***there are requirements to earn a grade of 3.5 or higher (that is, any missing component means the highest possible grade is 3.4):***

- discuss your positionality relative to the course, set learning goals, and assess your growth through **THREE written reflections** (first one: 500-1,000 words, last two: 300-750 words each),
- read/watch/listen to materials every week and submit **FOUR of nine weekly writing prompts** (roughly 300-600 words each),
 - do the *reading/watching/listening every week*
 - submit a written *response* the *four weeks* that you choose
- complete a **first & REVISED second/final draft for final project**--possible formats include:
 - a longer paper (roughly 2,000-2,500 words),
 - a podcast (about 15-20 minutes),
 - a video (about 8-12 minutes + visuals),
 - a zine (about 1,000-1,500 words + images/design),
- **provide feedback about three students’ final projects** through the peer review process, and
- contribute to the learning of others through **active participation** in the course.
 - **Anyone who will not be able to regularly attend synchronous class sessions (e.g., if you are based in another time zone and class is scheduled in the middle of your night) should reach out to me as soon as possible so that we can arrange alternative “participation” credit.**

We will use a 4.0-grading-scale in this course. I hope that, barring further calamity, with effort and communication, everyone can do well in this course. ***Talk to me ASAP about individual issues that you foresee and/or which arise, so we can address them.*** Of course, we are in the middle of an unprecedented disruption to our lives, so we cannot guarantee that additional “unexpected” outcomes will not occur and affect the entire class. We will deal with that if it arises, per guidance from the UW. Since some students may *need* the course to be 4.0, I will not switch to C/NC mid-stream (if necessary, I will make other adjustments). ***Students can switch to S/NS at any time throughout the quarter and even beyond it (please check UW policies for more info).*** ***Please talk to the Department of Sociology’s Advising Office asksoc@uw.edu if you are considering the S/NS option, because it has some important long-term implications. You may also wish to let me know if you’ve decided to do this, but you do not need to do so.***

LATE ASSIGNMENT POLICY

Please take the deadlines in this course seriously and email me about any assignments that you cannot get in by the required time. Please be extra careful to be on time with assignments that your peers will rely on.

WRITING CREDIT OPTIONAL

UW requires 7 credits of writing-intensive coursework to graduate. If you would like to use this course for that purpose, we can arrange that, but it will mean 1) restricting your final project to a paper that is 10-15 pages, and 2) that I will need to assign a grade for the paper. You can see more information here:

<https://www.washington.edu/uaa/advising/degree-overview/general-education/additional-writing/> Reach out to

⁴ 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 my approach): <https://www.jessestommel.com/why-i-dont-grade/>

me as soon as possible if you're interested in exploring that.

CITATION PRACTICES & ACADEMIC INTEGRITY

It is important 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. *The only requirement is that you use a consistent citation format.* One option is to use the American Psychological Association (APA) style. For that, you can use the following web-based resources for formatting your in-text and reference-list citations:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html.

The citation requirements will help you avoid plagiarism. Giving other people proper credit for their work is an important practice to develop, because it is the right thing to do and because plagiarism can mean serious administrative consequences. For more about this and other forms of misconduct, please consult the UW's Student Conduct Code at <http://www.washington.edu/students/>.

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/ecar11/357415>. Please note that this is not an appropriate means for contacting me if you would like a personal response.

Sensitive Course Content: In this course, we will 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.

If you are physically based somewhere that censors the type of content that you can access and share, please consider whether the topics for this course will raise issues for you (the topics include ways governments can sway public attitudes through curriculum development, the administration of sex education, and other controversial topics). Please feel free to reach out to me if this concerns you.

VIDEOS, READINGS & OTHER MATERIALS

EXCEPT for recordings of lectures and class discussions, I provide either a file or a URL for all assigned videos/readings/materials on the Canvas course website. All materials will be stored under "Modules."

(All recordings of lectures and class discussions will be available here:

<https://drive.google.com/drive/u/1/folders/15sRSh0rVauuepYxDMR3rfGDgOYjAJkWJ>)

Because we only meet for two hours each week, we will do a fair amount of out-of-class reading/ watching/ listening. Nonetheless, I will not ask you to read more than 65 pages per week. There are several weeks when the reading load is substantially lower. I include the total reading load where I list each week's readings, in the Course Schedule below, and you may want to use this information to plan ahead. We also take one week off from class and readings (the week of Thanksgiving) to leave breathing room for rest and completing coursework.

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. While I may be less familiar with the resources available outside of the Seattle area, I am always happy to help brainstorm. 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.⁵

Basic Needs Resources⁶

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:
<https://www.homelessshelterdirectory.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^w – Intellectual House (for Indigenous communities): <https://www.washington.edu/diversity/tribal-relations/intellectual-house/>
Office of Minority Affairs & Diversity: <http://www.washington.edu/omad/>
The Samuel E. Kelly Ethnic Cultural Center: <http://depts.washington.edu/ecc/>
Undocumented Student Resources: <https://www.washington.edu/admissions/undocumented/>
International Student Center: <https://iss.washington.edu/>
Q Center (for Queer and Questioning communities): <http://depts.washington.edu/qcenter/wordpress/>
Disability Resources for Students: <http://depts.washington.edu/uwdrs/>
Childcare Assistance Program: <https://osfa.washington.edu/wp/sprc/>
Student Veterans: <https://depts.washington.edu/vetlife/current-students/>

Technical Resources

UW Sociology Department Writing Center (Lindsey Beach, writesoc@uw.edu): see 6-minute video about the writing center, the help you can get, and how to get that help: https://youtu.be/H_vItoxQWaU; Website: soc.washington.edu/sociology-writing-center; Schedule an appointment: calendly.com/writesoc

⁵ 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>

⁶ 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.

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/>

Student Tech Program (can lend/mail equipment): <https://www.facebook.com/uwstlp>

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.

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

Accommodations for Religious Activities⁷

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

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 and beyond.

Constructing this syllabus took significant time and effort. I find the outcome substantially improved thanks to the input of several scholars who shared resources, language from their syllabi, and other suggestions: Dr. Julia Aguirre, Dr. Janna Lafferty, Dr. Erin Turner, Dr. Anne McGlynn-Wright, UW PhD Student Aliyah Turner, Dr. Sarah Diefendorf, Dr. Susan Pitchford, and UW PhD Student Ian Kennedy. I was inspired to include imagery by one of Dr. Eve Ewing's publicly available syllabi. UW PhD Candidate Vern Harner's publicly available teaching resources have been a great help, too.

⁷ If you notice that the language style here does not match the rest of the document, that is because it is verbatim language that the University of Washington requires.

CLASS SCHEDULE⁸

WEEK 1 (JANUARY 6): INTRODUCTIONS

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

WEEK 2 (JANUARY 13): THE POWER OF PEDAGOGY

(50 pages of reading)

1. Freire, Paulo. 2009. "Preface." and "Chapter 1." *Pedagogy of the Oppressed*. Continuum. Pp. 43-69. [E-book available through UW libraries] **(27 pages)**
2. Grande, Sandy. 2013. "Red-ing the Word, Red-ing the World." *Paulo Freire's Intellectual Roots: Toward Historicity in Praxis*, 183-194. **(11 pages)**
3. hooks, bell. 1994. Introduction. *Teaching to Transgress: Education as the Practice of Freedom*. Routledge. Pp. 1-12. **(12 pages)**

WRITTEN REFLECTION 1: POSITIONALITY STATEMENT & LEARNING GOALS

DUE FRIDAY, JANUARY 15 AT 11:59PM

WEEK 3 (JANUARY 20): SHAPING THE "GOOD" STUDENT

(45 pages of reading)

1. 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. **(21 pages)**
2. hooks, bell. 1994. "Chapter 1: Engaged Pedagogy." *Teaching to Transgress: Education as the Practice of Freedom*. Pp. 13-22. **(10 pages)**
3. Kohn, Alfie. 2013. "The Case Against Grades." *Counterpoints* 451: 143-153. **(10 pages)**
4. Viera, Mariana. 2018. "This History of the SAT is Mired in Racism and Elitism." *Teen Vogue*. **(4 pages)**
<https://www.teenvogue.com/story/the-history-of-the-sat-is-mired-in-racism-and-elitism>

WEEK 4 (JANUARY 27): RACIALIZED FRAMEWORKS FOR SUCCESS

(22 pages reading + 15-minute video)

1. Love, Bettina. 2014. "Hip Hop, Grit, and Academic Success: Bettina Love at TEDxUGA." TEDx Talks. **(15 minutes)** <https://www.youtube.com/watch?v=tkZqPMzgvzg>
2. 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. **(14 pages)**
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 **(8 pages)**

Recommended (Not Required) Further Reading:

1. Howard, Tyrone C., 2013. "How Does It Feel To Be a Problem? Black Male Students, Schools, and Learning in Enhancing the Knowledge Base to Disrupt Deficit Frameworks." *Review of Research in Education* 37.1: 54-86. **(27 pages)**
2. Jemisin, N.K. 2018. "Valedictorian." *How Long 'Til Black Future Month?* Pp. 150-169. **(fiction, 20 pages)**
3. Ladson-Billings, Gloria. 2006. From the Achievement Gap to the Education Debt: Understanding Achievement in US Schools. *Educational Researcher* 35.7: 3-12. **(10 pages)**

⁸ We might change this as the class progresses. This may be particularly true on days when guests will be speaking with us.

WEEK 5 (FEBRUARY 3): CRAFTING CURRICULUM, CRAFTING VALUES

(37 pages reading)

1. Bindewald, Benjamin J. 2015. "In the World, but Not of the World: Understanding Conservative Christianity and Its Relationship with American Public Schools." *Educational Studies* 51.2: 93-111. **(16 pages)**
2. Cajete, Gregory A. 2015. When There is No Name for Science: Response 1. *Red Pedagogy: Native American Social and Political Thought*, 121-128. **(7 pages)**
3. Ladson-Billings, Gloria. 2003. Lies My Teacher Still Tells. *Critical Race Theories Perspectives on Social Studies: The Profession, Policies, and Curriculum*, 1-11. **(10 pages)**
4. Lorde, Audre. 1984. "Poetry is Not a Luxury." *Sister Outsider*. Crossing Press, 36-39. **(4 pages)**

WEEK 6 (FEBRUARY 10): SEPARATION & IDENTITY IN SCHOOLS

WITH ALIYAH TURNER

(65 pages reading)

1. Du Bois, William Edward Burghardt. 1935. *Does the Negro Need Separate Schools?* Howard University Press. Pp. 423-431. **(8 pages)**
2. Lewis, Amanda E. and John B. Diamond. 2015. "4. 'It's Like Two High Schools: Race, Tracking, and Academic Expectations.'" *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools*. Oxford University Press. Pp. 83-118. **(36 pages)**
3. Morris, Edward W. 2008. "'Rednecks,' 'Rutters,' and 'Rithmetic': Social Class, Masculinity, and Schooling in a Rural Context." *Gender & Society* 22.6: 728-751. **(21 pages)**

WRITTEN (MIDTERM) REFLECTION 2: DUE FRIDAY, FEBRUARY 12 AT 11:59PM

WEEK 7 (FEBRUARY 17): PARENTS, TEACHERS, STUDENTS & HIERARCHY MAINTENANCE

(45 pages reading + 2 hours of podcasts)

1. Bajaj, Monisha, Ameena Ghaffar-Kucher, and Karishma Desai. 2016. "Brown Bodies and Xenophobic Bullying in US Schools: Critical Analysis and Strategies for Action." *Harvard Educational Review*, 86(4), 481-505. **(21 pages)**
2. Calarco, Jessica McCrory. 2018. *Negotiating Opportunities: How the Middle Class Secures Advantages in School*. Oxford University Press. Pp. 1-30. **(24 pages)**
3. Hannah-Jones, Nikole. 2015. "The Problem We All Live With: Part I". [Interview conducted by Ira Glass.] *This American Life Episode 1*. (~1 hour) <https://www.thisamericanlife.org/562/the-problem-we-all-live-with-part-one>
 - a. Transcript: <https://www.thisamericanlife.org/562/transcript>
4. Joffe-Walt, Chana. 2020. "1: The Book of Statuses." *Nice White Parents*. (~1 hour) <https://podcasts.google.com/feed/aHR0cHM6Ly9yc3MuYXJ0MTkuY29tL25pY2Utd2hpdGUtcGFyZW50cw/episode/Z2lkOi8vYXJ0MTktZXBpc29kZS1sb2NhdG9yL1YwL3lxTzR1aXMwSDBPWThhZXA4aFBmQlNlek1QOVpmYUxOeUdHQUtiaDZFbFU?sa=X&ved=2ahUKewiS0Ymq6YzsAhWK6J4KHwBAbEQkFYCegQIARAF>
 - a. Auto-transcript: <https://www.happyscribe.com/public/nice-white-parents/1-the-book-of-statuses>

WEEK 8 (FEBRUARY 24)
POLICING STUDENTS & TRAUMA
(32 pages reading + 1 hour 15 minute film)

1. Davis, Fania. 2014. "Discipline With Dignity: Oakland Classrooms Try Healing Instead of Punishment". *YES Magazine*. (4 pages) <http://www.yesmagazine.org/issues/education-uprising/where-dignity-is-part-of-the-school-day>
2. 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. (24 pages) <https://www.aclu-wa.org/docs/students-not-suspects-need-reform-school-policing-washington-state>
3. Morris, Monique and Jacoba Atlas. 2019. *Pushout: The Criminalization of Black Girls in Schools*. (~1 hour, 15 minutes) Watch full film via Kanopy on UW Libraries Website. Go to this website: <https://washington.kanopy.com/video/pushout-criminalization-black-girls-schools>, click red "Log in" button, then "Log in with Google" (after clicking on this, you may be prompted to log in, if so use UW info), then "Log in to Washington" (use your UW log in info), next search for "Pushout," if necessary.
4. Reichard, Raquel. 2017. "Why Having Police in Schools May Be A Risk for Undocumented Students: Have You Ever Heard of the School-to-Deportation Pipeline?" *Teen Vogue*. (4 pages) <https://www.teenvogue.com/story/why-having-police-in-schools-may-be-a-risk-for-undocumented-students>

FIRST DRAFT OF FINAL PROJECT: DUE FRIDAY, FEBRUARY 26 AT 11:59PM

WEEK 9 (MARCH 3):
PRIVATIZING PUBLIC SCHOOLS IN NEW ORLEANS WITH ANNE MCGLYNN-WRIGHT
& PEER REVIEW DISCUSSION
(37 pages reading + 12-minute video)

1. Buras, Kristen L. 2011. "Race, Charter Schools, and Conscious Capitalism: On the Spatial Politics of Whiteness as Property (and the Unconscionable Assault on Black New Orleans)." *Harvard Educational Review*, 81(2), 296-331. (29 pages)
2. Stanford Center for Opportunity Policy in Education. 2016 "Privatization and Public Investment." https://www.youtube.com/watch?v=gJm6COtsLU4&feature=emb_title (12-minute video)
3. Stanford Center for Opportunity Policy in Education. 2016. "Six countries. Two educational strategies. One consistent conclusion." [Infographic] <https://edpolicy.stanford.edu/sites/default/files/doconly/scope-six-countries-infographic.pdf> (4 pages)
4. Stanford Center for Opportunity Policy in Education. 2016. "Educational Inequalities in the New Orleans Charter School System." [Infographic] <https://edpolicy.stanford.edu/sites/default/files/doconly/scope-nola-infographic.pdf> (4 pages)

Recommended (Not Required) Further Listening: Francis, Kenny and MarkAlain Dery. 2019. "Resistance Radio-NOLA 8-12-2019: New Orleans Charter Schools: RSD to Unification Part 1 & 2." *102.3FM WHIV-LP: Human Rights + Social Justice Radio*. (~2 hours total) <https://whivfm.org/resistance-radio-nola/2019/8/13/resistance-radio-nola-8-12-2019-new-orleans-charter-schools-rsd-to-unification-part-1-amp-2>

PEER-REVIEW FEEDBACK: DUE FRIDAY, MARCH 5

WEEK 10 (MARCH 10): ... NOW LET'S GET IN FORMATION – Beyoncé

(65 pages reading (30=fiction))

1. Jemisin, N.K. 2018. “The Ones Who Stay and Fight.” *How Long 'Til Black Future Month?* Pp. 1-13. **(fiction, 13 pages)**
2. Le Guin, Ursula K. 1973, 2015. “The Ones Who Walk Away from Omelas.” *Black Box: A Record of the Catastrophe*, Volume 1. PM Press. Pp. 234-240. **(fiction, 17 pages)—READ THIS BEFORE JEMISIN PIECE**
3. Love, Bettina L. 2019. “Abolitionist Teaching, Freedom Dreaming, and Black Joy.” *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Beacon Press. Pp. 88-123. **(35 pages)**

SECOND DRAFT FINAL PROJECT: DUE MONDAY, MARCH 15 AT 11:59PM

WRITTEN (FINAL) REFLECTION 3: DUE WEDNESDAY, MARCH 17 AT 11:59PM