

IDS 2935- RACE, CLASS, & INEQUALITY IN EDUCATION

Fall 2021

Section #2SB3

Tuesdays 11:45-1:40 (Leigh 0104)

Thursdays 11:45-12:35 (Matherly 0009)

School/Dept: College of Education/School of Teaching and Learning

Gen Ed Requirements: Social/Behavioral Sciences (S), Diversity(D)

Course Format: Face-to-Face and HyFlex

Course Instructor: Dr. Chris Busey

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Office Hours: Mondays 8:30-10:30 or by
appt.

Graduate Teaching Assistant

Erika Davis

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COURSE DESCRIPTION

In 1997, Beverly Tatum published a book entitled *Why Are All the Black Kids Sitting Together in the Cafeteria?* The title, and subsequent content of the book posed fundamental questions about race, class, and inequality in education. The school cafeteria is emblematic of K-12 and university level classrooms, fraternal spaces, campus socializing, churches, and residential communities. We can very easily start with educational spaces and systems to question why the social and political fabric of the U.S. is often inequitably sown along racial and class-based lines. Understanding where the lines are drawn is also crucial to understanding how structural inequality permeates these very same spaces and systems. This phenomenon, which plays out in education as a microcosm of society, occurs despite the supposed legal advances that were to coerce citizens into shared social relations.

Thus, the question remains, why are all the black kids sitting together in the cafeteria? We can also ask specific questions such as why are most of the students in advanced K-12 classes white? What do we mean by “good school” and “bad school”? Why do Predominantly White Institutions (PWI; e.g., University of Florida) continue to remain predominantly white in the 21st century? Why do campus socialization practices remain segregated along racial and class lines? Who are we referring to when we say “urban” students? How does the school-to-prison pipeline start before kindergarten? Overall, however, we can ultimately point to the question of what role does structural racial and class-based inequality play in shaping educational experiences across multiple levels and domains, and what can we do about it?

This class aims to address this overarching question while also asking how we can leverage research to bring attention and change to these social concerns. Adopting sociological perspectives towards education, we will “zoom out” to take a look at these questions through an examination of key societal issues such as residential segregation, school zoning patterns, gentrification, immigration, and the prison industrial complex. To create texture around these larger social concerns, we will “zoom in” to examine K-12 and higher education experiences including but not limited to disproportionate punishment, linguistic discrimination, restricted curriculum, DACA, and school reform. These social issues are deeply connected across disciplines, such as political science, economics, and history, through public policy, capitalism, and class divides. Through course activities, students will be challenged to analyze current structures and policies that uphold inequities and imagine changes or new policies that would explicitly address them.

COURSE DELIVERY AND FORMAT

Students will have faculty engagement on Tuesdays prior to breakout sessions, led by the teaching assistant, on Thursday mornings. During Tuesday lectures, the instructor will introduce foundational knowledge on the week’s topic and connect each reading to the course objectives. Thursday break-out sessions will be led by TA Erika Davis who will join virtually through zoom. Thursday sessions will consist of small group discussions related to course readings for that week, guided research activities conducted with peers, and dialogue around experiential learning assignments. Overall, expect for classes each week to identify key issues and themes related to race and class inequality in education, and to foster creative, research-based analyses of these key issues.

HyFlex learning opportunities will be provided for students who elect to do so. Should the student have to join class via Zoom, they should notify both Dr. Busey and Erika Davis in advance so that class breakout sessions can be planned appropriately. Zoom links for those who elect to use the HyFlex option will be provided in the Canvas shell.

This class in the Quest 2 (Q2) Curriculum fills Social/Behavioral Sciences (S) and Diversity (D) Gen Ed requirements.

What are the Objectives of Quest 2 (Q2)?

Grounded in the modes of inquiry and analysis characteristic of the social and/or biophysical sciences, Quest 2 courses invite students to address pressing questions facing human society and the planet—questions that outstrip the boundaries of any one discipline and that represent the kind of open-ended, complex issues they will face as critical, creative, and thoughtful adults navigating a complex and interconnected world.

What are the Objectives of Gen Ed Social/Behavioral Sciences (S) Classes?

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

What are the Objectives of Gen Ed Diversity (D) Classes?

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

THESE QUEST AND SUBJECT AREA OBJECTIVES WILL BE ACCOMPLISHED THROUGH:

1. Identifying key issues concerning racial and class-based inequality in education and their relation to broader societal structures and relations. (Content)
2. Evaluating and critiquing personal beliefs and challenges relative to racial and class-based inequality through reflection on respective educational experiences and analyses of local (UF, Alachua County, and Florida) educational contexts. (Connection)
3. Formulating and communicating research-based findings to key issues of racial and class-based inequality through experiential learning, qualitative research, and statistical and policy analyses. (Critical Thinking, Communication)

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

1) CONTENT SLOS:

Gen Ed S: Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.

Gen Ed D: Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability.

Quest 2: Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course.

This Course:

- AT THE END OF THE COURSE, STUDENTS WILL BE ABLE TO... draw from interdisciplinary perspectives and mixed-methods research to EXPLAIN how societal forces related to race and class inequality are reproduced in education through school zoning, school segregation, educational practices, educational systems, and EVALUATE their impact on shaping who has access to higher education and other opportunities for social mobility.
- ACHIEVEMENT OF THIS LEARNING OUTCOME WILL BE ASSESSED THROUGH: multimedia reaction posts to key course content, mapping, statistical analysis, and qualitative interviews.

2) CRITICAL THINKING SLOS:

Gen Ed S: Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.

Gen Ed D: Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society.

Quest 2: Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.

This Course:

- AT THE END OF THE COURSE, STUDENTS WILL BE ABLE TO... use and CONDUCT formal qualitative and statistical analyses to deduce and draw conclusions about race and class inequality in education; RELATE their understandings of race and class inequality in education to societal factors through a SYNTHESIS of course lectures, course materials, and engagement in experiential learning assignments from the UF and Alachua county communities.
- ACHIEVEMENT OF THESE LEARNING OUTCOMES WILL BE ASSESSED THROUGH: course reactions to key course content, and research-based reports.

3) COMMUNICATION SLOS:

Gen Ed S: Communicate knowledge, thoughts and reasoning clearly and effectively.

Gen Ed D: n/a

Quest 2: Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges

This Course:

- AT THE END OF THE COURSE, STUDENTS WILL BE ABLE TO... DEVELOP qualitative and quantitative research reports that EXPLAIN key findings from these reports in written, visual, and oral formats.
- ACHIEVEMENT OF THESE LEARNING OUTCOMES WILL BE ASSESSED THROUGH: research reports, in-class presentations.

4) Connection SLOs:

Gen Ed S: n/a

Gen Ed D: n/a

Quest 2: Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond

This Course:

- AT THE END OF THE COURSE, STUDENTS WILL BE ABLE TO... RELATE their own educational experiences to larger societal structures related to race and class.
- ACHIEVEMENT OF THESE LEARNING OUTCOMES WILL BE ASSESSED THROUGH: class discussion, multimedia reaction and reflection assignments, reflection on qualitative data report.

REQUIRED TEXTS

1. Ewing, E. (2018). *Ghosts in the schoolyard: Racism and school closings on Chicago's south side*. University of Chicago Press. (Available as free e-text via UF Library)
2. Shange, S. (2018). *Progressive dystopia: Abolition, antiblackness, and schooling in San Francisco*. Duke University Press. (Available as free e-text via UF Library)
3. Shedd, C. (2015). *Unequal city: Race, schools and perceptions of injustice*. Russell Sage Foundation. (Available as a 2-hour Course Reserves in UF Library)

Other Assigned Readings (Provided via Canvas or Accessible Online)

Academic articles:

Anderson, C. R. & Dixon, A. D. (2016). Down by the riverside: A CRT perspective on education reform in two cities. *Urban Education*, 51(4), pp. 363-389.

Fuller, B. Kim, Y., Galindo, C., Bathia, S., Bridges, M., Duncan, G.J., & Valdivia, I.G. (2019). Worsening school segregation for Latino children? *Educational Researcher*, 48(7), 407-420.

Gonzales, R. G. (2011). Learning to be illegal: Undocumented youth and shifting legal contexts in the transition to adulthood. *American Sociological Review*, 76(4), pp. 602-619.

Ladson-Billings, G. (2004). Landing on the wrong note: The price we paid for Brown. *Educational Researcher*, 33(7), 3-13.

Ladson-Billings, G. (2007). Pushing past the achievement gap: An essay on the language of deficit. *Journal of Negro Education*, 76(3), 316-323.

Lewis-McCoy, R.L. (2016). Boyz in the burbs: Parental negotiation of race and class in raising Black males in suburbia. *Peabody Journal of Education*, 91(3), 309-325.

Owens, A., Reardon, S.F., & Jencks, C. (2016). Income segregation between schools and school districts. *American Educational Research Journal*, 53(4), 1159-1197.

Palmer, K. (2016). Losing Lincoln: Black educators, historical memory, and the desegregation of Lincoln High School in Gainesville, Florida. *The Florida Historical Quarterly*, 95(1), pp. 26-70.

Rios, V. & Galicia, M. (2013). Smoking guns or smoke & mirrors?: Schools and the policing of Latino boys. *Association of Mexican American Educators (AMAE) Special Theme Issue*, 7(3), pp. 54-66.

Web articles:

Chang, A. (2018). We can draw school zones to make classrooms less segregated. Retrieved from <https://www.vox.com/2018/1/8/16822374/school-segregation-gerrymander-map>.

Kendi, I. (20 October 2016). Why the academic achievement gap is a racist idea. *Black Perspectives*. Retrieved from <https://www.aaihs.org/why-the-academic-achievement-gap-is-a-racist-idea/>

Hannah-Jones, N. (12 June 2016). Choosing a school for my daughter in a segregated city. *New York Times Magazine*. <https://www.nytimes.com/2016/06/12/magazine/choosing-a-school-for-my-daughter-in-a-segregated-city.html>

Wigglesworth, A. (21 August 2019). "Will changes to California's ethnic studies curriculum weaken it? That's what some activists and educators say." *Los Angeles Times*. Retrieved from <https://www.latimes.com/california/story/2019-08-20/will-changes-to-californias-ethnic-studies-curriculum-weaken-it>

Assigned Videos (will be shown in class)

1. Bing, L., Parrish, R., James, S., & Shaw, K. 2018. America to Me. (Available via Amazon Prime)
2. Duvernay, A. 2016. 13th Documentary. (Available via Netflix)
3. PBS Frontline. 2014. Separate and Unequal.
<https://www.pbs.org/wgbh/frontline/film/separate-and-unequal/>
4. Love, B.L. 2014. Hip hop, grit, and academic success.
<https://www.youtube.com/watch?v=tkZqPMzgvzg>
5. Lowman, S. 2017. Teach Us All. (Available via Netflix)

COURSE POLICIES AND EXPECTATIONS

Writing and Citation: Formal writing assignments for the course should be organized, formatted, and cited according to APA, MLA, or Chicago Style manuals. The manual you choose is of your discretion, but all formal papers should include a cover page and works cited page. Also, cite any specific references in the discussion forum to avoid plagiarism.

Attendance and Tardiness: For your successful completion of the course, class attendance is expected. You are allowed one unexcused absence from a lecture and one unexcused absence from a break-out session. Each unexcused absence beyond the allotted attendance policy will result in a 10-point reduction in the final grade. Excused absences are consistent with university policies in the [undergraduate catalog](#) and require appropriate documentation. Classes will begin promptly at their scheduled time. Students should make every effort to arrive on time, be it in-person or through Zoom. Arrival within 5-minutes of the scheduled class time will count as a tardy, with more than two tardy arrivals equating to an unexcused absence. Arrival after 10-minutes will be considered an unexcused absence.

Late Work Policy: All assignments should be submitted by Thursday at 11:35am prior to attending breakout sessions unless indicated otherwise on the course schedule. On some days where we will be working through your case study drafts, students should bring a paper copy with them to class too. I understand the need for flexibility during this time and therefore, students are allowed a two-day grace window for two assignment submissions with the exception of your final case study.

Make-Up Policy: Make-up assignments and quizzes will be permitted if there is a university approved excuse or at the discretion of the instructor.

Civility, Professionalism, and Communication: As your professor, I am dedicated to the advancement of knowledge and development of integrity through civil dialogue. Unfortunately, we live in a polarized society where ideas and thoughts are often positioned as dichotomous. Having taught at numerous levels and researched civic engagement for more than a decade, I know that human emotions, thoughts, and perspectives are not binary. In order to thrive and excel in this university community, and as a society overall, we must respect freedom of thought, expression, and speech. We must also respect academic freedom which has also recently been under attack. My goal as your course instructor is to promote an environment and culture of respect, dignity, and safety. This means that together, we will reject bigotry, hate, discrimination, harassment, or violence of any kind, or the promotion of those ideologies that do not help us advance as a society. When we disagree with each other, comments should not be personalized attacks, but should engage ideas.

Any in-class behavior that fails to adhere to civil exchange will result in intervention with the professor and university officials. I encourage students to also read the Student Code of Conduct <https://sccr.dso.ufl.edu/wp-content/uploads/sites/4/2020/12/Orange-Book-Web-Version-2020.pdf> for further procedures that will be followed should this situation arise.

Email: Throughout the week I will respond to student emails within 24-48 hours. However, for emails sent on the weekends, students might not receive a response until Monday morning. Please remember that I cannot discuss grades via email, so if students have any questions pertaining to grades, they should schedule a meeting with me during office hours.

Grading and Feedback: Papers will generally be graded and returned within 7-10 days max.

HyFlex Camera Policy and Online Learning for the Course

If a student elects to attend class using the virtual HyFlex option, it is acceptable to turn their camera off during the lecture. However, during discussion-based components of the course, especially Thursdays, students attending class virtually are expected to have their cameras and microphones on and be ready to contribute to class discussion when prompted. Please adhere to professional norms when attending class virtually such as being in a setting with minimal noise disruptions.

GRADES AND ASSIGNMENT EVALUATIONS

Assignment	Total Percent of grade
Attendance and participation in discussions	25%
Bi-Weekly Course Journal	25%
Applied Case Study and Presentation	50%
Total:	100%

Grading Scale

Percent	Grade	Grade Points
93.4-100	A	4.00
90.0-93.3	A-	3.67
86.7-89.9	B+	3.33
83.4-86.6	B+	3.00
80.0-83.3	B-	2.67
76.6-79.9	C+	2.33
73.4-76.6	C	2.00
70.0-73.3	C-	1.67
66.7-69.9	D+	1.33
63.4-66.6	D	1.00
60-63.3	D-	0.67
0-59.9	E	0.00

A minimum grade of C is required for general education credit. More information on grades and grading policies is here: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

DESCRIPTION OF COURSE ASSIGNMENTS**Attendance and Informed Participation in Discussions**

Attendance at both lecture and break-out sessions is mandatory every week. Especially in the smaller break-out sessions, we must rely on one another to attend class and be prepared for discussion and/or research activities in each class. Tardiness may also be counted as an absence if it becomes excessive. Participation in-class is defined and assessed on the following criteria:

1. **Active and willing listeners.** Students take notes and respectfully respond to points made by the course instructors and peers.
2. **Vocal and relevant contributions.** Students should drive course discussions, especially in break-out sessions, and their contributions should make specific references to course readings, films, and books. Your intellectual contributions to class discussion is evidence of having completed assigned course requirements.
3. **Sustained and Equal Engagement.** Students should make every effort to ensure that they contribute equally to class discussions. This means that students should not dominate the perspective regarding a particular project, nor should they fail to participate.

Course Journal (Submit 5 out of 7)

Because the course eschews traditional assessment models, students are expected to demonstrate their grasp of class material via a course journal submitted bi-weekly or on dates indicated per the syllabus. The course journal will serve as the base for several of our Thursday breakout

discussions and should be submitted prior to class to ensure that you are appropriately prepared. Overall, course journals should address two essential components:

1. Reflections: Students will reflect on and react to various points raised in the required readings in addition to Tuesday's lecture. These reflections and reactions should contain direct references to the required readings and lecture as opposed to superficial engagement (e.g., I really learned something new about school desegregation that I did not know before). Direct quotes from the required texts or lecture should be limited to 20-words.
2. Connections: What are you listening to, watching, or reading that is relevant to the course material? Each week, students are encouraged to listen to educational podcasts, watch educational documentaries, or stay abreast of current events (either locally or nationally) that are relevant to the topics presented in class. In your course journal, draw from your outside engagement to make those connections clear while also providing exact references to the source that you are drawing from.

Course Journal assignments will be assessed on the following criteria: (a) depth of reflection/reaction; (b) accuracy of engagement with readings and course lectures, and (c) strength of connection to outside sources relevant to the course. Additionally, student assignments in this area will be assessed for quality of writing which pertains to formatting, organization of ideas, correct grammatical usage, and minimum writing requirements of at least 500-750 words. Course journals should be uploaded to the Canvas site as a Microsoft Word document.

Applied Case Study and Presentation

The goal of Quest II, and ultimately this course, is to shed light on pressing issues such as race and class inequality in education, but to also propose productive solutions for solving these problems. For this assignment, students are asked to zoom into a case of race and class inequality in education. Cases could be either drawn from UF campus, Alachua County schools, or another particular school or school district, with the caveat that the issue must be related to course themes. For example, the issue could be one of school or university closure, access to IB/Cambridge/AP courses in a particular school or school district, disproportionate suspension, lack of representation of student athletes of color in applied professional majors, etc. Your applied case study will address four major areas:

The Case: What is the issue and why did you choose it?

Methodology: How do you plan to excavate the issue and why is this methodological approach appropriate for the case?

Findings: What did you find from your analysis of the particular case?

Suggestions/Implications: What can we do to mediate race and class inequality that your case uncovered?

More details about the applied case study will be provided as a separate document on the course Canvas site, but overall students should be attentive to several important items that will help them successfully complete the assignment.

1. The case study will be completed throughout the semester so be attentive to certain due dates that are crucial for receiving feedback.
2. Students will submit a 1–2-page (double-spaced) draft of each case study component to Canvas on the due dates indicated, but also bring a copy of the draft to class with them for guided workshops.
3. Students are allowed to complete the case study in pairs as opposed to individually. Should that be the case, each pair should inform the course instructor by week 4 of the course of their intent.
4. Creativity is the key. Think outside the box with your cases and how you choose to explore the issue!

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392- 8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Materials and Supplies Fees

There are no additional fees for this course.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161. *University Police Department, 392-1111 (or 9-1-1 for emergencies).* <http://www.police.ufl.edu/>.

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>.

Weekly Course Schedule

Note: The instructor has the discretion to make changes to the course schedule, assignments, and readings as needed. Students will be notified of any changes via class and the Canvas site.

Week/Date	Topic	Reading	Assignments Due
1	<i>Class Introduction & Syllabus Review</i>		
Aug 24 & 26	T: Lecture R: Breakouts – reading academic texts; note-taking in college; writing		
2	<i>Brown v. Board, 1954: What It Failed to Do</i>		
Aug 31 & Sept. 2	T: Lecture (PBS Frontline) R: Breakouts – discuss readings; identifying a case	Palmer (2016) Ladson-Billings (2004)	Course Journal #1
3	<i>Residential Segregation and School Zoning: Creating Unequal Schools</i>		
Sept. 7 & 9	T: Lecture R: Breakouts	Chang (2018) Fuller et al. (2019) Owens et al. (2016)	
4	<i>Inextricably Linked: City Politics and Schooling</i>		
Sept. 14 & 16	T: Lecture (America to Me) R: Breakouts	Ewing Chapter 2 Shange Chapter 2	Course Journal #2
5	<i>Just What is a Good/Bad School? Unpacking the Race and Class Undertones of the Achievement Gap</i>		
Sept. 21 & 23	T: Lecture (America to Me) R: Breakouts	Kendi (2016) Ladson-Billings (2007)	Applied Case Study: Identify Case

6	<i>Just What is a Good/Bad School? Why Tying Funding to School Performance Doesn't Work</i>		
Sept. 28 & 30	T: Lecture R: Breakouts - peer-review questionnaires	Shedd Chapter 3	Course Journal #3
7	<i>Just What is a Good/Bad School? Shifting Paradigms and Sites</i>		
Oct. 5 & 7	T: Lecture (Hip-Hop, Grit & Success) R: Breakouts - guided work time on transcribing	Ewing Chapter 3 Lewis-McCoy (2016)	Applied Case Study: Methodology
8	<i>School Choice for Whom? Public Policy that Does More Harm than Good</i>		
Oct. 12 & 14	T: Lecture (Teach Us All) R: Breakouts - research teams - intro to qualitative analysis/coding	Hannah-Jones (2016)	Course Journal #4
9	<i>When Neoliberalism Dictates School Reform, Who 'Wins'?</i>		
Oct. 19 & 21	T: Lecture (Teach Us All) R: Breakouts - research teams - guided work time on organizing data/codes into "findings"	Anderson & Dixson (2016)	
10	<i>Disproportionate Punishment Along Racial, Gender, and Class-Based Lines</i>		
Oct. 26 & 28	T: Lecture R: Breakouts - intro to quantitative analysis	Rios (2013) Shedd Chapter 4	Course Journal #5
11	<i>The New Jim Crow...In School: The School-to-Prison Pipeline</i>		
Nov. 2 & 4	T: Lecture (13th) R: Breakouts	Shange Chapter 1 Shedd Chapter 5	Applied Case Study: Findings
12	<i>Race, Class, and Undocumented Youth in Schools</i>		
Nov. 9	T: Lecture R: No Class – Veteran's Day	Gonzales (2011)	

13	<i>Undocumented Youth: Reproducing Class and Racial Inequality in Higher Education</i>		
Nov. 16 & 18	T: Lecture R: Breakouts	Reading TBD	Course Journal #6
14	<i>Applied Case Study Workshop</i>		
Nov. 23 & 25	T: Case Study Proposal Peer Review Online Workshop R: No Class - Thanksgiving		Applied Case Study: Suggestions/Proposal for Policy (Due Tuesday)
15	<i>Special Topic: TBD</i>		
Nov. 30 & Dec. 2	T: Lecture R: Breakouts		Course Journal #7
16	<i>Presentations and Discussion: Moving Forward</i>		
Dec. 7	T: Presentations R: No Class - Reading Days		Applied Case Study Due