Spring 2-1-2019

AAST 391.01: ST - Race, Inequality & Education

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University of Montana, Missoula

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Race, Inequality & Education  
Tuesdays & Thursdays, 2:00 – 3:20 pm  
DHC 023  
AAST 391 x80  
Spring 2019

Contact  
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502-640-3851  
Eliot.graham@umontana.edu

Office Hours  
DHC 005  
Wednesdays, 1:00-3:00  
(or by appointment)

Land Acknowledgement: This course is taking place on the indigenous lands of the Salish and Kalispel people.

Course Overview

What is the relationship between racial inequality and education?

This seminar-style honors course revolves around this question, exploring how school systems in the United States have perpetuated racial inequality, and considering if and how schools could instead work to combat racial inequality. We will draw on history, sociology, educational research and mainstream media in order to examine issues including:

- school segregation, both historically and in the present  
- schools as instruments of assimilation  
- how race is constructed in predominantly white schools  
- causes of and solutions for the “achievement gap”  
- the impact of federal education policies on communities of color  
- the potential of ethnic studies and culturally responsive pedagogy

This course culminates in a project which asks students to apply this information in order to understand an educational “case” of their own choosing.

Course Objectives

At the end of this course, you will be able to:

- Identify and explain multiple ways in which educational systems have perpetuated racial inequality, including through unequal structures, through racial ideologies, and through specific policies and practices.
Create your own analyses of how racial inequality is operating in other education-related settings and situations.
What I Expect of You:

Attendance
This is a participation/discussion-oriented class, so you must be present. Missing class means missing significant intellectual work that will help you understand the readings and complete the assignments.

Participation
This class is structured to both support your learning and create space for what YOU find most interesting. For this to be effective, you must come to class having done the reading and prepared to contribute ideas and questions. Additionally, I expect you to refrain from electronic distraction (texting, Facebook, etc.). Splitting your attention in this way compromises what you get out of class. It’s also disrespectful to me and to your classmates.

Intellectual Engagement
Like many things in life, what you get out of this class is proportionate to what you put into it. The work is this class is not formulaic; it requires curiosity, persistence, and intellectual risk-taking.

What You Can Expect of Me:

I am your teacher before I am your evaluator.
This means that my job is to support you in any way I can. Please talk to me if you have a learning difference that requires accommodation, if you are struggling with the material, or if something in your life is making it difficult for you to succeed in this class.

I will not make you do meaningless work.
The readings, assignments, and structure of this class are designed to support your learning, and I will always explain the purpose of what we’re doing.

I will provide you with feedback on your work.
Assignments should serve learning goals, and getting both positive and negative feedback on assignments is part of that process. On all assignments, I will tell you what you did well, and what you could improve. If you ever get a lower grade than you were expecting on an assignment, I encourage you to talk to me about it so you understand what went wrong. (A low grade doesn’t mean that I’m mad at you, think you’re stupid, or don’t like you anymore. It’s an evaluation of one assignment, not an evaluation of you as a human being.)
Readings
Where are they?
All readings are either posted on Moodle, or are online (the links are on the syllabus).

What should I do with them?
YOU MUST ANNOTATE THE READINGS!!! Otherwise, all the assignments will be much more difficult. You can print them out, or annotate them on a computer or tablet; Amherst College offers guidance on annotating digital texts.

You should always bring your annotated readings to class, because they will form the basis of our discussion.

Assignments & Grading
General Information
- All assignments are required to pass this course.
- Descriptions of all assignments, plus assessment criteria, are included at the end of the syllabus.
- An “A” assignment is exceptional work, not work that merely meets the requirements.
- Late assignments will be lowered half a letter grade for each day past the due date (i.e. A to A- to B+, and so forth). I am flexible about extensions; however, you need to let me know in advance!

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Portion of Final Grade</th>
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<tbody>
<tr>
<td>Reading Quizzes</td>
<td>Tuesdays</td>
<td>25%</td>
</tr>
<tr>
<td>Case Study Proposal</td>
<td>Thursday, Jan. 31st</td>
<td>10%</td>
</tr>
<tr>
<td>Case Study Finalized Data</td>
<td>Thursday, Mar. 7th</td>
<td>10%</td>
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<tr>
<td>Case Study Poster</td>
<td>Thursday, Apr. 4th OR Thursday, Apr. 11th</td>
<td>25%</td>
</tr>
<tr>
<td>Case Study Final Paper</td>
<td>Friday, May 3rd</td>
<td>30%</td>
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Academic Integrity
If you use someone else’s work or ideas without citing them, it’s considered plagiarism. This can happen by accident if you aren’t mindful about giving credit where credit is due. It can also happen on purpose if people become overwhelmed, and intentionally cheat.

The most important reason not to cheat is that it compromises your integrity. Your integrity is worth more than any grade.

I take dishonesty very seriously, and will not give you credit for any assignment you have plagiarized, nor will I allow you to make up the assignment. If you are overwhelmed, please come talk to me so that I can help you.
ASSIGNMENT DESCRIPTIONS

Reading Quizzes (25% of final grade)

Every Tuesday, we will start class with a short (20 minutes, 1-2 questions) quiz on the week’s reading. Quizzes are open note, and will be completed in pairs.

Quiz questions will not be designed to trick you, nor will they require that you have a perfect understanding of the readings. The purposes of this assignment are to ensure that you are prepared for class (i.e. have read and annotated/taken notes on the texts), and to provide a check (for you and me) on your understanding.

If you miss a quiz because you are absent, you can make it up by coming to office hours, or by making an appointment with me.

Case Study Assignment (75% of final grade)

In this assignment, you will do an in-depth investigation and analysis of a single “case” related to education. Examples of cases include a classroom, school or school district, the educational history of an individual person, a curriculum or curricular resource (e.g. a textbook), a nonprofit organization related to education, a specific educational law or policy, etc. The purpose of this is for you to develop the ability to apply the ideas in this course to a real-life example that interests you.

You may choose to work individually or in pairs. Naturally, I expect that two people would be able to handle a larger case or delve further into the data than one person could.

In phase one, you will gather information/data about your case. In phase two, you will analyze how the specifics of your case relate to larger patterns of educational inequality in the U.S. You will create a poster summarizing your findings and analysis to be shared with the class, and will write a final paper to be turned in at the end of the semester.

Your analysis (as represented in your poster and paper) must:

- include consideration of both structural inequality & racial ideologies
- use a minimum of 3 readings from the class to explain and support your argument

Deadlines:

- Proposal – Due Thursday, January 31st
- Finalized data – Due Thursday, March 7th
- Poster presentation – Due Thursday, April 4th or Thursday, April 11th (you will sign up for one or the other)
- Final Paper – Due Friday, May 3rd

We will talk further about this assignment in class!!!
# Course Schedule

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments DUE</th>
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<tbody>
<tr>
<td>1</td>
<td>Introductions</td>
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<tr>
<td>Jan. 10th</td>
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  Further Recommended Reading:  
| Jan. 15th & 17th | | | |
  Read ONLY pp. 1 – 14.  
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<th>Week</th>
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<th>Week</th>
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<th>Reading</th>
<th>Assignments DUE</th>
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| 10 Mar. 12th & 14th | | 1) Prologue, pp. xiii-xix.  
2) Introduction, pp. 1-16.  
| | | Further Recommended Reading:  
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<tr>
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<td><strong>Apr. 9&lt;sup&gt;th&lt;/sup&gt; &amp; 11&lt;sup&gt;th&lt;/sup&gt;</strong></td>
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<td><strong>Apr. 16&lt;sup&gt;th&lt;/sup&gt; &amp; 18&lt;sup&gt;th&lt;/sup&gt;</strong></td>
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| 15     | Education for Liberation                      | 1) Watch Precious Knowledge  
|        | **Apr. 23<sup>rd</sup> & 25<sup>th</sup>**     |                                                                        |                              |
| 16     | *Finals Week – No Class!*                    |                                                                        |                              |
|        |                                               |                                                                        |                              |