

**LDST 384-01 (CRN#22111) - EDUCATION AND EQUITY
SPRING 2023 - COURSE SYLLABUS**

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Office hours: By appointment

Class meeting time *Section 01* Tuesday, Thursday 12:00 p.m. – 1:15 p.m.
and location: Jepson 107

INTRODUCTION

This course explores inequity and segregation in the K-12 educational system in the U.S. and its impact on a democratic society and citizenship.

COURSE LEARNING PLAN

Course Learning Objectives - The essential, overarching learning objectives of this course are the following:

1. The student will learn about the inequity of K-12 educational systems in Richmond, Virginia and in the U.S.
2. The student will examine the role of racial, economic, and ethnic segregation in K-12 schooling in Richmond area, Virginia and the U.S.
3. The student should have an enhanced understanding of the impact of community and societal factors in child and adolescent learning opportunities.
4. The student will understand the history of segregation in schools in Richmond and in Virginia and the current segregation that exists in K-12 education environments.
5. The student will study the demographic changes that are happening in Richmond and in Virginia and the impact on schools and housing.
6. The student will understand the relationship of segregation in education and housing policy.
7. The student will understand the role of the government in creating inequity in schools and housing.
8. The student will understand the relationship between health drivers/determinants and educational success.
9. By the end of the course, the student should be familiar with the kinds of questions asked by education scholars, practitioners, and advocates with regard to inequality and segregation in K-12 school and society in the U.S.
10. The student should have enhanced powers of critical thinking and increased capabilities of oral and written communication.

COURSE REQUIRED READINGS

The classroom work in this course will center on the reading assignments. Since the course involves as much discussion as possible, and with minimum lecturing, it is **IMPERATIVE** that you complete the assigned readings prior to each class. *To be successful in this course you should devote 10 – 14 hours in class, reading and studying the material, and preparing assignments.*

Texts:

- Emdin, C. (2016). *For white folks who teach in the hood...and the rest of y'all too: Reality pedagogy and urban education*. Boston, MA: Beacon Press.
- Richard, R. (2017). *The color of law: A forgotten history of how our government segregated America*. New York, NY: Liveright Publishing Corporation.
- Siegel-Hawley, G. (2020). *A single garment: Creating intentionally diverse schools that benefit all children*. Cambridge, MA: Harvard Education Press.

Optional:

- Green, K. (2015). *Something must be done about Prince Edward County: A family, a Virginia town, a Civil Rights battle*. New York, NY: Harper Collins Publishers.

Articles:

You can access other readings, labeled Bb, under the Course Document section on the **Blackboard website**.

COURSE POLICIES AND STANDARDS

The following class policies are established for the purpose of allowing students enrolled in leadership courses to establish practices that demonstrate mature and responsible behavior toward their work and each other.

Class and Event Attendance and Participation

Attendance and participation in class and group activities/meetings are very serious components of the class. Class attendance **is required**. More than three unexcused absences will result in a half grade reduction for each session missed. Student absences due to illness or University-required quarantine are excused absences and will not be penalized. Students who are sick should not attend class and will not be required to provide formal documentation from a health care provider. In the event of excused absences, the instructor will support students to maintain progress toward the course learning goals. Please communicate with me about any extended absence. In addition, unless there are good reasons, lateness will not be tolerated. Chronic lateness will be penalized.

Technology

Laptops are acceptable in class. ***Smartphones will be put away during class and not checked until after class.***

Awarding of Credit

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.

registrar.richmond.edu/services/policies/academic-credit.html

Late Papers

Late papers or assignments receive a half grade deduction per day.

Honor Code

Every piece of written work presented by individual students must have the honor pledge and the student's signature on it. The pledge is, ***"I pledge that I have neither given nor received unauthorized assistance during the completion of this work."***

Religious Observance Policy

Students needing to miss class because of religious observance should contact me within the first two weeks of the semester to discuss the absence. The University's full religious observance policy may be found here (<https://registrar.richmond.edu/planning/religious-observance.html>.)

ADDITIONAL SUPPORT

There are also other resources that can support you in your efforts to meet course requirements.

Academic Skills Center (asc.richmond.edu): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website. **Email Roger Mancastroppa** (rmancast@richmond.edu) **and Hope Walton** (hwalton@richmond.edu) **for coaching appointments in academic and life skills.**

Boatwright Library Research Librarians: (library.richmond.edu/help/ask/ or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide individual appointments, class library instruction, tutorials, and [research guides](http://libguides.richmond.edu) (libguides.richmond.edu). Students can [contact an individual librarian](http://library.richmond.edu/help/liaison-librarians.html) (library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email (library@richmond.edu), text (804-277-9ASK), or [chat](http://library.richmond.edu/chat.html) (library.richmond.edu/chat.html).

Career Services: (careerservices.richmond.edu or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

Counseling and Psychological Services (caps.richmond.edu or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

Disability Services (disability.richmond.edu) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

Speech Center (speech.richmond.edu or 287-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your

public speaking needs.

Writing Center (writing.richmond.edu or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.

COURSE ASSIGNMENTS

The assignments are designed to create a framework in which students are treated fairly and equally. Please remember that critical analysis of the assigned readings is necessary. The readings, articles, and ideas from the course will need to be incorporated into each assignment. Please utilize the *American Psychological Association (APA)* style in referencing material or other referencing sources such as the MLA or Chicago Style. **Every quote and non-original thought that is written by a student should have a reference citation.**

The assignments for this class are:

Response Essays (5 at 10% = 50%)

Each student will write five response essays that will be two pages double-spaced and put on Blackboard Assignment page. These will be reflection pieces on the books, Blackboard readings, discussions, movies, blogs, speakers and websites related to the course. The instructor will provide the writing prompt as a guide for inquiry on each topic and post it on the Assignment area of Blackboard.

Digital Narrative/Story Final Project (20%)

Each student will create a digital narrative/story on a topic that examines an issue of inequity and segregation in K-12 education in the U.S. This will be a multi-media presentation that due the last week of class on Blackboard. More information will be handed out on the project.

Leadership (30%)

Class preparation and attendance are expected and will help determine both your experience and success in the course. We will call this leadership because it will require you to act as leaders and followers in our course community.

For additional information on the type of writing that is expected in this class please see the Course Grading Rubric.

Addressing Microaggressions on Campus

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.¹ Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.² Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).³ A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.⁴

The University of Richmond is committed to building an inclusive community. To this end, the Student Center for Equity and Inclusion (SCEI) was created in 2021 and offers ongoing support and assistance for a diverse student body.⁵ With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

¹Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, 60(1), 525–548. <https://doi.org/10.1146/annurev.psych.60.110707.163651>

²Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting college student development through collaborative learning: A case study of *hevruta*. *About Campus*, 15: 19-25. <https://doi.org/10.1002/abc.20044>

³Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development*, 92(1), 57–66. <https://doi.org/10.1002/j.1556-6676.2014.00130.x>

⁴Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, 1(1). <http://dx.doi.org/10.3998/currents.17387731.0001.106>

⁵ <https://inclusion.richmond.edu/>

COURSE SCHEDULE

Introduction

Week 1

Tues., Jan. 10

Introduction to Syllabus

Reading:

There are no readings for the first day. Please review the syllabus.

Thur., Jan. 12

Introduction: Failing *Brown v. Board*

Reading:

Bb, Failing *Brown v. Board*, pp. 1-21

Bb, *Promote Equity and Excellence in our Region's Schools*

Bb, What is equity

History of Racial Segregation in Virginia and in Richmond Schools

Week 2

Tues., Jan. 17

History of Racial Segregation and Fight for Integration in Virginia

Reading:

Bb, readings on aftermath of *Brown v. Board* decision in Virginia and the role of the NAACP

Thur., Jan. 19

History of Racial Segregation and Fight for Integration in Virginia

Reading:

Bb, readings on Moton HS and Prince Edward County, Virginia

Week 3

Tues., Jan. 24

Desegregation Court Cases in Virginia and in Richmond area

Reading: Bb, readings on historic court decisions in Richmond area schools

Thur., Jan. 26 **Demographic Change: Double Segregation by Race and**
Reading: Bb, *Can We Learn and Live Together: Confronting School and Housing Segregation in the Richmond Region* report
Bb, *Unpacking the Census*

Week 4

Tues., Jan. 31 **Double Segregation by Race and Income in Virginia**
Reading: Bb, readings on income inequality and influence on education

Thur., Feb. 2 **Windows of Achievement and Opportunity**
Reading: Bb, reading on need for diverse schools to close achievement and opportunity gaps

Education-Housing Nexus: Redlining, Gentrification, Rise of Evictions, Affordable Housing

Week 5

Tue., Feb. 7 **History of Redlining in Housing**
Reading: Rothstein, Chaps. 2-4

Thur., Feb. 9 **History of Government Involvement in Housing Segregation**
Reading: Rothstein, Chaps. 5-9, 11-12

Week 6

Tues., Feb. 14 **Affordable Housing, Gentrification, and Eviction**
Reading: Bb, readings on affordable housing, gentrification, and eviction in Richmond area

Thur., Feb. 16 **Housing Policy Contributes to School Segregation**
Reading: Bb, readings on housing and school segregation

Why School Integration: Impact of School Choice

Week 7

Tues., Feb. 21 **Reasons for School Integration**
Reading: Siegel-Hawley, *A Single Garment*, Introduction and Chap. 1 Why School Integration

Thur., Feb. 23 **Impact of School Boundaries and School Boards**
Reading: Bb, School Segregation by Boundary Line in Virginia: Scope, Significance and State Policy Solutions

Week 8

Tues., Feb. 28 **Choice Conundrum and Charter Schools**
Reading: Bb, readings on school choice and charter schools

Thur., Mar. 2 **Catch up**

Week 9

Tues., Mar. 7 **SPRING BREAK – NO CLASS**

Thur., Mar. 9 **SPRING BREAK – NO CLASS**

Week 10

Tues., Mar. 14 **Binford Middle School and Open Enrollment**
Reading: Siegel-Hawley, Chap. 4 Binford Middle School

Thur., Mar. 16 **CodeRVA High School and Magnet Schools**
Reading: Siegel-Hawley, Chap. 5 CodeRVA High School

Why School Integration: Understanding Health Determinants, ACES, Trauma, and Toxic Stress

Week 11

Tues., Mar. 21 **Adverse Childhood Experiences (ACES) and Toxic Stress**
Reading: Bb, readings on adverse childhood experiences

Thurs., Mar. 23 **Trauma Informed Practices in the Classroom**
Reading: Bb, readings on trauma informed practices in the classroom

Week 12

Tues., Mar. 28 **Determinants of Health Outcomes in Communities and Children**
Reading: Bb, readings on drivers of health outcomes in communities and the impact on children and families

Thur., Mar. 30 **Determinants of Health Outcomes in Communities and Children**
Reading: Bb, readings on drivers of health outcomes in communities and the impact on children and families

Week 13

Tues., Apr. 4 **Ecoff Elementary and Socio-Emotional Learning**
Reading: Siegel-Hawley, Chap. 3 Ecoff Elementary School

Thurs., Apr. 6 **School Discipline Disparities – School to Prison Pipeline**
Reading: Bb, readings on school to prison pipeline

**Why School Integration: Diversity, Equity, Inclusivity in Teachers,
Curriculum and Pedagogy**

Week 14

Tues., Apr. 11 **Benefits of Diversity, Equity, Inclusivity**
Reading: Bb, readings on need for more diversity in schools

Tues., Apr. 13 **Curriculum as a Reflection of a Diverse Society**
Reading: Emdin, Chap. 1-2

Week 15

Tues., Apr. 18 **Cultural Relative Pedagogy**
Reading: Emdin, Chap. 3 - 5

Tues, Apr. 20 **Cultural Relative Pedagogy**
Reading: Emdin, Chap. 6 - 8

Week 16

DUE: **Final Digital/Narrative Story on Equity and Justice in Education**

GRADING RUBRIC	Strong	Acceptable	Weak
Thesis (very important)	Essay has a clean non-obvious, interesting thesis that neither restates the question nor asks one without answering it	Essay has a clear thesis but it may be obvious or a simple restatement of the question	Essay has no clear thesis
Scope	Topic is clearly defined and limited	Topic is defined but limits aren't clear	Topic is either undefined or tries to do too much
Topic sentences	Each paragraph has a topic sentence that clearly links back to the thesis	Paragraphs have topic sentences but relationship to thesis is not always clear	No or few topic sentences; paragraphs not logically ordered
EVIDENCE			
Choice of evidence (very important)	Thesis is supported with evidence drawn from the text that is analyzed creatively and thoughtfully	Thesis is supported with textual evidence but analysis is minimal or evidence is obvious	Thesis is either unsupported or evidence is irrelevant
Integration	Quotations are smoothly integrated into the text	Not all quotations fully integrated; some awkward moments	Quotations not integrated into sentences, introducing grammatical or logical errors
Analysis	Each quotation is preceded or followed by analysis—at least 2 lines per quotation	Quotations are analyzed but some logical breaks or missing steps	Limited to no analysis of quotations; analysis never moves beyond paraphrase
Academic Integrity (pass/fail)	Sources are properly referenced		Essay lacks attribution for sources, whether course materials, online sources, or others
FORMAT			
Grammar	Essay has been copy-edited and has no grammatical or spelling errors	Essay is largely error-free but some errors remain	Essay has not been copy-edited
Style	Essay is clear and graceful	Essay is usually clear and readable	Essay is awkward, repetitive, or hard to read.
Concision (very important)	Essay is concise and diction is well-chosen; style shows attention to revision	Essay is generally concise, though some wordiness may remain	Essay is wordy and vague