Instructor: Dr. Thomas J. Shields  
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Twitter: @TshieldsJ  
Phone: 804-289-8524 (office) 804-787-0829 (cell)  
Office hours: By appointment

Class meeting time  
Section 01  
Tuesday, Thursday 1:30 p.m. – 2:45 p.m.  
and location: North Court 105

INTRODUCTION
This course explores inequality and inequity in K-12 education 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 inequality and inequity of K-12 schooling and education in the U.S.
2. The student will be able to analyze how inequality and inequity U.S. schools contributes to inequality and inequity in our citizenship and democracy.
3. The student should have an enhanced understanding of the impact of community and societal factors in a child’s and adolescent’s learning opportunities.
4. The student will examine the role of race, ethnicity, and socio-economic status in schooling in the U.S.
5. The student will understand the relationship between inequality and inequity in education and in housing policy.
6. The student will understand the role of the federal and state government in creating inequality and inequity in schools and housing.
7. The student should be familiar with the kinds of questions asked by education scholars with regard to inequality in K-12 school in America.
8. 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:

Optional:

**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. Attendances at events outside the classroom are also required. Absences due to health or sports must be substantiated in writing by the appropriate university official. Absences without valid excuses will be penalized in the final grade. After three absences the student’s grade will be affected. More than three unexcused absences will result in a half grade reduction for each session missed. For example, if you miss three classes and you were to receive a B, then your grade would be lowered to a B-. PLEASE NOTE: Missing more than five will result in a grade of F. In addition, lateness will not be tolerated.

**Technology**
I am a strong believer in the role of technology in pedagogy and in schooling. However, it can also be distracting to the classroom environment. I will allow laptops and tablets in the classroom. Laptops can be open, but only for note taking purposes. I will be circulating throughout the classroom when I teach and will not tolerate students on the Internet, Twitter, email, etc. If a student violates this norm of trust by being overly distracted by their laptop or tablet then they will penalized in their participation grade. **Smartphones will be put away and not checked until after class.**

**Absence During In-Class Graded Assignments**
Unexcused absences from in-class graded assignments may not be made up. Any difficulties or problems should be brought to the instructor’s attention as soon as possible (well before the assignment or exam is scheduled.) Requests for extensions will be granted only under dire circumstances.
Late Papers and Comments on Papers
Late papers or assignments receive a half grade deduction per day. The instructor will provide comments on assignments, but if the student desires more feedback it would be wise to make an appointment.

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." If the code is not on the assignment, there will be a half grade deduction.

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 (http://registrar.richmond.edu/services/policies/religiousobsv.html).

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. If there is no reference page at the end of each assignment, there will be a half grade deduction. Please check the library’s citing page for guidance:
http://libguides.richmond.edu/citingsources.

The assignments for this class are:

Short Response Essays (2 at 20% = 40%)
Each student will write two response essays of two pages single-spaced. These will be reflection pieces on the readings, discussions, movies, field trips, blogs and websites related to the course. The instructor will provide the writing prompt as a guide for inquiry on a topic.

The response essay should briefly state the main point, or main points, made by the author, describe the evidence to support the main point(s), and offer an insight, or a response. The response part of the paper requires analysis or creative thinking, and can take one or more of a variety of forms: (1) you may indicate how you personally responded to the readings; (2) you may consider whether the evidence to support the main point is convincing; (3) you might compare the reading with something else you have read or experienced; or, (4) you might raise a question about the reading. Most importantly, the summary of the reading should be a small part of the paper; most of the paper should be devoted to your response: what do you think about the reading, and why?

For additional information on the type of writing that is expected in this class please see the attached Grading Rubric and the Student Essay/Paper Standards Evaluation.

Group Project: Multi-media Presentation and Research Paper (25%)
Each group will write a 5 - 7 page research paper on a topic that examines a solution to the issues of
equity and education. There will also be a multi-media presentation that is due the last week of class. This is a major group project that will have the students in the field, examining literature, and conducting interviews. More information will be handed out on the expectations for the project.

Self-reflection on why educate for equity (10%)
There will be a final self-reflection related to the research paper and what the student learned in class on why educate for equity.

Leadership (25%)
Class preparation, attendance and participation 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.

ADDITIONAL SUPPORT
If you experience difficulties in your seminar, do not hesitate to consult with your instructor. There are also other resources that can support you in your efforts to meet course requirements.

The Academic Skills Center (http://asc.richmond.edu or 289-8626) helps students assess their academic strengths and weaknesses; hone their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; work on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encourage campus and community involvement. The Academic Skills Center is located in the administrative wing of Boatwright Library.

The Career Development Center (http://cdc.richmond.edu/ or 289-8141) can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year. The Career Development Center is on the third floor of the Tyler Haynes Commons.

Counseling and Psychological Services (289-8119) assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention and related services. CAPS is in 201 Richmond Hall.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to Syllabus</th>
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<tbody>
<tr>
<td>Tues., Aug. 23</td>
<td>There are no readings for the first day. Please review the syllabus.</td>
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<tr>
<td>Thur., Aug. 25</td>
<td>Introduction: What Americans Want from Public Schools</td>
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<tr>
<td>Reading:</td>
<td>Bb, various readings on the importance of schools and the increasing inequity in the U.S. K-12 education system</td>
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Gaps in the American Dream

Week 2
Tues., Aug. 30  Fading American Dream  
Reading:  
*Restoring Opportunity*, Chap. 1 and 2  
*Our Kids*, Chap. 1

Thur., Sep. 1  Achievement/Opportunity Gap  
Reading:  
*Our Kids*, Chap. 4  
Bb, readings on achievement and opportunity gap

Historic and Systemic Inequity and Segregation

Week 3
Tues., Sep. 6  History of Racial Segregation and Fight for Integration  
Reading:  
*When the Fences Come Down*, Preface, Introduction, Chap. 1

Thur., Sep. 8  Increased Racial Segregation and Isolation  
Reading:  
Bb, articles on increased racial segregation in U.S. schools

Week 4
Tues., Sep. 13  Increased Income Inequality and Segregation  
Reading:  
*Restoring Opportunity*, Chap. 3  
Bb, articles on income inequality and influence on education

Thur., Sep. 15  Poverty and Educational Mobility  
Reading:  
Bb, articles on poverty and education mobility

Week 5
Tues., Sep. 20  English Second Language Learners  
Reading:  
Bb, articles on increasing ESOL population

Thur., Sep. 22  Segregation by Race/Ethnicity and Income in Richmond, VA  
Reading:  
Bb, readings on segregation in Richmond  
*Introduction of Group Project*
## Student Behavior and Family/Community/Neighborhood Influencers

### Week 6
- **Tues., Sep. 27**  
  **Reading:**  
  School Visit – Binford M.S. and Community in Schools  
  Information on Blackboard

- **Thur., Sep. 29**  
  **Reading:**  
  Neuroscience Research: Trauma and Stress  
  *Helping Children Succeed*, p. 13-35  
  Bb, readings on trauma and stress

### Week 7
- **Tues., Oct. 4**  
  **Reading:**  
  Parents, Family-structure and Health/Nutrition  
  *Our Kids*, Chap. 2&3  
  Bb, readings on ACE factors and importance of health/nutrition

- **Thur., Oct. 6**  
  **Reading:**  
  Community, Neighborhood and Crime/Violence  
  *Our Kids*, Chap. 4  
  Bb, readings on school to prison pipeline

### Week 8
- **Tues., Oct. 11**  
  **DUE:**  
  1st Response Essay

- **Thur., Oct. 13**  
  **Reading:**  
  Behavior, Discipline and Safety  
  *Helping Children Succeed*, pp. 53-64

## School and Housing Quality

### Week 9
- **Mon., Oct. 17**  
  **(5 pm-8 pm)**  
  UR Downtown Local Government Excursions: Richmond Public Schools Board Meeting

- **Tues., Oct. 18**  
  **Reading:**  
  Housing and Education Segregation  
  *When the Fences Come Down*, Chap. 2

- **Thur., Oct. 20**  
  **Reading:**  
  Need for Regionalism: Blurring of Urban and Suburban Lines  
  *When the Fences Come Down*, Chap. 4  
  **REQUIRED:**  
  Dr. Genevieve Siegel-Hawley book talk
Solutions: Alternative Approaches to Schooling

**Week 10**
Tues., Oct. 25  School Choice and Magnet Schools
Reading: *When the Fences Come Down*, Chap. 5
Bb, readings on magnet schools

Thur., Oct. 27  Charter Schools and other reforms
Reading: *Restoring Opportunity*, Chap. 6
Bb, readings on charter schools

**Week 11**
Tues., Nov. 1  Citizenship and the Arts in Schools
Reading: *Restoring Opportunity*, Chap. 7&9
Bb, readings on the importance of creativity and the arts

Thur., Nov. 3  Visit Schools – Anna Julia Cooper Episcopal School and Adams Elementary School
Reading: *Restoring Opportunity*, Chap. 5

Solutions: Teaching, Learning, and Parenting

**Week 12**
Tues., Nov. 8  Teaching and Empathy Curricula
Reading: *How Children Succeed*, pp. 86-110
Bb, readings on teaching with social justice and character

Thur., Nov. 10  Growth Mindset, Grit and Motivation
Reading: *How Children Succeed*, pp. 74-90
Bb, various readings on poverty and cognitive development in children

**Week 13**
Tues., Nov. 15  Programs for Families
Reading: *Restoring Opportunity*, Chap. 8
Movie – *Paper Tigers*

Thur., Nov. 17  Relational and Deeper Learning
Reading: Bb, articles on need for self-directed and applied learning

**Week 14**
Tues., Nov. 22  DUE: 2nd Response Essay
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Tues., Nov. 24</td>
<td>NO CLASS – Happy Thanksgiving!</td>
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<tr>
<td><strong>Final Assignments</strong></td>
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<td><strong>Week 15</strong></td>
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<tr>
<td>Tues., Nov. 29</td>
<td>Presentations</td>
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<tr>
<td>Thur., Dec. 1</td>
<td>Presentations</td>
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<tr>
<td><strong>DUE:</strong></td>
<td><strong>Research paper</strong></td>
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<td><strong>Week 16</strong></td>
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<td><strong>DUE:</strong></td>
<td><strong>Self-reflection Due, TBD</strong></td>
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<td>GRADING RUBRIC</td>
<td>Strong</td>
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<tr>
<td>Thesis (very important)</td>
<td>Essay has a clean non-obvious, interesting thesis that neither restates the question nor asks one without answering it</td>
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<tr>
<td>Scope</td>
<td>Topic is clearly defined and limited</td>
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<tr>
<td>Topic sentences</td>
<td>Each paragraph has a topic sentence that clearly links back to the thesis</td>
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<tr>
<td>EVIDENCE</td>
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<tr>
<td>Choice of evidence (very important)</td>
<td>Thesis is supported with evidence drawn from the text that is analyzed creatively and thoughtfully</td>
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<tr>
<td>Integration</td>
<td>Quotations are smoothly integrated into the text</td>
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<tr>
<td>Analysis</td>
<td>Each quotation is preceded or followed by analysis—at least 2 lines per quotation</td>
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<tr>
<td>Academic Integrity (pass/fail)</td>
<td>Sources are properly referenced</td>
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<tr>
<td>FORMAT</td>
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<tr>
<td>Grammar</td>
<td>Essay has been copy-edited and has no grammatical or spelling errors</td>
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<tr>
<td>Style</td>
<td>Essay is clear and graceful</td>
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<tr>
<td>Concision (very important)</td>
<td>Essay is concise and diction is well-chosen; style shows attention to revision</td>
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Student Essay/Papers
Standards of Evaluation

1) **Clearly written, carefully formed thesis statement.** The student should say what he or she is going to argue and how it will be argued. The thesis statement should be developed into a full (several sentences) paragraph. Briefly list the major points to be made in your essay, thus providing a general “road map” for your reader.

2) **Careful reasoning.** The student needs to respond to the “why” questions about his/her thesis. The instructor asks himself: Does this student support the major points of his/her essay by developed explanations of why his/her view is sound, important, relevant, and worth expressing? Does the student give reasons that are relatively complete or does he/she defend points with a single, short, choppy sentence or two? Does the student contradict himself/herself? Does the student develop a line of reasoning or does he/she present reasons randomly?

3. **Imaginative use of illustrations/examples.** Does the student show that he/she grasps the ideas/theories in question by providing his/her own examples or illustrations? Examples will always be used by instructor in an effort to make his lectures clear and it is therefore expected that the student will use examples to make his/her essays or papers clear.

4. **Accurate representation of theory.** If the student blatantly misconstrues a philosophical theory or shows little knowledge of the ideas of a thinker in question, the essay will receive a low grade. The student should take the time to define the “key terms” of the theory. The student should not assume that the reader of his/her essay is familiar with the definition of any concepts introduced in either the reading or lecture.

5. **Clear accurate and effective use of quotations.** The instructor asks: Does the student use sufficient quotations to support his/her claim about the ideas of a thinker? Does the student use relevant quotations? Are the quotations taken out of context? Does the student use too lengthy quotations to describe the writer’s thoughts?

6. **Is the thesis original?** The creativity expressed in the paper’s thesis is highly-valued, but it will be rewarded only insofar as the thesis is also plausible.

7. **Attentiveness to style and grammar.** Most anyone can make an occasional spelling or grammatical error. The instructor will not deduct points for an occasional mistake in spelling or grammar. However, consistent (several per page) and blatant spelling, typographical, or grammatical errors will strongly reduce the student’s grade. **Proofread carefully.**
What is an annotated bibliography?

It is a bibliography in which you include a short summary or abstract of sources you are thinking of using for a paper. It is more than a works cited list, which gives only a bibliographic citation for the source. These annotations do one or more of the following:

• Describe the content and focus of the book, article or web site
• Suggest the source's usefulness to your research
• Evaluate the source's method, conclusions or reliability
• Record your reactions to the source

Why write an annotated bibliography?

They provide readers with background information about your sources, who then may want to consult those sources. It's a great way to organize your research by helping you critically evaluate books, journal articles, web sites and other resources.

How do I go about starting this bibliography?

You should begin your annotated bibliography when you begin your research. This enables you to decide from the start which sources are appropriate for your study. As you read your material, you should identify the thesis statement, take notes, and make a brief outline of what you have read.

How do I format an annotated bibliography?

Just write the bibliographic entries as you would write any other bibliography, according to the style your instructor wishes. Check Citing Sources of information for the various style guides. The annotation starts beneath the citation, but you will need to check the style manual for specifics on form, spacing and consistency.

How do I write an annotation? What's included?

You should include one or two sentences summarizing or describing content and one or two sentences providing an evaluation. In evaluation, tell how the source is interesting or helpful to you, or why it is not. List what kind of and how much information is given.

How should I format sentences in an annotation?

Whole sentences are preferable and at times very concise sentences and simple phrases could be acceptable. Sentence length should vary to avoid short, choppy sentences. Every sentence should convey a maximum
amount of information in a minimum number of words. Annotations should be 1-3 paragraphs long. Annotations should be both offer a summary of the material as well as critical comments. Critical comments should be supported by personal argument or knowledge.

**Example of an Annotated Bibliography entry:**


An examination of the treatment of women and their sexuality in modern films is offered in this provocative volume. Using a variety of approaches to her subject, the author offers some controversial conclusions and opinions on films, directors and producers. The major topics explored are sexuality, lesbianism, and sexual politics. One chapter on Mae West discusses her screen image over four decades. In addition to the personalities, many films are analyzed in some detail to illustrate the distorted reflection of women the author finds in them. Photos from about 40 of the films are adequately reproduced and complement the text.

from *The MacMillan Film Bibliography: A Critical Guide to the Literature of the Motion Picture*