Instructor: Dr. Thomas J. Shields  
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Office hours: By appointment on Zoom

Class meeting time Section 01 Tuesday, Thursday 12:00 p.m. – 1:15 p.m.  
and location: Jepson 118

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 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 relationship of segregation between education and housing policy.
5. The student will understand the role of the government in creating inequity in schools and housing.
6. 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 in the U.S.
7. 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 – Fall 2020
Attendance and participation are very serious components of the class. Class attendance either in-person or by Zoom is required. However, if students feel sick they should not attend class. If students are not feeling well they must:

- Notify instructor in advance of the absence if possible;
- Contact the Student Health Center if sick;
- Keep up with classwork and attend online class sessions if they are able to do so;
- Submit assignments digitally on time whenever possible;
- Work with their instructor to try to reschedule any missed assignments;
- And, stay in close communication with instructor.

Classes taken remotely or while a student is sick (COVID or otherwise), in isolation, or in quarantine will not be counted as missed. In situations of excessive absence due to illness, the V (Failure due to excessive absences) or the I (punitive incomplete) will not be options; only a Y (non-punitive incomplete) or a W (withdrawal from the course) may be used. When there are signs that students’ absences might preclude successful completion of the course—instructor will contact the Richmond or Westhampton College Deans (ABJ) to initiate planning and advising.

Technology – Fall 2020
For those who are attending in-person class, please bring a laptop or table to class each day.
For those who are attending remotely, please use the following Zoom link:

https://urichmond.zoom.us/j/97485624316?pwd=Yk9YN280enVJSWVJRlhRVVp4M2dTZz09
Meeting ID: 974 8562 4316
Passcode: 020185
This Zoom link will be utilized if the University of Richmond pivots to fully online courses. It will also be utilized when the course moves to online in November.

Health Protocol – Fall 2020
Faculty and students in the classroom share responsibility for adhering to University policies and the guidelines outlined in the Physical Distancing Framework. If you are attending class in person you MUST:
• Wear a cloth face covering at all times. There will be no eating or drinking allowed in the classroom.
• Keep 6 feet apart in the hallways and while waiting to enter or exit the classroom.
• Avoid crowding at the door and take your seat immediately.
• Sit in your assigned seat for the entirety of the semester.
• Wipe down the surface of your desk and chair before and after class.

Recording of Class – Fall 2020
Students shall not:
• Disclose, share, trade, or sell class recordings with/to any other person, organization, business, or institution; and/or
• Post/store these recordings in a location accessible by anyone other than the student, including but not limited to social media accounts.
• Students must also comply with any instructions or directions from their faculty regarding the use of such recordings. Students are required to destroy any recordings that were made when they are no longer needed for the student’s academic work. Failure to abide by this policy will be a violation of the Standards of Conduct.

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

Academic Resources
Academic Skills Center (asc.richmond.edu): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Tutors will be available virtually. The on-call peer-tutors available for these appointments are listed in the Box file: On-Call Online Tutors (https://richmond.box.com/s/dpe37chr2zodr3o1amtj8omjk72v2ktb). Email Roger Mancastroppa (rmancast@richmond.edu) and Hope Walton (hwalton@richmond.edu) for appointments in academic and life skills to request a Zoom conference.

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 library instruction, tutorials, research guides, and
individual help. All research support will be provided online or by appointment and students can contact a librarian for help via email (library@richmond.edu), text (804-277-9ASK), chat, or Zoom (by appointment).

**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 289-6409): 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:

**Discussion Posts (15%)**
There will be required posts to Blackboard on a topic that we are covering for that week. These will be personal reflections on the readings, discussions in class, and other materials in the course. These will not be due every week, but a post from the student will be required.

**Response Essays (4 at 15% =60%)**
Each student will write four response essays that will be two-three pages double-spaced and put on Blackboard Assignment page. These will be reflection pieces on the books, Blackboard readings, discussions, movies, blogs and websites related to the course. The instructor will provide the writing prompt as a guide for inquiry on each topic.

**Digital Narrative/Story Final Project (15%)**
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 (10%)

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.

COURSE SCHEDULE

**Introduction**

**Week 1**

**Tues., Aug. 25**

**Introduction to Syllabus**

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

**Thur., Aug. 27**

**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., Sep. 1**

**History of Racial Segregation and Fight for Integration in Virginia**

Reading:

- Bb, readings on what is was like to go to school in Virginia during Jim Crow era

**Thur., Sep. 3**

**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

**Week 3**

**Tues., Sep. 8**

**Desegregation Court Cases in Virginia and in Richmond area**

Reading:

- Bb, readings on historic court decisions in Richmond area schools

**Thur., Sep. 10**

**Racial Re-Segregation in Richmond, Virginia and U.S.**

Reading:

- Bb, Can We Learn and Live Together: Confronting School and Housing Segregation in the Richmond Region report
**Systemic Inequity and Segregation in U.S.**

**Week 4**
- **Tues., Sep. 15**  
  **Double Segregation by Race and Income**  
  Reading: Bb, readings on income inequality and influence on education

- **Thur., Sep. 17**  
  **Impact of School Segregation on Achievement/Opportunity**  
  Reading: Bb, readings on impact of segregation on opportunity and achievement

**Housing Segregation, Redlining, Gentrification, Rise of Evictions**

**Week 5**
- **Mon., Sep. 21**  
  **Due to Blackboard: Response essay 1**

- **Tues., Sep. 22**  
  **History of Redlining, Racial Zoning, Homeownership**  
  Reading: Rothstein, Chaps. 2-4

- **Thur., Sep. 24**  
  **History of Government Enforcement, State and Local Tactics, Income and Asset, and Fixes**  
  Reading: Rothstein, Chaps. 5-9, 11-12

**Week 6**
- **Tue., Sep. 29**  
  **Gentrification and Eviction: New Forms of Segregation?**  
  Reading: Bb, readings on gentrification and evictions

- **Thur., Oct. 1**  
  **Housing Policy Contributes to School Segregation**  
  Reading: Bb, readings on housing and school segregation  
  Bb, *When the Fences Come Down*, Chap. 2, School Policy is Housing Policy, and Vice Versa

**Why School Integration: Impact of Trauma-Informed Practices and Innovative Curriculum**

**Week 7**
- **Mon., Oct. 5**  
  **Due to Blackboard: Response essay 2**

- **Tues., Oct. 6**  
  **Why School Integration**  

- **Thur., Oct. 8**  
  **Binford M.S. Speaker**
Reading: Siegel-Hawley, Chap. 4 Binford Middle School

**Week 8**

**Tues., Oct. 13**  
**Reading:** Trauma-Informed Practices in Schools  
Bb, readings on trauma-informed practices in schools and communities

**Thur., Oct. 15**  
**Reading:** School Discipline Disparities – School to Prison Pipeline  
Bb, readings on school to prison pipeline

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**Why School Integration: Impact of School Choice**

**Week 9**

**Tues., Oct. 20**  
**Reading:** Choice Conundrum in Schools  
Bb, *When the Fences Come Down*, Chap. 5 The Choice Conundrum

**Thur., Oct. 22**  
**Reading:** Charter Schools  
Bb, readings on charter schools

**Week 10**

**Tues., Oct. 27**  
**Reading:** Magnet Schools and Controlled Choice  
Bb, readings on magnet schools and controlled choice

**Thur., Oct. 29**  
**Reading:** CodeRVA Magnet School Speaker  
Seigel-Hawley, Chap. 5 CodeRVA High School

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**Importance of Diversity with Teachers, Curriculum and Pedagogy**

**Fri., Oct. 30**  
**Due to Blackboard: Response essay 3**

**Week 11**

**Tues., Nov. 3**  
**Reading:** Benefits of Diverse Teacher Workforce  
Bb, readings on need for more diversity in teacher workforce

**Thur., Nov. 5**  
**Reading:** Curriculum as a Reflection of a Diverse Society  
Emdin, Chap. 1-2

**Week 12**

**Tues., Nov. 10**  
**Reading:** Cultural Relative Pedagogy  
Emdin, Chap. 3 - 5

**Thurs., Nov. 12**  
**Reading:** Cultural Relative Pedagogy  
Emdin, Chap. 6 - 8
**Considering the Future: Public Policy Fixes**

### Week 13
- **Mon., Nov. 16**  
  Due to Blackboard: Response essay 4

- **Tues., Nov. 17**  
  Examples of Public Policies to Encourage Integration  
  Readings: Bb, readings on Every Student Succeeds Act and Strength in Diversity Act

- **Thur., Nov. 19**  
  Work Day

### Thanksgiving Break

### Week 14
- **Tues., Nov. 24**  
  NO CLASS

- **Thurs., Nov. 26**  
  NO CLASS

### Week 15
- **Tues., Dec. 1**  
  Due presentation: Digital/Narrative Story

- **Tues., Dec. 3**  
  Due presentation: Digital/Narrative Story

### Week 16

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