Instructor: Dr. Thomas J. Shields
Office: NRCT 120C
E-mail: tshields@richmond.edu
Phone: 804-289-8524 (office) 804-787-0829 (cell)
Office hours: By appointment

Class meeting time Section 01 Tuesday, Thursday 12:00 p.m. – 1:15 p.m.
and location: Jepson 120

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:
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. 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. 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. 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
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).

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.

**Academic Skills Center** ([http://asc.richmond.edu](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.

**Career Services** ([http://cdc.richmond.edu/](http://cdc.richmond.edu/) or 289-8547) 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** ([https://wellness.richmond.edu/caps/index.html](https://wellness.richmond.edu/caps/index.html) or 289-8119) assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention and related services.

**Disability Accommodations** ([disability.richmond.edu/](http://disability.richmond.edu/)) Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

**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.**

The assignments for this class are:
- **Short Response Essays** (4 at 15% = 60%)
  Each student will write four response essays that will be two-three pages double-spaced. These will be reflection pieces on the books, Blackboard 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 each topic.
- **Group Project: Presentation and Research Paper** (20%)
  Each group will write a 10-12 page, double-spaced research paper on a topic that examines a solution to the issues of inequity and segregation and K-12 education in the U.S. There will also be a multi-media presentation that due the last week of class. More information will be handed out on the the project.
- **Leadership** (20%)
  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.

*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.*
# COURSE SCHEDULE

## Introduction

### Week 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>Tues.</td>
<td>Jan. 14</td>
<td>Introduction to Syllabus</td>
<td>There are no readings for the first day. Please review the syllabus.</td>
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<tr>
<td></td>
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<td></td>
<td>Bb, <em>Promote Equity and Excellence in our Region’s Schools</em></td>
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<td>Bb, What is equity</td>
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## History of Racial Segregation in Virginia and in Richmond Schools

### Week 2

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>Tues.</td>
<td>Jan. 21</td>
<td>History of Racial Segregation and Fight for Integration in Virginia</td>
<td>Bb, readings on aftermath of <em>Brown v. Board</em> decision in Virginia</td>
</tr>
<tr>
<td>Thur.</td>
<td>Jan. 23</td>
<td>History of Racial Segregation and Fight for Integration in Virginia</td>
<td>Green, Part 1</td>
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</table>

### Week 3

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<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>Tues.</td>
<td>Jan. 28</td>
<td>Desegregation Court Cases in Virginia and in Richmond area</td>
<td>Bb, readings on historic court decisions in Richmond area schools</td>
</tr>
<tr>
<td>Thur.</td>
<td>Jan. 30</td>
<td>The Lost Generation</td>
<td>Green, Part II</td>
</tr>
</tbody>
</table>

## Systemic Inequity and Segregation in U.S. and Richmond Area Schools

### Week 4

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues.</td>
<td>Feb. 4</td>
<td>Racial Re-Segregation in Richmond, Virginia and U.S.</td>
<td>Bb, <em>Can We Learn and Live Together: Confronting School and Housing Segregation in the Richmond Region</em> report</td>
</tr>
<tr>
<td>Thur.</td>
<td>Feb. 6</td>
<td>Double Segregation by Race and Income</td>
<td>Bb, readings on income inequality and influence on education</td>
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### Week 5

<table>
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<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>Feb. 10</td>
<td>Due by email to instructor: Response essay 1</td>
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</tr>
</tbody>
</table>
Tues., Feb. 11  Segregation Impacts Achievement/Opportunity Gaps
Reading: Bb, readings on impact of segregation on opportunity and achievement

Housing Segregation, Gentrification and School District Boundaries

Thur., Feb. 13  Role of School Boundaries
Reading: Bb, readings on school boundaries and attendance zones

Week 6

Tue., Feb. 18  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

Thur., Feb. 20  Gentrification: A New Form of Segregation?
Reading: Bb, readings on gentrification

Week 7

Tues., Feb. 25  Why School Integration

Thur., Feb. 27  School Visit – Binford M.S.
Reading: Siegel-Hawley, Chap. 4 Binford Middle School

Week 8

Tues., Mar. 3  Trauma-Informed Practices in Schools
Reading: Bb, readings on trauma-informed practices in schools and communities

Thur., Mar. 5  School Discipline Disparities – School to Prison Pipeline
Reading: Bb, readings on school to prison pipeline

Fri., Mar. 6  Due by email to instructor: Response essay 2

Week 9

Tues., Mar. 10  SPRING BREAK – NO CLASS
Thur., Mar. 12  SPRING BREAK – NO CLASS

Why School Integration: Impact of School Choice

Week 10
Tues., Mar. 17  Choice Conundrum in Schools
Reading: Bb, *When the Fences Come Down*, Chap. 5 The Choice Conundrum

Thur., Mar. 19  Charter Schools
Reading: Bb, readings on charter schools

Week 11
Tues., Mar. 24  Magnet Schools and Controlled Choice
Reading: Bb, readings on magnet schools and controlled choice

Thur., Mar. 26  Visit CodeRVA Magnet School
Reading: Seigel-Hawley, Chap. 5 CodeRVA High School

Importance of Diversity with Teachers, Curriculum and Pedagogy

Fri., Mar. 27  Due by email to instructor: Response essay 3

Week 12
Tues., Mar. 31  Benefits of Diverse Teacher Workforce
Reading: Bb, readings on need for more diversity in teacher workforce

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

Week 13
Tues., Apr. 7  Cultural Relative Pedagogy
Reading: Emdin, Chap. 3 - 5

Thurs., Apr. 9  Cultural Relative Pedagogy
Reading: Emdin, Chap. 6 - 8

Week 14
Mon., Apr. 13  Due by email to instructor: Response essay 4
Consider the Future: Public Policy Fixes

Tues., Apr. 14  Examples of Public Policies to Encourage Integration
Readings:  Bb, readings on Every Student Succeeds Act and Strength in Diversity Act

Thur., Apr. 16  Work Day for Group Presentations

Final Assignments

Week 15
Tues., Apr. 21  Due: Group presentations

Thurs., Apr. 23  Due: Group presentations

Week 16

DUE: May 1  Group research paper
<table>
<thead>
<tr>
<th>GRADING RUBRIC</th>
<th>Strong</th>
<th>Acceptable</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis (very important)</strong></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><strong>Scope</strong></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><strong>Topic sentences</strong></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><strong>EVIDENCE</strong></td>
<td></td>
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<tr>
<td><strong>Choice of evidence (very important)</strong></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><strong>Integration</strong></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><strong>Analysis</strong></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><strong>Academic Integrity (pass/fail)</strong></td>
<td>Sources are properly referenced</td>
<td></td>
<td>Essay lacks attribution for sources, whether course materials, online sources, or others</td>
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<tr>
<td><strong>FORMAT</strong></td>
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<tr>
<td><strong>Grammar</strong></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><strong>Style</strong></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><strong>Concision (very important)</strong></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>