LDST 390 (CRN#17641) - EDUCATION AND EQUITY
FALL 2018 - COURSE SYLLABUS

Instructor: Dr. Thomas J. Shields
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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 101

INTRODUCTION
This course explores 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 inequity of K-12 education in Richmond area and 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 a child’s and adolescent’s learning opportunities.
4. The student will understand the relationship between education and in housing policy.
5. The student will understand the role of the government in creating inequality and inequity in schools and housing.
6. The student should be familiar with the kinds of questions asked by education scholars, practitioners, and advocates with regard to inequality in K-12 school in America.
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 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."

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 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 Development Center** ([http://cdc.richmond.edu/](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** ([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. CAPS is in 201 Richmond Hall.

**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** (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.

**Group Project: Presentation and Research Paper on Application of Equity in Education in Richmond Area** (30%)
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** (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

**Tues., Aug. 28**

**Introduction to Syllabus**
There are no readings for the first day. Please review the syllabus.

**Thur., Aug. 30**

**Introduction: Failing Brown v. Board**
- Bb, Failing *Brown v. Board*, pp. 1-11
- Bb, Promote Equity and Excellence in our Region’s Schools
- Bb, What is equity

## Inequity and Segregation in Richmond Areas Schools

### Week 2

**Tues., Sep. 4**

**History of Racial Segregation and Fight for Integration in Richmond Area Schools**
- Bb, readings on aftermath of *Brown v. Board* decision in Virginia

**Thur., Sep. 6**

**Need for Equity Decisions in Richmond Area Schools**
- Bb, readings and presentations on issues of equity in Richmond area schools

## Systemic Inequity and Segregation

### Week 3

**Tues., Sep. 11**

**Racial Segregation**
- Siegel-Hawley, Introduction and Chapter 1, Why Boundary Lines Matter So Much—and What We Have Done about Them
- Bb, readings on racial segregation

**Thur., Sep. 13**

**Income Segregation**
- Bb, readings on income inequality and influence on education

### Week 4

**Tues., Sep. 18**

**Poverty and Social Mobility**
- Bb, readings on rise of poverty and social mobility

**Thur., Sep. 20**

**Immigrants and Refugees**
- Bb, readings on increasing immigration and refugees in schools
Week 5
Tues., Sep. 25  Accountability and Achievement/Oppportunity Gaps
Reading: Bb, readings on accountability and standardized testing movement

Thur., Sep. 27  Segregation Impacts Opportunity and Achievement Gap
Reading: Bb, readings on impact of segregation on opportunity and achievement

Family/Community/Neighborhood Experiences

Week 6
Tues., Oct. 2  School Visit – Binford M.S.
Reading: Bb, information on Binford M.S.

Thur., Oct. 4  Adverse Childhood Experiences (ACES): Trauma and Stress
Reading: Bb, readings on trauma and stress

Week 7
Tues., Oct. 9  Trauma-Informed Practices in Schools
Reading: Bb, readings on trauma-informed practices in schools and communities

Thur., Oct. 11  Crime/Violence and School Discipline
Reading: Bb, readings on school to prison pipeline

Week 8
Tues., Oct. 16  NO CLASS – FALL BREAK

Funding, Housing and School District Boundaries

Thur., Oct. 18  Funding
Reading: Bb, readings on school funding

Week 9
Tues., Oct. 23  Housing Policy
Reading: Seigel-Hawley, Chapter 2, School Policy is Housing Policy, and Vice Versa

Thur., Oct. 25  School District Boundaries
Reading: Seigel-Hawley, Chapter 4, Divergent Outcomes
# Rise of Privatization and Choice Policies and Patterns

## Week 10

**Tues., Oct. 30**

**Reading:** Privatization and School Choice  
Bb, readings on privatization and school choice

**Thur., Nov. 1**

**Reading:** Charter Schools  
Bb, readings on charter schools

## Week 11

**Tues., Nov. 6**

**Reading:** Choice Conundrum  
Siegel-Hawley, Chapter 5, The Choice Conundrum

**Thur., Nov. 8**

**Reading:** Visit CodeRVA Magnet School  
Bb, information on CodeRVA

## Important Influence of Diversity, Teachers, and Pedagogy

## Week 12

**Tues., Nov. 13**

**Reading:** Diversity and Integration  
Bb, readings on importance of diversity in schools

**Thur., Nov. 15**

**Reading:** Teachers as a Reflection of a Diverse Society  
Emdin, Introduction, Chapters 1-3

## Week 13

**Tues., Nov. 20**

**Reading:** Cultural Relative Pedagogy  
Emdin, Chapters 4-8

**Tues., Nov. 22**

**Reading:** NO CLASS – Happy Thanksgiving!

## Hoping that Every Student Succeeds: Considering Fixes

## Week 14

**Tues., Nov. 27**

**Reading:** Future of Education in America  
Bb, readings on Every Student Succeeds Act legislation

**Thur., Nov. 29**

**Reading:** Policies and Practices in Schools and Communities  
Bb, readings on policies and practices to solve inequities in schools
Final Assignments

Week 15
Tues., Dec. 4  Presentations
Thurs., Dec. 6  Presentations

Week 16
DUE:  Research paper
DUE:  Self-reflection Due
<table>
<thead>
<tr>
<th>GRADING RUBRIC</th>
<th>Strong</th>
<th>Acceptable</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<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>
<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>
<td></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>
<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>
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<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 (pass/fail)</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>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 (very important)</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>