

**LDST 384-01 (CRN#18525) - EDUCATION AND EQUITY
FALL 2021 - COURSE SYLLABUS**

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Office hours: By appointment

Class meeting time *Section 01* Tuesday, Thursday 1:30 p.m. – 2:45 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:

- 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>.)

Academic Resources

If you experience difficulties in this course, do not hesitate to consult with me. 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 \(rmancast@richmond.edu\)](mailto:rmancast@richmond.edu) and [Hope Walton \(hwalton@richmond.edu\)](mailto: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 individual librarian (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.

Equity and Inclusion Statement

During the first week of class, we will be creating LDST 384 class norms that should guide us this semester. These will be developed by the class and then govern us during the semester. As participants in this course, we must all work hard to be sensitive to the variety of ways in which our statements can negatively impact others, particular those whose belong to historically marginalized groups. Even with a set of norms, you or I may say something that inadvertently causes harm to another student. *If or when* this happens, we must be receptive to criticism. If other students or I say something in class that causes hurt or concern and you don't feel comfortable speaking up in class, please come talk to me.

If you wish to discuss any other issues related to diversity, equity, and inclusion, I am very happy to talk to you. I'm almost always available after class or we can set up a separate meeting by emailing me.

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 (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 (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 (20%)

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. 24

Introduction to Syllabus

Reading:

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

Thur., Aug. 26

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., Aug. 31

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. 2

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. 7

Desegregation Court Cases in Virginia and in Richmond area

Reading:

Bb, readings on historic court decisions in Richmond area schools

Thur., Sep. 9

Education Segregation Today

Reading:

Bb, readings on K-12 education segregation today

Week 4

Tues., Sep. 14

Unpacking the Census: Demographic Changes in Richmond Area

Bb, *Unpacking the Census*

Thur., Sep. 16

Double Segregation by Race and Income in Housing and Schools

Reading:

Bb, *Can we learn and live together* report

Week 5

Tues., Sep. 21

History of Redlining, Racial Zoning, Homeownership

Reading:

Rothstein, Chaps. 2-4

Thur., Sep. 23 **History of Government Enforcement, State and Local Tactics in Housing Segregation**

Reading: Rothstein, Chaps. 5-9, 11-12

Week 6

Tues., Sep. 28 **Affordable Housing, Gentrification, and Eviction**

Reading: Bb, readings on affordable housing, gentrification, and Eviction in Richmond area

Thur., Sep. 30 **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 School Choice

Week 7

Tues., Oct. 5 **Means of School Integration**

Reading: Siegel-Hawley, *A Single Garment*, Introduction and Chap. 1 Why School Integration

Thur., Oct. 7 **Choice Conundrum in Schools**

Reading: Bb, *When the Fences Come Down*, Chap. 5 The Choice Conundrum

Week 8

Tues., Oct. 12 **NO CLASS – FALL BREAK**

Thur., Oct. 14 **Binford M.S. Speaker and Open Enrollment**

Reading: Siegel-Hawley, Chap. 4 Binford Middle School

Week 9

Tues., Oct. 19 **Boundaries and School Boards**

Reading: Bb, School Segregation by Boundary Line in Virginia: Scope, Significance and State Policy Solutions

Thur., Oct. 21 **Charter Schools**

Reading: Bb, readings on charter schools

Week 10

Tues., Oct. 26 **Magnet Schools and Controlled Choice**

Reading: Bb, readings on magnet schools and controlled choice

Thur., Oct. 28 **CodeRVA School Speaker on Magnets**
Reading: Siegel-Hawley, Chap. 5 CodeRVA High School

**Why School Integration: Impact of Trauma-Informed Practices,
Community Resources, and SEL**

Week 11

Tues., Nov. 2 **Adverse Childhood Experiences (ACES) and Toxic Stress**
Reading: Bb, readings on adverse childhood experiences

Thurs., Nov. 4 **Speaker on Community Resources and Socio-Emotional
Learning (SEL)**
Reading: Siegel-Hawley, Chap. 3 Ecoff Elementary School
Bb, readings on trauma informed practices in the classroom

Week 12

Tues., Nov. 9 **School Discipline Disparities – School to Prison Pipeline**
Reading: Bb, readings on school to prison pipeline

Thur., Nov. 11 **Benefits of Diverse Teacher Workforce**
Reading: Bb, readings on need for more diversity in teacher workforce

Importance of Diversity with Teachers, Curriculum and Pedagogy

Week 13

Tues., Nov. 16 **Curriculum as a Reflection of a Diverse Society**
Reading: Emdin, Chap. 1-2

Thurs., Nov. 18 **Cultural Relative Pedagogy**
Reading: Emdin, Chap. 3 - 5

Week 14

Tues., Nov. 23 **Cultural Relative Pedagogy**
Reading: Emdin, Chap. 6 - 8

Thurs., Nov. 25 **NO CLASS – Happy Thanksgiving!**

Considering the Future: Public Policy Fixes

Week 15

Tues., Nov. 30 **Examples of Public Policies to Encourage Integration**

Readings: Bb, readings on Every Student Succeeds Act and Strength in Diversity Act

Thurs., Dec. 2 **Catch up day**

Week 16

DUE: **Final version of Digital/Narrative Story**

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