EDUC 512 The Historical Struggle for Educational Equity
3 Units

Professor: Joi Spencer, PhD.
Email: joi.spencer@sandiego.edu
Course Time: Tuesdays 4:40-7:30 PM
Course Dates: January 26-May 10
Office Hours: Tuesdays 1:30-3:30 pm and Wednesdays 1:30 pm- 5:00 pm and by apt.
Location: MRH 137
Office Location: MRH 251

Course Description
Students will analyze the history of the development of the American educational system and acquire theoretical knowledge regarding the social construction of education with a particular focus on issues of diversity, inequity, conflict and social justice within the context of schools. We will use the U.S. educational system to analyze the struggle to achieve equity and democracy.

The history of the U.S. is a history of conflict and struggle. Racial turmoil and inequity have characterized our political, social, and educational systems. Educators and political leaders have attempted to attain peace among its citizenry and achieve educational access and opportunity for all students, yet racial violence, discrimination, and educational inequity persists. This situation is not unique to the U.S., but rather, is replicated throughout the globe. It begs the questions: How do you educate all children equally in multiracial, multicultural, multilingual, multi-religious societies? How do you educate the immigrant, the native, the formerly enslaved and the former slaveholder? Likewise, does education help us to achieve the goals of a democracy? How does education promote equitable societies? How does it hinder them?

Course Objectives & Candidate Outcomes
1. Understand many of the historical, philosophical, legal, political and sociological constructions of education with particular attention on the development of urban schools.
2. Understand and analyzes theoretical explanations for inequality with regards to access, opportunities and achievement outcomes.
3. Analyze societal and educational practices that determine success or failure of the school system as it relates to different groups in the U.S. and throughout the world.
4. Develop a greater appreciation and respect for cultural as well as group and individual differences.
5. Discover the common global struggles to achieve peace and educational equity.

Books we will read this semester:

**Other Readings:**
We will read an assortment of historical texts, legal documents, contemporary journal articles, and blogs.

**Course Organization Platform:**
We will use Edmodo as our course organizational tool. Our course page includes readings, assignments, and due dates. You will post comments and assignments, and engage in discussions through this platform. Please check in to our course page regularly for updates, announcements, etc.

Website: Edmodo.com

**Course name:** EDUC512The HistoricalStruggleForEducationalEquitySpring2016  
**Access Code:** ghg8qe

**Assignments**
I provide a variety of assignments for this course. Some make use of your creativity, while others push you to engage with people and organizations outside of the course. Still others require a close analysis of texts. This variety allows you to develop new skills, and to shine in your areas of strength. Each assignment is designed to help you gain a deep understanding of complexities associated with the struggle for educational equity. Your task is to produce high quality assignments that demonstrate thoughtful analysis, critique, and depth of understanding.

There are 4 major assignments for the class:

1. **Organizations Addressing Educational Equity** - For this assignment, you will research and explore an organization that is currently addressing issues of educational equity. Your job is to learn as much about the organization as possible and then present this information to the class. This may include having a conversation with its founder or current members; visiting its website; exploring the activities it engages in, etc. Make sure to have your organization approved by the instructor. Your presentations can be as creative as you like. Each presentation should be accompanied by a handout that describes the organization. The handout should include the following information: When the organization was founded, contact information, the organization’s goals & mission, the population & issue it is hoping to serve, significant events that the organization engages in/has engaged in, and a discussion of how you think the organization is addressing educational equity. Make sure you have enough handouts for each member of the class. *(15% of final grade) Due on February 23rd, March 1st and March 8th.*

2. **Educational Autobiography** - For this assignment, you will document your own experiences as a student attending school. Your educational autobiography should be a deeply reflective piece of work where you consider the complexities of race, class, gender, language, etc. within your own schooling experiences. Your autobiography should address the questions below, and can take one of three forms:

   • Written prose- a reflective piece written in the form of prose addressing the given questions. *(5-7 double-spaced pages).*
• Collage or drawing- your collage should address each of the questions posed, and can make use of hand
drawings and/or digital graphics.
• Short video- Not merely a clip of you relaying responses to the given questions, those who choose this
format should make use of video to tell their story in a creative manner.

Each student will present their autobiography to the class. Regardless of the format you have chosen, your
presentation should relay answers to the Autobiography questions. Autobiographies are due and presentations will
be given on March 15th and March 29th. (25% of final grade)

**Autobiography questions**

- Where did you attend school (primary and secondary)?
- What were your experiences in relation to educational quality (i.e. reflect on the quality of the
  education you received.)
- Where do you fit in the timeline of school desegregation/integration? How did the city that you grew
  up in/ school(s) that you attended respond to orders to desegregate/integrate their schools?
- How did your parents/guardians, community members, classmates, etc. respond to school
  desegregation/integration?
- Share your experiences in relation to racial diversity at your school. (For example: discuss the racial
diversity of your school, of your teachers, of student groups/clubs, of academic courses, of the kids
that you hung out with, etc.)
- Share your experiences in relation to ethnic diversity. (For example, perhaps you attended a school
with large numbers of Italian and Polish students or Sri Lankan and Indian students. (For example:
discuss the ethnic diversity of your school, of your teachers, of student groups/clubs, of academic
courses, of the kids that you hung out with, etc.)
- Share your experiences in relation to the economic diversity of your school. (For example: discuss the
economic status of the students who attended your school; the teachers who taught in your school,
and the economic diversity of student groups/clubs, of academic courses, of the kids that you hung
out with, etc.)
- What were your personal experiences with students from racial backgrounds different than your own?
  Language backgrounds? Ethnic backgrounds? Economic backgrounds?
- Reflect on the experiences of students at your school(s) with the following backgrounds:
  - language minority/students learning English or the dominant language
  - special education
  - gifted/enrolled in AP courses
  - immigrant
  - non-Christian or religious minority
- Share your experiences in relation to gender. (For example, discuss the distribution of boys (men)
  and girls (women) in clubs, in sports, in positions of leadership, as teachers, as principals, etc.)
- Discuss your own positionality in relation to your k-12 experience(s). (How were you seen? How were
  you positioned? How did you position yourself?)
- Complete the statement in reference to your k-12 experience, “Students like me…”

3. **Individualized Exploration of Educational Equity**- This culminating project is designed to allow students to
explore a topic of educational equity in greater depth. Your final project may take on one of the following formats: a
book review, an empirical research report, a curriculum guide including activities designed to teach about a topic
related to educational equity, or an original video designed to explore an issue of educational equity. In addition, students will each give a 10-minute presentation about their project to the class (April 26th and May 3rd). A list of suggested topics has been provided in the syllabus. A full description of the requirements of each format will be provided early in the semester. Projects must receive the professor’s approval. Due on or before Tuesday May 10th. (35% of final grade)

4. Reading Responses and Article Presentation- Readings are an essential aspect of the course. You will not succeed without reading the course materials. There are 3 reading responses due this semester. You are responsible for 2 of the 3 responses. These responses are thoughtful, analytical writings. They should express the connections you are drawing across the readings, your new understandings, and continued questions. Analytical responses should be 3-5 pages in length (double-spaced, Times New Roman or similar font, 1” margins) and are due on or before the designated dates. February 16th, March 15th, and April 19th. In addition, you will give a presentation of one of the course readings. Using 3 slides, you will present your chosen reading and engage the class in a discussion/conversation to help them gain a deeper understanding of the reading. Students will sign up for one of the starred * readings the first afternoon of class. Together, the Reading Responses and the Article Presentation account for 25% of your final grade.

Evaluation
Assignments will be graded according to the following set of standards.

A- The assignment demonstrates thoughtful evaluation and analysis; careful critique; and a depth of understanding, reflection, student development, and effort. Careful attention has been paid to the complexities of arguments, ideas, and stances. Assignment execution is in line with the standards of research and high quality graduate work including proper APA formatting, neatness, and timeliness.

B- The assignment demonstrates most if not all of the following: evaluation, analysis, critique, understanding, reflection, student development, and effort. Attention has been given to differences in arguments, ideas, and stances. Assignment execution is in line with standards of research and quality graduate work including proper APA formatting, neatness, and timeliness.

C- The assignment demonstrates at least some of the following: evaluation, analysis, critique, understanding, reflection, student development, and effort. Some attention has been given to differences in arguments, ideas and, and stances, however there is space for a greater demonstration of these complexities. Assignment execution is in line with standards of research and graduate work including some but not each: proper APA formatting, neatness, and timeliness.

Course Outline:

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tr>
<td>Jan. 26th</td>
<td>Course Introduction</td>
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<td>February 2nd</td>
<td>Schooling the Immigrant, the Colonized &amp; the Other</td>
<td>1. “The Negro,” Encyclopedia Britannica</td>
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<td>2. B. T. Washington, Atlanta Expo Address (Listen to the Speech)</td>
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<td>Date</td>
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| Feb. 9th   | Schooling the Immigrant, the Colonized & the Other Part 2              | 1. Riis, *How the other Half Lives* READ TWO Chapters of your choice between Chapters 1 and 13. (Recommendations: 5, 9, 10 & 13)  
| February 16th | Intelligence, Science & Meritocracy                                  | 1. Fass "The IQ: A Cultural and Historical Framework”  
3. Laggards in Our Schools, Introduction, Ch. 1 & 2 (In-class reading)  
4. Terman, The Uses of Intelligence Tests. (In-class reading) Available at: [http://psychclassics.yorku.ca/Terman/terman1.htm](http://psychclassics.yorku.ca/Terman/terman1.htm) |
3. Wollenberg, *All Deliberate Speed.* Introduction |
|            |                                                                        | Reading Response #1 Due                                                                                 | Organizations  
Addressing Equity Presentations Due  
1. Ryan  
2. Laura  
3. Kriss  
4. Ashley |
and Chapter 1* Kriss

4. Roosevelt, E. Address to the National Conference…Education of Negroes- (In class reading) available at: [http://newdeal.feri.org/er/er04.htm](http://newdeal.feri.org/er/er04.htm)

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<th>Presentations</th>
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<td>March 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Spring Break</td>
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<td>March 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>The Ex-Enslaved, Universal Education &amp; The New South</td>
<td>1. Anderson. <em>The Education of Blacks in the South</em>. Chapters. 1-3 ** Ryan</td>
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<td>Educational Autobiographies given</td>
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<td>1. Laura</td>
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<td>2. Yvonne</td>
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<td>3. Shannon</td>
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<td>4. Colleen</td>
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<td>5. Yvanna</td>
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<td>2. Bell. <em>Silent Covenants: Brown V. Board of Education and The Unfulfilled Hopes of Racial Reform</em>. Chapters 1-3 (In-class readings)</td>
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<td>April 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Fighting Brown &amp; the War on Poverty</td>
<td>1. Ryan. (1971). <em>Blaming the Victim</em>. Chapters 1-3* Ashley</td>
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<td><em>Teachers College Record</em>. pps. 278-292. (Please use USD’s library system-sandiego.edu/library- to access this article.)</td>
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<td>Individual Education Project Presentations Begin</td>
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on the Struggle

*Education and Justice*, Chapter 1. The Chapter is available as a preview through Google Books.

2. Echoes of Brown: Youth Documenting and Performing the Legacy of Brown. (In-class readings with youth poetry)

May 3rd

*Individualized Exploration of Educational Equity Presentations Continued*

1. Puneet
2. Kriss
3. Ashley
4. Shannon

May 10th

*Individualized Exploration of Educational Equity Projects due by 8 PM*

1. Laura
2. Yvanna
3. Ryan
4. Colleen

COURSE POLICIES

- **Assignments are due** on the due date! Please do not miss classes because your assignment is incomplete; contact me beforehand to make arrangements. Late assignments will be penalized.

- Please **come to class on time** and prepared. Attendance is very important, due to the seminar nature of the class. Your being here, on time, will benefit the class. Those who miss class or come late/leave early frequently will lose points.

Class Participation

**What does Dr. Spencer mean by participation?**

Participation does not mean showing up. Simply being in class – while important – is not participating. All students are expected to participate daily and to listen to the comments of their classmates. I encourage people to both speak AND listen in class. If you are very talkative, challenge yourself to listen to your peers and ask good questions of them. If you are shy, challenge yourself to contribute each class, even if it is something short. To participate well, you will need to actively read class materials, take notes, jot down questions and confusions, interact with one another and take academic risks. Think about positive ways that you can advance the conversation. Please ensure that all members of our class feel comfortable to participate by keeping the tone respectful and cooperative (vs. competitive). Also keep in mind how non-verbal behavior can impact your classmates. Please refrain from side conversations.

**Why does participation matter?**

1. Learning is a social endeavor. Your preparation for each class and active contribution to each learning activity is an essential part of learning for both you and your classmates. Each of you is an important component of the learning that happens in this class.

2. Participation matters because I want you to learn to actively state your positions, argue your points, and question one another. These are all important discourse skills. We rarely have chances to cultivate these skills, and as teachers, they are critical to possess.

**Important Information**
• **Classroom Etiquette**
  Please turn cell phones to silent before entering class. Unless you are the parent of small children, or caring for a seriously ill family member, they should not ring in class. **Texting, surfing the web, checking emails or working on other tasks** should be taken care of at times other than during our scheduled class time. We will have a 10-15 minute break each class meeting.

• **Concerns or Questions**
  If for any reason you are concerned with your grade, you wish to get extra help, or need to review material/clarify what we are doing in class, do not hesitate to meet with me, as early in the semester as possible. I will be very glad to assist you. My hope is for everyone to be successful in this course.

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**USD – SOLES Policy Information**

**Academic Integrity**

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

**Grade of Incomplete**

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the “I” grade will become a permanent “F.”

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade.
point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.
Certain language in this syllabus concerning participation was borrowed from Dr. K. Ullucci’s “Educational Research Organizations Addressing Equity Grading Guide

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<th>Presentation demonstrates meaningful, authentic interaction with the organization. For example you have attended an event, volunteered with the organization for an afternoon, or conducted an interview (via phone or in person) with the organization’s director or one of its members (i.e. a student or parent that it serves). Presentation is eye-opening and engaging and moves beyond a simple Power Point presentation. Creativity is welcomed. Handout is a valuable, informative resource for classmates (future teachers) detailing the goals, purposes and contact information of the organization. (Please see guidelines on page 2 of this syllabus regarding the information that the handout should include.)</th>
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<tr>
<td>A</td>
<td>Presentation demonstrates meaningful albeit solely virtual interaction with the organization. This could include visiting and reading in detail the organizations website, watching a video about the organization or of an event put on by the organization. This could also include reading blogs, Twitter feeds, newsletters and similar run or written by the organization. Presentation is engaging and moves beyond a simple Power Point presentation. Creativity is welcomed. Handout is a valuable, informative resource for classmates (future teachers) detailing the goals, purposes and contact information of the organization. (Please see guidelines on page 2 of this syllabus regarding the information that the handout should include.)</td>
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<td>B</td>
<td>Presentation demonstrates cursory interaction with the organization. For example, you browsed the website, made note of some of the organization’s events, and read an article or a blog entry about the organization. Presentation provides cursory information about the organization using standard</td>
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