

**Stanford University
Graduate School of Education
EDUC 299A
Equity and Schooling
Summer 2018**

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Course Meetings: Mondays/Thursdays, 3:00pm-5:50pm, CERAS 300

Office Hours: By Appointment

Course Description

Discussions focused on equity in education are both profoundly important and highly limited. These discussions are profoundly important insofar as they push us to consider how mainstream schools are structured in ways that systematically (re)produce disparity; they are highly limited in that they often center on broadening access to existing institutions rather than seeking to fundamentally transform or dismantle those institutions and the broader societies in which they are situated. This course approaches issues of equity in teacher education by simultaneously cultivating conceptual and pedagogical tools for existing within and beyond current institutions. To do so, we will engage in the work of developing an *ethnographic* perspective on schooling that seeks to understand local educational contexts on their own terms on the one hand, and in relation to historical structures of power on the other. The argument is that in order to ethically serve communities, educators must humbly learn to perceive multiply, interrogate apperceptions, and envision possible worlds. Practically, this work involves learning to perceive skills, wisdom, and educational opportunities in contexts that are often framed as problematic, pathological, and endemically deficient. Thus, we will use the notion of equity as a placeholder for the envisioning and enactment of radically alternative educational realities.

Essential Course Questions

The course is designed to support you as you engage with questions including the following:

1. What kinds of problems are people teaching in the United States going to run into--and reproduce--when teaching in American schools?
2. How are we conditioned to perceive students? What are the alternatives? (How *might* we

- perceive them? How *might* we be in community with them?)
3. What should school be?
 4. How do we move from our current ways of thinking to ways of thinking that allow us to enact “school as it should be” in our own classrooms?
 5. What does it mean to be a transformative force in schools and beyond?

Grading Breakdown

60% - Attendance, reading, and participation

40% - Ethnographic exercises

A note about reading and participation:

This class depends on you preparing for text-based discussions in advance. It is essential for you to come to class prepared to share your thoughts on the texts for each day. Recognizing that this is a particularly busy year for all of you, we have limited the texts to generally two articles or chapters per class. Further, all other assignments will be completed in class with only minimal prep work done prior to coming to class in order to prioritize your time engaging with the text. Finally, we recognize that these texts are challenging--both in form and in content--and may warrant multiple readings. We will go over what our expectations for reading look like on the first day of class.

A note about the work: An Ethnographic Project (Project as in career-long, critical undertaking)

By the end of this class you will have the beginnings of an ethnographic sketch of your current student teaching placement. This is a uniquely personal understanding of a space, its cultural norms, and the implicit and explicit instantiations of power within it.

There are two key goals of this exercise:

- Build the skills of *perceiving multiply*: looking theoretically across the assumptions of knowledge, learning, power, labor, violence, etc.
- Practice *imagining*: from this intellectual clay, what new visions of learning and solidarity might we mold? What infrastructural work is needed? With whom is solidarity built or allied upon?

Historically, this class is based on interpreting theory and considering how it shapes your teaching practice. While the first outcome of this project relates to this goal, we are looking to design and enact new enterprises for learning with and through contexts that are not limited to normative frameworks of “school” or “equity.”

This project will be turned in piece-by-piece across the quarter. This work is based on your observation, participation, and exploration of your current school placement. There are eight parts to this project and they will be reviewed in detail in class:

- A positionality statement
- 2 fieldnotes based on short participant observations
- A historical analysis of your current school site
- 2 Artifact analysis products
- An interview with a member of your school community
- A culminating analytic memo

Each component is worth 5% of your grade and will be turned in and completed in class.

Students with Documented Disabilities:

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, 723-1067 TTY).

Course Schedule

Readings have been uploaded to the Canvas site for this course; students are expected to come to class having reviewed all of the required readings assigned for a given week. We have taken into account the profound demands on your time in selecting these readings in hopes that you will be able to meaningfully engage with each reading prior to class.

Day 1 (8/20): Possible Worlds

What are some comparatively normative and radical visions of equity in education and what is your role in realizing these visions? What worlds are possible?

Combahee River Collective Statement

Declaration of Independence

Gay, Geneva, and Kipchoge Kirkland. 2013. Developing Cultural Critical Consciousness and Self-Reflection in Preservice Teacher Education. *Theory into Practice* 42(3):181-187

Day 2 (8/23): Ethnography

How is ethnography a tool for reinterpreting the world and interrogating institutional oppression associated with formations of power such as White supremacy, patriarchy, cis-heteronormativity, ableism, and classism?

Kozol, Jonathan. 2005. "From the Shame of the Nation," in *City Kids, City School: More Reports from the Front Row*. NY: The New Press. (Pp. 145-161)

Lipman, Pauline. 2008. "Education and the New Urban Workforce in a Global City," in *City Kids, City School: More Reports from the Front Row*. NY: The New Press. (pp. 273-286).

Day 3 (8/27): Categories and Cultural Context

How do educational categories and classifications not simply reflect preexisting realities but instead play a powerful role in creating and reproducing those very realities?

McDermott, Ray. TBA

Rosa, Jonathan. 2018. Community as a Campus: From "Problems" to Possibilities in Latinx Communities. In *Civic Engagement in Diverse Latinx Communities: Learning from Social Justice Partnerships in Action*, edited by Mari Castañeda and Joseph Krupczynski. New York: Peter Lang Publishing. (Pp. 111-123)

Day 4 (8/30): Feminist Epistemologies

How can feminist perspectives inform stances of epistemic humility that encourage us to continually consider what is missing from our analyses and perceptions--for whose experiences have we failed to account and how do we imagine a better world for all when we think from the margins of the margins?

Anzaldúa, Gloria. 1999. "Movimientos de Rebeldía y las Culturas que Traicionan" and "La Conciencia de la Mestiza/Towards a New Consciousness," in *Borderlands/La Frontera: The New Mestiza*(Second Edition). San Francisco, CA: Aunt Lute Books. (Pp. 37-45, 99-113)

Villenas, Sofia. 2014[2010]. "Thinking Latina/o Education with and from Chicana/Latina Feminist Cultural Studies: Emerging Pathways." In *Latinos and Education: A Critical Reader (2nd ed.)*, edited by A. Darder and R. Torres. (Pp. 205-226)

Day 5 (9/6): Critical Pedagogies

How have normative approaches to education taken for granted a range of assumptions about the fundamental nature of learning and knowing, and how have these approaches served to reproduce toxic schools and societies?

hooks, bell. 1994. Introduction and Chapter 1: Engaged Pedagogy, *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge. (Pp. 1-22)

Freire, Paulo. 2003[1970]. "Chapter 2," in *Pedagogy of the Oppressed*, reprinted in *The Critical Pedagogy Reader*. New York: Routledge. (Pp. 57-68)

Day 6 (9/10): Unsettling Pedagogies

What transformative pedagogical practices can contribute to the creation of alternative realities that challenge deeply entrenched educational and broader societal norms?

Keenan, Harper Benjamin. 2017. Unscripting Curriculum: Toward a Critical Trans Pedagogy. *Harvard Educational Review*, 87, 4, 538-556.

Kumashiro, Kevin. 2002. Against Repetition: Addressing Resistance to Anti-Oppressive Change in the Practice of Learning, Teaching, Supervising, and Researching. *Harvard Educational Review*, 72, 1, 67-93.

Day 7 (9/13): Against Deficits

How are particular populations and communities systematically presumed to be educationally deficient, in what ways do normative approaches to schooling reproduce these presumed deficiencies, and what alternative educational approaches are possible within these contexts?

Tuck, Eve. 2009. Suspending Damage: A Letter to Communities. *Harvard Educational Review*, 79, 3, 409-428.

Bartolomé, Lilia. 1994. Beyond the Methods Fetish: Toward a Humanizing Pedagogy. *Harvard Educational Review*, 64, 2, 173-195.

Day 8 (9/17): Present Worlds/Future Worlds

How can we understand historical and contemporary educational inequity and trauma as a reflection of the fundamental design of mainstream schooling, and what future worlds might we imagine and design to address these endemic educational dynamics?

Dumas, Michael. 2018. Beginning and Ending with Black Suffering: A Meditation on and Against Racial Justice in Education, in *Toward What Justice?: Describing Diverse Dreams of Justice in Education*, edited by Eve Tuck and K. Wayne Yang. New York: Routledge.

Brown, Adrienne Maree. Introduction to *Emergent Strategy: Shaping Change, Changing Worlds*. Oakland, CA: AK Press.

Day 9 (9/20): Ethnography as Solidarity

What forms of sustainability, solidarity, and fugitivity might characterize our work moving forward in search of realizing radical new educational visions?

Mayorga, Edwin, and Bree Picower. 2018. Active Solidarity: Centering the Demands and Vision of the Black Lives Matter Movement in Teacher Education. *Urban Education*, 53, 2, 212-230.

Patel, Leigh. 2016. Pedagogies of Resistance and Survivance: Learning as Marronage. *Equity & Excellence in Education*, 49, 4, 397-401.

Garcia, Antero, and Elizabeth Dutro. (2018). Electing to heal: Trauma, healing, and politics in classrooms. *English Education*, 375-383.

Assignment Schedule

Day	Topic	Assignments Due
1	Possible Worlds	Norming Readings Introducing Ethnography
2	Ethnography	Positionality Statement
3	Cultural Contexts	Fieldnote 1 = Outside of the classroom
4	Feminist Epistemologies	Historical Analysis
5	Critical Pedagogies TA Panel	Cultural Artifact
6	Unsettling Pedagogies	Interview
7	Against Deficits	Fieldnote 2 = Inside of the classroom
8	Present Worlds/Future Worlds	Imagined Cultural Artifact Analysis
9	Ethnography as Solidarity TA Panel	Culminating Analytic Memo