

Stanford University

**Graduate School of Education  
Beyond Equity and Schooling, EDUC 299A  
Pre-Fall 2022**

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Course Meetings: accessed via Canvas

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 our personal experiences and on schooling that seeks to understand local educational contexts on their own terms, and in relation to wider cultural, political, economic, social, and historical power structures. The argument is that in order to ethically serve communities, educators must humbly learn to honor multiple perspectives, interrogate existing sense-making schema, 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. How are your personal experiences positioned in relation to wider cultural, political, economic, social, and historical power structures? How does this shape your lenses for the purpose of schooling?
2. What kinds of “problems” are educators in the United States going to run into--and reproduce--when teaching in U.S. schools?
3. How are we conditioned to perceive students? What are the alternatives? (How *might* we

- perceive them? How *might* we be in community with them?)
4. What should school be and what are some strategies for enacting this vision in our own classrooms?
  5. What does it mean to be a transformative force in schools and beyond?

### **Evaluation**

We expect you to receive an A in this class. This requires full participation and completion of all activities.

### **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 one-two articles or chapters per class. Further, all other assignments will be mainly completed in class with minimal prep work done prior to coming to class to prioritize engaging with the texts in your out of class time. Finally, we recognize that these texts are challenging--both in form and content--and may warrant multiple readings.

### **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 and place, 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 honoring multiple perspectives on education and the world: looking theoretically across assumptions about 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? What are the implications of understanding oneself as an ally or accomplice?

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 three weeks of class. This work is based on your observation, participation, and exploration of your current school placement. There are several parts to this project and they will be reviewed in detail in class:

- A positionality statement and a revised positionality statement (due end of the year)
- A fieldnote based on a short participant observation
- A historical analysis of your current school site
- An analysis of a cultural artifact/cultural artifact re-mix/reimagination
- Community Interview and Storytelling Project

Each of these components make up parts of your successful completion of this class.

### **Accessibility & Respect for Diversity**

**Students with Documented Disabilities:** Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty. Unless the student has a temporary disability, Accommodation letters are issued for the entire academic year. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <https://oae.stanford.edu/>). **We are also committed to working with students to address accessibility concerns that do not fit into the category of “documented disabilities”; please contact us as soon as possible to address any such concerns should they arise.**

Additionally, we understand that the legal names and gender designations on the class roster with which the University has provided us might not correspond to the name and gender pronouns you use. We are happy to use your chosen name and pronouns and we will be sure to provide space for you to share these preferences in our initial meetings. Please also let us know if any of this changes at any point during the course so that we can work together to share this information in a way that is safe and comfortable for you.

### **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 day. 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: (7/19): Beyond Equity**

Question: 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?

#### **Required Texts:**

-Baldwin, James (1963) “A Talk to Teachers,” in *James Baldwin: Collected Essays*, New York, Library of America (pp. 678-686).

-Tuck, Eve, and K. Wayne Yang. 2018 “Introduction: Born Under the Rising Sign of Social Justice.” In *Toward What Justice?: Describing Diverse Dreams of Justice in Education*, edited by Eve Tuck and K. Wayne Yang. New York: Routledge. (pp. 1-17)

-Brown, Adrienne Maree, (2017) *Emergent Strategy: Shaping Change, Changing Worlds*, AK Press. **Please read the introduction.**

#### **Day 2: (7/26): Beyond The Privilege Knapsack**

Question: How are notions of privilege embedded in normative interpretations of equity and schooling? What tools might we use in acknowledging and understanding privilege?

**Required texts:**

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

-The Daily. 2022. One Elite High School's Struggle Over Admissions. ([podcast link](#))

-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 Krupzynski. New York: Peter Lang Publishing. (pp. 111-123).

**Suggested Text:**

-McIntosh, P (1989). *White Privilege: Unpacking the Invisible Knapsack*. Peace & Freedom.

**Day 3: (8/2): Beyond the Colonial**

Question: What are the local and contemporary contexts through which settler colonialism shapes your schooling and teaching experiences? What are the pedagogical implications of settler colonialism?

**Required texts:**

-Patel, Leigh (2021) "Settler Colonialism." In *No Study Without Struggle: Confronting Settler Colonialism in Higher Education*. Beacon Press: Boston. (pp. 35-67).

-Natalie Diaz "[American Arithmetic](#)" in *Postcolonial Love Poem*,

-Rickford, Russell, *We Are An African People: Independent Black Education, Black Power, and the Radical Imagination* (New York: Oxford University Press, 2016). **Please read Chapter 4 "African Restoration and the Promise and Pitfalls of Cultural Politics"**

**Day 4: (8/9): Beyond Deficits**

Question: 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?

**Required texts:**

-Geary, Daniel "The Moynihan Report: An Annotated Edition" *The Atlantic* September 14, 2015. <https://www.theatlantic.com/politics/archive/2015/09/the-moynihan-report-an-annotated-edition/404632/>

-Ladson Billings, Gloria. (2006). From the achievement Gap to the Education Debt: Understanding achievement in U.S. Schools. *Educational Researcher*, (35)7, pp. 3-12.

-Dumas, Michael. 2016. "Losing an Arm": Schooling as a site of Black suffering. *Race ethnicity and education*, 17(1), 1-29.

### **Day 5: (8/16): Beyond Discipline**

Question: How are approaches to justice, discipline, and surveillance enacted in classrooms? How are the histories of discipline intertwined with sociopolitical aspects of schooling and identity? What does a liberatory approach to schooling structure look like?

#### **Required texts:**

-Crystal T. Laura, "Against Prisons and the Pipeline to Them." In *Toward What Justice?: Describing Diverse Dreams of Justice in Education*, edited by Eve Tuck and K. Wayne Yang. New York: Routledge.

-Kaba, Mariame. 2021. "Moving Past Punishment." *We Do This 'Til we Free us*. Haymarket Books. (pp. 148-156)

-Warren, Chezare. (2021). "Reparations" & "Environment." *About Centering Possibility in Black Education*. Teachers College Press. (pp. 94-107 & 108-118).

#### **Supplemental texts:**

-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. (pp. 29-45)

**Note: The readings for days 6-10 will be provided by Day 4. What follows are the thematic topics for the remainder of the year**

**Day 6: Beyond the Dominant Narrative**

**Day 7: Beyond Data**

**Day 8: Beyond Ability and Disability**

**Day 9: Beyond A Calling**

**Day 10: Beyond Ourselves**