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. 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 two-three 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:
Positionality Portfolio (to be completed in class daily)
Reading Reflections and Discussion Question Generation (to be completed before class daily)
Collective Book Project (to be completed in discussion sections)

- **Viral Justice** (Section 1; available through Stanford libraries)
- **Elite Capture** (Section 2; available through Stanford libraries)
- **Border and Rule** (Section 3; available through Stanford libraries)
- **Mutual Aid** (Section 4; open access)
- **Abolition. Feminism. Now.** (Section 5; open access)

Accessibility & Respect for Diversity

Students with Documented Disabilities: Students who may need 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: (Tuesday, 8/1, 1-4pm): Beyond Frameworks
Question: What worlds are possible?

Required Texts:


Day 2: (Wednesday, 8/2, 1-4pm): Beyond Equity
Question: What are some comparatively normative and radical visions of equity in education and what is your role in realizing these visions? Who is served by equity discourse? How is it manufactured or made?

Required texts:


The Daily. 2022, One Elite High School’s Struggle Over Admissions.
Day 3: (Thursday, 8/3, 1-4pm): Beyond Inclusion
Question: How can we strategically demand access and resources without reproducing normative institutions on their own terms?

Required texts:

- New Books Now Podcast in Disability Studies, 2023, Crip Negativity with J. Logan Smilges

Day 4: (Friday, 8/4, 1-4pm): Beyond Deficits, Binaries, and Labels
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:

- Flores, Nelson. 2015. What if we talked about monolingual White children the way we talk about low-income children of color?

Day 5 (Monday, 8/7, 2:15-5pm): Beyond the Colonial
Question: What are the pedagogical and broader educational implications of understanding relations among historical and contemporary colonialisms?

Required texts:

Day 6: (Tuesday 8/8, 3:15-6pm) Beyond Discipline

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

Required texts:


Day 7: (Wednesday 8/9, 3:15-6pm): TA Panel & Book Sharing Preparation

Day 8: (Thursday 8/10, 1-4pm): Beyond Individualism/Book Share Out

Question: How are you staying with the trouble?