Course Introduction
When it comes to American schools and universities, race is everywhere. Schools are the sites where many students learn what race is, both through their interactions with individuals of various racial groups, and the messages they receive by the presence and absence in their schools of students and educators of different racial identities. The intertwining of race and schooling is of course not a recent phenomenon but rather threads through the history of schooling in the United States. Publicly funded common schools in 19th century America, for example, left out children who lived in slavery, and in many places excluded children on the basis of their race. Schooling has always served as a tool of socialization, which has extended to educators’ practices of enforcing dominant norms and values upon racial minority groups, most prominently Native Americans, whom public officials overtly aimed to educate in order to force their assimilation and weaken their resistance to colonization.

These legacies are with us today. A few examples of race’s presence in today’s American schools include:

• The ongoing student movement across our nation’s universities, in which student groups have identified and challenged racial bias and racialized aggression
• Disproportionate suspension and expulsion of, and school-based police intervention with, African-American and Latino youth
• An underrepresentation of teachers of color among America’s teacher workforce

These examples illustrate that race factors into educators’ and students’ day-to-day experiences in American educational institutions. As it does in other social settings, race shapes individuals’ experiences and practices through their perceptions, expectations, responses. Individuals and communities bring their own matrices of opportunity and resources to their schools, and these matrices themselves are shaped by how race works in the United States.

As your instructor, I anticipate that you have come to this course for your own professional and personal reasons, and will support you in pursuing those through class readings, discussions and assignments. In addition to your own goals, I hold the following overarching goals for our course:
Students will develop their understanding of how race has historically shaped, and currently shapes, schooling for a range of stakeholders.

Students will develop their understanding of the role of race in American society through their study of race in American educational practice and policy.

School of Education Conceptual Framework
In keeping with the SOE’s mission (Social Action Through Education), I seek in this course to ground students’ work as educators, administrators and researchers in empirical knowledge gathered by scholars concerned with race in American society and American P-16 schools. I have designed this course with the aim of further developing students’ abilities to understand, think critically about, and ultimately respond to the myriad phenomena that involve race in American schools and shape the experiences of students, parents, educators and all those who are invested in public education. Understanding that race has served as the basis of policies and practices that have inequitably distributed educational resources and opportunities throughout the history of schooling in the United States, this course will consistently consider how race and social justice intersect in schools.

Course Learning Goals
In addition to the overarching goals as expressed above, my more operational course learning goals for students of this seminar course are threefold. First, I intend that students will expand their factual knowledge about various topics, events and theories, both historical and contemporary, related to race and schooling in the United States. My second goal is that students will develop their ability to analyze and critically evaluate ideas, arguments, and points of view about topics related to race and schooling in the United States. Finally, I want students to apply course material and research they encounter as they collaborate in class and work on research projects to strengthen their thinking, problem-solving and decision-making related to current problems and challenges that concern race and schooling.

These goals drive this course’s use of substantial reading on a range of pertinent topics, and of a series of assignments, particularly students’ responsibility to contribute to discourse in our classroom community and to conduct an original research project. Abilities developed in this course should reach the level required for developing a conceptual framework or literature review for a thesis paper, dissertation proposal or other empirical research.

Assessment of learning
I will assess students’ learning both through classroom interactions (face-to-face and electronic discussion) and formal assignments. This course has a few small assignments and one major assignment, a research project, which includes series of smaller assignments that will help you develop the final product of a paper. I will use the following assignments, whose point values add up to 100, for determining your course grade:

Race and schooling autobiography, due at first class meeting 7.5 points
Revised race and schooling autobiography, due after week 6 12.5 points
Reading responses (in the form of blog posts) for weeks 2-12. 10 points
Major research project
- Proposal 2.5 points
- Bibliography and research question 2.5 points
- Introduction Section 7.5 points
- Full draft of paper 37.5 points
Participation (including attendance) 20 points

Each component of students’ responsibilities for these assignments, as well as the criteria used for assessing learning and due date (when applicable), is described below. Final course grade calculation will be done on the following 100 point scale:

- 93-100 A
- 90-92 A-
- 87-89 B+
- 83-86 B
- 80-82 B-
- 77-79 C+
- 73-76 C
- 70-72 C-
- 67-69 D+
- 63-66 D
- 60-62 D-
- 59 or below F

Students can track their course grade on Sakai. For the final grade, I will round total points to the closest whole number (e.g., 88.2 points would round to 88, 88.7 points would round to 89).

Class Participation
This seminar course is very interactive and places a high premium on every student’s participation. While introductory graduate courses are often structured to manage students’ participation (through planned activities and instructor lecture), this class is organized instead as a shared, rigorous conversation, where the instructor facilitates, but does not dominate. This arrangement will require thoughtful, detailed reading of assigned texts and regular contributions to class discussions where we unpack, consider and compare the ideas and data presented in the texts you will read. Participation, including regular attendance, is therefore worth 20% of your final grade.

Please come on time to class, having read and brought to class all assigned materials (either the text hardcopy or an electronic copy where you have taken notes either on the document or separately), and ready to discuss assigned texts with your colleagues. If you are using an electronic copy of the text, please make sure it is accessible to you at the beginning of class. If you come late and/or unprepared, you will have a difficult time fully participating in class, which will impact the entire seminar.

To fully participate in online class discussions, you will need headphones with a microphone function. Without these, you will not be able to take part in online breakout groups, which are an important part of building knowledge together in our
class. Please purchase and test headphones if necessary before the first online class session (January 31). Headphones are also available for checkout via LUC Libraries.

Attendance at this seminar is critical for students’ learning experiences as individuals and as a group. This course’s attendance policy, therefore, is as follows: If you miss more than two class sessions over the semester, the highest final grade for the course that you will be eligible to receive is a “B.” Full attendance credit is given for full class attendance (arriving to face to face or online class meetings on time, staying throughout the class, returning promptly from any class breaks). Partial credit is awarded for partial attendance. The following rubric will be used to determine students’ participation grades:

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Contribute, responds to colleagues’ contributions thoughtfully and respectfully.

Have space to contribute, responds to colleagues’ contributions with some thoughtfulness and respect.

Responds to colleagues’ contributions with limited thoughtfulness and respect.

Contribute, responds to colleagues’ contributions without thoughtfulness and respect.

For any missed class meetings, you are required to 1) Notify me in advance of your absence, and 2) write a brief reaction paper to the assigned readings. You will still be held responsible for all assigned readings, due dates for written assignments, and course requirements or updates discussed in class. Please check in with one of your colleagues and be extra attentive to the course Sakai page if you miss a class meeting.

The use of electronics (cell phones, computers) is often a necessity of modern life, but also interferes with everyone’s participation in class, particularly in this small, interactive course. Please refrain from using electronic devices in class if their use (e.g., texting, internet surfing, checking and deleting emails, writing aside from taking notes) does not pertain directly to your participation in our course. Your colleagues and I cannot help but notice such behaviors, and would find them distracting from and disrespectful towards the learning process. If you have a particular situation that requires your attention via electronics during class, please step out of class to handle it.

Written assignments

Race and schooling autobiography, first draft: Due in class (hard copy) on January 17. Please write a 2-4 page, double-spaced autobiography of your educational experiences looking at them through the lens of race. Some questions that might help you flesh this out are: What have the racial compositions of your classrooms and schools been? What was the racial background of educators at your schools? How did you see race play out in the schools you attended? What experiences did you have in school that taught you about how race worked in your community, in American society? If you have worked in P-16 schools, please extend this consideration to your work. What encounters have you had with students, parents, colleagues, community members, district leadership that have had racial undertones or overtones? How did you make sense of these encounters at the time? How do you make sense of them now?

Please do not answer these questions in list format, but instead use them as a guideline to develop a thoughtful essay. You are neither expected nor required to cite literature; this paper should focus on your experiences and your interpretations of them. This paper will be worth 7.5% of your course grade, and will be the subject of a substantial revision during the semester, after you have had the opportunity to participate in class and read more on our course’s topic.

Your paper will be graded according to the following criteria:

• Shares multiple examples of author’s experiences with race as a student and/or educator (2.5 points)
• Interprets experiences from the perspective of race (3 points)
• Well-organized and edited. Includes thesis paragraph, well-structured paragraphs and conclusion, and is free of typos and grammatical errors. (2 points)

Revised race and schooling autobiography, due 2/24 at 10 pm.
The second draft of this paper presents an opportunity for students to incorporate feedback as well as what they have learned in our class. This draft should be a substantial revision of the autobiography draft that you submitted on the first day of our class. Please revisit your statements and other experiences that you perhaps did not include in the first draft, following the spirit of the first draft’s assignment description. In particular, please describe how your own experiences of race in schools connect to your current work as a practitioner and/or researcher, and what that connection implies for your work or subsequent learning.

This paper will be worth 12.5% of your course grade will be graded according to the following criteria:
• Represents a significant revision of the first draft, and integrates instructor feedback on first draft, as well as concepts and readings from class (6 points)
• Rigorously addresses connection between experiences of race in schools and current work as an educational practitioner. (4.5 points)
• Well-organized and edited. Includes thesis paragraph, well-structured paragraphs and conclusion, and is free of typos and grammatical errors. (2 points)

Reading responses: To be completed by end of semester (students will have an opportunity to sign up for responses in class during first class).
Online, written reading responses give students another opportunity to reflect on and discuss course readings and the ideas that they surface or give language to. All students will be responsible for two types of reading responses: original responses and responses to colleagues’ posts.

With original responses, each student is responsible to respond, in writing, to one or more readings for the coming class meeting, twice over the course of the semester. These responses should be posted no later than Sunday afternoon at 1 pm before class meets, so that others will have the opportunity to read and respond to those posts. All response posts should be made on the appropriate week’s forum in Sakai. All students are required to post two original responses during the semester. A signup sheet will be made available during the first class meeting. These reading responses should raise an original point that promotes discussion among members of our classroom community. They should also connect to, and directly cite, assigned texts. Each original response is worth 2.5 points and is graded according to the criteria stated above.

Additionally, students are required to provide responses to colleagues’ posts. With these, students are expected to respond to their colleagues’ reading responses as described above. These should build upon the original response, referring specifically to both what the original response said and to text for class, and should do so in a rigorous,
professional and respectful manner. Students must post five responses to colleagues’ posts (valued at one point each) by the end of the semester.

**Major Research Project**

Given that I have structured the class around selected readings, the research paper assignment gives students the opportunity to choose and investigate a topic of interest to them. I strongly encourage you to consider how this paper can help you to advance your own intellectual and professional agenda. What are you interested in exploring in your program? What issues and interests brought you here (to your program, or this course) in the first place? What kinds of issues do you want to explore in your master’s thesis, qualifying exams, or doctoral dissertation? How can you configure this paper as an opportunity to examine some part of this larger agenda, in a way that will move your thinking or your professional goals forward? I am open to any topic related to race and schooling. Some options include (but are not limited to) a structured literature review on a specific topic, a history of a particular issue, policy or problem related to race and schooling, the analysis of a contemporary issue related to race and schooling, or the analysis of existing relevant data (e.g. public use data). Whatever topic you choose, your paper will need to synthesize and analyze data, and present an explicit and coherent argument that flows through and structures the paper. A rubric for the evaluation of this paper follows at the end of this assignment description.

This assignment will proceed through the semester in stages, giving you multiple opportunities for instructor feedback as you develop your project and work towards your final project, a paper approximately 20-25 pages in length (double-spaced, using 12 point font and 1 inch margins, excluding references).

This assignment may be completed individually or by a small group of two or three students. A commitment to a group project must be noted by all participants at the time of the topic submission and must be followed throughout the semester.

First, please prepare a research topic proposal (1-2 pages). This is due on **Friday, February 10 by 10:00 pm**. In this proposal, describe the topic you want to investigate, the literature and/or data you anticipate using in your research, and why this topic is important to study. I realize all too well the pain of having to explain your topic’s importance, and ask you to engage in this exercise on purpose. Why should you spend most of your semester researching this topic? Why does it matter now? To whom does it matter? Whom might your findings help? Does your proposed topic aim to fill any gaps in research literature? If you have a sense of a tentative research question, please include that information as well. As with all assignments in this course, please feel free to contact me if you have questions or encounter challenges in writing this proposal. This assignment will be graded on a pass/revise basis. If you do not present sufficient information as requested in this proposal, I will ask you to revise and add to your original proposal. I will give you written feedback on your proposal in the interest of strengthening and developing your project.

Second, I ask that you send me a preliminary bibliography and research question for your project on **Friday, March 3 by 10:00 pm**. While I do not expect you to have absolutely concluded your research by this date, I do expect you to have identified key resources that you will use for your paper. Please ensure that you conduct thorough literature
searches by not only conducting a quick search using ERIC, JSTOR or another search engine. You should also identify key articles related to your topic, then look at who that author cites, as well as what other authors have cited that article/text since it was published. For this assignment, I am looking for a well-developed reference list that shows effort to know your topic well. This paper is worth 2.5% of your course grade. I will assign up to 2.5 points for this assignment based on the extent to which this reference list is well-developed and shows evidence of effort to deeply research your chosen topic. Along with your reference list, please include your research question that will guide your paper. Please feel free to include any questions or requests for guidance that you have for meat this point in your research, and I will respond to them in my feedback.

Third, over two months into our course, please submit an introduction section for your research paper on Friday, 3/24, by 10:00 pm. This section should be from 1 to 3 pages long. It should present the argument that you will develop in your final paper, the rationale for studying this topic now, an overview of the literature and/or data you will use for your paper, and a plan for the paper (first, I will consider . . . then, I will examine . . . Finally, I will . . . ). This assignment is worth 7.5 percent of your course grade. I will assign points for this assignment based on the extent to which you present a clear thesis argument for the longer research paper you will write (2.5 points), concisely situate your topic in relevant issues (present and/or historical) and literature (2.5 points), present a plan for the paper (1 point), and write in a fashion that is clear and well-organized (1.5 points). Clearly, a lot is packed into this short assignment; that is the idea. I want you to spend time just focusing on the beginning portion of your paper and laying out what you will do. My hope is that this endeavor will set you up to write a well-organized, coherent paper. I do not expect you to leave this statement unchanged in your final paper. This preliminary draft gives you an opportunity to receive my feedback, which you will hopefully incorporate as you work towards your final product.

Finally, the paper! It is due on Wednesday, April 12 by 10 pm. You will have an opportunity to revise this paper after you have received feedback on it (which I am to provide by April 23), but that later due date does not replace this initial deadline. I will use a rubric to evaluate this paper (see below). The paper will be graded on a 100-point basis and then converted to 37.5 point scale for the purpose of course grade calculation.

All students have the option to submit an optional revised draft of the research paper, incorporating the feedback they have received. This draft must be submitted using the Microsoft Word track changes function, and is due Wednesday, May 3 by 10 pm

Rubric for grading major research paper

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<th>Content</th>
<th>Possible Points (Out of 100)</th>
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<tr>
<td>Argument clarity and coherence: Argument is clearly stated and builds throughout the paper in a fashion that is steady, well-developed and easy to follow.</td>
<td>25</td>
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<tr>
<td>Argument and claims are substantiated with credible evidence.</td>
<td>20</td>
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<tr>
<td>Paper reflects thorough efforts to gather and analyze relevant</td>
<td>10</td>
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evidence

Topic and resources used connect clearly to the sociology of teaching, either by considering teaching at the profession level, considering the social conditions of teaching, or by engaging material related to course themes.

Quality of writing

Writing is clear and easy to understand, even if concepts communicated are complex.

Paper is well-organized, and is broken into sections that mirror the procession of the author’s argument.

Conventions of writing are followed (spelling, grammar, sentence structure, punctuation).

About written assignments

Paper length
Please adhere to the stated page length requirements (the page count does not include reference lists). Pages should be double-spaced with a 12-point font and 1-inch margins. I reserve the right to return material that exceeds the stated maximum length to you for revisions prior to grading.

Reference lists and citation
Please prepare reference lists for all written assignments where you cite other published work. Please follow your academic discipline’s format for in-text citations and reference lists. In the field of education, this is usually APA, but if you use another style (e.g., MLA), that is fine as well.

Submission of assignments
Unless noted otherwise, please submit all written assignments directly to me via Sakai’s assignments page.

Due dates
As your instructor, I expect timely submission of all assignments or clear, proactive communication if alternative arrangements are needed. If you need to extend an assignment date due to pressing circumstances, please contact me before the assignment is due and we will negotiate a workable date. If you do not make arrangements with me before the assignment’s due date, late assignments’ grades will be reduced by one-third of a grade (3 points) per day. I will consider written assignments turned in on the due date, but after the due time, late.

Communication between instructor and students
In addition to updates I may give verbally in class, I will occasionally send updates to the class via email, using the LOCUS system and Sakai announcements. I will assume that if I have sent messages to you at the address you have that corresponds with these systems and the email has not bounced back to me, that you have read it.

If you wish to reach me, the best way to do so is by my Loyola email address. I will respond within 48 hours between Monday and Friday.
As a learning community, all members’ communication with one another is critical to the learning experience. This seminar’s topic is highly charged, with the potential to activate strong emotions and opinions. It also leaves some folks feeling worried about saying the wrong thing. My goal is all students’ full, authentic, and respectful participation. In order to promote strong classroom community and rigorous inquiry, I ask that all students approach their conversations with one another—in and out of class, in person and online—with thoughtfulness. Please use specific, respectful language that avoids generalizations when contributing to in-person and online discussions. I anticipate that people may disagree with one another or find their colleagues’ comments surprising. If this occurs, and before responding, please consider what has caught your attention: the speaker’s content, tone, direct or indirect messages that their words convey? Then, please take the step of initiating conversation with the person who made the comment. What was their intention when they said what they said? Convey how their statement made you feel, whether intentional or not. Direct, curious, considerate conversation will only strengthen our classroom community.

Course Readings
The following assigned texts are available for purchase at the Loyola University Bookstore, Water Tower Campus (Baumhart Hall, 26 E. Pearson), and are also available on reserve at the Lewis Library (25 East Pearson, 6th floor).


Other readings are either available through the LUC libraries’ electronic course reserves (at http://libraries.luc.edu, under “Find” and then “Course Reserves,” noted below in this syllabus as ”Course reserves”), LUC’s Sakai site for this course (noted below as
“Sakai”), or, where readings are accessible on the internet, I have provided a searchable link. Books that are required are also on reserve at Lewis Library. All assigned readings are listed below by the week in which they are assigned.

**A note about readings**
Since this is an advanced graduate seminar, you will find that the readings are more intensive than in introductory courses that I teach. You should anticipate a minimum of 150 pages of assigned text a week, particularly weeks where there is a book assigned. My suggestion for productively reading a larger amount of text, as is regularly assigned in this class, is that you read carefully for the author’s key argument, and that you let section headings and topic sentences drive the rest of your reading. Ideally you will allot time to fully read all assigned work. My expectation is that you come to class ready to discuss the assigned work with your colleagues and me.

**Class meetings and assigned readings**

**Class 1: January 17**
Class will meet face-to-face.
Course introduction.
What do we mean by race? What does race look like in and around U.S. P-16 schools?
Introduction to critical race theory and racial projects as course framework.

Readings:
Taylor, Gillborn and Ladson-Billings: Chapters 1-3

Lewis, p. 5-7 ("Race as a social and educational construction")


*Race and Schooling Autobiography due (hard copy) at the beginning of class 1 (see assignments)*

**Class 2: January 24**
Class will meet face-to-face.
Race and Schooling in the U.S. over time: 18th and 19th century
Guest Speaker: Michael Hines, Doctoral Candidate, Loyola University Chicago School of Education (Cultural and Educational Policy Studies)

Readings:
Williams: 1, 2, 5, 7, 8, 9


Class 3: January 31
Class will meet online.
Race and Schooling in the U.S. over time: late 19th and 20th Century
Guest Speaker: Dr. Noah Sobe, Professor, Loyola University Chicago School of Education (Cultural and Educational Policy Studies)

Readings:
Fear-Segal: Please skim introduction for author’s main argument; chapters 1, 2, 4, 6 (pages 159-171 only), 7, 8 (206-226 only), 9 (231-237 only)

Other readings to be determined.

Class 4: February 7
Class will meet face-to-face.
Race, school and identity formation
Guest speaker: Dr. Anita Thomas, Dean, College of Applied Behavioral Sciences, University of Indianapolis

Readings:
Lee, chapter 2 (please also skim the beginning of chapter 1 to get a sense of Lee’s project and overarching argument).

Lewis, chapters 4 and 5 (please also skim the beginning of chapter 1 to get a sense of Lewis’ project and overarching argument).


Additional readings to be determined.

February 10: Major research project proposal due, 10 pm. Please submit via Sakai.

Class 5: February 14
Class will meet face-to-face.
Race and the measurement of intelligence and achievement
Guest speaker: Dr. Ken Fujimoto, Assistant Professor, Loyola University Chicago School of Education (Research Methodology)

Readings:


Class 6: February 21
Class will meet online.
Race and interpersonal relationships in schools
Guest speaker: Briellen Griffin, Doctoral Student, Loyola University Chicago School of Education (Cultural and Educational Policy Studies)

Readings:
Valenzuela, Chapters 3 and 5 (please also skim chapter 1 to get a sense of Valenzuela’s project and overarching argument).

Lee, Chapters 4 and 5


February 24: Revised Race and Schooling Autobiography due, 10 pm. Please submit via Sakai.

Class 7: February 27
Class will meet face to face.
Race and achievement

Readings:
Lee, chapter 3
Lewis and Diamond, chapter 2 (please also skim chapter 1 to get a sense of Lewis and Diamond’s project and overarching argument).


March 3: Major research project bibliography and research question due, 10 pm. Please submit via Sakai.

No class March 7; enjoy spring break!

Class 8: March 14
Class will meet face to face.
Race and educators: Cultural distances and cultural responsiveness
Guest speaker: Dra. Aurora Chang, Assistant Professor, Assistant Professor, Loyola University Chicago School of Education (Teaching and Learning)

Readings:
Emdin: Introduction, chapters 1, 3, 6, 7, 9, 10. Please also skim or read all of chapter 4 to get the idea of what a cogenerative dialogue (“cogen”) is since Emdin refers to it frequently.

Class 9: March 21
Class will meet online.
Race and educators: Educators’ experiences in classrooms and institutions
Guest Speaker: Dr. Bridget Kelly, Associate Professor, Loyola University Chicago School of Education (Higher Education)

Readings:
Williams, Chapter 6


Taylor, Gillborn and Ladson-Billings , ch. 5 (Delgado Bernal and Villapando: An apartheid of knowledge in academia: The struggle over the “legitimate” knowledge of faculty of color.)


March 24: Major research project paper introduction due, 10 pm. Please submit via Sakai.

Class 10: March 27
Class will meet face-to-face.
Race and curriculum.
Guest speaker: Dr. Seungho Moon, Assistant Professor, Assistant Professor, Loyola University Chicago School of Education (Teaching and Learning)

Readings:
Binder, A. (2002). Contentious curricula: Afrocentrism and creationism in pubic schools (Please skim chapter 1 to get a sense of Binder’s arguments, no need to focus on


Taylor, Gillborn and Ladson-Billings, ch. 17 (Tatum: Teaching white students about racism: The search for white allies and the restoration of hope)


Class 11: April 4
Class will meet online.
Race and K-12 education policy: The cases of school discipline and academic tracking.

Readings:
Lewis and Diamond, chapters 3, 4 and 5


No class meeting April 11 due to Passover.

April 12: Major research project paper due, 10 pm. Please submit via Sakai.

Class 12: April 18
Class will meet face-to-face.
Race and higher education policy: Affirmative action in admissions and campus racial climate policy
Guest Speaker: Dr. Oiyan Poon, Assistant Professor, Loyola University Chicago School of Education (Higher Education)

Readings:

Poon, O. (2014) In McClure, S. M., & Harris, C. A. (Eds.). “I had a friend who had worse scores than me and he got into a better college”: The legal and social realities of the college admissions process. Getting Real about Race: Hoodies, Mascots, Model Minorities, and Other Conversations. SAGE Publications. Sakai.


Class 13: Final meeting. Major research project presentations and debriefs, course summary.

May 3: Optional revised draft of paper due, 10 pm. Please submit via Sakai.

**University policies regarding this course**

*IDEA Course Evaluation Link for Students*

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

*Dispositions*

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice.* The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

*LiveText*

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.
Syllabus Addendum Link

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.

Additional comments about academic honesty
Please note that all papers for this class are submitted to Sakai, which uses Turnitin software to conduct an originality analysis. In this analysis, your work will be compared to other papers and publications in its repository, including past papers for this class, other papers submitted via Turnitin, and other electronic publications (including but not limited to electronically available books and journals). If you have any questions about proper citation of others’ work, please let me know.

Additional comments about technology use in this class
Because of this course’s blended (face-to-face/online) nature, communication using online formats will be used weekly during the semester. Please check your LUC email address and Sakai page at least once every two days, and daily between Sunday and Tuesday, when class postings will be most frequent. All students are required to access a computer with audio (sound) capability and to possess and use headphones with a microphone function for online classes. This equipment is available for loan from LUC Digital Media Services ([http://luc.edu/digitalmedia/equipmentloan/browseourequipment/laptopscomputeraccessories/](http://luc.edu/digitalmedia/equipmentloan/browseourequipment/laptopscomputeraccessories/)) for students who do not wish to purchase headphones.

Diversity
A commitment to inquiry about, and respect for, diversity sits at this course’s very core, and is the center focus of each class meeting and assignments. In addition, I as instructor will encourage class members to include notions of diversity in addition to race, this course’s focus (e.g., social class, gender, ethnicity, sexual and gender identity, and age) as we consider different topics. Diversity among enrollees in the course is critical to this course’s success. As instructor, I will promote full participation and contribution by all class members, asking that varied viewpoints be thoroughly considered and respected by all members of our class.