

RACE, ETHNICITY AND INEQUALITY IN EDUCATION

EDUCATION 15: 310:512:01

3 Credits

DRAFT

Instructor Name: Abu El-Haj	Email address: thea.abuelhaj@gse.rutgers.edu
Phone Number 732-932-7496	10 Seminar Pl Rm _____
Office Hours TBA	Prerequisites or other limitations:
Mode of Instruction: ¹ <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

Learning goals²

To gain a multi-faceted understanding of the complex relationship between race, ethnicity and inequality in U.S. education.

Course catalog description:

This course explores the complex relationship between race, ethnicity and inequality in U.S. education. Drawing on multiple disciplinary frameworks, the course examines schools as sites where racial/ethnic inequality is both produced and resisted. We will interrogate the idea of "race" from various theoretical perspectives. We will examine the history of exclusionary treatment of racially oppressed groups, and the divergent conceptual frames that educational researchers have utilized to understand how race and ethnicity affect school experiences. We will look inside schools to explore the institutional structures and everyday practices of schooling that produce and sustain inequality. We will analyze policies that aim to remedy educational inequities. Finally, the course will provide students with an opportunity to choose an area of interest to pursue in greater depth.

Other description of course purposes, context, methods, etc:

Grading policy:

Class attendance is a requirement. Students are expected to be on time and prepared for class. If, for extraordinary reasons, you are unable to attend class one week, please let me know. In general, inconsistent attendance will result in a lowered grade. Missing a significant number of classes will result in no credit for the course.

This class is a discussion-oriented seminar. For this class to be effective, all students must come prepared to discuss the week's assigned readings. Response papers (see below) are intended to help you think about the issues raised in the readings ahead of class time.

¹ Check 1:

² These can be TEAC claims or objectives from other sources.

All assignments are required to pass this course. An “A” assignment is an exceptional one. It is not an assignment that merely meets the requirements outlined in the syllabus. All written work is graded on thoroughness, quality of analysis, level of support from data and/or research literature, organization and clarity. A final grade of A will be assigned for an overall grade point average of 3.7 or greater.

Students are expected to turn in all work on time. If you need an extension, be sure to ask for it before the due date. Extensions will only be granted for legitimate reasons. Late papers, for which you have not been granted an extension, will be subject to a grade penalty and will not be eligible for re-vision. When an extension has not been granted, grades on assignments will be lowered one grade (e.g. A to A- to B+ and so forth) for each day they are late.

Assignments³:

Reading response papers; analytic essay; final research project

Academic Integrity Policy

Academic Integrity:

Breaches of academic integrity are very serious and I do take action in the case of a violation. It is crucial that you familiarize yourself with the university policy on these issues which can be found online at <http://academicintegrity.rutgers.edu/>

Web site: (If any)

Course Schedule

DRAFT	DRAFT	DRAFT	DRAFT
Week	Topic	Tentative readings	
1	Intro		
2	Race/ethnicity, identity and racism in everyday life	Tatum Bonilla-Silva	
3	Inequality by Design	Jencks & Phillips Fine Ladson-Billings McDermott & Varenne Pollock	
4	Perspectives on the history of racial inequality in US schools	Spring Ladson-Billings Lomawaima & McCarty	
5	Theoretical Perspectives on Race & Ethnicity	Omi & Winant Thernstrom & Thernstrom Wilson Young Wu	
6	Explaining school	Ogbu	

³ Including exams, papers etc.

	achievement:	LadsonBillings Carter Valenzuela
7	TBD	TBC
8	Families & School	Valdes
9	Curriculum	Ravitch Banks Storytelling Project Storm & Jacobs
9	Changing Cities	Lipman
10	Changing Face of the nation	Ong Orellano Suarez-Orozco Abu El-Haj
11	Globalization	Castles Suarez-Orozco
12	School Reform	TBD
13	Desegregation	Supreme Court Orfield & Lee Powell Wells et al Abu El-Haj
14	TBD	TBC
15	Presentations	