

Race, Class, and Educational Policy

Educational Studies (EDUC) 309

Trinity College

Fall 2022 | Tue/Thu 2:55–4:10pm | Location: McCook 205

Professor: Elise Castillo, Ph.D. (she/her)

Office: McCook 318

Email: Elise.Castillo@trincoll.edu (I aim to return emails within 24 hours, except on Saturdays)

Office Hours: Wednesdays, 10:00am–12:00pm; in McCook 318 (or outside Peter B's in warm weather); And by appointment: Book via <https://calendly.com/elise-castillo/15min>

Office Hours

My office hours are times that I reserve specifically for meeting with my students. During the Wednesday 10:00am–12:00pm block, you do not need to sign up in advance. If you would like to meet outside this time block, please sign up in advance via the link above.

During office hours, I am happy to answer your questions about class material or assignments or offer academic advice or mentorship. Generally, I meet with each student for 15 minutes, so it's helpful if you come with a clear sense of what you'd like to discuss so that we can make the most of our time together.

*** This syllabus may be updated periodically. For the updated version, refer to the link on Moodle. ***

Course Description

In this upper-level undergraduate seminar, our primary goal is to work collaboratively to research and analyze race, class, and educational policy. We will closely read studies by other authors and conduct our own collaborative research project. We will explore the following questions: How do various scholars make sense of and explain race, class, and educational inequity? What role have educational policies played in the production and reproduction of racial and socioeconomic inequities? How do policies attempt to address and remedy these inequities?

For the Community Learning component of this course, we are partnering with the [Anti-Racist Teaching and Learning Collective \(ARTLC\)](#), a state organization comprising students, youth organizers, teachers, and teacher educators working to advance anti-racist curricula and pedagogy. We will support ARTLC by interviewing public high school teachers in Connecticut who are teaching Black and Latinx studies, which state law requires all public high schools to offer beginning Fall 2022. Study findings will inform ARTLC's efforts to support Connecticut public school teachers.

Learning Objectives

Over the course of the semester, you will be able to:

- Explain how and why race and class inequity exist and persist in U.S. schools

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- Describe, analyze, and evaluate policy approaches to addressing educational inequity
- Engage in primary research on educational (in)equity
- Employ credible evidence and analysis to craft persuasive oral and written arguments

Course Materials

The following book is required and available to purchase at the Trinity College bookstore and to borrow via the Trinity College library course reserves:

Warikoo, N. K. (2016). *The Diversity Bargain, and Other Dilemmas of Race, Admissions, and Meritocracy at Elite Universities*. University of Chicago Press.

I will post additional readings to our course Moodle site. Alternatively, for a fee of \$15, I will provide printed copies of all readings for the semester. Readings may be subject to change.

Course Assignments and Evaluation

Assignment	Due Date	Points Possible
Class Participation	Every class	10 x 2 = 20
Response Paper (2–3 pages)	Once by the end of Unit 2, beginning of class	10
Class Research Project		20
CITI ethics training	Sun., Sept. 11, 11:59pm	
Interview transcript	2 days after interview by 11:59pm	
Analytic memo (2 pages)	2 days after interview by 11:59pm	
Presentation of findings	Thu., Oct. 27, in class	
Interpreting Interviews Essay		
First draft and peer review	Tue., Nov. 1, beginning of class	5
Final draft (5–7 pages)	Tue., Nov. 8, 11:59pm	20
Research Paper: Race Frames at Trinity		
Prospectus	Thu., Nov. 17, 11:59pm	5
First draft and peer review	Tue., Dec. 6, beginning of class	10
Final draft (8–10 pages)	Tue., Dec. 13, 11:59pm	20
		Total possible: 110

Your final course grade will be calculated by dividing the total points earned by the total points possible.

The grading scale is as follows:

90 to 100% = A (outstanding work)

80 to 89% = B (good work)

70 to 79 % = C (adequate work)

Below 70% = D or F (unsatisfactory work)

Each letter grade is divided into equal thirds for minus (-), regular, and plus (+) letter grades (e.g. 80 to 83.33 is a B-, 83.34 to 86.67 is a B, and 86.68 to 89.99 is a B+).

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Class Attendance and Participation

"As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence."

bell hooks, *Teaching to Transgress* (1994), p. 8

Excellent class participation includes the following:

- *Attending all classes from start to finish.* More than two absences will affect your grade, except in cases of illness, religious observances, or family emergencies. Absences for these reasons may be made up through an alternative assignment. You must email me to receive permission to complete a makeup assignment. I encourage you to reserve your allowed absences for cases of illness.
 - If more than half of the class is required to isolate or quarantine due to a positive Covid-19 test or exposure to someone who tests positive, the entire class will meet virtually via Zoom. Please see the Academic Policies on pp. 4–5 for more details.
- *Coming prepared to each class.* Come to each class having completed all required readings and assignments and with all necessary materials, such as readings and notes. Arrive on time and ready to engage.
- *Actively engaging in class discussions.* Make thoughtful and analytic contributions to small- and large-group discussions based on completed readings and assignments.
- *Listening and respond to others with respect.* Make space for others to share their perspectives and opinions in class discussions. Listen attentively and respectfully. If you disagree with something someone has said, do so graciously, respectfully, and with evidence to support your counterargument. Be open to learning from others' experiences, perspectives, and interpretations.

You will self-evaluate your participation at mid-semester and at the end of the semester, to reflect on your strengths and on how you can improve. I will take your self-evaluations into account when determining your grade, and I will discuss with you individually if my assessment differs from your own.

Response Paper

By the beginning of October, you will submit one response paper (2–3 double-spaced pages) analyzing a set of Unit 1 or Unit 2 class readings before we discuss them in class. In the first week of the semester, you will sign up for one class date for which you will write your response paper. This assignment aims to help you practice the critical reading and analysis techniques that you will use throughout the semester. I will call on you on the day for which you submit the response paper and expect that you serve as one of several "resident experts" on the readings for that day of class, taking a leadership role in the discussion. Additional assignment details will be distributed in class.

Class Research Project

We will conduct a collaborative interview-based research project as part of our community partnership with ARTLC, conducting interviews with Connecticut public school teachers who are teaching Black and Latinx studies. The goal of this project is to strengthen your qualitative research skills, connect empirical research with existing scholarship, and develop

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recommendations based on the study's findings. We will share research findings with our community partners. Additional assignment details will be distributed in class.

Interpreting Interviews Essay

The goal of this essay (5–7 double-spaced pages) is to interpret patterns across the interviews from our class research project and connects their meaning to secondary source literature in our syllabus. You will submit a first draft and receive feedback from your peers prior to submitting a final draft. Additional assignment details will be distributed in class.

Final Research Paper: Race Frames at Trinity

The goal of the final research paper (8–10 double-spaced pages) is to address the following research question: What race frames are students (or a subgroup of students) developing at Trinity College? To address this question, you will conduct a document analysis of print and/or social media sources, and analyze the sources by connecting them with Warikoo's text, *The Diversity Bargain*. You will submit a first draft and receive feedback from your peers prior to submitting a final draft. Additional assignment details will be distributed in class.

Academic Policies

Face Mask Requirement

Per [Trinity College policy](#), you are required to wear a face mask in the classroom, from the beginning to the end of class. Masks must cover your nose and mouth completely. *There are no exceptions to this policy.* You may not remove your mask to eat or drink during class; therefore, please plan ahead.

At times, it may be difficult to hear one another with our masks on. Therefore, please do your best to speak loudly and clearly during class discussions.

Accommodations for Students in Isolation or Quarantine

If more than half of the class must isolate or quarantine, our entire class will meet virtually via Zoom, and I will distribute a Zoom meeting link in advance.

If fewer than half of the class must isolate or quarantine, absent students may either apply one of their two excused absences, or email me to request permission to complete a make-up assignment.

Additional accommodations may be made on a case-by-case basis with documentation and guidance from the health center.

Use of Electronics

I recommend that you bring a laptop to class, but only to access electronic copies of course readings, take notes, and participate in collaborative activities. Please refrain from using your laptop or phone for non-class-related purposes. Please let me know if you need to borrow a laptop.

Late Assignments

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Only for assignments due at 11:59pm, you are each entitled to two 36-hour extensions, no questions asked. When you submit the assignment on Moodle, please note in the comment box that you are using the extension.

These “free” extensions do not apply to any assignment due at the beginning of class. Other than the use of these extensions, late assignments will be penalized with a 10% deduction for every 1 to 24-hour period beyond the deadline. Exceptions will be granted only for documented family or medical emergencies.

Excused Absences and Making Up Work

Please notify me during the first week of the course if you require any scheduling accommodations for religious observances. If granted an excused absence from class for religious observances or documented family or medical emergencies, I will give you an alternative assignment to complete. This is to ensure that you do not fall behind in the course material.

Revise & Resubmit and Extra Credit

If I recommend that you revise and resubmit an assignment, you will meet me to self-assess errors and review grading comments. We will discuss and determine a resubmission deadline for up to 90% of the assignment point value.

I may offer extra credit assignments; examples might include attending a lecture or community event and writing a reflection that connects to course readings and themes. Please see me if you are interested in an extra credit assignment to receive approval.

Accessibility

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. Like many things, the need for disability accommodations and the process for arranging them may be altered by the Covid-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class are urged to contact the Student Accessibility Resource Center, as soon as possible, to explore what arrangements need to be made to assure access.

If you have approval for academic accommodations, please notify me by the end of week two of classes. For those students with accommodations approved after the start of the semester, a minimum of 10 days' notice is required. Please be sure to meet with me privately to discuss implementation. Student Accessibility Resources can be reached at SARC@trincoll.edu.

Intellectual Honesty

According to Trinity College policy, intellectual honesty “assumes that students do their own work and that they credit properly those upon whose work and thought they draw” (Trinity College Student Handbook, 2016). While we often draw upon the work of others, it is essential that any work presented as your own is indeed your own, no matter how big or small the assignment. Ideas and/or words that are not yours should always be appropriately cited.

You may use any citation style (e.g., APA, Chicago, MLA), as long as you do so consistently. If you have any questions about how to cite another author's work appropriately, or how to draw upon another author's work without plagiarizing, please ask me.

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Intellectual dishonesty and plagiarism in any form will not be tolerated in this class. Instances of academic dishonesty or plagiarism may result in assignment failure, course failure, referral to the Honor Council, and/or other consequences.

Asking for Assistance or Clarification

I am usually happy to assist you and answer questions on anything related to course readings or assignments. However, part of being a successful college student is learning how to problem-solve on your own. So, before you ask me for assistance or clarification, please first consult at least two sources: (1) the course syllabus and Moodle site; (2) a classmate. If you still do not find the answer to your question after consulting these three sources, feel free to ask me!

Course Schedule

Unit 1: Framing the Issues: Race, Class, and Urban Educational Inequality

Tuesday, September 6: Course introduction and overview

Thursday, September 8: Making sense of race and racism

Roberts, D. (2011). Ch. 1: The Invention of Race (pp. 3–25). In *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-First Century*. The New Press.

Ewing, E. (2018). Excerpt from Ch. 1: Introduction (pp. 10–13). In *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side*. University of Chicago Press.

*****CITI Ethics Training: Due Sunday, September 11, 11:59pm (Upload your certificate to Moodle.)**

Tuesday, September 13: Making sense of social class – Cultural capital in schools

Calarco, J. M. (2011). "I need help!" Social class and children's help-seeking in elementary school. *American Sociological Review*, 76(6), 862–882.

doi:<https://doi.org/10.1177/0003122411427177>

Jack, A. A. (2016). (No) Harm in Asking: Class, Acquired Cultural Capital, and Academic Engagement at an Elite University. *Sociology of Education*, 89(1), 1–19.

<http://www.jstor.org/stable/43743444>

Thursday, September 15: The intersection of race and class – Families and schools

Cucchiara, M. (2008). Re-branding urban schools: Urban revitalization, social status, and marketing public schools to the upper middle class. *Journal of Education Policy*, 23(2), 165–179.

Posey-Maddox, L. (2013). Professionalizing the PTO: Race, Class, and Shifting Norms of Parental Engagement in a City Public School. *American Journal of Education*, 119(2), 235–260.

Unit 2: Race, Class, and Curriculum Policies

Tuesday, September 20: Research on ethnic studies

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Sleeter, C. (2011). *The Academic and Social Value of Ethnic Studies: A Research Review*. Washington, DC: National Education Association.

de los Ríos, C.V. (2013). A Curriculum of the Borderlands: High School Chicana/o-Latina/o Studies as *Sitios y Lengua*. *Urban Review*, 45, 58–73.

Optional: (Re-)Watch *Precious Knowledge* (2011). Dos Vatos Productions, Inc.

Thursday, September 22: Critical race theory – Definitions and debates

Lawrence, C. R., Matsuda, M. J., Delgado, R., and Crenshaw, K. W. (1993). Introduction (p. 1–15). In *Words That Wound: Critical Race Theory, Assaultive Speech, and the First Amendment*. Westview Press.

Watson, A. (2021, September 23). [CT educators share what is being taught in their classrooms amid growing outrage about Critical Race Theory](#). *The Connecticut Mirror*.

Tuesday, September 27: Approaches to teaching ethnic studies, Part 1 – The 1619 Project
Hannah-Jones, N. (2021). Excerpt from Preface: Origins (pp. xvii–xxvii). In *The 1619 Project: A New Origin Story*. One World.

Stevenson, B. (2019). [“Mass Incarceration.”](#) The 1619 Project. *The New York Times*.

Pulitzer Center. (2020). [Lesson Plan: Examining the Legacy of Slavery in Mass Incarceration](#).

Thursday, September 29: Approaches to teaching ethnic studies, Part 2 – Asian American Studies

Rodríguez, N. N. (2020). “Invisibility Is Not a Natural State for Anyone”: (Re)Constructing Narratives of Japanese American Incarceration in Elementary Classrooms. *Curriculum Inquiry*, 50(4), 309–329.

Baydo-Reed, K. (2010). Learning About the Unfair Grounds. *Rethinking Schools*, 24(3).

Unit 3: Class Research Project – Teaching Ethnic Studies in Connecticut

Tuesday, October 4: Interview methods

Lareau, A. (2021). Ch. 5: How to conduct a good interview. From *Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up* (pp. 91–139). University of Chicago Press.

Interview Excerpt with K. Markham. (2021).

Thursday, October 6: Researcher positionality

Read excerpts from the methodological appendices of:

McCoy, R. L. (2014). *Inequality in the Promised Land: Race, Resources, and Suburban Schooling*. Stanford University Press.

Lin, A. C. (2000). *Reform in the Making: The Implementation of Social Policy in Prison*. Princeton University Press.

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Debs, M. (2019). *Diverse Families, Desirable Schools: Public Montessori in the Age of School Choice*. Harvard Education Press.

Posey-Maddox, L. (2013). *When Middle-Class Families Choose Urban Schools: Race, Class, and the Challenge of Equity in Public Education*. University of Chicago Press.

Tuesday, October 11 – No class: Trinity Days!

Thursday, October 13: Analyzing interview data, Part 1

Lareau, A. (2011). Ch. 8: Data Analysis – Thinking as You Go. From *Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up* (pp. 195–225). University of Chicago Press.

Read your classmates' interview transcripts prior to class.

*****Within 2 days of completing your interview, by 11:59pm: Edited interview transcript and analytic memo due (Upload to shared Google folder)**

Tuesday, October 18: Analyzing interview data, Part 2

Read your classmates' interview transcripts prior to class.

In class: Data analysis

In class: Assign Interpreting Interviews Essay

Thursday, October 20: Teaching and learning ethnic studies in Connecticut

Guest speakers from Connecticut Black and Brown Student Union

Class will meet via Zoom: <https://trincoll.zoom.us/j/95070456721>

Black and Brown Student Union website, [Home page](#), and ["The Work We Do"](#)

Students for Educational Justice website, ["Youth-Led Advocacy"](#) and ["Our Story."](#)

Anti-Racist Teaching and Learning Collective website, ["About Us."](#)

Tuesday, October 25: Analyzing interview data, Part 3, and presentation preparation in class

Read your classmates' interview transcripts prior to class.

Thursday, October 27: In-class presentation of findings to community partners

Class will meet via Zoom: <https://trincoll.zoom.us/j/93756072869>

Tuesday, November 1

*****By beginning of class: First draft of Interpreting Interviews Essay due**

In class: Peer-review workshop; Self-evaluation of contributions to class research project

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Unit 4: Race, Class, and Admissions Policies at Elite Universities

Thursday, November 3

Introduction of *The Diversity Bargain* [pp. 1–11; 11 pages]

Nadworny, E. (29 October, 2022). [Race in college admissions is back in front of the Supreme Court. Here's what to know.](#) NPR.

Tuesday, November 8

Ch. 1 of *The Diversity Bargain* [pp. 11–39; 18 pages]

*****By 11:59pm: Final draft of Interpreting Interviews Essay due**

Thursday, November 10:

Ch. 2 of *The Diversity Bargain* [pp. 43–61; 18 pages]

In class: Assign final paper

Guest speaker/workshop facilitator: Rob Walsh, Social Science Librarian (3:35–4:10pm)

Tuesday, November 15

Ch. 3 and Ch. 4 of *The Diversity Bargain* [pp. 63–112; 39 pages]

Thursday, November 17

Ch. 5 of *The Diversity Bargain* [pp. 113–136; 23 pages]

*****By 11:59pm: Final paper prospectus due**

Tuesday, November 22 – Class will not meet; but sign up for a 10-minute appointment (in-person or virtual) with Prof. Castillo on Monday, Nov. 21, or Tuesday, Nov. 22, to discuss your prospectus

Thursday, November 24 – No class: Thanksgiving break

Tuesday, November 29

Ch. 6 and Ch. 7 of *The Diversity Bargain* [pp. 139–180; 41 pages]

Thursday, December 1

Conclusion of *The Diversity Bargain* [pp. 181–202; 21 pages]

Tuesday, December 6

*****By the beginning of class: First draft of final paper due**

In class: Peer review workshop

Thursday, December 8: Contemporary issues in college admissions policies

Rosinger, K. (2020). *Toppling Testing? COVID-19, Test-Optional College Admissions, and Implications for Equity*. Third Way. <http://www.jstor.org/stable/resrep41732>

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Saul, S. (2022, July 13). [Elite colleges' quiet fight to favor alumni children](#). *The New York Times*.

Green, J. M. (2022, February 2). [To my Black legacy child](#). Op-Ed. *The Harvard Crimson*.

Tuesday, December 13, 11:59pm: Final paper due

Helpful Things to Know

(Adapted with thanks to Dr. Eve Ewing)

Student Emergency and Equity Fund

From [the Student Emergency and Equity Fund website](#): The fund provides students with financial assistance for significant, unforeseen, unavoidable emergencies and unexpected expenses. Emergencies or unexpected expenses can include but are not limited to illness, food insecurity, travel costs for a family emergency, or loss of essential personal belongings due to theft or natural disaster. Visit the [website](#) for details on how to apply for funding.

Trinity College Writing Center

At the [Trinity College Writing Center](#), specially trained peer tutors (called [Writing Associates](#)) will help you improve your writing—no matter your skill level. Writers are welcome at all stages of the writing process, from the moment you receive an assignment, to when you've produced a draft, to when you're polishing up your final version. You can work with a Writing Associate in-person at 115 Vernon Street room 109 or upload your paper using our online scheduling system and receive feedback within 24-hours via an asynchronous eTutoring appointment. [Visit the Writing Center web page](#) for further information and procedures. Students can walk-in during our hours of operation or reserve appointments in advance online by registering at <https://trincoll.mywconline.com/>.

If you visit the Writing Center for support on your Response Paper, Interpreting Interviews Essay, or Research Paper, you will receive extra credit (0.5 point).

Trinity College Library

Our librarians are amazing and eager to help you identify sources for research projects or other assignments. Although you can make a virtual appointment with any librarian, Rob Walsh, our social science librarian, has particular expertise in the library sources relevant to our class. You can email him at Robert.Walsh@trincoll.edu or [make an appointment on the library website](#).

Student Technology Assistants

The Student Technology Assistants (STA) work with Trinity's Research, Instruction, and Technology (RIT) staff to provide remote assistance and support regarding your technology needs, including using Zoom and Moodle. Contact the STAs at sta-help@trincoll.edu, drop by [their virtual help desk](#), or read more on their [website](#).

SensusAccess File Converter

If you wish, you may convert course readings in PDF form into alternative formats, including audio files. In doing so, you can listen to the reading while following along with the written text. Trinity's RIT website includes additional details on the [SuccessAccess File Converter](#).

Title IX Resources and Mandated Reporting

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As a faculty member, I am considered a "Responsible Employee." This means that if you disclose to me instances of sexual assault, sexual harassment, other sexual misconduct, dating violence, domestic violence, or stalking, I am required to share this information with Trinity's Title IX Coordinator or Deputy Coordinator. See Trinity's [Title IX website](#) for additional information.

If you need to talk to someone who will maintain confidentiality, you can reach out to "Privileged Employees" at the following places:

Spiritual and Religious Life, Trinity College Chapel, (860) 297-2013

Counseling Center: 135 Allen Street, (860) 297-2415

[After business hours, call to receive an available counselor's phone number]

In addition, "Confidential Employees" at the following places are required to report basic information about alleged incidents, but will not disclose names or other details that may reveal individuals' identities, unless there is imminent harm to the campus or person/s disclosing.

The Health Center: Wheaton Hall 1st Floor, (860) 297-2018

Women & Gender Resource Action Center (WGRAC), Mather Hall, 2nd Floor, (860) 297-2408

Queer Resource Center (QRC), 114 Crescent Street, (860) 987-6273

Mental Health

Many of us face mental health challenges over the course of our lives. Sometimes, being a student can create or exacerbate these issues. In addition, it is common to experience additional anxiety due to the pandemic and other national and global events. If you are struggling, your mental health is suffering, or you just need someone to talk to, I encourage you to make an appointment with the [Counseling and Wellness Center](#), or call (860) 297-2415. These services are free and confidential.

Learning During the Pandemic

We are still navigating numerous uncertainties and challenges amid the Covid-19 pandemic. My goal is to support you in doing the best work you can in light of these uncertainties and challenges. I encourage you to prioritize your health and wellness, which are far more important than the grades you get in this class or any class. If you are finding it difficult to balance your health and wellness with your work in this class, please let me know. It's okay to ask for help.

I ask that you be patient with me if the challenges to the semester force me to make last-minute changes. I will do my best to communicate any changes clearly and with as much notice as possible. Finally, please be patient with your peers as well as we all navigate this semester together.