



**Institution Name:** University of Wisconsin–Madison

**Course Subject, Number and Title:** Ed Pol 200: Race, Ethnicity, and Inequality in American Education

**Credits:** 3 credits

**Course Designations and Attributes:**

Ethnic St- Counts toward Ethnic Studies requirement

Breadth- Social Science

Level- Elementary

L&S Credit- Counts as Liberal Arts and Science credit in L&S

**Course Description:**

Explores the complex relationships among race, ethnicity and inequality in U.S. public education through theoretical, historical, social, and cultural frameworks and perspectives. Specifically, examine how schools serve as sites where racial/ethnic inequality is produced, reproduced, and resisted through institutional structures and the "everyday" practices of teachers, students, parents, and community members. Examine how race and ethnicity intersect with other identities (e.g., gender, social class, sexual orientation, etc.). It is centrally focused on K-12 education and working in multicultural contexts.

**Requisites:** None

**Meeting Time and Location:** Tuesdays and Thursdays 11 a.m.-12:15 p.m., L185 Education Building

**Instructional Modality:** In-person

**Instructor Contact Info:**

Abby Beneke, Faculty Associate, Educational Policy Studies

[abeneke@wisc.edu](mailto:abeneke@wisc.edu) (preferred contact)

**Office hours:** Office hours will be held from 2:00-4:00 p.m. CT on Thursdays. Please sign up for a time slot on Calendly [here](#) and indicate whether you would like to meet virtually on Zoom or in-person in 4154 Nancy Nicholas Hall. I understand this time may not work for everyone. Please email me to set up an alternative meeting time—I am happy to do so!

## Course Learning Outcomes

In this 3-credit course, students are expected to:

1. Critically analyze and evaluate educational research, policies, and practice in relation race, ethnicity, and inequality in U.S. schools and their communities. (*ESR Learning Outcome: ability to recognize and question assumptions*).
2. Analyze the role of education and schooling in relation to broader racial inequalities and intersecting systems of oppression, with an understanding of history's impact on present educational issues (*ESR Learning Outcome: awareness of history's impact on the present*).
3. Draw from course concepts to critically reflect upon and analyze one's own personal educational experiences and academic trajectory (*ESR Learning Outcome: consciousness of self and other*).
4. Clearly communicate (in both oral and written form) key course concepts to lay audiences. (*ESR Learning Outcome: effective participation in a multicultural society*)

## How Credit Hours are Met by the Course

3 Credits: This class meets for two 75-minute class periods each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc.) for about 3 hours out of the classroom for every class period. This syllabus includes more information about meeting times and expectations for student work.

## Academic Policies and Statements

Institutional academic policies and statements are reviewed and updated annually, as needed. They currently include:

- [Academic Calendar & Religious Observances](#)
- [Academic Integrity Statement](#)
- [Accommodations for Students with Disabilities](#)
- [Course Evaluations](#)
- [Diversity & Inclusion Statement](#)
- [Mental Health and Well-Being Statement](#)
- [Privacy of Student Records & the Use of Audio Recorded Lectures Statement](#)
- [Students' Rules, Rights & Responsibilities](#)
- [Teaching & Learning Data Transparency Statement](#)

## Course Website and Digital Instructional Tools

- The Canvas course website can be found at: <https://canvas.wisc.edu/courses/361044>. Further direction regarding navigating course technology will be included in the first class session.

## Recommended Full Texts: (*free e-versions are accessible via links in our Canvas course page*):

- Hagerman, M. (2018). *White Kids: Growing Up with Privilege in a Racially Divided America*. New York University Press.
- Lewis, A. & Diamond, J. (2015) *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools*. Oxford University Press.
- Oluo, I. (2018). *So You Want to Talk About Race*. Seal Press.
- Warikoo, N. (2016). *The Diversity Bargain and Other Dilemmas of Race, Admissions, and Meritocracy at Elite Universities*. University of Chicago Press.

**Links to all readings and assignments are located on the Canvas website.**

## Assignments

Students are expected to complete all assigned readings and other course media prior to class. Assignments should be submitted to Canvas by the assigned due date and time. Late assignments will be accepted on a case-by-case basis, but feedback and grading may be delayed. If you think you will need extra time for an assignment, please contact Abby to discuss the assignment and how to move forward in an expeditious manner.

## Participation

- Class sessions will include mini-lectures and discussions of the reading, and regular attendance and active engagement is expected. If you will be absent for religious holiday observances or university-related/academic obligations, please make sure to notify me as soon as possible, or at least two weeks prior to the day you will miss so that I can make accommodations.

- You are not expected to know or understand everything, but you are expected to come to class prepared to discuss:
  - what you don't understand
  - what you still want to know
  - what you think about what you have read and heard or why these ideas matter to others and to you
- Please be on time and be ready to discuss the readings at the start of our class sessions. This means having the texts for that day in front of you, as well as your notes. Excellent participation does not mean that you are always the first to raise your hand to speak. Rather, it means that you are:
  - Doing the reading
  - Coming to class prepared to discuss the material in terms of your insights and questions. (This includes having the readings in front of you for reference, as well as your notes.)
  - Being respectful of your peers' feelings and ideas
  - Listening carefully and responding thoughtfully
  - Participating in class free from preventable distractions (e.g., social media and email notifications)
  - Contributing to the dialogue (in small and large group discussions) without excessive dominance or persistent silence
  - Engaging critically with the material (in class and via Canvas discussions and assignments). This includes:
    - making connections between the text and other course readings or themes
    - connecting coursework from other classes or
    - making connections to current events
- Students may demonstrate their engagement and participation in diverse ways, including the use of our online learning platform and other electronic means to share insights, information, or announcements, to pose questions, and to extend discussions.

*You have two "freebie," no-questions-asked passes that you can use during the semester for times when things don't go as planned and you need to miss class. You are responsible for acquiring notes and reviewing the lecture slides for missed classes, as well as completing all assignments for the day(s) you miss class. If you have any particular circumstances that you envision may impact your attendance please list those on the introductory survey so that I can support your learning and respond to your specific circumstances. You will not be penalized for missing class due to sickness and we can discuss alternative ways to demonstrate your engagement with the course readings and concepts. If you're unable to attend in-person class meetings for any reason, you should contact Abby to discuss options.*

**Writing Fellow Meetings:** Students in EDPOL 200 will work with Writing Fellows on two of their written projects (mid-semester essay and educational autobiography). We can all benefit from revision, and we can all benefit from a collaborative process of learning and revising. The Fellows, as we will discuss in class, are not TAs; they are undergraduate students who have been selected through a very competitive process who are highly skilled in working with peers to improve their writing. You will meet with your Writing Fellow twice during the semester to discuss their feedback on your rough drafts—*this is mandatory and counts towards your grade for each assigned paper*. Please respond to their emails and schedule a time promptly so that you can get feedback well in advance of submitting your final draft. With your final versions of papers you have to turn in a cover letter that briefly outlines the changes you made to the paper and how you responded to the Writing Fellow's comments.

**Engagement Activities:** You will complete five short engagement activities (e.g., Quote, Question, Comments/Critiques) related to the concepts discussed in the readings, instructional videos, and/or listening materials. These engagement activities will provide you with an opportunity to demonstrate the knowledge you've gained from the week's activities and thus far in the course. Engagement activities will be **due (uploaded on Canvas) on Sundays by 11:59 p.m.** (unless otherwise specified). These will be graded on a complete/not complete basis, with the opportunity to rewrite/redo up to two. The engagement activities will be evaluated based on:

- comprehension and analysis of course materials
- responses to the specific prompt

**Mid-semester Assignment:** In part one of this assignment, you will create an informational resource about race, ethnicity, and inequality that could be shared with a broad audience, beyond academia. You may choose an individual or a group version of the assignment. In part two, you will individually write a short essay related to an essay prompt. Handouts detailing the specific requirements of the assignment will be discussed and posted on our Canvas site.

**Race & Education Autobiography:** You will write an educational autobiography (approximately 4-5 double-spaced pages in length) in which you draw from course concepts and readings to analyze your own educational experiences and trajectory. Handouts detailing the specific requirements of the assignment will be discussed in class and posted on Canvas.

**Final Reflective Assignment:** In this short and reflective assignment you will have the opportunity to relate course themes/topics to your future plans and goals.

## Grading

Your final letter grade for this course will be determined by totaling the points earned on all graded assignments. Final grades will not be curved. Grading rubrics for assignments are posted to Canvas.

Assignment	Percentage of Grade	Due Date
Participation	10%	Ongoing
Mid-Semester Assignment	30%	Rough Draft: February 20th Final Draft: March 5th
Engagement Activities (QQCC)	20%	2/4; 2/11; 2/25; 3/10; 4/21
Race & Education Autobiography	30%	Rough Draft: March 21st Final Draft: April 16th
Final Reflective Assignment	10%	May 2nd

### Grading scale:

A: 93-100 | AB: 88-92 | B: 83-87 | BC: 78-82 | C: 70-77 | D: 60-69 | F: 59 or lower

## Course Calendar

*\*Course schedule is subject to change at instructor's discretion*

Date	Topic	Readings, Media, & Assignments
Tuesday, January 23rd	Course Introduction	<b>Read:</b> <ul style="list-style-type: none"> <li>• The syllabus</li> </ul> <b>Complete:</b> <ul style="list-style-type: none"> <li>• Introductory survey</li> </ul>
Thursday, January 25th	Talking about Race and Racism	<b>Read:</b> <ul style="list-style-type: none"> <li>• Oluo, I. (2018). <i>So you want to talk about race</i>. Seal Press. Chapters 2-5 (pp. 23-82).</li> </ul>
Tuesday, January 30th	Defining Key Terms	<b>Read:</b>

		<ul style="list-style-type: none"> <li>Golash-Boza, T. (2018). <i>Race &amp; racisms: A critical approach (Brief Second Edition)</i>. Oxford University Press. (Skim Chapter 1 &amp; Read Chapter 2).</li> </ul>
Thursday, February 1st	Race & Racism in Early Wisconsin	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Clark-Pujara, C. (2017, Spring). Contested: Black suffrage in early Wisconsin. <i>Wisconsin Magazine of History</i>, pp. 1-27.</li> <li>Tribal Lands Map: Wisconsin First Nations</li> <li>Longtree, A. (2011). Visualizing Native survivance. <i>Wisconsin Historical Society</i>.</li> </ul> <p><i>*Engagement Activity #1 due 11:59 p.m. on 2/4</i></p>
Tuesday, February 6th	Segregation and the Educational Debt	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>Episode 3 of Race: The Power of an Illusion by start of class</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Ladson-Billings, G. (2006) From the achievement gap to the educational debt: Understanding achievement in U.S. schools. <i>Educational Researcher</i>, 35, 3-12.</li> </ul>
Thursday, February 8th	Anti-Black Racism & Antiblackness in Education	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Lopez, A. E., &amp; Jean-Marie, G. (2021). Challenging anti-Black racism in everyday teaching, learning, and leading: From theory to practice. <i>Journal of School Leadership</i>, 31(1-2), 50-65.</li> </ul> <p><i>*Engagement activity #2 due 11:59 p.m. 2/11</i></p>
Tuesday, February 13th	What is “Color-evasiveness”?	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Wilt, C. L., Annamma, S. A., Wilmot, J. M., Nyegenye, S. N., Miller, A. L., &amp; Jackson, E. E. (2022). Performing color-evasiveness: A DisCrit analysis of educators’ discourse in the US. <i>Teaching and Teacher Education</i>, 117, 103761.</li> </ul>
<b>RACIALIZATION &amp; RACIAL INEQUALITY IN &amp; BEYOND SCHOOLS</b>		
Thursday, February 15th	The “Model Minority” Stereotype in Education	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Lee, S.J., Eujin Park, E. &amp; Wong, J. (2017) Racialization, Schooling, and Becoming American: Asian American Experiences, <i>Educational Studies</i>, 53(5): 492-510.</li> </ul>

Tuesday, February 20th	Mid-Semester Assignment Rough Drafts Due to Writing Fellow & Work Session	UW-Madison Design Lab Mini-Presentation
Thursday, February 22nd	Racialized Inequity & Undocumented Students	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Rodriguez, S. (2021). "They let you back in the country?": Racialized inequity and the miseducation of Latinx undocumented students in the New Latino south. <i>The Urban Review</i>, 53(4), 565-590.</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>video in Canvas module before class</li> </ul> <p><i>*Engagement activity #3 due 11:59 p.m. 2/25</i></p>
Tuesday, February 27th	Learning About Race & Racism	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Hagerman, M. (2018). <i>White Kids</i>, Chapter 3 (pp. 64-95)</li> </ul>
Thursday, February 29th	Privilege, Parents, & Schooling	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Calarco, J. M. (2020). Avoiding us versus them: How schools' dependence on privileged "helicopter" parents influences enforcement of rules. <i>American Sociological Review</i>, 85(2), 223-246.</li> </ul>
Tuesday, March 5th	MIDTERM ASSIGNMENT DUE (no reading)	
<b>UNDERSTANDING THE INTERSECTIONS</b>		
Thursday, March 7th	Understanding Race & School Discipline Using an Intersectional Lens	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Carter Andrews, D. J., Brown, T., Castro, E., &amp; Id-Deen, E. (2019). The impossibility of being "Perfect and White": Black girls' racialized and gendered schooling experiences. <i>American Educational Research Journal</i>, 56(6), 2531-2572.</li> </ul> <p><i>*Engagement activity #4 due 11:59 p.m. 3/10</i></p>
Tuesday, March 12th	Examining Race, Gender & Sexuality in Schools	<p><b>Read:</b></p> <p><i>*Jigsaw readings</i></p> <ul style="list-style-type: none"> <li>Blackburn, M. &amp; McCreedy, L. (2009). Voices of queer youth in urban schools: Possibilities &amp; limitations. <i>Theory Into Practice</i>, 48(3), 222-230.</li> <li>Chmielewski, J, Belmonte, K., Stoudt, B., &amp; Fine, M. (2016). Intersectional inquiries with LGBTQ and gender nonconforming youth of color: Participatory research on discipline disparities at the race/sexuality/gender</li> </ul>

		nexus. In Skiba, R, Mediratta, K, Rausch, M.K. (Eds.) <i>Inequality in School Discipline</i> , (pp. 171-188). Palgrave Macmillan.
Thursday, March 14th	Tracking	<b>Read:</b> <i>*Jigsaw readings</i> <ul style="list-style-type: none"> <li>• <i>Despite the Best Intentions</i>, Chapter 4 (pp. 83-118).</li> <li>• Tyson, K. (2011). Belonging: Course selection and race in the age of “laissez-faire” tracking. In <i>Integration interrupted: Tracking, Black students, and acting White after Brown</i> (pp. 127-162).</li> </ul>
Tuesday, March 19th	Family-School Relationships	<b>Read:</b> <ul style="list-style-type: none"> <li>• Posey-Maddox, L. (2017). Schooling in suburbia: The intersections of race, class, gender, and place in Black fathers’ engagement and family-school relationships. <i>Gender &amp; Education</i>, (5), 577-593.</li> <li>• Ishimaru, A.M., Bang, M., Valladares, M.R., Nolan, C.M., Tavares, H., Rajendran, A., Chang, K. (2019). Recasting families and communities as co-designers of education in tumultuous times. Boulder, CO: National Education Policy Center.  <a href="http://nepc.colorado.edu/publication/family-leadership">http://nepc.colorado.edu/publication/family-leadership</a></li> </ul>
Thursday, March 21st	Educational Autobiography Rough Drafts Due to Writing Fellow	<b>Complete:</b> <ul style="list-style-type: none"> <li>• Complete a virtual tour of UW-Madison’s <i>Sifting &amp; Reckoning</i> exhibit: <a href="https://reckoning.wisc.edu/">https://reckoning.wisc.edu/</a></li> </ul>
Tuesday, March 26th	<b>*No Class- Spring Recess*</b>	
Thursday, March 28th	<b>*No Class- Spring Recess*</b>	
<b>RACE, DIVERSITY, &amp; THE UNIVERSITY</b>		
Tuesday, April 2nd	Race, Diversity, and the University	<b>Read:</b> <ul style="list-style-type: none"> <li>• The Diversity Bargain, Chapter 2 (pp. 43-61).</li> </ul>
Thursday, April 4th	Race, Diversity, and the University	<b>Read:</b> <ul style="list-style-type: none"> <li>• <i>The Diversity Bargain</i>, Conclusion (pp. 181-202).</li> </ul>
<b>STRATEGIES FOR CHANGE</b>		
Tuesday, April 9th	Charter Schools, Testing, & Accountability	<b>Read:</b>

		<ul style="list-style-type: none"> <li>(2013). Viewpoints on Charter Schools. <i>Contexts</i>, Vol. 12(3), pp. 16-25.</li> </ul>
Thursday, April 11th	*No Class*	
Tuesday, April 16th	Educational Autobiography Final Draft Due (1 p.m. via Canvas)	
Thursday, April 18th	Abolitionist Teaching	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Love, B. (2019). <i>We want to do more than survive</i>. Ch. 5 (pp. 88-123)</li> </ul> <p><i>*Engagement activity #5 due 11:59 p.m. 4/21</i></p>
Tuesday, April 23rd	Culturally Relevant & Culturally Sustaining Pedagogies	<p><b>Read:</b> <i>Everyone reads:</i></p> <ul style="list-style-type: none"> <li>Ladson-Billings, G. (2021) Three decades of culturally relevant, responsive, &amp; sustaining pedagogy: What lies ahead?, <i>The Educational Forum</i>, 85(4), 351-354.</li> </ul> <p><i>*Jigsaw readings (4 groups)</i></p> <ul style="list-style-type: none"> <li>(2016). Au, W. Meritocracy 2.0: High-stakes, standardized testing as a racial project of neoliberal multiculturalism. <i>Educational Policy</i>, 30(1), pp. 39-62.</li> <li>Carter Andrews. D.J. (2021) Preparing teachers to be culturally multidimensional: Designing and implementing teacher preparation programs for pedagogical relevance, responsiveness, and sustenance, <i>The Educational Forum</i>, 85(4), 416-428.</li> <li>Dixon, A. D. (2021) But be ye doers of the word: Moving beyond performative professional development on culturally relevant pedagogy, <i>The Educational Forum</i>, 85(4), 355-363.</li> <li>Howard, T.C. (2021) Culturally relevant teaching: A pivot for pedagogical transformation and racial reckoning, <i>The Educational Forum</i>, 85(4), 406-415,</li> <li>McCarty, T.L. &amp; Bryan McKinley Jones Brayboy (2021). Culturally responsive, sustaining, and revitalizing pedagogies: Perspectives from Native American education, <i>The Educational Forum</i>, 8(4), 429-443.</li> </ul>



Thursday, April 25th	Community-based Organizations & Out-of-School Learning	<p><b>Read:</b></p> <p>Salas Pujols, J. (2022). 'It's about the way I'm treated': Afro-Latina Black identity development in the third space. <i>Youth &amp; Society</i>, 54(4), 593-610.</p>
Tuesday, April 30th	Youth & Community Organizing for School & Community Change	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Hosang, D. (2006). Beyond policy: Ideology, race, and the reimagining of youth. In S. Ginwright P. Noguera &amp; J. Cammarota (Eds.), <i>Beyond resistance! Youth activism and community change. New democratic possibilities for practice and policy for America's youth</i> (pp. 3-21). New York, NY: Routledge.</li> </ul>
Thursday, May 2nd	Final Reflections	<p><i>Final Reflective Assignment Due</i></p> <ul style="list-style-type: none"> <li>Course Wrap Up</li> <li>Course Reflections</li> </ul>