



ALD 327: Sociocultural Influences on Learning (Unique #09080)

The University of Texas at Austin
MWF 11:00am-12:00pm
SZB 278

Instructor: Judith Landeros (Pronouns: she/her)
Office Hours: W: 12:00-2:00pm or by appt.

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Required Text: Au, Brown, & Calderón (2016), *Reclaiming the Multicultural Roots of U.S. Curriculum: Communities of Color and Official Knowledge in Education*

Course Description

How have children of minoritized backgrounds been impacted by schooling and schooling practices that do not attend to their experiences? In this course, a sociocultural, sociohistorical, and sociopolitical lens will be utilized to critically examine issues pertaining to minoritized and historically marginalized groups. Course readings are intentionally grounded within a cross-disciplinary approach that draws from Indigenous studies, Black studies, Latinx studies, Asian studies, Gender studies, Queer studies, and Dis/ability studies. We will explore the complex relationships between schools and the larger society, especially in terms of social, cultural, racial, and economic inequities. We will review her/his/theystories and consider the complex ways that settler-colonialism, social constructions of race and gender, capitalism, neoliberalism, im/migration, and socio-economic class intersect and influence the schooling experiences of Black, Indigenous, and People of Color (BIPOC). Issues of power and privilege will be interrogated to understand how they influence one's perceptions of teaching, pedagogy, education policy, and curriculum. During this course everyone will be encouraged to engage in critical self-reflection by questioning their own identities and beliefs, and that of others' in a respectful manner. It is expected that you are open to dialoguing about issues of race, gender, class, privilege and sexual orientation. If you feel uncomfortable about this expectation, this may not be the right class for you.

Cultural Diversity Flag

This course carries the flag of Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of U.S. cultural experiences, including groups who have historically experienced marginalization and exclusion. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of Indigenous, Black, Asian, and Latinxs in this course.

Class Information

Preferred Pronoun & Name Pronunciation: Please let me know if you would like to be referred by a particular preferred name or gender pronoun. I also want to make sure that your name is honored and pronounced correctly.

Class Time/Lateness

Since we will meet three days a week for one hour, it is critical that you arrive by 11:00am and are prepared to be engaged until 12:00pm. Two late arrivals equal one absence. If you know you'll be late let me know ahead of time. It is important that you are here and on time out of respect for our community.

Communication/Canvas

Canvas will be used to post announcements, course documents, assignments, and supplementary materials. Please make sure to look out for messages or announcements that I may send to the whole class via Canvas.

Academic Integrity

All work must be your own. We use APA format in this course and I encourage you to visit the [Purdue Owl website](#) which offers guidelines for how to approach citations and avoid plagiarism. Whenever you are referring to ideas or information from others, make sure that you cite the source. Students who violate university rules on scholastic dishonesty are subject to disciplinary proceedings, including the possibility of failing the course and dismissal from the University. No credit will be given for work that violates this principle and it will be reported.

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

Media & Technology

Some seminars may require the use of a laptop or tablet so we can access readings and share pertinent information in class for learning and collaboration. The use of technology during class time is expected to be respectful i.e. used only for purposes directly related to current class activities. Cell phones must be on vibrate mode and kept in your bookbag. If you have an

emergency and need to have your phone out on the table, make sure that you notify me in advance. Any type of social media, checking e-mails, online shopping, or texting in class is considered inappropriate classroom etiquette. If technology is being used in disrespectful manners to disengage from class material, I will require all students to print readings and bring them to class.

Religious Reasonable Accommodations

If you find that there are any conflicts with assignment deadlines and required class attendance because of religious obligations make sure to talk with me at least two weeks in advance to request a special accommodation.

Emergency Evacuation

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation announcements requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instructions of faculty or class instructor. Do not re-enter a building unless the Fire Department, Police Department, or Fire Prevention Services has given you instructions to do so. Information regarding emergency evacuation routes and emergency procedures can be found on the [UT emergency page](#).

Late Work

Extensions may be granted with adequate reason in extreme cases and with prior notice before the deadline, unless there is an emergency. You may NOT receive an extension on the actual due date. Any work that is handed in late without an extension from the instructor, will automatically receive one letter grade deduction. Mandatory assignments must be turned in, in order to pass this course.

Assignment Submission

Assignments will be submitted via Canvas. Unless you have an excused absence, you must be present in class for your work to be accepted.

Syllabus Changes

The instructor reserves the right to alter (add, delete, and/or modify) the syllabus to meet the individual needs of the students.

Student Resources

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. Please submit a letter to me from [Services for Students with Disabilities](#) early in the course so that your needs may be addressed. For example, if there are circumstances that make our learning

environment and activities challenging let me know how I can best support you. If you have accommodations or medical information you need to share with me please let me know. I am committed to making this an effective learning environment for you and keeping our discussion confidential.

Counseling and Mental Health Center

It is common to need support when dealing with feelings and problems that seem beyond your control. Your [CARE Counselor](#) in the College of Education is Danie White, LPC, LMFT. Her office is in the George I. Sanchez Building, SZB 212E. To schedule an appointment, call 512-232-6862 and ask to schedule a CARE appointment. Walk-in hours are also available Mondays and Wednesdays from 1-2PM in JES A115 and Tuesdays and Fridays from 1-2PM in SZB 216. All services are confidential. None of your information will be shared without your written consent.

[Identity Based Support and Discussion Groups](#)

- Asian Voices @ UT Austin: Tuesdays, 12:30-2:00PM – Belmont 220A
- Black Voices: Wednesdays, 2:00-3:30PM – Gordon White Building
- Latinx Voices: Day/Time TBD
- Queer Voices: Wednesdays, 12:30PM-2:00PM – SAC 2.112
- Finding Our Voice - A Woman of Color Discussion Group: Mondays 12:30-2:00PM – SAC 2.112

Writing Center

The University Writing Center provides free, one-on-one writing consultations for undergraduate students. You have the option of scheduling an [appointment](#) if you would like additional support with your writing. There are also a variety of [events](#), workshops, and “write-ins” that are offered throughout the academic school year.

Assignments

I. Attendance & Participation – 15%

Attendance and participation are key for your success in this course. You must inform me at least two weeks in advance about your absence in order for it to be excused. I also understand that emergencies may come up, so I ask that you contact me (708) 214-7813 and let me know about your absence. You will be required to provide documentation (doctor’s note, etc.) in order for the absence to be excused. If you have unexcused absences, points will be deducted from your final grade. You are also expected to be fully present, read prior to class, and be prepared to participate in class discussions. A **critical reading reflection template** will be provided to serve as a tool to take notes, practice citing authors, ask questions, and present your ideas. **The first portion of the handout is to be completed prior to class**, the remaining sections will be completed the last five minutes of class, and the handout will be collected at the end of each class. These reading reflections will be returned by the next class since you may find them useful as you prepare to write your critical reading reflection essays. It is your responsibility to download readings and have them available before you come to class to engage in a critical discussion with your peers. Class time is not the time to download a reading. Therefore, if it becomes evident that students are not

reading prior to class, they will be required to print all readings and bring them to class. Our seminars will consist of group discussions, working in partners, and/or small groups. Students are expected to be in class promptly by 11:00am and will be dismissed by 12:00pm. Two late arrivals equal one absence. If you know you'll be late let me know ahead of time. It is important that you are here and on time out of respect for our community.

II. Critical Reading Reflection Essays– 40%

At four points during the semester, you will write a 3-to-4 page critical reading reflective essay about a thematic concept that is central to the course and education broadly. You are required to discuss *three readings* or *two readings and one film* that we watch in class within each essay. Your critical reading reflection essay will consist of the following:

1. Write a critical summary of the three readings or two readings and one film that includes key arguments, themes, and conceptual understandings. It may be that you see two to three themes that are similar within each reading, or that you connect the arguments authors make to expand the conversation. Make sure you cite each reading.
2. Write your personal reflection about the three readings or two readings and film. You are encouraged to provide examples from your own lived experiences within schools or other learning spaces. The following questions are suggestions and/or invitations for you to consider as you think critically about your own personal reflections. (1) What questions were raised for you after engaging with the readings? (2) What questions were answered for you after engaging with the readings? (3) Do the readings challenge your perspectives? Affirm your perspectives? Provide other ways of knowing and seeing the world? Explain with examples. (4) Prior to this course have you learned about the topics presented? Why or why not? (5) How do the ideas, arguments, and topics presented impact your own self-understanding? Affirm your lived experience? Or, challenge you to acknowledge your privileges? (6) Why is it important for educators and/or people who work with children and youth to engage with these topics? (7) How have these readings affected your thinking about teaching, learning, and/or schooling?

There is no specific format to these critical reading responses, nor do you have to first summarize key themes and arguments and then write your own personal reflection. Think of it as a speech, something you will read to others, and consider how you would keep your audience engaged. If you are bi/multilingual, you can draw from your languages to write your essays. If you'll be adding words in Spanish, Spanglish, or Nahuatl you do not need to provide translations. However, if you will be using another language, I do ask that you include the translation within the text.

The critical reading reflection template that you complete after each reading should facilitate the writing process and support you with further developing your analysis and ideas. Each critical reading reflection essay is worth 10 points, consisting of 40% of your grade. Critical reading reflection essays are to be NO LESS than 3 pages and NO MORE than 4 pages, double-spaced in Times New Roman, 12 pt. font, and include APA style citations. Your name, date, and number of

critical reflection are all that is needed to be at the top of your essay. Please refer to the formatting example on Canvas to make sure you are fulfilling the requirements.

III. *La Caminata*/Community Walk & Collaborative Creative Response – 12.5%

As a class we will do a community walk called a *La Caminata* around Zavala Elementary and Kealing Elementary in East Austin. In order to get credit for this course you must participate in the *Caminata*. As a class we will decide what day during week 11 to schedule the *Caminata*, which will take up 3 hours in total. Students will not have regular class during this week since we will be meeting for 3 hours for the *Caminata*. You will be responsible for taking notes and collaborating with a partner on developing a creative response with a two-page artist statement (double-spaced, 12-pt font, Times New Roman). Some examples of a creative response include, but are not limited to, designing/painting a sketch of a mural, photography album/essay, creative writing, writing a zine, creating a comic book, spoken-word and/or poetry, dance interpretation, writing a song, collage, etc. On the due date you will have a few minutes to share your creative response with the class. More details, requirements, and examples about this assignment will be provided.

IV. Educational Autobiography Paper – 12.5%

In this 4-to-5 page paper, you will write and reflect on your own educational experiences, both within schools and/or outside of a school context. You will bring into the conversation your family background such as ethnic/racial heritage, im/migration history, religious background, cultural practices, and/or parents and grandparents educational and work history. You will also include your family's socio-economic class background and your experiences related to class. An analysis of gender issues and experiences in your life will also be included within this paper. You are also encouraged to discuss other significant experiences that impacted you such as language, im/migration status, ability, etc. It is important for you to address how the various aspects of your identity relate to your past and present experiences with schooling and education. Therefore, you will be required to think critically about your family history and education journey. The paper does not have a specific format, but the following exercises are a requirement in order to engage in critical inquiry. Although I will not collect the answers from exercise one, I will ask that you turn in a map of your education journey which should include some of the information from your critical family history reflection.

1. Critical Family History Reflection Questions (Sleeter, 2019)

- a. What laws and other processes that benefit white people shaped opportunities for my ancestors?
- b. What kinds of relationships did my ancestors have with members of other groups around them? How and why was most of my family history forgotten or suppressed?
- c. What happened to the diverse languages and cultures my ancestors brought?
- d. What role(s) did my ancestors play in the colonization of Indigenous peoples?
- e. What was my ancestors' location within the growing capitalist economy, and how did that location impact them?

- f. How did patriarchal systems and norms play out in my family history?
 - g. Did any of my ancestors work for equity and justice?
 - h. How has my family experienced, enacted, confronted, or in other ways were implicated in social relationships based on racism, colonization, capitalism, and patriarchy?
2. Your education journey map is meant to capture trajectories throughout your educational experiences. This activity will help you convey how you view the world and how you imagine yourself in it. Consider the following prompt before mapping your education journey:

“Map your education journey from when you started school to now. Include people, places, obstacles, and opportunities on the way. Draw your relationship with school. You can include what works for you and/or what doesn’t. You can use different colors to show different feelings, use symbols like lines and arrows or words. These are just suggestions. Be as creative as you like and, if you don’t want to draw, you can make more of a flow-chart.” (Annamma, 2017).

Educational autobiography papers are to be NO LESS than 4 pages and NO MORE than 5 pages, double-spaced in Times New Roman, 12 pt. font, and include APA style citations.

V. Service Learning Project & Presentation – 20%

This course includes a **15-hour service-learning component**, which you need to complete in order to receive credit for class. It’s your responsibility to contact one of the sites on the Service Learning Opportunities list (or an equivalent site with my approval) to complete your volunteer service learning. You’ll need the supervising staff member at your site to sign off the form certifying that you have completed the required volunteering hours. The service learning project will be divided into **five parts**.

Part I: Write a journal entry after each service learning/volunteering session. Your journal entry should be at least one paragraph (between 200-300 words/5 to 6 sentences). You can keep your journal entries on a word document or in a physical notebook. Remember that you have to complete 15 hours of volunteering with an approved site. You should plan to provide me with an **update** of your service-learning site by **October 11, 2019**.

Part II: Engage in a minimum of 30-minute walk through the neighborhood surrounding your service learning site and take photos of at least 5 community assets, forms of cultural wealth, and/or funds of knowledge. Create a map that disrupts cartographies of inequity and highlights forms of cultural wealth and funds of knowledge. Remember you are a guest and you must be respectful when taking pictures and not take pictures of people. Your map can be designed using word, google drawings, ppt, etc. However, you can also physically draw it and glue pictures, etc. You will submit a copy of your community map.

Part III: Interview a parent, grandparent, family member, or elder of the community for a minimum of 20-minutes. If you need support figuring out how to approach the person you will

interview feel free to talk to me during office hours or your service learning supervisor. It all depends on the context of your service learning site. You will develop a set of at least 5 questions to learn more about their thoughts/ perspectives on education and their aspirations for their children. Make sure to submit these questions to me prior to your interview for approval. Ask the person you interview for their consent to audio record the interview, since you will transcribe the interview. You will submit the interview transcription as well as a one-page reflection of your experience, what you learned, and how this knowledge could inform your service work in the community. The one-page reflection must be 12 pt. font, double spaced, Times New Roman format.

Part IV: You will write a 3-to-4 page paper where you engage in the process of self-reflection and self-analysis. Consider everything that you have learned throughout the class and how that informs your understanding of your service learning experience. To write this paper, you should reference your journal entries, the community walk of your service learning site, the map you created, the interview you conducted, and your own personal experience working with children. In this paper you should reflect on the relationships you developed, use asset-based perspectives, and consider social justice and transformative educational possibilities. The paper must be double-spaced, Times New Roman, and 12 pt. font. You will have until December 9th to submit this paper. The other parts of this project will be due by the day you present in class.

Part V: You will prepare a 5 minute presentation to share with the class your experiences with this service learning project and what you learned. Think about what you have learned in this course through your service learning, readings, and class discussions. How has this experience affected your thinking about teaching and learning? Make sure to describe your intellectual and emotional growth during this service learning experience and course. For your presentation you should use power point or prezi and include artifacts, photos, video clips, etc. Presentations are schedule for December 4th and December 6th.








Assignment Schedule

Due date	Assignment	Total points
September 16 th @ 11:00am	Critical Reading Reflection #1 (Readings from Aug. 29 th to Sep. 13 th)	10 pts.
September 27 th @ 11:00am	Critical Reading Reflection #2 (Readings from Sep. 16 th to Sep. 27 th)	10 pts.
October 11 th @ 11:00am	Critical Reading Reflection #3 (Readings from Sep. 30 th to Oct. 11 th)	10 pts.
October 25 th @ 11:00am	Educational Autobiography	12.5 pts.
November 11 th @ 11:00am	Critical Reading Reflection #4 (Readings from Oct. 14 th to Nov. 11 th)	10 pts.
November 15 th @ 11:00am	<i>Caminata</i> /Community Walk Creative Response	12.5 pts.
December 4 th & 6 th	Service Learning Project Presentation	20 pts.
December 9 th at 11:59pm	Service Learning Project	

Grade Scale

93-100 points: A
 90-92.9 points: A-
 87-89.9 points: B+
 83-86.9 points: B
 80-81.9 points: B-
 77-79.9 points: C+
 73-76.9 points: C
 70-72.9 points: C-
 60-60.9 points: D
 Below 60 points: F

Course Topics, Readings, & Schedule

Week 1	Introduction to the Course/Disrupting Single Stories
	<p><u>August 28:</u> Overview of Syllabus, Class Expectations, <i>Caminata</i> date, Presentation sign-up, Meeting sign-up, Service Learning & service learning check-in update, Introductions</p> <p><u>August 29:</u> Continue Introductions</p>
Week 2	Deficit Thinking & Funds of Knowledge
	<p><u>September 2:</u> NO CLASS/Labor Day</p> <p><u>September 4:</u></p> <ul style="list-style-type: none">  Weiner, L. (2006). Challenging deficit thinking. <i>Educational Leadership</i>, 64(1), 42-45  Valencia, R. (1997). Conceptualizing the notion of deficit thinking. In R. Valencia (ed.) <i>The evolution of deficit thinking</i> (pp. 1-12). London: Falmer Press. <p><u>September 6:</u></p> <ul style="list-style-type: none">  Moll et al., 1992. Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. <i>Theory into Practice</i>, 31(2), 132-141
Week 3	Critical Race Theory, Community Cultural Wealth, & Dehumanization
	<p><u>September 9:</u></p> <ul style="list-style-type: none">  Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education?. <i>International journal of qualitative studies in education</i>, 11(1), 7-24.  Berson, M. & Cruz, B. (2001). Eugenics Past and Present: Remembering <i>Buck v. Bell</i> <i>Social Education</i>, 65(5), 300-306. <p><u>September 11:</u></p> <ul style="list-style-type: none">  Yosso, T. 2005. Whose culture has capital? A critical race theory discussion of community cultural wealth. <i>Race, Ethnicity, and Education</i>, 8(1), 69-91 <p><u>September 13:</u></p> <ul style="list-style-type: none">  Kohli, R., & Solórzano, D. G. (2012). Teachers, please learn our names!: Racial microaggressions and the K-12 classroom. <i>Race Ethnicity and Education</i>, 15(4), 441-462.

<p>Week 4</p> <p>*9/16 - Critical Reading Response 1 due</p>	<p>Western & Colonizing Knowledges</p>
	<p><u>September 16:</u></p> <ul style="list-style-type: none"> 📖 Ted Talk – Pedagogy of the Decolonizing by Quetzala Carson 📖 Peterson, Bob (2019). Burning Books and Destroying Peoples: How the World Became Divided Between “Rich” and “Poor” Countries, pp. 133-137. In <i>Rethinking Ethnic Studies</i>.
	<p><u>September 18:</u></p> <ul style="list-style-type: none"> 📖 Tuhiwai Smith, L. 2001. Ch. 3. Colonizing Knowledges. In <i>Decolonizing Methodologies</i>. (pp. 61-78)
<p><u>September 20:</u></p> <ul style="list-style-type: none"> 📖 Au, W., Brown, A. L., and Calderón, D. (2016). Chapter 1, pp. 1-17. In <i>Reclaiming the Multicultural Roots of U.S. Curriculum: Communities of Color and Official Knowledge in Education</i>. New York: Teachers College Press. 	
<p>Week 5</p>	<p>Settler Colonialism and Indigenous Peoples</p>
	<p><u>September 23:</u></p> <ul style="list-style-type: none"> 📖 Au, W., Brown, A. L., and Calderón, D. (2016). Chapter 2, pp. 18-36. In <i>Reclaiming the Multicultural Roots of U.S. Curriculum: Communities of Color and Official Knowledge in Education</i>. New York: Teachers College Press.
	<p><u>September 25:</u></p> <ul style="list-style-type: none"> 📖 Au, W., Brown, A. L., and Calderón, D. (2016). Chapter 2, pp. 37-45. In <i>Reclaiming the Multicultural Roots of U.S. Curriculum: Communities of Color and Official Knowledge in Education</i>. New York: Teachers College Press. 📖 Valdez, Carolina (2019). Challenging Colonialism: Ethnic Studies in Elementary Social Justice, pp. 153-156. In <i>Rethinking Ethnic Studies</i>.
<p><u>September 27:</u> Watch Film: More than a Word: Native American-Based Sports Mascots; (Kanopy)</p>	
<p>Week 6</p> <p>*9/30 - Critical Reading Response 2 due</p>	<p>Race and Black Education</p>
<p><u>September 30:</u></p> <ul style="list-style-type: none"> 📖 Au, W., Brown, A. L., and Calderón, D. (2016). Chapter 5, pp. 114-145. In <i>Reclaiming the Multicultural Roots of U.S. Curriculum: Communities of Color and Official Knowledge in Education</i>. New York: Teachers College Press 	

	<p><u>October 2:</u></p> <ul style="list-style-type: none"> 📖 Ladson-Billings, G. (2004). Landing on the Wrong Note: The Price we paid for Brown. <i>Educational Researcher</i>, 33(7), 3-13
	<p><u>October 4:</u></p> <ul style="list-style-type: none"> 📖 Watch Film: Race - The Power of An Illusion: How the racial wealth gap was created 📖 Brown, K. and Brown, A.L. (2011). Teaching K-8 Students about Race: African Americans, Racism, & the Struggle for Social Justice in the U.S. <i>Multicultural Education</i>, 19(1), 9-13.

	Deficit Perspectives and Schooling of Mexican Americans
Week 7	<p><u>October 7:</u></p> <ul style="list-style-type: none"> 📖 Au, W., Brown, A. L., and Calderón, D. (2016). Chapter 4, pp. 80-113. In <i>Reclaiming the Multicultural Roots of U.S. Curriculum: Communities of Color and Official Knowledge in Education</i>. New York: Teachers College Press.
	<p><u>October 9:</u></p> <ul style="list-style-type: none"> 📖 Watch Film: Stolen Education – The Legacy of Hispanic Racism in Schools (Kanopy)
	<p><u>October 11:</u></p> <ul style="list-style-type: none"> 📖 Urrieta Jr, L., & Calderón, D. (2019). Critical Latinx Indigenities: Unpacking Indigeneity from Within and Outside of Latinized Entanglements. <i>Association of Mexican American Educators Journal</i>, 13(2), 145-174.

	Beyond the Asian Americans “Model Minority” Myth
Week 8	<p><u>October 14:</u></p> <ul style="list-style-type: none"> 📖 Au, W., Brown, A. L., and Calderón, D. (2016). Chapter 3, pp. 46-79. In <i>Reclaiming the Multicultural Roots of U.S. Curriculum: Communities of Color and Official Knowledge in Education</i>. New York: Teachers College Press.
	<p><u>October 16:</u></p> <ul style="list-style-type: none"> 📖 Watch video: A Conversation with Asian Americans on Race 📖 Watch video: EdTalk: Hmong Perspective of Public Education
	<p><u>October 18:</u></p> <ul style="list-style-type: none"> 📖 Ngo, B. (2017). The Costs of “Living the Dream” for Hmong Immigrants: The Impact of Subtractive Schooling on Family and Community, <i>Educational Studies</i>, 53(5), 450-467.

*10/14 - Critical Reading Response 3 due

Intersectional Analysis of Schooling Experiences	
Week 9 *10/25 – Autobiography due	October 21: 📖 Ted Talk: The urgency of intersectionality - Kimberlé Crenshaw 📖 Carbado, D.W., Crenshaw, K.W., Mays, V.M., Tomlinson, B. (2013). Intersectionality: Mapping the Movements of a Theory. <i>DuBois Review: Social Science Research on Race</i> , 10(2), 303-312.
	October 23: 📖 García, L. (2009). “Now Why do you want to know about that?": Heteronormativity, sexism, and racism in the sexual (Mis)education of Latina youth. <i>Gender and Society</i> , 23:4, 520-541 📖 Queering Schools by editors of Rethinking Schools, pp. 5-7
	October 25: 📖 Annamma, S. A., Connor, D., & Ferri, B. (2013). Dis/ability critical race studies (DisCrit): Theorizing at the intersections of race and dis/ability. <i>Race Ethnicity and Education</i> , 16(1), 1-31

Re-Segregation by Design, Power, and Marginalization	
Week 10 ***online sessions	October 28: 📖 Busch, A. 2013. Building “A city of upper middle class citizens”: Labor Markets, Segregation, and Growth in Austin, TX, 1950-1973. <i>Journal of Urban History</i>
	***October 30: 📖 Film: Clarksville - 1970 📖 Video: A City Divided
	***November 1: 📖 Torres, R. et al. 2013. Building Austin, building justice: Immigrant construction workers, precarious labor regimes and social citizenship. <i>Geoforum</i> , 45, 145-155 📖 Video: Building the American Dream

Caminata/Community Walk	
Week 11	<p>The <i>Caminata/Community Walk</i> is mandatory. We will meet on _____ November, _____ at _____:____. Please meet at Zavala Elementary - _____.</p> <p>Doodle Poll: https://doodle.com/poll/tvracibenwve3bx3</p>

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	Ethnic Studies
Week 12 *11/11 - Critical Reading Response 4	<u>November 11:</u> 📖 Tintiangco-Cubales, A., Kohli, R., Sacramento, J., Henning, N., Agarwal-Rangnath, R., & Sleeter, C. (2015). Toward an ethnic studies pedagogy: Implications for K-12 schools from the research. <i>The Urban Review</i> , 47(1), 104-125
	<u>November 13:</u> 📖 Romero, A., Arce, S. & Cammarota, J. 2009. A barrio pedagogy: Identity, intellectualism, activism, and academic achievement through the evolution of critically compassionate intellectualism. <i>Race, Ethnicity, and Education</i> 12:2, 217-233
	<u>November 15:</u> 📖 Valdez, C. (2018). Flippin'the scripted curriculum: ethnic studies inquiry in elementary education. <i>Race Ethnicity and Education</i> , 1-17.

	Ethnic Studies
Week 13 *11/20 – Caminata creative response due ***online sessions	November 18: 📖 Dueñas, R., López, J., López, E. (2019). Reimagining and Rewriting Our Lives Through Ethnic Studies. In <i>Rethinking Ethnic Studies</i> , pp. 221-233 📖 Watson, R. (2019). Happening Yesterday, Happened Tomorrow: Teaching the Ongoing Murders of Black Men. In <i>Rethinking Ethnic Studies</i> , pp. 239-243.
	November 20: 📖 <i>La Caminata</i> Creative Response presentations
	*** <u>November 22:</u> 📖 Zamora, E. & Valenzuela, A. (2019). Ethnic Studies and Community-Engaged Scholarship in Texas, pp. 328-334 📖 Wolfe-Rocca, U. (2019). Standing with Standing Rock: A Role Play on the Dakota Access Pipeline. In <i>Rethinking Ethnic Studies</i> , pp. 257-267

	NO CLASS
Week 14	This period is for off-site class time to work on service learning final project. I will also be available to meet by appointment if you need any support.

Healing & Transformative Educational Spaces	
<p>Week 15</p> <p>*12/9 – Service Learning Project due</p>	<p>December 2:</p> <p>📖 hooks, b. (1994) <i>Teaching To Transgress: Education as the Practice of Freedom</i>. New York: Routledge. Read Chapter 1 (pp. 13-24), Chapter 3 (pp. 35-44) & Chapter 14 (pp. 201-207)</p>
	<p>December 4:</p> <p>Service Learning Project Presentations</p>
	<p>December 6:</p> <p>Service Learning Project Presentations</p>