



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit School of Social Transformation Department Asian Pacific American Studies

Subject APA Number 350 Title Inequality & Diversity in Education Units: 3

Is this a cross-listed course? Yes
If yes, please identify course(s) AFS 350, CDE 350, SOC 350, TCL 360, JUS 365

Is this a shared course? No If so, list all academic units offering this course _____

Course description:

This course explores various dimensions of diversity in relation to educational systems and outcomes. Through sociological and psychological research, case studies and films, students will examine how educational inequality is created and reproduced through individual actions and institutional constraints. The course will also consider the connection between schooling and human rights and ways in which educational inequality may be addressed.

Requested designation: Cultural Diversity in the United States-C

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name Kathy Nakagawa Phone 480-727-6052

Mail code 6403 E-mail: nakagawa@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Mary Margaret Fonow Date: _____

Chair/Director (Signature): Mary Margaret Fonow

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	syllabus, table of contents from texts
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	syllabus, discussion board assignments (in syllabus), list of readings

Course Prefix	Number	Title	Designation
APA	350	Inequality & Diversity in Education	CULTURAL

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
1: Contributes to understanding of cultural diversity in contemporary U.S.	Examines and compares schooling experiences for African American, Hispanic, Asian American, immigrant, linguistic minority students as well as experiences based on gender, class and sexual orientation	Discussion board topics (see syllabus pp. 4-7) requires students to consider how cultural diversity interacts with schooling experiences in the United States
2c: Studies social, psychological, economic and political dimensions of diverse groups	Students learn examine how diversity interacts with educational opportunities and leads to different social, psychological, economic, and political outcomes for groups	See table of contents for books, particularly Beyond Silenced Voices, that emphasizes various dimensions of diverse experiences

APA 350: Inequality and Diversity in Education
 Crosslisted AFS/CDE/SOC 350, TCL 360, JUS 365

Instructor: Dr. Kathy Nakagawa
 Wilson Hall 351, 480-727-6052
nakagawa@asu.edu

Catalog Description

This course explores various dimensions of diversity in relation to educational systems and outcomes. Through sociological and psychological research, case studies and films, students will examine how educational inequality is created and reproduced through individual actions and institutional constraints. The course will also consider the connection between schooling and human rights and ways in which educational inequality may be addressed.

Pre-requisites

Completion of APA 200 or APA 210 or a minimum 45 total credit hours

Course Overview

Using both social reproduction theory and an ecological perspective on human development, this course will examine how individual aspirations and achievements are constructed and reproduced through micro-, meso-, exo-, and macro-system influences. We will consider how different facets of diversity (race, ethnicity, class, and gender) are represented and intersect in society, the influence of social and cultural capital and how an individual's educational opportunities and outcomes are shaped by diversity. Studies of the educational experiences of particular individuals and groups will be used to exemplify effects of different systems, and to consider how inequality may be both resisted and reproduced. We will consider the concept of equal educational opportunity, how schooling and education function as a human right, the degree to which education may further social equality vs. equity, and how and why education fails to be equitable. The last part of the course will focus on how to transform educational experiences through programs, actions and policies in order to result in greater educational equity.

Student Learning Outcomes

Students will leave this course with an advanced understanding of the following theories/factors/concepts:

- Social reproduction theory
- Different kinds of capital (e.g., social and cultural) and how they relate to social reproduction
- Bioecological perspectives on human development
- The Universal Declaration of Human Rights and the United Nations Convention on the Rights of Children
- The difference between equality and equity
- Factors contributing to structural inequality in education
- Systems of whiteness and oppression
- Concepts of silencing, subtractive schooling
- Intersections of class, gender & race
- Agency and resistance

In particular, students will be able to discuss and write critically about how inequities are reproduced through the educational system in relation to aspects of diversity and apply their knowledge to address ways that schooling may be improved for all children.

Technical Tools

This course uses e-mail and the course Blackboard site for communication and for course materials and assignments. You must have an active ASU e-mail account and access to the Internet. If you wish to use another e-mail address, please use <https://webmail.asu.edu/emma/> to redirect your mail to your chosen account. See the tutorial at ASUonline for more information on redirecting your email: <http://asuonline.asu.edu/StudentSupport/Tutorials6/RedirectEmail.cfm>. Communication about the course will only be sent to your ASU email account; please plan on checking your ASU email account regularly for course related messages.

Occasionally, there are problems with the IT systems which will prevent you from accessing the Blackboard site or sending e-mail. For information on systems outages see the ASU systems status calendar:

<http://systemstatus.asu.edu/status/calendar.asp> If you run into technical problems, please contact the University Technology Office Help Desk. Email: helpdesk@asu.edu ; Phone: 480-965-6500

Readings

There are 3 books for this course; all are available at the ASU Tempe bookstore:



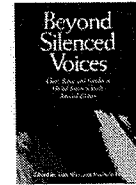
Ain't No Makin' It: Aspirations and Attainment in a Low-Income Neighborhood (3rd Revised edition)

by Jay MacLeod, 2009, Westview Press



Asian Americans in Class: Charting the Achievement Gap Among Korean American Youth by Jamie Lew,

2006, Teachers College Press



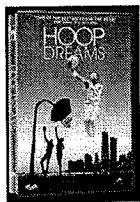
Beyond Silenced Voices: Class, Race, And Gender In United State Schools (Revised edition) by Lois

Weis & Michelle Fine (Editors), 2005, State University of New York Press

In addition, other articles, audio clips or video clips will be assigned and are available on-line through the Blackboard site.

Movies

There will be 3 movies for you to view throughout the semester. The movies are:



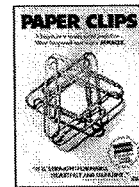
Hoop Dreams (1994), directed by Steve James: This documentary is about the educational system and the promise of upward mobility through sport. It covers

8 years in the lives of two young men and their families in Chicago.



Spellbound (2002), directed by Jeffrey Blitz: A documentary that follows eight students from different racial/ethnic and

socioeconomic backgrounds who compete in the National Spelling bee.



Paper Clips (2004), directed by Elliot Berlin: This documentary tells the story of a small middle school in

Tennessee and the work of students, teachers, and community members to create a Holocaust memorial.

On the syllabus you'll see that I offer a "beginning" week for the movie viewing and an "end" week by which the movie must be viewed. You are free to get the movies early and watch them whenever you would like, as long as the viewing is completed by the required week.

The movies chosen are available in the following ways:

1. *Through the ASU library:* One copy of each movie is on reserve at the library on the Tempe campus. You will be able to check out each movie for one night, or view it at the available stations at the library.
2. *Through Blockbuster or Netflix:* All 3 of these titles are available for rental from both of these companies.
3. *Through Amazon.com:* Used and new copies of all of these movies are available through Amazon.com for less than \$20 each.
4. *On-line:* Some of these movies may be available through an on-line free service (for example, *Hoop Dreams* was available on hulu.com for a period of time). You may wish to check out some of these on-line viewing services for availability.

If you have particular circumstances that make it difficult to view or access the movies please contact me ASAP so we can work something out. Please do not wait until the week the viewing should be completed to begin looking for the movie.

Assignments and Grading

Item	Percent of grade	Description
<i>Class attendance & participation</i>	10%	Participation includes keeping up with the assigned material so you may be involved in class discussions and activities. If an emergency should arise and you are unable to attend class, please contact me as soon as possible.
<i>Quizzes</i>	15%	Weekly multiple choice, true-false and fill-in-the blank questions will be related to content from the readings, on-line materials, movies and lectures.
<i>Discussion board postings and responses</i>	25%	Each week you will post your responses to specific prompts and read and respond to your fellow classmates' postings. See Discussion Board rubric for information on grading.
<i>Exams</i>	25%	A midterm and final exam (cumulative) will include a combination of questions, including multiple choice, true/false and short answer essay.
<i>Final paper and presentation</i>	25%	Your final paper will involve research into how best to address a particular inequality in our educational system. Directions will be handed out in week 3.

Grading Scale:

This course will be graded using a +/- system:

A+: 99-100%	A: 93-98%	A-: 90-92%
B+: 87-89%	B: 83-86%	B-: 80-82%
C+: 77-79%	C: 70-76%	
D: 60-69%	E: 59% & below	

Course Guidelines

- Please check with me if you need an extension for an assignment—I'm flexible and I understand how life gets complicated and you get behind in things, but communication is key. Except in the case of an emergency, no late work will be accepted if you have not spoken with me ahead of time.
- Absences and tardies will affect your grade. Please contact me when you need to miss class.
- If there are factors that may affect how you will do in this course, please be sure to send me an email about any concerns.
- I expect to read work that follows conventions of proper grammar and spelling—it helps me to concentrate on what you're saying, rather than getting distracted by errors. If you need help in this area please ask!
- Remember that the key to doing well in this course is keeping up with work—especially reading in preparation for quizzes and posting to the on-line discussion board.
- Please consider how your postings on-line and class comments may be interpreted. Always use grace and courtesy when making comments and responding to other students.

Something Else to Keep in Mind

This is the part where I remind you that I am pretty good at finding out if an assignment is copied (not that you will) or if you're being less than truthful about your work (for example, I can see how many times and when you've been to the Blackboard site). The vast majority of students I have met in my many years of teaching are straightforward and hard-working. But occasionally I have a student or two who chooses to go another route. This part of the syllabus is to warn them against doing so.

"Integrity" means acting in a principled way—that is, you have morals, ethics and values that guide your behavior in a consistent and "upright" fashion. This is REALLY important in life—be someone who acts with respect toward yourself and others; don't compromise your integrity by acting less than truthfully. Plagiarism, academic dishonesty and cheating will not be tolerated. Just as a reminder you can find the Student Conduct Code about Academic Integrity at:

<http://provost.asu.edu/academicintegrity>

I am interested in your thinking and understanding so please submit your own work. If you have a question about how to cite something, feel free to ask!

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment.

Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

Class Outline

<i>Lesson/Week</i>	<i>Topic/Activities</i>	<i>Readings/Other Media</i>
Introduction Week 1	<p>Introduction, Education as a Human Right</p> <ul style="list-style-type: none"> Review syllabus Introductory lecture Practice Discussion Board (DB): Introduce yourself, respond to 2 classmates Practice quiz (does not count) 	<ul style="list-style-type: none"> <i>Ain't No Makin' It</i>: Preface, Chapter 1 <u>On-line materials</u>: National Radio Project's "A Set-Up for Failure: Racial Inequality in Education"; <i>The Universal Declaration of Human Rights</i> and <i>United Nations Convention on the Rights of Children</i>
Lesson 1 Week 2	<p>Social Reproduction & Ecological Perspectives: An overview of social reproduction theory and Bronfenbrenner's bioecological perspective, two frameworks we'll use throughout the course</p> <ul style="list-style-type: none"> Lesson 1 DB: Choose one of the young men from either the Hallway Hangers or the Brothers and discuss his background using social reproduction theory (for example, what sorts of cultural and linguistic capital does the young man display?) Discuss whether you think the young man will "make it" or not and why you have reached this conclusion (but don't read too far ahead in the book!). (450 word minimum for DB postings) Lesson 1 quiz 	<ul style="list-style-type: none"> <i>Ain't No Makin' It</i>: Chapters 2-5 <u>On-line materials</u>: NPR's "Is the American Dream a Myth?" <u>Movie</u>: <i>Hoop Dreams</i> (to be viewed by week 4)
Lesson 2 Week 3	<p>School, Aspirations & Expectations: How aspirations and expectations differ for students from different backgrounds, and how these are shaped by educational experiences</p> <ul style="list-style-type: none"> Lesson 2 DB: Discuss the aspirations and expectations of the student you discussed last week. Does the Brother or 	<ul style="list-style-type: none"> <i>Ain't</i>: Chapters 6-8 <u>On-line materials</u>: "5 Faces of Oppression" <u>Movie</u>: <i>Hoop Dreams</i> (to be

	<p>Hallway Hanger you wrote about believe in the achievement ideology? What school factors influence the student's aspirations and beliefs about the future? Do you agree or disagree with MacLeod's analysis of how the achievement ideology causes students to blame themselves for failure? Why or why not?</p> <ul style="list-style-type: none"> Lesson 2 quiz 	viewed by week 4)
Lesson 3 Week 4	<p>Growing Inequality: A consideration of the outcomes for the Hallway Hangers and Brothers and what shaped those outcomes.</p> <ul style="list-style-type: none"> Lesson 3 DB: How accurate were your predictions 8 years later for the HH and Brothers? Were the young men's right to an education fulfilled? MacLeod suggests that some of the young men were "pushed into jumping" in terms of making poor choices. What does he mean by this? Do you agree? Why or why not? Be sure to discuss the differences in structure vs. agency. Lesson 3 quiz 	<ul style="list-style-type: none"> <i>Ain't</i>: Chapters 9-11 <u>On-line materials</u>: PBS interview with Claude Steele on stereotype threat, NPR pieces on the value of a high school diploma and growing inequality <u>Movie</u>: <i>Hoop Dreams</i> (to be viewed by end of this week)
Lesson 4 Week 5	<p>Structuring Inequality: The structural factors that lead to inequality and a final summary of <i>Ain't No Makin' It</i>.</p> <ul style="list-style-type: none"> Lesson 4 DB: Compare and contrast the outcomes of the Hallway Hangers and Brothers with William Gates and Arthur Agee from <i>Hoop Dreams</i>. How are the aspirations of Gates & Agee similar/different to those of the Hallway Hangers and Brothers? In what way do sports support or detract from whether these young men "make it"? Lesson 4 quiz 	<ul style="list-style-type: none"> <i>Ain't</i>: Chapters 12-14, Afterword & Appendices <u>On-line materials</u>: "Still Separate, Still Unequal" by Jonathan Kozol; "Upward Mobility Through Sport?" by D. Stanley Eitzen; NEA report on school funding <u>Movie</u>: <i>Spellbound</i> (to be viewed by week 8)
Lesson 5 Week 6	<p>Educational Mechanisms of Inequality: Further research on mechanisms that reproduce inequality and limit opportunities in the educational system.</p> <ul style="list-style-type: none"> Lesson 5 DB: For this lesson, you will be rating applicants applying to the University of California Berkeley to determine who gets accepted and why. Go to http://www.pbs.org/wgbh/pages/frontline/shows/sats/who/ and complete the activity, then post your decisions. Who did you think should get in and why? In what ways did you take into account factors from this week's readings, such as resources and educational opportunities, in making your decision? Lesson 5 quiz 	<ul style="list-style-type: none"> <i>Beyond Silenced Voices</i>: Chapters 1-4 <u>On-line materials</u>: NYT series on segregation in U.S. schools <u>Movie</u>: <i>Spellbound</i> (to be viewed by week 8)

Lesson 6 Week 7	<p>Silencing Through Interactions: How silencing of individual's identity and voice is created through subtractive schooling and processes of stigmatizing.</p> <ul style="list-style-type: none"> Lesson 6 DB: Discuss the concepts of "subtractive schooling" and "stigma" (related to sexual orientation) in terms of how students are silenced. Provide specific examples from the books and lecture on how students are silenced (the additional resources in the lecture would be helpful to look at). Lesson 6 quiz 	<ul style="list-style-type: none"> <i>Beyond:</i> Chapters 5 & 6 <u>On-line materials:</u> Articles from <i>Rethinking Schools</i> journal on subtractive schooling and culture in the classroom, "How Homophobia Hurts Everyone" <u>Movie:</u> <i>Spellbound</i> (to be viewed by week 8)
Midterm week Week 8	<ul style="list-style-type: none"> Midterm review Midterm test 	<ul style="list-style-type: none"> <u>Movie:</u> <i>Spellbound</i> (to be viewed by end of this week)
Lesson 7 Week 9	<p>The Intersection of Gender, Class, and Race: How gender, class and race intersect in specific educational case studies.</p> <ul style="list-style-type: none"> Lesson 7 DB: The students profiled in <i>Spellbound</i> represent a range of backgrounds, and some critics have said that the movie idealizes the American Dream. What do you think? Discuss how the student's background influences the opportunities and resources he/she has for preparing for the spelling bee. For example, what differences are due to the socioeconomic status of the families? What kinds of cultural differences do you observe? What racial differences are there in who is competing? Consider the ways the concept of "femininity" may hinder girls' development. How do Ashley, Angela, or Nupur resist the culture of femininity? Lesson 7 quiz 	<ul style="list-style-type: none"> <i>Beyond:</i> Chapters 7, 9 & 10 <u>On-line materials:</u> <i>Rethinking Schools</i> articles on equality and sexism
Lesson 8 Week 10	<p>Talk, Silence and Asian Americans: A discussion of the model minority myth, diversity in the AAPI community and how silence may be re-conceptualized.</p> <ul style="list-style-type: none"> Lesson 8 DB: Should teachers require students to speak out in class? Why or why not? Do you feel comfortable being required to speak out in class? Why or why not? How might class participation style influence educational outcomes? Be sure to refer chapter 11 from <i>Beyond Silenced Voices</i>. Lesson 8 quiz 	<ul style="list-style-type: none"> <i>Asian Americans in Class:</i> Foreword, Chapter 1 <i>Beyond:</i> Chapter 11 <u>On-line materials:</u> Articles from <i>Rethinking Schools</i> on Asian American students and education; <i>The State of Asian Americans & Pacific Islanders in Arizona</i> <u>Movie:</u> <i>Paper Clips</i> (to be viewed by week 12)

Lesson 9 Week 11	<p>The System of Whiteness and Immigrant Status: How the systems of whiteness are played out in schools in relation to Asian immigrant and Asian American students.</p> <ul style="list-style-type: none"> Lesson 9 DB: How does the model minority myth perpetuate stereotypes and inequality? How does the system of whiteness shape schooling experiences for Asian American and Asian immigrant students? Lesson 9 quiz 	<ul style="list-style-type: none"> <i>AA in Class:</i> Chapters 2 & 3 <i>Beyond:</i> Chapter 8 <u>Online:</u> "The Possessive Investment in Whiteness" <u>Movie:</u> <i>Paper Clips</i> (to be viewed by week 12)
Lesson 10 Week 12	<p>Constructing Identity: How Asian American students construct identity in relation to culture, gender, class, language and generational differences.</p> <ul style="list-style-type: none"> Lesson 10 DB: (In relation survey handout on diversity) After completing the survey, discuss what you and your respondent learned from the survey, what surprised you and your respondent the most, and where you learn information about diversity and inequality. Lesson 10 quiz 	<ul style="list-style-type: none"> <i>AA in Class:</i> Chapters 4-6 <u>Online:</u> "Finding my Eye-dentity"; "The Psychology of Invisibility" <u>Movie:</u> <i>Paper Clips</i> (to be viewed by end of this week)
Lesson 11 Week 13	<p>Opportunities for Change: Specific examples of how educators have disrupted inequities in education and supported diverse voices in schooling.</p> <ul style="list-style-type: none"> Lesson 11 DB: The movie <i>Paper Clips</i> and the readings offer different perspectives on how to effect change in schools. For this final DB, write a letter to someone (you may choose someone real or make someone up) who has difficulty understanding how the education system may perpetuate inequality. Your challenge is to provide reasons that might help change his/her thinking using examples from the movie and class materials. Lesson 11 quiz 	<ul style="list-style-type: none"> <i>Beyond:</i> Chapters 12-15 <u>Online:</u> "Toward a New Vision: Race, Class, and Gender;" and "Interrupting the Cycle of Oppression"
Presentations Week 14/15	Final Paper Presentations	
Wrap-Up Week 15/16	<p>The End</p> <ul style="list-style-type: none"> Summary Discussion & final exam review Final exam 	

APA 350
Inequality & Diversity in Education
Discussion Board Rubric

NOTE: Up to 2 points may be deducted for errors in spelling, grammar and/or punctuation.

10 points –

- completed 1 posting and 2 responses
- posting is thorough, covers all questions and meets minimum word requirement
- posting incorporates and extends concepts from the lectures and readings
- responses are made in a timely fashion (i.e., NOT in the last hour before they are due), giving others an opportunity to respond and further the discussion
- responses are thoughtful, and analyze the content or question asked
- responses make connections to other content and real-life situations
- responses extend discussions already taking place, or pose new possibilities or opinions not previously voiced

8 points –

- missed a response and/or late for a posting
- posting misses some of the questions asked or does not meet minimum word requirement
- posting and/or responses make connections to previous or current content or to real-life situations, but the connections are unclear, not firmly established or are not obvious
- posting and/or responses contain novel ideas, but may lack depth, detail and/or explanation

6 points –

- posting does not address questions clearly and does not meet minimum word requirement
- posting and responses are generally accurate, but the actual information they deliver repeats what others have said
- posting and responses make limited, vague connections between class readings and postings by other students
- missed the posting (automatic 20 point deduction for missing a posting)
- missing/late responses

4 points –

- missed the posting and late/missing responses
- posting & responses are rudimentary and superficial, lacking any degree of analysis or critique
- posting & responses contribute no novel ideas, connections, or real-world applications
- posting & responses are off topic

APA 350
Inequality & Diversity in Education
Final Project and Presentation

For the final paper, you will research and design something to address inequality and diversity in education. You are free to be creative in what you focus your paper on as long as the goal is to improve equity in education.

The requirements are:

1. Six (6) research articles must be used in writing your final paper.
2. The paper will be due on the final day of class and should be 8-10 pages in length.
3. Your proposed project must be targeted for a specific group—you must identify the grade level(s), socioeconomic level, and racial/ethnic background of the group your project is for and why you chose this group.
4. Your project must have specific targeted outcomes and goals related to improving equity in education.
5. You must describe the specific elements of your project in detail, so the reader has an understanding of how your project will result in improved outcomes.
6. You must have a timeline for implementing your project.
7. You must discuss your project with a focus group to get their feedback and include this feedback in your final paper.

Presentation: You will present your project in class. I will provide a sample template for the presentation format.

Grading: Your final paper and presentation is worth 250 points and will be graded on the following:

- ___ Quality and use/discussion of research articles (50 points)
- ___ Description of targeted group (10 points)
- ___ Description and specificity of targeted goals and outcomes (25 points)
- ___ Creativity/originality of project (10 points)
- ___ Design/description of project, how/why it will address goals/outcomes (75 points)
- ___ Timeline (10 points)
- ___ Focus group feedback and description (30 points)
- ___ Writing conventions (20 points)
- ___ Presentation (20 points)

APA 350: Additional readings and online materials

National Radio Project's "A Set-Up for Failure: Racial Inequality in Education" available at:
<http://www.radioproject.org/2002/10/a-set-up-for-failure-racial-inequality-in-education/>

The Universal Declaration of Human Rights available at: <http://www.un.org/en/documents/udhr/index.shtml>

United Nations Convention on the Rights of the Child available at: <http://www2.ohchr.org/english/law/crc.htm>

NPR's "Is the American Dream a Myth?";
<http://www.npr.org/templates/story/story.php?storyId=4662456>

Young, I. M. (1990). "5 Faces of Oppression" from *Justice and the Politics of Difference*. Princeton University Press.

PBS interview with Claude Steele on stereotype threat available at
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Lois Weis + Michelle Fine

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Foreword

Stereotypically, Asian Americans are the model minority by which other minorities are measured, and typically four people assume that Asian American students are uniquely virtuous academically by a homogeneous Asian culture and formally educationally triumphant, supported throughout have worked their way from immigrant poverty to economic success. Jamie Lew's book powerfully interrupts these traditional points out, for example, that many Asian American families are poor: They are almost twice as likely as White families to live in poverty; almost one in four Asian American families earned less than \$10,000 in 2000. In New York City, where Lew's research is based, 24% of Asian American children lived in poverty in 2000.

The research at the heart of this myth-challenging book is a study of Korean high school students and their peer networks. Lew's study reveals that significant support in the lives of student success. She found that Asian American students' success is not just a matter of cultural attitudes and hard work, but may be important. Rather, educational achievement has much to do with what money and social capital can buy.

The middle-class students Lew studied were afforded by their parents, attended well-resourced schools, and had American peers who could supply information about applying to working-class students, on the other hand, lived in family homes with lower income to move from place to place; the children were in under-resourced schools; and they had friendship networks who did not have information about higher education. Lew reports that these working-class students became alienated from school and dropped out. Most entered the minimum-wage workforce.

This story of differential access by social class parallels that of other U.S. youth. As I discovered years ago, it is not surprising that White students differed dramatically according to context in which the schools I studied were embedded. White students attended schools with myriad materials and opportunities, while working-class Whites attended schools with little creativity, rigor, or meaning to the curriculum with little creativity, rigor, or meaning to the curriculum (1980, 1981). We also know that low-income (working

Ain't No Makin' It by Jay MacLeod

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PREFACE

In the spring of 1981, as a college sophomore, I ventured into the Clarendon Heights public housing development for the first time. Two female students and I met with the Tenant Council about setting up a summer youth program. The council—all women, mostly white, many clad in housecoats with their hair in curlers—questioned us closely about our motives, objectives, and funding. The meeting was disrupted when a mouse scurried under the table, and the conversation detoured into a discussion of the previous night's movie on HBO. Dwelling in candid detail on the sex scenes and laughing loudly, the women delighted in my discomfort. "Don't you worry, honey," one assured me, "we'll teach you a thing or two down here."

In fact, I did learn more in Clarendon Heights than in the hallowed halls of the university up the street. Working with youngsters in this poor neighborhood for several summers, I was struck by their forlorn hopes for the future and decided to write my undergraduate thesis on the occupational aspirations of two contrasting cliques of older teenagers—the Hallway Hangers and the Brothers. I immersed myself in their peer cultures for a year and tried to understand the two groups from the inside. Exploring their aspirations brought me straight into a thicker of enduring social issues about the nature of poverty, opportunity, and racial inequality. I completed the research in February 1984 and submitted the thesis two months later. The study was published as a book in 1987 and constitutes Part One of this edition.

The first edition of *Ain't No Makin' It* raised as many questions as it answered, the basic one being: What happens to these young men? I kept in touch with the Brothers and Hallway Hangers while studying in England and while working as a community organizer in rural Mississippi. So in the summer of