

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**  
**Graduate School of Applied and Professional Psychology**

**Equity and Anti-Racism in Education**  
**Fall 2022**

**Course Number 18:820:568:01**

**Wednesdays 9:00-11:45AM, SMH219**

**Canvas Site: <https://rutgers.instructure.com/courses/197648>**

**INSTRUCTOR:**

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**RUTGERS UNIVERSITY LAND ACKNOWLEDGMENT**

We acknowledge that the land on which we stand is the ancestral territory of the Lenape People. We pay respect to Indigenous people throughout the Lenape diaspora – past, present, and future – and honor those who have been historically and systemically disenfranchised. We also acknowledge that Rutgers University, like New Jersey and the United States as a nation, was founded upon the exclusions and erasures of Indigenous peoples.

**COVID-19: RUTGERS MASK POLICY**

In order to protect the health and well-being of all members of the University community, face coverings are required in all indoor teaching spaces, libraries, and clinical settings. Compliance is mandatory. See more at <https://coronavirus.rutgers.edu/fall-semester-2022-health-and-well-being-protocols/>. Students drinking or eating during class must replace their masks quickly. Please do NOT attend class in person if you are experiencing symptoms of illness.

**COURSE DESCRIPTION**

What would it look like for all learners to have equitable, fair, and just opportunities for success in school? By taking this course, students are invited to understand the multidimensional, dynamic concepts of oppression and marginalization and their role in education. We will adopt an intersectional perspective that recognizes multiple social categories and the associated power imbalances within them, while also centering race as a focal point of analysis. We will investigate pervasive narratives about the educational experiences of historically marginalized groups, explore what sustains those narratives, and identify ways to disrupt them. We will analyze policies and practices that hold promise for addressing systemic inequalities in education. Finally, we will engage in and value sticky dialogues about (in)equity, marginalization, and (anti)racism, and think critically about our own personal assumptions about and experiences with these topics.

**LEARNING OBJECTIVES**

**Specific Learning Goals (SLGs)**

This course will support student's ability to:

1. Describe how racism and other forms of oppression operate within the education system at the macro-level (e.g., historically, institutionally) and the micro-level (e.g., within classrooms)
2. Critically analyze dominant narratives about the educational capabilities, experiences, and outcomes of historically marginalized groups
3. Identify inequities and assess practices and policies that hold promise for disrupting systemic oppression and for promoting equity and justice in education
4. Engage in and lead open, respectful dialogues about (in)equity, oppression, (anti)racism in education and critically reflect on the role of race, power, and privilege in your own and others' life experiences
5. Apply and communicate knowledge of course topics to professional and non-professional audiences

The course will also address the following APA competencies and elements:

- **Area 3, Individual and Cultural Diversity:** 3.1 Displays an awareness of how personal bias and cultural history, attitudes, and biases affect understanding and interactions with people different from themselves.
- **Area 7, Intervention:** 7.2: Identifies and develops evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- **Area 5, Communication and Interpersonal Skills:** 5.2: Demonstrates skills in producing, comprehending, and integrating oral, nonverbal, and written communications that are informative and well-integrated across a range of situations, populations, and systems.
- **Area 10, Systems-based Practices:** 10.1 Demonstrates an understanding of the impact of multiple systems on student development and functioning.

## INSTRUCTIONAL METHODS

We will work towards the objectives listed above using a combination of lecture, small- and large-group dialogue and activities, and personal reflection. Consider yourself a co-constructor of this course; your full engagement as a learner and leader and your willingness to challenge your own and others' perspectives are essential to creating a high-quality, meaningful experience. You will have weekly reading assignments and should be prepared to contribute your thoughts and questions about them during class. We will use the course Canvas site for posting supplementary reading materials, handouts, lecture slides, and submission of all assignments unless otherwise specified.

## ASSESSMENTS

Students will be assessed based on the following:

- **Class participation** (SLG 4). Active engagement in both in- and out-of-class activities and assignments is critical to the success of the course. We will rely heavily on active learning activities in a variety of formats, including jigsaw reading assignments, individual reflection, small- and large-group discussion, etc. Full engagement in these activities is expected.
- **Reflection Questions** (SLGs 1-4). You will complete a number of short reflection questions that support your ability to recognize how power, bias, and positionality have contributed to your experiences and beliefs.

- **Racial Autobiography** (SLGs 1 & 4). The ongoing reflection questions will be the basis of an autobiography that challenges you to reflect on issues of power, personal biases, and positionality as a future helping professional
- **Class facilitation** (SLGs 4 & 5). As the semester progresses, you will be asked to co-lead part of a class session (about 90 minutes) on one of the core course topics. Facilitators will meet with the instructor beforehand to discuss their plan, create 1-2 substantive discussion questions for the session, and lead the discussion or related activities during class.
- **Narrative and Counter-Narrative Analysis** (SLG 2). Dominant, racialized narratives are often used to characterize educational achievement (e.g., capabilities, motivation, outcomes) of different groups and are rarely countered with theory and/or evidence. You will describe how macro- and micro-level factors contribute to a particular dominant education/achievement narrative of a historically marginalized group. You will also present a counter-narrative for the group.
- **Assessment of Opportunities for Change** (SLGs 3 & 5). Your final paper and accompanying class presentation will identify an existing area of inequity in a specific school system and critically assess a promising policy or practice for disrupting systemic oppression and promoting equity and justice in this educational context.

### Assignment Due Dates and Weights

- **Participation** (Ongoing): 15%
- **Reflection Questions** (Sep 14-Oct 12): 15%
- **Narrative & Counter-Narrative Analysis** (Oct 19): 10%
- **Racial Autobiography** (Nov 2): 20%
- **Class Facilitation** (Various): 15%
- **Final Paper** (Dec 19): 25%

### READINGS:

We will read multiple chapters from the following books, so I recommend you purchase or borrow them (see notes on library availability):

Kendi, I. X. (2019). *How to Be an Antiracist*. Random House Publishing Group.\*

Lewis, A. E., & Diamond, J. B. (2015). *Despite the best intentions: How racial inequality thrives in good schools*. Oxford: Oxford University Press.\*

Tatum, B. D. (2017). *Why are all the Black kids sitting together in the cafeteria?: And other conversations about race [20<sup>th</sup> anniversary edition]*. New York: Basic Books.\*\*

\*Kendi (2019), & Lewis & Diamond (2015) are available as e-books through Rutgers library

\*\*The 2003 edition of Tatum's book is available as an e-book through Rutgers library; *I prefer you have the 2017 version, especially for chapters 8-9*

All other readings and resources (listed below in the course schedule) will be available through Canvas

### CLASS CULTURE

#### Accommodation Statement

I am committed to providing everyone the support and services needed to participate in this course. If you require an accommodation to fully access this course, please contact Office of

Disability Services (ODS) at 848.202.3111 or [dsoffice@echo.rutgers.edu](mailto:dsoffice@echo.rutgers.edu). If you are unsure if you require an accommodation, or to learn more about their services, you may contact the ODS at the number above or by visiting <https://ods.rutgers.edu/>

### **Respect for Diversity**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. *Your suggestions are encouraged and appreciated.*

I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make changes to my records.

### **Commitment to Anti-Racism**

The following statement from the *School Psychology Unified Anti-Racism Statement and Call to Action* is relevant to our class and work as future helping professionals: *We commit to using psychological science to combat systemic racism and implicit bias at all levels to foster change including:*

- *training, supporting and collaborating with school personnel, parents and other community stakeholders in advancing safe schools that are inclusive of policies addressing racism and other forms of discrimination and actions that embody these policies;*
- *preparing decision makers to collect information that includes representation from all relevant groups, informed by sources that are fair, and to deliver responses that are culturally sensitive;*
- *preparing current and future school psychologists to engage in public policy advocacy, even when politically difficult, to combat systemic racism and implicit bias at all levels to foster change.*

### **Attendance**

Each student is required to attend class. If you are unable to attend a class due to unusual circumstances (e.g., illness, child care) or religious observance, please inform me in writing as soon as possible. It is your responsibility to obtain any missed notes and handouts from your peers, so please make arrangements with them in advance.

### **ADDITIONAL UNIVERSITY RESOURCES & POLICIES:**

#### **Statement on Academic Integrity**

The University's academic integrity policy, to which this class will adhere, can be reviewed at <http://academicintegrity.rutgers.edu/>

#### **Religious Observances**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required assignments/attendance. If this applies to you, please

Speak with me directly as soon as possible at the beginning of the term. See more at <https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>

### **Discrimination and Harassment**

Rutgers University is committed to a working and learning environment for all faculty, staff and students that is free from discrimination and harassment. The University strictly prohibits discrimination and harassment based on membership in certain enumerated protected classes. These classes are race, religion, color, national origin, ancestry, age, sex, sexual orientation, pregnancy, gender identity and expression, disability, genetic information, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, and any other category protected by law.

Discrimination and harassment compromise the integrity of the University and unfairly interfere with the opportunity for all persons to fully participate in the academic, work, and living environment at Rutgers. The University recognizes the human dignity of each member of the Rutgers community and believes that each member has a responsibility to promote respect and dignity for others so that all employees and students are free to pursue their educational and work goals in an open environment, participate in the free exchange of ideas, and share equally in the University's employment and educational opportunities. Any member of the University community alleging discrimination or harassment on the basis of membership in any of the protected classes is encouraged to report it immediately to the Office of Employment Equity, (848) 932-3973.

### **Bias Reporting**

Anyone who believes they have witnessed or been the target of bias may file a complaint through the Rutgers bias incident reporting system. The website provides complete details, including Rutgers' definition of "bias complaint," what to expect in response from the University when such a complaint is reported, how to preserve evidence, and what resources and support are available. Complaints can be filed online, over the telephone, or in person. See <http://studentaffairs.rutgers.edu/for-students/bias/bias-incident-reporting/>

### **Students in Distress**

Services for students in various forms of distress are offered by Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS; <http://health.rutgers.edu/medical-counseling-services/counseling/>). Students can access the on-call counselor by visiting 17 Senior Street on the College Ave Campus or calling 848-932-7884.

### **Student Success**

The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at [success.rutgers.edu](http://success.rutgers.edu), and nearly all services and resources that are typically provided in-person are now available remotely.

**COURSE SCHEDULE**

<b>Weeks &amp; Topics</b>	<b>Readings &amp; Resources</b>	<b>Activities, Assessments</b>
<p><b>Weeks 1-3: Race, Racism, and Anti-Racism</b></p>	<p><b>Sep 7: BRING LAPTOP (or other device w/ Internet access) &amp; HEADPHONES</b>  Podcast (<b>we will listen during class</b>): Scene on Radio series “Seeing White”, Part 1, <a href="https://www.sceneonradio.org/seeing-white/">https://www.sceneonradio.org/seeing-white/</a>. Listen to each episode and read the transcript before responding to the reflection questions: Episode 1: Turning the Lens</p> <p><b>Sep 14</b>  American Psychological Association (2021, February). APA resolution on harnessing psychology to combat racism: Adopting a uniform definition and understanding. Retrieved from <a href="https://www.apa.org/about/policy/resolution-combat-racism.pdf">https://www.apa.org/about/policy/resolution-combat-racism.pdf</a></p> <p>Kendi, I. X. (2019). <i>How to Be an Antiracist</i>. New York: Random House Publishing Group. [Introduction &amp; Chapters 1-5 (pp. 3-55), Chapters 9-11 (pp. 107-150)]</p> <p>Tatum, B. D. (2017). <i>Why are all the Black kids sitting together in the cafeteria?: And other conversations about race [20<sup>th</sup> anniversary edition]</i>. New York: Basic Books. [Introduction &amp; Chapter 1]</p> <p>Podcast: Scene on Radio series “Seeing White”, Part 2, <a href="https://www.sceneonradio.org/seeing-white/">https://www.sceneonradio.org/seeing-white/</a>. Listen to the episode and read the transcript before responding to the reflection questions: Episode 2: How race was made</p> <p><b>Optional Reading:</b> Tatum, 2017, Prologue (pp. 1-72)</p> <p><b>Sep 21: BRING LAPTOP (or other device w/ Internet access) &amp; HEADPHONES</b>  Limbong, A. (2020, June 9). Microaggressions are a big deal: How to talk them out and when to walk away. <a href="https://www.npr.org/2020/06/08/872371063/microaggressions-are-a-big-deal-how-to-talk-them-out-and-when-to-walk-away">https://www.npr.org/2020/06/08/872371063/microaggressions-are-a-big-deal-how-to-talk-them-out-and-when-to-walk-away</a> (Listen and Read)</p> <p>Scialabba, N. (2017, Oct 2). How implicit bias impacts our children in education. <a href="https://www.americanbar.org/groups/litigation/committees/childrens-rights/articles/2017/fall2017-how-implicit-bias-impacts-our-children-in-education/">https://www.americanbar.org/groups/litigation/committees/childrens-rights/articles/2017/fall2017-how-implicit-bias-impacts-our-children-in-education/</a></p> <p>Podcast: Scene on Radio series “Seeing White”, Part 3, <a href="https://www.sceneonradio.org/seeing-white/">https://www.sceneonradio.org/seeing-white/</a>. Episode 3: Made in America</p>	<p>DUE:  Reflection Questions for SW Podcast, Parts 1 (Sep 7- in class)</p> <p>RQ’s for SW Part 2 (Sep 13)</p> <p>RQ’s for SW Part 3 (Sep 20)</p> <p>Reflection Questions, Identity (Sep 21)</p>

<p><b>Week 4</b> <b>Making Structures and History More Visible</b></p>	<p><b>Sep 28</b></p> <p>García Coll, C. G., Crnic, K., Lamberty, G., Wasik, B. H., Jenkins, R., Garcia, H. V., &amp; McAdoo, H. P. (1996). An integrative model for the study of developmental competencies in minority children. <i>Child Development</i>, 67(5), 1891-1914.</p> <p>Mejia, M. (n.d.). The U.S. History of Native American Boarding Schools. The Indigenous Foundation. Retrieved from <a href="https://www.theindigenousfoundation.org/articles/us-residential-schools">https://www.theindigenousfoundation.org/articles/us-residential-schools</a></p> <p>National Native American Boarding Schools Healing Coalition (2020, June). Healing Voices Volume 1: A Primer on American Indian and Alaska Native Boarding Schools in the U.S. Retrieved from <a href="https://boardingschoolhealing.org/education/us-indian-boarding-school-history/">https://boardingschoolhealing.org/education/us-indian-boarding-school-history/</a></p> <p>Tatum, B. D. (2007). Connecting the dots: How race in America’s classrooms affects achievements. In <i>Can we talk about race? And other conversations in the era of school segregation</i>. Boston, MA: Beacon Press. (FYI: Video lecture <a href="https://www.youtube.com/watch?v=nNIHNDvzMYy">https://www.youtube.com/watch?v=nNIHNDvzMYy</a>)</p> <p>Podcast: Scene on Radio series “Seeing White”, Part 4, <a href="https://www.sceneonradio.org/seeing-white/">https://www.sceneonradio.org/seeing-white/</a>. Listen to the episode and read the transcript before responding to the reflection questions: Episode 4: On crazy we built a nation</p>	<p>DUE: Reflection Questions for SW Podcast, Part 4 (Sep 27)</p> <p>Reflection Questions, Early experiences (Sep 30)</p>
<p><b>Weeks 5-6: Race and Identity in Context</b></p>	<p><b>Oct 5</b></p> <p>Tatum, B. D. (2017). <i>Why are all the Black kids...</i> Ch. 2, Complexity of Identity, Ch. 4, Identity development in adolescence, &amp; Ch. 6, Development of white identity</p> <p>Mims, L. C., &amp; Williams, J. L. (2020). “They told me what I was before I could tell them what I was”: Black girls’ ethnic-racial identity development within multiple worlds. <i>Journal of Adolescent Research</i>, 35(6), 754-779. <a href="https://doi.org/10.1177/0743558420913483">https://doi.org/10.1177/0743558420913483</a></p> <p><b>Oct 12</b></p> <p>Tatum, B. D. (2017). <i>Why are all the Black kids...</i> Ch. 8, Critical issues in Latinx, Native, API, &amp; MENA identity development, &amp; Ch. 9, Identity development in multiracial families.</p> <p>Fine, M., Finesurrey, S., Rodriguez, A., Almonte, J., Contreras, A., &amp; Lam, A. (2021). “People Are Demanding Justice”: Pandemics, Protests, and Remote Learning Through the Eyes of Immigrant Youth of Color. <i>Journal of Adolescent Research</i>, 36(5), 437-466.</p> <p>Nguyen, B. M. D., Noguera, P., Adkins, N., &amp; Teranishi, R. T. (2019). Ethnic Discipline Gap: Unseen Dimensions of Racial Disproportionality in School Discipline. <i>American Educational Research Journal</i>, 56(5), 1973–2003. <a href="https://doi.org/10.3102/0002831219833919">https://doi.org/10.3102/0002831219833919</a></p>	<p>DUE: Reflection Questions, Family Influences (Oct 5)</p> <p>Reflection Questions, School experiences (Oct 12)</p>

<p><b>Week 7: Intersectionality</b></p>	<p><b>Oct 19</b></p> <p>Jackson, R. G., Coomer, M. N., Sanborn, E., Dagli, C., Martinez Hoy, Z. R., Skelton, S. M., &amp; Thorius, K. A .K. (2018). Teaching towards understandings of intersectionality. <i>Equity Dispatch</i>. Midwest &amp; Plains Equity Assistance Center (MAP EAC). Retrieved from <a href="https://greatlakesequity.org/resource/teaching-towards-understandings-intersectionality">https://greatlakesequity.org/resource/teaching-towards-understandings-intersectionality</a></p> <p>Kendi, I. X. (2019). <i>How to Be an Antiracist</i>. Ch. 6: Body; Ch. 12: <i>Class</i>; Ch. 14-15: <i>Gender, Sexuality</i></p> <p>Keo, P. T., &amp; Noguera, P. A. (2018). From the Margins to the Center: Debunking Claims about Southeast Asian American Masculinity. <i>Equity &amp; Excellence in Education</i>, 51(2), 199–216. <a href="https://doi.org/10.1080/10665684.2018.1518172">https://doi.org/10.1080/10665684.2018.1518172</a></p> <p>Proctor, S. L., Williams, B., Scherr, T., &amp; Li, K. (2017). <i>Intersectionality and school psychology: Implications for practice</i>. <i>National Association of School Psychologists</i>. Retrieved from <a href="https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice/intersectionality-and-school-psychology-implications-for-practice">https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice/intersectionality-and-school-psychology-implications-for-practice</a></p> <p>The Opportunity Agenda (2017). Ten tips for putting intersectionality into practice. Retrieved from <a href="https://www.opportunityagenda.org/explore/resources-publications/ten-tips-putting-intersectionality-practice">https://www.opportunityagenda.org/explore/resources-publications/ten-tips-putting-intersectionality-practice</a></p>	<p>DUE: Dominant Narrative &amp; Counter-narrative (Oct 19; in-class)</p>
<p><b>Week 8: Racial (In)Equity in Schools</b> <b>ASYNCHRONOUS</b></p>	<p><b>Oct 26</b></p> <p>Center for Social Inclusion. (n.d.). <i>What Is Racial Equity?</i> Retrieved from <a href="https://www.centerforsocialinclusion.org/our-work/what-is-racial-equity/">https://www.centerforsocialinclusion.org/our-work/what-is-racial-equity/</a></p> <p>National Public Education Support Fund. (2017, November 16). <i>What do we mean by racial equity?</i> Retrieved from <a href="https://www.npesf.org/2017/11/16/mean-racial-equity/">https://www.npesf.org/2017/11/16/mean-racial-equity/</a></p> <p>Osher, D., Pittman, K., Young, J., Smith, H., Moroney, D., &amp; Irby, M. (n.d.). <i>Thriving, Robust Equity, and Transformative Learning &amp; Development</i>. Washington, DC: American Institutes for Research and Forum for Youth Investment.</p>	<p>No class meeting; please see Canvas for instructions</p>
<p><b>Week 9: Racial Inequity in Context – School Discipline</b></p>	<p><b>Nov 2</b></p> <p>Gregory, A., Skiba, R. J., &amp; Noguera, P. A. (2010). The achievement gap and the discipline gap: Two sides of the same coin?. <i>Educational Researcher</i>, 39(1), 59-68.</p> <p>Kendi, I. X. (2019). <i>How to Be an Antiracist</i>. Chapters 7-8, <i>Culture, Behavior</i>.</p> <p>Lewis, A. E., &amp; Diamond, J. B. (2015). <i>Despite the best intentions: How racial inequality thrives in</i></p>	<p>DUE: Racial Autobiography (Nov 2)</p>



	<p><i>good schools</i>. Oxford: Oxford University Press. [Chapter 3, <i>The road to detention is paved with good intentions</i>]</p> <p>Gregory, A., Clawson, K., Davis, A., &amp; Gerewitz, J. (2016). The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline. <i>Journal of Educational and Psychological Consultation</i>, 26(4), 325–353.  <a href="https://doi.org/10.1080/10474412.2014.929950">https://doi.org/10.1080/10474412.2014.929950</a></p>	
<b>Week 10: Racial Inequity in Context -- Segregation and Tracking</b>	<p><b>Nov 9</b></p> <p>Kendi, I. X. (2019). <i>How to Be an Antiracist</i>. Chapter 13: <i>Space</i>.</p> <p>Lewis, A. E., &amp; Diamond, J. B. (2015). <i>Despite the best intentions: How racial inequality thrives in good schools</i>. Oxford: Oxford University Press. [Ch. 4, “<i>It’s like two high schools:” Race, tracking, and performance expectations</i> AND Ch. 5, “<i>Opportunity hoarding: Creating and maintaining racial advantage</i>”]</p> <p>Tyson, K. (2013). Tracking, segregation, and the opportunity gap: What we know and why it matters. In P. L. Carter &amp; K. G. Welner (Eds), <i>Closing the opportunity gap: What America must do to give every child and even chance</i> (pp. 169-180). Oxford: Oxford University Press.</p>	
<b>Week 11: Racial Inequity in Context – Curriculum &amp; Pedagogy</b>	<p><b>Nov 16</b></p> <p>Cabrera, N. L., Milem, J. F., Jaquette, O., &amp; Marx, R. W. (2014). Missing the (Student Achievement) Forest for All the (Political) Trees Empiricism and the Mexican American Studies Controversy in Tucson. <i>American Educational Research Journal</i>, 51(6), 1084-1118.</p> <p>Dee, T. S., &amp; Penner, E. K. (2017). The causal effects of cultural relevance: Evidence from an ethnic studies curriculum. <i>American Educational Research Journal</i>, 54(1), 127-166.</p> <p>Phippen, J. W. (19 July, 2015). How one law banning ethnic studies led to its rise. <i>The Atlantic</i>. Available at <a href="https://www.theatlantic.com/education/archive/2015/07/how-one-law-banning-ethnic-studies-led-to-rise/398885/">https://www.theatlantic.com/education/archive/2015/07/how-one-law-banning-ethnic-studies-led-to-rise/398885/</a></p> <p>Tintiango-Cubales, A., Kohli, R., Sacramento, J., Henning, N., Agarwal-Rangnath, R., &amp; 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.</p>	
<b>Week 12</b>	<b>Nov 23: WRITING WORKSHOP (may be a virtual session)</b>	

<p><b>Week 13: Addressing Inequity and Racism in School-based Mental Health</b></p>	<p><b>Nov 30</b> Edyburn, K. L., Bertone, A., Raines, T. C., Hinton, T., Twyford, J., &amp; Dowdy, E. (2022). Integrating Intersectionality, Social Determinants of Health, and Healing: A New Training Framework for School-Based Mental Health. <i>School Psychology Review, 0(0)</i>, 1–23. <a href="https://doi.org/10.1080/2372966X.2021.2024767">https://doi.org/10.1080/2372966X.2021.2024767</a></p> <p>Jagers, R. J., Rivas-Drake, D., &amp; Williams, B. (2019). Transformative Social and Emotional Learning (SEL): Toward SEL in Service of Educational Equity and Excellence. <i>Educational Psychologist, 54(3)</i>, 162–184. <a href="https://doi.org/10.1080/00461520.2019.1623032">https://doi.org/10.1080/00461520.2019.1623032</a></p> <p>National Association of School Psychologists (2020). School Psychology Unified Anti-Racism Statement and Call to Action. Retrieved from <a href="https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice/school-psychology-unified-anti-racism-statement-and-call-to-action">https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice/school-psychology-unified-anti-racism-statement-and-call-to-action</a></p> <p>National Child Traumatic Stress Network, Justice Consortium, Schools Committee, and Culture Consortium. (2017). <i>Addressing Race and Trauma in the Classroom: A Resource for Educators</i>. Los Angeles, CA, and Durham, NC: National Center for Child Traumatic Stress. <a href="https://www.nctsn.org/sites/default/files/resources/addressing_race_and_trauma_in_the_classroom_educators.pdf">https://www.nctsn.org/sites/default/files/resources/addressing_race_and_trauma_in_the_classroom_educators.pdf</a></p> <p>Suzuki, L. A., O’Shaughnessy, T. A., Roysircar, G., Ponterotto, J. G., &amp; Carter, R. T. (2019). Counseling Psychology and the Amelioration of Oppression: Translating Our Knowledge Into Action. <i>The Counseling Psychologist, 47(6)</i>, 826–872. <a href="https://doi.org/10.1177/0011000019888763">https://doi.org/10.1177/0011000019888763</a></p>	
<p><b>Week 14: Addressing Inequity and Racism in Education – Macro-level Approaches</b></p>	<p><b>Dec 7</b> Bishop, J. P., &amp; Noguera, P. A. (2019). The Ecology of Educational Equity: Implications for Policy. <i>Peabody Journal of Education, 94(2)</i>, 122–141. <a href="https://doi.org/10.1080/0161956X.2019.1598108">https://doi.org/10.1080/0161956X.2019.1598108</a></p> <p>Kendi, I. X. (2019). <i>How to Be an Antiracist</i>. Chapters 16-18</p> <p>Lewis, A. E., &amp; Diamond, J. B. (2015). <i>Despite the best intentions: How racial inequality thrives in good schools</i>. Oxford: Oxford University Press. [Chapter 6, Conclusion]</p> <p>El-Amin, A., Seider, S., Graves, D., Tamerat, J., Clark, S., Soutter, M., Johannsen, J. and Malhotra, S., 2017. Critical consciousness: A key to student achievement. <i>Phi Delta Kappan, 98(5)</i>, pp.18-23.</p>	
<p><b>Week 15</b></p>	<p><b>Dec 14:</b> In-class presentations of final paper topics</p>	<p>Final paper 12/19</p>