

## **Chicano/Latino Studies/Sociology 289**

Intersectionalities in Education

Spring 2023

Thursday., 10-12:50pm

Room: SST 318

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Office Hours: TBA (and by appointment)

**Course Website: [https: TBA](https://tba)**



(Photo Credit: Fear and Learning at Hoover Elementary)

### COURSE DESCRIPTION

This course is offered by the Department of Chicano/Latino Studies and the Department of Sociology and is open to graduate students from all departments and programs. The majority of the readings we will explore are ethnographic based studies conducted by scholars who creatively use educational settings to advance their premises and theoretical argument(s).

A major objective of the course will be to have a clear understanding of the classical and contemporary education-related theories scholars have developed to assess their contributions (and gaps) in order to push our own work forward. Of special importance, this course will use an intersectionalities theoretical perspective--the inextricable link of various social locations—to get a more comprehensive overview of educational research. The course begins with one of the earliest texts that examined the social construction of gender and gendered dynamics in classrooms. It then elucidates the various ways that scholars use schools and classrooms as a

means to carry-out their research and advance their theoretical contribution(s). Topics to be discussed include: gendered dynamics in the classroom, cultural capital, racialization processes, immigration, segmented assimilation, the first generation experience, undocumented status, masculinity, femininity, and sexualities, to name a few. We will investigate questions such as: How do scholars use educational contexts to advance their particular theoretical framework(s)? How can we conduct research with vulnerable populations? How can we get IRB approval to conduct our research in schools? And, how does an intersectionalities framework enhance our work?

As a final point, this course is designed to provide graduate students with the tools to conduct research with diverse populations within the realm of education. The material presented will draw from interdisciplinary arenas in order to develop a critical and thoughtful understanding of the foundational elements of ethnographic studies in education.

#### REQUIRED TEXTS:

1. Thorne, Barry. 1993. *Gender Play: Girls and Boys in School*. Rutgers University Press.
2. Ferguson, Ann Arnett. 2001. *Bad Boys: Public Schools in the Making of Black Masculinity*. University of Michigan Press.
3. Valenzuela, Angela. 1999. *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. SUNY.
4. Lopez, Nancy. 2002. *Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education*. Routledge.
5. Jack, Anthony Abraham. 2019. *The Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students*. Harvard University Press.
6. Garcia, Gina Ann. 2019. *Becoming Hispanic-Serving Institutions: Opportunities for Colleges and Universities*. Johns Hopkins University Press.
7. Gonzales, Roberto. 2015. *Lives in Limbo: Undocumented and Coming of Age in America*. University of California Press.
8. Flores, Glenda M. 2017. *Latina Teachers: Creating Careers and Guarding Culture*. NYU Press.
9. Rios, Victor. 2011. *Punished: Policing the Lives of Black and Latino Boys*. NYU Press.
10. Armstrong, Elizabeth A. and Laura Hamilton. 2015. *Paying for the Party: How College Maintains Inequality*. Harvard University Press.

Readings marked with an (\*) can be found on the course website.

### **COURSE REQUIREMENTS and EVALUATION OF ASSIGNMENTS**

#### SEMINAR PARTICIPATION and ATTENDANCE (15%)

This seminar is based on active student participation in class discussions. You are expected to submit your weekly discussion questions/comments and come to class having done the reading and prepared to actively participate in discussion. It is your responsibility to read all course material(s) prior to class. Excessive absences and constant disruptive behavior such as texting or

gchat will result in a failing class participation grade. Computers should be used to take notes only. Part of your participation grade will also include a short 5-10 minute presentation of your research paper during Week 10.

### CLASS FACILITATION (30%)

Preparation of **two** class discussions. Twice during the term each student will be asked to facilitate class discussion during one of our weekly meetings using the questions submitted by others in the class. These discussions should raise questions, issues, criticisms, and connections to other ideas we have considered. During the week(s) when you facilitate the class, you will be asked to present some ideas and questions to the group and to help stimulate group discussion. (We will allocate these assignments during the first class session). Your oral presentation should centrally address an issue or set of issues directly related to the week's readings, but you should go beyond the assigned reading and draw connections with (or point to contrasts between) other readings that we have previously read and discussed.

### FINAL PAPER (55%)

A research paper of about 15-20 pages, addressing a topic relevant to the course. This paper can take any format (i.e. literature review, theoretical paper, empirically driven) and is meant to help you with your own research projects and departmental requirements. The paper is due in Debbie Michel's office (SST 385) on Friday, December 13<sup>th</sup> at 12:30 pm.

Evaluation:

55%: Final Research paper:

30%: Class Facilitation (2 at 15% each)

15%: Attendance and class participation

**\*\*Any special learning needs should be brought to my attention as soon as possible\*\***

**Note: This syllabus may be slightly modified throughout the quarter.**

## **SCHEDULE OF READINGS**

**Week 1: October 1**

**Introduction**

**Overview of Class Requirements, Assignments and Sign-Up**

Short Film: "Fear and Learning at Hoover Elementary"

*Weekly Topic(s): We examine how macro-structural policies trickle down and affect people at the every day micro-level.*

## **Week 2: October 8**

### **The Social Construction of Gender**

Thorne, Barry. 1993. *Gender Play: Girls and Boys in School*. Rutgers University Press

\*Musto, Michela. 2019. "Brilliant or Bad: The Gendered Social Construction of Exceptionalism in Early Adolescence." *American Sociological Review* 84: 369-383.

*Weekly Topic(s): We examine one element of the hidden curriculum of schooling and how it influences academic achievement.*

## **Week 3: October 15**

### **Race, Punishment and Masculinity**

Ferguson, Ann Arnett. 2001. *Bad Boys: Public Schools in the Making of Black Masculinity*. University of Michigan Press.

*Weekly Topic(s): We examine how race and gender intersect in the lives of young boys of color.*

## **Week 4: October 22**

### **Immigration, Gender and Social Mobility**

Lopez, Nancy. 2002. *Hopeful Girls, Troubled Boys*. Routledge. (All but Chapter 7)

\*Ispa-Landa, Simone. 2013. "Gender, Race, and Justifications for Group Exclusion: Urban Black Students Bussed to Affluent Suburban Schools." *Sociology of Education*, 86: 218-233.

*Weekly Topic(s): We examine how race, gender and class intersect and figure into race-gender experiences and outlooks. How do these studies figure into segmented assimilation theory?*

## **Week 5: October 29**

### **Undocumented Status and Educational Prospects**

Gonzales, Roberto. 2015. *Lives in Limbo: Undocumented and Coming of Age in America*. University of California Press.

*Weekly Topic(s): We examine how undocumented status impacts the lives of college-goers and early-exiters.*

## **Week 6: November 5**

### **Cultural Capital and Subtractive Schooling**

Valenzuela, Angela. 1999. *Subtractive Schooling*. SUNY. Chap., 1, 4

Jack, Anthony Abraham. 2019. *The Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students*. Harvard University Press.

*Weekly Topic(s): We examine how cultural capital and social capital are traditionally understood and defined and how it leads to its intergenerational transfer or lack thereof.*

## **Week 7: November 12**

### **Latina/o Cultural Resources and Gaining Access to Schools**

Valenzuela, Angela. 1999. *Subtractive Schooling*. SUNY. Chap. 5 & 6

Flores, Glenda M. 2017. *Latina Teachers: Creating Careers and Guarding Culture*. NYU Press.

*Weekly Topic(s): What do we mean by Latina/o cultural resources? How does a multi-site study enrich our findings? How are students racialized in different ways?*

## **Week 8: November 19**

### **Organizational Cultures**

Garcia, Gina Ann. 2019. *Becoming Hispanic-Serving Institutions: Opportunities for Colleges and Universities*. Johns Hopkins University Press.

\*Muro, Jazmin. 2016. “Oil and Water?” Latino-white Relations and Symbolic Integration in a Changing California. *Sociology of Race and Ethnicity* 2: 516-530.

*Weekly Topic(s): We examine the benefits and costs of organizations and policies that focus on race/ethnicity.*

## **Week 9: November 26**

### **Criminalizing Boys of Color**

Rios, Victor. 2011. *Punished: Policing the Lives of Black and Latino Boys*. NYU Press.

*Weekly Topic(s): We examine the school to prison pipeline for boys of color.*

## **Week 10: December 3**

## **Sexualities and Class**

Armstrong, Elizabeth A. and Laura Hamilton. 2015. *Paying for the Party: How College Maintains Inequality*. Harvard University Press.

*Weekly Topic(s): We examine how class, gender and sexualities impact the learning experience.*

**LAST CLASS: 10 Minute presentations of research papers and peer feedback**

**Finals Week: Friday, December 13: Research Paper Due uploaded to Canvas by 12:30 p.m.**

PLEASE FILL OUT THE COURSE EVALUATION FORM!!

HAVE A GREAT BREAK!