UCAL Labor and Workplace Studies
LBR&WS 136-1 and Education 136-1

Working Families and Educational Inequalities in Urban Schools

Spring Quarter 2018

Thursdays from 1:00 pm – 3:50 pm- Public Affairs 2278

Instructor:
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Office hours: Thursdays - 10:00am-12:00 noon & by appointment in Bunche 9246

Course Overview: This course explores the complex relationship between working class, poor communities and inequalities in American urban schools. Drawing on multiple disciplinary frameworks that address the issues of race, ethnicity, and immigration, this course views schools as sites where inequalities are produced and resisted. We will interrogate the notion of inequality and access to quality public education from various theoretical perspectives. In this course we will review the history of exclusionary treatment and the divergent conceptual frames that educational researchers have utilized to understand how race, ethnicity and class affect school experiences for working class and poor communities. Students in this course will have an opportunity to better understand school programs through a research project that examines the systems, structures and everyday practices that sustain and reproduce inequality; as well as explore some of the policies that intend to remedy educational disparities in urban schools. Finally, this course will provide students with an opportunity to investigate working class families and educational access in relation to their own communities and experiences.

Each week students will gain exposure to concepts related to educational access for working class children and families in urban settings. Students will conduct research on a specific LAUSD neighborhood and specific elementary, middle or high school in that neighborhood (35 hours total of field experience for the quarter) to expand their understanding of issues addressed in the course. The class involves an in-depth examination of the experience of working class families and access to quality public education.

Topics to be examined include: the landscape of urban schools; working family access to public education; educational inequalities in working class communities, the impact of race, ethnicity, and immigration status on educational opportunities etc. All assignments will be graded by the instructor utilizing a point system rubric for each assignment.

Each student assignment will be returned with a rubric sheet that clearly states what aspects are being evaluated (content, grammar, original analysis, integration of course readings etc.) and how many points are given for each aspect of the assignment. All assignments are given a point value (see assignments below) and these assignments will cumulatively lead to the final grade for the course (grade rubric below). Attendance and participation will be evaluated by the sign in-sheets and classroom and project participation. The instructor will take attendance each class and evaluate student participation.
Assignments:

1. **Class participation and attendance (15 points).** This class will be conducted as a seminar. Students are expected to carefully read the assigned texts and come to class prepared to discuss them in detail. Therefore, this class requires the active participation and consistence attendance of all students enrolled. Students will be expected to read the assigned texts carefully and come to class prepared to discuss each reading in detail. You will be allowed one absence from class. Thereafter absences will count significantly against your grade. **Class participation and attendance will account for 15% of your final grade.**

2. **Critical Reflection Papers (20 points).** Throughout the quarter students will be required to prepare 2, 3-5 page papers based on the readings for the weeks and materials presented in class prior to the due date. You will be assigned groups to present your papers and the week your reflection paper is due, you and your fellow class members, will lead a class discussion integrating the key ideas you raised in your paper. We will be creating this calendar in class on Week 1/2 (see attached website for guidelines). These papers are due in class or before the class as noted in the syllabus. These papers will be graded and they will account for 30% of your final grade (each paper will be worth 10 points).

3. **The Experiences of “Earners and Learners” (15 points).** Students will be trained in survey methodology and collectively develop a survey on the experiences of high school, community college and 4-year university students who work. Once the survey is completed, each student will pilot 2-30 minute surveys within their own social networks participants who work and attend school in the county of Los Angeles. We are hoping to capture the experiences of workers who are attending school and working at the same time. How do they support themselves, manage school, schedule work, and also support family members, children, other responsibilities they may have. Students must complete the CITI human subjects online training prior to conducting the surveys. Surveys will be conducted during Week 4. In class survey development and piloting 3 surveys will be worth 15 points.

4. **Worker Family Tour Project- (15 points).** As part of rethinking how schools and educational institutions provide low-wage working families with access to university resources and program opportunities, the class will plan and coordinate a Worker Family Day at UCLA on Saturday, April 21st from 10:00am-3:00pm. The Los Angeles Garment Worker Center, IDEPSCA-Domestic Worker Project (Instituto de Desarrollo de Educación Popular del Sur de California) and SEIU USWW-Janitors union will bring workers and their children to our campus. All students will participate in some way, either volunteering on the day of, running a workshop, preparing distinct tasks and logistics or developing a workshops or curriculum before the visit. This work will account for 10 points.

5. **Applied Research Projects (25 points).** For the class, each student will be required to engage in a neighborhood research project integrating ethnographic field work. This is the major requirement for this class and will account for 25% of your final grade. You will be expected to spend approximately 2 hours per week outside of class at your research site or meeting with project team members. 15 points of this grade is for conducting your ethnographic field research and developing a final paper. The remaining 10 points of this grade account for the various research assignments linked to your applied field research project that must be turned in at specific dates over the quarter.

   a. **Research Project-** The research project focuses on a faculty-approved school/neighborhood ethnography related to working class families, school access and urban schooling issues.
around a specific LAUSD school and LA neighborhood. Your research project must be relevant to issues highlighted through the course readings and presentations. You are required to make 3 site visits to your school and neighborhood, conduct a demographic overview of this school and neighborhood and compile a field note journal for your final research paper. Your paper must convey to the reader the significance, soundness, and thoroughness of your study. It should describe the research question posed, the conceptual framework developed, the literature(s) applied, the overall approach, the methods of data gathering and analysis, ways that peers/participants collaborated in the research process, an analysis of the data and the implications and conclusions or “lessons learned”. The final paper should conclude with a synthesis of the research findings. The paper must be no less than 8 pages and no more than 12 pages including bibliography. You are encouraged to make at least 2 appointments with the writing center to read your drafts (Week 7/8) and final paper (Week 10/11).

We highly encourage you to go to the writing center to take advantage of this university resource. ([http://wp.ucla.edu/index.php/home/about-us](http://wp.ucla.edu/index.php/home/about-us))

6. Final Presentation (10 points). Each research team of students will be responsible for developing an engaging presentation about their research/field work in their respective school site/neighborhood over the quarter. We will be inviting other students, faculty and field site supervisors to your presentations at the end of the quarter. Your final presentation will account for 10% of your final grade and are due on the final day of class. *Late papers will receive a penalty of a lower grade.*

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<tr>
<th>Grade Percentage Breakdown:</th>
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<tbody>
<tr>
<td>1. Class Participation</td>
<td>15%</td>
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<td>2. Two Reflection Papers</td>
<td>20%</td>
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<td>3. Survey Assignment</td>
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<td>4. Worker Family Day at UCLA</td>
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<td>5. Applied Research Project and Paper</td>
<td>25%</td>
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<td>6. Final Presentations</td>
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<td><strong>Total</strong></td>
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<th>Letter Grade Breakdown:</th>
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<td>A+</td>
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<td>A</td>
<td>96.9-93%</td>
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<td>A-</td>
<td>92.9-90%</td>
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<td>B+</td>
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<td>86.9-83%</td>
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<td>B-</td>
<td>82.9-80%</td>
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<td>C-</td>
<td>72.9-70%</td>
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<td>D+</td>
<td>69.9-67%</td>
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<td>D</td>
<td>66.9-63%</td>
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<td>D-</td>
<td>62.9-60%</td>
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<td>Below 60%</td>
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*If you wish to request an accommodation due to a suspected or documented disability, please inform your instructor and contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, (310) 825-1501, (310) 206-6083 (telephone device for the deaf). Website: [www.osd.ucla.edu](http://wp.ucla.edu/index.php/about-us)"

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policy covers admission, access, and treatment in University programs and activities. Plagiarism of any form is a violation of \textit{UCLA Student Conduct Code} (\textit{Code} or \textit{UCLA Code}) Section 102.01--Academic Dishonesty. Instructors are permitted to use one or more plagiarism-detection services to assist in the confirmation that the academic work submitted by a student is original work and has not been duplicated from an existing work.

\textit{Textbook and Course Readings:} 
All course readings will be available at Ackerman Bookstore and/or uploaded on to the website for the class. Some readings and lectures may change over the course of the quarter.

\textbf{Course Outline and Schedule of Required Readings:}

\textbf{Week 1: Thursday, April 5, 2018: Changing Demographics, Work and Learner Opportunities} 
\begin{itemize}
  \item a) Introduction to the class, each other and syllabus review.
  \item b) What kind of schooling experiences do you bring to the course?
  \item c) Applied research project opportunities discussed.
\end{itemize}

\textbf{Student Guest Speakers:} Labor and Workplace Studies Minor
\textbf{Readings:}
\begin{enumerate}
\end{enumerate}

\textbf{Week 2: Thursday, April 12, 2018: Working Class Families and Education} 
\textbf{Guest Lecturer: Tracie Sanchez de Luna, U.S. Department of Labor, Women’s Commission} 
\begin{itemize}
  \item a.) How has your grandparents’, parents’ and your own work experiences impacted your education?
  \item b.) How do you think class influences schooling for youth in Los Angeles?
  \item c.) How did your parents manage work and raising a family?
\end{itemize}

\textbf{Research Assignment # 1 due- Citi Human Subjects Training completed} 
\textbf{Readings:}
\begin{enumerate}
\end{enumerate}

\textbf{Week 3: Thursday April 19, 2018: Reproducing Inequalities in Neighborhoods and Schools} 
\begin{itemize}
  \item a.) What impact do you think your neighborhood has had on your educational access?
  \item b.) How does the concept of “place” and where one lives influence educational opportunities?
\end{itemize}

\textbf{Research Assignment # 2 due- Choosing A Neighborhood to Study} 
\textbf{Reflection Paper #1 due (Group 1)}
**Guest Speaker:** Visit to the Special Collections Library with Mariana Ramirez, Roosevelt High School teacher and student researchers

**Readings:**


**Saturday April 21, 2018- Garment and Domestic Worker Family- UCLA Visit from 10am-3pm**

**Week 4: Thursday April 26, 2018: Experiences and Funds of Knowledge in Working Youth and Families**

a.) How do identity, class, race and ethnicity influence your learning and school experiences?

b.) What resources does/did your community/neighborhood bring to your school experiences?

**Reflection Paper #1 due (Group 2)**

**Readings:**


**Tuesday May 1, 2018- International Workers Day- MAY DAY**

**Week 5: Thursday, May 3, 2018- Earning and Learning-**

**Guest Lecturers:** Saba Waheed/Preeti Sharma- UCLA Labor Center- Developing and conducting surveys

**Reflection Paper #1 due (Group 3)**

**Readings:**

3. Data Center- Power to the People Toolkit
**Week 6: Thursday May 10, 2018 – Research with Workers and Students**

**Guest Lecturers:** Saba Waheed/Preeti Sharma - UCLA Labor Center - Training on developing and conducting surveys

- a.) How do you think research has influenced you and your family?
- b.) How do you think research has informed and impacted the experiences or working people?

**Readings:**
1. Data Center- Power to the People Toolkit

**Week 7: Thursday May 17, 2018- Worker Organizations and Education**

**Guest Lecturer:** Rose Marie Molina, LA County Federation of Labor

- a.) How has your identity and connection to your school inform your identity as a student and as a worker?
- b.) How has your own language development and understanding of multiple linguistic realities shaped you understanding of the world?

**Research Assignment #3 due- pilot surveys returned**

**Reflection Paper #2 due (Group 1)**

**Readings:**

**Week 8: Thursday May 24, 2018- Working-class Immigrant, and Students of Color Experiences**

**Guest Speaker:** Krissia Martinez, UCLA Graduate School of Education and Information Studies

**Reflection Paper #2 due (Group 2)**

- c.) How did your identity and connection to your home inform your identity as a student?
- d.) How has your own language development and the understanding of multiple linguistic realities shaped you understanding of the world?

**Readings:**
Week 9: May 31, 2018 - Worker Family Identity, Parenting and Access to Education

a.) How has your cultural and racial identity influenced your ways of thinking and being?
b.) What impacts do you think your household income has had on your educational opportunities?

Reflection Paper #2 due (Group 3)

Readings:

Week 10: June 8, 2018 - Rethinking Policies for Working Families

Readings:

Exam Week 11: TBA - Final Presentations Thursday June 14th  Applied Research Presentations in Class. Final Research Papers due Friday June 15, 2018 by 5:00 pm via email to instructor jshernandez@irle.ucla.edu