Instructor Information:

Sophia Rodriguez, Ph.D.
Department of Teacher Education
School of Education Building, Room 326
86 Wentworth St
rodriguezs1@cofc.edu
(843) 953-0830 (office)

Office Hours:
Tuesdays: 3pm-6pm
Thursday: 3pm-5pm
By appointment as needed

Course Description:

This course examines the contemporary significance of race/ethnicity**, class and gender/sexuality on the educational experience of individuals in the US. Drawing on history, literature, sociology, anthropology, philosophy and public policy, it considers the ways public educational institutions empower individuals and at the same time reproduce social inequalities. In addition, the class will explore the complex interplay of race/ethnicity, social class, and gender, emphasizing how these constructs and identities impact one another and an individual’s social mobility and educational attainment in society. To this end, we will learn about the theoretical foundations of race, class and gender in addition to reading empirical research in these areas.

This course requires candidates to critically examine their own educational experiences in relationship to privilege associated with race/ethnicity, class, and gender. Throughout the course we will endeavor to answer the question: What are the possibilities and avenues for change as advocates?

**Throughout the course we will grapple with these terms race and ethnicity, and how they are different from each other in relation to individuals’ identities. Within our discussion of ethnicity, we will also consider immigration status as another factor that complicates racial, class, and gender inequality in society.

Selected Essential Questions for the Course:

- How can we define race, class and gender? We will primarily examine how social scientists, scholars and practitioners define these concepts and how this may differ from every-day understandings.
- How can we explain inequality (in society and education) across race, class, and gender lines? We will examine explanations of inequality and how it gets reproduced in schools (policies, culture, educational attainment, social networks, neighborhood effects.)
- What is privilege and institutional discrimination and how does it impact race, class, and gender inequities in education?

Required Texts:

Course Goals:

As a graduate course, I have specific goals for students. First, I hope that students will increase their knowledge about race, class, and gender issues and inequalities in education. This is not a methods course, so rather than learn how to improve instruction in your classrooms, you will study foundational knowledge related to the social and cultural context of education, issues related to race, class, and gender inequalities in education, and the role of privilege in reproducing such inequalities. Second, I hope that students will read critically and consistently ask questions and “talk back” to the readings in the course. This will enable students to investigate, apply, analyze, and communicate effectively on topics related your experiences in schools. Third, I want students to use the reading and other course materials to think methodologically about their own future independent research. Due to the goals in this course, this course will consist of substantial reading on a range of topics including the theoretical bases of race, class, and gender analysis of educational problems and inequities as well as empirical research. The reading will allow you observe models of excellent empirical research that is theoretically and conceptually informed so that you too will be able to build your own independent research skills as graduate students.

Student Learning Outcomes:

Candidates will:

- Understand how race/ethnicity, class, and gender are components of an individual’s identity
- Understand how, race/ethnicity, class, and gender are social constructs and how they shape opportunity, privileging some and hindering others.
- Understand how race, class, and gender reinforce and reproduce social identities, cultural ideologies, and institutional arrangements
- Explain the fundamental social forces, political arrangements, and historical conditions shaping the interactions of race, class, and gender
- Explain how teachers’ race/ethnicity, class and gender influence the decisions they make about children, instruction, and the classroom environment.
- Identify salient issues of race/ethnicity, gender, and class in the contemporary preK-12 public school and societal context.
- Develop interviewing skills (question development, critical listening, data analysis)
- Identify and think critically about problems, synthesize ideas, and arguments in texts but also the contexts in which such knowledge gets produced
- Determine information needed, access information efficiently, and use information effectively in course assignments
- Take ownership over learning and professional growth
- Communicate concepts, arguments, and beliefs coherently

Course Outcomes

All teacher education programs in the School of Education are guided by a commitment to Making the Teaching and Learning Connection. Teachers who make the teaching and learning connection: 1. Understand and value the
learner; 2. Know what and how to teach and assess and how to create an environment in which learning occurs, and 3. Understand themselves as professionals. These three elements of teacher competency are at the heart of the EHHP conceptual framework and guide what you will learn and how your learning will be assessed. Each course in the teacher education programs provides opportunities for you to develop and extend your knowledge, skills and dispositions needed to become an effective teacher.

- ETC 1-Outcomes related to understanding and valuing the learner: Through this course you will develop a better understanding of race/ethnicity, class, and gender as critical components of students’ identity and how students’ identity develops through social interactions with peers and teachers within the school context.
- ETC 2-Outcomes related to knowing what and how to teach and assess and how to create an environment in which learning occurs: Through this course you will uncover how your actions (what and how you teach, how you interact with students, behavioral expectations, etc.) are critical to reversing inequities based on race/ethnicity, class, and gender.
- ETC 3-Outcomes related to understanding self as a professional: Through this course you will gain a deeper understanding of yourself as well as how race/ethnicity, class, and gender in the broader society and how cultural, social, economic, and historical forces impact you as a professional and expectations of what teachers can and cannot accomplish related to overcoming inequity.

Course Requirements:
Demonstration of SOE Dispositions and how students express them in this course:
- Belief that all students can learn (attitudes expressed about students and learning)
- Value and respect for individual differences (participation in class discussions)
- Value of positive human interactions (participation in class discussions)
- Exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas (participation in class discussions; completion of reading assignments; quality of course projects)
- Dedication to inquiry, reflection, and self-assessment (quality of course assignments; active participation in class discussions; support and encouragement of diverse ideas)
- Value of collaborative and cooperative work (participation in class activities)
- Sensitivity toward community and cultural contexts (insights expressed in class discussions and reflected in course assignments)
- Engagement in responsible and ethical practice (performance on course assignments and contribution to class activities)
- Development of professional mastery over time (performance over time on all assignments)

Students are responsible for:
- Completing all assigned readings and projects on time. Late assignments are accepted only at the instructor’s discretion. Points will be subtracted from late assignments.
- Attending to all course content (lecture, text, outside reading, handouts, research)
- Retrieving all missed assignments/notes from someone in class, not the instructor
- Utilizing internet, word processing, email and OAKS. Please consult with instructor to arrange tutoring if you are unfamiliar with any of these applications.
- Attending regularly and on time and actively participating in class (YOU CAN MISS NO MORE THAN TWO CLASS SESSIONS)

The professor is responsible for:
- Being prepared and actively engaged in all classes
- Being accessible to students outside of class
- Facilitating safe and stimulating classroom discussions
- Providing timely and constructive feedback on student work

Attendance:
Attendance will be taken. Policies and procedures for this course correspond to the policies and procedures statement developed and approved by the faculty of the School of Education. Students who miss more than two classes will be dropped from this course regardless of the time of the semester. Absences beyond two absences will only be excused with a medical note, a formal discussion with the instructor, and documenting the absence with an Absence Memo through Student Affairs. Moreover, students with more than two absences will not be awarded points for participation.

Please notify me if you will miss a class, and if you miss a class I ask that you write a brief 2 page (1000 words max) reaction paper to the assigned readings to ensure you are engaging with course material and the professor despite an absence.

Expectations and Policies

• Treat others with respect and courtesy.
• Show up to class on time.
• Do not have private conversations during class, particularly in pairs or small group discussion
• Do not work on other assignments or work-related materials during class.
• No texting or use of social media in class. If you need to have your phone on do to emergencies or if it is family related, please silence your phone.
• Please only use your laptop for our course-related activities during class
• All writing assignments must be submitted by the deadlines. No late work is accepted. If an emergency occurs, please consult the professor to make arrangements.

Participation:
As graduate students, you are responsible for completing all reading in preparation for class. This course will emphasize a seminar style that is very interactive and places high value on every student’s voice. The professor will provide structured lectures and planned activities for each course, but she will also expect shared, rigorous conversation. To accomplish this, graduate students will need to engage in thoughtful, detailed reading of assigned texts and make multiple contributions in class each week. If you are using an electronic copy of the text, please make sure it is accessible to you at the beginning of class. Please see the end of the syllabus for a sample research / reading log. It will also be available on OAKS.

**We will use google slides in our course to be able to actively participate in conversations in and out of class. I encourage you to bring your laptop each week in order to fully participate in the google slides during class.

More guidance for successful participation in a graduate seminar:

Our class is heavily dependent on substantive discussions. These conversations take multiple forms, but every meeting we will converse as a whole class, in small group, and with partners. Every student is expected to make significant contributions. Our goal is to co-create and collaboratively work through meaningful issues and problems. We’re trying to figure things out, so bring that perspective to bear on all work you do in and for this class. If you feel too uncomfortable to substantively participate, then it is your responsibility to talk with me before, after and, if possible, during class so that we can figure out how you can contribute.

What does that involve?

• Being prepared.
  ○ Read, read, and read again: Engage with each text as if you are interviewing the author. Approach the text from multiple perspectives so that we can see the content from different vantage points.
  ○ Come prepared to accurately summarize, position (in context and in relation to other authors/theories/student comments) and critique the readings.

• Being curious.
  ○ Ask significant, insightful and interesting questions. As a guide, consider framing questions around the following concepts:
• Implications (If I agree/disagree with the author, what else do I have to accept/reject? What actions will I have to take? What personal beliefs will I have to re-examine, restructure or even reject?)
• Assumptions (What is taken for granted or as a given? Is accepting the assumption valid/justifiable?)
• Concepts (What are the key ideas? How do they function within the text?)
• Claims - Evidence - Conclusions (Are they logical conclusions?)
• Perspectives (What other points of view shed light on the reading? What perspectives are not considered, but should be?)

• Listening critically, but fairly.
  o respectful
  o skeptical
  o empathetic
  o able to accurately state in your own words what another has said prior to adding to it, altering or passing judgment.

Assessment of Learning Overview with Required Deadlines:

<table>
<thead>
<tr>
<th>Participation (including attendance)</th>
<th>100</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Critical Memo 1 (race): Media Portrayal of Race Presentation and Critical Reflection</td>
<td>10</td>
<td>9/15/16 (in class)</td>
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<tr>
<td>Critical Memo 2 (class): The role of poverty in the political elections</td>
<td>100</td>
<td>10/24/16 by 11:59pm</td>
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<tr>
<td>Critical Memo 3 (race/class): Interview</td>
<td>100</td>
<td>11/21/16 by 11:59pm (with other aspects of the assignment due at various times throughout the semester).</td>
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<tr>
<td><em>Includes interview questions</em> The preparatory assignment for this is a reading reflection on the theories of race/class</td>
<td>10</td>
<td>12/5/16 by 11:59pm</td>
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<tr>
<td>Critical Memo 4: Transgender bathroom dilemmas in the U.S. (gender/sexuality)</td>
<td>100</td>
<td>12/14/16 by 5pm</td>
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<tr>
<td>Final Paper: Critical Auto-ethnography Paper</td>
<td>100</td>
<td>12/14/16 by 5pm</td>
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<td>Total Points for the Course</td>
<td>420</td>
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Course Assignments:

Critical Memo 1 (race): Media Portrayal of Race Presentation and Critical Reflection Each student is responsible for either presenting on a current issue related to inequalities in society (suggested topics: media portrayal of race, e.g. #blacklivesmatter, Ferguson Incident, Walter Scott, Syrian Refugee, Presidential Elections’ Attitudes toward Race or Racial Groups, Milwaukee Incident, College Protests on Diversity). You are encouraged to work with a partner.
Due date: 9/15 (in class)
Sign Ups will take place during the first week of the semester.

Assessment criteria:
  • You were able to engage the class in a productive discussion/presentation lasting 7-10 minutes.
You had a thorough understanding of the topic/event discussed.
Presentation should include background of the topic, key controversial issue/debate, and importance/relevance for studying race. Guiding Question: What does race have to do with this issue? How is race talked about or not talked about?
You engaged all students at multiple levels of learning and learning styles.
Information provided during the presentation is thorough, well researched, and referenced appropriately.
Technology is incorporated throughout the presentation. (Powerpoint, handout, and any primary source material is recommended)
Slides need to be submitted to the instructor by 11:59pm the night before your presentation and they need to be copy/pasted into Google Slides so that all students can access them.
Submit a one-two page reflection on after your presentation (main themes, findings, reflection, and bibliography). In this reflection you are required to refer to course readings and specifically cite them appropriately. Note, if you work with a partner, then you still need to submit an individual reflection. This reflection is due within a week after you present.

Critical Memo 2 (class): How race and/or class inequalities are discussed in the current election and implications for education policy, practice and advocacy
Due date: 10/24/16 by 11:59pm

This option is intended to help you raise awareness around the presidential election and how candidates talk about (or don’t) talk about race and/or class. I offer here a few approaches to this assignment, but I am open to hearing from you on how to approach this assignment.

You can approach this assignment in a few different ways, but know that overall aim is to develop and awareness about how politics/policy-making impacts and is shaped by issues related to race, racial ideology, and class-based ideologies and inequities. You could use the guiding question: How are race/class rhetoric used by presidential candidates? How is the rhetoric explained through the theories we’ve studied, meaning is the rhetoric perpetuating inequality, racial ideology and racial hierarchy? If so, how, and if not, explain? You could examine one-two candidate speeches (either focusing on one candidate or comparing two candidates’ speeches) media sources, blogs, images, tweets, etc and aim for a minimum of 10 sources for this and include links in your reference lists. You should also address how the rhetoric will impact policy (social, educational, health, etc).

Another approach to this assignment could be to examine the media coverage of the election (in relation to race and class only). Use your sources/analysis to develop a short version of a “Voters’ Guide” that explains how each presidential candidate talks about race and class in their speeches (youtube contains all of the speeches from the main conventions) and what the impact of their policies toward racial/class-based inequality will have on local communities (in Charleston, preferably). You can also choose to publish this in an Op-Ed format, and / or distribute this to local community organizations or to the college-wide community. We can discuss this option more in class.

Another approach to this assignment could be to develop talk with people at your school or in your community about their perceptions of racial or class-based inequality and how they perceive politicians in the election to address these issues. This approach would necessarily be more reflective and written as a reflection on what you discussed.

Critical Memo 3 (race/class): Interview
Due date: 11/21/16 by 11:59
This assignment will take place in three stages with smaller assignments due in advance of the final paper.
*Includes interview questions*

Stage 1: The preparatory assignment for this is a reading reflection on the theories of race/class.
Due: Varies. Since I expect you will choose a different category to analyze/interview about, i.e. race or class, your due dates will vary. If you choose to interview a person of a different race, your reading reflection will be due at the end of the race module in class. Likewise, if you choose to interview a person of a different class, your reading
reflection will be due at the end of the class module.

**Guidelines:** 12pt, Times New Roman, double spaced, 3-4 pages, include a reference list in APA citation style. Please note, you are welcome to use the material from this reflection in your final paper.

This short reading reflection is intended to help you demonstrate your understanding of the theoretical approaches to studying race in American society so that you go into your interview having a foundation on the topic you'll be interviewing an individual about. You are expected to summarize each of the approaches we've discussed in the course thus far in class. As you summarize each of the approaches we've discussed, you should consider the following questions: What is race? What do you know about race from the course reading? What is racism? What do you know about racism? What are the key similarities and differences that the authors discuss about what race is and how race issues are present in society? How do these ideas about race make you feel? How do you think racism should be addressed? You are welcome to use these questions as part of your interview as well. If you choose to do your interview with a person of a different socioeconomic status (class) then subject SES or class with the race in these questions above for your reflection. This portion of the assignment is worth 10 points. I will evaluate this portion of the assignment based on how well you answer the questions above and how well you incorporate the course reading to demonstrate your understanding. You will receive feedback on this portion as well within two weeks of its submission.

**Stage 2:** Interviewee name and 5-8 questions you will ask in your interview.  
**Due date:** Varies. Since I expect you will carry out these interviews at different times throughout the semester, we will individually arrange this.

**Stage 3:** Final paper with interview data and analysis of interview data in relation to course reading.  
**Due date:** 11/21/1

This paper will provide you and opportunity to compare yourself with people who differ from you in terms of race/ethnicity, and class via their educational experiences. For each section of the paper select someone who differs from you in that respect. Use the interview questions we developed and record the person’s comments, and analyze their statements and experience in relation to your own. Also tie in course readings in the discussion of your findings, do they confirm or refute your findings? We will spend time in class on interviewing protocol (e.g. taking notes, rapport, where to interview, participant recruitment)

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<thead>
<tr>
<th>Grading criteria: Race/Class Interview Assignment</th>
<th>Pts. Possible</th>
<th>Pts. earned</th>
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<tr>
<td>Appropriateness and sensitivity of interview questions and resulting data</td>
<td>10</td>
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<tr>
<td>Depth and thoughtfulness of analysis of data and comparison to self</td>
<td>40</td>
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<td>Thoroughness of link to readings</td>
<td>40</td>
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<td>Quality of writing, organization, grammar and APA citations.</td>
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**Critical Memo 4: Critical Auto-ethnography Paper**
**Topic:** Examining yourself in relation to race and racism in society and education  
**Due:** 12/14/16 by 5pm  
**Guidelines:**
**Definition: Auto-ethnography** is “Writing about yourself as a member of a larger social group.”
**Goals for Students:**
(1) to examine the oppressive effects of society;  
(2) to connect [students’] experiences with other oppressed people; and
(3) to offer a strategy for social change.”

The objective of this assignment is to apply this framework of auto-ethnography to your personal experiences. Auto-ethnographic narratives require the writer-researcher to draw from his/her own experience, placing the self-in-relation to, for example, a topic of study. Auto-ethnographic narratives can be used to:

- increase self-insight (critical self-reflection)
- examine relationships (e.g.: between power and knowledge, theory and practice)
- challenge previously held assumptions
- locate one’s self in social, cultural, structural context
- connect or interweave stories from the past with self-discovery in the present
- enhance compassion and empathy
- theorize models and strategies for social change

For this assignment, you are asked to write an auto-ethnography, a narrative that places your self-in-relation to the topics we have read about and discussed so far in the course. You are required to draw from course readings for this assignment.

You are asked to critically and creatively:

1. Introduce, describe, situate, and/or locate yourself and your community/communities. This includes an historical or other pertinent information about your school and its community. You should consider the demographics of your school and/or your community, income-level in your community, property values, and types of schools. Set the stage for the reader. What is it like to be in the community in which you grew up and attended school? Who are you and how are you different from minority groups, if you are a member of a non-minority?

2. Examine and analyze one or more topics from the books, class discussions, and other relevant topics in relation to yourself and your community/communities. Connect yourself-in-relation to the oppression and marginalization of African Americans, immigrant children and families, or other language-minorities. You should draw on key theories for studying race and racism in society. How has race/racism played a role in your life?

3. Offer a thoughtful and critical strategy/strategies for social change relating to the issue(s) you discussed for #2.

Write a 1200-1500 word auto-ethnographic narrative (typed double-spaced, standard 12 pt font, 1-1.5” margins, number your pages and fasten with a staple). You must support your reflections with evidence from the course readings and/or other sources using APA citation style. Suggested readings from this paper include Omi and Winant, Bonilla-Silva, and Ezekial. If you would like other suggestions, please feel free to set up an appointment with me.

Notes on Written Assignments

Critical Memos: These memos are intended to assess your ability to synthesize key concepts and arguments from the course readings and apply/utilize what you’re read to current dilemmas in society and education. While they are short in nature, you are still expected to cite relevant course readings and concisely make an argument in your papers.

Paper length: Please adhere to the stated page length requirements (which do not include reference lists). Pages should be double-spaced with a 12-point font and 1-inch margins. I reserve the right to not grade material that exceeds the stated maximum length.

Reference lists and citation: Please prepare reference lists for all written assignments where you cite other published work. Please follow your academic discipline’s format for in-text citations and reference lists. In the field
Proofreading: At the graduate level, it is imperative that you proofread your work before turning it in. Papers that contain multiple errors within the first few pages will be returned without feedback.

Preface to the papers/Abstract: For each written assignment, you should turn in an abstract or preface to the paper that clearly articulates the argument in the paper and the significance of your work. This should not be more than 100 words and should appear after the title page and before the beginning of the paper.

Submission of assignments; Please submit all written assignments directly to me via email at rodriguezs1@cofc.edu from your cofc email addresses unless otherwise noted.

Drafts of Critical Memos: Due to the nature of a busy semester, I can’t guarantee that I can read drafts of your papers. I am always happy to meet in person, however, and you are welcome to bring drafts to office hours in advance of due dates.

Revision: You are welcome to revise every written assignment in the course. You have two weeks to revise from the time I return it to you with the feedback. I encourage you to carefully read my feedback and schedule an appointment to discuss it with me before you revise and resubmit. You are not required to meet with me in order to revise though.

**A:** 93 - 100
**B+:** 88 – 92
**B:** 83 – 87
**C+:** 78 – 82
**C:** 74 – 77*

*F= Any grade of a 74 or below is considered a failing grade for all graduate students.

Honor System:

All students are expected to comply with the honor code of the College of Charleston. Violations of the honor code, in particular plagiarism (including the first offense) will result in a grade of XF for the course.

Americans with Disabilities Act (ADA):

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of any accommodations needed for the course. We are here to work with you and invite you to inform us of any accommodations you need. You can also contact the Office of Disability Services at 843.953.1431

** Reading due at the start of class.
*** Logic and organization of reading calendar

The syllabus is divided by the analytic categories that dominant social science and sociology of education research, i.e. race, class, gender. This is not to say that these things function in society in distinct, isolated ways, so we will often talk about them in relation to each other and how each impacts the other. For organizational purposes, however, modules related to race, class, and gender divide the readings.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading Due</th>
<th>Presentations/ Due dates</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>Course Introduction and Syllabus</td>
<td>In class writing exercises:</td>
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<tr>
<td>Thursday 8/25</td>
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<td>• Predictions: Which factors most in educational attainment in American society, race, class, or gender, and why?</td>
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<td>• Who am I? Reflection (baseline for Critical Autobiography)</td>
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<td>Thursday 9/8</td>
<td>TBD: Virtual Class meeting / Discussion post</td>
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<tr>
<td>Class 5</td>
<td>Explanations for racial inequality</td>
<td>• Lewis, A. (2003). Race in the Schoolyard. NJ: Rutgers Press. Ch. 5-6.</td>
<td>Critical Memo 1 Due Media Presentations</td>
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<tr>
<td>Thursday 9/22</td>
<td>Choose ONE:</td>
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<td>Class</td>
<td>Date</td>
<td>Topic</td>
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• Selection from *Privilege: A Reader*.  
• In class: Revising your Who am I? paper from Class 1.  
• In class: *Dear White People (film)* |
Choose ONE:  
| Class 9       | Thursday 10/20 | Theoretical foundations of studying class in American education | • Rothstein, R. (2004). *Class and schools: Using social, economic, and educational reform to close the Black-White achievement gap*. New York: Teachers College Economic Policy Institute. Ch. 3 (all read) and then choose Ch. 4 OR Ch. 5.  
Critical Memo 2 due Monday 10/24/16 by 11:59pm |
| Class 10      | 10/27       | Theoretical and empirical foundations of studying class in American education | • From Sadovnik text: Chapters 6 (Bourdieu, The forms of capital, p. 83-96)  
**Optional**  
• Bowles and Gintis, “Schooling in Capitalist Societies” |
*Dr. Rodriguez in Seattle for American Educational Studies Conference* |
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<td>11/17</td>
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<td>Choose ONE:</td>
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<td>• Caitlin L. Ryan (2015). <em>Kissing brides and loving hot vampires: children's construction and perpetuation of heteronormativity in elementary school classrooms</em>, <em>SexEducation</em></td>
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<td>Critical Memo 3 due Monday, 11/21/16 by 11:59pm</td>
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<tr>
<td>Class 14</td>
<td>Thursday</td>
<td>Thanksgiving</td>
<td>• Happy Thanksgiving!</td>
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<td>11/24</td>
<td>No In Person Class</td>
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<td>Class 15</td>
<td>Thursday</td>
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<td>• Selections from Beattie, J. <em>Women Without Class.</em></td>
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<td>12/1</td>
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<td>• <em>In class</em>: writing of Critical Memo 4</td>
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<td>Choose ONE:</td>
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<td>Critical Memo 4 due Monday, 12/5/16 by 11:59pm</td>
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<td>Class 16</td>
<td>Thursday</td>
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<td>• Course wrap up</td>
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<tr>
<td>Finals</td>
<td>Week</td>
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<td>• Final paper due via email by 5pm 12/14/16</td>
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<td>Final Paper due 12/14/16</td>
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