FSA 103: Gender, Race & Class Issues in Education
SUNY Cortland - Foundations & Social Advocacy
Fall 2025

Professor: Jose Ortiz, Ph.D.
Email: Jose.Ortiz@cortland.edu
Office: 1226 Cornish Hall
Office Phone Number: 607-753-4767
Office Hours: Tuesday & Thursday: 11:30am-1pm and Wednesday: 1-3pm

Catalog Description

Examines prejudice and discrimination (on the basis of class, race, gender and disability) as these are institutionalized by schools, both in the United States and elsewhere in the world.

Student Learning Outcomes

Students in this course will:

1. Critically analyze sociocultural power structures in and out of school as they relate to aspects of their identities such as race, gender, class, sexuality, ability/disability, language, citizenship and religion.
2. Demonstrate an ability to adopt multiple perspectives in analyzing social, cultural, political and economic power structures.
3. Develop strategies for enacting advocacy and equitable practice in their own personal and professional lives.

Course Materials

Please note that all required texts may be obtained in one of two ways. First, you may purchase them online. Or second, you may purchase them at the campus bookstore.

- Ongoing: Selected articles and web resources are posted on the course Brightspace. You are responsible for bringing these articles to class each week. They must be either downloaded onto your computer or printed (no use of cellphones in class).

Course Policies

Attendance

As a professional expectation, you are requested to be present in class, arrive on time, and stay for the entire class session. If you are ill, then please do not attend class. Due to COVID-19, it is vital that we remain vigilant in not spreading germs this semester. If you are absent, it is your responsibility to get in touch with me (or another student) before the next class to find out what you missed. As a general rule, each student is allowed 2 unexcused absences. More than 2 unexcused absences will result in a grade deduction.

- The best way to work with the attendance policy is to openly communicate with the professor.

Tardiness

Please note that you are expected to attend all course sessions on time. Arriving to class more than five minutes after start time without an excuse will constitute a lateness. Leaving early without an excuse will likewise constitute a lateness. A pattern of tardiness will result in a lowered participation grade.

Preparation

It is my expectation that each of us will be actively engaged in this course through effective class preparation and regular class participation. To that end, you should be prepared with all readings and class assignments prior to each class.

Participation

Students are expected to be active participants in all class activities. In this view, participation involves asking questions, making comments, participation in class activities, staying on task, and listening and responding to others in a respectful manner. This course emphasizes discussion and participation. Therefore, in order for this course to work, you must attend class and be prepared to participate.

Cell Phones

Do not check your cell phone or have your cell phone out in class. If for any reason (e.g. a family emergency) you need to keep your phone out during a class meeting, please mention this to me before class.

Laptops/Tablets

We will be using technology in class to look up information so I encourage you to bring a laptop or tablet for that purpose. You will be expected to use the devices for course purposes. You will lose participation points if you use laptops/tablets/phones for non-course purposes (i.e. texting, youtube, etc.).

Due Dates and Times

- All assignments are due before the beginning of the class meeting and/or at the time specified on the syllabi or in class.
- If you are absent, the due date still applies.
- Late assignments will be penalized as follows: 5% off for the first 0-24 hours it is late; 3% off for additional days late to a maximum of 20% off, unless an extension has been granted (Note: extensions will only be granted with reasonable notice prior to the deadline and not afterward, so you must plan ahead. Extensions are not automatic and are

granted at my discretion). Except under extreme circumstances, please note that extensions will not be granted for online discussions or the final presentations.

Late Work Policy

Extensions may be granted with adequate reason and with at least 24 hours notice before the deadline.

Guidelines for Written Assignments (expect reductions to your grade if you choose not to follow the mechanics outlined below)

- Typed (12 point Cambria or Times Roman font in black ink),
- Double-spaced with one-inch margins on all sides,
- Numbered pages,
- Proper citation of paraphrasing and quotations,
- Meet the minimum page-length requirement, and
- Turned in at or before the start of the class period in which they are due.

Citing References with APA format

You must cite all paraphrasing and direct quotes using the American Psychological Association (APA) format.

Required APA reference Guide:

Purdue Online Writing Lab http://owl.english.purdue.edu/owl/resource/560/01/

- Paraphrasing. (Taking an idea from an author and putting it in your own words) Cite by showing the author's last name and year of publication in parentheses. Notice that the page number is not included in paraphrasing.

  Example: Adults who use concerted cultivation to raise children tend to have more influence over their children's experiences in school (Lareau, 2003).

  Example: Lareau (2003) reports that adults who use concerted cultivation tend to have more influence over children's experiences in school.
- Direct Quotes. Put the quoted material in quotation marks and cite by putting parentheses around the author's last name, year, and page number where the quote is found. Note that the end mark of the sentence goes after the citation.

  Example: "The unexamined prejudices of the parents are passed onto the children. It is not our fault, but it is our responsibility to interrupt this cycle" (Tatum, 2003, p. 7).

Assignments

Punctuality, Preparedness, and Participation: 15%

Please come to class having completed the readings, prepared to participate actively in discussions and activities, as well as to listen carefully and respectfully to your colleagues. When we begin discussions, it will be easy for certain voices to dominate class discussions. I will work

diligently to encourage as many voices to speak, but I ask that you assist this effort by monitoring your own contributions. Speak up if you have spent more time listening. Listen if you have spent more time speaking. Controversial topics will undoubtedly rise throughout the semester. I ask that you listen and respect all opinions/perspectives presented. Finally, if at any time you feel silenced by the conversation, please make an appointment with me to discuss the issue.

You will be expected to submit a check out question that you had about the reading/s (no yes/no questions, please) at the end of class once a week.

Quizzes: 15%

There will be periodic quizzes throughout the semester. Quizzes will evaluate your understanding of the main points emphasized in the articles. These quizzes will take place in class.

Reading Responses (Week 2-12): 15%

You will choose a reading from the week and write a reading response. Unless otherwise instructed, please address the following in your responses:

1. Identify a quote from the reading that you agree with or that struck you and explain why you chose the quote,
2. and identify a quote you disagree with or have a question about and explain why you chose the quote.

These must be typed and submitted on Brightspace by Friday @ 9pm.

Purpose of Education: 15%

This paper requires you to explore your own understanding of what the purpose of getting an education is. Should one attend/graduate from school in order to: get a good job? Learn as much content as possible? Learn to participate in a democratic society? In pursuit of an education, what obstacles do you see impacting a student's progression through school? Cite at least one of the 5 perspectives Tyack (1976) presents in their article. 3-4 pages.

Due: September 12 by 11:59 pm

Teacher Ethics Reflection: 15%

You will read an ethical case study titled "Stolen Trust: Cell Phone Theft in a Zero-Tolerance High School" as well as six brief commentaries on the case. These readings will be provided on Brightspace. Based on these readings, you will write a 3-4 page, APA formatted analytic "commentary" on the case. A thoughtful response includes a careful analysis of the problem (what makes it a dilemma? What values and principles are at stake?) and developing your own response to the problem, supported by arguments and relevant evidence from the case. Here, you

should expect to draw on what you learned from the readings and class discussions to support your reasoning with relevant facts of the case.
Due: October 31 by 11:59 pm

Education Autobiography Paper/Presentation: 25%
This paper/presentation requires you to think about how your own personal identity, educational experiences, and family background have interacted and continue to interact in your life. Broadly speaking, you will reflect on your identity and your school experience as you consider how your educational experience fits within the broader context of schooling in the U.S. 6-8 pages.
Due: Finals Week

Summary of Assignments

Assignment	**Grade Percentage**	**Due Date**
Punctuality, Preparedness, and Participation	15%	On-going
Quizzes	15%	On-going
Brightspace Reading Response	15%	Fridays (Weeks 2-12)
Purpose of Education Paper	15%	9/12/25
Teacher Ethics Reflection	15%	10/31/25
Education Autobiography Paper/Presentation	25%	Finals Week
	100%	

Grading Scale
I will base grades on a standard system which includes a sliding scale determined by points accumulated divided by the total number of points available:

A 100-94	A- 93-90	
B+ 89-87	B 86-84	B- 83-80
C+ 79-77	C 76-74	C- 73-70
D+ 69-67	D 66-64	D- 63-60
F Below 60		

COURSE LAYOUT AND READINGS SCHEDULE

***This syllabus is subject to change if necessary**

The following is a tentative outline of readings and subjects to be covered. We may advance at a different pace than this outline indicates and some readings will be more heavily emphasized than others.

Week 1 - Introduction

Aug 26, 2025

- Introductions; review syllabi and class expectations

Aug 28, 2025

- Robinson, S.K. & Robinson, K., (2024, August 25). What is Education For? Edutopia. Retrieved from: https://tinyurl.com/yc4ruec3

Week 2 - A Historical Perspective of Public Schooling

Sept 2, 2025

- Tyack, D. (1976). Ways of Seeing: An Essay on the History of Compulsory Schooling. Harvard Educational Review Vol. 46, No. 5: 355-389.

Sept 4, 2025

- Stanton, E. C. 23 The Solitude of the Self. View metadata, citation and similar papers at core. ac. uk, 144.

Week 3 - The U.S. Curriculum and What We Learn

Sept 9, 2025

- Hirsch Jr, E. D. (2009). The core knowledge curriculum—What's behind its success?. Kaleidoscope: Contemporary and Classic Readings in Education.
- Hirsch, E. D. (1983). Cultural literacy. The American Scholar. (52)2. 159-169.

Sept 11, 2025

- https://feaweb.org/eadvocate/history-standards-overlook-a-large-part-of-florida-history-thats-on-purpose/

Assignment Due - Purpose of Education Paper

Week 4 - A Brief History of Race and Schools

Sept 16, 2025

- Howard (2010): Ch. 5 (p. 91-107)
- https://www.npr.org/2022/05/11/1098276649/u-s-report-details-burial-sites-linked-to-boarding-schools-for-native-americans
- https://www.nytimes.com/2021/06/07/world/canada/mass-graves-residential-schools.html

Sept 18, 2025

- Howard (2010): Ch. 2 (35-46).

Week 5 - Critical Movements in Education

Sept 23, 2025

- Freire, P. Chapter 2. In Pedagogy of the Oppressed (pp. 71-86). New York, NY: Continuum.

Sept 25, 2025

- Sleeter, C. E., & Zavala, M. (2021). What the research says about ethnic studies. *Transforming multicultural education policy and practice: Expanding educational opportunity*, *209*, 2020-10.
- Ban on Ethnic Studies: https://www.youtube.com/watch?v=TgvOdD5bVsg&t=1s

Week 6 - Social and Emotional Learning

Sep 30, 2025

- Hoffman, D. M. (2009). Reflecting on social emotional learning: A critical perspective on trends in the United States. Review of educational research, 79(2), 533-556.

Oct 2, 2025

- Ortiz, J. (under review). Exploring the Role Social and Political Structures Have in Shaping Emotions through Testimonios. *Current Issues in Education* journal.

Week 7 - Fall Break & Conference

Oct 7, 2025

- Fall Break - No Class

Oct 9, 2025

- Alternate Assignment

Week 8 - Teacher Ethics

Oct 14, 2025

- McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. National SEED Project on Inclusive Curriculum at Wellesley College.

Oct 16, 2025

- Ed. Levinson & Fay (2016). "Stolen Trust: Cell Phone Theft in a Zero-Tolerance High School" (Chapter 3, pgs. 73-78)

Week 9 - Teacher Ethics (continued) & Social Efficiency and Education

Oct 21, 2025

- Ed. Levinson & Fay (2016). Six brief commentaries on the case (Chapter 3, pgs. 69-105)

Oct 23, 2025

- Bowles, S. & Gintis, H. (1976). Broken promises: School reform in retrospect. In Sadovinick, et al. (1994). Exploring education: An introduction to the foundations of education (pp. 5-21). Boston: Allyn and Bacon.

Week 10 - Funding and Choice

Oct 28, 2025

- Biddle, J. & Berliner, D. (2002). What research says about unequal funding for schools in America. Education Policy Studies Laboratory, 131-150.

Oct 30, 2025

- AESA Conference - Alternate Assignment

Assignment Due - Teacher Ethics Paper

Week 11 - Curriculum Differentiation and Social Class

Nov 4, 2025

- Howard (2010): Ch. 1 (p. 9-32)

Nov 6, 2025

- Anyon, J. (1980). Social class and the hidden curriculum of work. Journal of education, 67-92.

Week 12 - Gender and the Politics of Sexual Orientation

Nov 11, 2025

- Kaia Tollefson. “Straight Privilege: Unpacking the (Still) Invisible Knapsack” May 1, 2010.
- Meyer, E.J. (2009). The effects of gender on bullying and harassment.” In Gender, bullying and harassment: Strategies to end sexism and homophobia in schools (pp. 1-11). New York, NY: Teachers College Press.

Nov 13, 2025

- Welner, et al. (2017). The right to equal educational opportunity: Gender equity in education. In Legal issues in education: Rights and responsibilities in U.S. public schools today (pp. 204-211). St. Paul, MN: West Academic Publishing.

Week 13 - Intersection of Gender, Race, and Class

Nov 18, 2025

- Anyon, J. (2005). What" counts" as educational policy? Notes toward a new paradigm. Harvard Educational Review, 75(1), 65-88.

Nov 20, 2025

- Watch “I Learn America” film on your own (found on Brightspace)
- Delpit, L. (1988) The silenced dialogue: Power and pedagogy in educating other people’s children. Harvard Educational Review 58(3), 118-127.

Week 14 - Current Day Events

Nov 25, 2025

- Harper, S. (2025). Leveraging research and demanding proof in response to legislative attacks on DEI in US higher education. *AERA Open*, *11*, 23328584251355514.

Nov 27, 2025

- Thanksgiving Break (no class)

Week 15 - Final Review

Dec 2, 2025

- Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. Educational researcher, 35(7), 3-12.

Dec 4, 2025

- Final Recap

Finals Week - Educational Heritage Paper/Presentation

SUNY CORTLAND POLICIES AND RESOURCES FOR STUDENTS

SUNY Cortland Code of Conduct
Students must adhere to the guidelines of the SUNY Cortland Code of Student Conduct that supports the College's values, goals and priorities. Please see the following for the Code of Conduct and Related College Policies: https://www2.cortland.edu/offices/judaffairs/index.dot.

Notice Regarding Disciplinary Violations
In order to maintain the high standards of professionalism required by SUNY Cortland, the NYS Education Department (NYSED), and our teacher education accreditation agency (CAEP), all Teacher Education Candidates must report any off-campus tickets, violations of the student code of conduct, violations of state/federal law, or academic integrity decisions to the associate dean within 5 business days. Likewise, students must report within 5 business days charges of any of the following: driving while intoxicated (DWI), drug possession, a crime against a child, or physical assault. You can contact your associate dean by calling 607-753-5431. Our Teacher Education Candidate Review Committee (TECRC) will review these violations and contact you. If you have any questions about this process, please contact the associate dean.

Teacher Candidate Dispositions
Candidates are expected to exhibit professional behaviors and dispositions at all times. Periodically throughout teacher candidates' programs, they will be assessed on the development of their professional dispositions. Character dispositions include: integrity, emotional maturity, work ethic and empathy. Pedagogy dispositions include the belief that all children can learn, appropriate and effective use of technology and other teaching materials and fairness. Professional dispositions include an understanding of the respect for policies and procedures. See:
https://www2.cortland.edu/dotAsset/6098a013-7ea6-4289-9b2e-9bdc82cb52e2.pdf

Academic Integrity
All students are expected to uphold academic integrity standards. Plagiarism is defined as taking the ideas of others and using them as one's own without due credit. Students who do not complete their own examinations, course assignments, or plagiarize in this course may be disciplined in accordance with university rules and regulations. (College Handbook, Chapter 340)

Disability Statement
As part of SUNY Cortland's commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in this course, please place a request with the Disability Resources Office at disability.resources@cortland.edu or call 607-753-2967. Please note that accommodations are generally not provided retroactively so timely contact with the Disability Resources Office is important. All students should consider meeting with their course instructor who may be helpful in other ways. (College Handbook, Chapter 745)

Diversity Statement
SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of

human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society. (College Handbook, Chapter 130)

Inclusive Learning Environment Statement

SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected to be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful, but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the Institutional Equity and Inclusion Office at 607-753-2263. (IEIO http://www2.cortland.edu/about/diversity/)

Title IX Statement

Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based in sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit cortland.edu/titleix to learn about all reporting options and resources. (Updated by SUNY Legal Feb. 1, 2018).
(Title IX http://www2.cortland.edu/titleix)

Cortland Cupboard

A substantial proportion of students on campus are worried about affording meals and basic care. If you are one of those students, you are not alone, and there are supports available. The SUNY Cortland Cupboard is stocked with food and personal care items, available at no cost to all students with valid SUNY Cortland ID card. They are located in Old Main, Room B-05 Mondays – Thursday from 8:00 AM – 8:00 PM and on Friday from 8:00 – 5:00 PM Visit their website for additional information:
at https://www2.cortland.edu/cupboard

Academic Help
If you are struggling with learning course content, even after completing the assigned readings and coming to class regularly, consider scheduling an appointment with **The Learning Center**: https://www2.cortland.edu/offices/asap/the-learning-center/
If you would like assistance with your written assignments, consider contacting **The Writing Center**. They will be able to help you best if you contact them early (e.g., two weeks before your assignment due date). You may schedule appointments at https://www2.cortland.edu/offices/writing-center/index.dot

Clothing Closet
If you need professional clothing for a field placement, internship, interview or a job, you are encouraged to look in the Clothing Closet for free clothing. At this time, the inventory racks are quite full with dress shirts, blouses, jackets and dress pants. It's located in Old Main, Room B-05, Mondays - Thursdays from 8:00 AM – 8:00 PM and on Friday from 8:00 AM - 5:00 PM). No appointment needed! Just stop in.
For more information, please see:
https://www2.cortland.edu/offices/career-services/events/dress-for-success

Generative AI
The use of Generative AI is not permitted in this course. Since this course emphasizes the writing as a process of your thinking, I am only interested in your own, original writing.