EDC 120| Justice in Education

McKeown School of Education

Fall 2024 | W 12:15 -1:30, Sullivan 310

Professor: James Noonan, Ed.D.
Email: jnoonan@salemstate.edu
Cell Phone: 617-953-1697

Office: Sullivan Building 207-C
Office Hours: M 1-2, W 9:30-10:30
and by appointment

Please note: I am generally available by email M-Th, 9:00 am to 8:00 pm, and Fridays from 9:00 am to 2:00 pm. Saturdays and Sundays are my days to recharge and be with family. While I occasionally check email on the weekend, I cannot guarantee a timely response.



Image Credit: Bettmann/Getty Archives

Course Description

This course invites students into an inquiry about justice in the field of education. In particular, the course will focus on core moves in the field of education enacted for greater justice and equity and the unintended, often unjust outcomes that emerge as a result. Students will interrogate their own understanding of the field, both past and present, with a lens towards justice throughout.

Note on Teaching and Learning in the Wake of COVID-19
One enduring legacy of Covid for me has been a shift in my priorities as a teacher. To be clear: *my first priority is your well-being*, both physically and mentally. If you experience any challenges affecting your work in this course, please communicate with me as soon as possible. I don't need to know details, though you may share as much as you want to. I only need to know that you need to discuss alternative arrangements to help you get the most from the course. And if you are experiencing challenges more generally, I am happy to connect you with the resources you need.

Course Narrative

This course will invite students not only to interrogate what they already know about schools and schooling and key elements in educational history but also to create for themselves a justice-focused, anti-racist lens on the work of education. By examining both the elements of schools and schooling that many of us take for granted—testing, state standards, or neighborhood schools—and looking at examples in which educators and communities work to disrupt normative models of schooling, this course will encourage students to question what they know about the field. Our work will also include critical examination of policies that intended to promote justice but also resulted in (unintentional) unjust experiences for students and school communities.

Course Goals

This course will:

1. Enable students to view education and schools through a justice-focused lens
2. Ask students to interrogate what they already know and assume to be true about schools
3. Support students in developing a critical stance as future educators
4. Engage students in inquiries about the just and unjust experiences that threaded through their own educational experiences

Course Objectives

Upon successful completion of this course, students will be able to:

1. Articulate the importance of justice as a stance in education and teaching
2. Frame their own emerging justice-focused stance as educators, focused on anti-racist, anti-bias, justice-focused schooling
3. Explain the unintended consequences of various changes within the field that were intended to increase justice yet yielded unjust outcomes
4. Connect with voices in the field currently fighting for justice in various educational communities
5. Reframe a narrative about education or moment in educational history

Course Focus (Fall 2024)

Issues of justice and education intersect in many ways, and studying these intersections takes many forms. In this section, we undertake a semester-long inquiry into an educational milestone—70 years ago this past May—that many consider instrumental in the push for educational justice: ***Brown vs. Board of Education***, the 1954 Supreme Court case that ended legal school segregation. Together, we will interrogate the history that preceded *Brown* as well as its aftermath, considering the extent to which it advanced or impeded justice and how the answer might differ across subgroups and historical eras. Examining historical documents, empirical research, and personal accounts, we will reflect on how institutions preserve their power and how individuals and social movements work to challenge and transform the status quo.

A Note About Language You May Read and What's Acceptable to Repeat

Given the historical focus of this course, you may encounter language that is not in current use or that is considered offensive, especially language referring to people of color. In your online discussion posts or your contributions to class discussions, unless you are quoting a text directly, please do not refer to Black people as "Negro" or "colored." Instead, please refer to them as people of color, Black, or African-American. Also, though I hope it would go without saying: racial slurs, even if they appear in course material, may not, under any circumstances, be used in class discussions, either online or in person.

Course Format (Hybrid)

This course is a "hybrid" section. We meet in person for 75-minutes per week (Wed. 12:30-1:15). In addition, there is a significant online component. Most weeks, you will be asked to engage in an online discussion board about the readings, though at times you may be asked to engage in additional tasks. This online work is central to your learning in the course.

Required Text

There are no texts to purchase for the course.

Specifications Grading

In this course, I use a method of grading called "specifications grading." All assignments are graded as "complete" or "incomplete" and your final grade is determined by what you choose to complete, as indicated below. I will provide guidance on what comprises a "complete" assignment.

If you are a junior or senior in the 4+1 teacher licensure program, a minimum grade of B is required in this course to progress in the program. For details on minimum grades and GPA in the 4+1 teacher licensure programs, see Progression and Intervention Policy Salem State Catalog.

To receive an A: You must attend all but 1 class session (if you have made alternate arrangements the class session is not counted as missed), complete both pre/post essays, complete all weekly reading reflections and responses, complete all reading quizzes, and participate fully in your group presentation.

For other grades, see the table below:

Final Grade	Number of Reading Reflections/Responses Missed	Number of Unexcused Absences (and/or Reading Quizzes) Missed	Participation in Group Project, as assessed by you and your group members
A-	3	Up to 1	Full
B+	4	Up to 2	Full
B	5	Up to 2	Full
B-	6	Up to 3	Full
C+	7	Up to 3	Full
C	8	Up to 3	Full
C-	9	Up to 4	Less than full
D+	10	Up to 4	Less than full
D	11	Up to 5	Less than full
D-	12	Up to 5	Less than full
F	13	6 or more	None

If you do not complete the pre/post in-class essays, the highest grade you can receive is an A-. Throughout the semester, you will be able to check completed and missing assignments on the "Grades" tab in Canvas, which will give you a sense of your overall grade. If you have questions, please ask!

Attendance Policy

Please make every effort to attend class. If you have an emergency or extenuating circumstance that prevents your attendance, please contact me as soon as possible to discuss alternate arrangements. Failure to be in touch with me and to make alternate arrangements will count as an unexcused absence and may affect your final grade.

Late Assignment Policy

Deadlines have been developed to space coursework out throughout each week and throughout the semester. If you anticipate a challenge meeting a deadline, please contact me in advance of the deadline to set a new one. In the case of an emergency, please reach out to make an alternate arrangement.

Using ChatGPT or AI

AI tools, like ChatGPT, can be a helpful resource when gathering information, generating ideas, and crafting and refining your writing. For this reason, I encourage you to make use of these tools (though I encourage you even more to make use of the thoughtful, responsive humans available to support you in the Mary G. Walsh Writing Center!). When using AI in an academic context, it is critical to distinguish *your ideas* from ideas generated by a tool like ChatGPT. When submitting work for this course, you must clearly identify any writing, text, or media generated by AI, by including a paragraph with your submission explaining what tool(s) you used, what prompts you asked, and how you integrated the output into your work. Finally, be mindful that AI-generated materials are prone to errors or bias. You are responsible for any information you submit based on an AI prompt, which means you are responsible for fact-checking and verifying information.

Please contact me if you have questions about AI use or citation. Submitting AI-generated work without identifying it as such will be considered a violation of SSU's Academic Integrity Policy, which could negatively impact your grade on affected assignments or in the course overall.

Drop-In Hours

As college students and future educators, you are my colleagues. I will learn from you as I hope you will learn from me. Drop-in hours are not only a time to review the course material, but also a chance to talk about your interests, how you're learning in the course, how the course relates to larger issues for you, and how I can support you in your academic and post-academic career. I have set aside two hours each week to meet with students: **Mondays from 1-2 and Wednesdays from 9:30-10:30**. I am happy to meet with you in my office (Sullivan 207-C) or over Zoom. In either case, sign up through this link (also on Canvas) to reserve time. If these times don't work for you, reach out so we can arrange another time.

A Note About Resistance and Learning

Having spent many years in school myself, I can say that my best learning did not happen when I was comfortable. Rather, my best learning happened when I spoke up or asked questions or challenged what I was hearing. I often resisted these impulses, whether out of shyness or deference to authority, but *that impulse is important*! During this course, you may have moments when you feel yourself pushing back against ideas that I share or that you read. That resistance holds something important for you to learn.

In your spoken or written contributions to this class, please speak or write about *that* – that resistance – and not what you think I want to hear. Doing so, I believe, will benefit your learning and mine.

Course Assessments

Pre/Post In-Class Essay

At the beginning and end of the course, you will write a brief in-class essay related to the course focus. If you are not in class for any reason during these sessions, you will be responsible for coming to Drop-In Hours and completing the assignment. (Objectives 1, 2, 3, 5)

Weekly Reading Reflections and Responses

Because online work is a central component of a hybrid modality course, each week you will post a short reflection on the week's reading to an online discussion board. In addition, you will respond to at least one of your classmates' reflections. Reflections should be extensions of the reading and should demonstrate your familiarity with the concepts and ideas in the reading. Responses should work to make connections across reflections, to your own experience, or to other ideas in the course. Responses should ***not*** be variations of, "I like what you said" or "I also wrote about that." (Objectives 1, 2, 3)

Reading Quizzes

Most weeks, at the beginning of class, you will be given a brief quiz on the main points in the assigned readings. These quizzes are designed to check for understanding and to ensure you are fully prepared for class discussions. Quizzes will be 3 to 5 questions and will be corrected and collected in class. Your final course grade is affected by the total number of reading quizzes completed or not completed, not by the number of correct or incorrect answers on individual reading quizzes. (Objectives 1, 3)

Group Presentations

Midsemester, you will be given a choice of topics and be assigned to a small group. As a group, you will research your topic and prepare a presentation to the class of approximately 15 minutes. Presentations should draw on readings and topics throughout the course as well as original sources. All group members are expected to speak during the presentation. I will provide you with all the resources you need to be successful. More details will be shared in class. (Objectives 1, 4, 5)

There is no final exam in this course.

PROPOSED SCHEDULE

This overview is a guide for the semester. I may adjust the syllabus to respond to your needs across the semester. Please stay up-to-date by checking the Canvas site regularly.

Date	Topic	Readings Due	Assignments Due
Week 1 Sept 4	Introductions & What We Think We Know About *Brown*	• Syllabus *In class* • Barnum, "Did busing for school desegregation succeed? Here's what research says," *Chalkbeat* (2019)	Introduction video In-class essay
September 10: Add/Drop Period Ends			

Date	Topic	Readings Due	Assignments Due
Week 2 Sept 10	Unequal Schooling & White Supremacy	• Givens, *School Clothes*, ch. 1 ("Going to School North of Slavery," pp. 27-51) • Menchan, "Florida Public Schools," *The Crisis* (April 1926, p. 291) (link to full issue) • Du Bois, "Education," *The Crisis* (February 1930, p. 65) (link to full issue) *Perhaps of Interest* • Salem State University, "Charlotte Forten" • Du Bois, "Education," *The Crisis* (April 1929, p. 132) (link to full issue)	M: reading reflection W: response
Week 3 Sept 17	The Birth of Separate But Equal	• Museum of African American History, "The Sarah Roberts Case" • Video: "*Plessy v. Ferguson* and Segregation: Crash Course Black American History #21" (10:35) (watch) *Perhaps of Interest* • Saltonstall, "Opinion" (1831) • *Sarah C. Roberts v. The City of Boston* (1849) • *Plessy v. Ferguson* (1896) • Cannellos, "Separate but Equal, the Court Said. One Voice Dissented", *NY Times* (2021)	M: reading reflection W: response
Week 4 Sept 25	Resistance and Fugitive Pedagogy	• Givens, *School Clothes*, ch. 4 ("Reading in the Dark," focus on pp. 97-118) • Du Bois, "Does the Negro need separate schools?" (1935) • Love, *Punished for Dreaming*, ch. 1 ("Setting the Stage: Educational White Rage," pp. 15-33) *Perhaps of Interest* • Podcast: "Fugitive Pedagogy in Black Education," *Harvard EdCast* (20:06) (listen/read) • Heller, "The enlightening legacy of the Rosenwald schools," *Washington Post* (2015) • Forten, "Life on the Sea Islands," *The Atlantic* (1864)	M: reading reflection W: response
Week 5 Oct 2	Legal Efforts and Latinx Activism, Pre-*Brown*	• Donato & Hanson, "Mexican-American resistance to school segregation," *Phi Delta Kappan* (2019) • Video: San Diego Union-Tribune, "The Lemon Grove Incident" (6:43) (watch) • Lander, *Making Americans* ("Opportunities to Dream: *Mendez v. Westminster*," pp. 120-136) *Perhaps of Interest* • Espinosa, "Mexican American parents fought for their students in Lemon Grove in 1931. We saved their stories," *San Diego Union Tribune* (2020) • Kandil, "Mendez v. Segregation", *LA Times* (2016) • Podcast: "The Case That Ended 'Mexican-Only' Schools," *LA Times Podcast* (26:28) (listen)	M: reading reflection W: response

Date	Topic	Readings Due	Assignments Due
Week 6 Oct 9	*Brown* Decided	• *Brown v. Board of Education* (1954) • "School Segregation and Brown v. Board," Crash Course Black American History #33 (12:29) (watch) *Perhaps of Interest* • *Brown II* (1955) • Bell, *Silent Covenants*, ch. 2 ("*Brown*'s Half Light," pp. 14-19)	M: reading reflection W: response
Week 7 Oct 16	Unintended Consequences and Massive Resistance	• Bell, *Silent Covenants,* ("The School Desegregation Lawyer," pp. 97-107) • Podcast: "Miss Buchanan's Period of Adjustment," *Revisionist History* (30:39) (listen) • Video: "Locked Out: The Fall of Massive Resistance" (56:52) (watch) *Perhaps of Interest* • Fenwick, "The Ugly Backlash to *Brown v. Board of Ed* That No One Talks About," *Politico* (2022) • Fenwick, "Author Interview: *Jim Crow's Pink* Slip" (NPR, listen) • Hurston, "Court Order Can't Make Races Mix," *Orlando Sentinel* (1955) • Video: "Can We Talk? Learning From Boston's Busing/Desegregation Crisis" (55:34) (watch)	M: reading reflection W: response
Week 8 Oct 23	Activist Echoes	• Goldberg, "The Surprising Consequences of Brown v. Board of Ed", *The Atlantic* (2010) • Skim: Meyer & Boutcher, "Signals and Spillover", *Perspectives on Politics* (2007) *Choose one reading set:* • Trans rights: O'Hara, "The anniversary of Brown v. Board highlights the unique segregation of trans students" (*them.us*, 2018); James & Coley, "Separate but unequal: Revisiting the discussion of trans-inclusive bathroom" (*Sexuality, Gender, & Policy*, 2023) • Disability rights: Yell, "*Brown v. Board* and the development of special education," (*Intervention in School & Clinic*, 2022); Shapiro, "*Brown v. Board*: Disabled Children" (NPR) (12:47) • Immigrant rights: Rodríguez, "The Supreme Court Case That Created the 'Dreamer' Narrative" (*Politico*, 2021); Barnum, "What you should know about Plyler" (*Chalkbeat*, 2022) • Language access rights: Lander, *Making Americans* (ch. 6, pp. 201-217); Podcast: "Sealed With a Beso," *America the Bilingual* (30:16) (listen) *Perhaps of Interest:* • Minow, *In Brown's Wake* (e-book link) • Delmont, *Why Busing Failed*, especially ch. 3 (pp. 77-93) (e-book link)	M: reading reflection W: response Sign-up for group presentations (in class)

Date	Topic	Readings Due	Assignments Due
		• Video: "'It's Us, Not the Bus': Boston's School Desegregation Story" (57:49) (watch)	
Week 9 Oct 30	Group Work	*Guest: Maryam Mustafa, SSU Librarian* • Bring at least 3 potential readings/media related to your group topic	Group presentation reading list
Week 10 Nov 6	Desegregation and the Suburban Line	• Ryan, *Five Miles Away, A World Apart*, introduction (especially pp. 1-8) • Lassiter, "How White Americans' refusal to accept busing has kept schools segregated," *Washington Post* (2021) • Podcast: "Milliken v. Bradley," *NPR Throughline* (listen/read) *Perhaps of Interest* • *Swann v. Charlotte-Mecklenburg* (1971) • *Milliken v. Bradley* (1974) • Barnum, "The racist idea that changed American education," *Vox* (2023) • Helms, "50 years after Swann ruling, the legacy of CMS desegregation shows up in changed lives," *WFAE* (2021) • Unit Plan (8th grade): "The Pursuit of Educational Justice in Boston," Facing History and Ourselves • Video: "The Battle for Busing," *NY Times Retro Report* (10:18) (watch)	M: reading reflection W: response
Week 11 Nov 13	State of Resegregation	*Guest Speaker: Dr. Peter Piazza* • Scharfenberg, "Massachusetts' public schools are highly segregated. It's time we treated that like the crisis it is," *Boston Globe* (2020) • Podcast: "The Problem We All Live With, Part One," *This American Life* (listen/read) (58:42) • Note schools and districts you know well using the Stanford University "Segregation Explorer" tool: https://edopportunity.org/segregation/explorer/	M: reading reflection W: response
Week 12 Nov 20	Group Presentations	• N/A	Group Presentations
November 22: Last Day to Withdraw from Fall Classes			
Week 13 Nov 27	NO CLASS	• None	N/A
Week 14 Dec 4	Justice in Education, Revisited	• TBD	In-class essay

Acknowledgments

This syllabus was adapted, with thanks, from Drs. Megan Schumaker Murphy and Roopika Risam. Additional language, policies, and materials were shaped by input from Drs. Leslie Duhaylongsod, Steven Oliver, Tony Jack, Perla Barbosa, Sovicheth Boun, Chris Buttimer, J.J. Muñoz, Mark Chin, Peter Piazza, and Stefan Lallinger.

MORE THINGS YOU SHOULD KNOW

COVID-19 Health and Safety Protocols

Students must comply with any university health and safety protocols for the current academic term. Students should review the updated Covid-19 information found at www.salemstate.edu/covid19.

Equal Access Statement

Salem State University is committed to providing equal access to the educational experience for all students in compliance with Section 504 of The Rehabilitation Act and The Americans with Disabilities Act and to providing all reasonable academic accommodations, aids and adjustments. Any student who has a documented disability requiring an accommodation, aid or adjustment should speak with the instructor immediately. Students with Disabilities who have not previously done so should provide documentation to and schedule an appointment with Disability Services and obtain appropriate services.

Accommodations

It is important that all students are able to participate in this course, and it is all of our responsibility to make that possible. If you are a student with a disability or who needs accommodations to participate fully (or if you think you might be), let me know and be in touch with the Disability Services as soon as possible. You can call them at 978-542-6217/ TTY 978-542-7146 or email them at disability-services@salemstate.edu. Their office is in the Berry Library and Learning Commons, Room G-20. If you need accommodations for this course, provide me a copy of the determination letter you will receive from Disability Services so that I can work with you to implement the accommodations you require.

Food and Housing Security

While your work as a student is important, your basic needs come first. If you are having difficulty accessing sufficient food to eat every day, or if you who lack a safe and stable place to live, I encourage you to contact the Office of Student Life at Salem State where a case manager can work with you to access resources. They are located in Meier Hall, Room 245. You can also call 978-542-6401 or email careandconcern@salemstate.edu. If you need immediate food assistance, you can visit the SSU Food Pantry on the first floor of the Ellison Campus Center (open M-F, 7:00 am to 10:00 pm). Additional resources may be found at www.essexcountyhungerrelief.org.

Undocumented Status

I believe undocumented students have the right to access education without the fear of deportation. I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant. If your status as an undocumented student means that you require certain accommodations to succeed in class, please let me know.

Title IX Resources and Mandated Reporting

As a faculty member, I am considered an "Individual with Title IX Reporting Responsibilities." This means that if you disclose to me instances of sexual assault, sexual harassment, other sexual misconduct, dating violence, domestic violence, or stalking, I am required to share this information with the Title IX Coordinator of the University. This person's job is to advise members of our community on their options regarding remaining anonymous, confidentiality, the University's process for investigating complaints of sexual misconduct, dating violence, domestic violence, and stalking, and the University's disciplinary process. The Title IX Coordinator at Salem State is Sarah Clegg in the Department of Human Resources

and Equal Opportunity (located on the first floor of the North Campus Administration Building, phone number 978-542-2985, email ctr_sclegg@salemstate.edu).

To talk to someone who is not a mandated reporter, I recommend these confidential resources:

- SSU Counseling & Health Services
  Ellison Campus Center 107
  978-542-6410 or 978-542-6413
- The PEAR (Prevention, Education, Advocacy, and Response) Program
  Ellison Campus Center, Room 112
  Confidential Advocate Line:
  978-594-7089 (call or text)
- Rev. Laura Biddle
  SSU Spiritual Life Coord. & Chaplain
  Ellison Campus Center, Room 219
  978-542-6129
- YWCA of the North Shore
  24-hour rape crisis hotline
  877-509-YWCA (9922)

(Non-AI) Writing Assistance

This course involves a fair amount of writing and learning to write well is an important skill. The Mary G. Walsh Writing Center (located in the Berry Library and Learning Commons, Room 113) offers. Writing support to the entire Salem State University community, and I strongly encourage you to make use of their services. Trained peer tutors are available to help with general feedback throughout the writing process – from developing good topics or ideas, to organizing and editing written work, to checking for proper grammar and citation. Learn more about their services and how to make an appointment here: https://www.salemstate.edu/academics/college-arts-and-sciences/english/mary-g-walsh-writing-center.

Academic Honesty

Most students do not plagiarize deliberately, but many do accidentally. In order to prevent accidents, please review the following information on what plagiarism is and how to avoid it. For more information, see the Salem State Library's guide on copyright, fair use, and plagiarism.

Plagiarism happens when:

- The writer has only changed around a few words and phrases, or changed the order of the original's sentences
- The writer has failed to cite a source for any of the ideas or facts included

You are doing research when you:

- Record information from the original passage accurately
- Give credit for the ideas in the passage
- Indicate which parts are taken directly from the source by putting them in quotation marks and citing the page number.

To avoid plagiarizing, give credit whenever you use:

- Another person's idea, opinion or theory
- Any facts, statistics, graphs, drawings or pieces of information that are not common knowledge
- Quotations of another person's actual spoken or written words
- Paraphrase of another person's spoken or written words

The same rules apply when you are using information from the Internet, including text and graphics from web pages.

Any work submitted for this course that appears to be deliberately plagiarized will result in a failure for the course. Any work that appears to include some level of accidental plagiarism will be returned for a full revision. The second draft must be free from all plagiarism or the assignment will receive no credit. If you are uncertain about the academic integrity of your work, I strongly recommend you visit the Writing Center for guidance.

For more information about proper citation and attribution, visit this site:
https://owl.english.purdue.edu/owl/resource/589/01/

Selected Bibliography *(not all used this semester)*

Bell, Derrick. (1980). Brown v. Board of Education and the interest-convergence dilemma. *Harvard Law Review*, *93*(3), 518. https://doi.org/10.2307/1340546

Bell, Derrick. (2004). *Silent Covenants: Brown v. Board of Education and the Unfulfilled Hopes for Racial Reform*. Oxford University Press.

Contreras, A. Reynaldo, & Valverde, Leonard A. (1994). The impact of Brown on the education of Latinos. *The Journal of Negro Education*, *63*(3), 470–481. https://doi.org/10.2307/2967197

Cruz, Tatiana M. F. (2017). "We took 'em on": The Latino movement for educational justice in Boston, 1965-1980. *Journal of Urban History*, *43*(2), 235–255. https://doi.org/10.1177/0096144216688278

Delmont, Matthew F. (2016). *Why Busing Failed: Race, Media, and the National Resistance to School Desegregation*. University of California Press.

Donato, Rubén, & Hanson, Jarrod. (2019). Mexican-American resistance to school segregation. *Phi Delta Kappan*, *100*(5), 39–42. https://doi.org/10.1177/0031721719827545

Du Bois, W. E. B. (1935). Does the Negro need separate schools? *The Journal of Negro Education*, *4*(3), 328–335. https://doi.org/10.2307/2291871

Facing History and Ourselves. (2024, February 29). *Curriculum Unit: The Pursuit of Educational Justice in Boston*. https://www.facinghistory.org/resource-library/pursuit-educational-justice-boston

Fenwick, Leslie T. (2022). *Jim Crow's Pink Slip: The Untold Story of Black Principal and Teacher Leadership*. Harvard Education Press.

Flores, Nelson, & García, Ofelia. (2017). A critical review of bilingual education in the United States: From basements and pride to boutiques and profit. *Annual Review of Applied Linguistics*, *37*, 14–29. https://doi.org/10.1017/S0267190517000162

Formisano, Ronald P. (2004). *Boston Against Busing: Race, Class, and Ethnicity in the 1960s and 1970s*. University of North Carolina Press.

Forten, Charlotte. (1864, May). Life on the Sea Islands. *The Atlantic*, 587–596. https://www.theatlantic.com/magazine/archive/1864/05/life-on-the-sea-islands/308758/

Forten, Charlotte. (1988). *The Journals of Charlotte Forten Grimké* (B. Stevenson, Ed.). Oxford University Press. http://archive.org/details/journalsofcharlo0000fort

Gándara, Patricia, Moran, Rachel, & Garcia, Eugene. (2004). Legacy of *Brown*: *Lau* and language policy in the United States. *Review of Research in Education*, *28*, 27–46.

Givens, Jarvis R. (2021). *Fugitive Pedagogy: Carter G. Woodson and the Art of Black Teaching*. Harvard University Press.

Givens, Jarvis R. (2023). *School Clothes: A Collective Memoir of Black Student Witness*. Beacon Press.

Goodman, Susan E. (2016). *The First Step: How One Girl Put Segregation on Trial*. Bloomsbury USA Children's.

hooks, bell. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. Routledge.

Kozol, Jonathan. (1967, September). Death at an Early Age. *The Atlantic*. https://www.theatlantic.com/magazine/archive/1967/09/death-at-an-early-age/305261/

Lander, Jessica. (2022). *Making Americans: Stories of Historic Struggles, New Ideas, and Inspiration in Immigrant Education*. Beacon Press.

Love, Bettina L. (2023). *Punished for Dreaming: How School Reform Harms Black Children and How We Heal*. St. Martin's Press.

Martin, Waldo. (2019). *Brown v. Board of Education: A Brief History with Documents* (2nd ed.). Bedford/St. Martin's.

Meyer, David S., & Boutcher, Steven A. (2007). Signals and spillover: Brown v. Board of Education and other social movements. *Perspectives on Politics*, *5*(1). https://doi.org/10.1017/S1537592707070077

Minow, Martha. (2010). *In Brown's Wake: Legacies of America's Educational Landmark*. Oxford University Press.

Ogletree, Charles J. (2004). *All Deliberate Speed: Reflections on the First Half Century of Brown V. Board of Education*. W. W. Norton & Company.

Ryan, James E. (2011). *Five Miles Away, A World Apart: One City, Two Schools, and the Story of Educational Opportunity in Modern America*. Oxford University Press.

Siddle Walker, Vanessa. (1996). *Their Highest Potential: An African American School Community in the Segregated South*. University of North Carolina Press.

Siddle Walker, Vanessa. (2018). *The Lost Education of Horace Tate: Uncovering the Hidden Heroes Who Fought for Justice in Schools*. The New Press.

Tonatiuh, Duncan. (2014). *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation*. Harry N. Abrams.

Yell, Mitchell. (2022). *Brown v. Board of Education* and the Development of Special Education. *Intervention in School and Clinic*, *57*(3), 198–200. https://doi.org/10.1177/10534512211014874