

EDG 6931: Schools,
Teachers, and the
Marginalization of
Students

Summer C, 2015

*Wednesdays, 12:30-4:30
Norman Hall 2337*



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Using an ecological framework that places students and teachers within broader social contexts, this doctoral seminar examines the marginalization of vulnerable student populations, which results in high dropout rates and all too frequently places students on the school-to-prison pipeline. In a democratic society, public schools are tasked with educating all students to their fullest capabilities and maximizing human potential. Those who are vulnerable suffer most, though, when the social contexts of schools and classrooms, or the implementation of teaching practices, fail to support students. Unsupportive practices at the classroom, school, and district levels and beyond perpetuate the opportunity, achievement, and discipline gaps between White students and students of color, as well as between middle class students and those living in poverty. To meet the needs of a diverse student population, schools and teachers require resources, knowledge, skills, passion, and supportive policy and institutional structures. Building upon an examination of the connections between theory, policy, and practice, students in this course will develop solutions to stop the marginalization of K-12 students and successfully engage all students.