

EDUC 3013: School and Society

School of Education, University of Colorado Boulder

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Office Hours: Tuesdays, 2:00 pm-4:00pm and by appointment

Office Location: NEPC Office, Second Floor, School of Education

Class Time: Tuesdays, 4:30-7:00 pm (Section 2)

Class Location: HLMS 247

COURSE DESCRIPTION

This course introduces students - both future teachers and those simply interested in education - to pressing issues surrounding education within the United States. The course reveals the complex relationship between schools and the larger society of which they are a part. 3013 explores issues of diversity and equity from different disciplinary lenses, including history, philosophy, sociology and anthropology.

This course asks students to critically examine the role of education in a diverse and pluralistic democracy. Students will examine the relationship between democracy and education, including how educational institutions and practices might be structured democratically. Students will develop an awareness of race, ethnicity, class, gender and other lines of difference, and explore how schooling might be structured in ways that build equity and justice. This course does not deal with any methods or any particular curricular components; in contrast, it focuses on the concerns and assumptions that undergird practices of education. Throughout the course of the semester, we examine some of the following questions:

- What are the purposes of schooling in a diverse and democratic nation?
- How are these purposes reflected in different pedagogical strategies and choices?
- How do issues of gender, race, ethnicity, class and inequality impact educational practices?
- How might schools and curriculum address issues of diversity?
- What is the relationship between diversity, democracy and education?
- What role should schools—and teachers—play in fostering justice and equity?

We will explore these questions and issues through three central lenses: interpretive, critical, and normative. We will begin *interpreting* educational issues, asking how we might understand the nature of an issue or problem. We will then view these issues *critically*, looking at how problems are shaped by political and social forces. Finally, we will examine the *normative* dimension of issues, asking what we—as democratic citizens and prospective educators—ought to do about such issues and how education should be structured and to what ends. EDUC 3013 meets requirements for CU's arts and sciences core curriculum: contemporary societies or human diversity. Prerequisites: Restricted to students with 27-180 credits (Sophomores, Juniors or Seniors) only.

COURSE OBJECTIVES

Upon successful completion of the course, students will:

1. Become familiar with the curricular traditions that inform what is taught in contemporary schools
2. Examine the purposes of schools within a democratic society
3. Become familiar with ongoing educational reform initiatives and policy debates in American schooling
4. Explore issues of diversity in public schools and its impact on teaching, learning, and relationships among teachers, schools and society

5. Be able to discuss issues of equity and inequity in education
6. Learn how schools are funded and the impact of policy mechanisms on education
7. Examine the relationship between one's background and relationships in the classroom and school
8. Develop one's own "voice" as a future educator

COLORADO STANDARDS

EDUC 3013 is designed to address some of [Colorado's P-12 Academic Standards](#). The course engages candidates in substantive analysis and critique, and models how to design standards-based instruction. In addition, the course addresses the **Performance Based Standards for Colorado Teachers**. The Performance-Based Standards for Colorado Teachers are available at: http://www.cde.state.co.us/cdeprof/download/pdf/li_perfbasedstandards.pdf. These "serve as standards for the licensing of all teacher education candidates in Colorado and reflect the knowledge and skills required of beginning teachers." This syllabus is marked throughout with bracketed standards to give teacher education candidates clear indicators of their professional responsibilities. The brackets indicate when teacher education candidates are "developing and practicing" [DP] a standard as well as the standards they must "satisfy" [S] in this class.

When a standard is met at the **Developing/Practicing** level [DP] that means you will have opportunities to **develop** an understanding of the standard's knowledge base and to **develop/practice**, with assistance, your abilities to apply the element in a field setting/university classroom and to evaluate the success of your teaching performance. When a standard is **satisfied** [S] that means you have demonstrated proficiency on this standard. To demonstrate proficiency you must demonstrate a substantial knowledge and understanding of the standard element, the ability to apply the element in a field setting, and the ability to assess student learning and evaluate your teaching performance. Each of the assignments in the syllabus must be completed successfully in order to insure that you have achieved proficiency on the various Performance Standards for Colorado Teachers that are attached to each assignment. You will not pass this class unless all standards designated below at the "satisfying" level have been met.

REQUIRED TEXTS & READINGS

1. School of Education. (2010). *School and Society: A Reader in the Social Foundations of Education and Educational Diversity*. Kendall Hunt. (abbreviated as SSR in the syllabus)

In addition to the required course reader, we will also be reading a variety of essays, articles and other sources. These will be available on D2L. We will also be making use of D2L for online links and to share information with each other. D2L can be accessed at: <http://learn.colorado.edu>.

Important Note: You must bring a copy the day's reading assignments to class. Good class discussions also depend on us having access to the readings that we will be talking about. While reading, please make note of particular passages to share in class and also be prepared to provide evidence for your own claims by drawing on the texts. To receive full credit for participating in that day's class, **you must have the readings with you**. In the case of readings from the course packet [SSR], you must have a hard copy with you. In the case of readings from D2L, you must either print out a hard copy, or bring a downloaded electronic copy on an appropriate device (i.e., tablet, laptop, etc.). If you read things electronically, it is still important that you have a way to 'mark up,' take notes and interact with the readings.

EVALUATION

My goal is to have you thoughtfully engage the different essays we will read, to ask critical questions about the purposes of education, and to apply what we've learned in the course to examine educational issues important to

you. Your final grade will be based upon class participation, several in-class writing assignments and quizzes, a paper on key traditions in education, an educational genealogy assignment, a school finance quiz and a final group project. Each of the assignments is described below, with its weight in parentheses.

1. **Class Participation (10%):** Thoughtful and informed participation in the course will be a significant part of your final grade. Thoughtful and informed participation means three things: (a) *attendance* in class, (b) *preparation* for class and (c) *participation* in class. I expect that you will attend every class on time: missing class or arriving to class late will affect your participation grade (see below). Please note, however, that participation is more than attendance. You are expected to **complete readings before each class** so that you can participate in both small and large group discussions and activities.

In addition, participation involves being an ‘active’ speakers *and* a listener. Be prepared to share your thoughts, offer evidence for your claims, and bring an open mind to what others are sharing. Essentially, my view of a good learning environment is one in which **everyone assumes responsibility for the quality of the class**. While small lectures will be used to clarify important points from class materials, we will spend the vast majority of our time engaged in discussion and small group activities, including activities where we offer feedback on each others’ work. I will try to be alert to facilitating the class in ways that allow multiple perspectives and voices to be part of the conversation. But you can also help in this process—and avoid a situation where certain voices/ perspectives dominate—by carefully monitoring your own contributions in class. Essentially, I ask that we work together to foster a *cooperative learning community*. A few general guidelines govern such a community:

- **Class activities are a cooperative effort.** Everyone can contribute, this is not a competitive environment (the goal is to collectively build knowledge, not make better points than your peers)
- We all **practice active listening** (paraphrase others’ comments, encourage others to speak up, allow everyone to speak and interrupt with care)
- We **don’t withdraw from or ignore conflict** (conflict can offer significant learning opportunities, as long as we can respectfully disagree with each other without questioning each others’ experience or competence).
- We are **self-reflective** about our own contributions to the class (i.e., have I been speaking up too much? Did I just cut off someone’s point? Have I withdrawn or avoided the discussion?)
- We all keep our sense of **humor**.

Likewise, every class is influenced by the fact that students come from widely diverse ethnic, cultural, linguistic and professional backgrounds and hold different views. Since learning involves hearing, analyzing and drawing on a diversity of views, I expect collegial and respectful dialogue across disciplinary, cultural, and personal boundaries. One last note: if at any time you feel silenced by the conversation, please make an appointment with me (as soon as you can) to discuss the issue. I welcome opportunities and suggestions for improving the quality of our discussions and the inclusiveness of the class.

2. **Letter of Introduction (ungraded, 0%):** Before the second week of class, each of you should write a brief letter to me (1-2 pages, type-written) that introduces who you are, your interests in education and your future goals. Most importantly, please tell me a little about who you are as a *learner*. That is, how do you learn best? I’d also like to have you reflect on—and share—an example of a powerful learning experience you’ve had in the past (this may not have been in a formal school or university setting). What made this a powerful learning experience? What about this experience clicked for you? What might this experience reveal about how you learn best, or what makes education powerful for you? Please bring this letter with you to class on **January 20th**.

3. **In-class Quizzes and Reading Checks (10%)** Over the course of the semester, we will be completing several (somewhere between 3-5) in-class writing assignments or reading quizzes. The dates of these essays and quizzes will not be announced - if you do the reading, you should not have a problem formulating thoughtful responses. In some cases, these assignments will be short essay questions; in other cases, they may be quizzes with multiple-choice questions. Please note: you cannot make-up these assignments/ quizzes if you miss class.
4. **Traditions (8 double-spaced pages) Paper: (25%) [8.1 I, 8.3 I, 8.2 DP, 8.4 DP].** This paper asks you to demonstrate your understanding of key traditions in American Education: Progressive, Conservative/ Traditional and Critical. Your paper should briefly critically analyze each tradition by drawing on key sources from the syllabus and class discussion. In the latter part of the paper, you should develop a well-reasoned argument for which tradition—or particular combination of them—you think best addresses the purposes of American education. Be specific and develop examples that describe the kind of education you are advocating for. In stressing the importance of making an argument, I do not mean that you have to be “for” or “against” something, but simply that there should be a central point or thesis that you explore in your essay. The key part to remember here with this assignment is that a good *analytic* paper does more than summarize the readings. That is, I want to see you asking questions about the texts, making connections between texts, and drawing on evidence from the texts to support your arguments. That is, you develop thoughtful, reasoned arguments that draw on evidence. Read your paper before you hand it in and ask yourself: am I making an argument (supported with reasoning, evidence and examples), or just stating an opinion? More detailed guidelines will be available in class. **Due: in class, February 17th**
5. **School Governance and Finance Quiz (10%) [S, 8.3].** For this assignment, you will be required to have a basic understanding of the role of the government on education and how school funding works. To do this, you will be given an in-class test with 10 True//False and 20 Multiple choice questions. I will provide a study guide in advance for you to prepare for the quiz. When you take the in-class quiz, you will be given no more than 30 minutes. **Note: This standard (8.3) needs to be met in this class. You must pass this quiz with an 80 percent in order to pass the course.**
6. **Educational Genealogy Essay (6 pages) (20%) [DP, 8.1; 8.2]** For this assignment, you will write an essay that explores and analyzes the history of your family’s educational attainment. We will be completing this assignment in two parts:
 - a. **Part I: Your Educational Family Tree:** In the first part, you will construct a genealogy of your family’s educational history. This will involve doing some data collection: interviewing key members of your family, looking at old documents (newspapers, family memorabilia, photos, yearbooks, etc.), or other kinds of investigation. I’d like for you to make this as complete as possible, given the constraints of space and time you have to work with. Collecting this information will involve interviewing key members of your family. It is important to note, however, that families differ enormously in the kinds and depth of knowledge they possess about the past. The information you collect will likely be very different than the information collected by other students in the class. For me, however, the *amount* of data available to you is *far less important* than the *organization and analysis* of whatever information you have managed to collect. For the first part of the assignment, I would like you to (a) find a way to visually represent this information (i.e., in a family educational tree), and write a two-page narrative where you summarize your family’s educational story. The first part of the assignment is due in class on February 24th (please bring the assignment to class). We will be sharing these stories in pairs, in a peer review assignment that will help you complete the final essay. In this peer review activity, we explore a series of questions that will help you add more detail to your family tree, notice key patterns and think through the next—more analytic—part of your essay. I’ll also provide some feedback (ungraded) and pose some questions to help you think through the second part of the assignment. You might, at this point, go back and ask some more questions of family members.

- b. **Part II: Analytic Essay:** In this part of the essay, I'd like for you to draw on course themes (including our readings and class discussions) to thoughtfully analyze how your family's educational history was impacted by broader and *structural* social forces. I'd like you to identify some broader patterns in your family's history, and choose a few issues to analyze in your essay. You might analyze, for example, the effects of social class, language, race and ethnicity, gender and sexual identity, or any phenomena you see as central to explaining your family's educational attainment (or lack of attainment). Most importantly, you should reflect on some key analytic questions in your essay: how have the structural/social context issues that we have grappled with in class shaped the ability of you and your family to navigate the education system, the economy, and society more broadly? How have you and your family been privileged or hindered by your positioning in structures of race, class, gender, disability, and so on? What can we learn about these social structures and about society through analyzing the history of our own families? A draft of the second part of your essay is due in class (bring to class) on **March 17th**. We'll be discussing this draft in pairs (ideally, with the same partner)

Using the feedback from both rounds of peer review, you will then combine the two parts of your assignment into **one final, integrated essay, due March 31st**. The first two pages (or so) should still describe your family's educational history, but I want you to *use what you learned* through the review process to improve your first draft. (E.g., ask yourself: were there issues you missed the first time? Can you tell the story in ways that are more attentive to the patterns you have uncovered? Have you learned anything, or was there additional research that you were able to complete?). The final four pages (or so) should be a careful, analytic exploration of how your family's educational experiences have been shaped by larger material, social, and ideological contexts. Throughout the essay, I will expect you to draw *substantially* on the authors, texts, and lenses that we have discussed up to this point. Some *examples* of key texts could be Lareau, Delpit, Anyon, Oakes, Sheppard, Kozol, hooks, Rothstein, Johnson, McIntosh, Tatum, Meyer, Tollefson, Mayo, etc. (Although you don't have to address all of the class readings; I want you to select the ones that are significant in illuminating your family's story). All of these educators and scholars have spent substantial time investigating the ways in which class, race, gender, etc. and are bound up with education. You need not, of course, agree with these authors – but you must respond in some way to their claims about schools and society.

Note: You might find yourself unable complete this project for a variety of reasons. Please contact me as soon as possible if you have concerns about your ability to complete this project – we'll meet and develop together an alternative option.

7. **Final Group Project: Reform, Democracy and Activism in Education (25%) ([5.3 I, 6.4 I, 7.3 I, 8.2 DP, 8.3 DP):** For this final project, in groups of 3-4 people, you will research and profile one educational reform initiative that is creatively addressing the issues of inequity that we have discussed in the course. Possibilities include youth organizing initiatives, diversity curricula, teacher activism networks, school finance lawsuits, different educational reforms (i.e., charter schools, community schools etc.). You might profile an existing organization (i.e., TFA, the Algebra Project) or may choose to research a reform initiative in your area of interest (i.e., early childhood education, STEM, science education, etc.). We'll draw on your interests and ideas to form small groups later in the semester.

This final project should focus on issues of *education*, but need not be limited to strategies employed within formal schools. This final project includes two components: (a) an in-class presentation and (b) a visual representation of the project. The visual representation can be a high quality poster designed and created by your group, a PowerPoint presentation, or even a website. Your group should also prepare an in-class presentation (approximately 8-10 minutes in length) where you outline the reform and describe show how it addresses concerns of inequality, power and privilege. You should also—using the analytic tools of this course—*critically evaluate* the initiative. What are its strengths and weaknesses? How does it contribute to social justice and equity in education?

Your group’s presentation should be creative, engaging, and interesting; when discussing the topic, you should be knowledgeable and prepared to answer questions about your chosen initiative. Your presentation will be evaluated on the thought and care that goes into it and how effectively it communicates the material to your classmates. You must also turn in a brief 2-3 page group evaluation of the project. I will provide detailed questions for you to respond to, but essentially I want you to critically reflect and evaluate your group’s process: what worked well, what could have been improved, and how satisfied you were with the project’s quality. As part of this brief write-up, I also want to see a bibliography of the sources you used to research your initiative. This should include approximately 10 credible references of *high* quality (i.e. not wikipedia). Please understand that group members will usually receive the same grade on the poster presentation (though extenuating circumstances may apply). Thus, it is important that everyone in the group carry their weight in the project appropriately. Presentations will be the final week of class. More details on this assignment will be shared in class.

ASSIGNMENTS, GRADING SCALE, ATTENDANCE POLICY

Assignment	Weight of Grade	Due Date
1. Participation	10%	Ongoing
2. Letter of Introduction	0%	January 20 th
3. In Class Writing & Quizzes	10%	Ongoing
4. Traditions Paper	25%	February 17 th
5. School Governance & Finance Quiz	10%	March 10 th
6. Cross Cultural Analysis Essay	20%	March 31 st
7. Final Group Project: Democracy, Reform, Activism	25%	April 28 th

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 100-96	A- 90-95	B+ 87-89	B 84-86	B- 80-83
C+ 77-79	C 74-76	C- 70-73	D+ 65-69	F Below 64

Attendance Policy: You are expected to be present in class and to arrive on time. Except for serious illness or a death in the family, my attendance policy is:

- 1st unexcused absence – no impact on final grade
- 2nd unexcused absence – a deduction of a full grade from your final grade (e.g., From A to B, B to C, etc.)
- 3rd unexcused absence – you will receive a failing grade (“F”)

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. Note: First, I will have students sign in at the beginning of every class. If you are late, it is up to you to let me know that you came in late so I can make the appropriate correction on my attendance roster. If you do not contact me, it will count as an absence. Second, being late to class more than 15 minutes will constitute as a half-absence. Leaving early (after our break) will constitute as an absence.

Late Work: I will not accept late work except in the rare event of a medical or family emergency. Documentation must be provided.

General Expectations for Written Work: All written assignments for this class must be typed, double-spaced, and use 1 inch margins all around and 10-12 point font. In general, the following criteria apply for each assignment. More specific details will be given in class.

A level work is clearly outstanding and reflects substantial effort. All aspects of the assignment are responded to in a cogent, organized and cohesive manner. Well-chosen, supportive examples and persuasive reasoning are utilized. There is an introduction, conclusion, and transition between sections. The mechanics of the paper are excellent – there are very few grammatical or spelling errors. The paper is handed in on time.

B level work is of high quality. Most of the aspects of the assignment are covered in an adequate and organized manner. Supportive examples are given and arguments are organized and sensible. There is a clear structure to the paper. The mechanics of the paper are good – there are some minor grammatical and/or spelling errors, but these do not detract substantially from the content of the paper. The paper is handed in on time, unless an extension is granted.

C level work is adequate. The author does address the main aspects of the assignment, although some are not covered thoroughly. Examples are given, but not developed fully. The paper lacks a clear organizational structure. The mechanics of the paper are poor. There are a number of grammatical and/or spelling errors. The paper may be late.

D level work and below is unsatisfactory. The paper shows serious weaknesses. The assignment is not addressed and/or the response is incoherent. There is little obvious structure to the paper. The mechanics of the paper are abysmal. There are frequent grammatical and/or spelling errors. The paper may be late.

UNIVERSITY POLICIES

Disabilities: If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by email at dsinfor@colorado.edu. The office of Disability Services is located in N200 Center for Community, <http://www.colorado.edu/disabilityservices/> If you have a temporary medical condition or injury, see Temporary Medical Conditions: injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with me.

Observance of Religious Holidays and Absences from Classes or Examinations: Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled examinations, assignments, or required attendance. In this class, I will make every effort to accommodate all students who have such conflicts with scheduled examinations, assignments, or attending class, provided you notify me well in advance of the scheduled conflict. Full details are available at http://www.colorado.edu/policies/fac_relig.html

Classroom Behavior Policy: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See relevant policies at <http://www.colorado.edu/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination & Harassment The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or

harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh/>

Honor Code: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://honorcode.colorado.edu>

Class Conflicts and Collegiate Sports Clubs: Students formally affiliated with University of Colorado Collegiate Sport Clubs are required to communicate with the instructor involved about any potential conflicts within the first three weeks of their enrollment in a class. Instructors are not obliged to accommodate any potential conflicts, but may, at their own discretion, allow reasonable accommodations for these absences. Instructors should also be made aware of the potential for upcoming competitions that are not yet scheduled as of the first week of class (often due to qualifying for Regional or National Championships).

COURSE OUTLINE

Date	Reading Assignments (complete for class)	Assignments Due
<p>Tuesday, January 13th Introductions and Course Overview</p>	<ul style="list-style-type: none"> • Eisner, E. (2003). Questionable Assumptions About Schooling. <i>Phi Delta Kappan</i> 84 (9): 648-657. We'll read this in class. • Robinson, K. (2010). Changing Paradigms of Education, selections from a TED talk, animated by RSA. We will view this in class. 	
<p>Tuesday, January 20th Goals of Public Education</p>	<ul style="list-style-type: none"> • "Purposes of Schooling and Traditions of Education: An Introduction" [SSR, pp. 1-3] • Rothstein, R. & R. Jacobsen. The Goals of Education. <i>Phi Delta Kappan</i>, December 2006, 264-272. [D2L] • Labaree, D. Public Goods, Private Goods: the American Struggle over Educational Goals. <i>American Educational Research Journal</i>, 1997. [D2L] • De Marrais, K. & M. LeCompte, "What is taught in schools" [SSR, 25-38] • Selections from Episode I, "The Common School, 1770-1890," in "School: the Story of American Education." On D2L; we'll view selections in class. 	<p>Letter of Introduction Due, 2 pages (0%)</p>
<p>Tuesday, January 27th Traditions: Progressive Education</p>	<ul style="list-style-type: none"> • Dewey, J. (1934). The Need for Philosophy of Education. [SSR, pg. 92-97] • Dewey, J. (1899). The School and Social Progress, from <i>School and Society</i> [D2L] • Archambault, R. (1992 [1964]). John Dewey on Education, Selected Writings. [SSR, pg. 83-91] • Meier, D. (2002). Chapters 1-2 from <i>In Schools We Trust: Creating Communities of Learning in an Era of Testing and Standardization</i>. Boston: Beacon Press. [D2L] • Selections from Episode II, "As American as Public School, 1900-1950," "School: the Story of American Education." On D2L; we'll view selections in class. 	
<p>Tuesday, February 3rd Traditions: Conservative Approaches</p>	<ul style="list-style-type: none"> • Hirsch, E.D. (2010). The Core Knowledge Curriculum: What's Behind It's Success? <i>Educational Leadership</i> 50(8), pp. 23-30 [SSR, pg. 39-43] • Hirsch, E.D. (2006). Intellectual Capital: A Civil Right, (pp. 17-47) in <i>The schools we need and why we don't have them</i>. New York: Double Day. [D2L] • Hirsch, E.D. (2010). Beyond Comprehension. <i>American Educator</i>. [D2L] • Baker, A. (2013). Culture Warrior, Gaining Ground. E. D. Hirsch Sees His Education Theories Taking Hold. <i>New York Times</i> (September 27). [D2L] 	

	<ul style="list-style-type: none"> • Tyack, D. (2006). A Conservationist Ethic in Education? <i>Phi Delta Kappan</i>, May, pages 710-712. [D2L]. • Kohn, A. (1999). <i>The Schools We Deserve: Moving Beyond Traditional Classrooms and "Tougher Standards."</i> New York: Houghton Mifflin: Ch. 1. "Forward into the Past," Ch. 3. "Getting Teaching and Learning Wrong: Traditional Education and Its Victims." [SSR, pg. 44-70] • Recommended: Meier, D. and C.E. Finn (2009). "E Pluribus Unum?" <i>Education Next</i> 9 (2). [D2L] 	
<p>Tuesday, February 10th Traditions: Critical and Emancipatory Education</p>	<ul style="list-style-type: none"> • Freire, P. (2005). Selection from <i>Teachers as Cultural Workers: Letters to Those who Dare Teach</i> [SSR, pg. 98-119]. • McLaren, P. (1989). <i>Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education.</i> New York: Longman. Ch. 6. Critical Pedagogy: A Look at the Major Concepts. pp. 120-149. [SSR, pg. 120-149] • Sylvester, P. (1994). Elementary School Curricula and Urban Transformation. <i>Harvard Educational Review</i>, 1994, pp. 150-165 [SSR, pg. 150-165] • Delpit, L. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children. <i>Harvard Educational Review</i>, Volume 58, Number 3, August, 280-298. [SSR, pg. 166-176] 	
<p>Tuesday, February 17th Class Reproduction and Tracking in Education</p>	<ul style="list-style-type: none"> • Anyon, J. (2006). Social Class and the Hidden Curriculum of Work. In Eugene Provenzo, <i>Critical Issues in Education: An Anthology of Readings.</i> (Sage Publications, 2006): 299-315. [SSR, pg. 299-315] • Oakes, J. (1980). Tracking, Inequality, and the Rhetoric of Reform: Why Schools Don't Change. <i>Journal of Education</i>: 261-286. [SSR, pg. 261-286] • Shepard, L. (1991). Negative Policies for Dealing with Diversity In Literacy for a Diverse Society (Ed. E.H.Hiebert). [SSR, pg. 230-242]. 	<p>Traditions Paper Due, 8 pages (25%)</p>
<p>Tuesday, February 24th Class and Cultural Capital in Families</p>	<ul style="list-style-type: none"> • Rothstein, R. (2004). Class and the Classroom: Even the best schools can't close the race achievement gap. <i>American School Board Journal</i> [D2L]. • Lareau, A. (2002). Invisible Inequality: Social Class and Childrearing in Black and White Families. <i>American Sociological Review</i> 67(5): 747-776 [D2L]. • Lareau, A. (2011). Appendix B: Understanding the Work of Pierre Bourdieu. From <i>Unequal Childhoods: Class, Race and Family Life.</i> University of California Press. • Talbot, M. (2015). The Talking Cure. <i>New Yorker</i>, January 12. [D2L] • "In the beginning was the word" article in <i>The Economist</i>, February 22, 	<p>Part I of Education Genealogy Essay Due (we'll complete a peer review exercise in class)</p>

	2014. Read the article and watch the video (6 minutes) via link on D2L.	
Tuesday, March 3rd Race and Inequality in Education	<ul style="list-style-type: none"> • Kozol, J. (1991). Other People’s Children: North Lawndale and the South Side of Chicago, Chapter 2 in <i>Savage Inequalities: Children in America’s Schools</i>. [D2L] • Kozol, J. (2005). Still Separate, Still Unequal: America’s Educational Apartheid. <i>Harpers Magazine</i>, Vol. 311, No. 1864, 41-54. [D2L] • “School Finance, Governance and Equality of Opportunity: An Introduction.” [SSR, pp. 177-178] • Biddle, B.J. and Berliner, D.C. (2003). What research says about unequal funding. [SSR, pg. 179-198] • De Marrais and LeCompte, “Patterns of Control and Finance” [SSR, pg. 199-208] 	In-Class Study Groups for Governance and Finance Quiz
Tuesday, March 10th Power, Privilege, Difference	<ul style="list-style-type: none"> • Johnson, A.G. (2001). “The Trouble We’re In,” from Power, Privilege and Difference. McGraw-Hill. [SSR, pg. 390-401] • McIntosh, P. (1989). White Privilege, Unpacking the Invisible Knapsack. Peace and Freedom, July/August, 1989 [SSR, pg. 375-379] • Tatum, B. (1997). The Development of White Identity. Chapter 7 from Why Are All the Black Kids Sitting Together in the Cafeteria? Basic Books [SSR, pg. 380-389] • Samsa, A. (2014). The Gentle Catalyst. <i>Teaching Tolerance</i>, Spring 2014. [D2L] 	Governance and Finance Quiz (10%)
Tuesday, March 17th Gender Inequality	<ul style="list-style-type: none"> • hooks, b. (2000). Selections from <i>Feminism is for Everybody</i>. [D2L] • Tollefson, K. (2010). Straight Privilege: Unpacking the (Still) Invisible Knapsack. [SSR, pg. 451-463] • Mayo, C. (2014). Thinking through Biases and Assumptions about LGBTQ People (pp. 35-49) in <i>LGBTQ Youth and Education: Policies and Practices</i>. Teachers College Press. • Meyer, E.J. (2010). Why Learn about Gender Diversity in Schools, Ch. 1 from <i>Gender and Sexual Diversity in Schools</i>. [D2L] • Recommended: Friend, R. (1993). Choices not Closets: Heterosexism and Homophobia in Schools. From <i>Beyond Silenced Voices</i>. [SSR, pg. 432-450] 	Peer Review on Part II of Education Genealogy Essay
Tuesday, March 24th Spring Break	<ul style="list-style-type: none"> • No class or reading (Spring Break!) 	

<p>Tuesday, March 31st Critical Multicultural Education</p>	<ul style="list-style-type: none"> Ladson-Billings, G. (2002). I ain't writin' nuttin': Permissions to fail and demands to succeed in urban classrooms. In L. Delpit & K. Dowdy (Eds.). <i>The skin that we speak</i>. New York: The New Press. [D2L] Au, W. (2008/2009) "Decolonizing the Classroom: Lessons in multicultural education" <i>Teaching Tolerance</i>, Winter 2008/2009. [D2L] Recommended: Ladson-Billings, G. (1995). Towards a Theory of Culturally Relevant Pedagogy. <i>American Educational Research Journal</i>. Volume 32. No. 3. Pp. 465-491. [D2L] Dos Vatos Productions. "Precious Knowledge," documentary, 2012. We will view this film in class. 	<p>Education Genealogy Essay Due, 6 pages (20%)</p>
<p>Tuesday, April 7th Organizing, Social Justice and Education</p>	<ul style="list-style-type: none"> Gillen, J. (2014). Introduction, from <i>Educating for Insurgency: the Roles of Young People in Schools of Poverty</i>, Oakland, CA: AK Press. [D2L] Oakes, J. & J. Rogers, "Students Disrupting High School Inequality," Chapter 4 (pp. 43-70) and "Teaching to Change Los Angeles: Teachers Bringing Social Justice to Urban Classrooms," Chapter 5 (pp. 71-92) in <i>Learning Power: Organizing for Education and Justice</i>. New York: Teachers College Press, 2006 [D2L] Warren, M. (2005). Communities and Schools: a New View of Urban Educational Reform. <i>Harvard Education Review</i> 75(2) 133-173. [D2L] 	
<p>Tuesday, April 14th The Role of Teachers and School Reform</p>	<ul style="list-style-type: none"> Ripley, A. (2010). What Makes a Great Teacher? <i>The Atlantic Monthly</i>, January 2010. [D2L] Browse Teach for America website: https://www.teachforamerica.org/ Cersonsky, J. (2013, July 9). TFA's Civil War. <i>American Prospect</i>. [D2L] Hancock, L. (2011). "Why Are Finland's Schools So Successful?" <i>Smithsonian</i> magazine, September 2011. [D2L] Partanen, A. (2011). What Americans Keep Ignoring About Finland's School Success. <i>The Atlantic Monthly</i>, December 29, 2011. pp.--. [D2L] Compton, Bob (producer). (2011). <i>The Finland Phenomenon: Inside the World's Most Surprising School System</i>. [film]. We will view in class. 	
<p>Tuesday, April 21st School Reform Debates</p>	<ul style="list-style-type: none"> "School Reform Initiatives: An Introduction" (SSR, pp. 209-211) Sunderman, G. & J. Kim (2007). Expansion of Federal Power and the Politics Shaping NCLB. <i>Teachers College Record</i> 109(5). [SSR, pg. 212-229] Howe, K., Eisenhart, M., & Betebenner, D. (2001). School choice crucible: A case study of Boulder Valley. [SSR, p. 137-146]. 	<p>In Class Activity: Town Hall Debate on School Reform (Details will be provided in advance of class)</p>

	<ul style="list-style-type: none"> • Tough, P. (2006). What it Takes to Make a Student. <i>New York Times Magazine</i> (November 26) [SSR, pg. 249-260] • Shorter position readings for town hall debate (we'll divide these, based on the different characters that you might play in the debate): <ul style="list-style-type: none"> • Ripley, A. (2010). Your Child Left Behind. <i>The Atlantic</i> (Dec). [D2L] • Ravitch, D. (2011). Waiting for a School Miracle. <i>NYT</i> [D2L] • Rebell, M. and J. Wolff. (2012). Educational Opportunity is Achievable and Affordable. <i>Phi Delta Kappan</i> 93 (6): 62-65. [D2L] • Tough, P. (2011). No Seriously, No Excuses. <i>NYT</i> [D2L]. • Kopp, W. (2013). Do American Schools Need to Change? [D2L]. • "A Radical Fix for Schools," NOW on PBS. Film; will view brief selections in class to frame our discussion. 	
<p>Tuesday, April 28th Final Projects</p>	<ul style="list-style-type: none"> • No reading; final project presentations in class 	<p>Final Projects Due (25%)</p>