

Rutgers, The State University of New Jersey

05:300:200:03 INTRODUCTION TO EDUCATION

Fall 2015

TUESDAY/THURSDAY, 11:30 am – 12:50 pm

GSE, ROOM 25A

Instructor: Rosemary G. Carolan	Email: rosemary.carolan@gse.rutgers.edu
Phone Number : 609-970-4899	Location: 10 Seminary Pl., New Brunswick NJ
Office Hours: By appointment	Prerequisites or other limitations: None
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

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Learning goals:

The goal of this course is to introduce students to critical issues in U.S. education, including: the structures of schools and schooling, the relationship between schools and society, theories of learning and teaching, students' experiences, teachers' experiences, inequality, family and community relationships, and contemporary school reform policies. Students will learn to make comparisons between learning and teaching in and outside of school contexts.

New Jersey Professional Standards for Teachers (2014)¹:

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

iii. Critical Dispositions:

- (1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;
- (2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;
- (3) The teacher makes learners feel valued and helps them learn to value each other; and
- (4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.

Council for the Accreditation of Education Professionals (2013)²:

Standard 1: Candidate Knowledge, Skills, and Dispositions

InTASC Standard #2: **Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Course Description

Taking a multidisciplinary approach to the study of education, this course examines educative practices in and outside of school contexts. We will focus on critical issues in U. S. education, including: the structures of schools and schooling, theories of learning and teaching, students' experiences, teachers' experiences, inequality, family and community relationships, and contemporary school reform policies. We will make comparisons between learning and teaching in and outside of school contexts.

A key component of this course is a field placement in two different school sites. This field placement involves eight three-hour visits on Friday mornings.

In this course, students learn to draw upon their own experiences as learners, their field observations, the readings and class discussions and activities to develop an understanding of contemporary schooling, and equally importantly, of education as a process that is at the heart of all human activity. Each week is organized to consider educational issues from both a theoretical/research perspective, and from the realities of educational practice in school and out

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

of school contexts. In addition, class will model various pedagogical strategies; and these experiential exercises will provide for an examination of teaching and learning.

This course is writing focused, involving students in different kinds of writing activities for different purposes and audiences, including weekly reading blogs with peer responses; field notes; and formal analytic papers.

Required Texts ordered at the Rutgers Bookstore:

Ladson-Billings, G. (2009). *The Dreamkeepers: Successful Teachers of African American Children*, 2nd edition. San Francisco, CA: Jossey-Bass.

Schultz, B. (2007). *Spectacular Things Happen along the Way: Lessons from an Urban Classroom*. New York, NY: Teachers College Press.

Readings

All other readings will be on electronic reserve on the library website (search either “Introduction to Education,” or Abu El-Haj, *not* my name). Please note that there are multiple pages of reserves ordered by the title of the article (not by the article’s place on your syllabus).

IMPORTANT: ALL STUDENTS MUST ATTEND A MANDATORY PLACEMENT MEETING ON SEPTEMBER 11, 2015, FROM 8:15 TO 11:00 AM, AT THE BUSCH STUDENT CENTER.

The fieldwork associated with Introduction to Education requires students to make four three-hour visits to an elementary school and four three-hour visits to a secondary school on Fridays. The GSE Office of Student and Academic Services (OSAS) has confirmed field placements in schools located in Hunterdon, Middlesex, Somerset, Union, Essex, and Monmouth Counties. Rutgers does not provide transportation to field placements, so it is up to individual students to make their own arrangements. Students should expect to travel a minimum of thirty minutes each way to their assigned school. If you want to discuss the possibility of carpooling with classmates, please do so before or after class. If you know for a fact that you will be carpooling with a specific group of classmates, please indicate this on the contact sheet you will fill out at the general meeting on September 11th. Please have your travel arrangements in place in place prior to the general meeting on September 11th.

Course Expectations

A successful class will depend on every member of the group being actively engaged as both learners and teachers. It is my assumption that each of us has valuable perspectives and experiences that will inform our collective, developing knowledge.

Class attendance is mandatory. Students are expected to be on time and prepared for class. Because much of the work we do in class depends on partnering and small work groups, your contribution is necessary not only for your success but for the success of your peers. Two (2) excused absences (e.g. for illness or serious events) will be permitted. Being more than 15 minutes late for class will count as an absence. More than two (2) absences will lower your

overall course grade one full assignable grade for each additional absence (i.e. If your course grade was to be an A, you will receive a B+ for 3 absences, a B for 4 absences, and a C+ for 5, and so forth). If you miss class, use the university absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence – an e-mail is automatically sent to me.

In addition, because you are working with teachers and children who expect you to be there, *you should never be absent on field observation days*. In the event of an emergency or illness, you must contact your cooperating teacher and let her/him know you will be absent. You must also plan to reschedule that visit at a later date.

Note: You cannot receive course credit without completing all the required hours.

Learning in this class will require your active participation and a high degree of independence, responsibility, and intellectual resourcefulness (ability to search out and make connections across theory, practice, sites, ideas, people, etc.) in all of your work. There are many ways to participate in class; actively listening, asking questions, commenting on the thoughts of others, or discussing tentative, speculative ideas are valued as much as stating original, completely formed thoughts. I encourage you to take intellectual risks and to support your colleagues (and professor) to do the same.

It is very important that you let me know if you have questions about the concepts being discussed during the course. Please see me by appointment or e-mail me with any questions or concerns.

Anyone with a learning difference needing accommodations of any kind should contact me as soon as possible.

This class is discussion-oriented. For this class to be effective, *all students must come prepared to discuss the week's assigned readings and to share your field observations*. Response papers (see below) are intended to help you think about the issues raised in the readings ahead of class time. You are expected to read each week's assigned readings even on the weeks that you do not write a response paper.

Keep notes on the readings. These notes will be important for completing your writing assignments.

All assignments are required to pass this course. An "A" assignment is exceptional work; not work that merely meets the requirements outlined in the syllabus. All written work is graded based on thoroughness, quality of analysis, level of support from data and/or literature, organization, and clarity. A final "A" grade will be assigned for an overall grade point average of 3.7 or greater.

All written work must be properly referenced using the APA (American Psychological Association) reference style. You are expected to cite course readings in most assignments. Every paper referencing another text (or the ideas of another scholar) must include a separate

reference page in APA format. One good reference for APA reference style is <https://owl.english.purdue.edu/owl/resource/560/01/>

Students are expected to turn in all work on time. If you need an extension, be sure to ask for it *before* it is due. Extensions will only be granted for legitimate reasons - *absences are not a legitimate excuse*. When an extension has not been granted, grades on assignments will be lowered one grade for each calendar day that they are late (i.e. A to A- to B+, and so forth). No assignments will be accepted more than one week from the due date.

You are expected to demonstrate respect for our classroom community. This means being attentive to each class member and refraining from activities that distract from our work together.

Check your e-mail regularly. I will use e-mail for announcements and to contact you individually. You will need to pay attention to these e-mails in a timely fashion. If you do not usually use your Rutgers e-mail account, be sure that you have set it to forward to the account that you do check.

Academic Integrity Policy

Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity.

The University administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity.

For further information, visit <http://academicintegrity.rutgers.edu/>.

Violations of Academic Integrity

Any involvement with cheating, the fabrication or invention of information used in academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material may result in disciplinary action being taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion.

ASSIGNMENTS

1) Response Papers and Writing Forums (20% of final grade)

You will write **nine reading response papers** over the course of the semester. Each paper will address all of that week's readings in at least 500 words. Notice that there are more than nine weeks of readings - you will choose the weeks that you do not write a paper. However, keep in mind that you must spread your response papers across the entire semester so that you will have some to draw from for your two reflection letters. **You must write three response papers for each 5-week portion of the course:**

Weeks of September 3 - 29

Weeks of October 6 – November 3

Weeks of November 10 – December 8

*All response papers will be posted on the Sakai website **by 6:00 pm Monday night.***

Writing Forums. You will each be placed in a small writing forum for the purpose of sharing these response papers. You must read your writing group's papers and **write a one-paragraph response that addresses how their papers extended your thinking or raised interesting questions for you.** *Your responses to your writing group's papers must be posted to Sakai **by 9:00 pm Monday night.***

All nine papers and writing forum peer responses are due for you to earn a passing grade in this class. Make sure you keep track and stay on top of these papers.

Writing is not just a means to communicate fully formed ideas; it can also be used to raise questions and speculate about texts as well. Your response papers are intended in this second way. Each week you will find guiding questions on the syllabus to help focus your reading and responses. These papers should directly address all of the readings for the week. They are not to be simply a summary of the readings. Please cite at least one quote from each text as a way of grounding your own thoughts. Choose these quotes carefully. They should add to, extend and/or help you to explain a cogent point you are making. In these papers, you will explore issues or questions about the readings, address the relationship between the different readings and draw these readings into conversation with your personal and fieldwork experiences. These papers and your forum peer responses are intended to give you a chance to think more deeply about the readings before you come to class and will help stimulate discussion. Conclude every response paper with at least two discussion questions, takeaway points, or thoughts to share with your group. Think of these as prompts for when you speak with your writing groups in class.

In your one-paragraph response to your peers, you should pose questions, consider how your peers' papers have extended or complicated your thinking, wrestle with contradictions between the different ways you and your peers may have interpreted the texts, and so forth.

Since one major function of these papers and forum peer responses is to have you think about the readings and share ideas ahead of class, late papers will not be accepted and cannot be counted toward your nine required pieces.

Criteria for evaluating response papers and forum postings. In these papers and postings, I will be looking for evidence that you are reading and thinking critically about the various assigned texts and that you are drawing connections across texts. Rest assured that this does not mean I expect you to understand the texts thoroughly. These papers are exploratory by nature and are the place for you to raise questions, ask for clarification and/or be speculative about the texts. In your responses to your writing forum, I will also be looking for evidence that you are carefully considering your peers' ideas, and you are posing questions, extending your understandings, and so forth, based on their ideas.

2) *Educational Autobiography* (15 % of final grade): (750-1000 words, two to three pages, double-spaced)

See Sakai for a handout with more details and a grading rubric.

In the first part of the course, we will be exploring the nature of learning in human contexts and how this relates to the structures of formal schools. We will also discuss the purposes of education and examine the role formal schools play in preparing young people for their societies.

In this paper, you will choose one experience from your own educational autobiography and analyze it in relation to one of the course readings. You will develop a thesis (an interpretation) that links your experience to the reading you have chosen.

Note: We will discuss thesis statements and how to develop and support an interpretation of your experience in class.

3) *Field Journals* (20% of final grade)

After each visit to your school site, you will write about one key issue or incident that you observed that day. The field journal is a place to record your observations (what you actually noticed) and to begin interpreting these observations in relation to class readings and discussion. Each week's entry need not be long (four to six pages, double spaced) and should not try to cover everything you observed on your visit. You will discuss one issue or incident that was particularly salient and that interested you, in both the elementary and the secondary placements, based on the following format:

- Week 1: The physical environment, culture of the school, and classroom management
- Week 2: A particular student that interests you. Describe her/him using Carini's categories (Week 3 reading).
- Week 3: The teacher and her/his pedagogy, including social relations in the classroom
- Week 4: The curriculum content and lesson design

One important goal of having you write about a specific issue or incident is to encourage you to take the time to describe it in its particularities and complexity. Good observation and good writing depend on learning to pay careful attention to the details of the situations we

attempt to understand and describe. In your field journal, you will practice separating what you actually saw from your interpretation of these observations. Too often in schools, as in life, we attribute feelings, motivations and attitudes to individuals with little or no evidence for these attributions. Your field journal is a place to begin learning the skills of careful observation and thoughtful interpretation.

In your journal, you should write separate:

- Observations. These are *detailed descriptions* of the classroom environment and organization, vignettes of telling events, or captured monologue or dialogue.
- Reflections & Analysis. What do you interpret this event, dialogue, or description to mean? What is it affirming or disconfirming about schooling for you? In your analysis, draw on course readings to make connections to what you are seeing.

You can alternate between description and analysis (e.g. describe a particular event or period of time and then write your analysis of it), or write all of your observations for that visit and then all of your reflection/analysis.

Your reflection/analysis may be your own reflections on the events, your questions about them, your judgments, and, perhaps, a comparison to other school situations you have known. *Most importantly, use readings and discussions from the course to help explain (or to challenge or suggest possible changes in) what you are seeing.*

In your annotated field journal (which you will turn in twice over the course of the semester), I, the reader, should be able to see clear links between readings, class discussions, and your reflections. You should also work to untangle and understand the choices that are being made by teachers and students in classrooms.

You will be bringing your field journal to class throughout the semester. Your field journal will be a resource for learning about observation and for grounding our weekly discussions in the actual practice of schools.

After your first observation, you will turn in your first field journal entry so that I can give you feedback.

You will bring your field journal to every class. We will use them frequently to help make sense of the readings.

At the end of each set of school observations (i.e. twice over the course of the semester) you will turn in a set of annotated field notes. These field notes should reflect your four visits to each school site, with commentary that links your observations, to the readings, and forum discussions. You will show evidence that you are thinking carefully and analytically about what you are seeing in your placements in relation to what you are learning in our course.

4) Reflection Letters (20% of final grade): (500 words, one to two pages, double-spaced).

Twice over the course of the semester you will write a reflection letter in response to the following specific questions. These letters offer you an opportunity to stop and consider how your thinking has evolved. In these letters you are expected to draw on readings (at least five), class discussions, writing forums, and your observations to make a case for the position you are taking.

a) First Reflection Letter: What *should* the purposes of education in a democracy be? What currently constrains our society from realizing those purposes? Provide evidence to support your claims.

b) Second Reflection Letter: If you could make one reform to bring about more engaging and equitable learning environments for all children, what would it be? Choose one reform—of pedagogy, curriculum, or institutional policy—that we have studied and make a case for why you believe this reform is critical to creating the kind of learning environment you would like to advocate.

5) *Analysis of Inequality* (15 % of final grade): (750-1000 words, double-spaced)

In this paper, you will analyze an aspect of inequality or an attempt to redress inequality that you have observed in your school placement. You will use selected readings to analyze what is happening in the situation you observed.

See Sakai for a handout with more details and a grading rubric.

6) *Class Participation* (10% of final grade).

In addition to the basic norms that you come to class (and your field placement) prepared, and on time, you are expected to be a full, responsible, and engaged participant in our classroom community, discussions, group assignments and so forth. As we will discuss, there are many ways to demonstrate your commitment to our learning community.

Course Schedule by Week

Week		Topic	Readings	Assignments Due
Week 1 Sept. 1-3	Course Introduction		Syllabus	
Week 2 Sept. 10	Purposes of Education	What is education?	Dillard Rose Cisneros	Writing Forum
Week 3 Sept. 15-17		1: Education as Human practice 2. Observing Children	Almy & Genishi Carini Rogoff	Writing Forum

Week 4 Sept. 22-24		1: Hidden Curriculum 2: Education for Liberation 3. Historical Perspectives	Dewey Jackson Kohn	Writing Forum
Week 5 Sept. 29- Oct. 1	Learning and Teaching	Social Reproduction	Anyon Kozol Persell & Cookson	Writing Forum Educational Autobiography
Week 6 Oct. 6-8		How is learning organized in schools and classrooms?	Mehan Oakes Rubin	Writing Forum First Field Journal Entry
Week 7 Oct. 13-15		Social and Cultural Dimensions of Learning	Ladson-Billings (all read 1-3) To be divided among the class: Lomawaima & McCarty, Skilton-Sylvester, Orellana Lee	Writing Forum
Week 8 Oct. 20-22		Gender & Sexuality	Brown Kimmel Padawer Kosciw, Bartkiewicz & Greytak Sokolower-Shain	Writing Forum First Reflection Letter
Week 9 Oct. 27-29		Perspectives on Schools and Communities	Shultz (Intro, Chapters 1&2) Ladson-Billings Chapter 4-6	Writing Forum First Annotated Field Journal
Week 10 Nov. 3-5	Curriculum and Pedagogy	Practical Aspects of Constructivism	Shultz (3-5) Wallerstein Duckworth	Writing Forum
Week 11		Debating the	Hirsch	Writing Forum

Nov. 10-12		Canon	Cooley Banks	
Week 12 Nov. 17-19		Considering diverse learners: Pedagogical strategies	Oyler Armstrong Sapon-Shevin Belkin	Writing Forum Inequality Analysis
Week 13 Nov. 24	Policy and Reform	Standards and Accountability	Shultz Darling- Hammond Jennings & Rentner Meier Michie	Writing Forum
Week 14 Dec. 1-3		Desegregation/ Integration	Donnor Powell Wells, Duran & White	Writing Forum Second Reflection Letter
Week 15 Dec. 8-10		Current Issues	To be assigned	Writing Forum Second Annotated Field Journal

List and schedule of Readings and Guiding Questions

Week 2

Dillard, A. (1987). *An American Childhood*. (pp. 20-23, 42-49). New York: Harper & Row.

Rose, M. (1982). I just wanna be average. In *Lives on the boundary: A moving account of struggles and achievements of America's educational underclass*. (pp. 11-37). New York: Penguin.

Cisneros, S. (1991), *Woman Hollering Creek* (Selections), New York: Vintage. (pp.3-20).

Guiding Questions: What is childhood? What are children like? What (when and how) are children learning? How do race, ethnicity, class, gender, and orientation influence the children's learning?

Week 3

Rogoff, B. (2003) *The cultural nature of human development*. Chapter 8 "Learning through guided participation in human endeavors." Oxford University Press.

Almy, M. & Genishi, C. (1979). *Ways of studying children: An observation manual for early*

childhood teachers. Chapter 2, 21-50.

Carini, P. (2000). A letter to parents and teachers on some ways of looking at and reflecting children. In M. Himley & P.F. Carini (Eds.), *From another angle: Children's strengths and school standards*, pp. 56-64. New York: Teachers College Press.

Guiding Questions: What is this “guided participation” thing? What can we learn by observing students? Why bother getting to know students’ interests? What factors limit our powers of observation?

Week 4

Dewey, J. (1922/1966). Individuality, equality and superiority. In J. Ratner (Ed.), *Education today*. (pp. 171-177). New York: Macmillan.

Jackson, P. W. (1968/1990). *Life in Classrooms*. New York: Teachers College Press. Chapter 1 (3-37).

Kohn, A. (1999). *Punished by rewards*. Boston: Houghton Mifflin. Pp. 142-159.

Guiding Questions: What purposes have schools served in US society? What is the school’s role in fostering democracy? What factors influence student involvement?

Week 5

Anyon, J. (1980). "Social class and the hidden curriculum of work," *Journal of Education*, 162 (1): 67-92.

Kozol, J. (1 September 2005). Still separate, still unequal: America’s educational apartheid. *Harper’s Magazine v. 311, n. 1864*

Persell, C. H. & Cookson, P. W. (1986). Chartering and bartering: Elite education and social reproduction. *Social Problems* (33), 2: 114-129.

Guiding Questions: How does schooling reproduce societal inequalities? What societal inequalities seemingly correspond with the schooling experiences of different students? Are there downsides to being “educationally privileged?”

Week 6

Mehan, H. (2000). Beneath the skin and between the ears: A case study in the politics of representation. In B. Levinson et al. (Eds.), *Schooling the symbolic animal: Social and cultural dimensions of education* (259-279). Lanham, MD: Rowman & Littlefield, Inc.

Oakes, J. (1986). Beyond Tracking. *Educational Horizons* 65 (1): 32-35.

Rubin, B. (2006). Tracking and detracking: Debates, evidence and best practices for a heterogenous world. *Theory into Practice*, 45 (1): 4-14.

Guiding Questions: How do schools sort and categorize students? In what ways do teachers “make” handicaps? What workable alternatives to tracking exist?

Week 7

All read: **Ladson-Billings, G.** (1994). The Dreamkeepers: Successful teachers of African American Children. San Francisco: Jossey-Bass. Chapters 1-3

To be divided among groups:

Lomawaima, K. T. & McCarty, T. L. (2006). *To remain an Indian: Lessons from a century of Native American Education*. (Chapters 7 & 8). New York: Teachers College Record.

Skilton Sylvester, E. (2002). Literate at home but not at school: A Cambodian girl's journey from playwright to struggling writer. In G. Hull & K. Schultz (Eds.). *School's Out: Bridging out-of-school literacies with classroom practice*. New York: Teachers College Press. 61-95.

Orellana, M. F. (2001). The work kids do: Mexican and Central American immigrant children's contributions to households and schools in California. *Harvard Educational Review* 71 (3), 366-389.

Lee, S. (1996). Unraveling the "Model Minority" Stereotype: Listening to Asian-American youth. New York: Teachers College Press. Chapters 1 & 3.

Guiding Questions: How do race and ethnicity structure students' experiences in the US schooling system? What roles have race and ethnicity played in the US schooling system historically?

Week 8

Kimmel, Michael (2004). "What about the boys?" What the current debates tell us—and don't tell us—about boys in schools. In M. S. Kimmel. *The gendered society reader* (pp. 243-262)

Brown, Lynn Mikel (2005). In the bad or good of childhood: Social class, schooling and white femininities. In L. Weis and M. Fine (Eds.), *Beyond Silenced Voices: Class, race and gender in United States Schools* (pp.147-162). Revised edition. Albany: SUNY press.

Kosciw, J. G., Bartkiewicz, M. J., & Greytak, E. A. (2012). Promising strategies for prevention of the bullying of lesbian, gay, bisexual, and transgender youth. *Prevention Researcher*, 19(3): 10–13.

Denizet-Lewis, B. (September 27, 2009). Coming out in middle school. *New York Times* (<http://www.nytimes.com/2009/09/27/magazine/27out-t.html>)

Sokolower-Shain, E. (Fall 2009). When the gender boxes don't fit. *Rethinking Schools*. 24 (1). (http://www.rethinkingschools.org/archive/24_01/24_01_gender.shtml)

Guiding Questions: How have gender/sexuality been used to "think about" what happens in the classroom? How do other factors, like class and orientation, also influence how gender is read in classrooms? How can teachers prepare to address issues related to gender and orientation?

Week 9

Shultz, B. (2008). *Spectacular Things Happen Along the Way: Lessons from an urban*

classroom. New York: Teachers College Press. **Introduction, chapters 1 & 2.**
Ladson-Billings, G. (1994). *The Dreamkeepers: Successful teachers of African American Children*. San Francisco: Jossey-Bass. **Chapter 4-6.**

Guiding Questions: In what way(s) is community made important when teaching in a culturally relevant way? What role(s) should community play in learning? Is Schultz’s method “culturally relevant” teaching?

Week 10

Shultz, B. (2008). *Spectacular Things Happen Along the Way: Lessons from an urban classroom*. New York: Teachers College Press. **Chapters 3-5**

Duckworth, E.(1987). *The Having of Wonderful Ideas and Other Essays on Teaching and Learning*. New York: Teachers College Press. pp.1-14

Wallerstein, N (1987). In I. Shor, (Ed.), *Freire for the classroom: A sourcebook for liberatory teaching*. Portsmouth, NH: Heineman. Chapter 2 .

Guiding Questions: How should we teach if we’re to believe students “make” knowledge on their own? What should students be able to do (as a sign that they’ve learned something from us)?

In what way(s) does context influence learning – for students *and teachers*?

Week 11

Hirsch, E. D. (1987). *Cultural Literacy: What Every American Needs to Know*. Boston: Houghton Mifflin. Chapter 1, pp. 1-32 and Chapter 5, pp. 110-133.

Banks, J. A. (1997). *Teaching Strategies for Ethnic Studies*, pp. 3-34. (6th edition). Boston, MA Allyn & Bacon.

Cooley, R. (Winter 2003). Beyond pink and blue. *Rethinking Schools* 18(2).

Guiding Questions: What does every student in the US need to know? How must we teach to accomplish this?

Week 12

Oyler, C. (2001, Spring) Democratic classrooms and accessible instruction. *Democracy and Education* 14 (1): 28-31.

Armstrong, T. (2000). *Multiple intelligences in the classroom*. Washington, DC: Association of Supervision and Curriculum Development.

Sapon-Shevin, M. (1999). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities*. Boston: Allyn and Bacon. Pp. 15-33.

Belkin, L. (2004, September 26). The lessons of classroom 506: What happens when a boy with cerebral palsy goes to kindergarten like all the other kids. *The New York Times Magazine*.

Guiding Questions: How can we teach to meet the needs of all our students? What challenges must be overcome to successfully de-track a classroom (or school)? What are the merits and limitations of inclusion and separation?

Week 13

Darling-Hammond, L. *The Flat World*. 1 & 6

Shultz, B. (2008). *Spectacular Things Happen Along the Way: Lessons from an urban classroom*. New York: Teachers College Press. **Chapters 6-7**

Jennings, J. & Rentner, D. S. (2006). **Center on Educational Policy** The Ten big effects of the No Child Left Behind Act on Public Schools. Phi Delta Kappan.

To be divided among groups:

Deborah Meier (Spring 2009). Reinventing schools that keep teachers in teaching. *Rethinking Schools* 23 (3): (http://www.rethinkingschools.org/archive/23_03/rein233.shtml)

Michie, G. (Fall 2009). Another path is possible: Two Chicago principals keep an eye on what matters. *Rethinking Schools* 24 (1):

(http://www.rethinkingschools.org/archive/24_01/24_01_path.shtml)

Guiding Questions: How is a “teaching and learning system” different from a schooling system?

What top-down solutions seem promising? What bottom-up solutions seem convincing?

What effect is NCLB (not) having on schooling?

Week 14

Donnor, J. K. (2011). Moving beyond *Brown*: Education after *Parents v. Seattle School District No. 1*. *Teachers College Record*, 113(4): 735-754.

Powell, J.A. (2005). A new theory of integrated education: *True* integration. In J. C. Boger & G. Orfield (Eds.), *School resegregation: Must the South turn back?* (pp. 281-304). Chapel Hill, NC: University of North Carolina Press.

Wells, A. S., Duran, J. & White, T. (2008). Refusing to leave desegregation behind: From graduates of racially diverse schools to the Supreme Court. *Teachers College Record* 110 (12): 2532-2570.

Guiding Questions: In what ways have the courts, Congress, and schools all created school policy?

Week 15

Current issues to be assigned