

Rutgers, The State University of New Jersey
05:300:200:07 Introduction to Education
Spring 2015
Thursdays 3:55-6:55 p.m.
WAL - 210

Instructor: Amy Lewis	amy.lewis@gse.rutgers.edu
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Office Hours: by appointment	
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 Directions about where to get permission numbers: from the instructor

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Description

New Jersey Professional Standards for Teachers 2014¹

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.

i. Performances: (1) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

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;

(3) The teacher makes learners feel valued and helps them learn to value each other;

Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

i. Performances:

(3) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

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

- (5) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments;
- (6) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment

Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

i. Performances:

- (3) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts;

Council for the Accreditation of Education Professionals (2013)²

Standard 1: Candidate Knowledge, Skills, and Dispositions

- 1.1 Content Knowledge and Pedagogical Knowledge
- 1.2 Instructional Practice
 - Learning Experiences

Course Catalog Description:

This course introduces students to 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.

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 8 three-hour visits on Friday mornings.

In this course, you will draw upon your own experiences as learners, your 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 and research perspective, and from the realities of educational practice in school and out of school contexts. In addition, class will model various pedagogical strategies; and these experiential exercises will provide for an examination of teaching and learning.

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

Required Texts ordered at NJ Books

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. 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).

Week	Readings	Guiding Questions	Assignments Due
1	Course Introduction/Syllabus		
Purposes of Education			
2	Cisneros Dillard Rose	What (when and how) are children learning? How do race, ethnicity, class, gender, and orientation influence the children’s learning?	Writing Forum
3	Almy & Genishi Carini Rogoff	What can/can’t we learn by observing students?	Writing Forum
4	Dewey Jackson Kohn	What purposes have schools served in US society?	Writing Forum First Field Journal Entry (for feedback)
Learning & Teaching			
5	Anyon Kozol Persell & Cookson	What societal inequalities seemingly correspond with the schooling experiences of different students?	Writing Forum
6	Mehan Oakes Rubin	How do schools sort and categorize students?	Writing Forum Educational Autobiography
7	Ladson-Billings (all read Chapters 1-3 To be divided among class: - Lomawaima & McCarty - Lee - Orellana - Skilton-Sylvester	How do race and ethnicity structure students’ experiences in the US schooling system?	Writing Forum
8	Brown	How can teachers prepare to	Writing Forum

	Kimmel Kosciw, Bartkiewicz & Greytak Sokolower-Shain	address issues related to gender and orientation?	First Annotated Field Journal
9	Shultz (Intro, Chapters 1&2) Ladson-Billings Chapter 4-6	In what way(s) is community made important when teaching in a culturally relevant way?	Writing Forum First Reflection Letter
Curriculum & Pedagogy			
10	Duckworth Shultz (3-5) Wallerstein	In what way(s) does context influence learning – for students <i>and teachers</i> ?	Writing Forum
11	Banks Cooley Hirsch	How must we teach to get students in the US to acquire the necessary knowledge and skills?	Writing Forum
12	Armstrong Belkin Oyler Sapon-Shevin	How can we teach to meet the needs of all our students?	Writing Forum Inequality Analysis
Policy & Reform			
13	Shultz Chapt. 6 & 7 Darling-Hammond Jennings & Rentner To be split: Meier Michie	How is a “teaching and learning system” different from a schooling system?	Writing Forum
14	Powell Wells, Duran & White To be split: Chemerinsky Donnor	In what ways have the courts, Congress, and schools all created school policy?	Writing Forum 2 nd Annotated Field Journal
15	TBA	Current Events	Second Reflection Letter Response Papers and Forum Writings

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. One excused absence (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 one absence 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 during office hours 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 following) 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. All electronic equipment (mobile phones, reader devices, laptops, etc.) must be turned off at the beginning of class.

You should take notes in class by hand, unless you have a particular need to use a keyboard or virtual notepad. (If this is the case, please discuss it with me.) This way you are able to actively participate without distractions from the latest Facebook updates, tweets, or sports scores. And, there is good evidence that the act of writing supports the development of thinking and understanding.

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

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

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

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.

<http://senate.rutgers.edu/FinalInterimAcademicIntegrityPolicy.pdf>

ASSIGNMENTS

Response Papers	20%
Field Journals	20%
Reflection Letters	20%
Educational Autobiography	15%
Analysis of Inequality	15%
Participation	10%
Course Grade	100%

1) Response Papers and Writing Forums (20% of final grade; 500 words & one paragraph)

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 for each 5-week portions of the course (Weeks 2-5; 6-10; and 11-14).** All response papers will be posted on the Sakai website by 8:00 pm Sunday night.

Writing Forums. You will each be placed in 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 must be posted to Sakai by 8:00 pm Monday night.

All 9 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.

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

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. 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 a discussion question, takeaway point, 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.

2) Field Journals (20% of final grade; 2-3 pages, double-spaced)

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 (2-3 pages, double-spaced) and should not try to cover everything you observed on your visit. This means you will be choosing one issue or incident that was particularly salient and that interested you.

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.

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. There should be 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.

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

3) Reflection Letters (20% of final grade; 500 words, 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

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

your thinking has evolved. In these letters you are expected to draw on readings (at least 5), 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.

4) *Educational Autobiography (15% of final grade; 750-1000 words, double-spaced)*

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.

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.

Required Texts

- Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass.
- Shultz, B. (2007). *Spectacular things happen along the way*. New York, NY: Teachers College Press.

All other readings will be on electronic reserve on the library website. Search under “Abu El-Haj” or “Intro to Education”

List & Schedule of Readings

Note: When you are citing sources in your assignments you may use this list as a guide. The authors' names have been bold faced for your quick reference, however, they should not be bold faced in text or in your reference lists. Also, note that all references in APA format should be double spaced.

Week 2

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?

Readings:

Cisneros, S. (1991), *Woman Hollering Creek* (Selections p. 3-20). New York, NY: Vintage.
Dillard, A. (1987). *An American Childhood*. (pp. 20-23, 42-49). New York, NY: 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, NY: Penguin.

Week 3

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?

Readings:

Almy, M. & Genishi, C. (1979). *Ways of studying children: An observation manual for early childhood teachers* (Chapter 2, p. 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, NY: Teachers College Press.
Rogoff, B. (2003) *The cultural nature of human development* (Chapter 8 “Learning through guided participation in human endeavors”). New York, NY: Oxford University Press.

Week 4

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

Readings:

- Dewey, J. (1922/1966). Individuality, equality and superiority. In J. Ratner (Ed.), *Education today* (pp. 171-177). New York, NY: Macmillan.
- Jackson, P. W. (1968/1990). *Life in classrooms* (Chapter 1, p.3-37). New York, NY: Teachers College Press.
- Kohn, A. (1999). *Punished by rewards* (p. 142-159) Boston, MA: Houghton Mifflin.

Week 5

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?”

Readings:

- 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.

Week 6

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

Readings:

- 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 heterogeneous world. *Theory into Practice*, 45 (1): 4-14.

Week 7

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?

Readings:

All read: Chapters 1-3

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American Children*. San Francisco, CA: Jossey-Bass.

To be divided among groups

- Lee, S. (1996). *Unraveling the “model minority” stereotype: Listening to Asian-American youth* (Chapters 1&3). New York, NY: Teachers College Press.
- Lomawaima, K. T. & McCarty, T. L. (2006). *To remain an Indian: Lessons from a century of Native American Education*. (Chapters 7 & 8). New York, NY: Teachers College Record.
- 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.
- Skilton Sylvester, E. (2002). Literate at home but not at school: A Cambodian girl’s journey from playwright to struggling writer (p. 61-95). In G. Hull & K. Schultz (Eds.). *School’s Out: Bridging out-of-school literacies with classroom practice*. New York, NY: Teachers College Press.

Week 8

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?

Readings:

- 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.
- 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>)
- 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).
- 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.
- 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).

Week 9

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?

Readings:

- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass. **Chapter 4-6.**

Shultz, B. (2008). *Spectacular things happen along the way: Lessons from an urban classroom*. New York, NY: Teachers College Press. **Introduction, chapters 1 & 2.**

Week 10

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*?

Readings:

- Duckworth, E. (1987). *The having of wonderful ideas and other essays on teaching and learning* (pp.1-14). New York, NY: Teachers College Press.
- Shultz, B. (2008). *Spectacular things happen along the way: Lessons from an urban classroom*. New York, NY: Teachers College Press. **Chapters 3-5**
- Wallerstein, N. (1987). In I. Shor, (Ed.), *Freire for the classroom: A sourcebook for liberatory teaching* (Chapter 2). Portsmouth, NH: Heineman.

Week 11

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

Readings:

- 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).
http://www.rethinkingschools.org/archive/18_02/pink182.shtml
- Hirsch, E. D. (1987). *Cultural literacy: What every American needs to know* (Chapter 1, pp. 1-32 & Chapter 5, pp. 110-133). Boston, MA: Houghton Mifflin.

Week 12

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?

Readings:

- Armstrong, T. (2000). *Multiple intelligences in the classroom*. Washington, DC: Association of Supervision and Curriculum Development.
- 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*.
- Oyler, C. (2001, Spring) Democratic classrooms and accessible instruction. *Democracy and Education* 14 (1): 28-31.
- Sapon-Shevin, M. (1999). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities* (p. 15-33). Boston, MA: Allyn and Bacon.

Week 13

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?

Readings:

Darling-Hammond, L. (2010). *The flat world of education: How America’s commitment to equity will determine our future*. New York, NY: Teachers College Press.

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*.

Shultz, B. (2008). *Spectacular things happen along the way: Lessons from an urban classroom*. New York, NY: Teachers College Press. **Chapters 6-7**

To be divided among groups

Meier, D. (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)

Week 14

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

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.

To be split among class:

Chemerinsky, E. (2005). The segregation and resegregation of American public education: The court’s role. In J. C. Boger & G. Orfield (Eds.), *School resegregation: Must the South turn back?* (pp. 29-50). Chapel Hill, NC: University of North Carolina Press.

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

Week 15

Current issues to be assigned