

Introduction to Education

05:300:200:03

Spring, 2017

Tuesday, 9:50 AM – 12:50 PM

Scott Hall, Room 104

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OFFICE HOURS BY
APPOINTMENT

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.

Course Overview

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.

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 1/27/17. Please have your travel arrangements in place in place prior to the general meeting on 1/27/17.

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.

Required Texts

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 “Introduction to Education,” or “Abu El-Haj”, not my name). Please note that there are multiple pages of reserves and some (probably most) of them are not in syllabus order.

You will need to have access to the readings while in class. You may print the articles for free at the GSE computer lab on the second floor.

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 a requirement. 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. You are allotted one excused absence without penalty on the following conditions: (1) you must inform me by email before your absence; and (2) excused absences are consistent with university policy and include illness, documented observance of a religious holiday, and funeral attendance. Being more than 15 minutes late for class will count as an absence. Unexcused absences will result in a lower final course grade. Missing more than three classes will result in no credit for the course. In the event that you cannot attend a class, you should notify a fellow class member and ask her/him to take notes for you and collect any materials that are distributed. You are responsible for being prepared for the next class session. If you are going to miss class, please email me to indicate the date and reason for your absence.

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 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 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.

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.

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 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

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

You will write nine (9) 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 portion of the course:*

Weeks ending January 24, 31, February 7, 14

Weeks ending February 21, 28, March 7, 21, 28

Weeks ending April 4, 11, 18, 25, May 2

All response papers will be posted on the Sakai website before, or by, 11:59 pm on the **Sunday night** before class.

Writing Forums. You will each be placed in small writing forums for the purpose of sharing these response papers. You must read your writing group's papers and write a one-paragraph reply that addresses how their papers extended your thinking or raised interesting questions for you. 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.

Your replies must be posted to Sakai before, or by, 11:59 pm on the **Monday night** before class.

All nine (9) papers and writing forum peer replies are required for you to earn a passing grade in this class. Make sure you keep track and stay on top of these papers.

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.

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 replies 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.

Since one major function of these papers and forum peer replies 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 (9) required pieces**.

2.) 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 (your evaluations of what may have occurred). Each week's entry need not be long (4 or more double-spaced pages) 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.

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*. I, your audience, should be able to see clear links between readings, class discussions, forums discussions, and your reflections. You should also work to untangle and understand the choices that are being made by teachers and students in the classrooms you observe.

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. As such, we will use them frequently to help make sense of the readings.

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

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 4 visits to each school site, with commentary that links your observations to the readings, and to our 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.

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 your thinking has evolved. In these letters you are expected to draw on at least five (5) readings, notes from our class discussions, from your writing forums, and from 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)

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.

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

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

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.

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

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

TENTATIVE COURSE SCHEDULE

Important Dates:

Intro to Ed Field Placement meeting: Friday, January 27 2017, 8:30 am-11:00 am, Busch Campus Center MPR

Intro to Ed visitation dates: Elementary: February 10, 17, 24, March 3; makeup date: March 10.
Secondary: Dates will vary by location, but will be between March 24 and May 5.

Syllabus Day:

January 17

SYLLABUS DAY

Syllabus, bookkeeping, and hellos – but not necessarily in this order.

DUE - First Weekly Response
(Posted to Sakai by Sunday, January 22, and replies posted by Monday, January 23)

Week 1: What is education?

January 24

Cisneros, S. (1991). *Woman hollering creek: And other stories*. (pp. 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.

SUGGESTED / 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?

MANDATORY FIELD PLACEMENT ORIENTATION –
FRIDAY, January 27, 8:30 – 11:00
BUSCH CAMPUS CENTER MPR

Week 2: Observing children as people

January 31

- Almy, M. & Genishi, C. (1979). *Ways of studying children: An observation manual for early childhood teachers*. (Ch. 2: pp. 21-50). New York, NY: Teachers College Press.
- Carini, P. (2000). A letter to parents and teachers on some ways of looking at and reflecting on children. In M. Himley & P. Carini (eds.), *From another angle: Children's strengths and school standards*. (Ch. 3: pp. 56-64). New York, NY: Teachers College Press.
- Rogoff, M. (2003). Learning through guided participation in cultural endeavors. In *The cultural nature of human development*. (Ch. 8: pp. 282-326). New York, NY: Oxford University Press.

Field Placement Announcements: 4:30 Sharp!

SUGGESTED / 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 3: Democratic values and the realities of schooling

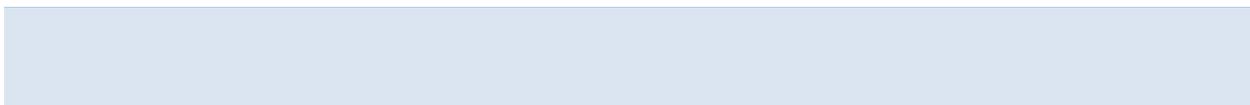
February 7

- 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). The daily grind. In *Life in classrooms*. (Ch. 1: pp. 3-37). New York, NY: Teachers College Press.
- Kohn, A. (1999). Lures for learning: Why behaviorism doesn't work in the classroom. In *Punished by rewards: The trouble with gold stars, incentive plans, A's, praise, and other bribes*. (Ch. 8: pp. 142-159). Boston, MA: Houghton Mifflin.
- Labaree, D. F. (1997). Public good, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34(1): 39-81

SUGGESTED / GUIDING QUESTIONS

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

Workshop on taking fieldnotes



Week 4: Hidden curriculum and how schools reproduce social inequalities

February 14

- Anyon, J. (1980). "Social class and the hidden curriculum of work." *Journal of Education*, 162(1): 67-92.
- Demerath, P. (2009) *Producing Success: The culture of personal advancement in an American high school*. Chapter 4. Chicago: University of Chicago Press.
- Kozol, J. (2005, September 1). "Still separate, still unequal: America's educational apartheid." *Harper's Magazine*, 311(n.1864), 41-54.

SUGGESTED / 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?"

DUE - First Field Journal Entry
 (Email to me or hard copy to me by the start of class.)

Week 5: Organizing learning and categorizing learners

February 21

- 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*. (pp. 259-279). Lanham, MD: Rowman & Littlefield.
- 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.

SUGGESTED / GUIDING QUESTIONS

- How do schools sort and categorize students?
 In what ways do teachers "make" handicaps?
 What workable alternatives to tracking exist?

DUE - Educational Autobiography
 (Posted to Sakai by 11:59 PM, Tuesday, February 21.)

Week 6: Race, ethnicity, and teachers' expectations

February 28

- Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. (Ch. 1-3: pp. 1-58). San Francisco, CA: Jossey-Bass.
- Jigsaw:
 Lomawaima, K. T. & McCarty, T. L. (2006). *To remain an Indian: Lessons from a century of Native American education*. (Ch. 1 & 2: pp. 1-42). New York, NY: Teachers College Press.

- Wing, J. Y. (2007). Beyond black and white: The model minority myth and the invisibility of Asian American students. *The Urban Review*, 39(4), 455-487.
- 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.
- Abu El-Haj, T. R. (2009). Becoming citizens in an era of globalization and transnational migration: Re-imagining citizenship as critical practice. *Theory into Practice*, 48 (4), 274–282. Theme issue: The Policies of Immigrant Education: Multinational Perspectives.

SUGGESTED / 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?
- In what ways can racial/ethnic predispositions inform our teaching and learning?

Week 7: Gender expression, sexual orientation, and teachers' expectations

March 7

- Brown, L. M. (2005). In the bad or good of childhood: Social class, schooling and white femininities. In L. Weis & M. Fine (Eds.). *Beyond silenced voices: Class, race and gender in United States Schools*. (pp. 147-162). Revised. Albany, NY: SUNY Press.
- Kimmel, M. (2004). "What about the boys?" What the current debates tell us – and don't tell us – about boys in schools. In M. Kimmel, *The gendered society reader*. (pp. 243-262). New York, NY: Oxford University 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.
- Lugg, C. A. (2016) *US Public Schools and the Politics of Queer Erasure*. Chapter 5. New York: Palgrave, McMillan.
- Padawer, R. (2012, August 8). What's so bad about a boy who wants to wear a dress? *New York Times*. Available at: <http://www.nytimes.com/2012/08/12/magazine/whats-so-bad-about-a-boy-who-wants-to-wear-a-dress.html?pagewanted=all&r=0>
- Slesaransky-Poe, G. (2013). Adults set the tone for welcoming all students. *Phi Delta Kappan*, 94(5), 40-44.
- Sokolower-Shain, E. (2009). "When gender boxes don't fit." *Rethinking Schools*, 24(1).

SUGGESTED / GUIDING QUESTIONS

- How has gender 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?

SELF CHECK: Count your response papers and comments. Are you on track to complete all nine (9) responses and all nine (9) comments?

Week 8: Building school communities amidst difference

March 21

- Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. (Ch. 4-6: pp. 59-138). San Francisco, CA: Jossey-Bass.
- Schultz, B. (2008). *Spectacular things happen along the way: Lessons from an urban classroom*. (Introduction, Ch. 1-2: pp. ix-52). New York, NY: Teachers College Press.

SUGGESTED / 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?

DUE - First Reflection Letter

(Posted to Sakai by 11:59 PM, Thursday, March 21.)

Week 9: Constructionism and progressivism

March 28

- Duckworth, E. (1987). *The having of wonderful ideas and other essays on teaching and learning*. (pp. 1-14). New York, NY: Teachers College Press.
- Schultz, B. (2008). *Spectacular things happen along the way: Lessons from an urban classroom*. (Ch. 3-5: pp. 53-125). New York, NY: Teachers College Press.
- Wallerstein, N. (1987). Problem-posing education: Freire's method for transformation. In I. Shor (ed.), *Freire for the classroom: A sourcebook for liberatory teaching*. (Ch. 2). Portsmouth, NH: Heineman.

SUGGESTED / 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 10: Cultural literacy and multiculturalism

April 4

- Banks, J. A. (1997). *Teaching strategies for ethnic studies*. (pp. 3-34). (6th ed). Boston, MA: Allyn & Bacon.
- Cooley, R. (2003). "Beyond pink and blue." *Rethinking Schools*, 18(2).
- Hirsch, E. D. (1987). Cultural literacy: What every American needs to know. (Ch. 1 & 5, pp. 1-32, 110-133). Boston, MA: Houghton Mifflin.

SUGGESTED / GUIDING QUESTIONS

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

DUE - Annotated Field Journal 1
(Posted to Sakai by 11:59 PM, Tuesday, April 4.)

Week 11: Crafting pedagogy for diverse learners

April 11

- Armstrong, T. (2000). *Multiple intelligences in the classroom*. Washington D.C.: 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. *New York Times Magazine*, 41-49.
- Oyler, C. (2001). "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*. (pp. 15-33). Boston, MA: Allyn & Bacon.

SUGGESTED / 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 12: School policy through legislation and accountability

April 18

- Darling-Hammond, L. (2010). The flat world, educational inequality, and America's future. In *The flat world and education: How America's commitment to equity will determine*. (Ch. 1 & 6: pp. 1-26 & 163-193). New York, NY: Teachers College Press.
- Schultz, B. (2008). *Spectacular things happen along the way: Lessons from an urban classroom*. (Ch. 6-7: pp. 126-158). New York, NY: Teachers College Press.

- Shanahan, T. (2015). What teachers should know about Common Core. *The Reading Teacher* Vol. 68 Issue 8 pp. 583–588
- Ravitch, D. (2010). *Death and Life of the American School System*. Prologue. New York: Basic Books.

SUGGESTED / 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 affects is NCLB (not) having on schooling?

DUE - Analysis of Inequality
 (Posted to Sakai by 11:59 PM, April 18)

Week 13: Desegregation, integration, and the judiciary

April 25

DESEGREGATION AND INTEGRATION

- Donnor, J. K. (2011). Moving beyond *Brown*: Education after *Parents v. Seattle School District No. 1*. *Teachers College Record*, 113(4): 735-754.
- Hannah-Jones, N. (June 9, 2016). Choosing a school for my daughter in a segregated city. *New York Times*
http://www.nytimes.com/2016/06/12/magazine/choosing-a-school-for-my-daughter-in-a-segregated-city.html?_r=0
- Orfield, G. and Frankenberg, E. (May 15, 2014). Brown at 60: Great progress, a long retreat, and an uncertain future. *The civil rights project*
- Wells, A. S., Duran, J. & White, T. (2008). “Refusing to leave desegregation behind: From graduates to racially diverse schools to the Supreme Court.” *Teachers College Record*, 110(12): 2535-2570.

SUGGESTED / GUIDING QUESTIONS

- In what ways have the courts, Congress, and schools all created school policy?

DUE - Second Reflection Letter
 (Posted to Sakai by 11:59 PM, April 25)

Week 14: Tying together lessons about ourselves as educators

May 2

FINAL DAY

- Final comments, opportunity to provide feedback to me and for improving the course, and a heart-wrenching last day conversation.

Final Assignments

DUE - Annotated Field Journal 2
(Posted to Sakai by 11:59 PM, May 9.)

Writing Forums and Comments
(Posted to Sakai in one Word document by 11:59 PM, May 9)