

Education 200:  
**Critical Issues in Education**  
Haverford College  
Fall 2009

**Instructor:** Barbara L. Hall

**Course Meetings:** Tuesdays & Thursdays, 1:00 – 2:30 p.m., in Sharpless 412

**Office:** Founders 28

**Office Hours:** Wednesdays, 11:00 a.m. – 1:00 p.m. and by appointment

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\* All of these e-mail addresses funnel to a single account, so they all work and they all get to me equally quickly.

## Course Overview:

This is designed to be the first course students take if they are interested in pursuing one of the options offered through the Bryn Mawr/Haverford Education Program. These options include state certification at the secondary level and a bi-college minor in Educational Studies. Therefore, the course is designed specifically for students with some interest in pursuing education as a career, and priority for enrollment goes to students enrolled in the certification program and the minor. However, ED 200 is also open to students who are not yet certain about their career aspirations but have a general interest in educational issues. In general, courses in the Education Program address students interested in:

- The theory, practice, and reform of education in the United States
- Social justice, activism, and working within and against systems of social reproduction
- Future work as educators and/or researchers in schools, public or mental health, political, community, or other settings
- Examining and re-claiming their own learning and educational goals
- Integrating field-based and academic learning

In this course we explore and analyze some of the major issues in education in the United States within the conceptual framework of educational reform. Looking through critical lenses throughout the semester, we discuss historical and philosophical conceptions of education, theories of learning, issues of diversity (race, gender, class, sexual orientation, labeling and tracking, family and community, ability issues, and so on), and social justice. **All students considering taking this course need to know that it is very demanding in terms of reading, writing, time spent at schools, and class participation.**

**If you choose to take this course, please be aware that you will be expected to demonstrate:**

- Absolutely reliable and consistent attendance at and participation in class meetings and at a field placement in an educational setting
- Prompt, thorough, and thoughtful completion of all reading and writing assignments
- Appropriate communication with the instructor throughout the semester regarding your learning process and your growth as a writer, and other matters if the need arises
- Active, responsible participation in collaborative, interdependent work both in class and through the tutorial process and group projects
- Willingness to evaluate your own participation in the course's activities in a number of ways (in ongoing discussion, in grading some of your own work, and assessment of your and your peers' work together)
- Willingness to take an active, responsible role as a teacher as well as a learner

This course is **Writing Intensive**. Assignments include in-class writings; four reflective/analytical pieces; an assumption analysis paper; a lesson plan with rationale, reflection and bibliography; and a portfolio. **Students are expected to turn in all work on time. All work submitted late will be marked down one grade (for example, a 3.7 becomes a 3.3) for each day it is late. Work turned in more than a week late will not be accepted. If you need an extension, be sure to ask for it BEFORE the due date.** If you wish to revise a paper, you may, but you **MUST** consult with the instructor of the course about the process beforehand. (Revisions that are turned in without prior consultation with the instructor will not be accepted.) Revised papers are due by the last class of the semester.

Students who think they may need accommodations in this course because of the impact of a learning difference or disability are encouraged to meet with the course instructor privately early in the semester. Students who attend Bryn Mawr should also contact Stephanie Bell, Coordinator of Access Services, at 610-526-7351 in Canwyll House, as soon as possible, to verify their eligibility for reasonable accommodations. Haverford Students should contact Rick Webb, Coordinator, Office of Disabilities Services, at [rwebb@haverford.edu](mailto:rwebb@haverford.edu) or 610-896-1290. Early contact will help to avoid unnecessary inconvenience and delays.

## **Learning Goals for Students:**

Within the context of the course as described above, I have the following learning goals for students. Students will:

- Develop critical perspectives about education as it is practiced in the United States, including a deep understanding of the ways in which teaching and learning are always enacted within and affected by meaningful social, cultural, political, linguistic, and personal/individual contexts;
- Analyze multiple complex relationships between education and social inequalities while integrating increasingly clear visions of social justice and approaches to educational

reform into these analyses;

- Grapple (in a group and individually) with the expansive possibilities and challenges inherent in developing a curriculum and a pedagogical rationale to guide actual educational practice;
- Engage in reflective practice as educators through real teaching experience;
- Explore and enact multiple relationships between educational theory and practice by integrating class readings, discussions, projects, and individual writing with participant observation in their field placement settings.

## Course Materials:

The following books are available in the Haverford Bookstore, and on reserve at Magill library:

Benjamin, G. (1997). *Japanese Lessons: A Year in a Japanese School Through the Eyes of an American Anthropologist and her Children*. New York: New York University Press.

Dewey, J. [1997 (1938)]. *Experience and Education*. New York: Simon & Schuster.

Freire, P. (1998). *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Lanham, Md.: Rowman & Littlefield Publishers.

Lareau, A. (2003). *Unequal Childhoods: Class, Race, and Family Life*. Berkeley: University of California Press.

Our other readings are available on our Blackboard site under Course Documents. Please bring each day's readings to class with you so that you can use them in our discussions. It may be useful to bring the previous week's readings to class as well to facilitate both review and additional connections among aspects of the material in class.

## Course Requirements:

### 1. School Placements

You will make approximately 8 visits to a school, in which you will spend approximately two hours per visit. My Education Program colleagues and I will help you with every step of this process, from identifying the classroom, to giving you travel directions, to responding if anything unwelcome should happen. ***Please keep in touch with me if any problems associated with this fieldwork occur. We will talk in class about general guidelines for appropriate behavior and participation in your field placement setting.***

While many field placements consist mainly of the opportunity to observe the events that take place in the educational setting, you also need to be prepared to participate in a constructive way

in the classroom in which you are placed, should this opportunity arise. It is up to you and the teachers with whom you are placed to negotiate your participation in the classroom. To facilitate that process of negotiation, you need to compose a one-page introduction of yourself to give to your placement teacher. In this letter, which should be typed, neat, and error-free, you should introduce yourself, say something about your interest in education, and express something about how you think you might be able to participate constructively in this teacher's classroom. (Make suggestions and requests, not assumptions or assertions, about what you will be able to do). The purposes of the letter are for you to think through these things for yourself and to share them with the teacher. Remember that you are a guest in this teacher's classroom, and must therefore be respectful of the values and practices he or she embraces, but you may also make known your own enthusiasm about teaching and your willingness to assist the teacher in whatever ways you can. This letter should be prepared (i.e., ready to be given to the teacher, with a copy for your instructor) by the first day you visit your field placement.

Although you will no doubt make every effort to fit in and contribute to the classroom in which you are placed, you may perhaps find yourself in an odd and even uncomfortable position in these placements. You are a guest in another teacher's classroom. The teacher may or may not be fully comfortable having you there (even if she or he agreed to have you there). You may or may not be able to be as active a helper as you would like to be. You may or may not agree with what the teacher is doing. At any point, you might find your role shifting. All of these are inherent dimensions of the experience of being a visitor in another teacher's classroom. Be prepared for them, and approach your placement with an open mind: you are there to learn whatever you can about teaching, learning, and schools. Make everything a learning experience.

After each field visit and using pseudonyms, jot down field notes. You can do this either by hand in a notebook or as a Word Document on a computer, but in either case you should do it as soon as possible after the visit. Please keep this field journal on standard 8.5" x 11" loose paper, clipped together, or in a spiral notebook of the standard 8.5" x 11" size. (You should keep your fieldnotes together and organized in some manner.) Most field journals are handwritten, and are comprised of informal notes. The journal does not need to be proofread or typed, and can be messy. It is mostly a private document intended to help you keep track of your learning, although I will read it at the end of the semester.

Each entry should be 1-2 full pages long and should demonstrate thoughtful engagement with what you learn at your field placement. The content of your notes will differ according to your field sites and that day's experienced. Please use the following format as a structure for each visit's entry:

1. **What** – a 1-2 paragraph description of critical events, activities, observations
2. **So What?** – a 1-2 paragraph analysis of the meaning and implications of your observations/experiences.
3. **Now What?** -- a 1-2 paragraph exploration of ideas, questions, and action steps flowing from the above.

The readings by Frank in Week 3 will be helpful to you in keeping a field journal as well, especially regarding ways to separate your descriptions from your interpretations of what you observe and learn.

Draw on your experiences in your placement to contribute to class discussion each week and to explore the connections between the theory we discuss and what is happening in actual classrooms. You should incorporate direct quotations, vignettes, and references to your experiences into as many forums as possible (short papers, class discussions, etc.).

At the end of the placement, we will ask your cooperating teacher to write an evaluation of your participation. Your cooperating teacher's evaluation will contribute to your final grade for the course (under Attendance and Participation), and it will have an impact on your candidacy for student teaching, should you choose to pursue that option through the Education Program.

At the end of your 8 weeks in the school, we request that each student write a thank you note to the teacher(s) with whom you have been working. These teacher(s) allow you into their classrooms for no other reason than to support your education; they receive no remuneration for doing so. Teachers generally do not get the recognition that they deserve for the challenging job they embrace, and therefore all teachers appreciate any thanks and feedback they can get. In your thank you note, be sure to identify at least one (if not more) thing that you really appreciated and learned from being in that particular classroom.

**It is ESSENTIAL that you complete all of your field placement visits, and that you do so *responsibly*. Many teachers, administrators, and students expect you to be present, and if you miss days or show up late, the relationships the Education Program has with these teachers and schools are jeopardized.** (One school no longer lets us place students because a student didn't show up for his placement; another required formal apologies from students who attended irregularly and behaved inappropriately in various ways.) We will ask you to complete a weekly visit log to keep track of your visits and activities at the site.

**Important Note:** All course writings referring to your field placement **must use pseudonyms**. All sources must be cited completely and properly, using APA, MLA, or Chicago style guidelines. (For specific instruction in citation style, please consult [www.brynmawr.edu/Library/Docs/citation.shtml](http://www.brynmawr.edu/Library/Docs/citation.shtml). Within this website, be sure to distinguish between print and electronic sources.)

## **2. Reflective Writing in Response Groups**

At the beginning of the semester, we will form Response Groups, which will then provide an ongoing audience and forum for the exchange of ideas. Four short (2-3 page) reflective/analytical papers or comparable pieces are required for this component of the course. These papers should be emailed to your response groups (see specific due dates in subsequent pages of this syllabus) before class. You will be writing for your own reflective, analytical purposes and for an audience of your peers (classmates) as well as your instructor. Please print out and read your classmates' papers before coming to class, bring them with you to class, and be prepared to discuss them with your group during class.

**While the papers themselves are not graded, the instructor will read them and may also comment on them. These reflective papers will count for 10% of your final grade because at the end of the semester, you will grade your own participation in this process.** In our last class, the instructor will ask you to fill out a short series of questions to evaluate your own participation, and then to recommend a grade for yourself for these assignments. The questions will be the following:

1. Did you complete all of the papers and have them ready to share at the beginning of class?
2. What kind of effort did you put into the papers (i.e., did you really use them to help you to synthesize and push your thinking)?
3. Did you integrate your own experiences and perspectives, an analytical exploration of the issues raised in the readings, and reference to your school placements, as appropriate?
4. Did you read and listen carefully and respond constructively to your peers' papers?

In the **first paper**, you will draw on your own educational experiences as data for beginning to investigate educational issues and assumptions. Write a Table of Contents that outlines the chapters of your (imagined) educational autobiography. Then select the chapter that most interests you to draft; this should include your narration of an experience in your educational history (from a single interaction to a day or an overview of a longer time period) as well as some interpretive framing of the piece.

The **second and fourth papers** should explore what you are learning in your field placement as we focus on teaching and learning. Using your field log as a source for selecting a “slice of classroom life” that you find provocative in some way — e.g. an interaction, a dilemma, a student or a teaching strategy — write a paper in which you describe this “slice” so that readers can experience it through your eyes, and then draw on readings, class discussions, and/or other experiences to critically reflect on its meanings, the questions it raises for you, and so on. For these reflections, you may choose to express your understandings and questions through an intelligence or through intelligences other than linguistic.

- The **third paper** will focus on technology in education. It should include three parts.
- (1) Define for yourself what technology is and how it has affected your education.
  - (2) Interview one or more students at your placement site (without names or other easily identifiable identity markers, except categories such as age, ethnicity, gender, etc.), or, if this seems too difficult or awkward, interview another young person you know (a sibling, a friend or friend's school-aged children, etc.). Ask this student or these students to tell you about their relationship to technology. How do they define it? How do they interact with it? What roles does it play in their lives? (You will need to be able to help them explain what technology is. Try to get at their definitions without imposing yours.)
  - (3) Reflection: Compare your experience with the student's or students'. What are some similarities, if any? What are differences? How do you interpret these? What are the implications for education?

### 3. Assumption Analysis: Making Assumptions Problematic

During the first section of the course we identify and interrogate a range of assumptions about education — both others' and our own. For this paper you will select an assumption that you see as significant to the way schooling has been constructed. You might focus on a reigning assumption in education writ large, and/or on an assumption of your own about education. Write a 5-7 page paper in which you:

1. Identify and describe the assumption you are examining, including how it may have affected such matters as schooling structures, curriculum and pedagogy, and views of students and/or teachers;
2. Make the assumption problematic, that is, explore questions, refutations, contradictions, and so forth that would help us to interrogate or complicate this assumption and its staying power; and
3. Suggest other perspectives or possible ways of seeing the situation.

\*\*\*\* Be sure to include all 3 aspects of the assignment as described above!

**The Assumption Analysis paper is a more formal analysis than your reflective papers.** You may draw in this paper on these shorter papers as well as on group discussions, readings, and your own experiences. You may also want to interview a student, educator, and/or parent and incorporate their perspectives into your analysis. The instructor will be the audience for this paper. **This assignment counts for 20% of your final grade for the course.**

### 4. Teaching Project

This project takes place during Section III of the course and is an opportunity for you to put the work of the first two sections of the course into practice, using our classroom as a “laboratory” setting and an aspect of education reform as the content. **The project has both individual and group components and counts for 30% of your final grade (10% for group-generated research/content; 10% for group-generated lesson plan and rationale; 10% for individually-generated reflective essay).**

- Each individual in the class will be assigned to a group of students with similar interests in an area of interest in education reform. With your group, you will first broadly explore and then narrow your topic for the teaching project into something that can reasonably be taught in about 75 minutes.
- Research your topic using as sources the library, the Internet, and/or interviews and observations in the field. This is how you learn enough about your topic to teach your peers about it in class. Since a bibliography citing the range of texts you consulted for this project is due with your lesson plan and rationale (see below), please keep track of the sources you consult. Try to be as comprehensive as you can in learning about the topic, and make sure you leave time to read through the resources you collect.
- Share what you have learned from your individual research with your group, and collaborate to first develop a narrowed focus for your lesson and then design a lesson plan you will use to teach our class about this kind of educational reform. You will have about 75 minutes of class time on the day you teach.
  - LESSON PLAN: As a group, make very careful plans for facilitating your students' learning based on what we have learned about teaching and learning this semester. Aim *both* to extend your students' knowledge and thinking about the

aspect of educational reform you studied *and* to experiment with one or more of the interactive pedagogies we have explored in this class. The lesson plan explains what you will teach and how, and it should be written in a detailed and clear manner, including information about who will do what during your class, as well as estimates for how long each part of the class will take.

- RATIONALE: Attached to your lesson plan, as a separate document, please include a group-written explanation for your group's rationale for *why* you will teach this material in the ways you have chosen. The rationale should be 4-5 pages in length. You must link the pedagogical choices your group has made in a clear, direct way to one or more of the pedagogical approaches we have studied in class (for example, you will try to teach the lesson using multiple intelligences, or you will attempt to enact the pedagogy described by Dewey, Freire, Duckworth, Banks, Fecho, etc. in your lesson.) The rationale should include specific explanations of your ideas and choices about what to teach and how, in pedagogical terms, and should cite course texts and texts your research has uncovered. Please make it absolutely clear which pedagogical approaches you are "trying out" through your lesson plan, and explain how your lesson plan accomplishes this goal.
- BIBLIOGRAPHY: Please prepare a group-generated bibliography (using an appropriate citation format) of resources you have consulted to learn about your topic in enough detail that you can teach a class about it. Make this bibliography as comprehensive as possible so that it truly reflects your knowledge of the educational reform topic of your class.
- From your bibliography, select relevant, varied readings for the class (approx. 25 - 50 pages) to help teach our class some of the key facts, concepts, and conflicts engaged by your topic. These should be made available to students through our course Blackboard site at least one week before the class you'll be teaching. Write the class an email about the readings, telling us how you've named them on Blackboard, why you selected these, and how we might approach them to prepare for the class you'll teach. Your thoughtful choice of readings will contribute to the final grade for this project, especially the part grade for course content. Please photocopy a set of the readings to give to your instructor.
- At least one week before you teach the class, meet with the instructor to discuss your lesson plan, rationale, and bibliography. This meeting will take about 45 minutes and is mandatory for all group members. (Attendance at this meeting counts towards your attendance and participation grade for the semester.) After this meeting, you will probably need to meet again as a group to produce final versions of your lesson plan, rationale and bibliography that incorporate the instructor's suggestions and feedback.
- As a group, teach the class on your assigned day. Turn in your lesson plan, rationale and attached bibliography at the beginning of class.
- Individually, write a reflective essay (4-5 pp.) on what you learned from the process of collaborating with others to plan and lead the class. What did you learn from this project about teaching? Let your experience of this project guide what you choose to emphasize and elaborate. Be specific and draw on readings and discussions as well as on your placement experiences, as appropriate. This essay is due one week after you teach.

- Please attach a separate document to your individual essay through which you assess your and your group members' contributions to this project by responding to the following questions:
  1. Did you thoroughly and punctually complete your fair share of the tasks required by this project?
  2. What kind of effort did you put into the preparation of the lesson (through research, imaginative thinking and listening, participation in meetings, and writing)?
  3. Did you communicate consistently with group members?
  4. In what ways did your group members contribute to or detract from your learning through this project?
- NOTE: It is *essential* that you work hard to collaborate with your classmates on this project. Please make consistent, strong efforts both to do your share of the work and to actively include everyone in your group as much as possible. Nearly all students do collaborate with their classmates in an equitable (and often an exemplary) manner on this project. These efforts are reflected in their final grades. Students should, however, be aware that this assignment is constructed in such a way that any individual's less than adequate participation in research, preparation or in teaching is obvious to the instructor. Thus, inadequate effort or participation will affect individuals' grades for the project, and special effort will also be reflected. Please see the instructor if you have questions and concerns about this.

## 5. Portfolio

A portfolio is a systematic presentation of and reflection on your learning over the course of the semester. Throughout the semester you will be engaged in an ongoing process of composing and revising your ideas and approaches to education. Keep all of your work and any related artifacts, e.g. student work or other documents from your field placement because they will very likely be useful to you in completing this project. To construct your portfolio, you will select and reflect on various pieces of work and experiences you have had in the context of one theme or question you select to represent your learning in Critical Issues in Education. We will talk as a class about how to identify and develop such a theme.

The portfolio consists of a series of **artifact-reflection pairs** that gather together and push your thinking about a key question or theme of interest to you from the course. It is also an opportunity to draw together your learning in this course in a way that matters to you individually. The point is to use the portfolio as a focused way of 1). creatively deepening your insight and learning about a specific topic and 2). demonstrating that deepened understanding. **The ED 200 Final Portfolio should include 6-8 artifact-reflection pairs.** As a whole, the portfolio should reflect your engagement with our various class activities and requirements. Possible areas of engagement to include: class discussion, in-class writing, other writing assignments, fieldnotes, learning from your placement, teaching project, readings, in-class activities, writing groups, and assignments to research a topic and bring in what you learned to teach others in the class.

***What is an artifact?*** An artifact is any object or item that connects to or symbolizes a point you want to make in exploring your central question or theme. Anything can be an artifact: a tangible object that you paste on paper, a picture that you take or draw or create or cut out of a

magazine, a snippet of dialogue you recount or conversation you describe, text, lyrics or poetry that you copy... the list of possible artifacts is limited only by your imagination.

***What is a reflection?*** A reflection is a 1-2 page narrative that is attached to the artifact in some way and explains what connection the artifact (or something it relates to or symbolizes) has to your central question or theme. In the reflection, you explore the meaning of the artifact as it relates to the central question or theme of your portfolio. This is where you explicitly demonstrate your insight and learning.

***What kinds of key questions or themes are possible?*** The question or theme you choose should be one that shows profound and meaningful engagement with the course. Your key question or theme will be as individual as you are; selecting it is a chance for you to direct your own deeper investigation of something that matters to you. The theme or question might be something we addressed directly in class or it might be something we addressed indirectly. Feel free to check with the instructor if you want to make sure your theme can work.

Here are a few key questions and theme ideas that may help you to jumpstart your own: How can we improve urban schools?, Relationships between students and teachers, Creating community in the classroom, Violence in schools, Progressive pedagogy in action, How can teacher education truly prepare teachers for the job?, Connections between education theory and practice, Confronting issues of race, class, gender, or sexuality in the classroom, Making schooling work for all kinds of learners, Lifelong learning, Why Go to College?, and Alternative means of assessment vs standardized testing...

***Other things to consider:***

1. **Strong portfolios are well organized.**

Some people find it useful to include a Table of Contents and/or an introductory paragraph or two before the artifact-reflection pairs through which they introduce the theme and how they have organized the portfolio to explore it. This can be very effective. However, you are encouraged to demonstrate clarity of organization in whatever way you feel works for you and your project.

2. **Strong portfolios narrow their themes to make them manageable.**

Richness, depth and analytical thinking are MUCH more important in the portfolio than comprehensively covering wide topical ground.

3. **Strong portfolios *do something* with the themes they explore.**

Portfolios can argue for or against something or examine pro and con arguments before staking out another way to look at the issue. You can use your portfolio to take apart a seemingly simple-seeming idea about how education does or should or could work. You can also use it to piece together a larger idea that builds from artifact-reflection pair to artifact-reflection pair to a multi-layered conclusion of some sort. Portfolios can be mock conversations with someone (John Dewey, President Bush, a teacher, student or administrator from your placement, your Congressperson, one of your classmates...) or another way of thinking through approaches to solving a specific problem that exists in the education world today. There are, of course, many other ways to frame your portfolio; let your interests and ideas guide how you approach the assignment.

4. **It's okay to take a somewhat personal approach if you choose to do so.**

In this class, you have been encouraged to claim your own point of view by writing when appropriate with the word "I". It has also been permissible to include yourself in your

written and spoken work in other ways, for example by writing about topics of importance to you personally in ways that acknowledge your personal involvement or by examining how your identity may influence your “ways of seeing” as an ethnographer at your placement. If it is appropriate to your topic and feels comfortable to you, you may combine the academic, analytical exploration in this portfolio with a personal grounding.

**5. Outside research or interviews are permitted but not required.**

Please be sure to appropriately cite any sources you use (including course readings) consistently using APA or MLA citation style.

## 6. Attendance and Participation

**This counts for 10% of your final grade** and encompasses both our weekly class and your field placement. Missing a lot of classes or placement visits or, conversely, preparing and participating in an exemplary way may have an additional impact on your course grade. Please also note that the *quality* and not merely the *quantity* of your participation is important! In addition, consistently interacting with others inside and outside of class (including the instructor, your classmates, and everyone involved in your field placement) in appropriate, responsible, and fair ways will affect your grade positively, whereas failing to do so will affect it negatively.

### Grading Summary:

Assumption Analysis Essay	20%
Response Group Participation and Effort (self-graded)	10%
Teaching Project	30% total, broken down as follows: 10% for group-generated research/content; 10% for group-generated lesson plan and rationale; 10% for individual essay
Final Portfolio	30%
Attendance and Participation	10%
Total:	100%

### REQUIRED FORMAT for all written assignments:

All writing for the course must be typed or word-processed in a reasonably sized font (Times 12 point, for example), double-spaced, and include 1-inch margins. **All written assignments, including informal writing and drafts, should be very carefully proofread before they are submitted to the instructor.** Pages should be numbered. All essays should have your name, a title, the name of the course, and the date at the top of the first page. Be sure to cite readings completely and appropriately using APA or MLA style guidelines. (For specific instruction in citation style, please consult <http://www.brynmawr.edu/Library/citation.shtml>.) All course writings referring to your field placement **must use pseudonyms.**

**Course Schedule:** All assignments are due on the day they are listed.

## **Part I. Making Assumptions Problematic:**

### **Social, Cultural and Historical Elements of Educational Practice**

In this first section of the course we interrogate the “known”. We read, write, and discuss key texts that will help us develop frameworks for identifying and questioning a range of assumptions that undergird schooling. Among these questions are: Who are our students, and how do historical, social, and social contexts affect their learning experiences both in and out of classrooms? What are the purposes of education? How can we explore these questions by observing teaching and learning as they take place? We begin with the challenge of knowing ourselves in the context of developing capacities for reading education critically.

#### **Week 1:**

##### **Tuesday, 9/1. Orienting to the course and to the class community**

Distribute syllabus, explain requirements, begin getting to know one another, start defining the subject of our collective academic inquiry for the semester

##### **Thursday, 9/3. Purposes of Education (Part 1)**

###### Reading due:

Chapters 1-4 in Dewey, J. 1997 (1938). *Experience and Education*. New York: Simon & Schuster.

#### **Week 2:**

##### **Tuesday, 9/8. Purposes of Education (Part 2)**

###### Reading due:

Re-read chapters 1-4 and then read chapters 5-8 in: Dewey, J. 1997 (1938). *Experience and Education*. New York: Simon & Schuster.

##### **Thursday, 9/10. A Brief History of American Public Education**

Oakes, J. & Lipton, M. 2003. *Schooling: Wrestling with History and Tradition*. In *Teaching to Change the World*, 2<sup>nd</sup> ed. (pp. 2-39). New York: McGraw Hill.

#### **IMPORTANT NOTE:**

E-mail reflection #1 to your Response Group by noon on Monday, 9/14.

#### **Week 3:**

##### **Tuesday, 9/15. Educational Autobiographies**

Meet in Response Groups. (1)

###### Reading due:

1. Allison, D. (1995). *Two or Three Things I Know For Sure* (pp. 60-66). New York: A Plume Book.
2. Chambers, V. (1996). *Mama's Girl* (pp. 123 – 131). New York: Riverhead Books.
3. hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. (pp. 2-6). New York: Routledge.

4. Jennings, K. (1998). Half Breed. In *Telling Tales Out of School: Gays, Lesbians and Bisexuals Revisit Their School Days* (pp.56 – 59). K. Jennings, Ed. Los Angeles: Alyson Books.
5. Tompkins, J. (1996). Karate Lesson. In *A Life in School: What the Teacher Learned* (pp. 156 – 161). Reading, MA: Addison-Wesley Publishing Co.
6. Mooney, J. & Cole. D. (2000). Jonathan. In *Learning Outside the Lines: Two Ivy League Students with Learning Disabilities and ADHD Give you the Tools for Academic Success and Educational Revolution* (pp. 29 – 50). New York: Simon & Schuster.

**Thursday, 9/17. Social Inequality: Class and Race (Part 1)**

Reading due:

1. Chapters 1-7 in Lareau, A. (2003). *Unequal Childhoods: Class, Race, and Family Life*. Berkeley: University of California Press.

**Week 4:**

**Tuesday, 9/22. Social Inequality: Class and Race (Part 2)**

Reading due:

1. Chapters 8-12 in Lareau, A. (2003). *Unequal Childhoods: Class, Race, and Family Life*. Berkeley: University of California Press.
2. McIntosh, P. (1988/2001). “White Privilege: Unpacking the Invisible Knapsack.” In Rothenberg, P. (Ed.) *Race, Class, and Gender in the United States: An Integrated Study*. NY: Worth Publishers.

**Thursday, 9/24. Observing in educational environments**

Reading due:

1. Carini, P. (2000). A Letter to Parents and Teachers on Some Ways of Looking at and Reflecting on Children. In *From Another Angle: Children's Strengths and School Standards: the Prospect Center's Descriptive Review of the Child* (pp. 56 – 64). M. Himley & P. Carini, Eds. New York: Teachers College Press.
2. Frank, C. (1999). An Ethnographic Perspective. In *Ethnographic Eyes: A Teacher's Guide to Classroom Observation* (pp. 1 – 14 and pp. 82 – 93). Portsmouth, NH: Heinemann Press.

**Week 5:**

**Tuesday, 9/29. Education in comparative context: Japan (Part 1)**

Chapters 1-6 in Benjamin, G. (1997). *Japanese Lessons: A Year in a Japanese School Through the Eyes of an American Anthropologist and her Children*. New York: New York University Press.

**Thursday, 10/1: Education in comparative context: Japan (Part 2)**

Reading due:

Chapters 7-12 in Benjamin, G. (1997). *Japanese Lessons: A Year in a Japanese School Through the Eyes of an American Anthropologist and her Children*. New York: New York University Press.

## II. Teaching and Learning

In this section of the course we focus on the inter-related challenges of knowing our students and deepening our understandings of pedagogy. What do our students need to know and be able to do? What constitutes teaching and learning? We aim to develop and refine language, including the use of the concept of culture, with which to extend and build from your experiences in your field placements. Together we will seek understanding of useful approaches as well as barriers found within multiple practices of teaching and learning.

### Week 6:

#### **Tuesday, 10/6: What are teaching and learning? (Part 1)**

##### Reading due:

Chapters 1-2 in Freire, P. (1998). *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Lanham, Md.: Rowman & Littlefield Publishers.

#### **Thursday, 10/8. What are teaching and learning? (Part 2)**

##### Reading due:

Chapters 3-4 in Freire, P. (1998). *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Lanham, Md.: Rowman & Littlefield Publishers.

**The Assumption Analysis paper is due at the instructor's office  
by Friday, October 9 at noon**

## **FALL BREAK – no class on 10/13 and 10/15.**

Please don't forget to inform your placement teacher if you won't be attending this week.

### Week 7:

#### **Tuesday, 10/20. Perspectives on Ability in the Classroom**

##### Reading due:

1. Cook-Sather, A. (2003). "Listening to Students About Learning Differences." *Teaching Exceptional Children* 35, 4, March/April.
2. Harklau, L. (1994). "Jumping Tracks: How Language-Minority Students Negotiate Evaluations of Ability." *Anthropology & Education Quarterly* 25 (3): 347-363.
3. McDermott, R. & Varenne, H. (1995). "Culture as Disability," *Anthropology & Education Quarterly* 26 (3): 324-348.
4. Armstrong, R. (1994). The Foundations of the Theory of Multiple Intelligences. In *Multiple Intelligences in the Classroom*. Alexandria, VA: ASCD.

### **IMPORANT NOTE:**

E-mail reflection #2 to your Response Group by noon on Wednesday, 10/21.

**Thursday, 10/22. Curriculum and Pedagogy Part 1: Engaging Students and Meeting Their Needs as Learners**

Meet in Response Groups. (2)

**Complete Mid-Semester Feedback Forms in Class**

Reading due:

1. Duckworth, E. (1988). "The Having of Wonderful Ideas" and "The Virtues of Not Knowing" and "Understanding Children's Understanding". In *The Having of Wonderful Ideas and Other Essays on Teaching and Learning*. NY: Teachers College Press.
2. Tomlinson, C. (2003). "Curriculum and Instruction as the Vehicle for Responding to Student Needs: Rationale to Practice". In *Fulfilling the Promise of a Differentiated Classroom: Strategies and Tools for Responsive Teaching*. Alexandria, VA: ASCD.

**Week 8:**

**Tuesday, 10/27. Curriculum and Pedagogy Part 2: The Teaching Project**

Reading due:

1. Research areas of educational reform that interest you as possible topics for the teaching project. Come to class prepared to describe in general terms **3** different issues in educational reform to other students.
  - a. Good places to start your research include: Major newspapers (Education section), the BMC/HC libraries' Research Guide for Education (<http://trilogy.brynmawr.edu/guides/Education/>), the Ed Wed Trends in Education Reform project (<http://www.edwebproject.org/edref.html>), the American Federation of Teachers website on "hot topics", (<http://www.aft.org/topics/index.htm>), and the Coalition of Essential Schools website (<http://www.essentialschools.org/>).

**In class, we will get started on the Teaching Projects (see pages 6-8 of the syllabus): explain the assignment, decide on topics, get into groups, select teaching dates.**

**Thursday, 10/29. Curriculum and Pedagogy Part 3: Teaching for Social Justice**

1. Banks, J. (1999.) Curriculum Transformation. In *An Introduction to Multicultural Education* (pp. 21-34). Allyn and Bacon: Boston. 1999.
2. Baker, J. (2001). Trilingualism. In Delpit, L. & Dowdy, J.K. (Eds.) *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*. NY: The New Press.
3. Fecho, B. (2001). "Why Are You Doing This?" *Research in the Teaching of English* 36.
4. Gutstein, Eric (Rico). (2007). "And That's Just How It Starts": Teaching Mathematics and Developing Student Agency. *Teachers College Record* Volume 109, Number 2, pp. 420-448.

**IMPORTANT NOTE:**

E-mail reflection #3 to your Response Group by noon on Monday, 11/2.

**Week 9:**

**Tuesday, 11/3. Curriculum and Pedagogy Part 4: Technology and Reading Meet in Response Groups (3).**

Reading due:

1. Edyburn, D. L. (2007). "Technology-Enhanced Reading Performance: Defining a Research Agenda." *Reading Research Quarterly*, Vol. 42, No., pp. 146-152.
2. Glater, J. D. (2008. August 21.) "Welcome, Freshmen. Have an iPod." *The New York Times*.
3. Lohr, S. (2008. August 17.) "At School, Technology Starts to Turn a Corner". *The New York Times*.
4. Rich, M. (2008. July 27.) "Literacy Debate: Online, R U Really Reading?" *The New York Times*.
5. Williams. B. T. (2005). "Leading Double Lives: Literacy and Technology in and Out of School." *Journal of Adolescent and Adult Literacy*. 48:8.

### **III. Educational Reform**

In the final phase of the course, we consider responses to the issues and perspectives emerging from our work together. Through student-led classes as well as shared readings and lecture-presentations we explore pre-existing models of reform as well as seek to imagine and enact new ones. We also look ahead to the final course portfolio.

#### **Thursday, 11/5. Re-Imagining Education**

Reading due:

Cook-Sather, A. (2003). "Movements of Mind: 'The Matrix,' Metaphors, and Re-Imagining Education." *Teachers College Record*. Volume 105, Number 6.

#### **Week 10:**

##### **Tuesday, 11/10.**

#### **The Politics of School Control (Part 1: Federal and State Governmental Influences)**

Reading due:

1. Dillon, S. (2009. August 17.) "Dangling Money, Obama Pushes Education Shift." *The New York Times*.
2. Sunderman, G. L., et. al. (2007). "The Expansion of Federal Power and the Politics of Implementing the *No Child Left Behind Act*." *Teachers College Record* v. 109 no. 5 p. 1057-85.
3. Le Floch, K. (2008). "State Policy Activity Under NCLB: Adequate Yearly Progress and Highly Qualified Teachers." In Sadovnik, A. R. et al, *No Child Left Behind and the Reduction of the Achievement Gap: Sociological Perspectives on Federal Educational Policy*. New York: Routledge.

#### **Thursday, 11/12. The Politics of School Control (Part 2: Local Influences)**

#### **Introduce Final Portfolio.**

Reading due:

1. Allison, C. P. (1995). "The Governance of American Education: Who Controls the Public Schools?" in *Present and past: Essays for teachers in the history of education*. New York: P. Lang.
2. Fessenden, F. (2007. December 16.) "No Child Left Behind? Say it in Spanish." *The New York Times*.

3. Boo, K. (2007. January 15.) "Expectations." The New Yorker.

**Week 11:**

**Tuesday, 11/17. Teaching Project (Group 1).**

Reading due: TBA.

**Thursday, 11/19. Teaching Project (Group 2).**

Reading due: TBA.

**Week 12:**

**Tuesday, 11/24. Teaching Project (Group 3).**

Reading due: TBA.

**Thursday, 11/26. NO CLASS. THANKSGIVING HOLIDAY.**

**Week 13:**

**Tuesday, 12/1. Teaching Project (Group 4).**

Reading due: TBA.

**Thursday, 12/3. Teaching Project (Group 5).**

Reading due: TBA.

**IMPORTANT NOTE:**

**E-mail reflection #4 to your Response Group by noon on Monday, 12/8.**

**Week 14:**

**Tuesday, 12/8. What have we learned this semester and how?**

Meet in Response Groups. (4)

Reading due:

1. Baldwin, James. (1988). A Talk to Teachers. In Rick Simonson and Scott Walker (eds.), *The Gray Wolf Annual Five: Multi-cultural Literacy*. St. Paul, Minnesota: Gray Wolf Press.
2. French, Jennifer (2002). Idealism Meets Reality. In Darling-Hammond, L., French, J., & Garcia- Lopez, S.P. (eds.), *Learning to Teach for Social Justice*. New York: Teachers College Press.

**Thursday, 12/10. Final wrap-up.**

Writing Workshop: Final Portfolio. Complete evaluations.

<p style="text-align: center;"><b>The Final Portfolio is due outside the instructor's office on Friday, December 19 at 5 p.m.</b></p>
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