

**H520: EDUCATION AND SOCIAL ISSUES<sup>1</sup>**  
**Section 15909, Fall Semester 2006**  
**T 4:00-6:45, Room ED 1210**

Professor Heidi Ross

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**Office Hours:** T 11 am to 1 pm & by appointment

***Who dares to teach must never cease to learn. -- John Cotton Dana***

***I learned to make my mind large, as the universe is large, so that there is room for paradoxes. -- Maxine Hong Kingston***

***The status quo: Latin for all screwed up. -- Ronald Reagan***

**REQUIRED BOOKS AND MATERIALS**

**AMERICAN EDUCATION** 12<sup>th</sup> edition Joel Spring -- go to [http://highered.mcgraw-hill.com/sites/0073128589/information\\_center\\_view0/](http://highered.mcgraw-hill.com/sites/0073128589/information_center_view0/) to sign up for on line learning ctr

**EDUCATION AND SOCIAL CHANGE** (2004, 2<sup>nd</sup> edition) John L. Rury

**PRESCHOOL IN THREE CULTURES** (only one edition, 1991) Joseph Tobin, et al

**& CHOOSE ONE OF THE FOLLOWING:**

**UNEQUAL CHILDHOODS** 2003 by Annette Lareau

**DIVIDING CLASSES** 2003 by Ellen Brantlinger

*Other required readings are indicated in the syllabus and are accessible at the web addresses provided; additional readings will be placed on **E-Reserve** accessed at: <http://ereserves.indiana.edu/courseindex.asp> Password = orange*

**COURSE OBJECTIVES**

We will examine social issues through three disciplinary lenses that help explain the social contexts that shape U.S. educational policy and practice: history, sociology, and comparative education. Education and schooling have **historical** dimensions; they take place within the intellectual and cultural traditions that extend backward and forward in time. They have **social/political** dimensions; they are shaped by social forces and in turn have social consequences that extend well beyond the walls of the classroom; and they are influenced by the decisions of political authorities and shape the quality of political life (and democracy) in U.S. society. Finally, they have **global** dimensions: U.S. educational policies are increasingly influenced by economic and cultural globalization & what some scholars call a "world culture of schooling." *A key context examined throughout the semester will be social stratification in U.S. society and its impact on schools.*

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<sup>1</sup> \*This syllabus is available on our class website at Oncourse <http://original-oucourse.iu.edu>

## EVALUATION AND EXPECTATIONS

150 points	<b>Active class participation and attendance</b>
50 points	<b>Taking on one-time role of provocateur</b>
100 points	<b>Occasional homework/reading responses (25 pts each)</b>
100 points	<b>Essay on Purposes of Schooling 5 pages <i>due Sept 12</i></b>
200 points	<b>“Theorized” Essay on Why Students Succeed in School: Review of Case Study Book 8-10 pages <i>due Nov 7</i></b>
250 points	<b>Policy Brief (related to SIG) 10-12 pages Prospectus <i>due Oct 17</i>; final paper <i>due Dec 11</i></b>
<u>150 points</u>	<b>SIG Group Teaching Session – <i>November/December</i> Final Course Reflection 2 pages, ungraded <i>due December 5</i></b>
1,000 total points	

**Referencing Style** Use APA style for referencing your papers. For guidance go to: <http://mypage.iu.edu/~hawkinsb/APA.help.htm>

### ***Care in Thinking, Listening, Speaking, Writing***

As educational professionals we are required to write often and for a variety of purposes. Write clearly, thoughtfully, carefully—using APA style (see above). Please remember: plagiarism is a serious offense. Stealing others’ words or thoughts from the internet or from a book and representing those words or thoughts as your own is intellectually sloppy at best and intellectually dishonest at worst.

This course will be taught primarily as a seminar, and the completion of reading prior to class meetings is of paramount importance. Each participant is expected to come to class prepared, having read and reflected on the material assigned. I take a constructivist approach in the classroom, and I believe that our exploration of materials and our learning will happen dialogically, in community. Thus, active class participation is expected and evaluated accordingly. This means that you must enter into class discussions. Discussion is both your right and your responsibility. If you must miss class, please let me know. All members are encouraged to bring their personal and professional experiences to bear on class discussions. The sharing of diverse views is desired.

Adopt an attitude of critical inquiry and reflection, and develop a sense of curiosity about how schools work and why. As teachers and learners it is our responsibility to nurture and embody well-informed, thoughtful, democratic, global citizenship. One of the important questions for our class is what it means to take on that empowering identity and responsibility.

## **Weekly Class Schedule**

### ***Part I: The Multiple Goals of Public Schooling in U.S. Society***

**Week 1 August 29: Introduction to People and Class--*In understanding schools what knowledge matters? What contexts matter? What research matters? What practice matters?***

Preview class syllabus, goals, expectations & ***sign up to be “provocateur”***

### **Week 2 Sept. 5: A Sociologist’s View on Educational Goals and Opportunities**

Be ready to discuss Spring, Chapters 1 & 2

**2 page response due:** Answer with data to support Spring’s question on page 41: “To ensure equality of opportunity, the school must give everyone an equal chance to succeed. Is this possible given the multiple goals and structures shaping U.S. schools?”

Introduction to our two case study texts: *Dividing Class & Unequal Childhoods*

### **Week 3 Sept 12: A Comparativist’s View on Transnational and Multicultural Education and Power**

Be ready to discuss Spring, Chapters 4 & 5

***Essay #1 due***

### **SIGN UP FOR SIGS**

Session ONE: 4:15 to 5:15 with Faridah Padawan’s class

Speaker: Teaching English as a Modernizing Force (Ross)

Theoretical Perspective: Teacher Personal Practical Knowledge

Session TWO: 5:45-6:45 Diversity and Multicultural Education—Is it the answer for giving everyone an equal chance to succeed?

## **Part II: Social Issues through the Lens of History**

### **Week 4 Sept 19: A Historian's View on Education and Society: Where did the modern school come from, Part 1**

Be ready to discuss Rury, Chapters 1 and 2 & <http://www.nd.edu/~rbarger/www7/colonial.html> (look at sections on Education laws of 1642 and 1647; the Hornbook; the New England Primer, & essays on education in the Middle and Southern colonies) & Thomas Jefferson's "Bill for the More General Diffusion of Knowledge" <http://facweb.furman.edu/~svectmichael/ED11/library/jeffknow.html>

**2 page response due:** Focusing on Rury's analysis in Chapter 2, use 1 example from each of the websites above to explain what you understand to be the two most important goals driving the development of American education from the colonial to early Republican period.

Session ONE: 4:00 to 5:30 GUEST SPEAKER Professor Ed McClellan will examine for us the origins of the U.S. public school as an illustration of the interaction of education with broader social developments.

Session TWO: 5:45 to 6:45 Educational Goals and Contradictions from the Colonial to the Republican Period

#### **RECOMMENDED TALK OR MAKE-UP CLASS?**

*Should teacher salaries be raised? Should public schools in your community receive a failing grade? Are charter schools a good idea? Is there too much emphasis on testing in our nation's schools? What does the American public think about these and other questions relating to education?*

*The Indiana University Alpha chapter of Phi Delta Kappa (PDK) -- an international education honorary -- invites teachers, students, and interested community members to a presentation highlighting the "Results of the 38th Annual PDK/Gallup Poll of the Public's Attitudes Toward the Public Schools." This year's important findings, and policy implications, will be presented through a video and question/answer session involving Lowell C. Rose, PDK poll director and Dr. William J. Bushaw, PDK executive director.*

**Monday, September 18, 6:00 pm**  
**PDK Conference Center**  
**408 N. Union Street, Bloomington, IN**  
**FREE PIZZA!!!**

**RECOMMENDED TALK**

Wednesday, September 20:

Identity: Enrichment, Violence and Terror”

Rawles Hall 100, 7:30 pm

Nobel Prize-winner **Amartya Sen** will deliver a Patten Lecture. Sen, Harvard University, has written numerous books, translated into more than 30 languages, including *Development as Freedom* (1999), and *Violence, The Illusion of Destiny* (2006). He has had a profound impact on international education, returning in his writing to the theme that even impoverished societies can improve the well begin of their least advantaged members. His research has ranged over economics, philosophy, moral and political philosophy, and the economics of peace and war.

**RECOMMENDED TALK**

Friday September 22 School of Education

Textbooks: Who decides what textbooks will be used in Indiana classrooms? How do experienced teachers use their textbooks effectively ? These are just two of the topics that will be addressed by a panel of award-winning Armstrong Indiana teachers on Friday, September 22.

Come join elementary and secondary teachers from 10:30 -12:00 for a discussion on <sup>3</sup>Transitioning from the Textbook to Your Classroom Curriculum<sup>2</sup>.

**Week 5: Sept 26 Heidi will be out of town**

Meet with SIG groups &

**Take a quick tour of the classroom display on the second floor of the Monroe County Historical Center** on 6<sup>th</sup> and Washington. Enter off Washington Street

see <http://www.epodunk.com/cgi-bin/geninfo.php?locIndex=59669>

***Prepare for next week 1-2 page response:***

- 1 Notice the sign outside the Center on 6<sup>th</sup> Street about the so-called “Colored School.” When was schooling in Bloomington desegregated?
- 2 Focus on two objects/artifacts at the museum. Describe them and their significance. Why did you choose these objects as representative of 19<sup>th</sup> century American schooling? How do these objects compare to those from the Colonial period?
- 3 Look at the McGuffey readers on display. Describe one notable content item.
- 4 After this visit to the museum & reading Rury’s Chapter 3 how would you characterize the purpose of schools in the second half of the 19<sup>th</sup> century in Indiana?

**Week 6: Oct 3 Where did the modern school come from, Part 2: from “Common Schools” to the Essentialist-Progressive Debate**

Be prepared to discuss Rury, Chapters 3 & 5; for a summary of Horace Mann, see Spring, Chapter 2, pp. 24-26 &

<http://www.pbs.org/kcet/publicschool/innovators/mann.html>

Be prepared to discuss John Dewey by reading his “Pedagogic Creed” at

<http://www.rigeib.com/biography/credo/dewey.html>

On essentialism read Spring, pp 241-242 and also see the report on E.D. Hirsh at

<http://www.pbs.org/kcet/publicschool/innovators/hirsch.html>

For a sneak peek at video to **be viewed in class** *School: Episode 1, “The CommonSchool, 1770-1890:”*

[http://www.pbs.org/kcet/publicschool/about\\_the\\_series/program\\_clip.html](http://www.pbs.org/kcet/publicschool/about_the_series/program_clip.html)

Familiarize yourself with the photograph and classroom “artifacts” section of webs

[http://www.pbs.org/kcet/publicschool/photo\\_gallery/index.html](http://www.pbs.org/kcet/publicschool/photo_gallery/index.html)

[http://www.pbs.org/kcet/publicschool/evolving\\_classroom/index.html](http://www.pbs.org/kcet/publicschool/evolving_classroom/index.html)

**2 page response (see week 5 description) due**

Session ONE: **FILM** In the aftermath of the Revolution, a newly independent America came face-to-face with one of its most daunting challenges: how to build a united nation out of 13 colonies with little in common. Many citizens believed that education held the key. This episode profiles the passionate crusade launched by Thomas Jefferson, Horace Mann and others to create a common system of tax- supported schools that would mix people of different backgrounds and reinforce the bonds that tie Americans together.

Session TWO: Dewey and the Essentialists

**Week 7 Oct 10: Where did the modern school come from, Part 3: How Does Race Matter in Schools?: The Great Debate and 1954: Two Case studies on Race**  
***“I was taught to see racism only in individual acts of meanness, not in invisible systems conferring dominance on my group.”***

Be prepared to discuss Spring Chapter 3; Rury, pp 113-125; Peggy McIntosh’s “White Privilege: Unpacking the Invisible Knapsack” at

<http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html> (*print this out and bring to class!*)

& Booker T. Washington, The Atlanta Exposition Address in *Up From Slavery*, 1901; <http://www.bartleby.com/1004/14.html> also for a summary of Washington see

<http://www.pbs.org/kcet/publicschool/innovators/washington.html>

& WEB DuBois, “The Talented Tenth”

<http://teachingamericanhistory.org/library/index.asp?document=174>

Recommended: Gary Orfield, “Schools More Separate: Consequences of a Decade of Resegregation” The Civil Rights Project, Harvard University, July 2001 at

[http://www.civilrightsproject.harvard.edu/research/deseg/separate\\_schools01.php](http://www.civilrightsproject.harvard.edu/research/deseg/separate_schools01.php)

Session ONE: The Great Debate

Session TWO: **Eyes on the Prize** (film) to White Privilege

**Part III: A Comparative Interlude: Let’s not forget the Relationship between the Local and the Global**

**Week 8 Oct 17: Preschool in Three Cultures**

Tobin, et al Chapter One, Two, and Three

Recommended reading: Robert Arnove on Comparative Education on **E-reserve Policy Brief Prospectus due**

**Week 9 Oct 24: Preschools, continued**

Tobin, et al, continued Chapter 4 and 5

**2 page response due: What do we learn when we compare?**

***Part IV: The Human Capital Revolution, Social Class, and Social Issues in Education Today***

**Week 10 Oct 31: Another Sociologist looks at Education and Equality of Opportunity: Guest Speaker—Bob Arnove**

Reading to be announced

Session ONE: Professor Arnove on Sociology and Social Class

Session TWO: Reflections across the semester to date: What are we understanding about the Social Contexts of Education?

**Week 11 Nov 7: Critically Analyzing Theories of Educational “Success” and “Failure” in Two Case Studies: through whose eyes do we judge success?**

Learning to teach for social justice is a lifelong undertaking. It involves coming to understand oneself in relation to others; examining how society constructs privilege and inequality and how this affects one’s own opportunities as well as those of different people; exploring the experiences of others and appreciating how those inform their worldviews, perspectives and opportunities; and evaluating how schools and classrooms operate and can be structured to value diverse human experiences and to enable learning for all students. – Linda Darling-Hammond

**Theorized Essay on Case Study Book Due**

**Week 12 Nov 14: A Comparativist Considers Schools, Social Class, and Reform in China**

Heidi shares research as SIG presentations are prepared; reading TBA

**Week 13 Nov 21: A Spotlight on Teachers, Teaching, Testing**

***DO YOU WANT TO MOVE THIS CLASS TO DEC 12?  
HAPPY THANKSGIVING***

SIG Presentation one: **Training America’s Teachers and Teacher Professionalism: What is a quality teacher and how do we train them?**

Be prepared to discuss Spring Chapter 8; SIG readings TBA

SIG Presentation two: **NCLB and the Purposes of Schooling: Testing, assessment, accountability, and the teacher**

Be prepared to discuss Spring chapters 7 and 8; SIG readings TBA

**Week 14 Nov 28: SIGS The Courts, Religion and the Schools—what are the boundaries between public and private morality and beliefs**

SIG Presentation three: **The Courts and the Schools: How do the courts (and the interest groups who use them) shape, control, and reform public schools?**

Be prepared to discuss Spring chapter 10 & A. Newcomb, (June 16, 1998) ACLU, "The Establishment Clause and Public Schools (An ACLU Legal Bulletin)

<http://www.aclu.org/ReligiousLiberty/ReligiousLiberty.cfm?ID=9881&c=29>

SIG readings TBA

SIG Presentation four: **Charter Schools, Choice, Education as a Commodity: Expanding access or privatizing education?**

Be prepared to discuss Spring Chapter 6; SIG readings TBA

**Week 15 Dec 5: The Gendered (High) School:**

SIG Presentation five: **Reforming the Troubled High School: Who graduates, why, to what end?** Be prepared to discuss contents of Bill and Melinda Gates foundation at

<http://www.gatesfoundation.org/Education & Rury pp. 84-93> &Chapter 6

& SIG readings TBA

**See**

<http://www.epinet.org/subjectpages/edu.cfm?CFID=3669359&CFTOKEN=61541120>

SIG Presentation Six: **Gendered Schooling and Education: Are boys really "at risk?"** Be prepared to discuss Spring, Chapter 3; Weaver-Hightower, "The Boy Turn...."

E-reserve & SIG readings TBA

***Written course reflection due***

**Week 16 Dec 11<sup>th</sup>: Final Policy Brief due 2 pm**

## Education H520 Reflective Essay on the Purpose of Schooling in Historical Perspective

Your first 5 page essay (100 pts) is **due on Tuesday Sept 12**. This essay is meant to be a critical reflection on **the purpose of American education**. You will be developing **your own statement on the purposes of American education** that I hope will be of benefit to your professional development. But for the immediate purposes of our class, you must write in a way that evidences critical engagement with our readings.

In your essay you must include reference to and evaluation of Joel Spring's Chapters One and Two of *American Education*. Your purpose is not to summarize. It is to build an intelligent argument about the purposes of schooling. You will need some kind of **thesis** to do this.

To begin **developing a thesis**, start with Spring's analysis of the economic, political and social purposes of education. Go back to Chapter One and re-read the section beginning with the public benefits of schools. Review some of Spring's more important questions:

Do you think there are public benefits that should override the objections of parents and other citizens regarding the teaching of particular subjects, attitudes, or values?

Should elected representatives determine subject matter, attitudes, values taught in schools?

What should teachers do if they are asked to teach values that are in conflict with their own personal values?

Next, consider **which of Spring's three purposes of schooling—economic, social or political—is, in your view, most important**. To decide, review some of his questions:

### **Economic Purposes of Schooling:**

Should schools emphasize a broad liberal education or preparation for a career?

Should governments invest in schools if there are few economic rewards?

Should the primary goal of education be human capital development?

### **Social Purposes of Schooling:**

What are the legitimate areas of social concern for public schools? Should public schools attempt to solve social problems....?"

What government agency, organization, or group of individuals should decide the moral values to be taught in public schools?

### **Political Purposes of Schooling:**

Should there be a consensus of political values in the United States and should public schools develop that consensus?

Who/what govt. agency should determine the political values taught in public schools?

Now, **choose ONE** of these three purposes to write about. This decision will help you form a specific thesis. Justify in the introduction of your essay why you think this purpose of schooling is the most important to write about.

You certainly may use the word "I" in this essay. Another word of advice: do not write the essay as if your audience is me or another member of the class. Think of your

audience as someone who has thought about schooling but has not necessarily read the material you are considering. A fellow colleague, for example. Also, make certain that there are no spelling errors in your paper. Use your grammar and spelling check.

Your essay will be evaluated in terms of how persuasively you organize your conclusions about the purpose of schooling around a clear thesis and how convincingly you use relevant arguments and "data" from the reading materials to support your thesis. Your essay's **title should reflect your specific thesis.**