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 12th edition Joel Spring -- go to http://highered.mcgraw-hill.com/sites/0073128589/information_center_view0/ to sign up for on line learning ctr


& 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.

---

1 *This syllabus is available on our class website at Oncourse http://original-oncourse.iu.edu
EVALUATION AND EXPECTATIONS

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

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?
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/~svecmichael/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!!!
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 being of their least advantaged members. His research has ranged over economics, philosophy, moral and political philosophy, and the economics of peace and war.

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 “Transitioning from the Textbook to Your Classroom Curriculum.”

**RECOMMENDED TALK**
**Wednesday, September 20:**
Identity: Enrichment, Violence and Terror”
Rawles Hall 100, 7:30 pm

**RECOMMENDED TALK**
Friday September 22 School of Education

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 6th and Washington. Enter off Washington Street see [http://www.epodunk.com/cgi-bin/geninfo.php?locIndex=59669](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 6th 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 19th 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 19th 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.rjgeib.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


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!)


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 Arno 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?


Week 10 Oct 31: Another Sociologist looks at Education and Equality of Opportunity: Guest Speaker—Bob Arno
Reading to be announced
Session ONE: Professor Arno 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?**

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 11th:** 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.