School and Society:
Educational Policy Studies 300
University of Wisconsin-Madison
Fall 2021 Credits: 3

Instructor: [redacted], pronouns: she/her/hers

Course Meeting Time and Classroom: Mon 8:30-11:30 am
3355 Engineering Building

Email: [redacted]
When emailing me about this course, please include EPS300 in the title of the email. If you contact me via email, I will do my best to respond within 48 hours during the week.

Office Hours: 12-2 pm Wednesdays or by appointment on Zoom

Office: 235 Education Building

Professor of Record: Prof. Lesley Bartlett

Course Designation Liberal Arts and Science credit in L&S Advanced, Sophomore Standing req. MC-EA/ESL

Course Overview:

This course focuses on schooling in the USA. It takes as a basic premise that the relationship between schooling and society has never been unidirectional; that is, it is neither the case that society has only shaped schools nor that schools have only influenced society. Instead, both schooling and society are mutually reinforcing and potentially transformative. Likewise, the relations between school and society, since the initiation of the common schools and the expansion to provide schooling for the masses, have been politically charged and economically vexed—though more or less so depending on the era, the place and the participants.

The course takes as a second premise that diversity has been a crucial ingredient of US society since the founding of the nation and before. As such, diversity is centrally important to investigate towards the aim of understanding US schooling—specifically those for whom it has 'worked' and those for whom it continues not to. The course will ask how schools have changed in relation to the demands of diverse student bodies and the diverse bodies of students. How have those changes in turn effected changes societally?

Third, this course takes as a given that enduring tensions are endemic to schooling and society in any liberal democracy. As an example, the tension between building a cohesive national identity vs. honoring particular group identities may always punctuate schooling in a diverse society, especially so in one that values pluralism. This tension is sometimes distilled as the tension between unity and diversity. As another example, the tension between the emancipatory discourse of schooling and the structures of a hypercapitalist economic system may always conflict. It is in the analysis of such tensions—the raising of questions about them—that we are able to choose our positions and actions wisely; at least that is my hope as your instructor in this course.

Following from these premises, this course is organized around a few clusters of key questions:

1. What are the purposes of schooling, and for whom?
We will investigate what the purposes were at the time that common schools began, how these purposes have changed over time, and how the purposes of schooling are being defined currently. How do different purposes connect or conflict? How are purposes common or differentiated across youth in American society? We will consider the reasons for and consequences of Americans' expectations of schooling.

2. How is schooling in the US organized and with what outcomes for different groups?
This set of questions asks essentially how schools work, and for whom. In other words, how are schools structured and who is privileged by which structures? Put differently, how do particular organizational structures favor particular outcomes for particular groups of students? In this section of the course we examine the structures that shape schools—financially and governmentally, in terms of curricula and pedagogically. By focusing on different dimensions of school structure and how they orchestrate experience—and how aspects of diversity in turn reshape school structures-- we will seek to understand how schools address or suppress difference, which differences and when.

3. How might schooling be reshaped?
Having considered the dynamics of educational opportunity as teachers and students interact around particular content, in this section of the course we will seek out change, asking what can be changed in the ideology of schooling, the structures of society or the combination, in order to change the lived experiences of students and the shape of our world.

Course Learning Outcomes

As you might expect, given the organization, at the end of this course, you will have:

Learned new vocabulary related to school organization, purposes and reform
Be able to articulate common practices that shape school experiences
Think critically about U.S. schooling and its differential outcomes
In addition, you should have some insight into the experience of schooling for students from different identity groups, and ideally,
Have formed your own opinions about how to reform the system of American education

The course also contributes to meeting the following Teacher Certification Standards

Teacher Education Standard #2:
"Teachers understand how local, state, national, and global social, and political **contexts differently affect schooling and its outcomes for students**."

Teacher Education Standard #5:
Teachers can articulate and defend their curricular and instructional choices with sound ethical and pedagogical justifications.

Teacher Education Standard #13:
" Teachers are **reflective practitioners** who evaluate the effects of their assumptions, choices, and actions on others (students, parents, and other professional in the learning community) and who

actively seek out opportunities to grow professionally. They **examine assumptions** enmeshed in ways of thinking in familial, institutional and cultural lore and practices."

3-credit course language. The three credits this class carries correspond with the *UW-Madison Credit Hour Policy.* This course meets for a three-hour session per week for all students enrolled for credit. As such, it carries the expectation that you will spend an average of 2 hours outside of class for each credit hour on additional work. In other words, besides class time, plan to allot an average of 6-8 hours per week for reading, writing, preparing for discussions, and/or engaging in group work for this class.

Resources for success

My goal is for all students to be in position to succeed in this course. Many factors outside of the classroom may affect a person's ability to learn and participate effectively. What follows is a partial list of resources—both academic and non-academic—available to UW students which may be useful to you at some point this semester; I encourage you to take advantage of them as needed, and to let me know about any concerns you have that I may be able to help you with. Please please please don't be shy about reaching out to me, to your TA, to any of us under any circumstances. We will do our utmost to help you, to help you find resources you need, to change the course to work better for you, or just because. We are here to help you learn and to help you grow and to help however we can. A few other resources that are available to you are listed below:

- University Health Services: https://www.uhs.wisc.edu/
- Mental Health: https://www.uhs.wisc.edu/mental-health/
- 24 Hour Crisis Line: (608)265-5600, option 9
- The Open Seat (student food pantry): https://www.asm.wisc.edu/theopenseat/
- McBurney Disability Resource Center: https://mcburney.wisc.edu/
- Multicultural Student Center: https://msc.wisc.edu/
- LGBTQI Campus Center: https://lgbt.wisc.edu/
- Veteran Services and Military Assistance Center: https://veterans.wisc.edu/
- The Writing Center: https://writing.wisc.edu/

Regarding Covid:

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. To promote collective health and welfare of our campus and surrounding community, I ask that you do everything in your power to prevent the spread of virus. If you would like information about campus health and safety guidelines, please see: https://covidresponse.wisc.edu

Please note that masks are required of all students in our class at all times, and that they must be worn appropriately, covering both nose and mouth.

Diversity and Accessibility

In agreement with our university, I believe as an educator that "diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect

the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals."

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. As a faculty member, I will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: McBurney Disability Resource Center)

Please let me know if you need any accommodation in any aspect of the course in order to fully participate. I will do my utmost to make sure that the content, the pedagogy, the assessments and participation structures are accessible to you. I will do so while safeguarding your privacy, and I am always looking to improve my professional practice as educator by learning how to accommodate your needs.

Academic Integrity

The University of Wisconsin Colleges handbook on academic misconduct states that "academic integrity means that any work handed in is solely the work of the student whose name is on it and that it truthfully represents work done." This is the standard to which students in this course will be held.

Plagiarism in particular will not be tolerated and will result in disciplinary action. If you are at all unsure about the appropriate ways to cite, paraphrase, or otherwise use another person's work to inform your own, please contact the Writing Center. *All of your written work will be checked for plagiarism.*

Usage of Class Materials Statement:

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed legally.

Instructional Mode and Expectations

This course meets in-person. In line with UW-Madison's standing policy definition of in-person

instruction, up to 25% of our meetings may be on-line; that policy can be found here, (https://policy.wisc.edu/library/UW-1076). If we need to meet on-line, we will send out an announcement ahead of time. When this is necessary or useful, we will be using Zoom, and the Zoom links will be available on the Canvas site for this course. Please note that if you need to quarantine or are unable to attend class in-person—we will provide you with alternative ways to meet the expectations for classes you have to miss.

Course Assignments:

Short Writings and Quizzes:

On various days (listed in the session-by-session chart below), you'll be asked to write short writings in response to prompts. As an example, you might be asked to reflect on how an issue we're discussing in class is reflected in your personal experience, how you think about the assigned readings, or a question you would like to discuss. Please have these turned in *before the class for which they are assigned*— via Canvas. These short writings range in size and structure. Some days, the short writings will take the form of in-class exit slips. Feel free to use the Reading Response format provided on Canvas instead.

Class Facilitation and Reflection (Teaching and Learning)

Each person will be expected to *lead part of a class session*, as part of a pair or small group, once during the semester. This ensures that once during the semester, the course will be taught exactly the way you would like it to be….

You should plan for about 30 minutes of discussion or activity (or both) around an assigned reading. You can do other readings as you see fit to expand your knowledge or expertise around the assigned reading, but you don't need to. Regardless of whether you are leading a discussion or have designed an activity, the basic elements of <u>your plan need to be written out and handed-in</u>, including:

1. Facilitation guide: Title, learning objectives (what you hope your classmates know or are able to do as a result of what you lead them in), discussion questions, outline for activity.
2. Overview of the Source: plan for why you have chosen to do what you are planning. And a plan for how you will get feedback from your peers on the discussion/activity.
3. Provisional timestamps for the discussion/activity (how much time you think each part will take).
4. Optional: Connecting your topic to a current US or global issue / policy (what is this issue, how is it related, what should we know, etc.) and potential (proposed) solutions for said issue/policy.

This can be a time stamp you put next to different sections of your facilitation guide or a separate document. Plan for 30 minutes total, including time for including the hook at the beginning and gathering of feedback at the end. You may find, however, that a particular question or passage sparks more discussion than what you planned and another does not take off. Don't stifle the learning. The purpose of the timeline is to help you and the class stay focused. We understand that things may deviate from what you imagined happening. In general things take longer so plan accordingly.

5. A 300-500 words reflection on your experience leading the discussion/activity, to be turned in on Canvas by the end of the day after your Discussion.

Your reflection should describe what went well (and include highlights of the praise that your colleagues shared with you at the end) and what didn't go as well as you'd hoped (including thoughtful feedback from your colleagues). If there were discussion questions that worked well, tell us about your successes. If there were sections of your activity that didn't go so well, say why. Were they the questions? Were you flummoxed by personality clashes? Something else? Submit your reflection, via Canvas, with a day after your discussion, lest you forget all of the terrific aspects of your experience.

Please feel to be as creative as you want about your opportunity to facilitate discussion. Feel free to do an activity, bring in media, connect to current events, teach a min-lesson or whatever else moves you. If you are doing an alternative activity, please be sure to discuss with me prior.

Critical educational autobiography

Your final assignment will be to write a 6-8 page analytic, reflective essay examining course themes in relation to your own educational experiences. Some questions you might want to consider are: what messages did you get about the purposes of schooling? What knowledge "counted," and why? Was your schooling congruent with your culture? Language? Religion? Class? How and why, or why not? What reforms did you see put into place? How did the logic of the reform compare to your experience of it? How will your identities impact your teaching? You will be expected to reference <u>at least four</u> course readings and discussions as appropriate. Three smaller assignments will lead up to the final paper.

1. *Educational autobiography – wide scape (Sept 27th)*

For your first part of this assignment, write at least two (2) pages (double spaced) of <u>notes</u> on your educational experience. This is meant to give you an opportunity to remember and reflect on your own schooling before we get into the semester. You <u>do not</u> need to bring in any course readings or analyze your experiences. Using bullet points is acceptable! Since your next draft may go in a wildly different direction based on your thinking as you encounter issues through our readings and discussions, I do not want you to put too much energy into these notes.

Possible topics you might discuss include where you were educated, what type of schools you attended, physical or emotional memories of schooling, experiences with teachers or classmates, what connections your family might have had to the school. What were experiences that made you felt you belonged in school, what were experiences that made you felt an outsider in school. You might consider writing it as a letter to your younger self or even your future self. What do you wish you knew about yourself or schooling before you entered it?

2. *Educational autobiography – focused event/issue (Oct 4th)*

For this next assignment, you will write a 500 word narrative essay about a formative moment in your own education. It is quite impossible to capture your nearly two dozen years of schooling in one 500-word essay, so think about the experiences or moments that were most critical to your own development or your own interest in education. Before you start writing, I encourage you to consider the following questions:

- What did your schooling teach you about the world? How? Why?
- When you were in school, what did you see as the point of school? Did this differ from what you were told by parents, teachers or community members?
- Was your experience in schools "good"? How do you know?
- When did you feel you "belonged" in school? When did you feel an "outsider" in school? ● What was taught-implicitly or explicitly-about others unlike you? How?

You do not need to bring in any course readings for this assignment but you are welcome to if you want. However, you should have a specific focus, such as a particular event or issue that reflects your interest in education. Use that event or issue as a point to reflect about what you understood about schooling, schools or society.

2. *Peer review (Nov 29th)*

In pairs during class time, we will workshop these essays. Before class, you will be asked to read another classmates' essay and carefully review it with an eye towards their main argument, the evidence they use, and their writing. You will provide in-text comments and also offer suggestions using a review form. We will discuss this in more detail in class.

3. *For your final version of this essay, you will craft your critical educational autobiography (Dec 13th).*

This assignment builds upon and extends the first personal educational autobiography you completed in Week Three and Four, and your discussion in Week Eleven. The difference is that for the critical autobiography, you will contextualize your narrative within the contexts of course readings. You can certainly draw upon the experiences from the first autobiography, but note that it should be written in such a way that demonstrates your ability to connect your experiences to course readings. The power of a critical educational autobiography lies in the ability to make links to more universal human experience through story. However, it does not simply tell a story, but rather, the writer shows the reader how a personal experience can be linked to larger themes, issues, and theories. The great thing about an education biography is that there is no right or wrong answers; the difficult thing is that you have to convey to the reader that your interpretation of experience is connected to larger issues.

The development of the educational autobiography has several distinct parts. It starts with a key event or experience, next is a two-part analysis, which links that experience to a broader pattern within a theme or set of issues and lastly, the analysis draws in other sources you have been reading in the course.

- Key Event: So, what is a key event or experience? This is the "center of gravity" of the piece. Your narrative is organized around a key event that crystallizes the experience that you as the writer are trying to communicate. Such a key event illustrates the writer's most important ideas. It "shows" rather than "tells" these ideas. As such, the key event needs to be vivid to the reader; this part uses specific details and precise language (i.e. do not identify something as interesting…but rather provide concise details which show what is interesting)
- Analysis: Part 1: The first part of the analysis looks for patterns in what the event means to you, the writer, and, specifically, it shows how a personal experience connects to a larger social issue. For example, you might want to explore how representative your experience was within your own social group; or you might want to think of your experience in terms of larger categories such as gender, class, or race dynamics, social control, curriculum vs. authentic learning, boredom as a form of student resistance, sports and identity, friendship, etc. The key is to make visible the patterns of your experience to larger issues in society.
- Analysis: Part 2: The second part of the analysis connects your personal experience to course material. In academic writing it is important to make links to the ideas of others to support your own perspective. Once you have generated a key event narrative and you have identified links to larger social contexts, you need to integrate similar connections/or disconnections to course readings. In academic writing, we often assume that we are writing to other people who are writing in the same subject area that we are studying. In this case, your academic context is critical educational theory and social foundations of education.

Thus, you can expect the reader (faculty) to be thoughtful about issues of education, but you should not assume that the reader will see the connections in the same way that you do. So, make the connections visible.

- Conclusion: In the last section, you will summarize your paper. That means, you will "refresh" the reader's memory by highlighting the important events of your narrative in order to link them suggestively with significant implications in education. However, when you wrap it up don't add any new big ideas, for instance, that your story provides a solution for world peace or discovers an end to racism or bullying in gym class….

Prompts to guide your thinking as you work to prepare your narrative:
Does the key event provide a center for the narrative? Is the event compelling, thought-provoking, meaningful, and concise?

- Does the narrative make visible the links between personal experience, social, cultural, and political issues related to education?
- Does the narrative explain, examine, and explore connections with course materials?
- Is the key event a sufficiently complex area of experience in which to analyze?
- Does your narrative use the readings to develop a critical stance on the issues?
- Does your narrative include issues that have been explored in class? Does it raise new issues?

Current Events Review Paper (Oct 29th)

The current events review is an opportunity to apply what we have learned in class to think about current issues. You will pick an article related to youth and/or education and write a short (3-4 page) critical response to the article in which you consider the event/issue discussed, the author's assumptions, and how this article reflects, questions, or reaffirms what we have learned. You must cite at least 3 course readings. Although your paper will likely include a brief summary of each article, and may draw upon class discussions, other readings, current events or your own experiences, the main focus should be putting the readings in conversation with each other to develop your point.

You may want to consider: "How does scholarly research expand or speak back to reporting on education in print media?" Please take a current news article and analyze both the issue being reported on, and the reporting itself, using scholarly research. The idea is to address current educational issues while also analyzing how various news outlets present those issues.
Some examples of news sources you could draw from include The New York Times, Wisconsin State Journal, Chronicle of Higher Education, Badger Herald, etc. You may use print or digital sources, including blogs, although the blogs need to be of sufficient quality (i.e., not your cousin's ramblings). Please include a copy of the article with your submission.
All submissions should be at least three (3) pages, double-spaced, with one-inch margins. Please use APA conventions for citing research.

Evaluation (Overview of Course Responsibilities)

Your final letter grade for this course will be determined by totaling the points earned on all graded assignments.

ASSIGNED WORK	POINTS
Short reflective writing and discussion posts on readings	20
Critical Educational Autobiography (both drafts and feedback)	30
Class Facilitation and Reflection	20
Current Events Review Paper	10
Attendance and Quality of Participation	20
Total Points	**100**

Scale: A: 90 - 100%, AB: 87 - 89%, B: 80 - 86%, BC: 77 - 79%, C: 70 - 76%, D: 60 - 69%, F: 0 - 59%.

Overview of Course Responsibilities and Due Dates

ASSIGNED WORK	POINTS	DUE DATE
Short reflective writing and discussion posts on readings	20	
Critical Educational Autobiography (both drafts)	30	Sept 27, **Oct 4,** Nov 29, **Dec 13**
Class Facilitation and Reflection	20	TBD (Schedule determined in class on Sept. 13)
Current Events Review Paper	10	Oct 25
Attendance and Quality of Participation	20	Ongoing
Total Points	**100**	

In this course we will work to develop multiple levels of learning which include both the individual and the social. For this reason, participation in course activities is critical. As you can see from the chart above, a very substantial part of your grade for the course, is based on coming to class (either in person or with your partner's help) and engaging deeply (and constructively) with the material and your classmates. You will be assessed for participation along a continuum that ranges from presence to pedagogical contribution. Below is an example of a rubric that will be used to assess your participation:

Rating Description

1	Attends class on a regular basis. Is a respectful class participant.
2	Is present and prepared for each class. Evidences preparation through input into small group activities that show grasp of authors' ideas. Develops & implements a class activity.
3	Is present & prepared for each class, showing competence through contributions to class discussions and through participation in discussion and group activities. Develops and implements a class activity that engages classmates in relevant ideas.
4	Is not only present and prepared for class and shows understanding of readings but helps others understand as well through contributions to discussions and through well designed class activity. Contributions are well timed, scholarly, and relevant.

If you are wondering about how to participate in this class (or really any class), I like the guidelines below:

1- BE PRESENT

Our time together is very important, so when you are in class, I want you to be both mentally and physically present by being attentive and engaged. If we have to meet on-line, I would love it if your camera was on during class time, as it is a gift to see each other, but we also understand if you need it off for any reason. **Cell phones should *out of range, though,* so that you can be completely focused on what's happening in class**. I know you may be tempted to text your friends or watch a video while in our class, but please don't if you can help it. Please be in our class, as we all gain from your being there. Being present also has to do with being in class *for every class session*. We trust you not to miss class unless absolutely necessary. That said, we are living through a global pandemic, and we will always respect and honor what you need to do to keep yourself or your community safe.

2- BE PROACTIVE

Some of the activities in this class require independence, which can be challenging for students who are accustomed to having very clear procedures and directions. You may have to take risks. I want to encourage you to take some risks in your learning this semester, though. You may not have every question answered fully before you embark on a project or assignment - and that's on purpose. Just like what will be expected of you later in life, you need to be proactive and take responsibility for your learning. If, for example, you need to miss class, please reach out and communicate with me in a timely manner. I am very willing to work with you when you come across challenges and want nothing more than to help. **I want you to be successful and believe that you already are if you are in this class.**

3- BE THOUGHTFUL

We will be constructively critiquing each other's work and pushing each other to think hard in ways that may be new. This is done in the spirit of intellectual inquiry and demands that we are all willing to engage in tough questions with each other as a compassionate community. **Agreement is not required, but mutual respect and consideration are.** We will use the norms for "courageous conversations" as the basis for our classroom discussions: 1) stay engaged, 2) speak your truth, 3) experience discomfort, 4) expect and

accept a lack of closure, and 5) listen for understanding. Hopefully, you will be pushed to examine various challenging issues, so try to remain open and flexible in your thinking.

4- BE COLLABORATIVE

We are a community of learners who are here to support and challenge each other. Each of us has the responsibility to be an engaged, reliable, and respectful group member who adds something to the class. **While some of us may be more reserved than others (and that can be a gift!), it's important to be verbally engaged in discussions.** Volunteer your thoughts and questions, actively listen for understanding, and respond to each other's ideas and questions. Put yourself out there! It's ok to make mistakes. That's what we humans do. You'll be working in groups throughout the semester. It's important that each person contribute to the work being done so that the end product is reflective of everyone's participation and creativity. Aim to engage in professional, academic conversations and find productive ways to work together even (or *especially*) when there is conflict.

5- BE PROUD OF YOUR WORK

Nothing we do in this class is designed as busy work—even if it may keep you busy**.** Plan ahead to be sure your readings and assignments are completed on time and that you're ready to share your thoughts during class. All assignments should be turned in by the due date in the correct location on Canvas. Also, correct grammar and sentence mechanics are expected. Proofread your work!

Date	Readings (subject to change over the semester) **Requirements (due for the day listed)**
Sept 13 (Week 1)	**Introductions and Course Overview** **(This is the only day for which you'll read during the class meeting)**
How might we think about U.S. society? And who are we in this room? Where are we starting out?	- Reese, W.J. (2007). Public schools and the common good. In *History, education, and the schools* (pp. 141-158). New York, NY: Palgrave MacMillan. - 7 things public schools do besides teach kids academic basics, https://theconversation.com/7-things-public-schools-dobesides-teach-kids-academic-basics-134622
Sept 20 (Week 2)	**Purpose of US Public Education and for whom:** **The Origins**
Are schools in the U.S. history designed to be the great social equalizer? Should schools prepare students to become future workers? Or, should schools transform society?	**Read:** 1. Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal* 34(1), 39-81. 2. Dewey (1899). The school and social progress. From School and Society. NY: Free Press. **View the following:** 3. Episode I, "The Common School, 1770-1890," in "School: The Story of American Public Education." https://www.youtube.com/watch?v=fPc7RnGOho0&list=PLkFzyKKHmsFeNFAxU_g_Lc1yzAdhjeJz_&index=1 **Recommended but not required:** • Episode II, "The Common School, 1770-1890," in "School: The Story of American Public Education." CONT. https://www.youtube.com/watch?v=LinNGjVvXmQ&list=PL00795BC38B4368D4&index=2 As you read, keep a list of terms that are new to you in this article, as we'll return to them later in the semester. Keep a list, too, of questions this article raises for you.
Sept 27 (Week 3)	**Purpose of Schooling:** **Pluralism and Conservative vision**
If pluralism is the goal, what does schooling look like? What kinds of curriculum do conservatives	**Read:** 1. Greene, M. (1993). The passions of pluralism: Multiculturalism and the expanding community. *Educational Researcher,* 22(1), 13-18. 2. Baker, A. (2013). Culture warrior, gaining ground: E.D. Hirsch sees his education theories taking hold. *New York Times.* 3. Hirsch, E.D. (2010). Beyond comprehension. *American Educator.* 4. Dias, I. (2021). "The moral panic over Critical Race Theory is coming for a North Carolina teacher of the year" available at:

embrace and why?	https://www.motherjones.com/politics/2021/07/the-moral-panic-over-critical-race-theory-is-coming-for-a-north-carolina-teacher-of-the-year/?fbclid=IwAR1clrmVhzxGaOnSeABGqmKXmIoNTJEAhA_heXWwvD0AnhAJblc3viLEVl0 **Recommended but not required:** • View James Banks' lecture (from the other UW) at: **https://www.youtube.com/watch?v=1mEw8M85PY8** ***Educational autobiography draft due***
Oct 4 (Week 4)	**Purposes of schooling:** **Emancipatory worldview and Democratic Education. Wrapping up**
What are the politics of schooling for emancipation? Are schools meant to foster a shared sense of democratic principles?	**Read:** 1. Freire, P. (1972). *Pedagogy of the Oppressed*. NY: Herder and Herder. Chapter 2 **only**. 2. Apple and Beane (2007). *Democratic schools.* **Chapter 1** only. 3. Wright and Rogers, (2011). Chapter 16, "Democracy: How It Works" in *American Society: How It Really Works*. p. 337-352. 4. Schneider, J. (2018). The problem with generalizing about 'America's schools,' *The Atlantic*. Available at: https://www.theatlantic.com/education/archive/2018/07/americ as-schools/564413/ **Recommended but not required:** • Hess, D.E. & McAvoy, P. (2015). Introduction to the political classroom. From *The Political Classroom: Evidence and Ethics in Democratic Education.* NewYork: Routledge. 1-16. ***Educational autobiography draft due (part 1)***
Oct 11 (Week 5)	**Structures of Schooling:** **Segregation: A long history of racial inequality**
How do certain educational inequalities persist? Why? How should we consider common categories of difference within schools?	**Read:** 1. Alexander (2011) The new Jim Crow: Mass incarceration in the age of colorblindness 2. Lewis, A. E., & Diamond, J. B. (2015). *Despite their best intentions: How racial inequality thrives in good schools.* New York, NY: Oxford University Press. **Chapter 5:** Opportunity Hoarding: Creating and Maintaining Racial Advantage. Pp. 119-164. 3. Percy, I. (2014). 5 myths about Brown V. Board of Education 4. Goldstein, D. (2016) One reason school segregation persists. *Slate.* Available at: http://www.slate.com/articles/life/education/2016/07/when_white_parents_have_a_choice_they_choose_segregated_schools. html 5. The Problem We All Live With, by Nikole Hannah-Jones, aired July 2015 on *This American Life*. (This is a podcast you'll need an hour to hear.) **Recommended but not required:** • Kozol, J. (1991). Life on the Mississippi. In Savage Inequalities: Children in America's Schools (7 – 39).New York Crown Publishers, Inc.
Oct 18 (Week 6)	**Structures of Schooling:** **Class reproduction and the role of cultural capital in unequal opportunities**

	Read: 1. Lareau, A. (2011). Concerted cultivation and the accomplishment of natural growth. In *Unequal childhoods: Class, race, and family life* (pp. 1-11). Berkeley, CA: University of California Press. **2.** Bowles, S., & Gintis, H. (1976). Beyond the educational frontier: The great American dream freeze. In S. Bowles & H. Gintis, *Schooling in capitalist America: Educational reform and the contradictions of economic life* (pp. 3-17). New York, NY: Basic Books. **READ CHAPT 1 ONLY.** 3. Carter, P. (2003). "Black" cultural capital, status positioning, and schooling conflicts for low-income African American youth. Social Problems, 50(1), 136-155. 4. Anyon, J. (1980). Social Class and School Knowledge. *Curriculum Inquiry, 11*(1), 3- 42. **Recommended but not required:** Listen: *Nice White Parents*, Episode 1
Oct 25 (Week 7)	**Structures of Schooling:** **How inequality is structured through funding (across and within schools).**
	Read: 1. Semuels, A. (2016). Good school, rich school; bad school, poor school: The inequality at the heart of America's education system. *The Atlantic.* https://www.theatlantic.com/business/archive/2016/08/propert y-taxes-and-unequal-schools/497333/ 2. Why America's Schools have a Money Problem, NPR (Make sure to look at the maps and charts included in the text.): https://www.npr.org/2016/04/18/474256366/why-americasschools-have-a-money-problem 3. Joanne Barkan, "Got Dough? How Billionaires Rule Our School" *Dissent Magazine*, Winter 2011. 4. Schirmer, E. (2020). It's not just students drowning in debt; colleges are too! *The Nation*. (November 20) Available at: https://www.thenation.com/article/society/student-debtuniversity-credit/ **Recommended but not required:** • Bruce J. Biddle and David C. Berliner (2002), *What research says about unequal funding for schools in America*. Available at: https://files.eric.ed.gov/fulltext/ED473409.pdf ***Current Events Review Paper due***
Nov 1 (Week 8)	**Structures of Schooling:** **Consequences of Assessment and Accountability**
How do tests and the industry of testing perpetuate inequity?	**Read:** 1. Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools (Report). *Educational Researcher, 35*(7), 3-12. 2. Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teachers College Press. **Chapter 3.** "New Standards and Old Inequalities: How Testing Narrows and Expands the Opportunity Gap" pp. 66-98.

	3. Oakes, J. (2008) Keeping track: Structuring equality and inequality in an era of accountability. *Teachers College Record, 110*(3), 700-712. 4. McAlevey, Jane. "Strike!" *The Nation*. Sept 2019. https://www.thenation.com/article/unbreakable-human-solidarity/ 5. https://www.theatlantic.com/education/archive/2014/07/whypoor-schools-cant-win-at-standardized-testing/374287/ **Recommended but not Required:** Callahan, R.M. (2005). Tracking and high school English learners: Limiting opportunity to learn. *American Educational Research Journal 42*(2), 305-328.
Nov 8 (Week 9)	**What schooling means for particular populations:** **Labels and categories of Ability/disability, Homelessness/poverty, trauma**
Can public schools accommodate all students? What do you see looking across your group members' experiences?	**Read:** 1. McLaughlin, M. J. (2010). Evolving Interpretations of Educational Equity and Students with Disabilities. *Exceptional Children, 76*(3), 265-278. *2.* Fantuzzo, et. al. (2012. The Unique and Combined Effects of Homelessness and School Mobility on the Educational Outcomes of Young Children. *Educational Researcher, 41*(9), 393-402. *3.* Wright, T. (2010). Learning to laugh: A portrait of risk and resilience in early childhood. *Harvard Education Review*. **Recommended but not required:** *39th Annual Report to Congress on the Individuals with Disabilities Education Act*, available at: https://sites.ed.gov/idea/2017-annual-report-to-congressonthe-individuals-with-disabilities-education-act/ Guest Visitor: If we're lucky, we'll have a guest lecture on the history of disability rights in schools and an explanation of the overrepresentation of kids from minoritized populations labeled as disabled.
Nov 15 (Week 10)	**What schooling means:** **Gender identity and sexuality**
How can schooling change society? What do you see looking across your group members' experiences?	1. Lopez, N. (2002). Race-gender experiences and schooling: second-generation Dominican, West Indian, and Haitian youth in New York City. *Race, Ethnicity and Education 5*(1), 67-89. 2. Mangin, M. (2018). Supporting transgender and gender-expansive children in school. Phi Delta Kappan (Sept 24.). 3. Ferguson, A. A. (2001). *Bad boys: Public schools in the making of black masculinity.* Ann Arbor, MI: University of Michigan Press. Chapter 4: Naughty by nature (pp. 77-96). 4. Sadowski, M. (2008) Still in the shadows? Lesbian, gay, bisexual, and transgender students in U.S. schools. In M. Sadowski (ed), Adolescents at school: Perspectives on youth, identity, and education. Cambridge, MA: Harvard University Press. 117-135. **Recommended but not required:**

	• Bright, R. M. (2005). It's just a Grade 8 girl thing: aggression in teenage girls. *Gender & Education, 177(*1), 93-101.
Nov 22 (Week 11)	**What schooling means:** **Inequalities related to Language, Immigrant Students, Religion, Civic Education**
How can schools consider common categories of difference? What do you see looking across your group members' experiences?	**Read:** 1. Lee, S. & Hawkins, M. (2015). "Policy, context and schooling: The education of English learners in rural new destinations" *Global Education Review* 2(4) 40-59. 2. Rong, X. L. and Preissle, J. (2009). Immigration and U.S. schools. In *Educating immigrant students in the twenty-first century: What educators need to know,* (2nd ed.), (pp. 1-17). Thousand Oaks, CA: Corwin Press. 3. Lee, C. "The culture of everyday practices and their implications for learning in school," from *Culture, Literacy, and Learning* (Chapter 1, pp. 1 – 30) **Recommended but not required:** • "The hidden stress of growing up a child of immigrants" on Vice https://www.vice.com/en/article/43kgzn/the-hidden-stress-of-growing-up-a-child-of-immigrants-v26n3
Nov 29 (Week 12)	**What schooling means:** **Power, privilege, difference, and equity**
How might we reconceptualize equity in U.S. schooling?	**Read:** 1. Apple, M.W. (1971). The hidden curriculum and the nature of conflict. *Interchange, 2*(4), 27-40. 2. Banks, J.A. (2008). Diversity, group identity, and citizenship education in a global age. *Educational Researcher. 27(3),* 3. Lee, S. (1994). Behind the model minority stereotype: voices of high- and low-achieving Asian American students. *Anthropology and Education Quarterly 25*(4), 413-429. 4. Grant, C.A. (2012). Cultivating flourishing lives: A robust social justice vision of education. *American Educational Research Journal, 49(5).* 910-934. We will watch in class: *Documented,* (on documentation status) OR These seven short videos on refugees: https://www.unhcr.org/innovation/7-videos-guaranteed-to-change-the-way-you-see-refugees/ ***Critical Educational Autobiography feedback due (part 2)*** With 2-3 partners, you'll have a debrief session where you will provide each other careful, kind, and rigorous feedback to improve your writing, suggest different perspectives, and possible resources.. There is no reason to feel embarrassed or ashamed of whatever you've written; all of us can always improve our writing.
Dec 6 (Week 13)	**Multiple pandemics and the role of schools. The role of teachers, families, and community.**

Who are teachers? What are ways of thinking about the politics of schooling in terms of teaching specifically? What has the pandemic taught us about school and society in the U.S.?	1. Karvelis, Noah. "You Need Rank and File to Win." *Rethinking Schools.* Winter 2019. https://www.rethinkingschools.org/articles/you-need-rankand-file-to-win-how-arizona-teachers-built-a-movement 2. Black Americans are bearing the brunt of coronavirus recession – this should come as no surprise, The Conversation https://theconversation.com/black-americans-are-bearing-thebrunt-of-coronavirus-recession-this-should-come-as-nosurprise-137587 3. Read this short piece about how 'The pandemic broke a fundamental principle of teaching' at: https://www.theatlantic.com/education/archive/2021/08/pandemic-broke-fundamental-principle-teaching/619922/ 4. Not all kids have computers – and they're being left behind with schools closed by the coronavirus, *The Conversation* https://theconversation.com/not-all-kids-have-computers-andtheyre-being-left-behind-with-schools-closed-by-thecoronavirus-137359 **Recommended but not required:** • Coronavirus is hard on everyone. But immigrant students face an additional set of challenges, NEPC April 28, 2020 Newsletter https://nepc.colorado.edu/sites/default/files/publications/Newsletter%20immigrant_0.pdf
Dec 13 (Week 14)	**Changing Schooling: Promising possibilities from inside-out….from outside-in.**
What can we learn from what is already working? How can we construct a more equitable educational system?	1. Lee, S. (2015). Teaching (In)justice: One teacher's work with immigrant English learners. *Urban Review, 47*(1), 45-66 2. Wiggins, G. (1988). Ten radical suggestions for school reform. *Education Week*. Available at: https://www.edweek.org/ew/articles/1988/03/09/07480104.h07.html 3. Christakis, E. (2017). "Americans have given up on public schools. That's a mistake." *The Atlantic Monthly*, October. Available at: https://www.theatlantic.com/magazine/archive/2017/10/thewar-on-public-schools/537903/ 4. Duncan-Andrade, J. (2010). Note to educators: Hope required when growing roses in the concrete. *Harvard Educational Review*, pp. 181-194. **Optional View the Webinar:** "Abolitionist Teaching and the future of our schools" hosted by Haymarket Books with Bettina Love, Dr. Gholnecsar (Gholdy) Muhammad and Dena Simmon • Holder, Sara. "The LA Teachers' Strike: It's not just about wages," January 2019. *CityLab.*"https://www.citylab.com/equity/2019/01/why-are-lateachers-striking-lausd-wages-class-size/579511/ ***Critical Educational Autobiography final due (part 3)***