

In a given year sections of this course are typically taught by 3 or 4 faculty from different disciplinary backgrounds (e.g., philosophy, cultural studies, anthropology). Each gives the course a distinctive inflection. This composite syllabus is drawn from our different approaches: We all address the same basic issues of diversity, but how we address them varies, and of course the readings and tasks change as we learn from experience and respond to changes in the larger society. This version was assembled by Jan Nesper, drawing on his syllabus, those of Megan Boler and Jim Garrison (the three of us constituting the Social Foundations Program faculty), with ideas borrowed from the works of Ira Shor, Wayne Booth, Christine Sleeter, Peter Elbow, the syllabus for the Social Foundations of Education course at the Bank Street College of Education, the sources cited, and probably other borrowings now forgotten.

Schooling in American Society EDCI 5104

General Description

This course will give you an opportunity to study the dynamic and continuing impact of social, political, and economic forces on American education. The course focuses in particular on issues of race, class, gender, and sexual orientation in North American society, especially as these play out in the economic, political, organizational, and cultural practices of educational institutions such as schools and the popular media. These issues are too broad to be thoroughly covered in a single course, and instead of coverage our aim is to foster the critical inquiry skills and reflective practices that will allow you to analyze your own and others' assumptions, beliefs, and values about education.

Rather than having specific performance goals or behavioral objectives, we see the course as starting you along "learning trajectories." That is, the course is a first step (for some of you at least) along a path of inquiry and reflection that will go on for as long as you teach. As Bransford & Schwartz¹

point out, our typical ways of looking at "learning" in schools - in terms of performances on criterion tasks in "sequestered" settings - are not good indicators of what people will be able to do in complex, ambiguous, emergent environments like classrooms. Instead of memorizing facts, we want you to become sensitized to the ways that the issues you'll encounter as teachers begin and end beyond the classroom: you can teach effectively only insofar as you productively situate your instruction in these larger contexts. To do this, you must develop a repertoire of strategies not just for reacting to difference but for tracing out its sources and meanings, and weaving that understanding into your curriculum. Thus, along with introducing you to the social, philosophical, and cultural underpinnings of American education, we're also trying to help you learn how to ask questions rather than simply answer questions posed by a professor or some other authority (ibid, p. 69), to develop ways of "seeking help from other resources such as texts or colleagues or by trying things out, receiving feedback, and getting opportunities to revise" (p. 68). This approach to learning draws heavily on so-called "affective" characteristics which are crucial to your efforts to learn: "tolerance for ambiguity . . . willingness to learn from others, and sensitivity to the expectations of others" (p. 84).

¹ Bransford, J. and Schwartz, D. (1999). Rethinking transfer: A simple proposal with multiple implications. In A. Iran-Nejad & P.D. Pearson (Eds.) Review of Research in Education, 24 (pp. 61-100), Washington, DC: AERA.

Learning Trajectories

(Different faculty may add to this list or change wordings)

To know something is to be able to ask good questions about it, to see what it connects to, where it leads. The aim is not to learn to reduce difference to some simplistic scheme or set of categories (and certainly not to stuff statements into your head to regurgitate on some exam), but to see how things are articulated and linked together. In this course, therefore, you will begin to examine:

- your attitudes towards others, especially people who come from different cultural milieus than you.
- your own cultural identities and the implications of those identities for working with children and families who differ from you.
- schooling as the historically contingent product of multiple political, economic, and cultural forces
- how the cultural and linguistic diversity of U.S. Society and U.S. school populations shape the conditions of your work as educators.
- cultural privilege and economic oppression in the U.S., and the school's role in reproducing them.
- current educational curricula and policy in terms of their representations of difference and their social and ideological foundations.
- popular culture and mass media representations as aspects of education beyond the schools.

Course Texts

American Education (tenth edition), by Joel Spring.

[Others to suit emphases of faculty members teaching the course, for example]

Rereading America, eds. Columbo et al
 Beyond Silenced Voices, eds. LoisWeis and Michelle Fine
 Savage Inequalities, Jonathan Kozol
 Lies My Teacher Told Me, James Loewen
 Possible Lives, Mike Rose
 Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring, Angela Valenzuela Race,Class, and Power in school Restructuring, Pauline Lipman
 One Size Fits Few, by Susan Ohanian.
 American Education (ninth or tenth edition), by Joel Spring.
 What to Look for in a Classroom by Alfie Kohn.
 Dewey and Eros by Jim Garrison
 Culture, Difference, and Power (CD-ROM), Christine Sleeter
 Tinkering toward utopia, Tyack & Cuban
 Schools and Social Justice, Bob Connell
 The scapegoat generation, Mike Males
 Amazing grace, Jonathan Kozol
 "Sometimes I can be anything," Karen Gallas
 The Dreamkeepers. Gloria Ladson-Billings
 Schooling the symbolic animal, edited by Bradley Levinson

MAJOR TASKS

REFLECTION PAPER

Schools generally operate off the assumption that students fit their ways of making sense of the world into the frames of reference offered by the school. This happens sometimes, but the opposite is more common: students (like you) fit the course into everything else that's going on (and has gone on before) in your life.

Placed in a new situation, children [and adults] neither simply “transfer” old concepts and strategies nor “invent” (or evolve) new ones; they contextualize new situations within what seem relevant frames of reference and use available means, given (as they see it) the demands or expectations of others. (Dyson, 1999, p. 156).

When as teachers we ignore students' frames of reference it becomes difficult for us to understand why students behave or perform as they do. Even worse, we send the message to students that the rest of their lives are irrelevant to what goes on in the classroom (which may send them the further message that what goes on in the classroom is not be relevant to their lives). As Dyson¹ points out, when learners' frames of reference are rendered invisible in school practice:

then dominant players in school settings may see children only as individuals who learn with varied degrees of success (Foucault, 1979); children's identities and relationships, their knowledge and skills grounded in sources other than the school (or the “proper” home), may be filtered out, and what may be left are decontextualized children who make no official sense [and] must be fixed – not situated, learned from, and guided into new realms. (p. 147).

The real kicker in all of this is that if you are not encouraged to reflect on the frames of reference you bring into the classroom from outside, those frames will probably just seem “common-sensical” or invisible, and it's unlikely you'll be able to scrutinize them, question their limitations, etc. This is especially a potential problem in a course like this one which deals in great measure with the familiar, everyday world.

For all these reasons, we want to start off by having you reflect on yourself as a social being, on your prior experiences in schools, and reflect on how these things may influence you as a teacher. This reflection exercise is in three parts, and we supply you with a number of questions to spur your thinking.

*Part I. Reflecting on your background and upbringing
(portions borrowed from an activity in
Christine Sleeter's Culture, difference, and power)*

Describe how the following things are/were done in your family:

What do/did people read? What other media do people in the family pay attention to? (e.g., what TV programs were watched)

What kinds of behaviors are/were rewarded? How are/were they rewarded? What kinds are/were punished?

What language(s) are/were spoken?

What does/did the diet consist of? Eating times? “Proper” eating behavior?

¹ Dyson, A.H. (1999). Transforming transfer: Unruly children, contrary texts, and the persistence of the pedagogical order. In A. Iran-Nejad & P.D. Pearson (Eds.) Review of Research in Education, 24 (pp. 141-172). Washington, DC: AERA.

How is/was time structured? How much importance do/did people put on the clock?

How is/was affection communicated?

How are/were disagreements handled

What kinds of neighborhoods did you grow up in? How would you characterize them? What kinds of places were there for kids to play or associate?

What kind of work experience (outside the home) did you have growing up? How did you get the jobs? Describe learning on the jobs. What kinds of backgrounds did your co-workers come from?

Part II: Reflecting on your public school experience

What kinds of speech styles did you hear in school?

What out-of-school clubs, teams, activities did you participate in?

What were the ethnic make-ups of your schools? What kinds of interaction did you have with students from different ethnic groups?

What kinds of friendship groups did you belong to? What were the bases of your friendships (e.g., shared classes, shared interests, proximity of residence, etc.)

Did your secondary school have tracks in any subject area(s)? How were they referred to by teachers and students? How did students in the different tracks compare in terms of race, class, ethnicity, gender? How did the curriculum of the different tracks differ?

Describe the student categories at your secondary schools: what terms did students and teachers use to categorize students, what connotations were attached to those terms? Did different groups hang out in specific places at school (or before or after school)? Did kids in the same groups take most of their classes together? How did race, ethnicity, and gender relate to the groups? When did you first know you'd go to college? From whom or what did you learn about college? Did you have friends or peers who didn't have college expectations? What did they do after high school?

Describe instances during secondary school (or earlier) where the curriculum challenged your views? How was it presented?

Describe instances during secondary school (or earlier) where the curriculum was presented superficially, or in a fragmented manner? Why do you think this was the case?

Describe techniques that you and other students used in secondary (or elementary) school to undercut teachers and reduce the complexity of a task

Describe student behaviors as you remember them from secondary (and elementary) school (describe the worst behavior, the ideal student)

How would you describe the political and economic climate during the years you were growing up (just to avoid misunderstanding, state the years in question)

Part III: Reflecting on your Preparation as a Teacher

In addition to reflecting on your past, we'd like you to reflect on the program you're currently participating in. Below we quote some provocative statements – based on various national studies of teacher preparation programs – and ask you to respond to them thoughtfully.

Teacher education programs are filled with prospective candidates who have no desire to teach in schools where students are from racial, ethnic, or linguistic backgrounds different from their own . . . Some novice teachers find themselves in diverse classrooms where they insist they were “not prepared to teach *these* children!”. . . If we were to push such novice teachers and raise the question “Just what kind of children were you prepared to teach? there might be a deafening silence – an unwillingness to name the imagined, idealized children. (Ladson-Billings,² p. 224)

What kind of children are you being prepared to teach (or were you prepared to teach, if you already have teaching experience)? What kinds of students do you want to teach? What kinds of schools do you want to teach in? Why? What opportunities do you have to learn about them?

[Fostering prospective teachers’] understanding of multiple historical perspectives . . . is dependent on the assumption that students understand any historical perspective. There is little evidence that they do. What we know about students’ historical thinking and the development of the history curriculum via textbooks makes it unlikely that prospective teachers come into teacher preparation with any sense of history and its impact on our current social, political, and economic situation (Ladson-Billings, p. 224)

How would you respond to this statement? Do you think you’ve been exposed to “multiple historical perspectives”? Do you need to be? Are there areas of history you think you know well? Others that you think you need to know more about? What kinds of historical perspectives are/were incorporated into your teacher preparation program?

Typical teacher education students have led monocultural, ethnically encapsulated lives that have not afforded them the opportunities to broaden their linguistic and communicative repertoires. (p. 225)

What kinds of experiences with diversity have you had? What kinds do you think you need? What kinds has the program provided you with?

Zeichner (1992) suggests that two approaches exist for preparing teachers for diverse student populations, one integrating issues of diversity throughout course work and field experiences and the other representing a subtopic or add-on to regular teacher education programs. Zeichner further asserts that “despite a clear preference for the integrated approach . . . the segregated approach is clearly dominant in U.S. teacher education programs. . . . There are very few teacher education programs of a permanent nature which have integrated attention to diversity throughout the curriculum.” (pp. 222-223)

Describe how diversity has been addressed in your coursework? What courses or field experiences have addressed it? How has it been addressed? What are they major lessons you’ve learned?

² Ladson-Billings, G. (1999). Preparing teachers for diverse student populations: A Critical Race Theory perspective. In A. Iran-Nejads & P.D. Pearson (Eds.), Review of Research in Education, 24 (pp. 211-248). Washington, DC: AERA.

Rubric for assessing reflection paper

For the Grade of A

In addition to meeting all of the requirements for a B grade: Asks generative questions, i.e., questions that don't have simple answers, but that point you in the direction of some sustained inquiry; identifies patterns, variations, reasons for change in perspective; shows awareness of how one might have been different had one's experiences been different. Sufficient detail to allow the reader to know how prior and programmatic experiences have shaped your learning (e.g., not just a list of influences, but stories about how they've worked in your life)

For the Grade of B

Addresses all of the required issues. The paper is a thoughtful, reflective narrative, written in a clear, comprehensible style without major grammatical or spelling errors.

Rewrite:

Any student submitting a paper lacking the minimum required for the B grade will be asked to rewrite the paper. Thus a draft of the paper should be turned in by Week 7. Feedback on this draft will consist of questions and suggestions for further development. Issues of grammar and style will not be assessed – the assumption is that any problems in this area will be corrected by the final draft, which is due week 15.

COHORT TASKS

In this class you will be assigned to a "Cohort Group." Once assigned you will remain in your cohort group for the entire semester. Your group will work together throughout the semester, meeting often to discuss and strive to understand the difficult topics and issues raised in this class. If members of your cohort are not fulfilling their group responsibilities you should first try to handle the problem among yourselves, and only if you are unable to resolve it should you come to me. I will at the end of the term ask cohort members to evaluate their own and others efforts in the cohort, and I will factor the responses into my grading on the cohort activities. Frequently, I will ask you to report your group's discussion to the entire class along with a question for discussion by the whole class. Among the tasks you will need to work on together are the following:

COHORT GROUP TEACHING

Writing is only one of the ways you perform in this course, only one of the ways you are assessed. Stanford Professor Shirley Brice Heath³ points out that an exclusive use of assessment by writing may leave students unprepared for the realities outside school.

The reality of the world outside of school is that most of us must self-assess, most of the time. How much self-assessment is really taken into account in classrooms? How many of us know how to use self-assessment strategies in our teaching? That also means . . . that we have got to move away from a fundamental acceptance of written material as the only legitimate display of knowledge. We are all oral. But if we look at the way in which our learning is displayed in classrooms, we'd believe that somehow we all were literate and not oral. We need to insist that in the display of knowledge, a third of it is performative, a third of it is written, and a third of it is oral. . . . The students we prepare, when we call for the display of knowledge only by writing -- because that's not what happens in the real world -- it is 60% - 80% performative and oral, in the highest professions. And at most 20% writing. At most! That's, of course, outside the academics, who presumably sit around and write all the time. But, why do we therefore prepare to display knowledge 100% in school by writing, as though that's what the world required?

As a way of assessing performance, your group is expected to organize and teach the rest of the class on one occasion. As you plan your lessons, you should assume that the other students in the class will have read the required material for the day (as listed in the syllabus).

Your teaching should use (some criteria borrow from a source I can't remember, probably Sleeter):

- examples and materials that are likely to be familiar to students
- teaching strategies that are compatible with the strategies students use in their everyday learning,

The lesson should build on:

- what is familiar to the students, and engage them actively in thinking.
- the aspirations and strengths of their homes and communities, and
- the other strengths students bring such as their language, interests, and talents.

The lesson should:

- reflect the concerns and perspectives of historically marginalized groups,

³ The quote is from a transcription of taped comments Heath made at a meeting of the American Educational Research Association.

- affirm collective self-hoods of students in the class, and at the same time give students tools to understand experiences and perspectives of people different from themselves,
- connect with students' experiences and questions related to diversity

The lesson should also contain an evaluation procedure by means of which you assess your class members' learning.

Lesson Plans and Completed evaluations will be turned into me at the end of the taught class.

As these requirements imply, students should strongly consider doing some sort of preliminary survey of their classmates relating to the topics to be taught – this should probably take place weeks prior to the scheduled teaching so that the information can be incorporated into the lesson planning.

Rubric for Assessing Cohort Teaching

For an A:

All of the criteria for a B grade must be present, and in addition:

The group demonstrates reading beyond the required required materials (e.g., the optional on-line readings); and demonstrates good critical judgement in selecting additional material

The group raises questions (and help classmates) raise questions that could stimulate further study

The group looks for alternative perspectives on the issues in question

The lesson includes tasks and activities that allow students some choice in what they do

The lesson:

- reflects the concerns, perspectives of historically marginalized groups,
- affirms collective self-hoods of students in the class, and at the same time gives students tools to understand experiences and perspectives of people different from themselves,
- connects with experiences and questions students have related to diversity

For a B:

The lesson demonstrates that the group has a clear understanding of the required reading material

The group will demonstrate extension beyond the literal meanings of the readings, that is, draws inferences, generates hypotheses, and so on.

The lesson consists of tasks and activities that allow students some choice in what they do

Students are allowed to participate actively in the lesson. The lesson builds on:

- what is familiar to the students, and engage them actively in thinking.
- the aspirations and strengths of their homes and communities, and
- the other strengths students bring such as their language, interests, and talents.

For a C:

The lesson addresses the key issues in the readings, but shows little evidence of going beyond the literal meaning of the readings;

For a D:

The lesson exhibits inaccurate or partial understandings of readings; it makes only tangential connections to students' experiences and backgrounds; students are not engaged

Students who fail to turn in complete lesson plans and evaluations on time; who do not cover required material, shall receive an **F**.

Peer Evaluation

The students taught will evaluate cohort teaching. I will evaluate it as well, but my assessment will be added in with the rest and all will be averaged together to obtain the grade. Teachers engage in evaluation constantly. It is not fun. You must strive to be fair. Artificially inflating grades to help fellow students is not responsible conduct. You are a student-teacher; that means you must begin now to think like a teacher. If you cannot strive to do this task responsibly and fairly, you should consider another career.

Time and scheduling of cohort teaching

Cohort teaching is 15% of the final grade. As in the real world, lesson plans are prepared in the evening "after work." Cohort groups will need to work together outside class to prepare quality lessons. All members of the group are expected to teach about the same percentage of any given session and contribute equally in preparing the lesson. The students must have an opportunity to ask questions of those teaching. Each group is expected to be prepared to answer students' questions. Do not feel compelled to answer everything. Many questions will go far beyond what you can fairly be expected to know. Sometimes I will not know the answer either. Teaching in its social context is extraordinarily complex. I am more interested in your sincere effort, willingness to work, and openness to alternative perspectives. We all have a great deal to learn from each other. Cohort teaching dates:

Cohort 1: Session 4 Cohort 2: Session 8 Cohort 3: Session 12 Cohort 4: Session 15

COHORT MEDIA STUDY AND RESEARCH REPORT

Your cohort group is also required to carry out independent research on a topic chosen from the following. Cohorts must select different topics, so please think and select a topic early in the semester. [*The following topics are examples only, meant to give the reviewer a sense of the kinds of issues addressed. Actual topics will change over time and reflect the particular interests of the faculty member teaching the course.*]

Cultural Diversity Topics

45 years after *Brown v. Board of Education*, American schools are becoming more segregated. Consider questions such as (but not limited to) the following: Trace the history of school integration efforts: arguments for integration, problems achieving it, methods by which it was pursued, pluses and minuses of integration efforts, etc. Why is segregation on the rise? What policies promote it? Is integration desirable? In what form?

Special education and school discipline practices differentially affect students from different ethnic backgrounds. Consider questions such as (but not limited to) the following: Why might these patterns obtain? What accounts for them? What are their historical antecedents or sources? What are their implications for the students? For the schools? What should be done in the future?

Examine the educational implications of African-American Vernacular English (also known as Ebonics or "Black English") and Spanish – two language forms commonly (though not universally) used by the two largest minority groups in the U.S. Consider questions such as (but not limited to) the following: How are linguistic differences accommodated in the schools? How should they be? What kind of knowledge of other languages and dialects should teachers be required to possess? Should students whose first languages are not English be taught initially in their native languages or entirely in English? Should culturally-grounded discourse styles be incorporated into classroom practice? If so, how?

The ways males and females perform in specific school subject areas changes over the K-12 school years. Consider questions such as (but not limited to) the following: What are gender-linked patterns of academic performance? What are the sources of difference in male and female performances in subjects like Math, Science, and English, or in the relative proportion of boys and girls given certain special education labels? What patterns of gender dynamics within classrooms might contribute to these differences in performance? How? (Since these patterns change over time, be sure to specify age at which specific changes manifest themselves.

Examine gender relations outside the classroom in situations such as (but not limited to) the following: participation in sports, interactions in settings such as lunchrooms, dating, playground activities (for younger children), participation in after-school clubs or groups, etc. Consider questions such as (but not limited to) the following: How are forms of masculinity and femininity constituted in such settings? What are the characteristics of these settings that promote or impede academic success? What kinds of school (or governmental) policies influence students access to these situations? What are the educational implications of students' typical forms of participation in these situations?

At present there are wide disparities in school funding across the U.S. Consider questions such as (but not limited to) the following: What are the sources of the disparities? What forms do they take? How do school funding disparities affect the educational opportunities of students from different ethnic groups? Should each school be funded equally? How can education be paid for? How should minimum levels of funding be determined?

Analyses show a high correlation between students' family income and their scores on standardized assessments (such as Virginia's SOL tests). Consider questions such as (but not limited to) the following: What forms does poverty take and what are their consequences? Why are people poor? Why do poor children perform more poorly on school measures (grades, test scores) than affluent children? Can curriculum standards and state or national tests improve education for students from all social class backgrounds? What are the sources of the movement for standards and tests? How are such policies justified and defended? Who promotes them? What are the criticisms directed against them? How do standards policies differ across states?

Most American schools "track" students rather than grouping them heterogeneously. Consider questions such as (but not limited to) the following: What forms does tracking take? What are its consequences? How does tracking connect to ethnic and class divisions? How would one de-track? What problems and resistance might be encountered? What would the sources of opposition and arguments against detracking be?

In the past most decisions about the conduct of schooling have been made at the local level (the district, school, and classroom). More and more, however, decisions are being made at higher levels, as national tests are debated, states institute curriculum standards and barrier tests that determine who graduates, and so on. Consider questions such as (but not limited to) the following: At what level should decisions about teaching and curriculum be made: school? District? State? Private corporations? What forms should administrative practices take? What role should communities have in school control? Etc.

I am willing to consider alternative topics if everyone in your group is interested. You will need my approval before selecting an alternative topic. Cohort research counts for 20% of your grade.

This assignment has two parts. In the first part, you are asked to examine how the issue you've chosen to write about has been portrayed in the popular media, in the second part your cohort must conduct inquiry to identify what the research bearing on the issue. Cohort groups must provide a report (including both the media study and the

library research) of between 15-16 pages to everyone in the class including the teacher. You may deliver this report by means of the course listserve by the Friday before class.⁴

Part I: Media Study Component

Find news coverage related to your topic from three different news sources. The coverage must come from three different sources--a conservative, liberal, and progressive perspective. Examples of conservative might include: worldnetdaily.com; The Roanoke Times, The Washington Post, The Washington Times, Time Magazine, Newsweek, The VTech Collegiate Times. Liberal sources might also include The Roanoke Times, The Washington Post, but also magazines such as The Progressive, the Utne Reader, NPR radio, or a PBS television program. Progressive papers and magazines might include The Nation; Mother Jones; Rethinking Schools; or the local New River Valley Free Press. Explain the basis for characterizing a publication as conservative, liberal, or progressive.

In this analysis you are to critically analyze how each source represents the event differently. Through close critical analysis, show how the political bias is reflected in: point of view; word choice; tone of voice; selection of what information is presented and what is omitted; what sources are quoted; what evidence provided; headline choice, use of visual images. In addition, what point of view most commonly shapes information given to the generally think about and respond to the issue? Whose interests are best served through the different media sources? Who are the people represented (by gender, race, class, age)? Who is not represented? Who is your attention drawn to? Who do specific media sources suggest you can ignore?

Part II: Research Component

In addressing the questions given with the topics -- and the other questions you generate -- your research papers should contain the following elements:

1. Description. What is the problem? What does it look like and feel like? Who is being affected by it and how? What are the relevant facts? How are these facts constructed? Are there any disputes regarding the facts?
2. Diagnosis: How did it get like this? What caused it? What are its roots? Who set it up like this? Who benefits? Who loses? What are the most prominent positions taken on these questions? State the argument offered by each position. What backing, warrant, and evidence do they offer? What position does your cohort group take on this issue?
3. Solution: What are some answers? Propose and explain three possible solutions to the problems you are analyzing.
4. Implementation How would you go about implementing each of the three solutions? What do you need to get started?
5. Evaluation. How would you evaluate the success or failure of each solution? One year from now, what would you want to see changed? Five years from now?
(This is a slight extension of Ira Shor's⁵ "Freirean extension on a Deweyan base," p. 162)

You will find that you do not have enough pages to cover your topic completely. Part of your task is to map the territory well and present a coherent interpretation of fact and positions surveyed. In this paper, every word must count.

⁴ If you have not already done so, please download and install the antivirus program made available to you as Virginia Tech students (<http://antivirus.vt.edu/>)

⁵ Shor, I. (1996). When Students have power. Chicago: University of Chicago Press.

You must cite at least 9 references, no more than 5 of which may be from the internet. (“Internet” means material available only on the internet, not print periodicals like academic journals or reports from Research & Development centers (e.g., RAND) that printed but also accessible via the internet. When in doubt about whether a source is “internet” or not, please ask).

Each cohort group is expected to present a synopsis of their report in class and coordinate a class discussion on the topic for the first hour of class. This report will provide other members of the class a chance to express their opinions and, perhaps, require the cohort group to defend their conclusions. I consider the presentation part of the report. Your task is to elicit thoughtful, reflective discussion, not prove your group is right and everyone else is wrong. Still, you have a right to defend your position with passion, and, more importantly, good backing and warrant.

Rubric for Cohort Media Study and Research Reports

For an **A**

The reports should reflect maturity and depth of thought and expression. The report contains clear and well-warranted descriptions, diagnoses, solutions, implementation and evaluation plans. The argument is logically organized to support its claims and includes specific detail from the relevant sources. There is considerable evidence of extension of the readings, such as connections to other texts, experiences, or concepts. The report produces rich, generative questions. The writing contains no grammatical or spelling problems that might obscure the development of the writer's ideas. Media sources are well-chosen and their biases adequately interrogated; the social interests served by different media representations – and the way the form and organization of the representations serve those interests – are well-analyzed.

For an **B**

The essay contains description, diagnosis, and proposes solutions, but these are not powerfully warranted or supported by evidence, and the implementation and evaluation plans are not well or plausibly articulated. Media sources are well-chosen and their biases adequately interrogated, but the analyses of the underlying interests they serve is lacking. The argument is logically organized to support its claims, but is skimpy in the detail it provides from sources, and lacks evidence of the authors making connections to other texts, experiences, or concepts. Although the report may be well organized generally there may be a lapse or two in organization and logic. There are no major grammatical errors. There are very few (and preferably no) misspelled words.

For an **C**

An essay earns a "C" when it has a addresses the questions given in the assignment and provides an adequate “description” and “diagnosis” of the problems related the focal issues. However, the report is skimpy in depth and detail of support for diagnoses, and fails to make important distinctions among different manifestations of the issues studied. Such essays tend to be heavy on generalizations and light on backing, warrant, and evidence, and may have factual errors. They are often not fluent and often show problems of diction, sentence structure, grammar, or spelling. Media sources of all three types are well chosen, but their biases and the interests they serve are not clearly traced out.

For an **D**

A D report is disorganized, describes but does not adequately diagnose the problems, and poses no viable solutions. Media sources are not well-chosen. The report has major mechanical problems, such as problems with diction, sentence structure, or spelling.

Failing

The reports do not fulfill the assignment. Because of extreme grammatical and organizational problems, it is impossible to neither follow the discussion nor perceive a central thesis in a failing (**F**) essay.

I am concerned with spelling and grammar only insofar as it affects the meaning of what you say. Grammar and spelling does, however, sometimes alter meaning. Be careful!

Cohort Research and Report due dates:

Cohort 1: Session 10 Cohort 2: Session 9 Cohort 3: Session 7 Cohort 4: Session 6

INDIVIDUAL RESEARCH PAPERS

The individual research paper (20 points on final grade) will be about 9 pages in length. I will not accept papers shorter than 8 or longer than 10 pages. Type size should be the same as on this syllabus and margins at most 1 inch. Papers must be double-spaced. Please do not play games with margins, font size, etc.; it is embarrassingly obvious when you do and of course it adversely affects your grade. It is harder to write a clear, concise, and well-focused paper than a long rambling paper.

These are research papers on some topic discussed in the texts assigned that is of interest to you. The instructor must approve your topic (or thesis sentence) before you begin writing your paper. While this is a research paper, I urge you to express your opinion. You are expected, however, to provide backing, warrant, and evidence for the stance you decide to take. Your job is to take a position and defend it well; my job is to grade your paper fairly regardless of my personal opinion. I value diversity and learn most from people who disagree with me when they give good reasons. The grading guidelines for brief individual research papers are indicated below:

Rubric for Individual Research Papers

1. The "A" reflects maturity and depth of thought and expression. The essay has a clear, significant, and original thesis accompanied by logical and coherent organization of support that includes specific detail from the relevant primary texts. There is ample backing, warrant, and evidence for the thesis. There is considerable evidence of extension of the readings, such as connections to other texts, experiences, or concepts. The paper produces rich, generative questions. Traces a search for information that draws on a variety of sources. The essay has well-chosen diction and no grammatical or spelling problems that might obscure the development of the writer's ideas.
2. An essay earning an "A" and one earning a "B" differ in degree. In the latter, the thesis may be very sound and clear but perhaps not as original, as deep, or as well supported; and although the essay may be well organized generally there may be a lapse or two in organization and logic. Backing, warrant, and evidence is strong, but not as complete as it could be in the space available. There should be no major grammatical errors. There are very few (and preferably no) misspelled words.
3. An essay earns a "C" when it has a reasonable thesis supported by general organization of evidence. While the thesis does have support, the essay does not exploit the primary sources as well as an A or B essay. As a result, the essay is probably skimpy in depth and detail of support. Such essays tend to be heavy on generalizations and light on backing, warrant, and evidence, and may have factual errors. They are often not fluent and often show problems of diction, sentence structure, grammar, or spelling.
4. A "D" essay is disorganized and has many major mechanical problems but shows some germ of thought with interpretations supplied by a sympathetic reader. There are major problems with diction, sentence structure, or spelling.
5. Because of extreme grammatical and organizational problems, it is impossible to neither follow the discussion nor perceive a central thesis in a failing (F) essay.

I am concerned with spelling and grammar only insofar as it affects the meaning of what you say. Grammar and spelling does, however, sometimes alter meaning. Be careful!

READING RESPONSES

On the weeks that cohort groups are not teaching class or reporting on their research, everyone will be expected to give a written response to the required readings and post that response on the class listserv. In addition, you will be required to respond to at least one of the postings by your classmates. These posts should be included in the email document itself (not sent as an attachment) and should be about 1 page long.

Do not summarize the readings. I am looking for your own thoughtful reflections about the social context of education and what this text means to you. Please be certain to approach your responses from the place of positive change and possibility and not the negative space of simply “passing judgment.” Your reading response should be a combination of your own critical thinking and opinions, but should also address specific examples from each of the readings:

- Quote a sentence or word used by the author that captures a key theme or issue in the week’s readings
- briefly summarize this idea from an assigned essay in your own words
- provide critical analysis of the reading in your own voice: pay close attention to author’s word choice, tone, evidence, argument, sources. Critical does not necessarily mean “negative.” You can give a critique of why you think it is a good essay. for example, what did you disagree with? What do you find valuable in the author’s essay and why? How are these ideas relevant to your own work as a teacher?

Pose a question for which you’d like others in the class to respond

Respond to at least one other student’s posted question

Reading responses should be posted 48 hours before class

Responses to postings should be posted 24 hours before class

Weeks

2 3 5 11

OR [Instead of individual reading responses] STUDENT DIALOGUE PAPERS

Students will create a collection of dialogue papers involving themselves and a single dialogue partner of their choice (15 points on the final grade). These will consist of four one-page reader responses. [The specific readings to be responded to are specified]. The total length of the reader responses turned in must amount to four full typewritten pages. Each one-page response must end with a thoughtful question that arises out of your reader response.

Do not summarize the book. I am looking for your own thoughtful reflections about the social context of education and what this text means to you. Please be certain to approach your responses from the place of positive change and possibility and not the negative space of simply “passing judgment.”

Each time you prepare a response you will need to make a copy to share with your dialogue partner in class and they will share theirs with you. Your dialogue partner and you will then have an hour in class to prepare a one-page response to each other’s question and share it with them. By next class period, each of you will need to type up your

response keeping one for yourself and giving the other to your dialogue partner. Feel free to revise the response you wrote in class.

By the end of the semester, each student should have 4 pages they wrote in response to the book and 4 pages they wrote in response to their dialogue partner for a total of 8 pages. Please turn in this assignment with your dialogue partner on the last day of class. Responses should be in the order written and integrated with the responses of your dialogue partner; it does not matter whose response appears first. The coversheet should have both your names while each individual paper should bare the name of who wrote it. There will be a total of 16 pages, eight from each respondent. For example, the first 4 pages will consist of a response to a reading, followed by the dialogue partners response followed by another response to the reading followed by the other dialogue partner's response.

ATTENDANCE

I expect you to attend every class. Absence will affect your grade negatively. The first absence counts off 2 pts; every absence thereafter counts off 3 pts. While it pains me to raise this issue, I would like you in class when the class begin. Two excessive tardies (10 minutes or more) will count as one absence. I will not give extensions or accept late papers except in cases where there's been a death in your family, you've been in a serious accident, or had a debilitating illness (verified by a note from a doctor). If any of these situations apply you should inform the Dean of Students' office, and they will inform me. Do this as soon as possible, especially if the problem develops early in the semester. Do not imagine that you can miss half of the classes, then come in the last week saying you've been sick and can I give you extra assignments so you make up whatever you've missed.

PARTICIPATION

Discussion and participation are critical components of this course. Courtney Cazden gives a useful summary of the functions of discussion in her book Classroom Discourse (Heinemann, 1988)

- 1) Discussion acts as a catalyst: it forces us to confront alternative or contradictory ideas or arguments. We either revise our ideas to take counter arguments into account, or we augment our arguments to counter the objections that have been raised.
- 2) Discussion is a particular kind of social event that provides us with ways of enacting complementary roles, of participating in mutual guidance and support.
- 3) Discussion constitutes ideas and opinions. That is, we don't go into a classroom (or other discussion setting) with fully formed and articulated ideas in our heads, waiting to shoot them out of our mouths. Instead, we use talk and discussion as a way to clarify in our own minds what we "think." Discussion allows us to participate in "exploratory talk."

You are expected to carefully read assigned readings before each class so that you can participate in both small and large group discussions. You are expected to read the required texts, even those sections which you're not presenting or leading discussion on.

For discussion to work it has to proceed in a fashion that allows everyone to participate in a constructive manner. This does not happen naturally. These rules of discussion are designed to help (They are partly mine, and partly stolen from Renato Rosaldo, Wayne Booth, and students from previous classes).

At the end of the term, you will be given the opportunity to evaluate the class as a whole on how well participation functioned in terms of the issues listed below.

- 1) People have to talk. Do not assume that you can sit silently throughout the semester and pass the class. You cannot. We talk to each other. I am not the center of the discussion. I will not call on people to speak. Don't raise your hand expecting to be called on. Your comments should not be directed towards me unless you're responding to something I've just said. When I do make a statement you don't have to agree with it. When I ask a question don't assume that there is any 'right answer.'
- 2) People must listen well and avoid dominating the conversation. You should expect that there will be nights when you don't get to say everything you'd like to. Write it down!
- 3) You have to try to honor, that is, treat with respect and civility, the other speakers and the texts we're dealing with. There are several concrete ways we will do this.
 - a) The first is to preface your comments by summarizing what the preceding speaker (or the section of the book you wish to discuss) has said. Put it into your own words -- this forestalls misunderstandings and reassures the previous speaker that she or he has been listened to.
 - b) After the summary, you can make your comment, elaborating on what the previous speaker said, questioning or critiquing it. However, any critical comments should be framed in terms of positive suggestions about how to improve the ideas: "I heard you saying this----, here's why I disagree----, here's how I think you can fix the problem.
 - c) Stay on the subject. A discussion is not a gabfest or bull session. If you wish to change the topic instead of responding to what the preceding speaker said, you have to acknowledge that that's what you're doing and explain why you're doing it.
- 4) Don't worry about sounding "smart." Nobody wants to sound like a fool, but it's all too easy to get caught up on the dynamics of "discussion-as-performance-of-self." Consider these comments from a graduate student at Duke:

There are a few things on my mind as I reflect on how I find myself feeling in class. I feel always under scrutiny, as if there is a danger of, and danger in, saying something "wrong" or even something not useful. That kicks in especially when I feel uncertain of my facts or the context or when I'm just starting to explore an idea. But then when I feel confident and have some knowledge to contribute, I feel all the more vulnerable, because then I have less excuse for saying something stupid, and I also feel like I'm showing off or talking down to people somehow . . .

For me, speaking in class is always performing. I realized this when it struck me that my journal writing feels that way too. I think there is a degree to which this is inevitable -- it's not really possible to escape entirely this feeling of being on display to be evaluated, and the concomitant desire to "get it right" -- but I think it can be lessened, and I want to try to keep that in mind as a goal. . . . (Mary Bowman, quoted in O'Barr & Wyer, 1992, p. 80)

- 5) No naming: one way to close off conversation is by pigeon-holing other speakers, calling them "reactionaries" or "liberals," "sexist," or "emotional," accusing them of being "politically correct" or of being "relativists," etc. When you are called a name, or when you attack another speaker with one, a conversation is shut down: for the purposes of this class, that is an undesirable outcome (the accuracy of the labels is irrelevant). Our goal is to encourage discussion, not close it off.
- 6) Be conscious of gender dynamics. We have to beware of unconscious features of our discussion styles that exclude or marginalize others. In academic culture, this is often a problem of men marginalizing women: interrupting them, dominating topic discussion, ignoring or denigrating their comments, asking challenging rather than supportive questions, and generally monopolizing the floor (women collude through their own discourse styles). For those of you interested, the linguist Deborah Tannen reviews these issues in a popularized form in her book You just don't understand: Women and men in conversation (1990). Since most of this is done without any conscious intent there's usually some resistance to acknowledging that it takes place at all. If we use the rules I'm outlining here the problem may never emerge, but in any event we have to make sure that our discussions are open and everyone feels free to participate.

- 7) Be conscious of ethnic dynamics. People who are not of European American descent, or who's first language wasn't English, often report being marginalized in college classrooms,
- 8) Arguments from authority are to be avoided. Some of you will have read more than others; some of you may have extensive personal experience with some of the things we discuss in class. There is a temptation to simply dismiss someone who's saying something that goes against all of your experience or learning. Do not try to do this. DO draw on your experience and incidents from it when relevant, but explain, illustrate, make an argument that's open to response by those of us who don't share your expertise.

Course Requirements and Evaluation

Evaluation is as follows:

Reflection Paper	20 pts.
Cohort Group Teaching	20 pts.
Cohort Media Study and Research Report	20 pts.
Individual Research Paper	20 pts.
Reading Responses	10 pts.
Participation	10 pts.

Grading Scale

A = 95-100	C = 73-76
A- = 90-94	C- = 70-72
B+ = 87-89	D+ = 65-69
B = 83-86	D = 60-64
B- = 80-82	D- = 55-59
C+ = 77-79	F = 55 or below

TENTATIVE SCHEDULE

[For illustration only, each faculty member's syllabus will differ in timing and detail, sometimes significantly, depending on the specific readings assigned].

SESSION 1 INTRODUCTION

Overview of the course: Significance of social foundations for teachers. Introductory activities, etc.

- Review syllabus;
- Introduce main issues addressed in the course,
- To find out something about you. (Best sources of learning, Things you've been taught that you question, Goals and purposes as teachers)

Forming Cohorts

Diagnostic exercises (Dilemmas; home practices)

SESSION 2 THE PURPOSES OF PUBLIC SCHOOLING

INTASC standards: 9.13, 10.11

Reading: Spring, Chapter 1

Key concepts: The "American Dream," "opportunity," "competition," "tokenism," "meritocracy"? "individualism," "structural" inequalities?

Video Possibility: "In schools we trust"

SESSION 3 EQUALITY OF EDUCATIONAL OPPORTUNITY AND SOCIAL CLASS

INTASC standards: 10.11

Reading: Spring, Chapter 4.

- Poverty in America and its implications for teaching and learning.
- Public assumptions about the performance of the schools.
- Perceptions of social class in the United States

Video Possibility: "It's your Money" (1st half – through discussion of Rodriguez case); "Children in America's Schools"

Required online reading

A 2-minute tour of poverty in America <http://www.nccbuscc.org/cchd/povertyusa/tour2.htm>

Child poverty by state (Edweek, 9-27-00)

<http://www.edweek.org/ew/ewstory.cfm?slug=04centpovbox1.h20>

Child poverty by race and ethnicity (Edweek, 9-27-00)

<http://www.edweek.org/ew/ewstory.cfm?slug=04centpovbox4.h20>

Number of children in "Working Poor" families (Edweek, 12-13-2000)

<http://www.edweek.org/ew/ewstory.cfm?slug=15poverty-c2.h20>

Poverty Statistics (census bureau): <http://www.census.gov/hhes/www/poverty.html> (This site links to Census data summaries, and also to official definitions of poverty).

Kaiser Family Foundation poll on Poverty in America <http://www.kff.org/content/2001/3118/>

REFLECTION PAPER: DUE

SESSION 4 RACE

INTASC standards: 3.21, 3.22, 3.24

Read: Spring, Chapter 5

Video Possibilities: “I am a promise,” “Color of Fear,” “Twilight,” “The Road to Brown”

Supplemental online reading

House, “Race and Policy” <http://epaa.asu.edu/epaa/v7n16.html>

Minority Student Achievement, Edweek, multi-part series:

March 15th <http://www.edweek.org/ew/ewstory.cfm?slug=27shaker.h19>

<http://www.edweek.org/ew/ewstory.cfm?slug=27gapintro.h19>

March 22nd <http://www.edweek.org/ew/ewstory.cfm?slug=28causes.h19>

Students with greatest need get least experience/qualified teachers

<http://www.edweek.org/ew/ewstory.cfm?slug=28gapteach.h19>

April 4th: **DisplayText cannot span more than one line!**American

Anthropological Association Statement on Race <http://www.aaanet.org/stmts/racepp.htm>

Resegregation (Edweek rept. on Orfield study)

<http://www.edweek.org/ew/1997/29deseg.h16>

Racial disparities in discipline suspensions <http://www.indiana.edu/~iepc/srs1.pdf>

Racial disparities in suspensions http://www.rethinkingschools.org/Archives/14_03/arc143.htm

Racial disparities in special education <http://www.edweek.org/ew/ewstory.cfm?slug=26speced.h20>

The persistence of tracking: http://www.rethinkingschools.org/Archives/13_02/tracksi.htm

Alternatives to tracking http://www.rethinkingschools.org/Archives/13_02/track.htm

SESSION 5 STUDENT DIVERSITY

INTASC standards: 3.22, 3.24

Read Spring, Chapter 6

Video possibility: “AKA Don Bonus;”

Minority groups as a majority in the schools (Edweek 9-27-00) – Look at the charts

<http://www.edweek.org/ew/ewstory.cfm?slug=04centgrow.h20>

Poverty among school-aged children (Edweek 9-27-00) – Look at the charts

<http://www.edweek.org/ew/ewstory.cfm?slug=04centpov.h20>

Demographic shifts and diversity, (Edweek, 3-21-01)

<http://www.edweek.org/ew/ewstory.cfm?slug=27census.h20>

SESSION 6 MULTICULTURAL EDUCATION

INTASC standards: 3.13, 3.14, 3.15, 3.24

Read Spring, chapter 7

Videos: “Lost In Translation: Latinos, schools, and society” “Fear and Learning at Hoover Elementary”

Online readings

Library of Congress, “Port of Entry” lesson <http://lcweb2.loc.gov/ammem/ndlpedu/activity/port/start.html>

Peace Corps “Culture Matters”

<http://www.peacecorps.gov/www/culturematters/index.html>

“School Reform and Student Diversity” (case studies of successful programs, 1995)

<http://www.ncbe.gwu.edu/miscpubs/schoolreform/index.htm>

Links on language policy (including bilingualism, English only, etc.):

<http://ourworld.compuserve.com/homepages/JWCRAWFORD/langpol.htm>

“Proposition 227, Stanford 9 and Open Court: Three strikes against English language learners,” by Ramon Martinez, elementary school teacher in East LA.

<http://www.tcla.geis.ucla.edu/democracy/politics/prop227.html>

Un Dia nuevo for schools, Mary Ann Zehr, Education Week, 11-8-2000, See also related articles which link from this page: <http://www.edweek.org/ew/ewstory.cfm?slug=10hispanic.h20>

Generational differences in immigrant education

http://www.edweek.org/ew/ew_printstory.cfm?slug=39immig.h19

Costs and benefits of immigration <http://www.edweek.org/ew/vol-16/35immig.h16>

Numbers of bilingual children: http://www.rethinkingschools.org/Archives/12_03/12_03.htm

Language mismatches <http://www.edweek.org/ew/1996/29cultur.h15>

Delpit, Ebonics and culturally responsive education: http://www.rethinkingschools.org/Archives/12_01/ebdelpit.htm

SESSION 7 SCHOOL CONTROL ISSUES: LOCAL CONTROL, CHARTER SCHOOLS, PRIVATIZATION

INTASC standards: 9.13, 10.11

Read Spring, Chapter 8

Video possibilities: “New School Order,” “School Takeover”

Funding disparities: (GAO report) <http://www.edweek.org/ew/1998/41gao.h17>

<http://www.edweek.org/ew/1998/25gao.h17>

<http://www.edweek.org/ew/1997/25gao.h16>

Links to a 5-part Education Week series on “The changing face of public education”

<http://www.edweek.org/sreports/changinged.htm>

“Redefining ‘public’ schools” (charters & vouchers) Edweek 4-26-00

<http://www.edweek.org/ew/ewstory.cfm?slug=33na.h19>

Charter Schools and Diversity (and see links to accompanying stories)

<http://www.edweek.org/ew/ewstory.cfm?slug=35choice.h19>

People for the American Way “Privatization of public education: A joint venture of chairity and power” (april 20, 1999) <http://www.pfaw.org/issues/education/CSF-report.shtml>

“The Education Industry: Corporate takeover of Public schools”

<http://www.corpwatch.org/trac/feature/education/>

State of the “Education Industry” <http://www.edweek.org/ew/ewstory.cfm?slug=33biz.h19>

Education as for-profit business (see also links)

<http://www.edweek.org/ew/ewstory.cfm?slug=13bizmain.h19>

Alfie Kohn (1998). “Only for *my* kid: How privileged parents undermine school reform”

<http://www.alfiekohn.org/teaching/ofmk.htm>

Bartering away school taxes <http://www.edweek.org/ew/ewstory.cfm?slug=24tax.h16>

Pro-Vouchers: <http://www.manhattan-institute.org>

PFAW critique of vouchers: <http://www.pfaw.org/issues/education/voucher.criteria.shtml/>

Vouchers (from Rethinking Schools): <http://www.rethinkingschools.org/SpecPub/voucher.htm>

UCLA study on Charter Schools: <http://www.gseis.ucla.edu/docs/charter.pdf> (read only the Executive Summary, pp. 4-8).

Charters and Vouchers: http://www.rethinkingschools.org/Archives/13_01/speced.html

SESSION 8 POWER AND CONTROL AT STATE AND NATIONAL LEVELS, STANDARDIZATION AND TESTING

INTASC standards: 3.21, 9.22

Read Spring Chapter 9.

Video Possibility: “Testing Testing Testing”

What are the supposed benefits of “standardized” education and testing? What are the “social effects,” the social stratifications, that are kept in place through testing? Can critical inquiry be encouraged alongside standardized education?

Supplemental Online reading:

Opinion article against standards: <http://www.alfiekuhn.org/standards/rationale.htm>

An essay on standards by Deborah Meier with responses from various policy makers:

<http://bostonreview.mit.edu/BR24.6/meier.html>

Gerald Bracey’s “Thinking about tests and testing: A primer on ‘assessment literacy’”

<http://www.aypf.org/BraceyRep.pdf>

Lorrie Shepard, “The role of assessment in a learning culture” (Oct. 2000),

<http://www.aera.net/pubs/er/arts/29-07/shep01.htm>

Standards movement: http://www.rethinkingschools.org/Archives/12_04/hill.htm

Harold Berlak “Race and the Achievement Gap”

http://www.rethinkingschools.org/Archives/15_04/Race154.htm

“Standards and Multiculturalism” by Bill Bigelow

http://www.rethinkingschools.org/Archives/13_04/stands.htm

SESSION 9 TEACHER PROFESSIONALISM AND UNIONS

INTASC standards: 9.13

Reading: Spring, chapters 2 & 3

Reconstitution <http://www.edweek.org/ew/1997/04recon.h17>

Reconstituting schools: http://www.rethinkingschools.org/Archives/13_01/recon.htm

Uses of single test to evaluate *teachers*: (Edweek, 4-4-01)

<http://www.edweek.org/ew/ewstory.cfm?slug=29teach.h20>

(refers to a National Research Council study online at <http://www.nap.edu/books/0309074207/html/>)

Teaching to the test (Edweek 2-23-00) <http://www.edweek.org/ew/ewstory.cfm?slug=24SAT.h19>

Impacts of testing on teaching (NJ), 4-18-01

<http://www.edweek.org/ew/ewstory.cfm?slug=31ASSESS.h20>

Influence on standards-and-tests on teaching (in Texas)

http://www.rethinkingschools.org/Archives/14_04/tex144.htm

Pressure to pass tests in VA (Edweek, 12-6-00)

<http://www.edweek.org/ew/ewstory.cfm?slug=14va.h20>

Teachers organizes in Mass to protest tests

<http://www.edweek.org/ew/ewstory.cfm?slug=12mcas.h20>

Chicago: Centralization of lesson plans <http://www.edweek.org/ew/ewstory.cfm?slug=07chic.h19>

pay-performance systems (Edweek 10-13-99) <http://www.edweek.org/ew/ewstory.cfm?slug=07pay.h19>

Critique of INTASC standards

Video Possibilities: “Teacher Shortages?,” “1st Year Teachers”

SESSION 10 READING THE MEDIA CRITICALLY I

What values are kept alive through mass media and school curricula, according to the readings? What role does the media play in shaping the myths of the American Dream and individualism?

Video Possibility: “The Myth of the Liberal Media”

“Propaganda from the Middle of the Road”

<http://www.fair.org/extra/best-of-extra/centrist-ideology.html>

“The Construction of Reality in TV News” by Mark Peace

<http://www.aber.ac.uk/media/Students/mbp9701.html>

Online in [Rethinking Schools](#)

“Seventeen, Self-Image and Stereotypes”

http://www.rethinkingschools.org/Archives/14_02/sev142.htm

Go to this website, <http://www.aber.ac.uk/media/Functions/medmenu.html>

and EXPLORE articles under the following links: News Media, Media Education

“Kids and media at the new millennium”, 1999 report, GOTOBUTTON BM_|_

<http://www.kff.org/content/1999/1535/>

Rethinking Schools report on Teaching kids about the media

GOTOBUTTON BM__ http://www.rethinkingschools.org/Archives/14_02/14_02.htm

Media literacy efforts in schools (Edweek, 12-6-00)

<http://www.edweek.org/ew/ewstory.cfm?slug=14media.h20>

SESSION 11 READING THE MEDIA CRITICALLY II

How do these readings suggest approaches to media analysis that you may not have considered before? Which seem useful in developing critical inquiry with your students?

“Democracy At Risk: Building Citizenship Skills through media Education”

<http://interact.uoregon.edu/MediaLit/FA/MLArticleFolder/democracy.html>

“Literacy For The Information Age” <http://interact.uoregon.edu/MediaLit/FA/mlhobbs/infoage.html>

“Integrating Film and Television into Social Studies Instruction”

http://www.ed.gov/databases/ERIC_Digests/ed415177.html

“Key Concepts for Teaching Television”

<http://interact.uoregon.edu/MediaLit/FA/MLArticleFolder/key.html>

recommended on media and gender:

“How Seventeen Undermines Young Women” <http://www.fair.org/extra/best-of-extra/seventeen.html>

SESSION 12 GENDER: EXAMINING MASCULINITY

Video Possibility “Tough Guise”

How can we critically examine the construction of masculinity? How is masculinity constructed in relation to homophobia? How do schooling practices reinforce dominant conceptions of masculinity?

Reading:

In RA:

Intro 409-414;

Ads and Construction of Violent White Masculinity 458-467;

How Americans Understand Equality of Sexes 414-418

In Reader/PDF:

“Heterosexism in Middle Schools”

In Beyond Silenced Voices:

Richard Friend, “Choices, Not Closets”

Recommended:

IN RA: Sexism and Misogyny: Who Takes the Rap? 483-490;

In BSV: Connell, “Disruptions”

SESSION 13 FEMININITY, FEMINISM, AND THE EDUCATIONAL EXPERIENCE OF GIRLS AND WOMEN

INTASC 3.22

How are womens’ and girls’ identities constructed in relation to heterosexuality, motherhood, and autonomy?

In Beyond Silenced Voices:

Carol Gilligan “Joining the Resistance”

Michelle Fine, “Sexuality, Schooling, and Adolescent Females”

In RA:

“Higher Education: Colder by Degrees” 228-251

“Connected Education for Women” 567-582

Jamaica Kincaid, “Girl” 418-421;

On girls’ body images, see “About Face” <http://www.about-face.org/>

Websites for Girls (links to various projects and organizations):
http://www-unix.umbc.edu/~korenman/wmst/links_girls.html

Screening: [Girls Like Us](#)

SESSION 14 COMPULSORY HETEROSEXUALITY, HOMOPHOBIA, AND LESBIAN AND GAY INCLUSIVE CURRICULA

How have we learned to speak/not speak, teach/not teach about issues of sexuality and heterosexuality, and lesbian and gay culture and families? How are students effected by maintaining “silence” about these issues in our classrooms?
 in Reader/PDF

Gay Lesbian Straight Educational Network www.glsen.org

Keating, “Heterosexual Teacher, Lesbian/Gay/Bisexual Text: Teaching the Sexual Other(s)”

Klages, “The Ins and Outs of a Lesbian Academic”

Boutilier, “Reading, Writing, and Rita Mae Brown: Lesbian Literature in High School”

Blinick, “Out in the Curriculum, Out in the Classroom: Teaching History and Organizing for Change”

Stoller, “Creating a Nonhomophobic Atmosphere on a College Campus”
 In RA: Appearances 503-512

Video Screening: [It’s Elementary](#), Debra Chasnoff