

Course Syllabus

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Who Decides? Decision Making in the US Education System

Global Development (GDEV) 1200

FWS Spring 2024

Mon Wed Fri 9:05am-9:55am

Warren Hall 138

Link to **Syllabus** [here](https://docs.google.com/document/d/1w2qw-FBilGDKKHfzfmre0GGuFv0eFG2Xd/edit?usp=sharing&ouid=109352649313513440419&rtpof=true&sd=true)  (https://docs.google.com/document/d/1w2qw-FBilGDKKHfzfmre0GGuFv0eFG2Xd/edit?usp=sharing&ouid=109352649313513440419&rtpof=true&sd=true)
(access with Cornell email)

Link to **Weekly Schedule** for each section [here](https://canvas.cornell.edu/courses/60382/modules) (https://canvas.cornell.edu/courses/60382/modules)

Link to **Participation Rubric** [here](https://canvas.cornell.edu/courses/60382/files/9729746?wrap=1) (https://canvas.cornell.edu/courses/60382/files/9729746?wrap=1)

Record your **Banned Book Choice** [here](https://docs.google.com/spreadsheets/d/1muOTy7GqZyeK-1PhRvs_EzgNU7bBqyaM8mKBIE5Tp_c/edit?usp=sharing)  (https://docs.google.com/spreadsheets/d/1muOTy7GqZyeK-1PhRvs_EzgNU7bBqyaM8mKBIE5Tp_c/edit?usp=sharing)

Instructor: Kristie LeBeau

Pronouns: she/her/hers

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Office Hours

Location: Warren 230

Time: Monday, 2:00pm-4:00pm; Friday 10:00am-12:00pm

Google Calendar Link to book office hours [here](https://calendar.app.google/x55J8hfNMBqw2SDB7)  (https://calendar.app.google/x55J8hfNMBqw2SDB7)



Credits: 3

Course Description: Who decides what books students should read? Who has a say in what version of history is taught? This course will ask questions like these to explore key tensions surrounding decision-making in the US education system. Students will be asked to think critically about their own educational

experiences and situate them within a larger historical context. This class will study a range of texts from past court cases to contemporary news articles. Students can expect to develop key writing skills through assignments that imitate practical, real-world examples that play out in the K-12 environment. This course will reinforce that there are many forms of effective expression and that it is empowering to be able to articulate ideas coherently in debates like these and beyond.

Rationale: To write well, you must read well. This is how our course will begin. Students will learn to closely read texts to pull out their key arguments and supporting evidence and then develop a reading guide designed for high school students. Next, we will practice reading multiple texts and putting them in conversation with each other. This skill will prepare students to learn how to support an argument with evidence. To practice these writing techniques, students will prepare a memo from the lens of a middle school teacher, supporting their reasoning for using a banned book in class. We will work on refining these skills and retaining a central focus throughout our writing to develop compelling stories for our designated audiences in the last half of the course. We will model this by writing a policy brief for an education audience of your choosing. We will conclude by repackaging our policy briefs for a different audience.

Course Summary:

Date	Details	Due
Fri Jan 26, 2024	 First Paper Assignment (https://canvas.cornell.edu/courses/60382/assignments/613533)	due by 9:05am
Mon Feb 12, 2024	 Annotated Bibliographies (2) (https://canvas.cornell.edu/courses/60382/assignments/614223)	due by 9:05am