

Educational Foundations

EDUC BC 1510

Fall 2019

Professor: Erika Kitzmiller, Ph.D., M.P.A.

Email: ekitzmil@barnard.edu

Student Hours: 2:00 – 4:00 Mondays

Office: Milstein 704

Schedule via: <https://erikakitzmiller.youcanbook.me/>

Meeting Times: M/W 11:40 – 12:55 pm

Class Location: MLC LL001

Discussion Sections:

Monday 4:00 – 5:00

Wednesday 10:00 – 11:00

TA: Corinne Kentor

Email: cdk2132@tc.columbia.edu

Student Hours: 2:00 – 4:00 Mondays

Schedule via:

Course Description

Educational Foundations introduces students to the social and cultural foundations of education. Drawing on anthropological, historical, sociological, and philosophical sources, we will explore the history, purposes, and possibilities of education broadly defined. Rather than treating each of our disciplinary foundations as a separate mode of inquiry, this course takes a thematic approach to explore what education is, how education has become what it is, and what purposes education is expected to serve in democratic society. We view education as a key site in which societies define and debate their core values and imagine their ideal futures and future citizens. As such, we recognize that the struggles to control educational policy and practice are deeply cultural and value-laden, providing insight into a society's efforts to define itself at any particular historical moment. Building on this foundation, we can work across fields and texts to excavate issues of class, race, gender, sexuality, language, and ability in education. Our explorations will afford opportunities to engage thoughtfully in envisioning, planning, and constructing teaching and learning situations and schools as they ought to be rather than simply accepting them as they are.

The course is divided into two parts. In Part I, beginning with an analysis of the purposes we ask education to serve in the United States, we engage an in-depth exploration of the varied, conflicting purposes U.S. citizens ask education to serve, including producing workers, producing citizens, and creating opportunities for social mobility. Next, we zoom out (and back in time), taking a broader look at educational aims and purposes as they emerge from philosophy, social theory, social science and critical theory. We ask: What is education? Who should be educated? What should they be educated for? Can education play a role in creating a more socially just society? Part I provides the groundwork for a conversation around what purposes education *could* and *should* serve, prioritizing how we might create more equitable schooling experiences for all children.

In Part II, we extend our conversation about the relationship between culture, learning, and identity. We explore the way structural racism, class inequality, gender inequality, and various forms of identity-based discrimination have interfered with our visions of education and its possibilities. We ask how practices that marginalize on the basis of identity and culture have become institutionalized in our schools, considering the historical foundations of these practices, and empirical explorations of their modern instantiations. We conclude by drawing on our learning from across the semester to reflect on what education *should* be, considering pathways for functional educational reform that benefits *all* students.

In this course, we not only address a wide range of complex topics: we do so against the background of *your* already established values and cultural orientations. What the course asks of you as individuals is to put aside, at least temporarily, what you have always believed and what you think is obvious, opening yourself to a fresh consideration of countervailing answers – thought equally obvious by others. This is easier said than done. In this sensitive, contentious area we tend to feel an imperative to hold onto our established views. It takes a lot of work (talk and thought in our setting) to deepen perspectives; please be open to this work. It is some of the most important learning you will do in our time together.

Learning Outcomes:

- Students will explore the major philosophical shifts in thinking about the goals and purposes of schooling over time, the major learning theories that have shaped teaching and learning in schools, and the changes in social interactions and forces of exclusion and inclusion that have framed life in schools.
- Students will engage in close reading of anthropological, philosophical, sociological, and historical foundations texts to distil central concepts, major arguments, key events, and critical questions raised by the authors.
- Students will explain, clarify, question, and debate their interpretations of the readings and compare and contrast their interpretations with those of other students in the class.
- Students will compose intensive writing assignments, working to improve their capacity for argumentation and analysis.
- Students will reflect on their learning about the foundations of race, class, gender, sexuality, language, and ability in education, evaluate the changing role of education and schools in our society, and propose actions that could be taken to improve education and schools in the future.

Required Texts

- All readings will be posted in Courseworks.

Class Assignments and Evaluation

Final grades in the course will be based on completion of the following components:

- 1) **Attendance/Class Participation (20%):** Includes meaningful involvement in class discussions and activities, including small and large-group discussions, simulations, and role-plays. You are expected to come to class on time and to remain for the entire session. I allow everyone one unexcused absence. After this, each unexcused absence may cause you to miss valuable class conversations and activities, substantially impacting your participation grade. Students who must be absent due to illness etc. must inform the instructor by e-mail before the class meeting time. Students who must miss class for religious observance should meet with the instructor *prior to* their absence to make arrangements for alternative assignments. For this class to be effective, all students must come prepared to discuss the week's readings and must complete other assignments.

Your class participation is one component of your final grade in this course; your participation will be evaluated on your ability to integrate concepts from the readings into class discussion through comments and questions as well as the relevance of your remarks to the topic. You are encouraged to bring different perspectives and positions to the discussion, based on your own knowledge and experience. Disagreement and critique of the readings are encouraged, as they can be instructive.

Peer collaboration, feedback, confidentiality and support

The content and structure of this course may facilitate dialogue about our ideologies and ideas about education, inequality, justice, and retribution as well as questions and anxieties about the nature of these ideas in our society. It is crucial that we all take responsibility for creating a safe environment in which open and respectful dialogue can occur.

By safe environment we do not mean that we should not actively challenge one another on important issues because this can be a powerful learning tool.

Rather, we mean that this course must be a place in which everyone can discuss differing beliefs and questions without concern about being judged or having confidential information shared outside of the group. Our classroom is a place where people should be seen and heard for who they are—in their entirety—and to feel that a sense of trust and love in a space that is geared for all of us to fully immersed in the learning process.

It also means that there will be space and time for people to share perspectives. For this to happen, we will each need to work hard to remain respectfully tentative about others' opinions and questions (and critically self-reflective on our own) realizing that we all come with various areas of expertise and have unique perspectives on the world. Moreover, we need to be cognizant of how much we have talked during class. No one should dominate classroom discussions. This kind of participation is a central requirement of this class. If anyone has any concerns that these standards are not being upheld, they should speak to me about it. I, like many of you, am not perfect, but I am committed to a classroom where equity and justice are at the center of everything that I do. If I falter or slip up, I want to know.

- 2) **Reading Groups (20%):** The purpose of this assignment is twofold: (1) to support adequate preparation for class discussions and activities through close reading of the assigned texts; and (2) to explore your learning. The success of this course depends on you reading the assigned materials thoroughly and carefully each week, and thinking about the issues in advance of class. There is a considerable amount of reading each week, and you will need to plan your week carefully so that you can read the texts over time. You will not be able to read and digest the materials at the last minute.

To facilitate deep engagement with the course materials, you will be placed in Reading Groups. Students will meet weekly with their reading groups to discuss the readings for 30 – 45 minutes outside of class. These meetings should take place either in person or online and should be recorded. Students should submit the recordings and a 1 – 2 page response paper to the instructor at the assigned time. Do not summarize the readings; rather reflect on them and bring in ideas from your practice, research, and experience as well as questions that you may have about these materials. Each member of the group should take turns writing these reflections. No one should act as a secretary. We will discuss the expectations for these reading groups in discussion sections.

- 3) **Writing Reflections (60%):** This course requires three writing assignments, each of which will respond to one of our primary course themes. These reflections vary in length, but should be written in a standard 12-point font, 1-inch margins, and should be used to demonstrate your ability to interpret, analyze, and synthesize ideas across course materials. Further details for each of the essays will be made available on Canvas. You should email the assignments by the due date to Corinne and me with the subject line Last Name-Educational Foundation-Assignment Name. For example, Kitzmiller-Educational Foundations-Reflections on a Teacher. You may hand in drafts of these assignments one week before the due date for feedback from your TA or instructor.

Assignment #1: Reflections on a Teacher

Due: October 23rd

What is it?

This is a 4 – 6 page singled spaced paper that describes a teacher who has had a significant impact on you. This teacher can be a classroom teacher or an individual who works in an non-formal educational space. In what ways did this teacher, support you? How did their teaching and pedagogy reflect the course materials that we have discussed?

What's the purpose of this assignment?

This assignment asks you to reflect on your own schooling experiences and to think about an individual who supported your journey to this point. It requires you to examine what you have experienced as a learner and how those experiences reflect the larger aims or shortcoming of education in our society.

Assignment #2: Op-Ed

Due: November 13th

What is it?

An op-ed, short for "opposite the editorial page" or "opinion editorial", is a written prose piece typically published by a newspaper or magazine which expresses the opinion of an author usually not affiliated with the publication's editorial board. Your op-ed should be an 800 – 1200 word piece on any educational topic that you care about and is currently being debate, considered, or advanced.

What's the purpose of this assignment?

This assignment will give you an opportunity to critically reflect on and assert your own ideas about a particular educational practice, policy, or injustice. Bonus: you might even publish it!

Assignment #3: Reflective Paper

Due: TBD

What is it?

This is a 8 - 10 page double-spaced paper (or other media) that captures what you have learned this semester and how you plan to apply and use this knowledge in your own work. You may hand in a draft one week before the due date for feedback.

What's the purpose of this assignment?

To give every student an opportunity to demonstrate what they have learned in the format that is best-suited to them and to reflect on what they hope to do with this knowledge in the future. This paper is for you, not for me. By that I mean, there is no single way to do this assignment. It should be done in a manner that is most productive and generative for you.

Grading

Detailed rubrics for all assignments will be provided 2 weeks before the assignment is due. Before drafting your written assignments, be sure to review the criteria in the rubric for that assignment. You should use the rubrics to self-evaluate your written work before submission.

Students are expected to turn in all work on time. If you need an extension, be sure **to ask for it before the due date via email to the instructor and your TA.** Extensions will only be granted for legitimate reasons. Late papers, for which you have not been granted an extension, will be subject to a grade penalty. If you request an extension within 48 hours of a due date, I will ask to see your working draft. Assignments more than 1 week late will receive a lower letter grade. For example, an A paper that is a week late will receive an A-. Please know that this policy is meant to support your learning. Years of experience have taught me that students often need to be communicating with their professors about stumbling blocks they are facing in scheduling their time, or figuring

out an assignment well before the due date. I want to be talking with you early in the writing process if you're facing any difficulty. We are here to help you. Please talk to us if you need support.

REMEMBER: Late reading reflections will not be accepted.

Students are encouraged to schedule student hours' meetings to talk with me or the TAs about questions concerning assignments and course readings.

Additional Course Expectations

Discussion Sections

Students must register for a discussion section. There are two discussion sections allocated for this course; please select one that works for your schedule. These sections give you a chance to discuss the assigned readings and prepare for writing assignments. You are expected to attend your discussion section regularly and participate in the discussion actively; attendance and participation will be taken into account in the calculation of your grade.

Laptops and other Electronic Devices

In general, we seek to limit technology use in this classroom. Please silence laptops and phones at the beginning of class.

Laptops facilitate note taking and learning, but please do not use them for other purposes. Doing so is distracting and can impede learning for you and your peers. It is also very distracting to me when I am teaching. If you are using your laptop for other purposes either the instructor or the TA has the right to ask you to leave the class. If you have an emergency, please feel free to step outside of class to use your phone.

Writing Fellows

This course is writing-intensive. One of the requirements of this course is working with a Barnard Writing Fellow. The Barnard Writing Fellows Program (founded in 1991) is designed to help students strengthen their writing in all disciplines. We believe that writing is a process; it happens in stages, in different drafts. Often the most fruitful dialogues about your writing occur with your peers, and the Writing Fellows are just that. They are not tutors or TAs; they are Barnard undergraduates who participate in a semester-long workshop in the teaching of writing and, having finished their training, staff the Barnard Writing Center and work in courses across the disciplines. It is not their role to comment on the accuracy of the content of your papers, nor to grade your work. They are not enrolled in your course. You will probably know more about the course's specific material than they do, and your papers must therefore be written clearly enough so that the non-expert can understand them.

Two dates are listed for each piece of writing assigned. You will hand in your first draft to your instructor on the first date, who will pass it on to your Writing Fellow. The Writing Fellow will read it, write comments, and conference with you on it, after which you will have a week to revise the paper and hand in a final version on the second date.

Sign up for your Writing Fellow in class when you first hand in your paper. Conference locations will be indicated on the sign-up sheet. Please make a note of when and where you have scheduled your conference. Also, please make sure to record your Writing Fellow's email and phone number when you sign up for your conference in case you need to contact her. **If you do not send your paper to a Writing Fellow, or**

cancel an appointment within, 48 hours of your meeting, the Writing Fellow will not meet with you. You also must make all appointments with Fellows at least 48 hours in advance.

The Head Writing Fellow for your course is **Yijun Wang** (yw2859@barnard.edu; 917-579-5342). Please contact her if you have questions about the Writing Fellows working with your course. If you have other questions about the Writing Program, please contact DaMonique Ballou, the Program Coordinator (dballou@barnard.edu; 212-854-8941). For more detailed information about our philosophy, policies, and FAQs, please see our website: <https://writing.barnard.edu/>.

Email will be my primary mode of communication with you. You should check your Barnard email regularly (or have it forwarded to the account you do check). You should email both the TA and me about any course matters.

Barnard Codes and Policies

Education Program Statement on Intellectualism and Professionalism

In the Barnard Education Program, we are committed to fostering deep intellectual engagement with and critical reflection on the theory and practice of education in all our courses. Students should prepare for substantive readings; thoughtful class discussions; opportunities to apply what they are reading to seminar and fieldwork experiences; and comprehensive writing projects that involve critical thinking, reflection, and analysis. We also emphasize the role of professionalism, or the conduct, goals, and qualities that should characterize members of the educational profession. Professionalism includes: preparing carefully for class, taking full advantage of opportunities to learn before, during and after class or discussion sections, embracing progressively greater responsibility for your learning, establishing and maintaining effective communication with your instructor and teaching assistant, engaging thoughtfully in the writing process, including drafting and revising your written work, and maximizing opportunities to reflect on your learning.

Honor Code

All students taking this course must adhere to the Barnard College honor code, regardless of their academic affiliation. The honor code states:

We, the students of Barnard College, resolve to uphold the honor of the College by refraining from every form of dishonesty in our academic life. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any papers or books not authorized by the instructor in examinations, or to present oral work or written work which is not entirely our own, unless otherwise approved by the instructor. We consider it dishonest to remove without authorization, alter, or deface library and other academic materials. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.

Wellness Statement

It is important for undergraduates to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself--your own health, sanity, and wellness--your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them. For more information about available resources:

- Barnard Students: <http://barnard.edu/wellwoman>
- Columbia Students: <http://www.college.columbia.edu/resources> Click on Health-Wellness

- Columbia GS Students: <https://gs.columbia.edu/health-and-wellness>
- Columbia SEAS Students: <http://gradengineering.columbia.edu/campus-resources>

Academic Accommodations Statement

If you are a student with a documented disability and require academic accommodations, you must visit the Office of Disability Services (ODS) for assistance. Students requesting eligible accommodations in their courses will need to first meet with an ODS staff member for an intake meeting. Once registered, students are required to visit ODS each semester to set up new accommodations and learn how to notify faculty. Accommodations are not retroactive, so it is best to register with ODS early each semester to access your accommodations. If you are registered with ODS, please see me to schedule a meeting outside of class in which you can bring me your faculty notification letter and we can discuss your accommodations for this course. Students are not eligible to use their accommodations in this course until they have met with me. Barnard ODS is located in Milbank Hall, Room 008. Columbia ODS is located in Wien Hall, Suite 108A.

Affordable Access to Course Texts

All students deserve to be able to access course texts. The high costs of textbooks and other course materials prohibit access and perpetuate inequity, and Barnard librarians are partnering with students, faculty, and staff to increase access. By the first day of advance registration for each term, you should be able to view on CourseWorks information provided by your faculty about required texts (including ISBN or author, title, publisher and copyright date) and their prices. Once you have selected your classes, here are some cost-free methods for accessing course texts, recommended by the Barnard Library: find out if your faculty has placed the texts on reserve at Barnard Library or another Columbia library, and look for course texts using CLIO (library catalog), Borrow Direct (request books from partner libraries), Interlibrary Loan (request book chapters from any library), and NYPL. Students with financial need or insecurity can check items out from the FLIP lending libraries in the Barnard Library and Butler Library and can consult with the Dean of Studies and the Financial Aid Office about additional affordable alternatives for getting access to course texts. Talk with your librarian and visit the Barnard Library Textbook Affordability guide (library.barnard.edu/textbook-affordability) for more details.

Course Calendar

Please Note:

- Course readings **are subject to change**; updated syllabi will be posted to Canvas and new readings will be uploaded at least one week prior to when they are due.

No Class on November 4th

No Class on November 27th

Classes End December 9th

DATE	TOPICS	READINGS	ASSIGNMENTS
<u>PART I: WHAT IS EDUCATION AND WHAT ARE ITS PURPOSES?</u> <u>Key Questions</u> <ul style="list-style-type: none"> What is education? What are the foundations for schooling? What alternatives might we have taken? Is education synonymous with schooling? What are and what should be the purposes of education? Who should be educated? What should they be educated about? What is the relationship between education and a good society? Can education change society, or does it reproduce existing inequalities? 			
W 9/4	Introduction		
M 9/9	<i>Class 2</i> The Founding of American Schools	Mann, Horace. <i>Report No. 12 of the Massachusetts School Board</i> . Katz, Michael B. <i>The Irony of Early School Reform, Educational Innovation in Mid-Nineteenth Century Massachusetts</i> . New York: Teachers College Press, 2001. <i>Selection</i>	
W 9/11	<i>Class 3</i> Racial Inequality/Social Mobility in a Historical Context	Neckerman, Kathryn M. <i>Schools Betrayed: Roots of Failure in Inner-City Education</i> . Chicago: University of Chicago Press, 2007. <i>Introduction, Chapters 1, 2, and 7</i>	
M 9/16	<i>Class 4</i> The Fight for Equality: More than One Story	Todd-Breland, Elizabeth. <i>A Political Education: Black Politics and Education Reform in Chicago since the 1960s</i> . Chapel Hill: The University of North Carolina Press, 2018. <i>Introduction, Chapter 1</i> Hannah-Jones, Nikole. "Choosing a School for My Daughter in a Segregated City." <i>New York Times</i> , June 9, 2016. https://www.nytimes.com/2016/06/12/magazine/choosing-a-school-for-my-daughter-in-a-segregated-city.html .	Reading Group A – Reflections Due: 12 pm Sunday

W 9/18	<i>Class 5</i> Educational purposes in the American context	<p>Labaree, David F. "Public Goods, Private Goods: The American Struggle over Educational Goals." <i>American Educational Research Journal</i> 34, no. 1 (Spring 1997): 39–81.</p> <p>Podcast: Have You Heard, Do Americans Have A Right to Public Education, https://soundcloud.com/haveyouheardpodcast/getting-fundamental</p>	<p>Reading Group B – Reflections Due: 12 pm Tuesday</p>
M 9/23	<i>Class 6</i> Purposes of Schooling: Social efficiency (preparing workers)	<p>Anyon, Jean. "Social Class and the Hidden Curriculum of Work." <i>Journal of Education</i> 162, no. 1 (January 1980): 67–92.</p> <p>Oakes, Jeannie. "Beyond Tracking." <i>Educational Horizons</i>, Fall 1986, 32–35.</p>	<p>Reading Group A – Reflections Due: 12 pm Sunday</p>
W 9/25	<i>Class 7</i> Purposes of Schooling: Social mobility	<p>Bowles, Samuel, and Herbert Gintis. <i>Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life</i>. New York: Basic Books, 1976. <i>Chapters 1 and 2</i></p> <p>Kantor, Harvey, and Robert Lowe. "Class, Race, and the Emergence of Federal Education Policy: From the New Deal to the Great Society." <i>Educational Researcher</i> 24, no. 3 (April 1, 1995): 4–21.</p> <p>Podcast: Have You Heard, Schools Can't Fix Poverty, https://soundcloud.com/haveyouheardpodcast/schools-cant-fix-poverty</p>	<p>Reading Group B – Reflections Due: 12 pm Tuesday</p>
M 9/30	<i>Class 8</i> Purposes of Schooling: Democratic equality (citizenship)	<p>Banks, James A. "Failed Citizenship and Transformative Civic Education." <i>Educational Researcher</i> 46, no. 7 (October 1, 2017): 366–77.</p> <p>Abu El-Haj, Thea. "I Was Born Here, but My Home, It's Not Here": Educating for Democratic Citizenship in an Era of Transnational Migration and Global Conflict. <i>Harvard Educational Review</i> 77, no. 3 (September 2007): 285–316.</p> <p>Podcast: Gunter, J. (2011) Minor Politics. <i>This American Life</i> https://www.thisamericanlife.org/424/kid-politics</p>	<p>Reading Group A – Reflections Due: 12 pm Sunday</p>
W 10/2	<i>Class 9</i> Purposes of Education: Beyond Labaree	<p>Simpson, Leanne Betasamosake. <i>As We Have Always Done : Indigenous Freedom through Radical Resistance</i>. Minneapolis: University of Minnesota Press, 2017. <i>Chapter 9</i></p> <p>Bajaj, Monisha, and Maria Hantzopoulos, eds. <i>Peace</i></p>	<p>Reading Group B – Reflections Due: 12 pm Tuesday</p>

		<i>Education: International Perspectives</i> . London: Bloomsbury Academic, 2016. <i>Introduction</i>	
M 10/7	<i>Class 10</i> Progressivism/ theories of education and learning as they relate to society	Dewey, John. <i>The Child and the Curriculum</i> . Chicago: University of Chicago Press, 1920. <i>Selections</i> Ladson-Billings, Gloria. “But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy.” <i>Theory into Practice</i> 34, no. 3 (Summer 1995): 159–65. Himley, Margaret, ed. <i>From Another Angle : Children’s Strengths and School Standards</i> . New York: Teachers College Press, 2000. <i>Chapter 1</i> .	Reading Group A – Reflections Due: 12 pm Sunday
W 10/9	<i>Class 11</i> Interpretive Social Science	Durkheim, Emile. “On education and society.” Jackson, Philip W. <i>Life in Classrooms</i> . New York: Holt, Rinehart and Winston, 1968. <i>Selection</i> .	Reading Group B – Reflections Due: 12 pm Tuesday
M 10/14	<i>Class 12</i> The influence of Marx and liberation pedagogy	Anyon, Jean. <i>Marx and Education</i> . New York: Routledge, 2011. <i>Selection</i> . Freire, Paulo. <i>Pedagogy of the Oppressed</i> . Translated by Myra Bergman Ramos. New York: Continuum, 1970. <i>Chapter 2</i> .	Reading Group A – Reflections Due: 12 pm Sunday
W 10/16	<i>Class 13</i> Post-structuralism: Bourdieu	Bourdieu, Pierre. “The Forms of Capital.” In <i>Handbook of Theory of Research for the Sociology of Education</i> , edited by J.E. Richardson, translated by Richard Nice, 214–58. Westport, CT: Greenwood Press, 1986. Carter, Prudence L. “‘Black’ Cultural Capital, Status Positioning, and Schooling Conflicts for Low-Income African American Youth.” <i>Social Problems</i> 50, no. 1 (2003): 136–55.	Reading Group B – Reflections Due: 12 pm Tuesday
M 10/21	<i>Class 14</i> Foucault	Dussel, I. Foucault & Education Ferguson, Ann Arnett. <i>Bad Boys: Public Schools in the Making of Black Masculinity</i> . Ann Arbor: University of Michigan Press, 2010. <i>Selections</i> Pascoe, C. J. <i>Dude, You’re a Fag: Masculinity and Sexuality in High School</i> . Berkeley: University of California Press, 2007. <i>Selections</i> . Read 1 – 15 and Chapter 3	Reading Group A – Reflections Due: 12 pm Sunday
W 10/23	<i>Class 15</i> Postcolonial theory and its impact on education	Lomawaima, K. Tsianina. <i>The Unnatural History of American Indian Education</i> , 1999. Fanon, Frantz, <i>The Wretched of the Earth</i> . Translated by Richard Philcox. Reprint edition. New York: Grove Press, 2005. <i>Concerning Violence</i>	Assignment #1: Reflections on a Teacher Reading Group B – Reflections Due: 12 pm

		Trust, Ed. "The State of Education for Native Students." <i>The Education Trust</i> (blog). Accessed September 3, 2019. https://edtrust.org/resource/the-state-of-education-for-native-students/ .	Tuesday
<u>PART II: LENSES ON DIVERSITY, EQUITY, AND INCLUSION</u> <ul style="list-style-type: none"> • What is the historical basis of inequality in our schools? • What are the range and variation of ways in which children are marginalized in school settings? • How do practices that marginalize take hold in our schools (even schools that are explicitly committed to equity)? • How can we create schooling experiences that are more equitable for all children? 			
M 10/28	<i>Class 16</i> Social Class as Lens	<p>Delpit, Lisa. "The Silenced Dialogue," <i>Harvard Education Review</i>, 58 no. 3 (August 1988): 280 – 298.</p> <p>Jack, Anthony Abraham. "No Harm in Asking," <i>Sociology of Education</i>, XX no. X (November 15, 2015): 1 – 19.</p> <p>Jack, Anthony Abraham. "I was a low-income college student. Classes weren't the hard part," <i>NYT</i>, September 10, 2019, https://www.nytimes.com/interactive/2019/09/10/magazine/college-inequality.html</p> <p>Optional: Podcast: For Profit U: https://soundcloud.com/haveyouheardpodcast/14-for-profit-u-tressie-mcmillan-cotton-on-the-rise-of-for-profit-colleges</p>	Reading Group A – Reflections Due: 12 pm Sunday
W 10/30	<i>Class 17</i> Social Class as Lens	<p>Calarco, Jessica McCrory. "‘I Need Help!’ Social Class and Children’s Help-Seeking in Elementary School." <i>American Sociological Review</i> 76, no. 6 (December 2011): 862–82.</p> <p>Himanshu-Ojha, David Rhode, Kristina Cooke. "The Decline of the ‘Great Equalizer.’" <i>The Atlantic</i>, December 19, 2012. https://www.theatlantic.com/business/archive/2012/12/the-decline-of-the-great-equalizer/266455/.</p>	Reading Group B – Reflections Due: 12 pm Tuesday
M 11/4	NO CLASS		
W 11/6	<i>Class 18</i> Race as Lens	Louie, Vivian. "Parents’ Aspirations and Investment: The Role of Social Class in the Educational Experiences	Reading Group B

		of 1.5- and Second-Generation Chinese Americans.” <i>Harvard Educational Review</i> ; Cambridge 71, no. 3 (Fall 2001): 438–74.	– Reflections Due: 12 pm Tuesday
		Allen, R.L. (2009). “What about poor white people?” Class and Anti-Racist Education.	
M 11/11	<i>Class 19</i> Race/Class as Lens	Oliveira, Gabrielle. “Between Mexico and New York City: Mexican Maternal Migration’s Influences on Separated Siblings’ Social and Educational Lives.” <i>Anthropology & Education Quarterly</i> 48, no. 2 (2017): 159–75.	Reading Group A – Reflections Due: 12 pm Sunday
W 11/13	<i>Class 20</i> Immigration as Lens	Sharing op-eds in class with reading groups. No readings.	Assignment #2: Op-Ed DUE Friday 11/15 at 5 pm
M 11/18	<i>Class 21</i> Immigration as Lens	Allard, Elaine C. “Undocumented Status and Schooling for Newcomer Teens.” <i>Harvard Educational Review</i> , 85, no. 3 (Fall 2015): 478-501,526. Podcast: https://www.wnyc.org/people/dan-el-padilla-peralta/	Reading Group A – Reflections Due: 12 pm Sunday
W 11/20	<i>Class 22</i> Gender/Sexuality as Lens	Brockenbrough, Edward. “Queer of Color Agency in Educational Contexts: Analytic Frameworks From a Queer of Color Critique.” <i>Educational Studies</i> 51, no. 1 (January 2, 2015): 28–44. J. Patterson, Charlotte. “Schooling, Sexual Orientation, Law, and Policy: Making Schools Safe for All Students.” <i>Theory Into Practice</i> 52 (July 3, 2013): 190–95.	Reading Group B – Reflections Due: 12 pm Tuesday
M 11/25	<i>Class 23</i> Gender/Sexuality as Lens	Davies, Bronwyn. “The Problem of Desire.” <i>Social Problems</i> 37, no. 4 (1990): 501–16. Reay, Diane. “‘Spice Girls’, ‘Nice Girls’, ‘Girlies’, and ‘Tomboys’: Gender Discourses, Girls’ Cultures and Femininities in the Primary Classroom.” <i>Gender and Education</i> 13 (June 1, 2001): 153–66.	Reading Group A – Reflections Due: 12 pm Sunday
W 11/27	No Class		
M 12/2	<i>Class 24</i> Ability as Lens	Erevelles, Nirmala. “Educating Unruly Bodies: Critical Pedagogy, Disability Studies, And The Politics Of Schooling.” <i>Educational Theory</i> 50 (January 25, 2005): 25–47.	Reading Group A – Reflections Due: 12 pm Sunday

		J. Skiba, Russell, Ada Simmons, Shana Ritter, Ashley C. Gibb, M Karega Rausch, Jason Cuadrado, and C.-G Chung. "Achieving Equity in Special Education: History, Status, and Current Challenges." <i>Exceptional Children</i> 74 (March 1, 2008): 264–88.	
W 12/4	<i>Class 25</i> Re-imagining educational possibilities	Bettina Love, <i>We Want to Do More than Survive</i> . https://livestream.com/schomburgcenter/events/8597267/videos/8915870	Reading Group B – Reflections Due: 12 pm Tuesday
<u>PART III: PERSPECTIVES ON TEACHING AND LEARNING</u> <ul style="list-style-type: none"> • What does it mean to teach? What does it mean to learn? • What is culture? How are culture, learning and identity intertwined? • How can understanding learning as a sociocultural event help us to rethink the problems and possibilities of schools? 			
M 12/9	<i>Class 26</i> Class Reflection	No readings.	No Reading Group As