

TE250: Human Diversity, Power and Opportunity in Social Institutions**Mondays and Wednesdays: 10:20 PM - 11:40 PM****132 Erickson Hall****Section 9, Spring 2013****Instructor: Helen (Olena) Aydarova****Office Location: 118D****Email: aydarova@msu.edu****Office Hours: By appointment****Mailbox: Erickson, 3rd Floor****Course Description**

This course introduces prospective teachers to the ways in which social inequality affects schooling and schooling affects social inequality. TE 250 is not a celebration of difference. Rather, this course is designed to allow students to examine how socially constructed categories (e.g., social class, race, gender, sexual orientation, disability, etc.) are used to privilege some individuals and groups and marginalize others. The course focuses mostly on one social institution, public schools in the United States; however, we will also examine how other social institutions influence opportunities for success and failure in schools. Central themes of the course include culture, power, and difference. Some key questions this course will explore include:

- In what ways do schools create, perpetuate, and exacerbate inequality?
- How do societies construct notions of normality and difference? How do these notions in turn affect individuals' perceptions of diversity?
- How do systems of privilege impact individuals' opportunities for social and economic mobility?
- What is it about school knowledge and the ways it is transmitted that makes learning easier for some students than others?
- In what ways do teachers and students jointly produce conditions for successful learning or frustrating failure?
- How do school-community relationships affect student opportunities to learn?
- What does it mean to teach for social justice?

We will identify the ways in which teachers influence the distribution of educational and social opportunities, whether they intend to or not. This means that teachers need to understand how their

pedagogy and instructional strategies affect student achievement and life opportunities. We will achieve this goal by questioning the way things are in society and challenging our assumptions, biases, and stereotypes and those of our colleagues.

Due to the title of the course, some students begin TE 250 with assumptions about its purpose and content. TE 250 is not a course on multiculturalism, nor is it a methods course that would teach you how to teach successfully in a range of classrooms. Rather, it is about how power influences schooling experiences of and opportunities for various students. TE 250 is designed to give you opportunities to develop foundational knowledge and analytic tools which will allow you to make more thoughtful decisions about how you will think and act as a future teacher. Finally, this course is not intended to marginalize anyone. It is about giving you the opportunity to read, think, and question your assumptions and understandings as well as the course readings and discussions.

Required Readings

There is **a required course pack and a required textbook** for this course. The course pack can only be purchased at Collegeville Textbook Company, 321 E. Grand River. You can purchase your book during one of the earlier class meetings through Everybody Reads or on your own. If you choose to purchase the book on your own, make sure you buy **the sixth edition – no other edition will be allowed**. Consider purchasing it through Everybody Reads to support a local bookstore committed to social justice. The required book is:

Nieto, S. & Bode, P. (2012). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. 6th edition. Boston, MA: Pearson.

Course Evaluation

Grade Breakdown

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| - Attendance and Participation | 20% |
| - Reading Responses | 15% |
| - Schooling/Cultural Autobiography | 10% |
| - Media Artifact Analysis & Presentation | 10% |
| - Critical Analysis Paper | 20% |
| - Service Learning | 25% |
| · Service Learning Reflections - 5% | |
| · Final Paper and Presentation – 20% | |

Generic Grading Rubric for Writing Assignments

Points	4 point scale	Description
94-100	4.0	Outstanding, exemplary work. Uses and integrates readings, classroom discussions, and service learning experiences (where appropriate) to inform the writing. Meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support writing. No errors in grammar, punctuation, spelling. Submitted on time.
86-93	3.5	High quality work. Uses many readings, classroom discussions, and service learning experiences (where appropriate) to inform the writing. Meets all the requirements of the assignment, is thoughtful and provides some details and examples to support writing. Very few errors in grammar, punctuation, spelling.
80-85	3.0	Good quality work, performing at expected level. Uses some readings, classroom discussions, and service learning experiences to inform writing. Meets all requirements of assignment, shows attempt to engage with purposes of assignment, provides details and examples to support writing. Few errors in grammar, spelling, punctuation.
75-79	2.5	Work below expected level of quality. Does not include appropriate references to relevant readings, class discussions to inform writing. Does not meet all requirements of assignment. Limited attempt to engage with purposes of assignment, few details and examples to support writing. Many errors in grammar, spelling and punctuation.
70-74	2.0	Significantly below expected level of quality. Many errors in grammar, spelling and punctuation. Shows little evidence of having read course readings, of use of classroom discussions or service learning experiences. Meets few of the assignment's requirements. Shallow attempt to engage with purposes of assignment, no details or examples to support writing.

Final course grades will be determined as follows:

4.0	94-100
3.5	86-93
3.0	80-85
2.5	75-79
2.0	70-74

1.5	65-69
1.0	60-64
0.0	59 and below

Course Requirements

Our work this term involves a variety of opportunities to you to engage with key issues in our course through discussion of readings, participation in tutoring in the community, and writing a range of pieces which invite you to connect your experiences with concepts and themes of the course. This set of assignments is created to encourage you to think critically, reflect on your past and current experiences and assumptions, and engage with ideas of others. You should submit both an electronic copy via Angel and a hard copy in class of all your writing assignments. Presentations should be submitted via Angel dropbox only; no hard copies of your powerpoint slides are necessary.

Attendance and Participation (20%)

Attendance and Being Fully Present

This class will be taught as a seminar, and its success depends on your coming to class prepared, ready to participate constructively and thoughtfully in discussion. As university students (and future teachers) you are expected to be fully present in the classroom. Being fully present means being engaged in class discussions and group activities, and not being distracted by the use of technology or cell phones, or other activities unrelated to the class. Your participation grade does not depend only on your physical presence in class, but also on your mental and cognitive presence. Mental and cognitive presence require that you give your full attention to the class discussions and activities, engage in dialogic listening with your peers and your instructor, and build on the contributions of other class participations. You will be responsible for all material covered in class. If an assignment is due on a day you are absent, you still have to submit the assignment on time on Angel. Even if you are absent, you are still expected to submit your assignments and comments on your peers' work.

Attendance is expected at all class sessions. Missing class can affect depth of understanding and is frequently reflected in the quality of written analysis and in the overall learning experience. To ensure the regular on-time attendance and full participation in class that are critical to learning, I will take attendance at every class session and make note of late arrivals and early leavings. I recognize that sometimes events occur that prevent students from attending class, such as illness, family or personal issues, or participation in university-approved events. In the event of such occurrences, students may be granted *excused absences* upon the presentation of proper documentation and/or contacting me before class. You may also be asked to complete makeup work for your absence; the expectation is that you will still complete all required assignments for the course within a timeframe designated by me. It has always been the policy of the University to permit students and faculty to observe those holidays set

aside by their chosen religious faith. If you miss class to observe a religious holiday, you are still responsible for completing all course assignments. As stated in MSU's Policy on Religious Observance, "it is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors" (<http://reg.msu.edu/AcademicPrograms/Text.asp?Section=112#s548>).

Upon your second *unexcused absence*, your Attendance and Participation grade will result in a 0.5 deduction (i.e. 4.0 to 3.5). For subsequent unexcused absences, your Attendance and participation grade will be reduced by 0.5 points (e.g., 3 absences = 3.0; 4 absences = 2.5, etc.) up to 8 absences. The 8th unexcused absence (approximately 27% of in-person class time) will result in an Attendance and Participation grade of 0 (zero). In addition, two late arrivals or early departures (more than 10 minutes in each case) will count as one absence and will be factored into the lowering of your Attendance and Participation grade. Excused absences will not factor into the lowering of this portion of your grade.

Class Participation

Your contributions to class discussions and activities are essential to your learning as well as to the health and vitality of our classroom learning community. It is your responsibility to be prepared to be an active participant in class sessions by completing assigned readings and related written assignments prior to class. You are expected to participate actively in class by raising relevant questions, making contributions that promote discussion, being sensitive to eliciting and responding to the ideas of others, and actively engaging in small group work. You are expected to demonstrate professionalism and respect by paying attention to your colleagues' and your instructor's comments and contributions, by responding dialogically, and by keeping the class environment centered on learning. The thoughtfulness of your comments, the depth of your contributions both to the class and to the group discussions, and the originality of the questions you raise are essential components of your participation in this class. Bring your readings and other relevant materials to each class session.

For this class, high-quality participation is characterized by the following:

1. **What are you learning?** Students demonstrate an understanding of facts, concepts, and theories presented in the class readings and other materials.
2. **How clearly do you express yourself?** Students ask questions, answer questions and contribute in a comprehensible manner.
3. **How do you work with others?** Students affirm classmates, offer constructive criticism during discussions, and build on each other's ideas. Students also assume leadership and maintain active participation in small groups.
4. **How do you go beyond what is given?** Students relate concepts from class to their experiences as teachers and learners, generating new insights and applications.
5. **How do you participate beyond the class meeting?** Students provide thoughtful responses to the ANGEL online discussion forums, blogs, wikis and online meetings; they work well with their peers, in and out of the classroom.

Reading Responses (15%)

The quality of classroom discussions and your participation depend on how well you have read the readings assigned for the week. If you do not prepare your readings, the quality of your comments may be lower and your peers' and your own learning opportunities may be diminished. Therefore, failure to complete reading assignments on a regular basis will affect your participation grade. To ensure the high quality of your learning, you will be asked to post short (150-300 words) summaries of the readings, your responses to them, and questions you want to raise about them on Angel once a week prior to class. You will also be asked to respond to your peers' summaries and questions also once a week prior to class. To do so, you will be assigned to a team. Team 1 posts reading summaries before Monday class and responds to the summaries before Wednesday class; Team 2 posts reading summaries before Wednesday class and responds to reading summaries before Monday class. You are required to post a minimum of 5 reading responses (2% each) and a minimum of 5 comments on your peers' work (1% each).

	Reading Summaries and Questions	Responses to Posts and Comments
Team 1	Summaries are due before Sunday 5 p.m.	Responses are due before Wednesday 9 a.m.
Team 2	Summaries are due before Tuesday 5 p.m.	Responses are due before Monday 9 a.m.

The following list of questions will be helpful to keep in mind as you read each reading.

- What argument is the author(s) trying to make?
- What does this reading have to do with particular aspects of diversity, power, opportunity, inequality, and/or schooling?
- In what ways is the argument persuasive or not to you? Why? Why not?
- What is the evidence that the author is using to substantiate the argument?
- What do you think the author failed to consider about the issue? Why? Why not?
- Where do you agree/disagree with the author? Why? Why not? What evidence do you rely on in your agreement/disagreement?
- What strikes you as particularly interesting, curious, insightful, irritating, etc.?

Schooling/Cultural Autobiography (10%)

Understanding how your personal experiences have shaped your own assumptions about teaching and learning is important to your development as a teacher and one of the aims of this course. During the first weeks, you will begin an autobiography in which you will reflect on how your background and

identity (race/ethnicity, social class, gender, sexuality, ability, language, religion, etc.) influenced your schooling experiences and what your schooling experiences taught you about your identity. After we have considered some readings and themes in the course, you can revisit this initial narrative and develop a more critical reading of your experience by drawing on concepts and ideas from our reading for extra credit. In this more formal and expanded version of your cultural autobiography you can analyze your experiences in light of themes and course concepts. The due date for Cultural Autobiography is **Monday, February 4, by 12 p.m. (noon)** on Angel dropbox. Submit a hard copy in class.

Critical Analysis (20%)

You will be required to submit one critical analysis paper during the semester (1000 words, double-spaced, Times New Roman). It will address topics in the course and will be responses to questions I will distribute at least one week prior to the due date. Your paper should demonstrate your understanding of the readings and class discussions or activities up to date (such as videotapes, debates, or role playing we have done in class). The paper will be an opportunity for you to think in some sustained way about an issue we have been studying in the course and to provide evidence of your ability to analyze the course material and key concepts of the course. Papers will be evaluated based on the thoughtfulness of your ideas, your understanding of the course material covered up to that point, the articulation of your argument, and the clarity of your writing. This paper is due **Monday, April 15 by 12 p.m. (noon)** on Angel dropbox. Submit a hard copy in class.

Media Artifact Analysis & Presentation (10%)

This assignment asks you to utilize critical thinking skills as you analyze media images and messages regarding the various issues we cover in the course. This assignment is designed to challenge you to use your expanding critical repertoire to analyze the “hidden curriculum” that makes up our everyday lives. Once during the term you will need to work with 2-3 other classmates to take responsibility for teaching the rest of our class about an element of popular culture (advertisement, T.V. show, website, fashion trend, song, etc.) that is associated with one of the course topics. Focus your analysis and presentation on one or more original artifacts you select from popular culture and everyday life. Please, make sure that the analysis is completely yours. In other words, you cannot use a media analysis done by someone else that you find online. You will need to prepare a 20-minute presentation to help your classmates understand what your media artifact is, its content and its connections to other course readings and class themes. You will be responsible for leading some activity or discussion related to the issues you identify, as well as drawing connections between your media artifact and the topic of that class session. Use the google.doc (https://docs.google.com/open?id=0B49Kfl_xNdpJTtc3X2hGREstYjA) to sign up for your media artifact analysis by **January 17, 5 p.m..**

Service Learning Project Assignments (25%)

Direct involvement in the community is a way to connect academic theories of diversity, power and opportunity with the practices of the real world of education. You will be required to spend two hours per week during the semester until the week of finals at a Lansing area community agency or school, working with children who are culturally and linguistically different from you. By the end of the

semester, you must have accumulated 20 hours of service learning. If you have missed time at the service learning or anticipate to miss time due to Spring break or other events, please, arrange to make up these hours. If you have accumulated 20 hours before the end of the semester, you are expected to continue going to the service learning site until the week of final exams.

Each week when you go to the service learning, you must fill in the **service learning log**, indicating what time you arrived, how long you were there, what you did, and what time you left. You must have a signature of the collaborating teacher or another supervising figure for each time you go to the service learning. Towards the end of the semester, the person responsible for supervising your service learning will complete an **evaluation** of your performance. Both the complete service learning log and the evaluation must be received before a final grade can be given.

As a part of your service learning project, you will complete two kinds of writing designed to help you think about and interpret your service learning experience and connect it to the broader themes of our course:

Cognitive ethnography/Ongoing reflective journal (5%)

You are required to keep a journal of and engage in reflective writing about your weekly experiences. These journals should reflect your observations and thoughts about your service learning experience. Sometimes you will be asked to write a journal in response to a specific prompt and other times you can select the focus for your observation and commentary. Journals should be posted at least **five** times during the term. I encourage you to write after each week's service learning activity as a way to sharpen your observations, have more opportunities to reflect and analyze, and explore more the connections between your service learning experience and our course themes. You will want to draw on these journals as you develop your final paper, therefore make sure you pay attention to details and record your experiences as accurately as possible. Strong reflective journals document conversations, descriptions of events, environments, and people involved and draw analytic connections with course readings and course themes. To protect the confidentiality of the people you are working with, please, do not use real names, but assign pseudonyms before you make your writing public.

During the first week of class, we will choose a preferred medium for posting reflective writing/journals. You can choose between an Angel Discussion Forum, a Blog, a Wiki-page, or a Facebook Group. You will be asked to comment on other people's journals to enhance your own and your peers' learning.

Final report and presentation (20%)

The second analytic task will involve formal analysis of your service learning experiences and synthesis of core course themes. Throughout the semester, you will have opportunities to discuss your service learning experiences with other students in the class or online, which will help you think about how to interpret them and how to approach your report. This final report will count as the final paper for the course and thus should provide a thorough, meaningful analysis of themes of the course. The report will involve a paper of 2000-2500 words that analyzes an aspect or event in your experience, your learning from it, and the connections you have made between service learning experiences and the themes of

our class (as reflected in our readings and class discussions). The final paper is due Thursday May 2, **by 9 a.m.** on Angel dropbox. Submit a hard copy in class. All students should prepare a brief presentation of the main themes of their final paper to present at our last class meeting during the final exam week meeting which will be held on Thursday, May 2, 10 a.m. -12 p.m.

NOTE: To receive a passing grade in this course, you must complete all requirements of the service learning: this includes a minimum of 20 hours at your field site, five journal submissions, submitting the final service learning paper, and making a presentation. Appropriate documentation of completion of your service hours will be required at the end of the semester. Failure to secure this documentation will result in a failing grade for the course. You will attend an orientation about service learning and receive more information about your placement there. **Purple service learning application forms and background check forms are due back to the instructor no later than January 9.**

Course Policies

Opportunities for Extra Credit

Throughout the semester, students can earn extra credit by attending or participating in community and/or cultural events and writing a two-page analysis of the event. This event can focus on education, cultural diversity, or any TE 250 theme or concept. You will be encouraged to share your experiences with the class. Alternatively, you can re-write Cultural Autobiography and incorporate course themes and course readings into it for extra credit.

Course Format and Schedule

The professor and students share responsibility for fostering discussion on all topics. This course will include lectures covering weekly topics, the course texts, and supplemental materials and readings. It will also involve class discussions, group activities, projects, debates, presentations, and videos. A collaborative learning approach will be used in which students work in groups to discuss and report on ideas, issues, and concepts provided by the professor and in the course texts.

Submitting work

All your written assignments, with the exception of in-class writing, should be posted or up-loaded on the course ANGEL site in the appropriately labeled folder/drop-box. You also have to bring a hard copy of your written assignments to class on the days when those are due. Presentation slides have to be uploaded in the appropriate Angel dropbox; you do not have to turn in a hard copy of your powerpoint slides. All submitted files should be labeled in the following way: TE250YourLastName.AssignmentName. For example, for cultural autobiography, the label could be as follows:
TE250Smith.CulturalAutobiography.

Late Assignments

Students are expected to meet writing deadlines. Any work submitted after its due date will be considered late. Late papers will be reduced by one-half letter grade for the first day of lateness and a full grade any time later, except in extreme cases. Assignments are due at the **beginning** of class.

Writing Guidelines

Writing proficiency is a minimum requirement for satisfactory completion of this course. All written work must reflect adequate writing skills in order to receive a grade. The citation format for this course will be APA. A copy of the 6th edition of the APA manual is available in the library, but you can also reference Purdue University's Online Writing Lab (OWL) at <http://owl.english.purdue.edu/owl/resource/560/01/> for a quick guide to APA formatting and style.

Please edit your work carefully and check for spelling/typographical errors before turning it in. Many of you will be teachers and you will need to be able to clearly communicate ideas to parents, other teachers, administrators, community news sources, etc. In light of this, it is our policy to support you in the development of your writing. If you feel you need outside support with writing, the Writing Center in 300 Bessey Hall (tel: 432-3610; website: <http://writing.msu.edu/default.html>) can be of assistance). The College of Education also has an Office of Student Writing Assistance (OSWA) run by Dr. Doug Campbell in 116I Erickson Hall. Appointments can be made by email (campbell@msu.edu), by telephone (517-432-0425 [OSWA], 517-449-1849 [cell], 517-432-2795 [fax]), or by stopping by the OSWA office when Professor Campbell is there. I may refer you to one of these places if I feel they may be of service to you. If you already know that you have weaknesses in your writing, please see me as soon as possible, so we can arrange assistance. Please do not feel embarrassed about coming to me for help. Assisting you is my job as your instructor.

Professional Criteria for Progression Toward the Internship

The department of teacher education has established professional criteria that teaching candidates must meet in order to complete their internship. These criteria are related to the Professional Standards used to evaluate interns' progress during the internship year. The Professional Criteria are as follows:

1. Reliability and Responsibility

Teacher candidates must generally have been present and on time for professional commitments, including classes and field experiences. Teacher candidates must have regularly communicated about necessary absences or lateness according to the guidelines in the Professional Conduct Policy. Teacher candidates must have a record of meeting deadlines for course assignments and program requirements. A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable. Any form of dishonesty (lying, plagiarism, forged signatures, etc.) about these and other requirements is not acceptable.

2. Communication Skills and Social Relationships

Teacher candidates must have demonstrated the ability to express their viewpoints and negotiate difficulties appropriately, without behaving unprofessionally with instructors, peers, or students. Teacher candidates must have shown that they are ready to accept constructive feedback in a professional manner. Teacher candidates must have demonstrated an awareness of appropriate social boundaries between students and teachers and have shown that they are ready and able to observe those boundaries. Extreme forms of behavior (such as outbursts in class, sexual or other harassment, threats of suicide or of harm to others) are not acceptable.

3. *Comfort with and Concern for the Learning of all Children*

Teacher candidates must be able to engage in informal conversations with children and keep their attention in such conversations. Teacher candidates must interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders or sexual orientations. Racial and other slurs are not acceptable, nor is conduct that violates the University's Anti-Discrimination Policy or that would violate the Anti-Discrimination Policy if it were directed at a member of the University community.

In TE250, all students will be assessed according to the aforementioned criteria and areas of concern will be noted in the student's permanent file in the department. See <http://education.msu.edu/academics/undergraduate/criteria-for-progression.asp> for more information.

Academic Honesty:

Article 2.3.3 of the *Academic Freedom Report* states that "the student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College of Education adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades, and in the all-University Policy on Integrity of Scholarship and Grades, which are included in *Spartan Life: Student Handbook and Resource Guide*. Students who commit an act of academic dishonesty may receive a zero on the assignment or in the course. The Purdue OWL site can provide some tips on how to avoid plagiarism (see <http://owl.english.purdue.edu/owl/resource/589/01/>); however, please familiarize yourself with university policies regarding plagiarism. MSU is providing an additional resource, Turn-it-in, to help you develop as a writer and to assist your instructor in identifying possible cases of plagiarism. This software will be used in the course and you can access it through our course Angel site.

Special Accommodations:

Students with disabilities should contact the Professor to discuss any accommodations needed to fulfill the course requirements and achieve learning objectives. In order to receive reasonable accommodations from the Professor, students must have certified eligibility through the Resource Center for Persons with Disabilities (RCPD) located at 120 Bessey Hall (tel: 353-9642; TTY: 355-1293; Email: rcpd@msu.edu; web: <http://www.rcpd.msu.edu>).

Technology Use(s) in Class

Technology use is prohibited in this class because it distracts all involved from learning course content. Consistent with expectations for participation, we will all respect and be present with each other in this course; thus, sending and checking email, social networking, searching the Web, or reading or completing tasks other than those at hand in the course are not permitted. Such activities will affect your participation grade. Additionally, cell phones and other electronic devices should be turned off and put away during class.

Problem solving

If you have problems with the course or the instructor, you must first speak with the instructor about the situation. Feel free to email me about your concerns or set up an appointment. If the problem cannot be resolved at that level of interaction, then you may contact the faculty course leader, Dr. Dorinda Carter Andrews (dcarter@msu.edu).

Questions about the Course

If you have any questions about the course content, assignments, course policies, or anything else, please use the **Q&A discussion forum** on Angel to raise those. Also, if you have a question, check whether this question has already been answered in the Q&A discussion forum. The Q&A discussion forum is on Angel, Course Documents folder.

Communication with the Instructor

If you have a question that cannot be answered on the public discussion forum, you can talk to me **after** class or you can send me an email. Please, make sure that you include TE250 and your section number in the subject line. Allow 48 hours for a response and be aware that I do not answer emails between 9 p.m. and 9 a.m.

Reading Schedule: Subject to Change

Week	Date	Theme	Reading	Assignments
Week 1	Session 1 Monday, January 7	Introductions	Dialogic Listening	
	Session 2 Wednesday, January 9	Why this course?	Nieto & Bode (2012). Chapter 1. Understanding the Sociopolitical Context of Schooling	Submit purple forms in class.
Week 2	Session 3 Monday, January 14	Identity	Tatum, B. D. (2000). The complexity of identity: 'Who Am I?' Kirk, G. & Okazawa-Rey, M. "Who am I? Who are my People?"	Bring to class five photos/pictures that capture important aspects of your identity
	Session 4 Wednesday, January 16	Cycles of Socialization and Liberation	Harro, B. (2000). The cycle of socialization. Harro, B. (2010). The cycle of liberation. Padden, C. & Humphries, T. (1988). Chapter 1. Learning to be Deaf.	
Week 3	Session 5 Monday, January 21	Martin Luther King Day, No class		
	Session 6 Wednesday, January 23	Social Construction of Normality and Difference	Johnson, A. G. (2006). Privilege, oppression, and difference. Chapter 2 Nieto & Bode (2012). Chapter 3. Developing a Conceptual Framework for Multicultural Education.	
Week 4	Session 7 Monday, January 28	Privilege, Oppression, and Difference	Bell. (2010). Theoretical Foundations. Hardiman, R., Jackson, B., & Griffin, P. (2010). Conceptual Foundations Christensen, L. (2001). Unlearning the myths that bind us: Critiquing fairy tales and films.	
	Session 8 Wednesday, January 30	Oppression and Discrimination	Pincus, F. L. (2000). Discrimination Comes in Many Forms. Bayton, D. C. (2001). Disability and justification of inequality in American history. Fayad, Mona (2000) "The Arab Woman and I". RDSJ	Bring to class clippings or print-outs of articles about cases of oppression or discrimination
Week 5	Session 9 Monday,	Purposes of Schooling	Labaree, D. (1989). The American (high) school has failed its missions. Hochschild, J., & Scovronick, N. (2003). What Americans want from public schools.	Cultural Autobiography is due

	February 4			by 12 p.m. (noon)
	Session 10 Wednesday, February 6	Social Reproduction	McLeod, J. (2009). Chapter 2. Social Reproduction in Theoretical Perspective. Nieto & Bode. (2012). Chapter 7. Understanding Student Learning and School Achievement.	
Week 6	Session 11 Monday, February 11	Culture and Schooling	Valenzuela, A. (1999). Subtractive Schooling. Teacher-student relations and the politics of caring. Nieto and Bode. (2012). Chapter 5. Culture, Identity, and Learning.	
	Session 12 Wednesday, February 13	Culture and Pedagogy	Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. Ladson-Billings, G. (1995). But that's just good teaching: The case for culturally relevant pedagogy	
Week 7	Session 13 Monday, February 18	Social Class	Anyon, J. (1981). Social class and school knowledge. Freire, P.(2001). Pedagogy of the oppressed. Chapter 2	
	Session 14 Wednesday, February 20	Forms of Capital: Parental Involvement	Purcell-Gates, V. (2002). As soon as she opened her mouth: Issues of language, literacy and power. Lareau, A. (2000). Home Advantage. Ch. 6, "Why does social class influence parental involvement in schools?"	
Week 8	Session 15 Monday, February 25	Classism and the Myth of Meritocracy	Bicard, S. C., & Heward, W. L. (2010). Educational equality for students with disabilities Belkin, L. 2004). The lessons from classroom 506.	Media Artifact Analysis: Representations of Social Class Differences and Classism
	Session 16 Wednesday, February 27	School Structures and Organizations	Ford, D.Y. (2010) Recruiting and retaining gifted students from diverse ethnic, cultural and language groups. Losen, D. and Orfield, G. (2002). Introduction: Racial inequality in special education.	
Week 9	Spring Break			
	Session 17 Monday, March 11	Gifted and Special Education		
	Session 18 Wednesday,			Media Artifact Analysis:

	March 13			Representations of disabilities and ableism
Week 10	Session 19 Monday, March 18	Social Construction of Gender	Lorber, J. (2000). 'Night to his day': The social construction of gender. AAUW (1998). How schools shortchange girls. Executive summary. Optional: Sadker, D. An educator's primer to the gender war. http://www.sadker.org/educatorsprimer.html	Media Artifact Analysis: Representations of gender roles and sexism
	Session 20 Wednesday, March 20	Sexual Orientation, Heterosexism, and Homophobia	Friend, R. A. (1998). Heterosexism, homophobia, and the culture of schooling. Blumenfeld, W. J. (2000). How homophobia hurts everyone. Optional: Gordon, L. (1994). What do we say when we hear "faggot"?	Media Artifact Analysis: Representations of gender identities, gender expressions, sexual orientations, and homophobia
Week 11	Session 21 Monday, March 25	Historical Experiences of People of Color in U.S. Schools	Read ONE of the following chapters from Spring, J. (2010) available on Angel: Chapter 2: Native Americans: Deculturalization, Schooling and Globalization, 21-40 Chapter 3: African Americans: Deculturalization, Transformation, and Segregation, 41-67. Chapter 4: Asian Americans: Exclusion and Segregation, 68-83. Chapter 5: Hispanic/Latino Americans: Exclusion and Segregation, 84-110	Bring reading notes to class
	Session 22 Wednesday, March 27	Racism	Takaki, R. (2009) "A Different Mirror" Williams, P. (2009) "The Emperor's New Clothes" Tatum, B. D. (2000). Defining racism: "Can we talk?" Optional: Lake (1990). An Indian Father's Plea. Optional: Tenorio, R. (1994). Race and respect among young children, pp. 24-28.	Media Artifact Analysis: Representations of race and racism
Week 12	Session 23 Monday, April 1	White Privilege	McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. Olson, R. A. (1998). White Privilege in Schools. Howard, G. (1999). Chapters 1-3. In We can't teach what we don't know: White teachers, multiracial schools.	
	Session 24 Wednesday, April 3	Language	Christensen, L. (1994). Whose standard? Teaching standard English. Moore, R. B. (1998). Racism in the English language.	
Week 13	Session 25 Monday, April	Language	Nieto & Bode (2012). Chapter 6. Linguistic Diversity in US Classrooms. Garcia, O. & Kleifgen. (2010). Educating Emergent Bilinguals. Chapter 6.	Media Artifact Analysis:

	8		Cummings, W. (1996). Two Faces of Language Proficiency.	Representations of Speakers of Other Languages, Representations of Other Cultures, and Ethnocentrism
	Session 26 Wednesday, April 10	Religion	Sarroub (2005). The tensions teachers face: Public Education and Islam Schlosser, L. (2003). Christian Privilege: Breaking a Sacred Taboo. Optional: Pew Report: Religion in the Public School	Media Artifact Analysis: Representations of Religions and Christian hegemony
Week 14	Session 27 Monday, April 15	Inequality and schooling	Darling-Hammond, L. (2010). The Anatomy of Inequality: How the Opportunity Gap is Constructed. Rothstein and Jacobson. (2006). Goals of Education	Critical Analysis Paper is due by 12 p.m. (noon)
	Session 28 Wednesday, April 17	Standardized Tests	Darling-Hammond, L. (2010). New Standards and Old Inequalities: How Testing Narrows and Expands the Opportunity Gap. Heubert, J. (2000). High-Stakes Testing: Opportunities and Risks for Students of Color, English-Language Learners, and Students with Disabilities. Available online: http://aim.cast.org/learn/historyarchive/backgroundpapers/ncac_high_stakes_testing2	
Week 15	Session 29 Monday, April 22	Teaching for Social Justice	Ayers and Ayers. (2011). Living in the Gutter: Conflict and Transformation in the Neoliberal Classroom. Nieto & Bode. (2012) Chapter 8. Learning from Students. DuCharme, C. (1995). Valuing differences: The children we don't understand. Journal of Learning Disabilities 28(9): 582-85.	
	Session 30 Wednesday, April 24		Nieto and Bode. (2012). Chapter 10. Affirming Diversity. Duncan-Andrade, J. (2009). Hope required when growing roses in concrete. Howard, Chapter 4 "White educators and the river of change" Howard Chapter 7 "White teachers and school reform: Toward a transformationist pedagogy"	Cognitive ethnographies/service learning journals due by 5 p.m.
Final Exam	Thursday, May 2 10:00-12:00 noon		Service Learning Paper Presentations	Service Learning Paper is due by 9 a.m.