SCHOOLING IN A MULTICULTURAL SOCIETY
Fall 2011

Course Instructors:

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<tr>
<th></th>
<th>Simona Goldin</th>
<th>Esther Enright</th>
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<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:sgoldin@umich.edu">sgoldin@umich.edu</a></td>
<td><a href="mailto:estherae@umich.edu">estherae@umich.edu</a></td>
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<tr>
<td>Office hours</td>
<td>12-2 Wednesdays and by appointment</td>
<td>12-2 Mondays and by appointment</td>
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<td>Rm</td>
<td>530</td>
<td>2211</td>
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Class Meetings:

Room 1309 Whitney Auditorium  Mondays and Wednesdays 10:30-12:00
School of Education Building  

Email:
We will use email to communicate with you; we encourage you to do the same with us, and with others in the class. Please check your email regularly for announcements, information, and updates. We expect you to be up-to-date on all course communications when you come to class.

Course Focus and Goals

This course focuses on education in the multicultural society of the United States. From the founding of common schools in the nineteenth century to the drive to provide mass public schooling in the twentieth century, the purposes of education in this country often have been conflicting and the outcomes of schooling complicated. Americans have wanted a great deal of their schools, but equipped them weakly to achieve those aspirations. Diversity has been at the center of the American educational story, as society has continued to struggle with competing goals of assimilation and diversity, opportunity and competition. The American dream that promises a better life through education has played out unevenly for different groups. Over time, as the struggles of a diverse society were compounded in schools, Americans have expected more and more of their educational system. And as purposes multiplied, critiques proliferated as well. Meanwhile, the opportunities and outcomes for different groups diverged.

Our aim in this course is to help you develop new understandings of the role and nature of schools and teaching, as well as to construct alternative perspectives on and approaches to examining educational issues.

No other societal institution as extensively affects each person’s life as does schooling. And no other institution so profoundly reflects and shapes who we are, as individuals and as a society. Throughout your life, you will continue to be engaged with education—as a voter and taxpayer, as a citizen, maybe as a student, perhaps as a parent, and even possibly as a professional in education or in some field that intersects schools. You might become a teacher, or you might work in policy, or in government. Perhaps you will work with youth in some other context. To understand more about schooling in this multicultural society is likely to be useful for a host of different reasons. You may find yourself critical of a class or a school, and you may want to advocate for change. You may want to evaluate the education platform of different presidential candidates. You may be faced with a key local millage vote. You may also work in education. Learning about education in this culture is also important personally because it can help you understand who you are and how you have come to be who you currently are, as well as to know more about the educational experiences of others different from you.

Learning about schooling, however, poses some special challenges. You have already spent almost 13,000 hours in school. It is familiar. You know what teachers do—or so it may seem. You know
what works and what does not—or so you think. You cannot help but assume that your experiences are like those of others. Teachers, classrooms, schools—you have an insider's experience with education. And of course this experience is an asset in trying to learn about education. But, at the same time, the fact that schooling seems so commonplace to each of us is also what makes it difficult to learn about.

In this course, we will investigate three basic clusters of questions:

1. **What are the purposes of schooling, and for whom?**
   We will investigate what the purposes were at the time that common schools began, and how these purposes have changed over time, or not. How do different purposes connect or conflict? How are purposes common or differentiated across youth in American society? We will consider the reasons for and consequences of Americans' expectations of schooling.

2. **Teaching and learning: How do schools work, and for whom?**
   In this section, we will seek to understand how purposes of schooling play out inside of classrooms. We will examine evidence about opportunities and learning for different groups of students, and consider explanations for these differences. Because instruction is at the core of the enterprise, we will consider the dynamics of educational opportunity as teachers and students interact about particular content. Our analysis will move closely inside of classrooms to see how what students bring affects what happens in class, and the nature and role of instruction in that process. We will investigate learning, and what is involved in fostering it.

3. **What is involved in improving schools?**
   Almost everyone has an idea about how to improve education. Across the term, we will investigate some of the most widely held notions about how to make schools work better. At the conclusion of the course, we will use what we have learned to appraise the promise of these designs and consider why their effects often fall short of their designers' hopes.

**Course Resources and Activities**

To investigate these questions, we will read; analyze and interpret texts, evidence, and experience; work and think with others; and write. Below we describe our explicit goals for your engagement with each of these modes of learning.

**Reading:** We will read a wide variety of texts, including empirical, conceptual and historical work about schools, teaching, learning, and about different people's experiences of all of these. To develop the resources and to probe different sorts of sources, we will also read fiction and journals of culture and ideas; newspapers, philosophy, and even dictionaries. We will examine artifacts of popular culture, including films, cartoons, and advertisements. The work of the class will depend on reading interactively, on bringing both collective and individual goals to reading, considering, and reconsidering texts. In its most straightforward expression, this involves bringing questions to think about while preparing to read something, reading a text, and reflexively placing what one has read in the context of both the texts and one's own experiences. You are also resources for one another, both as a function of your differences and one another's responses to what we read.

**Analyzing and interpreting:** We will ask you to make and appraise arguments and interpretations. Creating thoughtful arguments requires making conjectures and offering justification for them. Sometimes justification comes from the text—specific references to an argument that an author has made well. At other times, justification is based on the logical analysis of a term or set of ideas. Using the dictionary can help in scrutinizing terms and their nuances or etymology. Still other arguments are grounded in data. One goal this semester is to extend and apply your analytic and interpretive skills in the context of questions about education.

**Working and thinking with others:** Building the culture of the class so that genuine inquiry is possible will take all of our efforts. Because we rely on everyone's contributions, one responsibility you have is to come to class with the readings prepared, and to bring questions, insights, and issues. We will be doing work in class that takes advantage of working with others, and is interactive. It is not easy to make this up if you do not come to class. We will also take attendance.
We will work together to develop the norms for the class. How we listen to one another, assist with the formulation of an interpretation, question, and challenge will affect the quality of what we can do together. Listening carefully, treating ideas with respect and interest, raising and responding to questions, sharing the floor—all these will matter in constructing an environment where satisfying and challenging intellectual work can take place. Listening generously requires that you assume that others’ ideas and claims are made for good reasons, and it is crucial to thinking well. Another part is to be skeptical, to consider what is missing or logically flawed. Using both—generosity and skepticism—contributes to careful unpacking of ideas and to good thinking.

Writing: This course involves a significant amount of writing of different kinds. Writing is an important vehicle for exploring and clarifying ideas, for trying out interpretations and arguments, and for representing ideas and communicating with others. The course will provide occasions to focus on and develop new aspects of your writing, and the writing assignments are structured to provide guidance and resources, as well as the opportunity for comments and suggestions.

These four kinds of work—reading, analyzing and interpreting texts, evidence, and experience; working and thinking with others; and writing—are more than ways to learn the material of this course; they are also among its goals. To be clear, we want your experiences in this course to help you improve your capacities with each of these, learning new ways of thinking, using language, and reasoning, and new skills in your engagements with others who are different from you.

Course Requirements

Short assignments (“forms”):

You will complete short assignments organized as “forms,” focused on the readings and ideas we are working on in class. These short assignments will help you examine evidence, consider ideas, and assemble material for our work and for your essays. Each assignment is available as a form on CTools. You will download the form, type your response, and bring the paper copy to class (do not upload your homework responses onto CTools).

There are 25 forms, but you only need to do 15 of them:

- 5 mandatory forms – labeled forms A, B, C, D and E.
- 10 additional forms (out of 20) – labeled numerically (Form 1, 2, 3, etc.).

To receive credit for an assignment, you must turn it in at the beginning of class on the due date. No late assignments will be accepted.

All forms need to be typed, carefully proofread and thoughtfully articulated.

- Use the forms as an opportunity to practice formal writing with support and feedback.
- Type all the work you submit.
- Use references: source, page number, quotations.
- Style, clarity, complete ideas and complete sentences are important [no contractions, etc.].
- Follow the form; answer all parts of questions.
- Be concise and to the point.
- Use evidence to back up your claims.
- The issues we study are complex; be careful of generalizations.
- Embed quotes in your own words.
- Utilize our fabulous on-campus resource: Sweetland Writing Center.

History Paper: Posted to CTools September 28, 2011, after class

Due Monday, October 3, IN CLASS (take-home exam)

The History Paper will be a take-home assignment, designed to be written in a couple of hours like an exam, but with a five-day window in which to complete it. Being able to structure the time and place for writing should reduce the pressure on your thinking and your work on the midterm. The exam will focus on an aspect
of purposes of schooling and how these play out in classrooms, and will assess the analytic skills you are developing in the course.

**Teaching and Learning Project:**

**Due Dates:**
- October 24 (Mon.): Part 1 (as Form C)
- November 2 (Wed.): Presentation on Teaching Experience (in class)
- November 7 (Mon.): Part 2 (as Form D)
- November 21 (Mon.): Final draft of Teaching and Learning Project

You will conduct a guided firsthand investigation of teaching and learning, which will be the focus of your paper, developed in parts. The purpose of the project is to focus closely on the dynamics of teaching and learning as they unfold in real time. The investigation engages you in
(a) learning and observing yourself as a learner;
(b) observing and analyzing teaching and learning in real time and captured on video; and
(c) trying to teach something to someone else in order to experience teaching and learning from the perspective of the teacher.

Your investigation of teaching and learning will help you consider how it is that education plays out in a multicultural and diverse society and to understand more about why it often has played out as differently as it has for different groups in our society.

The investigation will be supported through work we will do together in class. You will get feedback separately on each of the parts, which you will be able to use in constructing the final version of your paper, which will be a report of what you have learned about teaching and learning from your various investigative activities and experiences and what you have been reading. This final paper will be a maximum of 2,500 words in length and will include supporting artifacts to be included in an appendix. Evaluation will be based on evidence of (a) basic understanding of the issues involved; (b) quality of connections drawn between and among the readings and your firsthand investigation; and (c) the clarity and precision of your writing.

**A Group Proposal for Educational Reform:**

**Due Dates:**
- October 12 (Wed.): 1 page proposal
- December 5 (Mon.): 2 page outline
- December 14 (Wed.): Final collaborative work (submit online)

Early in the semester you will join a small group (5-8 people) and you will work with this group throughout the semester, sharing ideas and materials, developing plans, and thinking about new approaches to persistent educational problems in the U.S. This shared work will help you to think about the complicated challenges that face public schools in the US today. We designed this assignment because we want to give students opportunities to work substantively together. Your work in the future will likely involve collaborations, and scaffolding opportunities for you to work collaboratively is important. We also want to give students the opportunity to apply what they have learned about the dynamics of teaching and learning in U.S. schools to a contemporary problem of schooling.

Your final group project will be to develop a proposal for educational reform. You will showcase your work on a website you create collaboratively. Working in groups, you will pick a policy that is significant to policy debates that you could study and make recommendations about. The key criterion is that the policy must address issues of access and stratification, and must have as a key goal expansion of educational access, opportunity and outcome.

For this project you will:

- Use what you have learned in the course, and will draw upon course readings, activities and projects.
Consider, in depth, what it would take to implement a policy in U.S. schools. Each group will consider the following set of key questions: what would students/teachers/administrators/other actors need to know and need to know how to do to implement the policy? What supports - including time, professional development, etc. would successful implementation of your proposal be dependent upon?

Investigate the extent to which the policy expands access and outcomes across student populations, and consider ways to maximize these outcomes.

The final product, with all components polished and ready for “public” consumption, will be due (online) at noon on December 14.

There will be two other assignments:

**One-page proposal Form** explaining your tentative thoughts about the context and problem you will address, the information that led you to this, and an explanation of why yours is an important problem. Due October 12, in class.

**Two-page outline and developing bibliography** that explains the context, the problem, your tentative recommendations, and a partial bibliography - including class readings -- of the sources you will draw upon. Due December 5, in class.

**Grading and Evaluation**

Your grade for this course will be based on the following distribution:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Short assignments (15 forms)</td>
<td>30</td>
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<tr>
<td>History Paper</td>
<td>30</td>
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<tr>
<td>Teaching &amp; Learning Project</td>
<td>40</td>
</tr>
<tr>
<td>A Group Proposal for Educational Reform</td>
<td>30</td>
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<tr>
<td>Class participation</td>
<td>20</td>
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</tbody>
</table>

Grades are intended to give you a sense of the quality of a particular piece of work: roughly speaking, a B means that you have done a good job with the writing, the ideas, and the organization of the work; a C conveys that the work lacks some important qualities and has some problems, while an A means that the work is exemplary in some key ways: the writing is particularly clear, the ideas thoroughly treated, the organization of the presentation well considered and effective.

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>142 - 150</td>
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<tr>
<td>A-</td>
<td>135 - 141</td>
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<tr>
<td>B+</td>
<td>130 - 134</td>
</tr>
<tr>
<td>B</td>
<td>125 - 129</td>
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<tr>
<td>C</td>
<td>115 - 119</td>
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<tr>
<td>C+</td>
<td>110 - 114</td>
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<tr>
<td>B-</td>
<td>120 - 124</td>
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<tr>
<td>C-</td>
<td>105 - 109</td>
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<td>D</td>
<td>90 - 104</td>
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A few comments about evaluation in this course: We want your experiences in ED118 to contribute to your growing capacity to do excellent work. To support that, we are asking you to analyze, consider alternative perspectives, write, construct and consider arguments, and talk.

You can use your work in this course to help you to improve your sense of what good work consists of, and how to produce it. This includes writing good sentences and paragraphs, using words carefully, treating ideas with discipline and respect. We will strive to make these standards as concrete as possible, and to make visible strategies for achieving them. As you develop your sensibilities, you will be able to do more and more as your own critic and editor.
One obvious reason to take writing seriously is that your career as a student depends on it. Whatever field you enter, you will not be able to earn your degree unless you can write good papers and exams, complete projects and write up labs clearly. Evaluation is a tool in learning and teaching. Providing scaffolding for your work, and direct and focused feedback on what you produce, are concrete ways to help you develop skills and sensibilities, and to be successful in your studies here at the University of Michigan.

A second reason to take your work seriously is that the ability to write and communicate is fundamental to your effectiveness personally and professionally. Good use of language and clarity of thinking is unfortunately less common than it ought to be. Much writing is littered with jargon, clumsy, and obscure. Some problems are technical or literary: incorrect grammar, a passion for the passive voice, and needless words. Many other problems are intellectual: arguments that wander, implausible assumptions, paragraphs that do not cohere, and a failure to consider other views respectfully. People who communicate in such ways are less able to make connections with others, be persuasive about things they care about, or simply to think well.

Please bear in mind that our comments will be directed towards particular things you have produced, not about you. Improving your work is a joint endeavor, composed of what we can offer you by way of help and feedback, and how you use our guidance and that of your classmates.

Class Participation: Your attendance and in class writing and analysis – is vitally important to your success in this course. As such, your participation contributes significantly to your class grade. There will be many opportunities for participation – in whole-group discussion, small group discussion as well as in all-class debates. Six of the twenty participation points will come from your class presentation for the Teaching and Learning Project, and the remaining fourteen will be allotted according your attendance and your class participation.

Attendance: You are expected to arrive in class on time each day with homework in hand. Absences will be costly since homework can be turned in only by you, in person. Tardiness is strongly discouraged since it interferes with the learning of others and points will be subtracted for habitual tardiness.

Policy on Original Work: Unless otherwise specified, all submitted work must be your own, original work. Any excerpts from the work of others must be clearly identified as a quotation, and a proper citation provided. You may obtain copy editing assistance, and you may discuss your ideas with others, but all substantive writing and ideas must be your own, or be explicitly attributed to another. An exception is group work, which is assumed to be a collaboration by all group members. See the LSA Office of the Assistant Dean for Academic Affairs website (http://www.lsa.umich.edu/academicintegrity/examples.html) for definitions of plagiarism, and associated consequences. Any violation of standards for academic integrity will result in severe penalties, which might range from failing an assignment to failing the course.

Accommodations for Students with Disabilities: If you think you need an accommodation for a disability, please let us know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way we teach may be modified to facilitate your participation and progress. We will treat any information you provide as private and confidential.

Books and Course Materials

These two books will be available at Ulrich's, Michigan Book & Supply, and the Michigan Union Bookstore:

- Ulrich's Bookstore (734) 662-3201
- Michigan Book & Supply (734) 665-4990
- Michigan Union Bookstore (734) 995-8877

The books are also available from Amazon.com.
3. All additional materials will be available on CTools www.ctools.umich.edu
<table>
<thead>
<tr>
<th>Date</th>
<th>Mandatory Assignment Due Dates</th>
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<tbody>
<tr>
<td>Class 1: September 7</td>
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<td>Class 2: September 12</td>
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<tr>
<td>Class 3: September 14</td>
<td>Mandatory Form A: School and Student Information Sheet</td>
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<td>Class 4: September 19</td>
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<td>Class 5: September 21</td>
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<td>Class 6: September 26</td>
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<td>Class 7: September 28</td>
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<td>Class 8: October 3</td>
<td>Mandatory Form B: One page proposal for final policy assignment</td>
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<td>Class 9: October 5</td>
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<td>Class 10: October 10</td>
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<tr>
<td>Class 11: October 12</td>
<td>Mandatory Group form B: One page proposal for final policy assignment</td>
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<tr>
<td>Class 12: October 19</td>
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<td>Class 13: October 24</td>
<td>Mandatory Form C: Part I of Teaching and Learning Paper</td>
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<td>Class 14: October 26</td>
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<td>Class 15: October 31</td>
<td>Field Trip to Bentley Museum</td>
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<td>Class 16: November 2</td>
<td>In-class presentations on Teaching Experience</td>
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<td>Class 17: November 7</td>
<td>Mandatory Form D: Part II of Teaching and Learning Paper</td>
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<td>Class 18: November 9</td>
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<td>Class 19: November 14</td>
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<td>Class 20: November 16</td>
<td>Mandatory Group Form E: 2 page outline of final policy assignment</td>
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<td>Class 21: November 21</td>
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<td>Class 22: November 28</td>
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<td>Class 23: November 30</td>
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<td>Class 24: December 5</td>
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<td>Class 25: December 7</td>
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<td>Class 26: December 12</td>
<td>Last Day of Class</td>
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<tr>
<td>December 14 (due by noon)</td>
<td><strong>Group Proposal for Educational Reform Due</strong> (ONLINE submission*)</td>
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*Assignments must be submitted at the beginning of class on due date, unless noted otherwise on syllabus*
<table>
<thead>
<tr>
<th><strong>DISCUSSION TOPIC AND ACTIVITIES</strong></th>
<th><strong>ASSIGNMENTS DUE</strong></th>
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<tbody>
<tr>
<td><strong>Day 1: Wednesday, September 7</strong></td>
<td><strong>Writing:</strong></td>
</tr>
<tr>
<td>o Analyzing an historical artifact about education</td>
<td>None</td>
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<tr>
<td>o Overview of ED118</td>
<td><strong>Reading:</strong></td>
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<tr>
<td>o Analyzing a contemporary artifact about education</td>
<td>o Cremin: Mann’s report (No. 12)</td>
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<tr>
<td>o Reflection about purposes of education and the use of time</td>
<td>o *School. Introduction; The Educated Citizen</td>
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<td>o Wrap up and explanation of first assignment</td>
<td>o McGreevy: The Eliot School Rebellion</td>
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<tr>
<td>*** Shea’s Number 6</td>
<td>o Douglass: Writing in the Spaces Left</td>
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<tr>
<td><strong>Day 2: Monday, September 12</strong></td>
<td><strong>Writing:</strong></td>
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<tr>
<td>o Develop a sense of the categories of goals that Americans have held for public schools</td>
<td>o Form 1: Aims of U.S. Schooling in 1850 and Today</td>
</tr>
<tr>
<td>o Identify the tangle of imperatives that shaped the development of mass public education in the U.S. in the latter half of the 19th century</td>
<td><strong>Reading:</strong></td>
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<tr>
<td>o Notice that they are both multiple and, at times, in tension</td>
<td>o Cremin: Mann’s report (No. 12)</td>
</tr>
<tr>
<td>o Continue to develop norms for our work: using evidence, studying artifacts and records, listening to and using others’ perspectives; speaking (audibly) in class</td>
<td>o *School. Introduction; The Educated Citizen</td>
</tr>
<tr>
<td>o Continue to develop norms for our work: using evidence, studying artifacts and records, listening to and using others’ perspectives; speaking (audibly) in class</td>
<td>o McGreevy: The Eliot School Rebellion</td>
</tr>
<tr>
<td>o Identify key aspects of the aims of “common schooling” in the United States and begin to see how they set up basic assumptions and problems</td>
<td>o Douglass: Writing in the Spaces Left</td>
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<tr>
<td>Activity #1: Comparative textbook analysis</td>
<td><strong>Day 3: Wednesday, September 14</strong></td>
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<tr>
<td>Activity #2: Dilemmas of teaching resulting from multiple goals</td>
<td><strong>Writing:</strong></td>
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<tr>
<td><strong>Day 3: Wednesday, September 14</strong></td>
<td>o Form 2: Dilemmas of the Multiple Purposes of Schooling</td>
</tr>
<tr>
<td>o Continue to develop norms for our work: using evidence, studying artifacts and records, listening to and using others’ perspectives; speaking (audibly) in class</td>
<td>o Mandatory Form A: School &amp; Student Info.</td>
</tr>
<tr>
<td>o Identify key aspects of the aims of “common schooling” in the United States and begin to see how they set up basic assumptions and problems</td>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td>Activity #1: Comparative textbook analysis</td>
<td>o Goodlad: “We Want it All,” A Place Called School (Ch. 2, pp. 33-60). SKIM entire chapter, read pages 43-60 carefully.</td>
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<tr>
<td>Activity #2: Dilemmas of teaching resulting from multiple goals</td>
<td>o Sizer: “Horace’s Compromise” (Prologue)</td>
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<tr>
<td><strong>Day 4: Monday, September 19</strong></td>
<td>o Center for Education Policy: A Primer</td>
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<tr>
<td>o Identify multiple imperatives that shape U.S. schooling</td>
<td><strong>Writing:</strong></td>
</tr>
<tr>
<td>o Define and begin to use concept of “hidden curriculum”</td>
<td>o Form 3: The Work of Teaching</td>
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<tr>
<td>o Define “opportunity to learn”</td>
<td>*** Bring in one of your elementary report cards</td>
</tr>
<tr>
<td>o Image: School Report Card</td>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td>o VIDEO RECORD OF PRACTICE: DOMINO LESSON</td>
<td>o Cuban: “Teaching at the Turn of the Century,” In <em>How Teachers Taught: Constancy and Change in American Classrooms 1880-1990</em> (Ch. 1)</td>
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<tr>
<td><strong>Day 5: Wednesday, September 21</strong></td>
<td>o Jackson: “The Daily Grind”, <em>Life in Classrooms</em></td>
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<td>o The not so hidden curriculum – the history and legacy of Jim Crow</td>
<td><strong>Writing:</strong></td>
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<tr>
<td>o Supreme Court decisions and rise of school segregation in northern and western cities</td>
<td>o Form 4: Unequal Schools and Schooling</td>
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<tr>
<td><strong>Day 5: Wednesday, September 21</strong></td>
<td><strong>Reading:</strong></td>
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<tr>
<td>o The not so hidden curriculum – the history and legacy of Jim Crow</td>
<td>o School: 1950-1980 Separate and Unequal</td>
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<tr>
<td>o Supreme Court decisions and rise of school segregation in northern and western cities</td>
<td>o Donato: The Other Struggle for Equal Schools:</td>
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<tr>
<td>Structure of public education (funding, politics, who’s in control)</td>
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<tr>
<td>- Role of the property tax in shaping the nature and quality of schooling</td>
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<td>- Relationship between school segregation, educational quality, and the loss of voting rights for African Americans in the late nineteenth and early twentieth centuries</td>
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<td>- Racial and economic segregation today</td>
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*** EYES ON THE PRIZE ***

**Day 6: Monday, September 26**
- Problems of Integration
- Native American education
- “Americanization” efforts in public schools

**Writing:**
- **Form 5:** Race, Inequality, and Education

**Reading:**
- Adams: Education for Extinction
- Archuleta: Away from Home
- *School: As American as Public School*

**Day 7: Wednesday, September 28**

**Guest Lecturer: Prof. Jeffrey Mirel**
- The Americanization of European and other immigrants in the twentieth century
- What is Assimilation? The Melting Pot? Cultural Pluralism?
- What does it mean to be an American?

**Writing:**
- **Form 6:** Americanization

**Reading:**
- Wong: chapter from The Asian American Educational Experience
- Cisneros: “Eleven”

History Paper Posted September 28, 2011, after class
Due Monday, October 3, IN CLASS

**Day 8: Monday, October 3**
- Introduce second main section of ED118
- Get an overview of the project investigation on teaching and learning and its role in ED118
- Begin to consider your own learning, from direct self-observation, and interpret with ideas from research on learning
- Launch work on the Problem of History as the context for our investigation of teaching and learning

**Writing:**
- **History Paper Due In Class**

**Reading:**
- National Research Council: How People Learn
- Deborah Loewenberg Ball, Francesca Forzani: “The work of Teaching and the Challenge for
### Day 9: Wednesday, October 5
- Orienting our study of teaching and learning
- Teaching: An historical and sociological view
- Teaching as a kind of work: Begin to unpack that work and what it takes
- Studying instruction by stepping outside your own perspective: Learning to see the invisible and hear the inaudible and the jumbled

**Writing:**
- Form 7: Teaching and Learning

**Reading:**

*** View Record of Practice ***

### Day 10: Monday, October 10
- Appreciate what it takes to see subject matter from another’s perspective
- Improve skills with observing and analyzing teaching and learning
- Design interview questions for child who will come to class on Wednesday
- Examine the beginning repertoire of teacher questions

**Writing:**
- Form 8: Knowing and Teaching

**Reading:**
- Wilson, Shulman, & Richert: “‘150 Different Ways of Knowing’: Representations of Knowledge in Teaching.”
- Beginning Repertoire of Teacher Questions

*** View Record of Practice ***

### Day 11: Wednesday, October 12
**Live session with child in class**
- Improve skills with observing and analyzing teaching and learning
- Learn more about listening to students
- Develop new understanding of the content
- Practice posing questions to a student: accessible, real, answerable, and demonstrating interest

**Writing:**
- Mandatory Group Form B: One-page proposal for final policy assignment
- Form 9: Self-Evaluation of My Engagement in ED118
- Form 10: Connecting to Learners

**Reading:**
- Paley: *White Teacher*, Foreword and Preface

*** Video of Howard Gardner describing “multiple intelligence” ***

### Day 12: Wednesday, October 19
- The IQ test: Why it developed, what it was
- What is “intelligence”? What kind of concept is this?
- Alternative conceptions of “intelligence”
- Review key ideas from classes #1 -9

**Writing:**
- Form 11: Conceptions of “Intelligence” and their impact

**Reading:**
- Gould: Excerpts from *The Mismeasure of Man*
- Gardner: “What Constitutes an Intelligence?” In *Multiple Intelligences* (pp. 15-27)

*** Video of Howard Gardner describing “multiple intelligence” ***

### Day 13: Monday, October 24
- Review goals for teaching in our project
- Develop questions for your teaching experience
- Planning teaching sessions (small group)
- Define “provisional claims”

**Writing:**
- Mandatory Form C: Teaching and Learning Project Part 1 due

**Reading:**
- Bloom: *Learning Domains* (or Bloom's Taxonomy).
- TEI High Leverage Practices
## Day 14: Wednesday, October 26
- The challenges of the American high school
- Learn about the rise and development of the American high school across the 20th century
- Develop initial sense of the competing goals served by U.S. high schools
- What do high schools do to manage their competing purposes?
- Continue examining ways in which U.S. high schools manage the twin goals related to “all students”: of requiring all students to attend high school and responding to differences among students

### Writing:
- **Form 12:** The American High School; How High Schools Manage

### Reading:
- Mirel: “The Traditional High School: Historical Debates Over its Nature and Function”
- Powell, Farrar, & Cohen: *Shopping Mall High School* (pp. 8-39)

## Day 15: Monday, October 31
### Field trip to Bentley Historical Library
- Investigation of high school yearbooks: What can we tell about high schools from these yearbooks, what purposes have high schools served, for whom, how have high schools changed or not changed over time, or by context

### Writing:
- **Form 13:** High School Yearbook Field Trip Write-Up [use handout “yearbook field trip 3/7 W11, CTOOLs March 7 folder] to guide your writing for this form

### Reading (Suggested, not required):
- Paul Haubrich, "School life in Milwaukee High Schools, 1920-1985"
- Jeffrey Mirel, “From Student to Institutional Control of High School Athletics: Three Michigan Cities, 1883-1905”

## Day 16: Wednesday, November 2
### Presentations about Teaching Experience
- Prepare 5-minute presentation about teaching session, including representative or illustrative artifact

### Reading:
- Presentation rubric and guidelines (CTOOLs March 9 folder).

## Day 17: Monday, November 7
- Introduction to pedagogical content knowledge in history:
  - Guest Lecture by Prof. Robert Bain

### Writing:
- **Mandatory Form D:** Part 2 of Teaching and Learning Project

### Reading:
- Suina: “And then I went to school . . .”

## Day 18: Wednesday, November 9
- Carol Lee and cultural modeling
- Explore the nature of the “achievement gap” and alternative ways to frame the issue of significantly different outcomes by race and social class (connect to Oakes and Anyon)
- Understand Lee’s notion of learning as a cultural process
- Situate Lee’s work among alternative explanations for the “achievement gap”
- Prepare for studying Lee’s approach to teaching high school English using “cultural modeling”

### Writing:
- **Form 14:** Culture, Context, and Learning

### Reading:
- C. Lee: “Modeling as a Multidimensional Cultural Space,” *Culture, Literacy, and Learning* (Chapter 2, pp. 31-57)
- *Paley: White Teacher* (pp. 77 – 142)
<table>
<thead>
<tr>
<th>Day 19: Monday, November 14</th>
<th>Writing:</th>
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<tbody>
<tr>
<td>o Work on using the texts to extract the main arguments and supporting evidence</td>
<td>o Form 15: Preparation for Tracking Debate</td>
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<tr>
<td>o Learn about “stratification of educational opportunity” and practices that reproduce it</td>
<td>Reading:</td>
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<tr>
<td>***All Class Debate: Tracking</td>
<td>o Oakes: “Keeping Tracking”</td>
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<td>o Rosenbaum: “If Tracking is Bad, Is Detracking Better?”</td>
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<tr>
<th>Day 20: Wednesday, November 16</th>
<th>Writing:</th>
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<tbody>
<tr>
<td>Guest Lecturer: Prof. Carla O’Connor</td>
<td>o Form 16: The Opportunity Gap</td>
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<tr>
<td>Writing:</td>
<td>Reading:</td>
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<tr>
<td>o Form 15: Preparation for Tracking Debate</td>
<td>o Anyon: “Social Class and School Knowledge”</td>
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<td>o Oakes: “Keeping Tracking”</td>
<td>o Dean: “For Some Girls, the Problem with Math is that They’re Good at It”</td>
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<tr>
<th>Day 21: Monday, November 21</th>
<th>Writing:</th>
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<tbody>
<tr>
<td>Privilege and the Common Good</td>
<td>o Final version of Teaching and Learning Project due</td>
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<tr>
<td>o Introduce third main section of ED 118</td>
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<td>o Educational “opportunity”: Reprise</td>
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<td>o Consider what is meant by an “effective” teacher</td>
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<td>o Compare three approaches to working with students, each of them aimed at improving the opportunities to learn for groups who are “historically underserved by school”</td>
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<td>o Looking back: What knowledge, skills, and dispositions does it take to teach effectively? Link to specific cases</td>
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<td>• Darling-Hammond The Flat World</td>
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<th>Day 22: Monday, November 28</th>
<th>Writing:</th>
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<tr>
<td>What is involved in “reforming” schools? Relations of policy and practice</td>
<td>o Form 17: Policy and Practice</td>
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<tr>
<td>o Key terms</td>
<td>Reading:</td>
</tr>
<tr>
<td>o Orienting framework for studying education policies</td>
<td>o Cohen &amp; Ball: Making Change</td>
</tr>
<tr>
<td>o Increasing high school graduation requirements</td>
<td>o V. Lee &amp; Ready: “The U.S. High School Curriculum: Three Phases of Contemporary Research and Reform”</td>
</tr>
<tr>
<td>Introduce Standards Based Reform</td>
<td>o Smith &amp; O’Day, Systemic School Reform</td>
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</table>
### Day 23: Wednesday, November 30
- Other common approaches to school reform
- What are promising approaches to improving how schools work?
  - Vouchers, charters, mayoral control

*** Interview KIPP Charter School teacher in Newark

### Day 24: Monday, December 5
- Comprehensive School Reform: Success for All
- What does “comprehensive” mean for school reform?
- What does “systemic” mean for school reform
- What are key assumptions of CSR?
- What are the costs and benefits of this approach?

### Day 25: Wednesday, December 7
- Educational Infrastructure
- Common Core Standards

### Day 26: Monday, December 12
- Improving teacher education
  - If you were Czar or Czarina: How would you improve public education in the U.S.? Cross-Class Dialogue

*** Film Clip: Waiting for Superman

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**Writing:**
- **Form 18:** Charter Schools

**Reading:**
- [http://credo.stanford.edu/reports/MULTIPLE_CHOICE_EXECUTIVE%20SUMMARY.pdf](http://credo.stanford.edu/reports/MULTIPLE_CHOICE_EXECUTIVE%20SUMMARY.pdf)
- S. Dynarski piece, Brookings Institution

**Writing:**
- **Mandatory** Group form E: Two page outline of final policy assignment
- **Form 19:** SFA

**Reading:**
- Slavin, and Madden. One Million Children: Success for All.
- Peurach. Designing and Managing Comprehensive School Reform: The Case of Success for All, School of Education.
- Rowan, Correnti, Miller, and Camburn. School Improvement by Design: Lessons from a Study of Comprehensive School Reform Programs.

**Writing:**
- **Form 20:** Common Core Standards

**Reading:**
- Common Core Standards TBA

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**A Group Proposal for Educational Reform due Wednesday, December 14 at noon (submit online)**
Course Readings: Full Bibliography


Mirel, J. From student to institutional control of high school athletics: Three Michigan cities, 1883-1905.


