ED 215—School and Society
Spring Term 2006
January 23 (Monday) through May 2 (Monday)

Dawn Riley, Ph.D.       Course Meeting Times:
PMH 218 (office)       MW  2:30-3:50 p.m.
Office Hours:  MW 4:00-5:00 and by appointment   BO 281
driley@skidmore.edu
(518) 580-5149

Required Supplemental Texts (Required)
   New York: Teachers College Press.
   Harvard Education Press.
Spring, Joel. (2001) Deculturalization and the Struggle for Equality: A Brief History of the

Required Test—Course Reader
A collection of articles from a selection of supplemental texts:
   Boston, MA: Allyn and Bacon, pp. 21-34.
Bell, Lee Anne. (1997) in Maurianne Adams et al. (eds.) Teaching for Social Justice. New York:
   Routledge, pp. 3-15.
   Harvard University Press, pp. 1-43.
Deacon, Rev. Dr. F. Jay. (2000) “What does the Bible say about homosexuality?” in Maurianne Adams et
----------. (1995) “Education in a multicultural society,” in Other People’s Children: Cultural Conflict in
deMarrais, Kathleen Bennett and Margaret D. LeCompte. (1999) “Social class and its relationship to
DePencier, Ida B. (1967) “The beginnings,” in The History of the Laboratory Schools: The University of
   Indianapolis, IN: Indiana University Press, pp. 229-235.
----------. (1899) “The school and society,” in Reginald Archambault (ed.) John Dewey on Education:


Course Videos
A selection from the following. Certain course videos are available “on reserve” at the Scribner Library. Other videos are scheduled to be viewed during class.

Interview with Supreme Court Justice Stephen Breyer (November 2005)
“CNN Presents: NCLB” (May 2005)
“Martin Luther King’s 1963 ‘I Have a Dream’ Speech” (17 mins.)
“President George W. Bush 2005 Inaugural Address” (21 mins.)
“Frontline: The Jesus Factor” (53 mins.)
“School Law” (60 mins.)
“A History of Education” (52 mins.)
“Common Threads” (20 mins.)
“Beyond the Standards Movement” (30 mins.)
“The Progressives” (24 mins.)

Dewey School (slide presentation)
“John Dewey: An Introduction to his Life and Work” (40 mins.)
“Sungo Solar Car” (25 mins.)
“Postville: When Cultures Collide”
“A Teacher’s Culture” (30 mins.)
“Those Who Can…Teach” (56 mins.)
“Skin Deep” (55 mins.)
“A Class Divided” (30 mins.)
“Children in America’s Schools” (55 mins.)
“Moving to Opportunity” (45 mins.)
“It’s About Love” (55 mins.)
“Inner Journeys, Public Stands” (55 mins.)
“The Digital Divide” (55 mins.)

Course Description
This course introduces students to the social, historical, and philosophical foundations of education in the United States. The context of schooling is explored focusing upon the influence of politics and the courts, multiculturalism and the cultural divide, historical and modern reforms of education (including NCLB), orienting values and philosophies, and the recurring controversies concerning ongoing discrimination and social justice education. The course helps students critically reflect upon new issues as they arise within the public debate on education. (Fulfills SS requirement.) (4 units*)

* The fourth hour involves additional required work outside of class. Additional meeting times will be arranged.

Course Credits
As a 4-credit course, activities are scheduled as follows:

In-Class Meetings (3 credits--required)
Regular class sessions convene twice weekly for 14 weeks.

Out-of-Class Activities (1 credit--required)
The fourth credit is required and is earned through your participation in a variety of outside activities. Should you encounter a conflict, you must discuss it with the instructor early and during office hours:

a. special presentations on campus by outside speakers (e.g. Barbara Smith and Nora Yates workshops)
b. community activities in Saratoga Springs (e.g., election events)
c. collaborative work with peers (e.g., research, writing, projects, presentations, peer review)
d. additional online research (e.g., Supreme Court nominations, party platforms, U.S. Budget, NCLB)
e. CSPAN/PBS broadcasts of nomination hearings
Class Community
Quality of participation comprises a portion of your course grade (see percentage below). Please attend all class meetings to ensure progress in the quality of your engagement.

Attendance
Absences and tardies will affect understanding and community, and these will affect your final grade. Please be aware of the following guidelines:

1. **One absence** from class for any reason or need may be taken without penalty. (You need not explain your absence; it is meant to be used as you choose.)
2. **Other absences earn a 5% penalty per occurrence.**
3. **Absences due to extended illness** can be discussed with the instructor; if you need care by a physician or health facility, arrangements can be made to facilitate recovery in the course once you return. Do take care with your health.
4. In the extreme case, after **missing 1/3 of class meetings**, Skidmore students are barred from final examination, and a failing grade is recorded. (Though the exact number varies slightly semester to semester, 1/3 is approximately 9 absences.)

Disability Accommodations
Students with disabilities are welcomed as full participants in the class. If you are a student with special needs requiring accommodation, please share with me your Memo of Accommodation some time the first or second week of class. The Coordinator for Students with Disabilities is located in the office of Student Academic Services; and you may reach Dr. Cynthia Guile at 580-5180.

Interruptions
Learning and teaching both can be distracted by class interruption. To respect these important activities, please be mindful of class beginning and ending times. These daily interactions embody principles of the Honor Code and reflect your professionalism and citizenship. Repeated attendance interruption (a pattern of late arriving, early leaving, or leaving-and-returning) will affect your final grade. If you have concerns, please consult with the instructor. Of course, it is much appreciated when cell phones are turned off during class time. Thank you.

Integrity & Scholarship
The Skidmore Honor Code establishes the principles of honesty, respect, and integrity giving shape to both academic and community life. Individually and collectively, we agree to:

> Accept membership in the Skidmore College community and, with full realization of the responsibilities inherent in membership, agree to adhere to honesty and integrity in all relationships, to be considerate of the rights of others, and to abide by the college regulations. (Student Handbook 2002-2003, p. 97)

Consult your Student Handbook for clarification of those offenses to the Honor Code that can result in failing grades for assignments or courses: (e.g.) plagiarism, cheating, forgery, fraud, etc.

> The Integrity Board and the Board of Appeals will not regard claims of ignorance, unintentional error, or academic or personal pressures as an adequate defense for violations of the Honor Code. (Student Handbook 2002-2003, p. 101)

Upon completion of examinations, you will write and sign to affirm the following:

> I have not witnessed any wrongdoing, nor have I personally violated any conditions of the Skidmore College Honor Code while taking this examination. (Student Handbook 2002-2003, p. 98)
**Due Dates**

Due dates are firm. Extensions may be considered through timely arrangements with the instructor; however, an extension is not guaranteed, and its grant depends upon the circumstance of the request and its timing within the semester.

**Grading Scale**

For purposes of converting letter grades to percentages for final grade calculation, this scale will be used:

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<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
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<td>A</td>
<td>95</td>
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<td>B+</td>
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<td>B</td>
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<td>D+</td>
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<td>D</td>
<td>65</td>
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<td>D-</td>
<td>60</td>
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**Course Evaluation**

For each paper, presentation, or project, guidelines will be distributed and discussed in class.

- **10%** Values Investigation (individual paper)
- **10%** Supreme Court Nominee Position Paper (individual paper)
- **10%** Law & the Schools Power Point for Target Audience (group project/presentation)
- **10%** No Child Left Behind Interactive Web Page (group project/presentation)
- **5%** Self-Assessment & Midterm Conference (individual-instructor conversation)
- **15%** Midterm Examination (partnered written response)
- **20%** Final Course Paper: Education Creed (individual paper)
- **15%** Seminar Participation (individual performance)
- **5%** Floating Quality Points

**Additional Credit This Semester**

- **5%** Participation in Special Series on Social Justice (see description below)

**Important Note to Education Majors**

Much of the work you accomplish in ED 215 may be represented in your required Ed Major Showcase Portfolio** (works-in-progress and polished pieces). Discuss this collection with your advisor at your spring conference.

**Showcase Portfolio**: evidence of learning from coursework and experiences during the professional preparation program

**Values Investigation** (2 single-spaced pages in first person voice)  **Due: Jan. 30**

Early in the course, you will read and consider some introductory material about (a) the relationship between schools and American society, (b) the purposes of schooling in America, (c) the different aims of schooling from traditional and progressive perspectives, (d) an understanding of “values” and those ensured by education, and (e) a survey of your values and their priority within the schools. After considering this material, and from your unique and informed perspective, you will write a paper describing your reasoned recommendations for the overarching purpose of education in American society, and the set of values (each described) you determine most worthy for teaching and learning within the schools. In essence, your paper will answer the question, “What should be the most vital concerns for education in America? With what should education concern itself at all times?”

**Law & the Schools Power Point for Target Audience** (group presentation to class)  **Due: Feb. 8**

Working in a small group with 4 of your peers, you will research the case law concerning American schools and preserving the civil rights of students, parents, and teachers (see Reader for initial materials). In your group, you will adopt a particular perspective, that of:

- **Group 1**: Students
- **Group 2**: Teachers & Administrators
- **Group 3**: Religious Groups
- **Group 4**: Women, Immigrants, the Disabled, and the Poor (i.e., excluded “minorities”)
- **Group 5**: The American Public, citizens-at-large

Each group will create and then present a Power Point presentation during seminar. Your presentation should summarize the important case law in understandable terms in the form of advice to your target
audience (folks sharing your perspective). In your presentation, you should respond to the following question from your audience: “Concerning education and our civil rights, what gains or losses have we experienced through the courts? What advice can you offer our group in terms of current action or future planning to further our well-being in America’s schools?” Review of your collaborative work will include the following criteria: (a) clarity, (b) accuracy, (c) appropriateness/value, and (d) aesthetics. In addition, group members will comment on the contributions of others in the group.

**Supreme Court Nominee Position Paper** (2 single-spaced pages reasoning position in first person voice)
After an introduction to the composition and balance of the United States Supreme Court and your preliminary research concerning the new Associate Justice to the Court; and in light of the sensitive political issues identified in class and your review of your U.S. Senators’ positions on the Alito nomination, you will respond to the following questions: “In what ways is the Supreme Court and its composition significant for American education?” Based on what you learn during the confirmation process, “Do you agree with your senators’ votes and rationales for deciding to confirm or reject Judge Samuel Alito as the next associate justice of the Supreme Court?” You may use the resources you accessed in your research (see email from instructor dated 1/11/06) to help you compose your written response to this question.

**Due: Feb. 15**

**No Child Left Behind Interactive Web Page** (group project performed in class)
Working in a small group with 4 of your peers, you will research certain provisions of education’s latest reform initiative, “No Child Left Behind” (NCLB).

- **Group 1**: Background, History and Aims of NCLB
- **Group 2**: Critical Reform Elements of NCLB
- **Group 3**: Critique of NCLB
- **Group 4**: Advantages of Standardized Testing
- **Group 5**: Critique of Standardized Testing

Kelly Dempsey-Little will provide you with technical support. Outside of class, two technical workshops will be scheduled (Kelly and the class will decide upon the best day/time for each session.):

- **Session A** (90 mins.): Introduction & Overview of Dreamweaver, Launch of Your Web Page
- **Session B**: (60-90 mins.): Review & Feedback of Each Group’s Work-to-Date; Refinement

In a follow-up class session, each group will “perform” their NCLB web page for the seminar. Review of your collaborative work will include: (a) accuracy of content, (b) clarity/value of content, (c) technical merit, and (d) aesthetics.

**Due: Feb. 22**

**Midpoint Participation Conference** (private conversation with instructor)
At the course midpoint, you will complete an assessment of your seminar participation for the first half of the semester. In a personal conference, we will discuss your engagement “TYPE”, and I will ask you to consider ways in which you can extend your repertoire as a seminar participant. Upon satisfactory completion of the assessment and conference, you will receive up to 5% of your course grade (contingent upon a thoughtful and complete written reflection on the self-assessment).

**Due: March 6-24**

**Midterm Examination** (partnered response)
The midterm exam follows our discussions of TC and P philosophical orientations. It does not occur at the usual mid-point of the course but about two-thirds of the way through the semester. With a partner, you will compose your responses in real time, either through WebCT or in person in the CITS Lab (Harder 101), this detail, TBA. 

The principal aim of the midterm is to critically explore the differences between Traditional and Progressive values and their enactment in the schools. Questions will ask you to consider the ways in which Progressive education challenges Traditional education reform. Active engagement in course discussions up to this point will exercise your thinking and help prepare you.

*Guidelines will be distributed and discussed in class as we get closer to the midterm.*
Final Course Paper—Education Creed (individual paper) Due: Monday—5/9—by Noon
Using Dewey’s model of a “Pedagogic Creed” (reflecting educational aims for 20th Century schools), write an Education Creed outlining an integrated set of recommendations for education in the 21st Century. In your creed, you need not cite educational theorists by name or work (as you would in a traditional paper), but you should incorporate your understanding of their ideas and relevance to the circumstances and challenges of schooling in America today. For purposes of scholarship, footnoted references to theorists and their works must be included. Guidelines for the paper will be shared in class.

Participation (ongoing in-class participation) Due: Ongoing
At the end of the course, I will consider your overall participation, the midterm participation conference, and the growth you’ve accomplished toward TYPE 5 engagement (based on the goals you set). You will receive up to 15% of your final grade for this overall accomplishment.

Floating Quality Points (accumulated through the semester) Due: Ongoing
The remaining 5% of your grade (of 100% total) you will earn through coursework/performance determined to be “unusually fine”—that is, of particularly high merit. For instance, one can imagine an unusually well-and-widely-researched position paper on the Supreme Court nominee. Or, a difficult technical feature integrated into a group’s power point or web page design adding considerable value to understanding. Or a Values Investigation that demonstrates unusual depth of reflection and reason. Or a midterm essay response that sparkles from the integration of substance and expressive style. Or a final Education Creed that uses and references course scholarship with unusual effectiveness. These final 5 points will “float” throughout the semester and accumulate as the quality of your work increases and extends. Earned points will be designated separately on papers and project reviews to keep you aware of the award. You then can keep track of their accumulation.

Special Series on Social Justice (individual for extra credit) Feb. 9, March 22, April 5, April 12
Education Studies is sponsoring a special series on social justice education and citizen activism. The series begins Thursday, February 9, 2006 with Barbara Smith delivering an opening address followed by a series of 3 practice-based workshops planned and presented by Nora Yates and Ross Levi of the Empire State Pride Agenda on social justice advocacy and activism (Wednesdays, March 22, April 5, April 12). The series is offered as a “package” of experiences for Skidmore students though each can be attended and appreciated as a stand-alone event. As students attend more than one of the scheduled events, your engagement and appreciation will become greater over the course of several weeks. The opening address by Barbara Smith is a course requirement. However, you may earn up to +5 percentage points (5% of additional credit) when you participate in the entire series, including workshops.

| Opening Address by Barbara Smith—Required | Thursday, 3/9 | 7 p.m. Gannett |
| Workshop #1 Connecting Theory to Practice | Wednesday, 3/22 | 6-8 p.m. Davis |
| Workshop #2 Advocacy Tools & Best Practices | Wednesday, 4/5 | 6-8 p.m. Davis |
| Workshop #3 Skills & Mechanics for Social Justice Activism | Wednesday, 4/19 | 6-8 p.m. Davis |
Web Sites of Interest and Importance

_Tang Museum Upcoming Exhibits_  
http://tang.skidmore.edu/www/tang/upcoming_exhibits/upcoming.htm

_U.S. Department of Education_  
http://www.ed.gov/index.jhtml

_Citizen’s Guide to the U.S. Budget_  

_Education Week_ (weekly newspaper the sole focus of which is education)  
http://edweek.org/

_Teacher Magazine_ (practical professional magazine for teachers in the field)  
http://teachermagazine.com/

_The National Education Association_ (powerful lobby representing the nation’s educators)  
http://www.nea.org/

_Partners Against Hate Program Activity Guide: Helping Children Resist Bias and Hate_ (2002)  
You may download the guide (111 pages) from this website:  
www.partnersagainsthate.org/publications

_No Child Left Behind: A Desktop Reference_  
A U.S. Department of Education 181-page reference guide to NCLB describes the act’s four guiding principles (accountability, flexibility and local control, parental choice, and “what works”)  
Other sites of possible interest:  
www.nclb.gov/index/html  
www.ed.gov/index.jsp  
Welcome Letter to parents interested in NCLB:  
www.nclb.gov/start/welcome/index.html  
Introduction and Overview  
www.nclb.gov/next/overview/index.html  
Glossary of Terms  
www.nclb.gov/start/glossary/index.html

_NCLB Newsletter_  
“This newsletter is designed to help inform parents, families, and members of the community about the progress on President Bush and Secretary Paige’s commitment to leave no child behind. We hope this newsletter will provide valuable information and important tools so that we may work together to improve our schools and give every child the opportunity to reach his or her fullest potential."

To subscribe to this newsletter:  
Address an email message to listproc@inet.ed.gov  
Write this in the message window:  
subscribe NoChildLeftBehind yourfirstname yourlastname

To unsubscribe from the newsletter:  
Address an email message to listproc@inet.ed.gov  
Write this in the message window:  
unsubscribe NoChildLeftBehind
IMPORTANT LINKS FOR GUIDES TO FOOTNOTING

In this course, since it is interdisciplinary, it is appropriate to use any of the following citation styles: MLA, Turabian, or Chicago. Refer to the Skidmore Guide to Writing for MLA. Other good resources include the websites. If you are unfamiliar with citation referencing (in bibliographies or footnotes), see your instructor during office hours.

Lucy Scribner Library “Citation Machine”
http://www.skidmore.edu/library/research/citation.htm

Long Island University “Citation Style for Research Papers”
Includes several styles in easy-to-choose format. Of these, I prefer Chicago.
http://www.liu.edu/cwis/cwp/library/workshop/citation.htm

A good discussion of how to avoid plagiarism can be found at the following web address:
http://www.liu.edu/cwis/cwp/library/exhibits/plagstudent.htm

“Chicago/Turabian Style General Guidelines”
Good, clear examples of footnotes can be found at the following web address:
http://depts.gallaudet.edu/englishworks/writing/turabianguide.html
Seminar Participation
During the course, up to 15% of your final grade can be earned through participation.

Participation Rubric
*Although the rubric is not meant to illustrate a hierarchy of types, the one type at which we are aiming, is Type 5: The Interested Concerned Citizen.*

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<thead>
<tr>
<th>Engagement</th>
<th>Engagement Description</th>
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| **Type 5** | Democratic Citizen Participation: *The Interested Concerned Citizen*  
You leave class wondering (pondering, uncertain, surprised, speculating, questioning, struck, stunned, amazed, caught up, etc.)  
You challenge the group. (Not competitively but respectfully, thoughtfully, concernedly.)  
You ask insightful questions.  
Your contributions extend the class readings. (You connect beyond the readings.)  
In discussions, you refer to text and to experience.  
You participate regularly with the group and feel a sense of belonging (inclusion with it, responsibility for it).  
You share the collective space. (You neither dominate nor intimidate nor remain in the shadows.)  
You have prepared and thought before class. |
| **Type 4** | School Participation: *The “Responsible” Student*  
You ask questions; usually these are questions of clarification rather than instigation  
Your thought/questions are related to the readings.  
In discussions, you refer to text and to experience.  
You participate regularly.  
You share the collective space. (You neither dominate nor intimidate nor remain in the shadows.)  
You have prepared and thought before class. |
| **Type 3** | Participation: *Caught Up in the Moment*  
You may leave class wondering (pondering, uncertain, surprised, speculating, questioning, struck, stunned, amazed, caught up, etc.) from the contributions of others.  
You contribute your perspective to discussions based on your experience; however, this perspective is not necessarily informed by the readings; it is more “in the moment”.  
You sometimes participate, sometimes not.  
You sometimes prepare, sometimes not. |
| **Type 2** | Passive Participation: *The Anonymous Spectator*  
You may or may not leave class wondering (pondering, uncertain, surprised, speculating, questioning, struck, stunned, amazed, caught up, etc.).  
You ask *yourself* insightful or probing questions. You engage *yourself* in thought.  
You attend and listen attentively to others’ contributions and may find these interesting.  
You do not regularly contribute to the group; and you may not be very well known to the group.  
You have prepared and thought before class. |
| **Type 1** | Non-Participation: *The Outsider*  
Engagement may be hurt by absences or tardiness, lack of preparation or contribution, perhaps inattention or lack of interest.  
You feel disengaged (for one or a variety of reasons): not included, not responsible.  
You leave class.  
You attend class. |
**TENTATIVE COURSE SCHEDULE**  
*This schedule is tentative and subject to change as needs of the course and students require.*

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<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>Week of 1/23</strong></td>
<td>Orientation to the Course</td>
<td><strong>Readings</strong></td>
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<tr>
<td>2 classes</td>
<td>Idea of the Course</td>
<td>Independent Research: Supreme Court Winter email message on the Alito hearings, Judiciary Committee, the Senate debate, the Senate vote, your Senators’ vote and rationale (web site).</td>
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<td>Texts &amp; Reader</td>
<td>Watch/Read the Judiciary Committee Vote Vote scheduled for Tuesday. Senate debate to follow on Wednesday. Stay tuned for final Senate Confirmation Vote (TBA).</td>
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<td>Placard &amp; Participation</td>
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<td>Requirements &amp; Syllabus</td>
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<td>Technology Survey (in class)</td>
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<td>First 4 Assignments:</td>
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<td>1—Supreme Court Nominee Position Paper</td>
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<td>2—Values Investigation</td>
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<td>3—Law &amp; the Schools Power Point</td>
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<td>4—NCLB Interactive Web Page</td>
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<td>Distribute Syllabus</td>
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<td>Distribute Reader</td>
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<td>Syllabus Q &amp; A</td>
<td>Get Project Work Under Way—See Guidelines for Each Project or Paper. See due dates within this schedule. Values Investigation (individual)</td>
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<td>Orientation to Course Reader</td>
<td>Individual paper using Section 1 materials with the Reader.</td>
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<td>Supreme Court &amp; the Schools</td>
<td>Law &amp; Schools Power Point (group)</td>
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<td>Alito Vote</td>
<td>Groups should meet to schedule work.</td>
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<td>Judiciary Committee</td>
<td>Presentations begin February 8. Materials are within the Reader.</td>
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<td>Shifting balance &amp; membership on the Court</td>
<td>NCLB Interactive Web Page (group)</td>
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<td>Judicial philosophy</td>
<td>Groups should meet to schedule work.</td>
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<td>Significance to American education</td>
<td>Presentations begin</td>
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<td><strong>Orientation to Dreamweaver</strong> (3:30 p.m.)</td>
<td>Supreme Court Nominee Position Paper (individual)</td>
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<td>Kelly Dempsey-Little</td>
<td>Keep regularly informed of the Senate proceedings: their final vote as a body and your individual Senators’ votes. Visit their websites for “posted” vote and statement.</td>
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<td></td>
<td>Scheduling 2 orientation sessions</td>
<td><a href="http://www.clinton.senate.gov">www.clinton.senate.gov</a> (for example)</td>
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<td>Working groups for Web page project</td>
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<td><strong>Week of 1/30</strong></td>
<td>Recap Video—Balance on the Court</td>
<td>Values Investigation Due</td>
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<td>2 classes</td>
<td>Rehnquist Court Legacy</td>
<td>Online Research:</td>
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<td>Shifting balances</td>
<td>Get a copy of the U.S. Constitution (Amendments I, IV, V, VIII, X and XIV)</td>
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<td>U.S. Constitution &amp; the Supreme Court</td>
<td>Continue Paper/Project Work:</td>
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<td>School-sensitive Amendments</td>
<td>Research, readings, and due dates are included on each set of guidelines.</td>
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<td>(I, IV, V, VIII, X and XIV)</td>
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<td>Some Significant Cases—Sampling</td>
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<td>Small group selection &amp; discussion</td>
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<td>Week of 2/6</td>
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<td><strong>Law &amp; Schools Power Point Due 2/8</strong></td>
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<td><strong>Group Presentations:</strong> Courts &amp; Schools</td>
<td></td>
<td></td>
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<tr>
<td>Group 1: Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2: Teachers &amp; Administrators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 3: Excluded Minorities</td>
<td></td>
<td></td>
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<tr>
<td>Thursday, February 9th at 7 p.m. in Gannett</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week of 2/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 classes</td>
</tr>
<tr>
<td>Valentine’s Day is Tuesday.</td>
</tr>
<tr>
<td><strong>Supreme Court Nominee Paper Due 2/15</strong></td>
</tr>
<tr>
<td><strong>Group Presentations:</strong> Courts &amp; Schools</td>
</tr>
<tr>
<td>Group 4: Religious Groups</td>
</tr>
<tr>
<td>Group 5: The American Public</td>
</tr>
<tr>
<td><strong>Traditional-Conservative Educational Values Adler, and Hirsch</strong></td>
</tr>
<tr>
<td>The strengths of Common Schooling</td>
</tr>
<tr>
<td>Common curriculum for common culture and common cultural literacy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week of 2/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 classes</td>
</tr>
<tr>
<td><strong>NCLB Interactive Web Pages Due 2/22</strong></td>
</tr>
<tr>
<td><strong>Group Presentations:</strong> TC Education Reform: George Bush and “No Child Left Behind”</td>
</tr>
<tr>
<td>Group 1: Background, History, Aims</td>
</tr>
<tr>
<td>Group 2: Critical Reform Elements</td>
</tr>
<tr>
<td>Group 3: Critique of NCLB</td>
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<tbody>
<tr>
<td>2 classes</td>
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<td><strong>Group Presentations:</strong> TC Education Reform: George Bush and “No Child Left Behind”</td>
</tr>
<tr>
<td>Group 4: Advantages of Standardized Tests</td>
</tr>
<tr>
<td>Group 5: Critique of Standardized Tests</td>
</tr>
<tr>
<td><strong>Introduction to Dewey &amp; His Experiment</strong></td>
</tr>
</tbody>
</table>

**Values and their Meanings**
President Bush’s Inaugural Address (2005) (:21)
Martin Luther King’s ‘I Have a Dream’ Speech (1963) (:17)
Franklin Delano Roosevelt’s ‘Four Freedoms’ Speech (1941) & 2005 FERI Recipients (:25)

**Introduction to History of Education**
Earliest forms of American schooling
Earliest values & developing “American” (i.e., conservative) frame of reference

**Reader:**
Webster’s *Advice to the Young and Moral Catechism*
Koetzsche’s “An Overview of Education in the U.S.”

**Continue Paper/Project Work**—See due dates within the schedule (below)
**Groups:** Law & Schools Power Point
NCLB Interactive Web Page
**Individual:** Supreme Court Nominee Position Paper

**Week of 2/20**
2 classes
**NCLB Interactive Web Pages Due 2/22**
**Group Presentations:** TC Education Reform: George Bush and “No Child Left Behind”
Group 1: Background, History, Aims
Group 2: Critical Reform Elements
Group 3: Critique of NCLB
**Online Research:**
“Citizen’s Guide to the U.S. Budget”
(and other references in reader section)

**Week of 2/27**
2 classes
**Group Presentations:** TC Education Reform: George Bush and “No Child Left Behind”
Group 4: Advantages of Standardized Tests
Group 5: Critique of Standardized Tests
**Introduction to Dewey & His Experiment**
**Reader—Background**
Noddings’ “The Philosophical and Educational Thought of John Dewey”
**Visit Online:** The Chicago Lab School
<table>
<thead>
<tr>
<th>Week of 3/6</th>
<th>2 classes</th>
<th><strong>Midterm Conferences Continue</strong></th>
<th>Reader—Careful Read: Dewey’s “Creative Democracy: The Task Before Us”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Barbara Smith Talk</strong></td>
<td><strong>John Dewey’s Pedagogic Creed—Experiment Then &amp; Now</strong></td>
<td>Continuing Dewey education Turn of the centuries: 20th &amp; 21st Dewey’s model creed &amp; Your model creed</td>
<td>Reader—Distributed Reading: Dewey’s “The School and Society” (1/3) de Pencier’s “The Beginnings” (1/3) de Pencier’s “The New School Thrives” (1/3)</td>
</tr>
<tr>
<td><strong>Week of 3/7</strong></td>
<td></td>
<td><strong>Progressive Educational Reform</strong></td>
<td>Reader: Sarason’s “Understanding Children and the Self-Fulfilling Prophecy” Katz’ “Education or Excitement?” Noddings’ Critique: The Challenge to Care in Schools (Ch. 1-3)</td>
</tr>
<tr>
<td>2 classes</td>
<td><strong>2 Practical Applications:</strong> Hopper: NH Institute of Technology Project Vlahakis: Nursing Home Project</td>
<td>A Warning Against Pseudo-Progressivism Katz</td>
<td><strong>Video:</strong> “Tour de Sol” (25 mins.) (the Sungo Solar Car experience)</td>
</tr>
<tr>
<td><strong>Week of 3/13</strong></td>
<td>No Classes</td>
<td><strong>Midterm Conferences Continue This Week</strong></td>
<td>Reader: Montessori’s “Discipline” Kohn’s “Bribes and Threats” “Punishment Lite…” “Appendix 1: Ten Questions” Noddings Proposal: The Challenge to Care in Schools (Ch. 4-5)</td>
</tr>
<tr>
<td><strong>Week of 3/20</strong></td>
<td>2 classes</td>
<td><strong>Progressive Education</strong></td>
<td>Noddings: The Challenge to Care in Schools (Chs. 6-8: Select at least 1 chapter to read) (Chs. 9-11: Select at least 1 other chapter)</td>
</tr>
<tr>
<td>Advising Begins</td>
<td><strong>Freedom vs. Control: Then &amp; Now</strong> Alfie Kohn’s Critique Dewey’s Enduring Value: Progress</td>
<td></td>
<td><strong>Critical-Transformative Concerns—Intro Setting the stage—3 Cultural Approaches</strong> Assimilation &amp; Deculturalization Separation Multiculturalism</td>
</tr>
<tr>
<td><strong>Week of 3/27</strong></td>
<td>2 classes</td>
<td><strong>Critical-Transformative Educational Critique</strong> School as Means of Oppression “Deculturalization” as Aim of Education</td>
<td><strong>Spring:</strong> Deculturalization and the Struggle for Equality…” (Chs. 2-5)</td>
</tr>
<tr>
<td>Date of Week</td>
<td>Activity</td>
<td>Reader</td>
<td></td>
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<td>-------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
</tbody>
</table>
| Week of 4/3       | *Purpose of Critique*  
*Equity or Excellence?*  
*Opportunity Standards*  
*Critical-Transformative Education to Confront Social Oppression*  
*Cultural Reproduction and Hegemony: Power, Privilege, Prejudice*  
*(conceptual puzzle activity)*  
*Curriculum Transformation*  
*Education as Oppression: Deculturalization*  
*White Privilege and Institutional Discrimination*  
*Discussion and experience*  
*Reader:*
*Bell’s “Theoretical Foundations of Social Justice Education”*  
*Banks’ “Curriculum Transformation”*  | N/A                                                                                                                                      |
| 2 classes         | **Activism Workshop #2**  
**Nora Yates**  
**Ross Levi**  
**6:00-8:00 p.m.**  
**Davis**  
**Wednesday 4/5**  
**Reader:**  
**Bell’s “Theoretical Foundations of Social Justice Education”**  
**Banks’ “Curriculum Transformation”**  | N/A                                                                                                                                      |
| Week of 4/10      | *AERA Conference—Instructor Absent*  
**Education as Oppression: Deculturalization**  
Power, Privilege, Prejudice  
*Video: “Skin Deep”*  
*Written reflection following video*  | *Reader:*
*“Skin Deep” (movie orientation)*  |
| 2 classes         | **Midterm Exam Due on 4/12**  
**Midterm Examination in Harder 101 or by WebCT (TBA)**  
**To prepare for next class, refer to the instructor’s orientation (by email)**  | N/A                                                                                                                                      |
| Week of 4/17      | *Class Oppression in the Schools:*  
**Institutional Discrimination: School Finance Inequity**  
*Reader:*
*de Marrais “Social Class and Its Relationship to Education”*  
*Handout*
*Getting a sense of your social class*  | N/A                                                                                                                                      |
| 2 classes         | **Activism Workshop #3**  
**Nora Yates**  
**Ross Levi**  
**6:00-8:00 p.m.**  
**Davis**  
**Wednesday 4/19**  
**Reader:**  
**Bloom’s “Lessons of a Lifetime”**  | N/A                                                                                                                                      |
| Week of 4/24      | *Race Oppression:*
**Schools and Social Justice Education**  
**Isms and Action**  
**Individual & Institutional Discrimination**  
*Video: “A Class Divided”*  
*Brief discussion following the film*  | N/A                                                                                                                                      |
| 2 classes         | **Video:**  
*“Inner Journeys, Public Stands”*  
*The Yellow Button Challenge*  
**Brief discussion following film**  
**Action Continuum Revisited**  | *Reader:*
*Westheimer and Kahne’s “Educating for Action: Preparing Youth for Participatory Democracy”*  |
| **Final Course Paper Guidelines**  
**Sex Oppression in the Schools:**  
**Discussion of Sadker (girls & boys)**  | **Reader:**  
Sadker’s “Through the Back Door: The History of Women’s Education” and “The Miseducation of Boys”  |
<table>
<thead>
<tr>
<th>Week of 5/1</th>
<th>Course Wrap Up—Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 class</td>
<td>Your Journey (Action Continuum Revisited)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week of 5/9</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Creed</td>
<td></td>
</tr>
<tr>
<td>Due 5/9 at 12:00</td>
<td></td>
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</tbody>
</table>

Classes End (Tues. 5/2)
Final Exam Begins (5/8—5/12). There is no Final Exam in ED 215.  
*Education Creed due Tuesday, May 9th by noon.*
  
  - Academic Festival – May 3  
  - Study Days – May 3 through May 7  
  - Senior Grades due May 11  
  - Senior Week – May 13 through May 19  
  - Other Grades due May 23  
  - Commencement is May 20
Use the Participation Rubric in your syllabus to review the 5 general participation TYPES. Consider your large group participation during seminar, locating the TYPE OF PARTICIPATION in which you currently most frequently engage.

Current Participation Type

Within the following table, list the engagements (from the “type” you’ve identified above) that you do practice regularly and then cite evidence from your class participation that supports your belief. We’ll discuss this when we conference together. Bring this original evaluation to the conference and a copy to share with me.

<table>
<thead>
<tr>
<th>Engagements (within the identified type)</th>
<th>Personal Practices as Evidence of Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have prepared and thought before class</td>
<td>(evidence to support example)</td>
</tr>
<tr>
<td></td>
<td>--have done all assigned readings; have marked passages for seminar discussion</td>
</tr>
<tr>
<td></td>
<td>--did recommended readings</td>
</tr>
<tr>
<td></td>
<td>--did online research at FindLaw for my case</td>
</tr>
<tr>
<td></td>
<td>--saw you during office hours to clarify case question</td>
</tr>
</tbody>
</table>
Now consider all of the participation practices for TYPE 5 engagement (below). Highlight those practices you will focus upon in the second half of the course and indicate what you will do as evidence of engaging in those practices.

| Type 5 | Democratic Citizen Participation: *The Interested Concerned Citizen*
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>You leave class wondering (pondering, uncertain, surprised, speculating, questioning, struck, disturbed, caught up in thought, wishing to talk with others, etc.)</td>
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<tr>
<td></td>
<td>You challenge the group. (Not competitively but respectfully, thoughtfully, concernedly.)</td>
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<tr>
<td></td>
<td>You ask insightful questions.</td>
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<tr>
<td></td>
<td>Your contributions extend the class readings. (You connect beyond the readings.)</td>
</tr>
<tr>
<td></td>
<td>In discussions, you refer to text and to experience.</td>
</tr>
<tr>
<td></td>
<td>You participate regularly with the group and feel a sense of belonging (inclusion with it, responsibility for it).</td>
</tr>
<tr>
<td></td>
<td>You share the collective space. (You neither dominate nor intimidate nor remain in the shadows.)</td>
</tr>
<tr>
<td></td>
<td>You have prepared and thought before class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What I Will Do in Evidence of Developed Practice</th>
<th></th>
</tr>
</thead>
</table>