

Introduction to Education: Examining Critical Issues in Public Schooling for Social and Educational Justice

Instructor:	Paula M. Carbone, Ph.D.	Meeting Time:	MW 8:30-9:50
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Course Overview

This course examines the underpinnings of educational theory and practice from sociological, political, and policy perspectives for the purpose of understanding the complexities of education. Educational change will be examined from historical and contemporary perspectives, with emphasis on the promise of current efforts. The course is designed to address the inequities of education from a social analysis perspective, and evaluate educational settings and their relationship to society in order to suggest theoretical and empirically based action grounded in social and educational justice.

Course Learning Outcomes

The course is designed to strengthen your ability to:

1. Describe the critical issues and explain their historical and contemporary impact on educational processes in US public schools.
2. Critically examine the critical issues in US public schooling and the relationship of varied perspectives in advancing or limiting social and educational justice.
3. Analyze an authentic educational context and apply theory to describe implications for change.

Course Requirements

Fieldwork: A total of six fieldwork observations will take place in a local K-12 school. Observations will take place in lieu of class time at regular intervals in the semester – weeks 3, 5, 7, 9, 11, & 13. Fieldwork will be focused by the cumulative units of study and course readings, which frame critical issues in education. Each fieldwork observation will be structured with guiding questions, observations protocols, and summary, evaluative reports integrating the course readings.

Fieldwork Log: Students will submit a 2-3 page observation log after each fieldwork observation. The log should describe concrete details observed, such as environment (classroom set up, behavior noted) and analysis of the descriptions. A two-to-three paragraph synthesis should be included with each log explicitly applying the readings to the observation.

Midterm: Discuss the importance of race, social and economic status, linguistic heritage and gender and its relationship with social and educational justice. Minimum of 15 pages.

Final: Explain *why* things are “they way they are” in your fieldwork observation site, focusing on the relationship of the institution, student outcomes, and the community. Identify the opportunities and constraints for social and educational justice, and propose change to address any identified constraints, synthesizing the course readings, class discussions, fieldwork observation notes, and relevant outside sources. The focus of the paper Minimum of 15 pages.

Attendance: One excused absence is allowed for the term.

Textbooks and other materials

Required Reading:

Delgado, R., & Stefancic, J. (2001). *Critical race theory: an introduction*. New York: New York University Press.

Readings for each class should be completed before class time.

All course readings not in the required text are available in ARES.

Recommended Reading (Not required for purchase):

Bhabha, H. K. (1994). *The location of culture*. New York, NY: Routledge.

Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. U.S.A.: Rowman & Littlefield Publishers, Inc.

hooks, b. (1994). *Teaching to transgress: education as the practice of freedom*. New York, NY: Routledge.

Class Participation

Bi-weekly seminars will use protocols for equity in participation and to promote depth and complexity in discussion; additionally, students will take an active role in facilitating discussions. Students are expected to stay current in the readings, fieldwork, and actively participate in seminar discussions by summarizing, synthesizing, and critically evaluating course readings for in-depth discussion during class time.

Grading

Class Attendance – 10%

Fieldwork Observations – 25%

Fieldwork Logs – 15%

Midterm – 25%

Final – 25%

Grades assigned: A = 94+; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D+ = 67-69; D = 64-66; D- = 60-63; F = 59 and below.

Academic Accommodations

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any candidate requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. The email address is: ability@usc.edu. The website for DSP has additional information regarding accommodations and requests (www.usc.edu/disability).

Incompletes

IN – incomplete (work not completed because of documented illness or some other major emergency occurring after the twelfth week of a traditional semester – 4th week of a 6-week class; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete.

Conditions for Removing a Grade of Incomplete. If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the twelfth week of the semester. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete. One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the

course is considered “lapsed,” the grade is changed to an “IX” and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

Academic Integrity

SCampus, the USC student guidebook contains the Student Conduct Code and information on Academic Integrity. It is the student’s responsibility to be familiar with and abide by these guidelines, which are found at <http://www.usc.edu/student-affairs/SJACS/docs/GradIntegrity.pdf>. A summary of behaviors violating University standards can be also found at: <http://www.usc.edu/dept/publications/SCAMPUS/gov/behavior.html>.

Week 1: Historical Perspectives of Education in the US

Required Readings:

- Dreeben, R. (1967). The contribution of schooling to the learning of norms: Socialization and schools, *Harvard Educational Review*, 37(2), 23-49.
- Tyack, D. B. (174). *The one best system: a history of American urban education*. Cambridge, MA: Harvard University Press.
Part III: The politics of pluralism: Nineteenth century patterns, pp, 78-124
Part IV: Centralization and the corporate model: Contests for control of urban schools, 1890-1940. Pp. 126-176.

Week 2: Structural Inequities, part 1

Required Readings:

- Anyon, J. (1981). Social class and school knowledge. *Curriculum Inquiry*, 11(1), 3-42.
- Eder, D. (1981). Ability grouping as a self-fulfilling prophecy: A micro-analysis of teacher-student Interaction. *Sociology of Education*, 54(3). 151-162
- Tyack, David. (1974). *The one best system: a history of American urban education*. Cambridge, MA: Harvard University Press.
"Some Functions of Schooling" and "Inside the System: The Character of Urban Schools" Pp. 72-77, 177-198, 229-254

Week 3: Structural Inequities, part 2

- Cohen, D.K., & Spillane, J. P. (1992). Policy and practice: The relations between governance and instructions. *Review of Research in Education*, 18(1), 3-49.
- Ferrante, J., & Brown, P. (1998). *The social construction of race in America*. New York: Longman.
Part 2: Classifying People by Race. Pp. 120-138.

Week 4: Capital and Power

- Arum, R., & Beattie, I. R. (Eds.) (2000). *The structure of schooling: readings in the sociology of education*. Mountainview, California: Mayfield Publishing Company.
Part 1, Chapters 5-7: Human, Cultural, and Social Capital, (Bourdieu) pp. 46-77.
- Bowles, S., & Gintis, H. (1976). Beyond the educational frontier: the great American dream freeze. In R. Arum & I. Beattie, (Eds.), *The structure of schooling: readings in the sociology of education*, (pp. 112-121). Mountainview, California: Mayfield Publishing Company.
- Dimaggio, P. (1982). Cultural capital and school success: The impact of status culture participation on the grades of U.S. high school students." *American Sociological Review*, 47(2), 189-201
- Noguera, P. (2001). Transforming urban schools through investments in social capital. 105-112.
- Stanton-Salazar, R. (1997). A social capital framework for understanding the socialization of racial minority children and youth. *Harvard Educational Review*, 67(1), 1-40.

Week 5: Legislating Change and Unintended Consequences

- Apple, M. (2007). Ideological success, educational failure? On the politics of No Child Left Behind. *Journal of Teacher Education*, 58(2), 108-116.
- Bell, D. A. (1980). Brown v. Board of Education and the interest convergence dilemma. *Harvard Law Review*, 93, 518-533.
- Burstein, P. (1979). Public opinion, demonstrations, and the passage of antidiscrimination legislation. *Public Opinion Quarterly*, 43(2), 157-172.
- Irons, P. (2002). *Jim Crow's children: the broken promise of the Brown decision*. New York, Penguin. Chapter 10, pp. 172-187.
- Santiago, M. (2013). Teaching a new chapter of history. *Phi Delta Kappan*, 94(6), 35-38.
- Vinovskis, M. A. (2009). *From a Nation at Risk to No Child Left Behind: national education goals and the creation of federal education policy*. New York, NY: Teachers College Press.
Chapter 3. Enacting Goals 2000 and Reauthorizing ESEA, pp. 56-84
Chapter 7. Implementing and Debating NCLB, pp. 171-207

Week 6: Unequal Educational Opportunity

- Coleman, J. (1968). The concept of equality of educational opportunity. *Harvard Educational Review*, 38(1), 7-22.
- Foley, D. E. (1991). Reconsidering anthropological explanations of ethnic school failure. *Anthropology & Education Quarterly*, 22(1), 60-86.
- Giroux, H. A. (2006). *The Giroux reader*. Boulder: Paradigm Publishers.**
- Chapter 1: Theories of reproduction and resistance in the new sociology of education**, pp. 3-46.
- Trueba, H. T. (2009). Culturally based explanations of minority students' academic achievement. *Anthropology of Education*, 19(3), 270-287.
- Wilson, K. L., & Portes, A. (1975). The educational attainment process: Results from a national sample. *American Journal of Sociology*, 81(3), 151-162.

Week 7: Whose Standard is It? Reform as Standardization

- Carini, P. (2001) *Starting strong: A different look at children, schools, and standards*. NY: Teachers College Press.
- Part III: Standards in the Making, pp. 141-190.
- Delpit, L. (2002). No kinda sense. In L. Delpit, (Ed.), *The skin that we speak: Thoughts on language and culture in the classroom*, (pp. 34-48). NY: The New York Press.
- Firestone, W. A. (2003). The governance of teaching and standards-based reform from the 1970s to the New Millennium. Pp. 153-170 in M. Hallinan, A. Gamoran, W. Kubitschek, and T. Loveless (Eds.) *Stability and Change in American Education: Structure, Process, and Outcomes*. Clinton Corners: Eliot Werner Publications, Incorporated.
- Nieto, Sonia (1996). *Affirming diversity: The sociopolitical context of multicultural education*, Longman. Chapter 5, pp. 136-152.
- Robbins, J., & Bauerlein, M. (2013). The Common Core State Standards: Two views. *National Association of Scholars*, Retrieved from http://www.nas.org/articles/the_common_core_state_standards_two_views

Week 8: Critical Race Theory

- Bell, D. A. (1995). Racial realism. In K. Crenshaw, N. Gotanda, G. Peller, & K. Thomas (Eds.), *Critical race theory: The key writings that formed the movement* (pp. 302-312). New York: The New Press.
- DeCuir, J. T., & Dixson, A. D. (2004). "So when it comes out, they aren't surprised that it is there": Using critical race theory as a tool of analysis of race and racism in education. *Educational Researcher* 33(5), 26-31.
- Delgado, R., & Stefancic, J. (2012). *Critical Race Theory: an introduction* (2nd. Ed.). New York: New York University Press.
- Part IV: Looking Inward.
- Helms, J. E. (1995) An update of Helm's white and people of color racial identity models. In J.G.Ponterotto, M.J. Casas, L.A. Suzuki, & C.M. Alexander (Eds.), *Handbook of multicultural counseling* (pp. 181-198). Thousand Oaks, CA: Sage Publications.
- Ladson-Billings, G., & Tate, William F. IV. (1995). Toward a critical race theory in education. *Teachers College Record*, 87(1), 47-68.
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education*, 8(1), 69-91.

Week 9: Teachers and Students – Relationships for Optimal Learning

- Brophy, J. E. (1983). Research on the self-fulfilling prophecy and teacher expectations. *Journal of Educational Psychology* 75(5): 631-661.
- Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education Policy Analysis*. Retrieved from <http://epaa.asu.edu/epaa/v8n1>
- Haycock, K. (1998). Good teaching matters...a lot. *Thinking K-16*, 3(3), 3-14.
- hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.
- Chapter 3: embracing change, pp. 35-44.
- Chapter 12: confronting class in the classroom, pp. 177-191.

- Lampert, M. (1987). How do teachers manage to teach. Pp. 106-123 in *Teachers, Teaching and Teacher Education*. Cambridge, MA: Harvard University Press.
- Noddings, N. (1988). An ethic of caring and its implications for instructional arrangements. *American Journal of Education*, 96(2), 215-230.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. New York: Cambridge University Press.
Introduction, pp. 1-35.

Week 10: Pedagogies for Equity

- Freire, P. (2000). *Pedagogy of the oppressed* (30th Anniversary Ed.). New York: Continuum International Publishing Group.
Chapters 2 & 3, pp. 71-124.
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165.
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97.
- Salazar, M. d.C. (2013). A humanizing pedagogy: Reinventing the principles and practice of education as a journey toward liberation. *Review of Research in Education*, 37(121), 121-148.

Week 11: Digital Technology and Flattened Hierarchies

- Gee, J. P. (2007). *Video games + good learning: collected essays on video games, learning, and literacy*. New York: Peter Lang.
Chapter 1: Why video games are good for your soul, pp. 7-12
Chapter 7: Why study games now? pp. 83-86
Chapter 8: Affinity spaces, pp. 87-103.
- Jenkins, H. (2006). *Confronting the challenge of participatory culture: Media education for the 21st Century*. MIT Press. (66 pages). Available online:
http://www.macfound.org/media/article_pdfs/JENKINS_WHITE_PAPER.PDF
- Lotherington, H., & Jenson, J. (2011). Teaching multimodal and digital literacy in L2 settings: New literacies, new basics, new pedagogies. *Annual Review of Applied Linguistics*, 31, 226-246.

Week 12: The Purpose of Schooling

- Dewey, J. (1916). *Democracy and Education: an introduction to the philosophy of education*. New York: The Free Press.
Chapter 7: The democratic conception in education, pp. 81-100
Chapter 8: Aims in education, pp. 100-111.
- Giroux, H. A., & McLaren, P. (1986). Teacher education and the politics of engagement: The case for democratic schooling. *Harvard Educational Review*, 56(3), 213-239.
- Giroux, H. A. (2006). *The Giroux reader*. Boulder: Paradigm Publishers.
Chapter 1: Theories of reproduction and resistance in the new sociology of education, pp. 3-46.
- Goodlad, J. I. (2004). Fulfilling the public purpose of schooling: Educating the young in support of democracy may be leadership's highest calling. *School Administrator*, 61(5), 14.
- Goodlad, J. (2008). Advancing the public purpose of schooling and teacher education. *Handbook of research on teacher education: Enduring questions in changing contexts*, 111.

Week 13: Policies and Practices for Social and Educational Justice, part 1

- Duncan-Andrade, J. M. R. (2009). Note to educators: Hope required when growing roses in concrete. *Harvard Educational Review*, 79(2), 181-194
- Knobel, M., & Lankshear, C. (2002). What young people can teach us about reading and writing the world. Keynote paper presented at the National Council of English Teachers' Assembly for Research Mid-Winter Conference, New York. Available at:
<http://everydayliteracies.net/files/cyberliteracies.html>

- Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. *Harvard Educational Review*, 84(1), 74-84.
- Phillips, R. S. (2011). Toward authentic student-centered practices: Voices of alternative school students. *Education and Urban Society*, 45(6), 668-699.
- Sleeter, C., Torres, M. N., & Laughlin, P. (2004). Scaffolding conscientization through inquiry in teacher education. *Teacher Education Quarterly*, 81-96.

Week 14: Policies and Practices for Social and Educational Justice, part 2

- Marsh, J. A., & Wohlstetter, P. (2013). Recent trends in intergovernmental relations: The resurgence of local actors in educational policy. *Educational Researcher*, 42, 276-283.
- Oakes, J., & Rogers, J. (2006). *Learning power: organizing for education and justice*. New York, NY: Teachers College Press.
Chapters 1-3, pp. 1-42.
- Philip, T. M., & Garcia, A. (2013). The importance of still teaching the iGeneration: New technologies and the centrality of pedagogy. *Harvard Educational Review*, 83(2), 300-319.

Week 15: Applying Social Analysis to Education

Student presentations of self-selected articles supporting their final. Peer reviews of arguments, evidence, and feasibility of suggested changes to address observed constraints in fieldwork.