

## Course Overview

Please note that although this is the overall plan for the course, there may be some slight alterations as we proceed. Bring your syllabus to class every week so that you can record any alterations contemporaneously with their announcement.

*Note: CP refers to course pack pagination. B refers to book pagination.*

<b>Date</b>	<b>Overall theme</b>	<b>Class theme and activities</b>	<b>Required reading</b>	<b>Assignments</b>
<b>Week 1 Sep 12</b>	Introduction	Introductions and preview of course requirements, syllabus and themes.		
<b>Week 2 Sep 19</b>	Becoming a Teacher	Differences between education and schooling; distinguishing what <i>is</i> from what <i>ought to be</i> ; the multiple aims of education and schooling	<ol style="list-style-type: none"> <li>1. <i>School</i>, Foreword (B. 1- 17)</li> <li>2. <i>American Dream</i>, (B. ix- 27)</li> <li>3. Darling-Hammond, 1997 (CP. 5-13)</li> </ol>	Educational autobiography due.
<b>Week 3 Sep 26</b>	Education for Democracy: The Historical and Ideological Roots of Public Education in the US	The emergence of formalized education in America: 1770-1890.	<ol style="list-style-type: none"> <li>1. Horace Mann, 1957 (CP. 15- 16)</li> <li>2. <i>School</i>: “The educated citizen” (B. 11-60)</li> </ol> Browse the PBS Website, <i>Only a Teacher</i> at <a href="http://www.pbs.org/onlyateacher/">http://www.pbs.org/onlyateacher/</a> [While at this site, review these selections: “Teaching Timeline” and “Schoolhouse Pioneers”]	
<b>Week 4 Oct 3</b>		Civic Education and Americanization: 1890-1950.	<ol style="list-style-type: none"> <li>2. <i>School</i>, “You are an American.” (B. 72-119)</li> <li>3. Mason, 1916 (CP. 17- 23)</li> <li>4. Ross, 1914 (CP. 25- 28)</li> </ol>	

<b>Week 5 Oct 10</b>		Education for Equality: 1950-today.	1. <i>School</i> , “Why don’t you go to school with us”, “A nation at risk”(B. 123-213) 2. Zimmerman, 2002 (CP. 29- 38) 3. <i>American Dream</i> , (B. 28- 51)	Short paper on the historical roots of American education due
<b>Oct 17</b>		<b>Fall Break- No class</b>		
<b>Week 6 Oct 24</b>	Educational Success and Student Identity	Language as Cultural and Social Capital	1. Hirsch, 1998 (CP. 39- 56) 2. Nieto, 2002a (CP. 57- 70) 3. Ballenger, 1996 (CP. 71- 77)	
<b>Week 7 Oct 31</b>		Education and social class	1. Lareau, 1987 (CP. 73- 91) 2. Van Galen, 2000 (CP. 93- 102) 3. Rist, 2000 (CP. 112- 147) <sup>1</sup>	Short paper on language as social and cultural capital due
<b>Week 8 Nov 7</b>		Education, race and culture.	1. Delpit, 1988 (CP. 149- 167) 2. Lee, 1996a, 1996b (CP. 169- 194) 3. McIntosh, 1988 (CP. 195- 198)	Short paper on education and social class due
<b>Week 9 Nov 14</b>	Structuring (In)equality: School Funding and Organization	Learning and attainment: testing and grouping	1. Oakes 1995 (CP. 199- 208) 2. Oakes <i>et al.</i> , 1997 (CP. 209-223) 3. Hallinan, 1994 (CP. 225- 238)	Short paper on education, race and culture due
<b>Week 10 Nov 21</b>		School funding	1. <i>American Dream</i> (B. 52- 76) 2. Kozol, 1992 (CP. 239- 262)	Short paper on learning and attainment due

<sup>1</sup> Pages 103- 111 are the author’s reflections on the re-publication of one of his earlier works. You may read it in order to gain further insight into his ideas, but it is not required.

<p><b>Week 11</b> <b>Nov 28</b></p>	<p>Teaching approaches</p>	<p>Pedagogy and ‘otherness’</p>	<p>1. Landsman, 2001a-c (CP. 263-287) 2. Paley, 2003 (CP. 289- 292) 3. Hanssen, 1998 (CP. 293- 298)</p>	<p>Short paper on school funding due. (Note this is the last opportunity to hand in a short paper. You must complete <b>four</b> short papers in total).</p>
<p><b>Week 12</b> <b>Dec 5</b></p>		<p>The dilemmas of multicultural pedagogy</p>	<p><i>American Dream</i>, Chapter 7 and Chapter 8 (B. 168- 201)</p>	
<p><b>Week 13</b> <b>Dec 12</b></p>		<p>Forming a philosophy of teaching</p>	<p><i>Approaches</i> (entire book)</p>	<p>1. Final paper due: Reflections on Autobiography 2. A copy of collated weekly questions due.</p>