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.*

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<td><strong>Week 1</strong>&lt;br&gt;<strong>Sep 12</strong></td>
<td>Introduction</td>
<td>Introductions and preview of course requirements, syllabus and themes.</td>
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| **Week 2**<br>**Sep 19** | Becoming a Teacher                                                            | Differences between education and schooling; distinguishing what *is* from what *ought to be*; the multiple aims of education and schooling | 1. *School*, Foreword (B. 1-17)  
2. *American Dream*, (B. ix-27)  
| **Week 3**<br>**Sep 26** | Education for Democracy: The Historical and Ideological Roots of Public Education in the US | The emergence of formalized education in America: 1770-1890.                           | 1. Horace Mann, 1957 (CP. 15-16)  
2. *School*: “The educated citizen” (B. 11-60)  
Browse the PBS Website, Only a Teacher at [http://www.pbs.org/onlyateacher/](http://www.pbs.org/onlyateacher/)  
[While at this site, review these selections: “Teaching Timeline” and “Schoolhouse Pioneers”] |                                  |
| **Week 4**<br>**Oct 3**  | Civic Education and Americanization: 1890-1950.                               |                                                                                         | 2. *School*, “You are an American.” (B. 72-119)  
3. Mason, 1916 (CP. 17-23)  
4. Ross, 1914 (CP. 25-28) |                                  |
2. Zimmerman, 2002 (CP. 29-38)  
| Oct 17 | Fall Break- No class |
2. Nieto, 2002a (CP. 57-70)  
3. Ballenger, 1996 (CP. 71-77) |
| Week 7 | Oct 31 | Educational Success and Student Identity | Education and social class | 1. Lareau, 1987 (CP. 73-91)  
2. Van Galen, 2000 (CP. 93-102)  
3. Rist, 2000 (CP. 112-147) |
| | | | Education, race and culture. | 1. Delpit, 1988 (CP. 149-167)  
3. McIntosh, 1988 (CP. 195-198) |
| Week 8 | Nov 7 | Structuring (In)equality: School Funding and Organization | Learning and attainment: testing and grouping | 1. Oakes 1995 (CP. 199-208)  
2. Oakes *et al.*, 1997 (CP. 209-223)  
3. Hallinan, 1994 (CP. 225-238) |
| Week 10 | Nov 21 | School funding | 1. *American Dream* (B. 52-76)  
2. Kozol, 1992 (CP. 239-262) |

1 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.
| Week 11  | Pedagogy and ‘otherness’ | 1. Landsman, 2001a-c (CP. 263-287)  
2. Paley, 2003 (CP. 289-292)  
3. Hanssen, 1998 (CP. 293-298) | Short paper on school funding due. (Note this is the last opportunity to hand in a short paper. You must complete four short papers in total). |
| Nov 28   | Teaching approaches       | American Dream, Chapter 7 and Chapter 8 (B. 168-201) |

| Week 12  | The dilemmas of multicultural pedagogy | Approaches (entire book) |
| Dec 5    | 1. Final paper due: Reflections on Autobiography  
2. A copy of collated weekly questions due. |

| Week 13  | Forming a philosophy of teaching | Approaches (entire book) |
| Dec 12   | Work in groups to develop a philosophy of teaching. |

| Week 13  | Reflect on your initial philosophy. |
| Dec 12   | Reflect on your initial philosophy. |