

TE250: Human Diversity, Power and Opportunity in Social Institutions
Tuesdays and Thursdays: 1:00pm-2:20pm
133E Erickson Hall

Instructor: Dr. Dorinda Carter Andrews

Email: dcarter@msu.edu

Mailbox: Erickson, 3rd Floor

Twitter: @DrDorindaCA

Website: <https://michiganstate.academia.edu/DorindaCarterAndrews>

Phone: (517) 432-2070

Office Location: 352 Erickson Hall

Office Hours: By appointment

Course Description:

This course introduces prospective teachers to the ways in which social inequality affects schooling and schooling affects social inequality. TE 250 is not a celebration of difference. Rather, this course is designed to allow students to examine how socially constructed categories (e.g., social class, race, gender, sexual orientation, and physical and mental capacity) are used to privilege some individuals and groups and marginalize others. The course focuses mostly on one social institution, public schools in the United States; however, we will examine how other social institutions influence opportunities for success and failure in schools. Central themes of the course include culture, power, and difference. Difference is understood through socially constructed categories that are imposed on the rich array of human characteristics and histories. Teachers need to become skilled in “reading” the culture of daily life around them and at interpreting how culture and difference connect with power relations to privilege some and disadvantage others.

Social differences are not a problem in society or in schooling. The problem comes when salient social differences (e.g., class, race, gender, sexual orientation, physical and mental capacity) become the basis for social *inequality*. Students need to develop an appreciation for the positive qualities that come from living in a heterogeneous society and teaching in a heterogeneous school. They also need to go beyond this form of appreciation to examine the individual, communal, institutional/societal, and global mechanisms that convert differences into hierarchies of privilege and domination and to explore the complex role that schools play in this process. So at its core, TE 250 aims at training students in the analysis of this problem. Some key questions this course will explore include:

- ☒ In what ways do schools create, perpetuate, and exacerbate inequality?
- ☒ How do systems of privilege impact individuals’ opportunities for social and economic mobility?
- ☒ Why is the acquisition of “school knowledge” easier for some students and more difficult for others?
- ☒ In what ways do teachers and students jointly produce conditions for successful learning or frustrating failure?
- ☒ How do school-community relationships affect student opportunities to learn?
- ☒ What does it mean to teach for social justice in urban environments?

While TE250 is not a celebration of difference, critical multiculturalism (Sleeter, 2001) serves as a key underpinning for the course. A focus on the relationships between *culture*, *difference*, and

power are foundational to understanding the course competencies. In this model, culture is examined through multiple theoretical perspectives, but the overarching perspective views culture as created in the context of everyday life within power relations. This means that culture is not equivalent to race or ethnicity, which is what a lot of our students might think when they enter the course and TE program. Power relations and social oppressions discussed include global capitalism, racism, sexism, ableism, linguisticism, heterosexism, homophobia, classism, and others.

TE250 also requires students to focus on how their multiple identities and positionalities shape their attitudes and beliefs about teaching and learning broadly and culturally diverse students. While it is important to understand how systems of privilege and power shape opportunities for individuals and groups, it is equally important for prospective teachers to understand and examine and how their social location has shaped their worldviews over time and continue to shape their worldviews in potentially helpful and harmful ways as it relates to teaching and learning.

TE 250 is not a methods course that provides answers for successfully working in diverse classrooms. Rather, it is about how power influences schooling experiences of and opportunities for various students. We will identify the ways in which teachers influence the distribution of educational and social opportunities, whether they intend to or not. This means that teachers need to understand how their pedagogy and instructional strategies affect student achievement and life opportunities. We will achieve this goal by questioning the way things are in society and challenging our assumptions, biases, and stereotypes and those of our colleagues. . The course is designed to give prospective teachers opportunities to develop foundational knowledge and analytic tools to make more thoughtful decision about how they will think and act as future teachers. The expectation is not that all students completing TE 250 will join activist organizations, but they should be predisposed to notice inequalities, question and try on theories to understand their bases, and be able to explain them within a broader framework of America's notion of itself as a "special" nation, variously described throughout our history as the land of opportunity, a classless society, a colorblind society, etc.

****Section 6 places specific emphasis on urban environments and issues affecting urban schools. The course compares and contrasts urban schooling with schools in other demographic areas and illuminates differences among urban schools.**

Key Themes

Understanding Identity and Positionality

While individuals with common characteristics share certain experiences, there is also wide variation in experiences within social groups. TE 250 is not meant to be a "tour of categories," such as race, class, gender, etc. While recognizing the effect common experiences can have on persons with certain characteristics, TE 250 also focuses on the multiple identities individuals have, how those are related to the particular context in which they must act, and the implications for instruction in schools. This means recognizing, for example, that one can't talk simply about gender without also talking about class, race, and disability in relationship to issues of power and privilege.

Opportunity and Systems of Power and Privilege

Examining power and opportunity, understanding systems of privilege and oppression and how they operate, are central to the course. Across all social identities and positions, you should be able to identify the ways individuals and communities live within and against these systems.

Social, Political, and Historical Contexts

TE 250 focuses on how the social, political, and historical contexts of the United States shape how U.S. schools and how U.S. schooling has, in turn, shaped larger social, political, and historical contexts. This is particularly important in understand how students of historically marginalized groups (e.g., racial, ethnic, gender, social class, ability, etc.) have traditionally been subject to educational inequity in the U.S.

Structural and Organizational Issues in Schooling

Examining how school practices, policies, and spaces are structured and organized provides us with examples of how some of the more conceptual issues in the course play out in schools.

Specific Competencies

Students will leave TE 250 with an understanding of a specific set of concepts –through the lenses of power, privilege, and oppression – as a foundation upon which subsequent courses and experiences in the TE program will build. These include (but are not limited to):

- *The Social Construction of Normality and Difference; Purposes of Schooling; Race; Gender; Sexual Orientation; Disability; Special Education; Gifted Education; Language; Education and Globalization; Social Class; Social (im)mobility and Social Reproduction; Forms of Capital; Tracking; School Finance; Assessment*

Required texts

Students will read a text to be decided later in the semester for our book chat with the other two UECP TE250 sections. Please wait for me to assign you a text. The books can be purchased at various book stores around town, including Everybody Reads, the MSU Book Store, Ned's Book Store, or the Student Book Store. You can also get them online at a discounted rate, using amazon.com or half.com.

A required coursepack can be purchased at Collegeville Textbook Company, 321 East Grand River Ave., East Lansing, MI 48823. Phone is (517) 922-0013.

COURSE EVALUATION

Grade Breakdown

Attendance and Participation	15%
Critical Analysis Paper	20%
Schooling/Cultural Autobiography I	10%
Schooling/Cultural Autobiography II	15%
Book Analysis Paper	10%
Service Learning	30%
■ Final Paper – 15%	
■ Service Learning Reflections - 5%	
■ Exhibition Piece – 10%	

Grading Rubric for Course Papers

The following rubric will be used to assess written work in this course.

A	<p>This paper could serve as an exemplar for the course. The writer demonstrates the following in the paper:</p> <ul style="list-style-type: none"> • Has an organizing focus or theme around which the paper is crafted. • Meets all the requirements of the assignment. Incorporates key themes and concepts from the course to support positions and assertions stated in organizing focus. Use of many details and examples to support writing. • Demonstrates exceptional clarity and logic in the organization of the paper. • Writing reflects an excellent analysis and synthesis of required readings, class discussions, group activities, and/or videos (where appropriate) using clear and concise language combined with attention to detail. • Is on time and free of typos, grammatical and spelling errors.
A-	<p>This is a very good paper. High quality work.</p> <ul style="list-style-type: none"> • Has an organizing focus or theme around which the paper is crafted. • Meets all the requirements of the assignment. Incorporates key themes and concepts from the course to support positions and assertions stated in organizing focus. • Very good attention to detail and clear language. • Writing reflects a solid analysis and synthesis of course material but lacks some conciseness and consistency in flow of thoughts and ideas. • Is on time but evidences some typos or grammatical and/or spelling errors.
B- to B+	<p>This paper represents competent, solid work. Writing is at expected level.</p> <ul style="list-style-type: none"> • Paper has an organizing focus or theme around which it is crafted, but thoughts and ideas are not concise throughout. • Paper lacks detailed analysis to demonstrate full understanding of course concepts and key themes. • Paper lacks full incorporation of readings, classroom discussions, and/or videos to support positions and assertions.
C to C+	<ul style="list-style-type: none"> • Paper lacks a clear focus around a major concept or theme from the course. • Writing is unclear and choppy. • Paper does not evidence incorporation of key themes and concepts from the course. • Paper lacks analysis of questions posed for the assignment. • Paper lacks clear connections to readings, classroom discussions and/or videos to inform writing. • Paper shows weakness in several areas mentioned in “A” paper

C- and below	<p>Writing is significantly below expected level of quality.</p> <ul style="list-style-type: none"> • Paper evidences superficial and/or minimal coverage of required readings for the course. • Assignment requirements are not met. • Very little application of key themes and concepts from the course. • Very little evidence of critical analysis in the writing. Few to no examples to support position and assertions.
---------------------	--

Final course grades will be determined as follows:

A	4.0	94-100
B+/A-	3.5	86-93
B-/B	3.0	80-85
C+	2.5	75-79
C-/C	2.0	70-74
D+	1.5	65-69
D-/D	1.0	60-64
Failure	0.0	59 and below

Attendance and Participation:

Attendance Policy

Attendance is expected at all class sessions. Missing class can affect depth of understanding and is frequently reflected in the quality of written analysis and in the overall learning experience. To ensure the regular on-time attendance and full participation in class that are critical to learning, I will take attendance at every class session and make note of late arrivals and early leavings. I recognize that sometimes events occur that prevent students from attending class, such as illness, family or personal issues, or participation in university-approved events. In the event of such occurrences, students may be granted excused absences upon the presentation of proper documentation and/or contacting me. You may also be asked to complete makeup work for your absence; the expectation is that you will still complete all required assignments for the course within a timeframe designated by me. It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith. If you miss class to observe a religious holiday, you are still responsible for completing all course assignments. As stated in MSU's Policy on Religious Observance, "it is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors" (<http://reg.msu.edu/AcademicPrograms/Text.asp?Section=112#s548>).

Upon your second unexcused absence, your Attendance and Participation grade will result in a 0.5 deduction (i.e. 4.0 to 3.5). For subsequent unexcused absences, your Attendance and participation grade will be reduced by 0.5 points (e.g., 3 absences = 3.0; 4 absences = 2.5, etc.) up to 8 absences. The 8th unexcused absence (approximately 27% of in-person class time) will result in an Attendance and Participation grade of 0 (zero). In addition, two late arrivals or early departures (more than 10 minutes in each case) will count as one absence and will be factored

into the lowering of your Attendance and Participation grade. Excused absences will not factor into the lowering of this portion of your grade. Class begins promptly at 1:00pm.

Participation

You are also expected to be an active participant in the class. A significant portion of TE 250 is spent discussing course concepts in small group. As such, your participation in these smaller settings is mandatory. We ask that you come to class prepared to work and interact with the rest of your base group. Cell phone usage, doing work for other classes and/or other online distractions will not be tolerated and will adversely affect your participation grade. As a member of this class, you are responsible for the learning that takes place during each class meeting. Your contribution to other students' learning, clarity of your contribution, and your willingness to assume responsibility for making the discussions and activities work in our learning community.

For this class, high-quality participation is characterized by the following.

1. **What are you learning?** Students demonstrate an understanding of facts, concepts, and theories presented in the class readings and other materials.
2. **How clearly do you express yourself?** Students ask questions, answer questions or otherwise contribute in a comprehensible manner.
3. **How do you work with others?** Students offer constructive criticism during discussions and build on each other's ideas. Students also assume leadership and maintain active participation in small groups.
4. **How do you go beyond what is given?** Students relate concepts from class to their experiences as a teacher and learner, generating new insights and applications.
5. **How do you participate beyond the class meeting?** Students provide thoughtful responses to the ANGEL online discussion forum.

For this class, high-quality preparation is characterized by:

1. Submitting completed assignments on time
2. Recording notes and questions you have from the day's readings before and during class
3. Bringing texts, readings and notes to class
4. Completing the readings and assignments in depth

As a final note about participation, I encourage active discussions in an atmosphere that allows everyone to speak freely. There are no right or wrong questions or comments, but offensive comments directed at groups or individuals will not be tolerated. You should raise questions about issues you do not understand or challenge ideas and assumptions brought forth, but please be considerate when framing your questions and responses. If you are uncomfortable with the classroom dynamics, you should feel free to say so in class or talk with me after class or during office hours. As your instructor, I strive to make our classroom a safe space, while recognizing that it will be a courageous space for many of you. You might not always be comfortable, but you will be respected.

Professional Criteria for Progression Toward the Internship

The department of teacher education has established professional criteria that teaching candidates must meet in order to complete their internship. These criteria are related to the Professional Standards used to evaluate interns' progress during the internship year. The Professional Criteria are as follows:

(1) Reliability and Responsibility

Teacher candidates must generally have been present and on time for professional commitments, including classes and field experiences. Teacher candidates must have regularly communicated about necessary absences or lateness according to the guidelines in the Professional Conduct Policy. Teacher candidates must have a record of meeting deadlines for course assignments and program requirements. A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable. Any form of dishonesty (lying, plagiarism, forged signatures, etc.) about these and other requirements is not acceptable.

(2) Communication Skills and Social Relationships

Teacher candidates must have demonstrated the ability to express their viewpoints and negotiate difficulties appropriately, without behaving unprofessionally with instructors, peers, or students. Teacher candidates must have shown that they are ready to accept constructive feedback in a professional manner. Teacher candidates must have demonstrated an awareness of appropriate social boundaries between students and teachers and have shown that they are ready and able to observe those boundaries. Extreme forms of behavior (such as outbursts in class, sexual or other harassment, threats of suicide or of harm to others) are not acceptable.

(3) Comfort with and Concern for the Learning of all Children

Teacher candidates must be able to engage in informal conversations with children and keep their attention in such conversations. Teacher candidates must interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders or sexual orientations. Racial and other slurs are not acceptable, nor is conduct that violates the University's Anti-Discrimination Policy or that would violate the Anti-Discrimination Policy if it were directed at a member of the University community.

In TE250, all students will be assessed according to the aforementioned criteria and areas of concern will be noted in the student's permanent file in the department. See <http://education.msu.edu/academics/undergraduate/criteria-for-progression.asp> for more information.

Academic Honesty:

Article 2.3.3 of the *Academic Freedom Report* states that "the student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College of Education adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades, and in the all-University Policy on Integrity of Scholarship and Grades, which are included in *Spartan Life: Student Handbook and Resource Guide*. Students who commit an act of academic dishonesty may receive a zero on the assignment or in the course. **The Purdue OWL site can provide some tips on how to avoid plagiarism** (see <http://owl.english.purdue.edu/owl/resource/589/01/>)

and to appropriately cite in your papers using APA-style; however, please familiarize yourself with university policies regarding plagiarism.

Special Accommodations:

Students with disabilities should contact the Professor to discuss any accommodations needed to fulfill the course requirements and achieve learning objectives. In order to receive reasonable accommodations from the Professor, students must have certified eligibility through the Resource Center for Persons with Disabilities (RCPD) located at 120 Bessey Hall (tel: 517-884-7273; TTY: 355-1293; Email: rcpd@msu.edu; web: <http://www.rcpd.msu.edu/>).

Writing Guidelines:

Writing proficiency is a minimum requirement for satisfactory completion of this course. All written work must reflect adequate writing skills in order to receive a grade. The citation format for this course will be APA. A copy of the 6th edition of the APA manual is available in the library, but you can also reference Purdue University's Online Writing Lab (OWL) at <http://owl.english.purdue.edu/owl/resource/560/01/> for a quick guide to APA formatting and style.

Please edit your work carefully and check for spelling/typographical errors before turning it in. Many of you will be teachers and you will need to be able to clearly communicate ideas to parents, other teachers, administrators, community news sources, etc. In light of this, it is our policy to support you in the development of your writing. If you feel you need outside support with writing, the Writing Center in 300 Bessey Hall (tel: 432-3610; website: <http://writing.msu.edu/default.html>) can be of assistance). The College of Education also has an Office of Student Writing Assistance (OSWA) run by Dr. Doug Campbell in 116-I Erickson Hall. Appointments can be made by email (campbell@msu.edu), by telephone (517-432-0425 [OSWA], 517-449-1849 [cell], 517-432-2795 [fax]), or by stopping by the OSWA office when Professor Campbell is there. I may refer you to one of these places if I feel they may be of service to you. If you already know that you have weaknesses in your writing, please see me as soon as possible, so we can arrange assistance. Please do not feel embarrassed about coming to me for help. Assisting you is my job as your instructor.

Late Assignments:

Students are expected to meet writing deadlines. Any work submitted after its due date will be considered late. Late papers will be reduced by one-half letter grade for the first day of lateness and a full grade any time later, except in extreme cases. Assignments are due at the **beginning** of class.

ASSIGNMENTS

Service Learning Field Experience



For this section of TE250, you will choose to complete a field experience working with a child/group of children who is culturally different from you. Depending on your teaching area of

interest (e.g., early childhood, elementary, middle school, high school, special education), you can choose to complete your field experience at one of several sites. Site options will be provided early on in the semester. If your schedule does not permit you to complete your field experience between 7:30am-3:00pm, you may choose a designated community-based organization to engage in afterschool tutoring: Boys and Girls Club of Lansing; Refugee Development Center; Southside Community Coalition. All placements for the UECP are in Lansing Public schools or Lansing community-based organizations.

More details about service learning will be provided in class. NOTE: To receive a passing grade in this course, you must complete all requirements of the service learning: this includes a minimum of 20 hours at your field site, journal submissions, submitting the final service learning paper, and completing the exhibition piece. Appropriate documentation of completion of your service hours will be required at the end of the semester. Failure to secure this documentation will result in a failing grade for the course. **You must attend an orientation about service learning the week of September 21st. Students will have their first visit to their site the week of September 28th. Purple service learning application forms and background check forms are due back to Dr. Carter Andrews in class no later than September 10th.**



Service Learning Final Paper: Due December 10th

The purpose of the service learning component of this course is to help you reach a deeper understanding of the themes, concepts and issues discussed in our course through your own experiences tutoring, observing, and working with students in schools and community organizations. For this paper, you should paint a portrait of your service learning experience this semester, providing context and background information, adding lots of brush strokes that integrate key insights from course material (e.g., lectures, discussions, videos, activities, readings) and elements of critical self-reflection. Paper will be 9-10 pages in length. More information will follow.



Critical Analysis Paper: Due Oct. 13th

Students will write one analytical paper (6-7 pages in length) regarding topics addressed in the course. Thought papers are reflective, critical responses to key questions posed by the Professor. This paper should demonstrate your understanding of assigned readings and should draw effectively on classroom discussions and major themes of videos and class activities. The paper should demonstrate your ability to analyze the key concepts of the course as they relate to human diversity, power, and opportunity in social institutions. The paper will be evaluated based on the thoughtfulness of your ideas, the articulation of your argument, and the clarity of your writing. More information will follow regarding this paper.



Schooling/Cultural Autobiography (Part I due Sept. 22nd, Part II due Oct. 29th) :

Understanding how your personal and schooling experiences have shaped your own assumptions about teaching and learning is essential to the aims of the course. Early in the semester, you will compose an autobiography in which you reflect on your own identity and the ways in which identity markers (such as social class, race, ethnicity, language, ability, gender, sexual orientation, etc.) informed your schooling experiences and your schooling experiences informed your identity. More information will follow. You will revisit this assignment later in the semester.



Book Analysis Paper: Due Nov.17th

In the latter part of the semester, students will be divided into book groups and will engage in a critical analysis of themes in the course that are highlighted in books that illuminate the home and schooling experiences of adolescents of various ethnic groups. You will write three short critical reflections on the book that you're assigned to read. More information will be provided at a later date.

Opportunities for Extra Credit:

Throughout the semester, students can earn extra credit by attending or participating in community and/or cultural events and writing a two-page analysis of the event (more details to follow). This event can focus on education, cultural diversity, or any TE 250 theme or concept. You will be encouraged to share your experiences with the class. Because this year marks the 60th anniversary of the *Brown v. Board of Education* decision and the 50th anniversary of the passing of the Civil Rights Act, there are many 60/50 events taking place on and around campus. Thus, you will have many opportunities to attend events related to content we are covering in TE250.

Course Format and Schedule

In this class you are expected to **Read Critically, Write Consciously, Speak Clearly, Tell Your Truth.** The professor and students share responsibility for fostering discussion on all topics. This course will include lectures covering weekly topics, the course texts, and supplemental materials and readings. It will also involve class discussions, group activities, projects, debates, presentations, and videos. A collaborative learning approach will be used in which students work in groups to discuss and report on ideas, issues, and concepts provided by the professor and in the course texts.

The following list of questions will be helpful to keep in mind as you read each reading.

- What argument is the author(s) trying to make?
- What does this reading have to do with particular aspects of diversity, power, opportunity, and/or schooling?
- In what ways is the argument persuasive or not to you? Why? Why not?
- What do you think the author failed to consider about the issue? Why? Why not?

- Where do you agree/disagree with the author? Why? Why not?
 - What strikes you as particularly interesting, curious, insightful, irritating, etc.?
-

The course schedule found below is a guide and is subject to change depending on the needs of the class.

W1 Thursday, 09/03: Course Introduction

- Welcome and Introductions
- Community-Building
- Review syllabus
- Why examine urban education?

<p style="text-align: center;">OPPORTUNITY AND SYSTEMS OF POWER, PRIVILEGE, AND OPPRESSION</p>

W2 Tuesday, 09/08: Why Should We Care About Educational (In)Equity?

Required Readings:

- Hayes, K. (2010). Why teach in urban settings?
- Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools.
- Levin, H. (2005). The social costs of inadequate education.
http://www.mea.org/tef/pdf/social_costs_of_inadequate.pdf

Thursday, 09/10: What Are the Purposes of Schooling?

Required Readings:

- Hocschild, J., & Scovronick, N. (2003). What Americans want from public schools.
- Labaree, D. (1989). The American (high) school has failed its missions.
- Rothstein, R., & Jacobsen, R. (2006). The goals of education.
<http://www.senate.state.tx.us/75r/senate/commit/c835/handouts08/0714-Richard-Rothstein-2.pdf>

W3 Tuesday, 09/15: Frameworks for Examining Identity and Positionality

Required Readings:

- Harro, B. (2000). The cycle of socialization.
- Pincus, F. L. (2000). Discrimination comes in many forms: Individual, institutional, and structural.
- Tatum, B. D. (2000). The complexity of identity: 'Who Am I?'
- Young, I. M. (2000). Five faces of oppression.

Thursday, 09/17: The Social Construction of Normality and Difference

Required Readings:

- Christensen, L. (2001). Unlearning the myths that bind us: Critiquing fairy tales and films.
- Johnson, A. G. (2006). Privilege, oppression, and difference.



Mickey Mouse Monopoly

W4 Tuesday, 09/22: Understanding Power, Privilege, and Oppression as Systemic



****SCHOOLING/CULTURAL AUTOBIOGRAPHY PART I DUE****

Required Readings:

- Freire, P. (1993). Chapter 1.
- Johnson, A. G. (2006). How systems of privilege work.

IDENTITY, POWER, PRIVILEGE, AND OPPRESSION

Thursday, 09/24: Exceptional Learners: Understanding Disability and Ableism

Required Readings:

- Baynton, D. C. (2001). Disability and the justification of inequality in American history.
- McNeal, L., & O'Rourke, C. (2009). The legal foundation for special education.
- Wendell, S. (2010). The social construction of disability.

Recommended Reading:

- Bicard, S. C., & Heward, W. L. (2010). Educational equality for students with disabilities

W5 Tuesday, 09/29: Exceptional Learners: Special and Gifted Education

Required Readings:

- Ford, D. Y. (2010). Recruiting and retaining gifted students from diverse ethnic, cultural, and language groups.

- Skiba, R. J., Simmons, A. B., Ritter, S., Gibb, A. C., Rausch, M. K., Cuadrado, J., & Chung, C. (2008). Achieving equity in special education: History, status, and current challenges. *Exceptional Children*, 74(3), 264-288.

(Class splits chapters 9 and 10)

- Harry, B., & Klingner, J. (2006). Constructing learning disabilities: Redundancies and discrepancies. Ch. 9
- Harry, B., & Klingner, J. (2006). Constructing behavior disorders: From troubling to troubled behavior. Ch. 10

Thursday, 10/1: Exceptional Learners: Inclusion in the Classroom

Required Readings:

(readings split amongst students)

- Belkin, L. (2004, September 12). The lessons of classroom 506.
- DuCharme, C. C. (1995). Valuing differences: The children we don't understand.
- Smith, R. M., Salend, S. J., & Ryan, S. (2001). Closing or opening the special education curtain.



Regular Lives (1998); The Inclusive Classroom (youtube)

W6 Tuesday, 10/6: Gender Identity and Expression

Required Readings:

(readings split amongst students)

- Catalano, C., & Shlasko, D. (2010). Transgender oppression: Introduction.
- Kimmel, M. (2000). Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity.
- Lorber, J. (2000). 'Night to his day': The social construction of gender.

Recommended Readings:

- Sadker, D., & Zittleman, K. (2010). Gender bias: From colonial America to today's classrooms.



Video: Tough Guise (1999) & Killing Us Softly 4 (2010)

Thursday, 10/8: Sexual Orientation, Heterosexism, and Homophobia

Required Readings:

- Blumenfeld, W. J. (2000). How homophobia hurts everyone.

- Carbado, D. W. (2010). Privilege.
- Denizet-Lewis. (2009). Coming out in middle school. **(split)**
- Diaz, E. M, & Kosciw, J. G. (2009). The experiences of Lesbian, Gay, Bisexual, and Transgender students of color in our nation's schools: A report from the Gay, Lesbian and Straight Education Network.
<http://www.glsen.org/learn/research/national/report-shared-differences>
(split)

Recommended Readings:

- Friend, R. A. (1998). Heterosexism, homophobia, and the culture of schooling.



Video: It's Elementary (1996)

W7 Tuesday, 10/13: Language, Culture, and Power I – Language Hierarchies and Black English



****CRITICAL ANALYSIS PAPER DUE****

Required Readings:

(readings split amongst class)

- Christensen, L. (2007). Teaching Standard English: Whose standard? **(all)**
- Delpit, L. (1995). Language diversity and learning. **(split)**
- Nieto, S., & Bode, P. (2010). Linguistic diversity in U.S. classrooms (pp. 210-227). **(all)**
- Smitherman, G. (2009). Black English/Ebonics: What it be like? **(split)**

Recommended Readings

- Smitherman, G. (1981). From Africa to the new world and into the space age.



Video: Do You Speak American? (2005)

Thursday, 10/15 Language, Culture, and Power II –ESL and Bilingual Education

Required Readings:

- Klingner, J. K., & Harry, B. (2006). The Special Education referral and

decision-making process for English Language Learners: Child study team meetings and placement conferences. *Teachers College Record*, 108(11), 2247-2281.

- Nieto, S., & Bode, P. (2010). Linguistic diversity in U.S. classrooms (pp. 227-255, cases will be split up).

Recommended Readings:

- Cummins, J. (1996). The two faces of language proficiency.



Video: Lost in Translation: Latinos, School & Society (1998)

W8 Tuesday, 10/20: Examining Race and Racism

Required Readings:

- Lake, R. (1990). An Indian father's plea.
- Nieto, S., & Bode, P. (2010). Racism, discrimination, and expectations of students' achievement. **(case studies are split)**
- Tatum, B. D. (2000). Defining racism: 'Can we talk?'**(all)**
- Tenorio, R. (2007). Race and respect among young children. **(split)**



Race: The Power of an Illusion Part I (watch in preparation for class)

Thursday, 10/22: Whiteness and White Privilege

Required Readings:

- Kendall, F. (2006). Understanding white privilege.
- McIntosh, P. (1998). White privilege: Unpacking the invisible knapsack.
- Olson, R. A. (1998). White privilege in schools.



Video: Tim Wise – The Pathology of White Privilege (watch in preparation for class)

W9 Tuesday, 10/27: Power, Privilege, Oppression, and the Historical Experiences of People of Color in U.S. Schools

Required Readings:

(Each student reads about one ethnic group)

- Anderson, J. (1988). Ex-slaves and the rise of universal education in the South, 1860-1880.
- Klug, B. J., & Whitfield, P. T. (2003). A Brief History of American Indian Education.
- San Miguel Jr., G. (2003). Contested learning: Latino education in the United States from the 1500s to the present.
- Spring, J. (2009). Asian Americans: Exclusion and segregation.
- Wingfield, M. (2006). Arab Americans: Into the multicultural mainstream.

Recommended Readings:

- Ngo, B., & Lee, S. J. (2007). Complicating the image of model minority success: A review of Southeast Asian American education.



Video: Color of Fear (1994)

SOCIAL CLASS, CAPITAL, AND SOCIAL (IM)MOBILITY

Thursday, 10/29: Classism and the Myth of Meritocracy



****SCHOOLING/CULTURAL AUTOBIOGRAPHY PART II DUE****

Required Readings:

(readings split amongst students)

- Johnson, A. G. (2006). Capitalism, class, and the matrix of domination.
- MacLeod, J. (2009). Social immobility in the land of opportunity.
- Mantsios, G. (2010). Class in America – 2006.
- Scott, J., & Leonhardt, D. (2005). Shadowy lines that still divide.
<http://www.nytimes.com/2005/05/15/national/class/OVERVIEW-FINAL.html>

W10 Tuesday, 11/3: Codes of Power: Whose Culture Has Capital?

Required Readings:

(readings split amongst students)

- Carter, P. (2003). “Black” cultural capital, status positioning and schooling conflicts for low-income African American youth.
- Coleman, J. and Hoeffler, T. (1987). Human capital and social capital.
- Delpit, L. (1995). The silenced dialogue.
- Purcell-Gates, V. (2002). As soon as she opened her mouth! Issues of language, literacy, and power.



Video: People Like Us: Social Class in America (2001)

Thursday, 11/5: Book Chat with other UECP sections

****BOOK CRITICAL REFLECTION DUE****

W11 Tuesday, 11/10: Book Chat with other UECP sections

****BOOK CRITICAL REFLECTION DUE****

Thursday, 11/12: Book Chat with other UECP sections

****BOOK CRITICAL REFLECTION DUE****

<p>THE EFFECTS OF STRUCTURAL, ORGANIZATIONAL, AND ENVIRONMENTAL CONDITIONS IN AND OUT OF SCHOOL</p>
--

W12 Tuesday, 11/17: Racial Segregation and City Schools



****BOOK ANALYSIS PAPER DUE****

Required Readings:

- Kozol, J. (2006). Confections of apartheid continue in our schools.
- Massey, D. S., & Denton, N. A. (1993). The construction of the ghetto.
- Orfield, G. (1996). The growth of segregation: African Americans, Latinos, and unequal education.

Thursday, 11/19: Access, Opportunity, and City Schools

Required Readings:

- Anyon, J. (2001). Inner cities, affluent suburbs, and unequal educational opportunities.
- A rotting apple: Education redlining in New York City. (Executive Summary). Schott Foundation for Public Education.
<http://schottfoundation.org/drupal/docs/redlining-exec-summary.pdf>
- Wilson, W. J. (1996). Ghetto-related behavior and the structure of opportunity.

W13 Tuesday, 11/24: School Funding and City Schools

Required Readings:

- Ushomirsky, N., & Williams, D. (2015). Funding the Gaps 2015.
<http://edtrust.org/resource/funding-gaps-2015/>

Recommended Readings:

- Arsen, D., et al. (2005). Adequacy, equity, and capital spending in Michigan schools. (Executive Summary & Section I). Go to
http://education.msu.edu/epc/forms/Arsen_et_al_2005_Adequacy_Equity_and_Capital_Spending_in_Michigan_Schools.pdf
- Arsen, D., & Plank, D. (2003). Michigan school finance under proposal A: State control, local consequences. (Executive Summary, Section 1, Section 2) Go to
http://education.msu.edu/epc/forms/Arsen_et_al_2003_Proposal_A.pdf



Videos: Beyond *Brown* (2004) (It's All About the Money: School Financing and Inequality in New York)

Thursday, 11/26: **NO CLASS**

W14: Tuesday, 12/1: Tracking: Is it ever helpful? Is it always harmful?

Required Readings:

(readings split amongst students)

- Hays, E. (2002). To Track or Not to Track: That is Still a Question.
- Herzman, S. (2002). Finding the Right Track.
- Schwabe, M. (1997). The Pigs: When tracking takes its toll.
- Worthy, J. (2010). Only the names have been changed: Ability grouping revisited.

Recommended Readings:

- Oakes, J. (1997). Tracking: Why schools need to take another route.



Videos: Beyond *Brown* (2004) (Are You “Gifted”? Ability Tracking and Segregation in Los Angeles; 60 Minutes: Racial Tracking

Thursday, 12/3: Assessment and Accountability

Required Readings:

- Crocco, M. S., & Costigan, A. T. (2006). High-stakes teaching: What's at stake for teachers (and students) in the age of accountability.

- Heubert, J. (2002). Disability, race, and high-stakes testing of students.
- Sleeter, C. (2005). Democratized assessment.



Video: *Beyond Brown* (2004) (High-Stakes Testing in Florida)

TOWARD JUSTICE IN URBAN SCHOOLS
--

W15 Tuesday, 12/8: Critical Pedagogies for Urban Educators

Required Readings:

- Duncan-Andrade, J. M. R. (2009). Note to educators: Hope required when growing roses in concrete.
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy.
- Shevalier, R., & McKenzie, B. A. (2012). Culturally responsive teaching as an ethics- and care-based approach to urban education.

Thursday, 12/10: Critical Multicultural Teaching in Urban Schools



****SERVICE LEARNING PAPER DUE****

Required Readings:

- Freire, P. (1993). Chapter 2.
- Harro, B. (2010). The cycle of liberation.
- Harding, H. A. (2005). "City Girl": A portrait of a successful white urban teacher. **(split)**
- Michie, G. (2005). Nancy Serrano. **(split)**
- Michie, G. (2005). Liz Kirby. **(split)**
- Michie, G. (2005). Freda Lin. **(split)**

Final Exam – Tuesday, 12/15: Service Learning Exhibition



12:45pm-2:45pm **Location To Be Announced**

Service Learning Description
TE250: Human Diversity, Power and Opportunity in Social Institutions
Section 6, Dr. Carter Andrews



Community service learning is a way to connect academic concepts with the practices of the real world of education, and thus deepen one's understanding of these concepts. For this section of TE250, you will engage in a service learning project called the Holistic Field Inquiry (HFI). Depending on your request for an elementary, middle, or high school placement, you will complete your service at Bingham Elementary, Cavanaugh Elementary, or Eastern High School.

In the HFI, you will engage in weekly tutoring and mentoring with a student who is culturally different from you. You will also complete other activities that familiarize you with the environment surrounding urban schools. This set of experiences will hopefully give you a broader scope of how urban communities, schools and individuals interact to affect students' educational and life opportunities. From now until the end of the semester, you will spend two hours each week engaging in service learning activities. One hour must be spent tutoring and mentoring a child in a school context. The other hour will be spent engaged in inquiry and exploratory activities at your school site. Below is a description of each activity that students will complete in addition to their tutoring.

HFI Activities

Student Tutoring and Mentoring (~12 hrs of interaction with a student)

For at least one hour each week for the duration of the semester, you will tutor and mentor 1-3 children at your school site. During this time, you should help the student(s) with class work, homework, or other items that the school adult coordinator identifies. This could occur in an in-school or after-school setting. You will also observe how your student(s) interacts with other students and adults in the school community. You will also note how your relationship develops with the student(s).

Administrator Interview (~1 hr)

In small groups, you will interview an administrator in the school site. This could be a principal, assistant principal, or guidance counselor. The interview should last no more than one hour.

Observation in a special education classroom (~60mins)

You should spend some time observing adult-student and student-student interactions in a special education classroom or resource room at your site. If your placement is in a special education classroom, you should observe a regular education classroom. The administrators at the schools can direct you to teachers who are willing to let you do this.

Observation in non-classroom environments (~3 hrs)

To get a sense of how individuals interact in non-classroom environments, you should spend at least 1 hour observing and taking notes in social contexts in the school. This could mean

“doing” lunch duty a few times while you are there or observing student behaviors and interactions in the gymnasium.

Classroom teacher interview (30-45mins)

Part of understanding the operation of urban schools comes from talking with classroom teachers. You should interview a classroom teacher of the grade level or subject area that you are most interested in for your own future teaching. Discover the joys and challenges of teaching in an urban school. Ask questions related to at least three concepts discussed in the course.

HFI Assignments

Narrative Analysis

You will write a 3-4 page analysis of one of the activities mentioned above. You will focus on what you learned in the experience about human diversity, power and opportunity in schools by connecting your learning to at least two course concepts. This assignment is 5% of your HFI grade. More details to follow.

Journal

You will keep a journal for documenting your experiences each time that you are in the field. You should document your *observations* and your *reflections on those observations*. What do you see that seems familiar to you? What’s different from your own schooling experiences? How is what you’re seeing and experiencing connected to what we’re discussing in class? What troubles you? What challenges do you see facing urban schools, teachers, and students? You should also use the journal to take interview notes. I will collect the journals throughout the semester. You will also be asked to share entries during class. The journal is 5% of your HFI grade.

Final Paper

Every TE250 student has to write a final analytic paper about their service learning experience. More details will follow. This assignment is 15% of your HFI grade.

Exhibition Piece

For the final exam, you will develop a HFI project with other members of section 6 who were also at your school site. This assignment is 10% of your HFI grade. You will present your projects during final exam week. More details to follow.

TE250 Wholistic Field Inquiry Narrative Analysis Assignment

For this assignment, you will write a 4-5 page analysis of *either an interview or observation* that you conducted at your service site. As discussed in class, the observation should be from a special education classroom or non-classroom environment (e.g., hallways, the lunchroom, the school playground). In your analysis, focus on what the experience taught you about human diversity, power and opportunity in schools by connecting your learning to at least **two** course concepts. **You should make at least 3 references related to class discussions, readings, videos or activities.**

You must attach a copy of the interview or observation notes to your paper for turn-in. If you choose to analyze an observation, you must attach a copy of your observation notes from your journal to your paper before you turn it in. **All papers should be turned in at the beginning of class on November 13th. There will also be a drop box for this assignment on ANGEL for you to upload your paper.** The paper should have the following components.

Introduction (~1-2 paragraphs)

Please provide a brief description of the activity. For example, if you interviewed someone, give a brief description of the person, place, and date/time of the interview. If you are describing an observation, be sure to describe the place, date/time, and provide the teacher's name if it is a special education classroom.

Body (~1.5-2 pages)

In the body of your paper (the meat of your paper), you should address the following questions.

1. What two concepts from the course resonated for you as a result of doing this activity? Explain using data from your activity as well as making connections to the course. You can cite your journal or the interview transcript.
2. How does what you learned by doing this activity relate to what we've discussed in class about connections between social inequality and urban education?

In concluding your paper, please address the following questions:

1. Did what you learned from the activity confirm or disconfirm any stereotypes and/or assumptions that you had about teaching in urban schools? Explain.
2. As you reflect on the activity, what information can be most useful to you in your future role as an urban educator?

Writing Guidelines

Be sure to include a title page with your name. Also include a reference page. Number all of the pages. One-inch margins on all sides. Attach any supporting documentation. Min is 4 pages and max is 5 pages.

TE250 Service Learning Analytic Paper Guidelines

Dr. Carter Andrews

The purpose of the service learning component of this course is to help you reach a deeper understanding of the themes, concepts and issues discussed in our course through your own experiences tutoring, observing, and working with students in schools and community organizations. For this paper, you should paint a portrait of your service learning experience this semester, providing context and background information, adding lots of brush strokes that integrate key insights from course material (e.g., lectures, discussions, videos, activities, readings) and elements of critical self-reflection.

A strong paper will have a clear focus that is carried throughout the paper and is supported by evidence from the readings, class discussions, videos, and/or classroom activities (see section II below specifically). *You must integrate at least six readings from the course syllabus that inform your thinking about the questions listed below.* I expect you to utilize key terms and concepts that have been highlighted weekly, related to our course themes. I also encourage you to discuss thoughts and ideas for crafting your paper with your colleagues; however, *your writing must be your own.*

This overarching question should guide your writing: ***How do the ideas/themes/concepts discussed in this course relate to your service learning experiences?***

Paper format is as follows:

I. Context (~ 1.5 pages)

In this section of the paper, introduce the reader to your service learning experience. This section of the paper should serve as informational and provide a snapshot into your “first impressions.” *What was the context for your experience (site, what you did, who you worked with, etc.)? What surprised you? Did you experience something that you expected to experience? Was anything disappointing?* Provide background information about the site and your student(s) (e.g., student demographics, racial and economic diversity, location, etc). Suggested resources for gathering information include: a website for the school or community organization, talking with the service learning coordinator or other administrators at the site. Definitely talk to your student!!! This section of the paper is a good place to include quotes from your first few journal entries. Draw on course readings, discussions, videos and activities as relevant to help you describe the context.

II. Critical Analysis (~ 6.5 pages)

This section should represent the meat of your paper. *Which ideas/themes/concepts are central to helping you make sense of your service learning work?* Here is where you are to discuss *at least three* ideas/themes/concepts from the course that you find most important for understanding your service learning experiences. The expectation is that you talk in-depth about specific themes related to your experience, rather than covering several themes at a superficial level. Additionally, you should use this section of your paper to discuss the effect that the experience had on the student(s) with whom you worked and how you observed these

themes in your tutoring and observation experiences. Consider positive and negative effects. You might assert that the experience had no effect on your student. **Just be sure that you provide specific evidence for your assertions by drawing upon and connecting the details of your journal to specific course readings, videos, class activities, and/or discussions.**

- *What patterns might your service learning work suggest about the broader concerns you have about classroom teaching, student needs and teacher needs?*
- *What might your work suggest about the organization of schools and how this affects the experiences of students?*
- *What might your work suggest about the larger society and how it affects schooling?*

You can build your analysis by describing some of the possible patterns that your service learning work suggests.

For example, your thought process might include: Students with limited English proficiency are chronically behind and you are tutoring them. They report that the teacher goes too fast for them to understand, so they give up in class. Possible patterns: Across schools, I wonder if the same holds true? If so, then a significant percentage of students are being denied effective access to classroom content. I wonder if this teacher's approach is oriented just towards students who "get it?" If so, perhaps students with other characteristics are having similar problems. I wonder what kind of teaching situation the teacher has and how much help the district has been? Maybe the district has never provided an effective staff development program for teachers in how to work effectively with limited English proficient students. If so, what I'm seeing is not surprising. How would this connect to Cummins? How would Delpit view this? What other readings can help me understand these questions in a different way?

III. Critical Self-Reflection (~ 1.5 pages)

What impact has these experiences had on your beliefs in general and about teaching and learning? What are some of the issues you continue to grapple with as a result of doing this project? In this section of the paper, draw on course content, materials and your service learning journals to discuss specific ways in which your service learning experience has shaped/re-shaped your learning and beliefs about power, privilege, diversity, inequality, and opportunity. You might also mention your enhanced understanding of the impact of economic, social and cultural forces on teaching, learning and schooling.

IV. Looking Ahead (~ ½ page)

In light of your analysis in sections 2 and 3 of the paper, what more do you need to learn as you proceed through the teacher preparation program and while you are teaching to address the issues that you have raised? You can refer to the kinds of courses, experiences, and resources that might help you gain a deeper understanding of what you think you need to learn more about. Draw on course content, materials and your service learning experiences to support your thinking about this.

V. References

VI. Appendices

As an appendix to your paper, please provide a log of the dates and times you visited your service learning site.

Writing Guidelines

Remember to use:

- Pseudonyms for all students, teachers, coordinators, schools, organizations, etc.
- Double-spacing for your writing
- 12-pt font
- One inch margins on all sides
- 9-10 pages in length
- APA citation format in the paper and in the reference page
- Staple your paper before turning it in, and number the pages!
- Title page (including name, APID, date, section #)

TE250 Exhibition Project Guidelines

Dr. Carter Andrews

Due Date: At the TE250 UECP Exhibition (12:45pm-2:45pm)

The purpose of the service learning project is to provide you an opportunity to collaborate with other class members to integrate themes from the course into a presentation of your combined service learning experiences. In most cases, you are grouped according to the school at which you tutored. In other cases, you are grouped by grade level (e.g., elementary, middle school, high school). For this project, you should present the most salient themes of your service learning experience as a group.

Each group will have exactly 10 minutes to present. You should plan your presentation so that there is time allotted for Q&A (Questions and Answers – approximately 3 minutes). We expect you to utilize key terms and concepts related to our course themes.

This overarching question should guide the construction of your project: ***How do the ideas/themes/concepts discussed in this course relate to your service learning experiences?***
Your group should select three themes to present.

Ideas for the project can vary. Some suggestions include:

- A powerpoint presentation
- A game
- A story book connecting themes of your experiences
- A video
- A proposal for an afterschool program
- A professional development workshop plan for teachers
- A collage
- A poster display

Additional Submissions

Each project presentation must include **a one-page, single-spaced write-up** to be distributed to audience members on the day of the final exam. You will need to make copies. This write-up should include the following:

- Description of the project
- Rationale for presentation choice
- Discussion of the themes presented in the project

Additionally, **each group member must submit a one-page, single-spaced reflection, responding to the following two questions:**

1. What did you learn from completing this project?
2. Describe your experience working in a group. Comment on equity in distribution of workload, time to meet, etc.

SAMPLE OF END-OF-SEMESTER PRESENTATIONS (FROM FALL 2015)

**TE250: Human Diversity, Power and Opportunity in Social Institutions
Urban Educators Cohort Program Final Presentations**

**December 14, 2015, 12:45pm-2:45pm
133D and 133E Erickson Hall**

Urban schools; Culture and funding

Bella Hylen, N’Kenge Robertson, Carson Vestergaard

Every 1 Counts

Alexandra Carley, Damarco James, Dejuan Jones

The Willow Street Chronicles

Ari Demos, Cyntara Herndon, Carly Kruzel, Emily Lavigne, Martina Sopko

Unequal Education

Antonia Crocker, Taylor Hall, Valeria Lopez Resendiz, Jonathan Miller, Vincent Perll

The Common Themes in Urban Elementary Education

RoseMary Battle, Travis Jecks, Katie Mlynarek, Akiba Stewart

Gabby Goes to School

McKennah, Halie, Lauren, Abby G.

Ed-Bands

Alex, Ryan, Melissa, Shelby

Urban Education BINGO

Jessica, Isabelle, Maria, Sam, Sarah

Rise Higher After School Care

Jenney-Ayn, Monica, Eli, Aaron

The American Dream: Just a Dream

Abby A., Maddy, Tim, TJ, Michelle