

**Linn-Benton Community College**  
**SYLLABUS, Fall 2018**

**ED 216: Purpose, Structure, & Function of Education in a Democracy (3 credits)**  
**Prerequisites: None**

**Meeting Time:** Thursdays, 6:30-9:20

**Place:** BC 209

**Instructor:** Mike O'Malley

**Office Phone:** (541) 737-3576

**Office Location:** BC 223

**Email:** omallem@linnbenton.edu

**Office Hours:** By appointment. I am always available after class. I want to work with you!

**Course Description:**

Introduction to the historical, social, philosophical, political, legal and economic foundations of education in Oregon, the United States, and other countries in order to provide a framework from which to analyze contemporary educational and environmental issues in various schools, communities, and workplaces.

**Difference Power and Discrimination Course (DPD):**

**ED 216: Purpose, Structure, & Function of Education in a Democracy** fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core at OSU. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society. Successful completion of this course partially fulfills OSU's Baccalaureate Core course requirements in the Difference, Power and Discrimination category.

**Academic Honesty:**

Students are expected to maintain the highest level of academic honesty as well as be familiar with and adhere to the Student Code of Conduct at LBCC. Indeed, the instructor believes that academic honesty is a serious issue. Acts of dishonesty will be grounds for disciplinary action. I will assume that you did the work for this course, unless proper credit is attributed where it is due.

**Statement Regarding Students with Disabilities:**

In order to receive accommodation in this class, a student must have a disability that is documented by the Center for Accessibility (CAR). It is the student's responsibility to schedule a meeting with me during the first week of class to settle accommodations that are needed.

**INTASC Standards Addressed in this Course:**

**Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### Authorization Levels:

This is a core class taken prior to methods classes at a given level. It is applicable to all authorization levels: early childhood, elementary, middle level, and high school, as well as higher education.

### Electronic Device Notice:

As a matter of courtesy to your classmates and the instructor, please turn off your cell phones and any other electronic devices during lecture.

### Methods of Instruction:

Lecture, discussion, cooperative learning groups, YouTube clips, active learning, Moodle-assisted instruction, and peer presentations.

### DPD Learning Outcomes:

1. Explain how difference is socially constructed.
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

### Additional Student Learning Outcomes:

4. Students will **critique** readings and case studies to understand how difference, power, and discrimination impact education in the U.S.
5. Students will **analyze** their own and other's cultural context to understand what it means to be a cross-culturally competent student.
6. Students will critically **evaluate** the academic disciplines from a diversity perspective.

### Essential Questions:

1. How do difference, power, and discrimination impact education?
2. What is it to be across-culturally competent student?
3. How do we critically evaluate our disciplines from a diversity perspective?
4. How do our unconscious prejudices impact our views of humanity?
5. Why is a criticalist perspective needed when deconstructing education?
6. How do equity in and access to education in its socio-cultural context (e.g. urban, rural, suburban, ethnicity, race, and gender) impact academic success?
7. What are the major historical, social, cultural, economic, and political forces in educational history?
8. What are the major laws that impact education in schools, communities, and workplaces?
9. What are the major philosophical orientations in education and how do they impact contemporary issues and trends?
10. How does the issue of global climate change impact educational curriculum?

### Course Topics:

1. Access and equity issues in education.
2. Multicultural education.

3. Experiential learning.
4. Learning styles.
5. Teaching styles.
6. Classroom management.
7. Empathy toward difference.
8. History of education.
9. Federal and Oregon legislation related to education and school funding.
10. Schools, politics and social change.
11. School reform and school law.
12. Conditions in schools.
13. Philosophy and education.
14. Metacognition, self-exploration, and reflection on the purposes of education.
15. Global issues and education.
16. Global climate change and education.
17. Research project related to a foundational issue or topic.

**Required Texts (\*=purchase):**

1. \*Ornstein, A.C., Levine, D.U., Gutek, G.L., & Vocke, D.E. (2017). *Foundations of Education*. (13<sup>th</sup> ed.) Boston: Houghton Mifflin. Other recent editions will work. Suggestion: Buy your copy online.
2. One Book chosen from the course Reading List.

**Relevant websites:**

Education terms: <http://www.ascd.org/educationnews/lexicon/a.html>  
 Common Core State Standards – Oregon: <http://www.ode.state.or.us/search/page/?id+2860>  
 Special Education IDEA: <http://www.ideapractices.org/law/regulations/index.php>  
 Federal Privacy laws: [http://nces.ed.gov/pubs97/p97527/SEC2\\_TXT.asp](http://nces.ed.gov/pubs97/p97527/SEC2_TXT.asp)  
 (Summary) [http://nces.ed.gov/pubs97/p97527/SEC2\\_SUM.asp](http://nces.ed.gov/pubs97/p97527/SEC2_SUM.asp)  
 Oregon School Laws <http://www.ode.state.or.us/supportservices/laws/2001edlaws.pdf>  
 NCATE (Nat. Council for Accreditation of Tchr Ed)  
[http://www.ncate.org/standard/unit\\_stnds\\_ch2.htm#stnd1](http://www.ncate.org/standard/unit_stnds_ch2.htm#stnd1)  
 TSPC (OR Teacher Standards and Practices Commission); <http://www.tspc.state.or.us/contact.asp>  
 Poverty in Oregon: <http://eesc.orst.edu/poverty>

**EVALUATION**

**Percentage and weight of grade**

A=90-100      D=60-69  
 B=80-89      F=less than 60  
 C=70-79

## Requirements:

### **I. Attendance, Participation, and Canvas Responses (20%)**

You are expected to attend all classes and participate actively, share readings, and take leadership for specific discussions. This is simply expected, for what happens in class is as important as the reading and writing you will be doing outside of class. If you must be absent, please advise the instructor prior to class. Each week you will write a well-articulated paragraph on the Moodle Discussion Board in response to a posted article.

### **II. Chapter Presentation (15%)**

Class will be divided into groups to work on a 20-minute chapter presentation (**NO LONGER!** Please have a timekeeper in your group). Each group will **briefly** summarize **3-5 key points of the text** and engage the class in **discussion** of significant ideas. Members will prepare and share a **graphic organizer** or **audiovisual** for their chapter. In considering becoming educators, your goal is to be “teacherly” and engage the class in an interesting and thought-provoking discussion! Many groups do a PowerPoint presentation.

Group members will write three (3) thought-provoking quiz questions (why, rather than what or how) and exemplary responses to each quiz question. Quiz questions should be able to be answered in five minutes and are to be **written on an overhead or included in the PowerPoint presentation.**

**Questions and model responses are to be turned in to instructor prior to the presentation, along with a copy of the presentation (graphic organizer and key points).** See Presentation Rubric later in syllabus.

### **III. Chapter/readings quizzes: 16 quizzes on chapters (15% total -- 1% per quiz)**

Each presenting group will develop three questions and ideal responses for their part of the text. Students will respond in class (5 minutes) to **one** of the three quiz questions *based on the presentation and their own reading of the chapter.* See Course Schedule for due dates.

### **IV. Mini-Research, Project, or Expository/Analytic Book Review (20%) due week 10 (November 29th)**

You are expected to submit a 3-5 page paper of original work (not a web document) on your topic or your book review.

**Mini-project/research options are listed later in the syllabus.** Please see criteria in the Options/Projects Scoring Guide following that list.

**OR**

**Expository-Analytical Review of one of the following Books:** See starred books in Appendix of Suggested Readings. See also Book Review Scoring Guide later in this syllabus. (You may also choose a different book related to these, but please discuss with instructor.)

**Please address the following four questions in your review:**

- What are the major themes examined in the text?
- How do these themes relate to education?
- How do these themes relate to *your* education?
- What do you think of the book?

### **V. Take-Home Final (30%) due Friday, December 7<sup>th</sup>, based on readings, lectures, and discussion** **Hint: Take good lecture notes!**

**Schedule: Tentative: Subject to Your Input and External Factors**

**Please Note: No Class on Thursday, November 22<sup>nd</sup> (Week 9)**

Class Session	Topics	Assignments	% of Grade	DPD Outcomes
Week 1 9/27	<b>Introduction</b> *Intros, assessing backgrounds *Syllabus *Presentation groups *Projects & Book Reviews <b>Equity in Education</b> * <i>Children in America's Schools</i> (DVD) *Discussion *Reflection	1. Read Ch. 1 & 2 (Ornstein) <i>and</i> prepare for quizzes. 2. Presentation groups prepare. 3. Review syllabus, scoring guides, assignments. Consider project/book review options. 4. Canvas		3, 5, 6
Week 2 10/4	<b>Presentations, Ch. 1 &amp; 2</b> <b>Quizzes, Ch. 1 &amp; 2</b> <b>Comments re video</b> <b>Start Lecture One: Equality vs. Freedom</b> *Plato *Aristotle *Rousseau	1. Read Ch. 3 & 4 <i>and</i> prepare for quizzes. 2. Presentation Groups 3 & 4 plan presentations 3. Canvas	2% for quizzes  15% for presenters	1, 4, 5
Week 3 10/11	<b>Presentations, Ch. 3 &amp; 4</b> <b>Quizzes, Ch. 3 &amp; 4</b> <b>Lecture One: Continued</b>	1. Read Ch. 5 & 6 <i>and</i> prepare for quizzes. 2. Presentation groups 5 & 6 plan presentations 3. Canvas	2% for quizzes  15% for presenters	1, 3, 4, 5, 6
Week 4 10/18	<b>Presentations, Ch. 5 &amp; 6</b> <b>Quizzes, Ch. 5 &amp; 6</b> <b>Lecture Two: History of American Education</b> *Colonial period *The Early National Period *The Antebellum Period *African-Americans and Education *Changing Notions *A New Generation	1. Read Ch. 7 & 8 <i>and</i> prepare for quizzes. 2. Presentation groups 7 & 8 plan presentations. 3. Canvas	2% for quizzes  15% for presenters	1-6
Week 5 10/25	<b>Presentations, Ch. 7 &amp; 8</b> <b>Quizzes, Ch. 7 &amp; 8</b> <b>Lecture Two: Continued</b> * <i>Eyes on the Prize</i> (video)	1. Read Ch. 9 & 10 <i>and</i> prepare for quizzes. 2. Presentation groups 9 & 10 plan presentations 3. Canvas	2% for quizzes  15% for presenters	2, 3, 4, 6
Week 6 11/1	<b>Presentations, Ch. 9 &amp; 10</b> <b>Quizzes, Ch. 9 &amp; 10</b> <b>Lecture Three: Philosophical Foundations:</b>	1. Read Ch. 11 & 12 <i>and</i> prepare for quizzes. 2. Presentation groups 11 & 12 plan presentations.	2% for quizzes  15% for presenters	1, 2, 3, 5

	*Perennialism (Smith) *Essentialism (E.D. Hirsch) *Progressivism (Dewey, Montessori) *Aesthetic Education (Existentialism -- Nietzsche) *Social Reconstructivism (Singer, Chomsky, hooks, Freire)	3. Canvas		
Week 7 11/8	Presentations, Ch. 11 & 12 Quizzes, Ch. 11 & 12 Lecture Three: Continued	1. Read Ch. 13 & 14 <i>and</i> prepare for quizzes. 2. Presentation groups 13 & 14 plan presentations. 3. Canvas	2% for quizzes  15% for presenters	1, 3, 5
Week 8 11/15	Presentations, Ch. 13 & 14 Quizzes, Ch. 13 & 14 Lecture Three: Continued Final Exam Distributed	1. Read Ch. 15 & 16 <i>and</i> prepare for quizzes. 2. Research Project or Book Review due November 29 <sup>th</sup> .	2% for quizzes  15% for presenters	1, 3, 4, 5
Week 10 11/29	Presentation, Ch. 15 & 16 Quizzes, Ch. 15 & 16	1. Research Project or Book Review due. 2. Final Exam due Friday, December 7 <sup>th</sup> .	2% for quizzes 15% for presenters 20% for Project/BR 30% for Final	1-6

**PROJECT/RESEARCH TOPICS (Choose any one or negotiate with the instructor.)**

1. Develop a questionnaire in which you interview 5 teachers, administrators, or students concerning a problem you noticed in your observations or through your readings. Your project should include the following sections: 1). Rationale for the study (why you chose the topic, the big picture problem); 2). Brief literature review (at least 5 references) that sheds light on what is known about the problem; 3) Methods (how you gathered data and where); 4) Results—what your data tells you; 5) Summary, conclusions, recommendations and implications.
2. Make a collection of at least 8 newspaper articles related to a single specific social issue in schools. Analyze the articles to determine how the media portrays the situation(s). Discuss the issue and how schools are handling the issue. You might also consider visiting a school to learn how the issue is handled. Turn in articles along with analysis.
3. Look in depth at education in a non-western culture. You could explore one culture deeply (Chinese, Arabic, Hindu, African, etc.), or explore education in the cultures of the Western Hemisphere. Part of your paper should compare this education with that in Oregon or the USA.
4. Identify and then defend your choice of school reforms that you consider most important for improving the quality of education in the United States. What goals regarding educational reform do your choices reflect? How do these relate to equity and justice?
5. As a teacher, what activities and materials might you use in a specific learning context to reduce the prejudices of students toward groups different from theirs? Use at least three research articles

(classroom studies that demonstrate results) in addition to curriculum ideas to help you plan these activities. Provide a rationale for your choices.

6. Research your state legislator or state senator's views on education and school funding. Visit or contact him or her and discuss your suggestions, based on your research about school funding. Provide evidence of your visit/contacts in your analysis.
7. What are the main tenets of the Common Core State Standards (CCSS)? Explain the main arguments for and against the CCSS. Discuss a few of the social problems created by the CCSS – particularly for schools serving high-poverty communities. Based on your research, how would you modify the CCSS so that the standards more evenly benefit all students?
8. Where does the money come from, and in what amounts, to finance K-12 public education in Oregon? (Sources include: Federal, state, local, private and/or corporate foundations.) What formula is used to divvy up money among school districts? Explain how the school-funding pie gets divided to pay for instruction and non-instructional items – such as administration, student-support services, building maintenance, transportation, etc. Are education funds in Oregon spent equitably? What would you do to improve funding of public education in Oregon?
9. Research the impacts of climate change on one community in a developing country of your choice -- from the perspective of at least 8 research articles. Analyze how the media portrays the situation, and discuss what ameliorative/moral action can be taken. Also, examine the relationship between developed and developing countries regarding the climate crisis. Turn in the articles along with analysis.

## **ED 216**

### **Suggested Readings (\*Recommended for book-review project):**

- \*Abrams, Samuel E. (2016). *Education and the Commercial Mindset*. Cambridge: Harvard U. Press.
- \*Adams, David Wallace (1995). *American Indians and the Boarding School Experience, 1875-1928*. Lawrence: University Press of Kansas.
- \*Adler, Mortimer J. (1982). *The Paideia Proposal*. New York: Macmillan.
- \*Alexander, Michelle (2010). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press.
- \*Anderson, James D. (1988). *The Education of Blacks in the South, 1860-1935*. Chapel Hill: University of North Carolina Press.
- \*Apple, Michael (2004). *Ideology and Curriculum*. New York: Routledge.
- Aristotle (1967). *Aristotle on Education: Being Extracts from the Ethics and Politics*. Ed. & tr. John Burnet. Cambridge: Cambridge University Press.
- Bailyn, Bernard (1960). *Education in the Forming of American Society*. Chapel Hill: University of North Carolina Press.
- Ballentine, J. H. (2001). *The Sociology of Education: A Systematic Analysis* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.
- \*Baptist, Edward (2014). *The Half Has Never Been Told: Slavery and the Making of American Capitalism*. New York: Basic Books.
- \*Baum, Howard (2010). *Brown in Baltimore: School Desegregation and the Limits of Liberalism*. Ithaca: Cornell University Press.
- \*Beckert, Sven (2014). *Empire of Cotton: A Global History*. New York: Knoph.
- \*Billing, Glo Ladson (1994). *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco: Jossey-Bass.
- \*Bissinger, H.G. (1990). *Friday Night Lights: A Town, a Team, and a Dream*. Cambridge: Da Capo Press.
- \*Bloom, Allan (1987). *The Closing of the American Mind*. New York: Simon & Schuster.
- \*Broder, David S. (2000). *Democracy Derailed: Initiative Campaigns and the Power of Money*. New York: Harcourt.
- \*Brown, M. K., Carnoy, M., Currie, E., Duster, T., Oppenheimer, D. B., Shultz, M. M. & Wellman, D. (2003). *Whitewashing Race: The Myth of a Color-Blind Society*. Berkeley, CA: University of California Press.
- \*Brown, Ruth Nicole (2013). *Hear Our Truths: The Creative Potential of Black Girlhood*. Champaign: University of Illinois Press.
- \*Caro, Robert A. (2012). *The Years of Lyndon Johnson: The Passage of Power*. New York: Knopf.
- \*Coates, Ta-Nehisi (2015). *Between the World and Me*. New York: Spiegel & Grau.
- \*Coontz, Stephanie (1992). *The Way We Never Were: American Families and the Nostalgia Trap*. New York: Basic Books.
- \*Cowie, Jefferson (2010). *Stayin' Alive: The 1970s and the Last Days of the Working Class*. New York: New Press.



- \*Darling-Hammond, Linda (2010). *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future*. New York: Teachers College Press.
- \*Davis, Mike (1992). *City of Quartz: Excavating the Future in Los Angeles*. New York: Vintage.
- \*De Genova, Nicholas (ed.) (2006). *Racial Transformations: Latinos and Asians Remaking the United States*. Durham: Duke University Press.
- \*Diamond, Jared (2011). *Collapse: How Societies Choose to Fail or Succeed*. New York: Penguin Books.
- \*Delpit, Lisa (1995). *Other People's Children: Cultural Conflict in the Classroom*. New York: Free Press.
- \*Deresiewicz, William (2014). *Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life*. New York: Free Press.
- \*Dewey, John (2008). *The School and Society*. New York: Cosmo Classics.
- \*DuBois, W.E.B. (1903). *The Souls of Black Folk*. New York: Penguin Classics.
- \*Edmundson, Mark (2005). *Why Read?* New York: Bloomsbury.
- \*Edmundson, Mark (2013). *Why Teach?: In Defense of a Real Education*. New York: Bloomsbury.
- \*Egginton, William (2018). *The Splintering of the American Mind: Identity, Politics, Inequality, and Community on Today's College Campuses*. New York: Bloomsbury Publishing.
- \*Ehrenreich, Barbara. (2002). *Nickel and Dimed: On (not) Getting by in America*. New York: Henry Holt & Co.
- \*Fabricant, Michael & Fine, Michelle (2011). *Charter Schools and the Corporate Makeover of Public Education: What's at Stake?* New York: Teachers College Press.
- \*Fass, Paula S. (1989). *Outside In: Minorities and the Transformation of American Education*. New York: Oxford University Press.
- \*Freire, Paulo (1968). *Pedagogy of the Oppressed*. New York: Continuum International Publishing Group.
- \*Gabor, Andrea (2018). *After the Education Wars: How Smart Schools Upend the Business of Reform*. New York: The New Press.
- \*Gardner, Howard (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
- \*Gatto, John T. (1992). *Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling*. Philadelphia: New Society Publishers.
- \*Ginsberg, Benjamin (2011). *The Fall of the Faculty: The Rise of the All-Administrative University and Why It Matters*. New York: Oxford University Press.
- \*Giroux, Henry A. (1988). *Teachers as Intellectuals: Toward a Critical Pedagogy of Learning*. Granby, MA: Bergin & Garvey.
- \*Giroux, Henry A. (2010). *Youth in a Suspect Society: Democracy or Disposability*. New York: Palgrave Macmillan.
- \*Gladwell, Malcolm (2008). *Outliers: The Story of Success*. Boston: Little, Brown and Company.
- \*Goldstein, Dan (2015). *The Teacher Wars: A History of America's Most Embattled Profession*. New York: Anchor.
- \*Gomory, Ralph E. & Baumol, William J. (2000). *Global Trade and Conflicting National Interests*. Cambridge: The MIT Press.

- \*Greene, Maxine (1988). *The Dialectic of Freedom*. New York: Teachers College Press.
- Gutek, G. (1961). *Crusade Against Ignorance: Thomas Jefferson on Education*. Ed. Gordon C. Lee. New York: Teachers College.
- \*Gutierrez, David G. (1995). *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*. Berkeley: University of California Press.
- \*Hewitt, Ben (2014). *Home Grown: Adventures in Parenting off the Beaten Path, Unschooling, and Reconnecting with the Natural World*. Boston: Roost Books.
- \*Hirsch, E.D. (1987). *Cultural Literacy: What Every American Needs to Know*. New York: Vintage.
- \*hooks, bell (1994). *Teaching to Transgress*. New York: Routledge.
- \*Iceland, J. (2003). *Poverty in America: A Handbook*. Berkeley, CA: University of California Press.
- \*Isaacson, Walter (2007). *Einstein: His Life and Universe*. New York: Simon & Schuster.
- \*Khan, Salman (2012). *The One World Schoolhouse: Education Reimagined*. New York: Twelve.
- \*Kidder, Tracy (2003). *Mountains Beyond Mountains: Healing the World: The Quest of Dr. Paul Farmer*. New York: Random House.
- \*Klein, Joel (2014). *Lessons of Hope: How to Fix Our Schools*. New York: Harper.
- \*Klein, Naomi (2014). *This Changes Everything: Capitalism vs. the Climate*. New York: Simon & Schuster.
- \*Kohn, Alfie (1999). *The Schools Our Children Deserve: Moving Beyond Traditional Classrooms and "Tougher Standards."* Boston: Houghton Mifflin Harcourt.
- \*Kolbert, Elizabeth (2014). *The Sixth Extinction: An Unnatural History*. New York: Henry Holt & Co.
- \*Kozol, Jonathan (1992). *Savage Inequalities: Children in America's Schools*. New York: Harper Collins.
- \*Kozol, Jonathan (2005). *The Shame of the Nation: The Restoration of Apartheid Schooling in America*. New York: Crown.
- \*Kumashiro, Kevin (2008). *The Seduction of Common Sense: How the Right Has Framed the Debate on America's Schools*. New York: Teachers College Press.
- \*Lareau, Annette (2003). *Unequal Childhoods: Class, Race, and Family Life*. CA: University of California Press.
- \*Lemann, Nicholas (1999). *The Big Test: The Secret History of the American Meritocracy*. New York: Farrar, Straus, & Giroux.
- \*Limerick, Patricia Nelson (1987). *Legacy of Conquest: The Unbroken Past of the American West*. New York: Norton.
- \*Lipman, Pauline (2011). *The New Political Economy of Urban Education: Neoliberalism, Race, and the Right to the City*. New York: Routledge.
- \*Louv, Richard (2008). *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*. New York: Algonquin Books.
- \*Lucas, J. Anthony (1986). *Common Ground: A Turbulent Decade in the Lives of Three American Families*. New York: Vintage.
- \*Lynas, Mark (2008). *Six Degrees: Our Future on a Hotter Planet*. New York: National Geographic.
- \*Macey, David (1993). *The Lives of Michel Foucault*. New York: Pantheon Books.

- \*McCourt, Frank (2005). *Teacher Man: A Memoir*. New York: Scribner.
- \*Meier, Deborah (2002). *In Schools We Trust: Creating Communities of Learning in an Era of Testing and Standardization*. Boston: Beacon Press.
- Menand, Louis (2001). *The Metaphysical Club: A Story of Ideas in America*. New York: Farrar, Straus, and Giroux.
- \*Mill, John Stuart (1971). *John Stuart Mill on Education*. Ed. Francis W. Garforth. New York: Teachers College Press.
- \*Mills, Charles (2018). *Black Rights/White Wrongs: The Critique of Racial Liberalism*. New York: Oxford University Press.
- \*Mishra, Pankaj (2017). *The Age of Anger: A History of the Present*. New York: Farrar, Straus & Giroux.
- \*Morris, Monique W. (2016). *Pushout: The Criminalization of Black Girls in Schools*. New York: The New Press.
- \*Moskowitz, Eva (2017). *The Education of Eva Moskowitz: A Memoir*. New York: Harper.
- \*Nazario, Sonia (2007). *Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with His Mother*. New York: Random House.
- \*Neill, A.S. (1995). *Summerhill School: A New View of Childhood*. New York: St. Martin's Press.
- \*Nieto, Sonia (2005). *Why We Teach*. New York: Teachers College Press.
- \*Noguera, Pedro (2003). *City Schools and the American Dream: Reclaiming the Promise of Public Education*. New York: Teachers College Press.
- \*O'Neil, Cathy (2016). *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*. New York: Crown Publishers.
- \*Orfield, Gary & Eaton, Susan (1997). *Dismantling Segregation: The Quiet Reversal of Brown v. Board of Education*. New York: New Press.
- \*Packer, George (2013). *The Unwinding: An Inner History of the New America*. New York: Farrar, Straus and Giroux.
- \*Patel, Lisa (2012). *Youth Held at the Border: Immigration, Education, and the Politics of Inclusion*. New York: Teachers College Press.
- \*Perlstein, Rick (2008). *Nixonland: The Rise of a President and the Fracturing of America*. New York: Scribner.
- \*Phillips, Kevin (2007). *Bad Money: Reckless Finance, Failed Politics, and the Global Crisis of American Capitalism*. New York: Viking.
- \*Picketty, Thomas (2014). *Capital in the Twenty-First Century*. Cambridge: The Belknap Press of the Harvard University Press.
- \*Pope, Denise (2003). *Doing School: How We Are Creating a Generation of Stressed-Out, Materialistic, and Miseducated Students*. New Haven: Yale University Press.
- \*Putnam, Robert (2015). *Our Kids: The American Dream in Crisis*. New York: Simon Schuster.
- \*Ravitch, Diane (2010). *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education*. New York: Basic Books.
- \*Ravitch, Diane (2013). *Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools*. New York: Knoph.
- \*Rediker, Marcus (2007). *The Slave Ship: A Human History*. New York: Viking.

- \*Robinson, Ken (2011). *Out of Our Minds: Learning to Be Creative*. Oxford: Capstone.
- \*Robinson, Ken with Aronica, Lou (2015). *Creative Schools: The Grassroots Revolution That's Transforming Education*. New York: Viking.
- \*Roediger, D. R. (2002). *Colored White: Transcending the Racial Past*. Berkeley, CA: University of California Press.
- \*Royster, D. A. (2003). *Race and the Invisible Hand: How White Networks Exclude Black Men from Blue-Collar Jobs*. Berkeley, CA: University of California Press.
- \*Russakoff, Dale (2015). *The Prize: Who's in Charge of America's Schools?* New York: Houghton Mifflin Harcourt.
- \*Sahlberg, Pasi (2011). *Finnish Lessons: What Can the World Learn from Educational Change in Finland*. New York: Teachers College Press.
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# PRESENTATION SCORING GUIDE - ED 216

Name \_\_\_\_\_

Other team members \_\_\_\_\_

(names) Date \_\_\_\_\_

Chapter # \_\_\_\_\_ Title \_\_\_\_\_

*Please self-assess individually and turn in at the end of class.*

Score	5=outstanding, impressive, exceeds expectations	4=shows more strengths than weaknesses, solid example of standards	3=balance of strengths and weaknesses	2=some evidence of progress towards criteria, but weaknesses detract	1=incomplete, does not meet criteria, additional effort needed
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## I. Content (organization, clarity, knowledge of chapter)

### A. Presentation is organized

5=Presentation is very well-organized and easily understood, with clearly stated information and materials.	4=well organized	3=balance. Some evidence of organization, some confusing aspects.	2=A little organized, but more confusing	1=Disorganized
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### B. Focus of chapter is stated clearly in 3-5 key points

5=The 3-5 key points of the chapter were accurately and briefly summarized in terms that helped the class "get it."	4=Largely clear	3=Content somewhat relevant to focus, but not explicit. Key ideas got somewhat lost.	2=A little focus	1=Lacks focus. No clarity of key ideas.
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### C. Chapter is well-understood, presenters are knowledgeable

5=Outstanding. Chapter is well-understood and key ideas are briefly shared. Aspects are thoroughly covered. Presenters can answer most questions.	4=Minor element missing. Most presenters well-prepared.	3=Balance. Evidence of effort, but largely shallow treatment of chapter. Presenters may not be able to answer questions.	2=Limited understanding of textbook. Most presenters not knowledgeable.	1= Poor use of class time. Little evidence of knowledge and effort.
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### D. Presenters engage class in active discussion on important ideas from the chapter

5=Presenters asked thought-provoking questions that stimulated rich discussion.	4=Most ?? are thought-provoking	3=Questions are more surface level but lead to some good discussion	2=Surface or trivial questions. Some discussion.	1= No thought provoking ?? or discussion
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### E. Written handouts provided. Graphic Organizer or Audio-Visual shared with class.

5=2-page, well-designed handout is provided to instructor before class and given to classmates. A graphic organizer or audio-visual is shared that helps class grasp the big picture and makes it interesting.	4=minor elements missing	3=Balance. Handout is missing some key points or lacks useful information. Points provided are small details, rather than important ideas. Graphic organizer or audio-visual is	2=Weak.	1=No lesson plan, no handouts
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### F. 3 Thought-Provoking Quiz Questions and Answers

5=3 thought provoking quiz questions were written and exemplary responses were prepared. Questions were put on an overhead and both questions and answers were given to instructor prior to class.	4=minor elements missing	3=Balance. Some questions or responses were surface level or questions were not handled according to requirements.	2=Weak questions but an attempt was made to answer them. Handled	1=Poor questions or no responses.
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## II. Team Effort (Evidence of effective working together and multiple strengths)

### A. Team worked together effectively

5=Team worked together smoothly. Everyone had an equal part in the presentation.	4=Teamwork good.	3=Some teamwork evident, but not well-shared.	2=Little evidence of teamwork	1=No real teamwork
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### B. Members took on fair share of tasks

5=Members shared tasks fairly. All were included and all participated equally.	Mostly fair division of labor.	Some presenters less involved in either presenting or preparing materials.	Lopsided. 1 or 2 did the work.	1= No evidence of fair share.
<b>TOTAL /40</b>				

I completed \_\_\_\_\_% of the work on the presentation and the materials.

## SCORING GUIDE: Mini-Research or Project Option

<b>CONTENT</b>				
<b>5 Clarity/Organization</b> Central claims are clearly stated early on. Focus is maintained and supportive material is related to focus. Conclusion returns to focus.	<b>4</b> Same as 5, but a little wandering off topic	<b>3</b> Topic is stated, but focus gets lost in one or more places.	<b>2</b> Focus not stated, some focus in supportive material.	<b>1</b> Lacks focus. Paper rambles, lacks conclusion.
<b>5 Writing</b> Each paragraph and sentence are clear. Writing is crisp, clear, compact	<b>4</b> Mostly clear, well-written	<b>3</b> Writing rambles a bit or may be long-winded, but effort is evident.	<b>2</b> Little clarity and/or cleanness	<b>1</b> Paragraphs and sentences ramble, are disconnected.
<b>5 Relevance</b> Paper's relevance to the author is discussed, Paper's relevance to understanding American education past, present, and future is explained clearly. Paper's relevance to equity and justice is described explicitly.	<b>4</b> Paper's relevance to author is discussed. Relevance to course is described.	<b>3</b> Paper's relevance to author is hinted at (experiences in education). Some connection is made to American education or to equity and justice, but it is not explicit.	<b>2</b> Author does not reveal relevance, but links paper to course.	<b>1</b> Relevance to author is not described. No connection made to course or equity and justice.
<b>5 Thoughtfulness and Substance.</b> Author has clearly "dug deep" to understand the topic. Author is an authority on the topic. Author recognizes limitations of project and suggests future efforts.	<b>4</b> Mostly evident, as in 5	<b>3</b> Author demonstrates interest and has done some research, but has not become an authority on the topic. Is aware of limitations.	<b>2</b> Surface level of understanding. Effort evident, but not deep	<b>1</b> Little evidence of effort to wrestle with topic. Surface only.
<b>5 Resources -- # of resources</b> 8	<b>4</b> 6-7	<b>3</b> 4-5	<b>2</b> 3	<b>1</b> Fewer than 3
<b>5 Thoroughness</b> Author has clearly "dug deep" to analyze the topic. Author has obvious knowledge of key ideas. Author is an authority on the topic.	<b>4</b> As in 5, but may miss being an authority.	<b>3</b> Author demonstrates interest and has done some careful research, but has not become an authority on the topic.	<b>2</b> Surface level of understanding. Effort evident, but not deep.	<b>1</b> Little evidence of effort to wrestle with topic. Surface only.
<b>FORMAT</b>				
<b>5 Length</b> 3-5 pages appropriate to topic/project	<b>4</b> 3-5 pp. mostly appropriate	<b>3</b> 3-5 pages Length is developed with filler.	<b>2</b> 2-3 pp Too short for topic	<b>1</b> >3 pages Not appropriate length.
<b>5 Formatting/ Conventions</b> Blocked, word-processed, 1" margins, 12-point font. Spelling, usage, paragraphing, sentence structure correct.	<b>4</b> Most conventions followed	<b>3</b> Formatting correct. Some errors in conventions.	<b>2</b> Formatting not correct. Some conv. errors	<b>1</b> Serious errors in formatting and conventions.
<b>TOTAL /40</b>				

39-40=20, 37-38=19, 35-36=18, 33-34=17, 31-32=16, 29-30=15, 27-28=14, 25-26=13, 23-23=12, 21-22=11, 19-20=10, 17-18=9, 15-16=8, 13-14=7, 11-12=6, 1-10=5, no paper=0

SCORING GUIDE: EXPOSITORY-ANALYTICAL BOOK REVIEW

CONTENT				
<b>5 Clarity/Organization</b> Central claims of book are clearly stated early on. Focus is maintained and supportive material is related to focus. Conclusion returns to focus.	<b>4</b> Same as 5, but a little wandering off topic	<b>3</b> Topic is stated, but focus gets lost in one or more places.	<b>2</b> Focus not stated, some focus in supportive material.	<b>1</b> Lacks focus. Paper rambles, lacks conclusion.
<b>5 Writing</b> Each paragraph and sentence is clear. Writing is crisp, clear, compact	<b>4</b> Mostly clear, well-written	<b>3</b> Writing rambles a bit or may be long-winded, but effort is evident.	<b>2</b> A little clarity, clearness	<b>1</b> Paragraphs and sentences ramble, are disconnected.
<b>5 Relevance</b> Book's relevance to the author is discussed. Book's relevance to understanding American education past, present, and future is explained clearly. Book's relevance to equity and justice is described explicitly.	<b>4</b> Book's relevance to author is discussed. Relevance to course is described.	<b>3</b> Book's relevance to author is hinted at (experiences in education). Some connection is made to American education or to equity and justice, but it is not explicit.	<b>2</b> Author does not reveal relevance but links book to course.	<b>1</b> Relevance to author not described. No connection made to course or equity and justice.
<b>5 Thoughtfulness and Substance</b> Clear evidence that you deal with the central matters of the book and explicitly note the point of view of the author.	<b>4</b> Mostly evident, as in 5	<b>3</b> Central matters of book are not completely understood, but author's viewpoint is grasped.	<b>2</b> Central matters are somewhat understood, Author's viewpoint is missed.	<b>1</b> Lacks substantive awareness of central matters of book and author's point of view.
<b>5 Engagement with Text</b> Review evinces that the themes of the opus have been thoroughly read and digested.	<b>4</b> Largely evincing evidence of digestion of book's theme.	<b>3</b> Some evidence of understanding of book's theme, but not clear digestion of key ideas.	<b>2</b> Lacks awareness of themes. A few key ideas grasped.	<b>1</b> No awareness of theme or evidence of deep understanding of book.
<b>5 Thoroughness</b> Author has clearly "dug deep" to analyze the book. Author has obvious knowledge of key ideas. Author is an authority on the book.	<b>4</b> As in 5, but may miss being an authority.	<b>3</b> Author demonstrates interest and has done some careful reading but has not become an authority on the book.	<b>2</b> Surface level of understanding. Effort evident, but not deep.	<b>1</b> Little evidence of effort to wrestle with book. Surface only.
FORMAT				
<b>5 Length</b> 3-5 pages appropriate to topic/project	<b>4</b> 3-5 pp. mostly appropriate	<b>3</b> 3-5 pages Length is developed with filler.	<b>2</b> 2-3 pp Too short for topic	<b>1</b> >3 pages Not appropriate length.
<b>5 Formatting/ Conventions</b> Blocked, word-processed, 1" margins, 12 font. Spelling, usage, paragraphing, sentence structure correct.	<b>4</b> Most conventions followed	<b>3</b> Formatting correct. Some errors in conventions.	<b>2</b> Formatting not correct. Some conv. errors	<b>1</b> Serious errors in formatting and conventions.
<b>TOTAL /40</b>				

39-40=20, 37-38=19, 35-36=18, 33-34=17, 31-32=16, 29-30=15, 27-28=14, 25-26=13, 23-23=12, 21-22=11, 19-20=10, 17-18=9, 15-16=8, 13-14=7, 11-12=6, 1-10=5, no paper=0

## Chapter Presentations

Week	Date	Chapter No.	Chapter Title	Presenters
2	10/4	1	Motivation, Preparation, and Conditions ...	
2	10/4	2	The Teaching Profession	
3	10/11	3	The World Origins of American Education	
3	10/11	4	Pioneers of Teaching & Learning	
4	10/18	5	Historical Development of American Ed.	
4	10/18	6	Philosophical Roots of Education	
5	10/25	7	Governing & Administering Public Ed.	
5	10/25	8	Financing Public Education	
6	11/1	9	Legal Aspects of Education	
6	11/1	10	Culture, Socialization, and Education	
7	11/8	11	Social Class, Race, and School Achievement	
7	11/8	12	Providing Equal Educational Opportunity	
8	11/15	13	The Changing Purposes of American Education	
8	11/15	14	Curriculum and Instruction	
10	11/29	15	International Education	
10	11/29	16	School Effectiveness and Reform in the U.S.	