

Analyzing Schools

Educational Studies (EDUC) 200

Trinity College

Fall 2020 | Tue/Thu 9:20–10:35am

[Zoom Link](#) | Meeting ID: 992 5959 9115 | Passcode: EDUC200

Professor: Elise Castillo, Ph.D. (she/her)

Email: Elise.Castillo@trincoll.edu (I aim to return emails within 24 hours, except on Saturdays)

Office Hours

Tue/Thu 10:45–11:45am

[Zoom Link](#) | Meeting ID: 949 2044 1423

Passcode: OHTR

Wed 2:00–3:00pm

[Zoom Link](#) | Meeting ID: 993 1069 5633

Passcode: OHW

By appointment

(Email me and suggest a few times)



Image: The Migration Series, Panel 58, Jacob Lawrence (1940–1941)

My office hours are times that I reserve specifically for meeting with my students. You do not need to sign up in advance. During office hours, I am happy to answer your questions about class material or assignments, or offer academic advice or mentorship. Generally, I meet with each student for 15 minutes, so it's helpful if you come with a clear sense of what you'd like to discuss so that we can make the most of our time together.

Course Description

This course introduces the study of schooling within an interdisciplinary framework. From sociology and political science, we investigate the resources, structures, and social and political contexts influencing student opportunities and outcomes in the United States. From anthropology, we examine how classroom and school cultures shape experiences of teaching and learning. From psychology, we contrast theories of learning, both in the abstract and in practice. From philosophy, we examine competing educational goals and their underlying assumptions regarding human nature, justice, and democracy. In addition, a community learning component, where students observe and participate in nearby K–12 classrooms for three hours per week, will be integrated with course readings and written assignments.

Learning Objectives

Over the course of the semester, you will be able to:

- Identify and analyze issues that affect teaching and learning in schools
- Recognize various goals of schooling and the beliefs that underlie them, and consider ways to best achieve and balance them
- Explain how and why inequality persists in schools
- Apply concepts and theories in the educational literature to real world K–12 classrooms and schools
- Analyze and imagine possibilities for creating more just schools

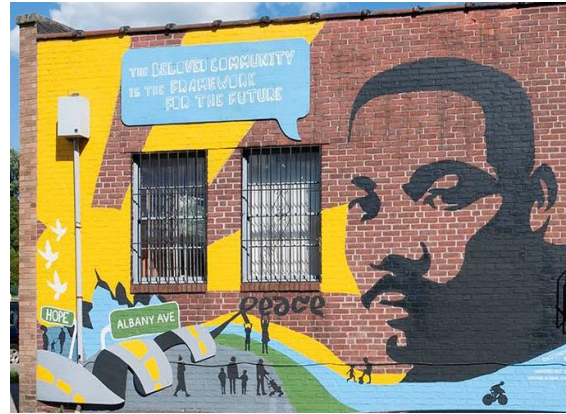


Image: From *Hartford Seen*, Pablo Delano (2020)

The key goal of this course is to explore the central question: How can we best understand the practices, policies, and patterns in classrooms and schools in ways that enable us to create and sustain just, inclusive, effective, engaging, and pedagogically strong educational spaces?

Course Requirements

Course Readings

Readings will be posted to our course Moodle site. Read and reflect on all the assigned readings **before** class on the date they are listed on the syllabus. Come to class prepared to engage with discussing the readings. Reading loads and difficulties will vary; it will be in your best interest to look ahead and budget your time accordingly. You should analyze the readings in relation to your experiences, other readings from class, and other scholarly literature you have read. Readings may be subject to change.

Virtual School Placements in Hartford Public Schools

Clusters of students will be assigned to work with classroom teachers virtually in different schools in Hartford. Students will work as *participant observers* with classroom teachers for at least 8 three-hour sessions (a total of 24 hours) over the course of the semester. The objectives are for Trinity students to:

- Integrate theoretical readings with first-hand experiences in K–12 schools
- Develop meaningful relationships with students and teachers, deepen understandings and reflections on the contexts of urban schools and the purposes of education, and assist teachers and students where appropriate
- Identify potential resources and gain practical experience about teaching and curricula

Typically, participant observation is more than just quietly watching (although at times, it may involve just that). Most times, participant observation will include more active roles in the classroom, such as learning alongside students, one-on-one tutoring, working with small groups, preparing materials for a classroom project, and (in some cases) planning and teaching a brief lesson. If you are unable to make a scheduled session due to a documented medical or family issue, contact your classroom teacher as soon as possible to arrange an alternate time.

Prior to beginning your virtual school placement, you must complete three pre-observation assignments, described under “Pre- and post-observation assignments” on p. 3.

Course Evaluation

You will be evaluated on the items listed below. More detailed information about assignments will be distributed in class. Unless told otherwise, please submit assignments on Moodle.

Class Attendance and Participation

= 20 points

*"As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence." bell hooks, *Teaching to Transgress* (1994), p. 8*

In this remote seminar, excellent class participation includes the following:

- *Coming prepared to each class.* Come to each class having completed all required readings and assignments and with all necessary materials, such as readings and notes. Arrive on time and ready to engage.
- *Actively engaging in class discussions.* Make thoughtful and analytic contributions to class discussions based on completed readings and assignments.
- *Listening and responding to others with respect.* Make space for others to share their perspectives and opinions in class discussions. Listen attentively and respectfully. If you disagree with something someone has said, do so graciously, respectfully, and with evidence to support your counterargument. Be open to learning from others' experiences, perspectives, and interpretations.

Twice during the semester, you will work with one or two classmates to prepare shared reading notes and discussion questions for class. You will sign up for these dates in advance. On the days when you are responsible for preparing these notes and questions, I will expect you to serve as a "resident expert" on the day's readings and to take a leadership role in the discussion.

We are all experiencing the uncertainty and anxiety caused by the global pandemic in different ways. Your own and your family's circumstances may impact your ability to participate and engage in class. I ask that you do your best to attend class on time, minimize distractions during class, and **turn on your camera when possible (especially if you are attending our Zoom classes from your dorm room at Trinity)**. Please also do your best to communicate with me as soon as possible should you encounter any challenges to attending or participating actively in class.

Virtual Hartford Classroom Participant Observation

Pre- and post-observation assignments

= 10 points

- 1) Hartford Public Schools Volunteer Application – **due Sunday, Sept. 13 (2 points)**
- 2) Mandated Reporter Training – **due Sunday, Sept. 13 (4 points)**
- 3) Signed contract with classroom teacher – **due Sunday, Sept. 27 (2 points)**
- 4) Thank you to classroom teacher – **due Thursday, Dec. 3 (2 points)**

Reflection journal

= 15 points

After each 3-hour participant observation at your school placement, you will write a brief reflection (1–2 single-spaced pages) on the session. Ideally, this reflection should be written as soon as possible after your participant observation. These reflections are not intended to be formal pieces of writing, but are primarily designed to allow you to process your participant observation experiences and consider connections to course themes.

You will not have space in each reflection to describe all 3 hours of your observation in detail. Rather, you might choose to focus on overall impressions, a particular instance or example that sparked your thinking, or a question that arose during the day's participant observation.

At least 4 of the 8 reflections should include a connection to a course reading. At the end of the semester, you will write a final reflection and evaluation on what you learned at your school placement (3–4 single-spaced pages).

You will submit one reflection journal that includes a connection to a course reading on **Tuesday, Oct. 6 at 11:59 PM** to receive feedback (worth 2 out of 15 points for the complete journal). The complete journal (8 reflections + final reflection) is due on **Thursday, Dec. 10 at 11:59 PM**.

Evaluation by classroom teacher = 10 points

At the end of the semester, your classroom teacher will evaluate you based on your level of engagement, reliability, and effort demonstrated.

Three Analysis Papers (3–4 double-spaced pages each) 3x10 = 30 points

Analysis papers allow you to illustrate your understanding of course readings and themes, support claims with evidence and examples, and integrate theory and practice. All Analysis Papers should be uploaded to Moodle by 11:59 PM on the date they are due. If you visit the Writing Center for support on an Analysis Paper, you will receive extra credit (0.5 points).

- 1) Social and Cultural Contexts of Schooling – **due Thursday, Sept. 24**
- 2) Theories of Learning – **due Thursday, Oct. 8**
- 3) Explaining Educational Inequality – **due Thursday, Nov. 5**

Curriculum Project

Individually or in pairs, you will design a plan for how you would teach a thematic unit (4–5 lessons) to a group of students similar to those in your classroom placement. The purpose of the curriculum project is for you to creatively apply the concepts and themes we have discussed this semester to a curriculum that could be taught.

Curriculum project brainstorm = 5 points

In up to one page, describe your initial ideas for a thematic unit, including learning objectives and learning activities. If you are working with a partner, submit one brainstorm together. **Due Thursday, Nov. 12, at 11:59 PM.**

Curriculum project outline = 10 points

In 2–3 double-spaced pages, write an outline of your final written paper. If you are working with a partner, submit one proposal together. The proposal should include an introduction, learning objectives, learning activities, and a reference list. **Due Thursday, Nov. 19, at 11:59 PM.**

Curriculum project oral presentation (evaluated by coordinators) = 10 points

You will present an overview of your curriculum project for your instructor, classmates, and school placement coordinators. The presentation will be evaluated by the school placement coordinators and will take place on two afternoons which will be determined later in the semester. You must be available for at least one of these afternoons (most likely 4:00–6:00 PM on weekdays between December 4–11).

Curriculum project written paper

= 15 points

The written paper (8–10 double-spaced pages) is **due on Thursday, Dec 17 at 11:59 PM**. If you work in a pair, you will submit one paper together and include a brief evaluation of your collaboration process.

Grading Scale

The total number of possible points in this course is 125. Your final course grade will be calculated by dividing the total points earned by the total points possible (125).

The grading scale is as follows:

90 to 100%= A (outstanding work)

80 to 89%= B (good work)

70 to 79%= C (adequate work)

Below 70%= D or F (unsatisfactory work)

Each letter grade is divided into equal thirds for minus (-), regular, and plus (+) letter grades (e.g.

80 to 83.33 is a B-, 83.34 to 86.67 is a B, and

86.68 to 89.99 is a B+).

Academic Policies

Late Assignments

The global pandemic is continuing to impact our lives, and we don't know what additional challenges we may experience this semester. Therefore, there is no penalty for late assignments this semester. Instead, as soon as you know that you need additional time, please email me and let me know when you will submit the assignment—that will be your new due date. **The exception to this policy is the Curriculum Project Oral Presentation and Curriculum Project Written Paper**, to ensure that we respect the time of our guest evaluators (for the oral presentation) and to ensure that I have adequate time to submit your final grade before the end of the semester.

Re-Writes and Extra Credit

If I recommend that you re-write an assignment, you will meet me to self-assess errors and review grading comments. We will discuss and determine a resubmission deadline for up to 90% of the assignment point value.

I may offer extra credit assignments; examples might include attending a virtual lecture or community event and writing a reflection that connects to course readings and themes. Please see me if you are interested in an extra credit assignment to receive approval.

Accessibility

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. Like many things, the need for disability accommodations and the process for arranging them may be altered by the Covid-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class are urged to contact the Student Accessibility Resource Center, as soon as possible, to explore what arrangements need to be made to assure access.

If you have approval for academic accommodations, please notify me by the end of week two of classes. For those students with accommodations approved after the start of the semester, a minimum of 10 days' notice is required. Please be sure to meet with me privately to discuss implementation. Student Accessibility Resources can be reached by emailing Lori.Clapis@trincoll.edu or SARC@trincoll.edu.

Intellectual Honesty

According to Trinity College policy, intellectual honesty “assumes that students do their own work and that they credit properly those upon whose work and thought they draw” (Trinity College Student Handbook, 2016). While we often draw upon the work of others, it is essential that any work presented as your own is indeed your own, no matter how big or small the assignment. Ideas and/or words that are not yours should always be appropriately cited.

You may use any citation style (e.g., APA, Chicago, MLA), as long as you do so consistently. If you have any questions about how to cite another author’s work appropriately, or how to draw upon another author’s work without plagiarizing, please ask me.

Intellectual dishonesty and plagiarism in any form will not be tolerated in this class. Instances of academic dishonesty or plagiarism may result in assignment failure, course failure, referral to the Honor Council, and/or other consequences.

Helpful Things to Know

(Adapted with thanks to Dr. Eve Ewing)

Trinity College Writing Center. We are all developing as writers and thinkers (myself included), and we all improve through receiving feedback. For assistance and feedback on your writing, at any stage, consider scheduling an appointment with a Writing Associate at Trinity’s [Writing Center](#). If you visit the Writing Center for support on an Analysis Paper, you will receive extra credit (0.5 point).

Trinity College Library. Our librarians are amazing and eager to help you identify sources for research projects or other assignments. Although you can make a virtual appointment with any librarian, Rob Walsh, our social science librarian, has particular expertise in the library sources relevant to our class. You can email him at Robert.Walsh@trincoll.edu or [make an appointment on the library website](#).

Research Support. Professor Daniel Douglas provides social science research support services to students during scheduled hours (Tuesdays 5:30–7:30pm, Wednesdays 4:00–6:00pm, Thursdays 5:30–7:30pm) and by appointment using Skype and Zoom. Students are encouraged to consult with Professor Douglas with questions about finding sources related to publicly-available data, quantitative data analysis software (e.g., Stata, SPSS), and general research design questions. Schedule 30-minute appointments using the [Web Appointment Scheduling System](#).

Student Technology Assistants. The Student Technology Assistants (STA) work with Trinity’s Research, Instruction, and Technology (RIT) staff to provide remote assistance and support regarding your technology needs, including using Zoom and Moodle. Contact the STAs at sta-help@trincoll.edu, drop by their virtual help desk (<https://trincoll.zoom.us/my/sta.helpdesk>), or read more on their [website](#).

SensusAccess File Converter. If you wish, you may convert course readings in PDF form into alternative formats, including audio files. In doing so, you can listen to the reading while following along with the written text. Trinity’s RIT website includes additional details on the [SuccessAccess File Converter](#).

Title IX Resources and Mandated Reporting. As a faculty member, I am considered a “Responsible Employee.” This means that if you disclose to me instances of sexual assault, sexual harassment, other

sexual misconduct, dating violence, domestic violence, or stalking, I am required to share this information with Trinity's Title IX Coordinator or Deputy Coordinator. See Trinity's [Title IX website](#) for additional information.

If you need to talk to someone who will maintain confidentiality, you can reach out to any of the following "Privileged Employees":

Spiritual and Religious Life, Trinity College Chapel, (860) 297-2013

The Reverend Trevor Beauford

Counseling Center: 135 Allen Street, (860) 297-2415

Randolph M. Lee, Ph.D., Director

Kristine Kennan, Psy.D., Associated Director

[After business hours, call to receive an available counselor's phone number]

In addition, the following "Confidential Employees" will not disclose names or other details that may reveal individuals' identities, but they will report general details, such as the nature, date, time, and general location of the alleged incident.

The Health Center: Wheaton Hall, (860) 297-2018

Martha Burke O'Brien, Director

Health Center Staff, with the exception of front desk staff

Women & Gender Resource Action Center (WGRAC), Mather Hall, 2nd Floor, (860) 297-2408

Laura Lockwood, Director

Mental Health. Many of us face issues with our mental health over the course of our lives. Sometimes, being a student can create or exacerbate these issues. In addition, it is common to experience additional anxiety due to the global pandemic and other national political events. If you are struggling, your mental health is suffering, or you just need someone to talk to, I encourage you to make an appointment with the [Counseling and Wellness Center](#), or call (860) 297-2415. These services are free and confidential.

Learning Remotely/Online During the Pandemic. For many of us, learning remotely/online is still a new experience. There will likely be technical glitches and other unexpected challenges along the way. In addition, we're all balancing academic commitments with other responsibilities related to health, work, caregiving, and more; and these commitments may be more challenging during the pandemic.

My goal is to support you in doing the best work you can in light of these challenges. I encourage you to prioritize your health and wellness, which are far more important than the grades you get in this class or any class. If you are finding it difficult to balance your health and wellness with your work in this class, please let me know. It's okay to ask for help.

I ask that you be patient with me if the challenges to the semester force me to make last-minute changes. I will do my best to communicate any changes clearly and with as much notice as possible. Finally, please be patient with your peers as well as we all navigate this semester together.



Image: "I have studied in ever increasing numbers," Elizabeth Catlett (1947)

Course Schedule

Note: All readings should be read BEFORE class on the date they are listed.

UNIT 1: Social, Cultural, and Political Contexts of Schooling

How do the social, cultural, and political contexts of schooling (cultural beliefs, social organization, political tensions, etc.) impact teaching and learning? What social, cultural, and political values are reflected in different approaches to education?

Tuesday, Sept. 8: Course Introduction

Thursday, Sept. 10: The Context of Urban Education

Noguera, P., & Syeed, E. (2020). Ch. 2: The social context and its impact on inner-city schooling. (pp. 14–32). In *City Schools and the American Dream 2: The Enduring Promise of Public Education*. New York: Teachers College Press. [18]

The PDF in Moodle includes Ch. 2 and Ch. 5. [PLEASE ONLY READ CH. 2.](#)

**** Hartford Public Schools Volunteer Application AND Mandated Reporter Training due SUNDAY, SEPT. 13, AT 11:59 PM**

Tuesday, Sept. 15: The Context of Hartford Public Schools

de la Torre, Vanessa. (2017, Mar 12). [Left Behind: 20 Years After Sheff v. O'Neill, Students Struggle in Hartford's Segregated Neighborhood Schools](#). *The Hartford Courant*.

Listen to podcast (38 minutes): "[My Secret Public Plan, The Problem We All Live With, Part Two, Act One](#)." (2015, August 7). *This American Life*. Transcript available [here](#).

Merriam, S. (1998). Ch. 5: "Being a Careful Observer" (pp. 94–111). In *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass. [17]

Thursday, Sept 17: Education and Socialization, Part 1

de Marrais, K., and LeCompte, M. (1999). Excerpt from Ch. 2: The social organization of schooling (pp. 43–52) and Excerpts from Ch. 6: What is taught in schools (pp. 222–228, 236–247). In *The Way Schools Work: A Sociological Analysis of Education*. New York: Longman. [24]

Tuesday, Sept. 22: Education and Socialization, Part 2

Lewis, A. (2001). There is no “race” in the schoolyard: Color-blind ideology in an (almost) all-white school. *American Educational Research Journal*, 38(4), 781–812. [25]

Pollock, M. (2016, November 6). [The frightening effect of ‘Trump Talk’ on America’s schools](#). *The Washington Post*. [5]

UNIT 2: Theories of Learning

How do different theories explain how people learn? How do these theories shape teaching and learning practices in schools and classrooms?

Thursday, Sept. 24: Classical Theory and Behaviorism

Phillips, D. C., & Soltis, J. F. (2004). *Perspectives on Learning*, Chapters 1–3 (pp. 3–32). New York: Teachers College Press. [29]

**** Analysis Paper 1 due THURSDAY, SEPT. 24, AT 11:59 PM**

**** Signed contract with classroom teacher due SUNDAY, SEPT. 27, AT 11:59 PM**

Tuesday, Sept. 29: Constructivist Theories, Part 1: Piaget, Dewey, and Vygotsky

Phillips, D. C., & Soltis, J. F. (2004). *Perspectives on Learning*, Chapters 4–6 (pp. 33–66). [33]

Thursday, Oct. 1: Constructivist Theories, Part 2: Bruner

Phillips, D. C., & Soltis, J. F. (2004). *Perspectives on Learning*, Chapter 7 plus learning vignettes (pp. 67–75, 98–99, 107–108). [13]

UNIT 3: Explaining Educational Inequality

How do different theorists and scholars explain disparities in educational opportunities, experiences, and outcomes? How and why do these disparities map on to categories of difference (class, race, gender, sexual orientation, immigrant status, language, etc.)? How do different theorists and scholars explain the possibilities for interrupting educational inequality?

Tuesday, Oct. 6: Inequality Across Schools: The Opportunity Gap and Segregation

Darling-Hammond, L. (2013). Inequality and school resources: What it will take to close the opportunity gap. In K. G. Welner & P. L. Carter (Eds.), *Closing the Opportunity Gap: What America Must Do to Give Every Child an Equal Chance* (pp. 77–97). New York: Oxford University Press. [20]

Listen to podcast (58 minutes), [The Problem We All Live With, Part One](#). (2015, July 31). *This American Life*. Transcript available [here](#).

**** One journal reflection due TUESDAY, OCT. 6, AT 11:59 PM**

Thursday, Oct. 8: Inequality Within Schools: Tracking

Oakes, J. (1985). Ch. 4, The distribution of knowledge (pp. 61–92). In *Keeping Track: How Schools Structure Inequality*. New Haven, CT: Yale University Press. [31]

**** Analysis Paper 2 due THURSDAY, OCT. 8, AT 11:59 PM**

Tuesday, Oct. 13: Social Class Inequality: Social Reproduction Theories

Anyon, J. (1981). Social class and school knowledge. *Curriculum Inquiry*, 11(1), 3–42. [36]

Thursday, Oct. 15: Gender and Sexuality: Schools as Gendering & Heteronormative Institutions

Sadker, D., & Zittleman, K. R. (2009). Excerpts from Author's Note and Ch. 1. In *Still Failing at Fairness: How Gender Bias Cheats Girls and Boys in School and What We Can Do About It*. (pp. 1–10, 23–28). New York: Scribner. [15]

Pascoe, C. J. (2011). Ch. 2: Becoming Mr. Cougar: Institutionalizing heterosexuality and masculinity at River High. In *Dude, You're a Fag: Masculinity and Sexuality in High School* (2nd Ed., pp. 25–51). Berkeley, CA: University of California Press. [17]

Tuesday, Oct. 20: Race and Educational Disparities, Part 1: Implicit Bias & Racism in Schools

Listen to podcast (49 minutes), ["The Mind of the Village: Understanding Our Implicit Biases."](#) *Hidden Brain*. NPR. [Trigger warning: Includes details regarding police violence]

Ferguson, A. A. (2001). Ch. 4: Naughty by Nature. In *Bad boys: Public schools in the making of black masculinity* (pp. 77–96). Ann Arbor: University of Michigan Press. [20]

Thursday, Oct. 22: Race and Educational Disparities, Part 2: Policing and School Discipline

Crenshaw, K. W., Ocen, P., & Nanda, I. (2015). [Black girls matter: Pushed out, overpoliced, and underprotected](#). New York: Center for Intersectionality and Policy Studies & African American Policy Forum.

Tuesday, Oct. 27: Immigrant Students, Emergent Bilinguals, and Inequality

Suarez-Orozco, C., & Marks, A. (2016). Immigrant Students in the United States: Addressing Their Possibilities and Challenges. In *Global Migration, Diversity, and Civic Education: Improving Policy and Practice* (pp. 107–131). [18]

Belsha, K. (2020, March 26). [Teachers of newcomer students try to keep them connected as schools close, routines shift](#). *Chalkbeat*.

Thursday, Oct. 29: Students with Special Needs and Inequality

Ostiguy, B. J., Peters, M. L., & Shlasko, D. (2016). Excerpt from "Ableism." In *Teaching for Diversity and Social Justice* (3rd Ed.) (pp. 299–305, 314–317). [12]

Rizga, K. (2019, December 30). [What school could be if it were designed for kids with autism](#). *The Atlantic*.

Rabe Thomas, J. (2020, April 15). [Some kids with disabilities can't learn at home. Parents and advocates want to know: What's the plan?](#) *The Connecticut Mirror*.

UNIT 4: Teaching for Change

How can educators challenge inequalities at the school and classroom level? What assumptions and understandings about learning, equity, knowledge, and justice do these approaches reflect?

Tuesday, Nov. 3: Multicultural Education

Banks, J. (2004). Ch. 10: Approaches to multicultural curriculum reform (pp. 242–264). In *Multicultural Education: Issues and Perspectives*, 5th edition. Hoboken, NJ: John Wiley & Sons. [20]

Rizga, K. (2020, April 4). [The Alaska Native teacher upending the legacy of colonial education](#). *The Atlantic*.

Thursday, Nov. 5: Culturally Relevant, Responsive, and Sustaining Pedagogy

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice*, 34(3), 159–165. [6]

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. *Harvard Educational Review*, 84(1), 74–84. [10]

Watch ["Stories of Culturally Responsive Education"](#) (9 short videos, around 45-minutes total)

**** Analysis Paper 3 due THURSDAY, NOV. 5, AT 11:59 PM**

Tuesday, Nov. 10: Ethnic Studies

Watch *Precious Knowledge* (2011). Dos Vatos Productions, Inc.

Thursday, Nov. 12: Social Justice Education

Picower, B. (2012). [Six elements of social justice curriculum design](#).

Cammarota, J. (2007). A social justice approach to achievement: Guiding Latina/o students toward educational attainment with a challenging, socially relevant curriculum. *Equity & Excellence in Education*, 40, 87–96. [10]

Read one of the following:

Alexander, B., & Munk, M. (2010). [A Social Justice Data Fair: Questioning the world through math](#). *Rethinking Schools*, 25(1).

Rifkin, M. (2018). ["Did any of you just search for 'physicist'?" Exploring race and privilege in physics class](#). *Rethinking Schools*, 33(1).

Hinderlie, K. (2017). [Black is beautiful](#). *Rethinking Schools*, 32(1).

Wolfe-Rocca, U. (2018). [Deportations on trial: Mexican Americans during the Great Depression](#). *Rethinking Schools*, 33(2).

**** Curriculum project brainstorm due THURSDAY, NOV. 12, AT 11:59 PM.**

(Browse Curriculum Project from Previous Years on Moodle for inspiration if you'd like.)

UNIT 5: Curriculum Design

How can educators design lessons, units, and curricula in ways that challenge inequality and link rich learning objectives, activities, and evaluation components?

Tuesday, Nov. 17: Objectives for Student Learning

Wiggins, G., and McTighe, J. (2005). Ch. 1: Backward Design. In *Understanding by Design (Expanded 2nd Edition)* (pp. 13–34). Alexandria, VA: Association for Supervision and Curriculum Development. [22]

Browse [Connecticut Core Standards → Materials for Teachers](#), especially for the subject area(s) you are considering for your Curriculum Project.

Thursday, Nov. 19: Teaching Activities and Resources

Armstrong, P. (n. d.). [Bloom's Taxonomy](#). Center for Teaching, Vanderbilt University.

Brockhart, S. M. (2016). Start with higher-order thinking. *Educational Leadership*, 74(2), 10–15. [5]

Read a different *Rethinking Schools* article from the one you read for last Thursday.

**** Curriculum project outline due THURSDAY, NOV. 19, AT 11:59 PM**

Tuesday, Nov. 24, and Thursday, Nov. 26: No class (Thanksgiving)

Tuesday, Dec. 1: Evaluating Student Work

Christensen, L. (2000). Portfolios and Basketball (pp. 160–168). In *Reading, Writing, and Rising Up: Teaching about Social Justice and the Power of the Written Word*. Milwaukee, WI: Rethinking Schools. [8]

Allen, D. (1998). Introduction: Learning from Students' Work (pp. 1–17). In *Assessing Student Learning: From Grading to Understanding*. New York: Teachers College Press. [17]

DePaul University Teaching Commons. [Rubrics](#).

Read: "Rubrics," "Types of Rubrics," "Creating Rubrics," and "Evaluating Rubrics."

Thursday, Dec. 3: Teaching and Learning Remotely

Teaching Tolerance. (2020, March 23). [A trauma-informed approach to teaching through coronavirus](#).

Sawchuk, S. (2020, April 1). [Grading students during the coronavirus crisis: What's the right call?](#) *Education Week*, 39(30), 6.

Kirkland, D. E. (2020). [Guidance on culturally responsive-sustaining remote education](#). NYU Metro Center. [7]

**** Thank you to classroom teacher due THURSDAY, DEC. 3, AT 11:59 PM**

**** Curriculum project presentation dates TBD (likely two afternoons between Dec. 4–11)**

UNIT 6: Philosophy of Education

What is the purpose of education and schooling? What is worth learning? How should debates over these issues be resolved in a democratic society?

Tuesday, Dec. 8: Education for Liberation and Justice

hooks, b. (1994). Ch. 1: Engaged pedagogy. In *Teaching to Transgress: Education as the Practice of Freedom*, pp. 13–22. New York: Routledge. [10]

Delpit, L. (1995). Skills and dilemmas of a progressive Black educator. *Harvard Educational Review*, 56(4), 379–386. [7]

Thursday, Dec. 10: Education for Democracy

McAvoy, P., & Hess, D. (2013). Classroom deliberation in an era of political polarization. *Curriculum Inquiry*, 43(1), 14–47. [34]

**** Complete reflection journal (8 entries + final reflection) due THURSDAY, DEC. 10, AT 11:59 PM**

**** Curriculum project written paper due THURSDAY, DEC. 17, AT 11:59 PM**

**** If you worked in a pair: Collaboration evaluation due THURSDAY, DEC. 17, AT 11:59 PM**



Image: Aspiration, Aaron Douglas (1936)

Acknowledgements

This syllabus was adapted from prior EDUC 200 syllabi from Drs. Stefanie Wong, Andrea Dyrness, and Jack Dougherty.

Some of the statements on this syllabus were inspired by or adapted from statements on the syllabi of other scholars, including Drs. Jessica Calarco, Eve Ewing, and Stefanie Wong.