

Introduction to Education: Learning, Schooling, and Society

Education 60 Summer 2017

MoWe 1:00PM-4:30PM PhysSciences 136

An educated person must teach the child to act...and to live out the larger ideas for which the world has always hoped. -Jane Addams, "Claim on the College Woman"

It is your responsibility to change society if you think of yourself as an educated person. -James Baldwin, "A Talk to Teachers"

What the best and wisest parent wants for his/her child, that must we want for all the children of the community. Anything less is unlovely, and left unchecked, destroys our democracy. -John Dewey, "The School and Social Progress"

Education is the laboratory in which philosophic distinctions become concrete and are tested. -John Dewey, "Democracy and Education"

Where anything is growing, one former is worth a thousand reformers. -Horace Mann, Source unknown

We need to see education not as helping to get us in touch with something non-human called Truth or Reality, but rather in touch with our own potentialities. -Richard Rorty, "Hermeneutics, General Studies, and Teaching"

Catalog Description:

This survey course explores the foundations of learning and teaching, the social and political forces within schools and school systems in the US, and the educational policies and practices in culturally and linguistically diverse communities. 5 units.

Course Description:

This course explores the historical, philosophical, psychological and sociological questions in American education and discusses historical policies and programs designed to improve US schools. It offers an overview of the influential theories on learning and teaching, focusing on how these views have influenced public education in a diverse society. The course gives students an opportunity to explore their own interests as they prepare to teach or work in education related contexts.

The course provides an introduction to the upper division courses offered in the Education Department. It is a required course for all education minors.

Course Questions:

Education 60 will address the following over-arching questions:

- What are the fundamental purposes of schooling? How are these purposes reflected in different pedagogical strategies and educational choices?
- What is learning and how do we learn?
- What constitutes good teaching?
- Do schools promote equal opportunity? How do schools reproduce (and challenge) prevailing patterns of power, privilege, and hierarchy?
- What types of educational institutions and curricula are most desirable in a multicultural democracy such as ours?

Course Objectives:

Upon successful completion of the course, students will understand:

- Key historical, social, and political issues in American education

- The implications of a linguistically and culturally diverse population for American education
- Theories of learning and teaching and their relevance to schooling
- Current reform movements and innovations in American education
- How to think critically and reflectively about education and schooling

Required Reading:

Spring, J. (2016). *American Education (17th Edition)*. New York: Routledge. (Available at Baytree, online, etc.)

All other readings/resources can be found in Canvas Resources and via links in Canvas Syllabus.

Teacher

<i>Kip Téllez</i>	ktellez@ucsc.edu (831) 345-7081 (Text and Voice)	McHenry 3141	Office hours: MO after class or WE before class (in my office).
-------------------	--	-----------------	---

Course Schedule and Attendance Requirements If you miss a class (sometimes unavoidable, I understand), please find a partner (or partners) who can fill you in on notes, assignments, and other important information. I do not provide students with information on missed classes. Sorry. You are not required to contact me if you will miss a single class/section (although I don't mind if you do). However, I do ask you to let me know if you will miss a week or more. You are not required to provide me with a

reason for your absence (e.g., a note from a physician). Of course, I'll miss you, but I trust that your absence *could not be avoided*. I don't routinely take roll and never give points for class "participation," but I **strongly** encourage your comments and questions.

Barring extraordinary circumstances, I start class/section on time, every time, so please don't arrive late.

Technology: We make full use of Canvas and other learning platforms. Therefore, I ask that you bring an internet-connected laptop, Chromebook, tablet, or mobile phone to every class. If you don't have access to any of these, please let Kip know privately, and we'll find an option for you. I strongly recommend that you connect to the internet via eduroam and be sure that you are using a Canvas compatible browser. Other Canvas information can be found here. Feel free to use personal technology during class or section, but keep in mind that all devices can be distractions or valuable learning tools. *I trust you to know the difference.*

Course Schedule: The schedule below is subject to change. Readings should be completed prior to each class. In event that we lose Canvas service, please be sure that you download then save or print each of the readings/resources in Canvas. *Note that additional readings/resources may be sent via a Canvas Announcement (as attachment).*

Note: If changes are made to the syllabus/readings, you'll be notified via Canvas announcement. The Canvas version of the syllabus will not be updated.

Session/ Date	Proposed Topics (updated in class)	Reading(s)/Resource(s):
1 M July 31	Course introduction	Syllabus/Who we are.

<p>(First half of class)</p>		
<p>1 M July 31 (Second half of class)</p>	<ul style="list-style-type: none"> • Historical Goals of Schooling • Protected or Prepared Childhood? • Impact of Educational Goals • Historical Goals of Schooling • Political Goals of Schooling • Censorship and American Political Values • Courts and Political Values • Political Values and State and National Curriculum Standards • The Fruits of Political Education • History of Public Schooling in the US. 	<p>Reading(s)/Resource(s): Cha of Public Schooling</p> <p>Labaree, D. F. (1997). Public go struggle over educational goals. <i>American Educational Re</i></p> <p>Mintz, S. <i>Huck's raft</i> (Chapter).</p> <p>Video: School: The story of Ame viewed outside of class)</p>
<p>2 W August 2</p>	<ul style="list-style-type: none"> • The Problem of Determining Moral Values: Religion and Secularism • School Values and Gay 	<p>Reading(s)/Resource(s): Cha</p> <p>Eccles, J. S., & Barber, B. L. (19 basketball, or marching band w</p>

	<p>and Lesbian Youth</p> <ul style="list-style-type: none"> • Character Education • Do Public Schools Reduce Crime? 	<p>matters?. <i>Journal of Adolescence</i></p> <p>Video: School: The story of America (viewed outside of class)</p>
<p>2 W August 2</p>	<ul style="list-style-type: none"> • Philosophy of Education • School Crime: Student Violence • Promoting National Health: Drug and Alcohol Abuse • Building Community through Extracurricular Activities 	<p>Reading(s)/Resource(s): Cha</p> <p>James, S. (2010). John Dewey Bailey & R. Barrow, R. (Eds.). <i>The Sage handbook of p</i> Oaks, CA: Sage Publications.</p>
<p>3 M August 7</p>	<ul style="list-style-type: none"> • The Relationship between Schools and Equality of Opportunity • School Models for Equality of Opportunity • The Common-School Model • The Sorting-Machine Model • The High-Stakes Testing Model • Education and Income • The Bias of Labor 	<p>Reading(s)/Resource(s): Cha Opportunity</p> <p>Julian, Tiffany A. and Robert A. Synthetic Work/Life Earnings Es Survey Reports, ACS-14. U.S. C</p>

	<p>Markets</p> <ul style="list-style-type: none"> • White Privilege/The Asian Advantage? 	
<p>3 M August 7</p>	<ul style="list-style-type: none"> • Schooling: Effects on Income/ Rich and Poor Schools • Social Class and At-Risk Students • School Dropouts • Tracking and Ability Grouping & Social Reproduction 	<p>Reading(s)/Resource(s): Cha Opportunity</p> <p>Farmer-Hinton, R. L., Lewis, J. (2013). Dear Mr. Kozol.... Four the re-authoring of Savage Inequalities. <i>Teachers College</i></p>
<p>4 W August 9</p>	<ul style="list-style-type: none"> • Human Capital Theory • Schooling and the Global Knowledge Economy • School Curriculum and the Global Economy • The Human Capital Education Paradigm and Lifelong Learning • Can investment in Schools Grow the Economy? • Preschool and Human Capital Theory • The Perry Preschool 	<p>Reading(s)/Resource(s): Cha Schooling: Human Capital, Glob</p> <p>Hacker, A. (2012). Is algebra ne</p> <p>http://www.msnbc.com/melissa-vil-rights-issue-285999171741</p>

	<p>Study</p> <ul style="list-style-type: none"> • Child-Rearing and Social and Cultural Capital • Family Learning and School Success • Childhood Poverty 	
<p>4 W August 9</p>	<ul style="list-style-type: none"> • The Legal Problem in Defining Race • Defining Race after the 1965 Immigration Act • The 2010 Census and Race • The Fourteenth Amendment and Equality of Educational Opportunity • Desegregating Schools/School Segregation today • Second-Generation Segregation • The Struggle for Equal Education for Women 	<p>Reading(s)/Resource(s): Cha Opportunity: Race, Gender, and Rivas-Drake, D., Seaton, E. K., M., Lee, R. M. & Yip, T. (2014). adolescence: Implications for ps outcomes. <i>Child Development,</i></p>
<p>5 M August 14</p>	<ul style="list-style-type: none"> • Students with Disabilities • Public Law 94-142: Education for All Handicapped Children Act 	<p>Reading(s)/Resource(s): Cha Educational Opportunity: Race, A Parent's Guide to Special Edu District.</p>

	<ul style="list-style-type: none"> • Disability Categories • Writing an IEP • An Inclusion Success Story • The Inclusion Debate 	
5 M August 14	<ul style="list-style-type: none"> • Global Migration and the Immigration Act of 1965 • Mexican American Students and U.S. Schools • Asian American Students and U.S. Schools • Native American Students and U.S. Schools • Educational Experiences of Immigrants to the United States • The Language of the Schools • Languages of School-Age Children • Are U.S. Teachers Prepared for Language Diversity? 	<p>Reading(s)/Resource(s): Cha Miguel, Jr, G. S., & Valencia, R. Guadalupe Hidalgo to Hopwood of Mexican Americans in the Southwest. <i>Harvard Educational</i></p>
6 W August 16	Midterm Examination.	Midterm Examination-In Class
6 W August	<ul style="list-style-type: none"> • Cultural Differences in 	Reading(s)/Resource(s): Cha

<p>16</p>	<p>Knowing and Seeing the World</p> <ul style="list-style-type: none"> • Biculturalism: Collectivist and Individualist Societies • The Differences among Dominant, Dominated, and Immigrant Cultures • Dominated Cultures: John Ogbu • Empowerment through Multicultural Education • Teaching about Racism • Ethnocentric Education • Bilingual Education • Globalization: Language and Cultural Rights 	<p>Education</p> <p>Osborne, A. B. (1996). Practice relevant pedagogy for students normalized. <i>Anthropology & education</i></p> <p>Valdes, G. (1997). Dual-language note concerning the education of students. <i>Harvard Educational Review</i></p>
<p>7 M August 21</p>	<ul style="list-style-type: none"> • Learning Theory 	<p>Reading(s)/Resource(s): Bran Pages 1-40 only. <i>How people learn: Brain, ngton, D.C.: Commission on Be Education National Research C</i></p>
<p>7 M August 21</p>	<ul style="list-style-type: none"> •History of Learning Theories • Contemporary Learning Theories and Their Relation to School Practices • Learning Styles: A Valid 	<p>Reading(s)/Resource(s): Pash Bjork, R. (2008). Learning styles evidence. <i>Psychological science</i></p>

	Typology?	
8 W August 23	<ul style="list-style-type: none"> • Theories of Teaching • How do We Learn to Teach? 	Reading(s)/Resource(s): Telle New York: Routledge.
8 W August 23	<ul style="list-style-type: none"> • The Education Chair • School Boards • School Choice • School Choice and Religion • Charter Schools • What Is a Charter School? • Three Examples of Charter Schools • For-Profit Companies and Charters • Home Schooling • Online and Distance Learning 	<p>Reading(s)/Resource(s): Cha Schools, and Home Schooling</p> <p>Beabout, B. & Gill, I. (2015) Wh motivations for unionizing in a M school, <i>Journal of School Choic</i></p>
9 M August 28 OMITTED	<ul style="list-style-type: none"> • Problems in Federal Control: Testing Students with Disabilities and English Language Learners • Does Federally Mandated High-Stakes Testing Work? 	<p>Reading(s)/Resource(s): Cha National Level</p> <p>Comparison of the <i>No Child Let</i> the <i>Every Student Succeeds Ac</i></p>

	<ul style="list-style-type: none"> • Does Federal Testing Policy Promote Unethical Behavior? • The Federal Government Decides the Reading War 	
9 M August 28	<ul style="list-style-type: none"> • The Changing Roles of American Teachers • The Rewards of Teaching • Working Conditions • Teacher Turnover • Teachers' Unions and Teacher Politics • A Brief History of Teacher Unions 	<p>Reading(s)/Resource(s): Cha Hansen, D.T. & Laverty, M.J. (2 Bailey & R. Barrow, R. (Eds.). <i>The Sage handbook of p</i> Oaks, CA: Sage Publications.</p>
Now Session 9 August 28	<ul style="list-style-type: none"> • Performance-Based Pay • Assault on Teachers Unions' • Collective Bargaining Rights • Should Teachers Strike? • Teachers' Rights • Teachers' Liability • Teachers' Private Lives 	<p>Reading(s)/Resource(s): Cha</p>
10 W August	Final Exam and Make-up OAR sessio	

Course Assignments

All in-class assessments (OARs, PADDLEs, Mid-term, Final exam) are open notes, open book, and open web. The only forbidden resource is the synchronous use of another person's brain.

1a. Occasional Assessments/Reflections, aka, OARs (Contribution to overall grade/evaluation: 7 OARs at 5 points possible; 35 points total)

Participants will write written reflections or answer questions on class readings and lectures seven times during the quarter. The dates of the OARs are not announced in advance. Although most OARs will be administered during class time or section, one to two may be assigned as a week-long "take-home" assignments. Attending all class sessions is the best strategy to receive the maximum points for the OARs. If you miss a class session during which an OAR was given, you can "make-up" one OAR. The OAR make-up will be scheduled for the last half hour of the final examination period. **Evaluation: Assignment-dependent.**

Additional information on make-up OARs: Make-up OARS cannot be taken to improve your score; that is, after you take or turn in an OAR, your grade is set. The make-up OAR can only be used to replace a missed in-class OAR and only when you did not attempt any of the items. I do not recommend that you skip an OAR, even if you have not kept up with the readings as you well as you had hoped. Why? First, you are not allowed access to resources during a make-up OAR. Second, the make-up OARs are more difficult and graded more strictly than regularly

scheduled OARs. Therefore, the best strategy is to...wait for it...keep up with the readings and attend each class and section.

If you miss an OAR, you must request a make-up. If you fail to request a make-up, your score for the missing OAR converts to 0. To request a make-up OAR, email Kip by 8/28 with the following information: **Name, Student ID, OAR #, must be in the body of the email;**

“Summer17Make-UpOAR” must be in the subject line of the email.

Late work: As mentioned, approximately two of the OARs will be a weeklong, take-home assignments. Late OARs might be accepted under certain circumstances, but students turning in late work waive their right to a grade challenge. Late work is also graded using a higher standard than work turned in on time. Of course, the best strategy is to...wait for it...attend all class sessions and turn everything in on time.

1b. Periodic Assessments Deftly Designed to Lift and Enrich your Scores (PADDLES). On occasion,

I may ask a question, invite a comment, or conduct a brief activity **in class or in section.** PADDLES are typically worth .5 - 2 points and add to your total points for the class. There are no make-ups for missed PADDLES.

Evaluation: Adequate completion

2. **Midterm (20 points possible; 20% of total grade)** A midterm examination will ask you to synthesize the readings and lectures thus far. It is a supply response, long format essay examination. Administered via Canvas

Evaluation criteria: Accuracy, Comprehensiveness.

3. **Final Examination (30 points possible; 30% of total grade)**

A comprehensive (cumulative) final examination covering the all course content (readings, resources, and lecture material). The test format will include approximately 55-65 select-response (e.g., multiple choice) items and 3-5 supply response questions (short essay). Administered via Canvas.

- 4. Group Multimedia Presentation. (15 points possible; 15% of total grade). On a book/course concept chosen collaboratively by teacher and students. Shared to ALL via Canvas/Google Drive DUE: August 30 at 5pm.**

Evaluation: Creativity, Conceptual Explanation.

Grading scale: 98-100: A+; 94-97:A; 90-93:A-; 87-89:B+;83-86:B;80-82:B- and so on.

Miscellanea

- I hope that this course is an opportunity for us to establish a genuine learning community where we all learn from one another's knowledge and experience. Such communities imply a "social contract" between teacher and students. My part in this contract is as follows:
 - To treat you with respect, carefully listening to your questions and comments
 - To come to class prepared, provide structure to the course and work with you in helping you master the material
 - To develop assignments/assessments that are fair (not necessarily "easy") and that reflect the material covered in class and the readings
 - To try to relate the material to your own experiences
 - To connect your interests to those of your peers
- UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit

your Accommodation Authorization Letter from the Disability Resource Center (DRC) to Kip or your section leader privately during office hours or by appointment, **as soon as possible** in the academic quarter, preferably within 1 week. I also encourage you to share ways I can ensure your full participation in this course. I encourage all students who may benefit to learn about the DRC and the UCSC accommodation process. You can visit the DRC website at drc.ucsc.edu. You can make an appointment and meet in-person with a DRC staff member. The phone number is 831-459-2089, or email drc@ucsc.edu.

3. ED 60 receives many requests from a range of campus or community members seeking volunteers for a variety of programs. Others wish to make announcements about their organization or cause. Unfortunately, allowing each of them to make an in-class presentation would take up too much course time. Instead, I will update the following file in Canvas about every two weeks, alerting you to the volunteer opportunities and other organizations that want to connect with our Education Minor students.
4. We hold fast to the UCSC principles of academic integrity (http://undergraduate.ucsc.edu/acd_integrity/index.html) and expect all participants to live up to the highest ideals of a genuine learning community (<http://www.ucsc.edu/about/principles-community.html>). ***Fiat Slug!***