

CLASS TOPIC SCHEDULE

	Tuesday	Thursday
Week 1 Jan. 11		Orientation
Week 2 Jan. 16/18 Democracy and Education: Teachers' Roles and Responsibilities	<p>“We the People...”: Democracy and Education What is democracy? What kind of values/rights are most significant in such a society? Are these values/rights enjoyed by everyone equally? In what ways are the changing demographics effecting social/political/economic aspects of American democracy? Why is this discussion relevant to contemporary education?</p> <p>Readings: ? Declaration of Independence ? Constitutional Amendments ? R&J: Counts, pp. 117–122.</p>	<p>Kottler – preface, Ch. 1 Gazda – Article #11</p> <p>Discussion question: What are the benefits of adding interpersonal helping skills to your professional repertoire?</p>
Week 3 Jan. 23/25 The Individual in Public Education	<p>Identity: Assertion of Self vs. Achieving Our Country What is the relationship of the self to society? Should societal needs supercede those of the individual? Furthermore, what is the impact of difference on the construction of “self”? How does the construction of the different “self” impact one’s experiences inside and outside of the classroom?</p> <p>Readings: ? R & J: Locke, pp. 51–59 ? R & J: Rousseau, pp. 61–71 ? R & J: Dewey, pp. 105–115</p>	<p>Arredondo – Article #2</p> <p>Discussion question: How would you describe yourself according to the dimensions of personal identity?</p>
Historical Forces Shaping the Structure of Public Education Jan. 30/Feb. 1	<p>Historical Forces Shaping Education and Teaching What were the initial goals of the common school? What groups benefitted from the presence of these schools and which groups did not? Why was it inevitable that public schooling develop in this country?</p> <p>Readings: ? Ellison, <u>Invisible Man</u>, Article #7 ? Spring, <u>The Ideology & Politics of the Common School</u>, Article #21 ? Anderson, <u>Education and the Race Problem in the New South</u>, Article # 1</p>	<p>Gibson & Mitchell – Article # 12 Woody, La Voie & Epps – Article #23</p> <p>http://www.learnandserve.org/index.html</p> <p>Discussion question: How have the professions of school counseling and school psychology developed over the years? How does your service learning commitment fit our national agenda for service?</p> <p>Service Learning Commitment Form Due</p>

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<p>Week 5</p> <p>Feb. 6/8</p> <p>Forces Shaping the Structure of Public Education</p>	<p>Public Schooling and the Question of Democracy: Sociological Perspectives</p> <p>How do sociologists explain the relationship between school and society? How do the different theoretical perspectives explain social difference? How do these explanations relate to democracy? What are the strengths and weaknesses of these perspectives?</p> <p>Readings:</p> <p>? S & F: Functionalism, pp. 15_36 ? Kozol, <u>Rachel and Her Children</u>, pp. 25_78</p>	<p>Visit http://www.ed.gov; http://www.alsde.edu</p> <p>http://www.alsde.edu/default.asp?info=2&toc=2&sSectionID=39&ProjectID=79</p> <p>Discussion question: What are the priorities for Education of the President and US Secretary of Education? What are the areas of teaching in which students can be certified in the state of Alabama?</p>
<p>Week 6</p> <p>Feb. 13/15</p> <p>Forces Shaping the Structure of Public Education</p>	<p>The Impact of Funding on the Nature of Education</p> <p>How are schools funded? In what ways does that process create inequities in educational opportunities? How is privilege and disadvantage perpetuated?</p> <p>Readings:</p> <p>? S & F: Marxism, pp. 43–58 ? Kozol, <u>Savage Inequalities</u>, Article #14</p>	<p>Kottler – Ch.7</p>
<p>The Challenge of Diversity</p> <p>Feb. 20/21</p>	<p>Does Equality Really Exist in Education?</p> <p>When you adopt different perspectives, do children have the same educational experiences? What factors influence the quality of their experiences in the classroom? How much of the difference is caused by student/family background or teacher/school characteristics?</p> <p>Readings:</p> <p>? S & F: Interpretivism, 81–97 & 104–109 ? Kozol, <u>Rachel and Her Children</u>, pp. 79–144</p>	<p>Mastropieri – Ch.5 Kottler – Ch.2 Bennett – Article #3</p> <p>Discussion question: How will understanding the process of helping assist you in responding to the challenge of diversity? What is the teacher's role in helping students develop positive cultural identities?</p> <p>Workbook Questions Ch. 5 Due</p>
<p>Week 8</p> <p>Feb. 27/Mar. 1</p> <p>Student Differences in the Classroom</p>	<p>Social Construction of Race/Racism</p> <p>What is race? How had it been constructed? In what ways do schools perpetuate racism? Is racism an American value?</p> <p>Readings:</p> <p>? Sleeter, <u>How white teachers construct race</u>, Article #20 ? Pinar, <u>Notes on understanding curriculum as racial text</u> Article #19</p> <p><i>Film: "Skin Deep"</i></p>	<p>Mastropieri Ch.3</p> <p>Kottler – Ch. 4 Cooper & Simonds – Article 45</p> <p>Discussion question: Which helping skills do you personally need to improve upon and to develop your capacity for good communication?</p> <p>Workbook Questions Ch. 3</p>

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<p>Week 9</p> <p>March 6/8</p> <p>Student Differences in the Classroom</p>	<p>Keeping Track: Constructing the Differently-Abled Student</p> <p>How are schools implicated in the construction of the differently-abled student? How does arguing from the standpoint of disability challenge the discourses of race, class, and gender? In what ways does mainstreaming produce critical practices that challenge traditional educational procedures like tracking and standardized testing?</p> <p>Readings:</p> <p>? Oakes, <u>Tracking in mathematics and science education</u>, Article #17</p> <p>? Noguera, <u>Preventing and producing violence</u>. Article #16</p>	<p>Kottler – Ch. 5 Burden & Byrd – Article 44</p> <p>Discussion question: Give reasons for using groups to create a positive classroom environment. What will be your greatest challenge in classroom management?</p> <p>Midterm Examination Due</p>
<p>Week 10</p> <p>March 13/15</p> <p>Student Differences in the Classroom</p>	<p>Language Minority Students in American Classrooms</p> <p>What are American attitudes and values towards limited English proficient or LEP students? How do those attitudes influence school policy and disadvantage LEP students in the classroom? Additionally, how do school policies, practices and programs perpetuate inequalities for LEP students?</p> <p>Readings:</p> <p>? Espiritu, <u>Beyond the “boat people”</u>, Article #8</p> <p>? Valdez, <u>The world outside and inside schools: language and immigrant children</u> Article #22</p>	<p>Mastropieri – Ch.4</p> <p>http://www.csmp.org/ http://peaceeducation.com/</p> <p>Discussion question: What are school systems doing about conflict resolution and mediation in the schools?</p> <p>Workbook Questions – Ch. 4</p>
<p>Week 11</p> <p>March 20/22</p> <p>Gender and Social Relations in the Classroom</p>	<p>The Impact of Gender on Students’ Classroom Experiences</p> <p>Why is gender an important category in the social analysis of schools? How are gendered identities constructed within society and in schools? How do issues of race, class, sexuality, age, and ability influence the construction of gender? How do these discussions influence the role of women teachers?</p> <p>Readings:</p> <p>? R&J: Martin, pp. 143-164</p> <p>? Houston, <u>Gender freedom and the subtleties of sexist education</u></p> <p>Film: “Tough Guise”</p>	<p>Mastropieri Ch.7</p> <p>http://wwwascrao.org/policy/govrel/sexual_harrassment/html http //www.edc.org/WomensEquity/resource/title9/report/sexual.html http://www.ashland.edu/journals/ase/liability.htm</p> <p>Discussion question: How does gender effect interactions between students and between students and teachers?</p> <p>Workbook Questions-Ch. 7</p>
<p>March 26-30</p>	<p>Spring Break</p>	

	Tuesday	Thursday
<p>Week 12</p> <p>April 3/5</p> <p>Making a Difference in Today's Classroom</p>	<p>Dare We Pursue A More Just Society? What is the relationship between the teacher, the school and the community? Should schools and teachers commit themselves to the pursuit of social justice?</p> <p>Readings: ? Ayers, xvii–xlvi, 1–20; 48–53; 150–156 ? R&J Greene, pp. 123–141</p>	<p>4</p>
<p>4</p> <p>Week 13</p> <p>April 10/12</p> <p>Making a Difference in Today's Classroom</p>	<p>Dare We Pursue A More Just Society?</p> <p>How do you infuse values of social justice into the classroom?</p> <p>Readings: ? Ayers, 161–248</p>	<p>Mastropieri Ch. 10</p> <p>http://www.nea.org/aboutnea/code.html http://www.scu.edu/SCU/Centers/Ethics/practicing/focusareas/education/</p> <p>Discussion question: How are issues of social justice reflected in the NEA code of ethics?</p> <p>Workbook Questions-Ch. 10</p>
<p>Week 14</p> <p>April 17/19</p> <p>Making a Difference in Today's Classroom</p>	<p>An Examination: School and Youth Violence Using Structural/Institutional Violence What are the causes of youth violence: In what ways does American culture give rise to school violence? If school violence is a manifestation of American culture, can you minimize occurrences?</p> <p>Readings: ? Galtung, <u>Cultural Violence</u> ? Elliott; et al., <u>Violence in American Schools</u></p>	<p>Kottler - Ch. 6, p. 27-32, 41,43</p> <p>Visit course website link-School violence</p> <p>Discussion question: How can parents be involved in creating safe schools?</p> <p>Group Presentations – Family Violence & Child Abuse; School Violence</p>
<p>Week 15</p> <p>April 24-26</p>	<p>Embracing the Transformative Role of Teachers How would you describe the responsibilities of teachers in a democratic society? What do you believe are your principle goals as a teacher? Making a Difference in Today's Classroom</p> <p>Readings: ? Ayers, 68–97, 200–214, 237–248, 254–269</p>	<p>Mastropieri Ch.2</p> <p>Kottler – pg. 39 Discussion question — What insight have you gained regarding homelessness and substance abuse as a result of your service learning experience?</p> <p>Workbook Questions – Ch. 2 Group Presentations – Homelessness; Substance Abuse</p>

	Tuesday	Thursday
Week 16 May 1–3 Making a Difference in Today's Classroom	May 4 Take Home Exam Due	Final Exam-Exam Period