



Schools and Society: Educational Policy Studies 300 Fall 2022

General Course Information

Credits: 3

Course Designation

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Course Description

This course focuses on schooling in the U.S. It takes as a basic premise that the relationship between schooling and society has never been unidirectional; that is, it is neither the case that society has only shaped schools nor that schools have only influenced society. Instead, both schooling and society are mutually reinforcing and potentially transformative. Likewise, the relations between school and society, since the initiation of the common schools and the expansion to provide schooling for the masses, have been politically charged and economically vexed—though more or less so depending on the era, the place, and the participants.

The course takes as a second premise that diversity has been a crucial ingredient of U.S. society since the founding of the nation and before. As such, diversity is centrally important to investigate towards the aim of understanding U.S. schooling—specifically those for whom it has “worked” and those for whom it continues not to. The course will ask how schools have changed in relation to the demands of diverse student bodies and the diverse bodies of students. How have those changes in turn affected societal changes?

Third, this course takes as given that enduring tensions are endemic to schooling and society in any liberal democracy. As an example, the tension between building a cohesive national identity v. honoring particular group identities may always punctuate schooling in a diverse society, especially so in one that values pluralism. This tension is sometimes distilled as the tension between unity and diversity. As another example, the tension between the emancipatory discourse of schooling and the structures of a hypercapitalist economic system may always conflict. It is in the analysis of such tensions—the raising of questions about them—that we are able to choose our positions and actions wisely; at least that is my hope as your instructor in this course.

Following from these premises, this course is organized around a few clusters of key questions:

1. What are the purposes of schooling, and for whom?

We will investigate what the purposes were at the time that common schools began, how these purposes have changed over time, and how the purposes of schooling are being defined currently. How do different purposes connect or conflict? How are purposes common or differentiated across youth in American society? We will consider the reasons for and consequences of Americans' expectations of schooling.

2. How is schooling in the US organized and with what outcomes for different groups?

This set of questions asks essentially how schools work and for whom. In other words, how are schools structured and who is privileged by which structures? Put differently, how do particular organizational structures favor particular outcomes for particular groups of students? In this section of the course, we examine the structures that shape schools—financially and governmentally, in terms of curricula and pedagogy. By focusing on different dimensions of school structure and how they orchestrate experience—and how aspects of diversity in turn reshape school structures—we will seek to understand how schools address or suppress difference, which differences and when.

3. How might schooling be reshaped?

Having considered the dynamics of educational opportunity as teachers and students interact around particular content, in this section of the course we will seek out change, asking what can be changed in the ideology of schooling, the structures of society or the combination, in order to change the lived experiences of students and the shape of our world.¹

Land Acknowledgement

The University of Wisconsin-Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop (day-JOPE) since time immemorial. In an 1832 treaty, the Ho-Chunk were forced to cede this territory. Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin. This history of colonization informs our shared future of collaboration and innovation. Today, UW-Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

Other Course Information

Requisites

Sophomore standing.

Meeting Time and Location

Mondays 8:30-11:30 a.m., Education Sciences 1053

Instructional Modality

Classroom Instruction

Credit Hours

The three credits this class carries correspond with the [UW-Madison Credit Hour Policy](#). As such, it carries the expectation that you will spend an average of 16.8 hours per week on learning activities, which includes time spent in class; time outside of class engaging with assigned course material, such as, reading, podcasts, and videos; work on course assignments; participating in group work; and any other learning activities.

Regular and Substantive Student-Instructor Interaction

¹ This syllabus was adapted from EPS 300 syllabi developed by Drs. Caitlin Brecklin, Jennifer Otting, Simone Schweber, and Daniel Walsh.

This course meets the regular and substantive student-instructor interaction requirement. The course meets the requirement for substantive interaction by engaging students in teach, learning, and assessment through direct instruction, providing feedback on student work, providing information about course content, and facilitating group discussion of course content. The course meets the requirement for regular interaction through predictable and scheduled interaction (e.g., participation in weekly learning sessions, weekly office hours, personalized comments on assignments, facilitation of discussion) with students consistent with the course length.

Instructor

Abby Beneke, Doctoral Candidate, Educational Policy Studies
 abeneke@wisc.edu (preferred contact)

I use she/her pronouns. I prefer to go by Abby. However, if you feel uncomfortable calling me by first name, you are welcome to address me as Ms. Beneke.

Office Hours:

Office hours will be held from 12:30-2:30 CT on Mondays. Please sign up for a time slot on Calendly [here](#) and indicate whether you would like to meet virtually on Zoom or in-person in Education Building Room 218. I understand this time may not work for everyone. Please email me to set up an alternative meeting time—I am happy to do so!

Course Learning Outcomes

At the end of this course, you will have:

- Learned new vocabulary related to school organization, purposes, and reform
- Be able to articulate common practices that shape school experiences
- Think critically about U.S. schooling and its differential outcomes
- In addition, you should have some insight into how social inequities linked to race, class, gender, sexuality, disability, and immigration shape students’ educational experiences, and ideally, have formed your own opinions about how to reform the system of American education

This course also meets the following EPS learning goals:

- Learning Goal #1: Students will demonstrate an understanding of the **social, cultural, and/or historical contexts of education policy**.
- Learning Goal #2: Students will examine education policy from multiple **theoretical perspectives** (e.g., historical, ethical/philosophical, economic/political, etc.).
- Learning Goal #3: Students will analyze education policy issues from diverse **perspectives related to race, class, and/or gender**, and other forms of social difference.
- Learning Goal #4: Students will be able to recognize and apply principles of **socially responsible and ethical research**.

Evaluation

Your final letter grade for this course will be determined by totaling the points earned on all graded assignments. Grading rubrics for particular assignments are posted in Canvas.

Assignment	Points
Short responses	30
Critical Educational Autobiography (Parts I and II)	30
Equitable Educational Policy Group Research Project	20
Attendance, Office Hours (1x), and Surveys	20

Scale: A: 90 - 100%, AB: 87 - 89%, B: 80 - 86%, BC: 77 - 79%, C: 70 - 76%, D: 60 - 69%, F: 0 - 59%.

Canvas Website

<https://canvas.wisc.edu/courses/308803>

Required Textbook, Software & Other Course Materials

All required texts and media will be provided as digital copies on Canvas. There is no need to purchase instructional materials.

Course Assignments

Short Responses:

Three times this semester, you'll be asked to write a two-page (double-spaced, 1-inch margins, 12 pt. Times New Roman font) reflection on the assigned material for a given week. You can choose which weeks you will write, but one of your reflections must be in Weeks 2-5; one must be in Weeks 6-10; and one must be in Weeks 11-14. Start with a concise summary of the readings/podcasts/videos or other course material assigned for the week (approximately 3 sentences per source of information). Then, focus on developing one or two ideas you would like to explore further. For example, you may wish to connect your personal experience to a reading, explore a question a podcast raised for you, or point to similarities and/or differences between the arguments in two assigned readings. As with all assignments, I ask that you cite sources using in-text or endnote/footnote citation. **Please upload your short response to Canvas by 11:59 p.m. on the Sunday before the class for which the course material was assigned.**²

Weekly Surveys

After class on Monday each week (except Weeks 1 and 14), you will be asked to complete a brief end-of-week survey on Canvas. These surveys are expected to take no longer than five minutes to complete and are intended to gauge how the course is going for you, whether course concepts are clear, and if there are any needs that I can address. Weekly surveys are graded for completion and are due at **11:59 p.m. CT on each assigned Monday.**

Equitable Educational Policy Group Research Project

This assignment is an opportunity for you, as part of a small group, to research an issue of (in)equity related to one of the class sessions and to become an expert on it. This assignment involves four distinct parts.

First, you will meet with the others who are in your assigned group in class during Week 2. Your group will choose an issue and write a one-page overview of the issue (due Week 3). Included in this research project is the requirement that all members of your group read either: (1) the same full-length non-fiction book on the issue you are investigating or (2) three academic research articles. The 1-page overview of your project should include a statement of the issue, its importance, how you will research it, the names of the members of your group, the name of the common book or academic articles you will read as part of your research, and what form your research project's presentation will take. *This needs to be read and agreed to by Abby before you proceed.* Here are some sample research issue ideas, but you are welcome (and encouraged!) to develop your own:

² This assignment was adapted from "Reading Reflections" in Dr. Erica Turner's course, EPS 765: Educational Policy Analysis.

- What does California law say about LGBTQ+ supportive curriculum? What is included in the curriculum and how does this shape students' educational experiences? How does this compare to other states' curricula?
- How has school privatization played out in post-Katrina New Orleans, what is the current educational landscape, and with what consequences?
- What happened in the *Abbott v. Burke* lawsuit and how did this impact school funding in New Jersey? With what outcomes for New Jersey's poorest schools?
- Which states have passed anti-CRT legislation? What is actually written in the legislation? How has this impacted teachers' work and student experiences?
- Has the school voucher program in Milwaukee improved (or not) educational outcomes for kids experiencing poverty?
- How has *Miliken v. Bradley* shaped desegregation efforts in Detroit and with what outcomes?
- Does tracking or ability grouping still occur in schools today? What states/districts/schools have tried de-tracking? With what consequences for which groups of students?
- How has the Madison Metropolitan School District attempted to reduce racial disparities in school discipline and has it worked?
- What is California's Proposition 58? How did the debate over bilingual education play out? With what consequences for multilingual or English Language Learners?

The second part of the assignment will involve doing research on the topic. This may include talking to informants, reading newspaper coverage of a schooling dilemma, looking in archives or any other research activity that makes sense given your chosen issue. Your group may coordinate research activities in whatever way works best for you. We will have in-class time set aside for group work, but you may find it useful to schedule additional group check-ins outside of class. You should aim for equal distribution of work among your group members.

For the third part of the assignment, get ready to present the research. This may take the form of a presentation of slides to the class, but it may take other forms, as well. You may want to create a website, make a documentary film, write a play that captures what you learned, create a podcast, an art installation, etc. The research simply needs to be made available to your classmates in a powerful way that takes no more than a tightly orchestrated 20 minutes.

Finally, I will ask you to submit a short reflection paper (3 pages, double-spaced). After your own research and extensive group work, what policy do you think is the best choice to address your group's educational issue? Why did you pick that policy? What are your final reflections? How has your thinking about this issue changed or stayed the same? What did you learn or re-think? What surprised you most? What was the most difficult part of this assignment? How were your group dynamics? How did you make decisions? What worked well? What was the most challenging? How would you handle this assignment differently in the future? Any other final thoughts...

Due Dates:

Policy Summary uploaded to Canvas—**11:59 p.m. CT on Friday, September 30th**

Presentations in class—**10/31/22**

Individual Reflection Paper—**11:59 p.m. CT on Friday, November 4th**

Critical Educational Autobiography

To critically analyze your own identity and experiences in school, specifically those regarding *policies and practices* as discussed throughout the semester, by putting these experiences in dialogue with the course literature

Part 1: Reflection of Your Experience with Education Policy/Practices

This **4-5 double spaced** self-reflection narrative paper describes the educational policy and practices that impacted your educational experience. Think about your schooling experience and the rules and norms that constructed the school and shaped you. What were the dress/uniform policies, disciplinary policies, graduation requirements? What types of classes/issues were not taught versus what was taught? Think about the messages your school presented to the community. What ideas and behaviors were encouraged? If you think about a school yearbook, who and what was celebrated? Who was forgotten? What racial/ethnic, social class, religious, sexual and gender identities, if any, were conveyed through your schooling? How did the educational policy and practices shape how you think about society and social issues (poverty, criminal justice, gender, politics, family, etc.)

This is YOUR story. In telling your narrative be as descriptive as possible about your school, community, family, etc. Be as honest as you can; this is a reflective essay about how education policies and practices impacted your ideas about society.

***Part I is due to Canvas by Friday, November 11 at 11:59 p.m. CT.**

Part II: Final Paper, 8-10 pages double-spaced

The final paper will include a re-write of Part 1 and a discussion of how readings/class discussions from this course help you think about your educational journey.

- Identify significant and compelling moments where the policy and practices you experienced in school resonated with the course literature.
- What themes, readings or class discussions helped you reflect on the policy and practices you encountered. Talk about theories, concepts, frameworks, and ideas from our course that offer critical social explanation as to why these moments unfolded as they did.
- ⊘ Exploration of how others with identity markers different from your own might have experienced policies and practices. Can you see visible and hidden inequalities that were constructed through the policies and practices of your schooling?
- ⊘ Incorporate and discuss at least **5 readings** from the course and how they helped you think about your own journey.
- ⊘ Describe how the readings/discussions from the course will impact and/or change how you think about education.

I will ask you to bring two hard copies of your draft Final Critical Educational Autobiography to class in Week 12 (November 28, 2022).

***Your Final Critical Educational Autobiography, with incorporated peer revisions, is due on Friday, December 16th at 11:59 p.m. CT.**

Teaching & Learning Data Transparency Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully evaluates and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university's full [teaching and learning data transparency statement](#).

Privacy of Student Records & the Use of Audio Recorded Lectures Statement

View [more information about FERPA](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not

authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of your personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Resources for Success

My goal is for all students to be in position to succeed in this course. Many factors outside of the classroom may affect a person's ability to learn and participate effectively. What follows is a partial list of resources—both academic and non-academic—available to UW students that may be useful to you at some point this semester. I encourage you to take advantage of them as needed, and to let me know about any concerns you have that I may be able to help you with:

- [Dean of Students Office](#)
- [University Health Services](#)
- [Mental Health](#)
- 24 Hour Crisis Line: (608)265-5600, option 9
- [The Open Seat](#) (student food pantry)
- [McBurney Disability Resource Center](#)
- [Multicultural Student Center](#)
- [Gender and Sexuality Campus Center](#)
- [Veteran Services and Military Assistance Center](#)
- [The Writing Center](#)

I recognize that current events, not limited to the ongoing pandemic, racist and state-sanctioned violence, and environmental crises, may make this session particularly difficult for many students. Please, if you are struggling in any way, feel free to reach out to me. I am happy to discuss any accommodations you might need to complete the class, to suggest or help you identify resources that you might find helpful, or to just listen.

Digital Course Evaluation (AEFIS)

UW-Madison uses a digital course evaluation survey tool called [AEFIS](#). For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Students' Rules, Rights & Responsibilities

Diversity & Inclusion

In agreement with our university, I believe that “diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.”

Academic Integrity

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Citation

Please credit any ideas that are not your own in your writing using in-text citations plus a references section or footnotes/endnotes. This will serve two purposes: (1) to give credit to others for their ideas and (2) to highlight your use of sources. A brief citation guide is posted to Canvas.

Accommodations for Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

Academic Calendar & Religious Observances

See above for information about current and future academic calendars, along with the university's religious observance policy.

Class Schedule³

**Note: All course material is posted in Canvas.*

Week 1 (9/12/22): Introductions

READ:

- The syllabus

LISTEN:

³ Schedule subject to change at instructor's discretion.

- Nadworny, E. (Host). (2019, October 2). Uncovering a huge mystery of college: Office hours [Audio clip]. *nprEd*. <https://www.npr.org/2019/10/02/766568824/uncovering-a-huge-mystery-of-college-office-hours%20> (3 minutes)

COMPLETE:

- EPS 300 Introductory Survey in Canvas
- Make a one-on-one appointment with Abby in Calendly for some time in the first 3 weeks of class (if you cannot make my office hours, please email me to schedule another time to meet).

Week 2 (9/19/22): Common Schools: The Origin of Public Schooling

WATCH:

- Episode I, “The Common School, 1770-1890,” in “School: The Story of American Public Education.” https://fod-infobase-com.ezproxy.library.wisc.edu/p_Collection.aspx?seriesID=1538

READ:

- Reese, W.J. (2007). Public schools and the common good. In *History, education, and the schools* (pp. 141-158). New York, NY: Palgrave MacMillan.

COMPLETE:

- Weekly survey (due 9/19/22 by 11:59 p.m. CT)

Week 3 (9/26/22): The Purposes of Schooling

READ:

- Brighouse, H., Ladd, F., Loeb, S. & Swift, A. (2018). “The role of values and evidence.” *In Educational goods: Values, evidence, and decision-making*. Chicago & London: The University of Chicago Press. (pp. 19-29).
- Labaree, D.F. (2018). Public schools for private gain: The declining American commitment to serving the public good. *Kappan*.
- Read two articles from *The New York Times’s* “What is School For?” series (articles will be assigned in class)

COMPLETE:

- Weekly survey (due 9/26/22 by 11:59 p.m. CT)

Policy Summary due to Canvas by Friday, September 30th at 11:59 p.m. CT.

Week 4 (10/3/22): Conservative and Pluralistic Visions of Schooling

WATCH:

- James Banks’s lecture (from the other UW) at:
<https://www.youtube.com/watch?v=1mEw8M85PY8>

READ:

- Baker, A. (2013). Culture warrior, gaining ground: E.D. Hirsch sees his education theories taking hold. *New York Times* (Sept 27).
- Hirsch, E.D. (2010). Beyond comprehension. *American Educator*.
- Greene, M. (1993). The passions of pluralism: Multiculturalism and the expanding community. *Educational Researcher*, 22(1), 13-18.

COMPLETE:

- Weekly survey (due 10/3/22 by 11:59 p.m. CT)

Week 5 (10/10/22): Emancipatory Visions of Schooling

READ:

- Wright and Rogers, (2011). Chapter 16, “Democracy: How It Works” in *American Society: How It Really Works*. p. 337-352.
- Wright and Rogers, (2011). Chapter 22, “Democracy from Below” in *American Society: How It Really Works*, p. 446-464

COMPLETE:

- Weekly survey (due 10/10/22 by 11:59 p.m. CT)

Week 6 (10/17/22): Mechanisms that Structure Educational Inequality: School Funding

READ:

- Semuels, A. (2016). Good school, rich school; bad school, poor school: The inequality at the heart of America’s education system. *The Atlantic*.
<https://www.theatlantic.com/business/archive/2016/08/property-taxes-and-unequal-schools/497333/>
- Turner, C. et al. (2016). Why America’s schools have a money problem. *NPR* (Make sure to look at the maps and charts included in the text.): <https://www.npr.org/2016/04/18/474256366/why-americas-schools-have-a-money-problem>
- Barkan, J. (2011). Got dough? How billionaires rule our schools. *Dissent*.
<https://www.dissentmagazine.org/article/got-dough-how-billionaires-rule-our-schools>

WATCH:

- School Funding 101 with Julie Underwood. <https://www.youtube.com/watch?v=THAtXYejqc0>.

COMPLETE:

- Weekly survey (due 10/17/22 by 11:59 p.m. CT)

Week 7 (10/24/22): Mechanisms that Structure Educational Inequality: Tracking and Capital

READ:

- Oakes, J. (1985). "Tracking" and "The distribution of knowledge." In *Keeping track: How schools structure inequality* (pp. 1-4 & 61-92). New Haven: Yale University Press.
- Higgins, M. (2019). Getting on the right track: How one school stopped tracking students. *Learning for Justice*. <https://www.learningforjustice.org/magazine/summer-2019/getting-on-the-right-track-how-one-school-stopped-tracking-students>
- Lewis, A.E. (2011). Schooling and the social reproduction of racial inequality. In *Race in the schoolyard: Negotiating the color line in classrooms and communities* (pp. 154-187). New Brunswick: Rutgers University Press.
- Turner, E.O., Christopherson, S., Good, A., Gracia, J., Hagen, E., Hilgendorf, A., McKinney de Royston, M. & Wood, J. (2020). *Equity in pandemic schooling: An action guide for families, educators, & communities*. https://drive.google.com/file/d/1UcUOcbSqZIKFv8fl6ehU4RuKiUcjz_-O/view?fbclid=IwAR3-P3_rPqd4Lw5Z5lDjuqQhAwNg57yD_m0CG27Tp1jLbSh4lhah0wP9VAs

COMPLETE:

- Weekly survey (due 10/24/22 by 11:59 p.m. CT)

Week 8 (10/31/22): Race, Class, and Schooling

*** In-Class Presentation Day***

READ:

- Mukhopadhyay, C. & Henze, R. (2003). How real is race? Using anthropology to make sense of human diversity. *Phi Delta Kappan*, 84, 669-678.
- Lewis, A. E., & Diamond, J. B. (2015). *Despite their best intentions: How racial inequality thrives in good schools*. New York, NY: Oxford University Press. Chapter 5: Opportunity Hoarding: Creating and Maintaining Racial Advantage. Pp. 119-164.
- Hochschild, J.L. (2003). Social class in public schools. *Journal of Social Issues*, 59(4), 821-840.

LISTEN OR READ:

- Anderson, J. (2022). The state of Critical Race Theory. *Harvard EdCast*. <https://www.gse.harvard.edu/news/22/02/harvard-edcast-state-critical-race-theory-education>

COMPLETE:

- Weekly survey (due 10/31/22 by 11:59 p.m. CT)

Individual Reflection Paper is due to Canvas by Friday, November 4 at 11:59 p.m. CT.

Week 9 (11/7/22): Gender, Sexuality, and Schooling

READ:

- Ferguson, A.A. (2001). Naughty by nature. In *Bad boys: Public schools in the making of Black masculinity* (pp. 77-99). Ann Arbor, MI: The University of Michigan Press.
- Pomerantz, S. & Raby, R. (2011). 'Oh, she's *so smart*': Girls' complex engagements with post/feminist narratives of academic success. *Gender and Education*, 23(5), 549-564.
- Payne, E. & Smith M. (2014). The big freakout: Educator fear in response to the presence of transgender elementary school students. *Journal of Homosexuality*, 61, 399-418.

LISTEN:

- Gross, T. (Host). (2022, April 28). Moral panic in the classroom. Fresh Air. <https://www.npr.org/2022/04/28/1095325030/moral-panic-in-the-classroom> (46 minutes)

COMPLETE:

- Weekly survey (due 11/7/22 by 11:59 p.m. CT)

Part I of Critical Educational Autobiography is due to Canvas by Friday, November 11 at 11:59 p.m. CT.

Week 10 (11/14/22): Immigration and Schooling

READ:

- Rong, X. L. and Preissle, J. (2009). Immigration and U.S. schools. In *Educating immigrant students in the twenty-first century: What educators need to know*, (2nd ed.), (pp. 1-17). Thousand Oaks, CA: Corwin Press.
- Lee, S. (2002). Learning 'America': Hmong American high school students. *Education and Urban Society*, 34(2), 233-246.
- Gándara, P. & Ee, J. (2018). US immigration policy enforcement and its impact on teaching and learning in the nation's schools. The Civil Rights Project.
- Clark, N. (2019). The hidden stress of growing up a child of immigrants. *Vice*.

COMPLETE:

- Weekly survey (due 11/14/22 by 11:59 p.m. CT)

Week 11 (11/21/22): Disability, Mental Health, and Schooling

READ:

- McLaughlin, M. J. (2010). Evolving Interpretations of Educational Equity and Students with Disabilities. *Exceptional Children*, 76(3), 265-278.
- Annamma, et al. (2013). Dis/Ability critical race studies (DisCrit): Theorizing at the intersections of race and dis/ability.

- National Educational Association. (2022, July). Mental health in schools: The kids are not all right. <https://www.nea.org/advocating-for-change/new-from-nea/mental-health-schools-kids-are-not-all-right>

LISTEN:

- Lu, T. (Host). (2022, February 22). Don't be scared to talk about disabilities. Here's what to know and what to say. *npr Life Kit*. <https://www.npr.org/2022/02/18/1081713756/disability-disabled-people-offensive-better-word> (17 minutes)

COMPLETE:

- Weekly survey (due 11/21/22 by 11:59 p.m. CT)

Week 12 (11/28/22): Standards, Assessment, and Accountability

Please bring 2 hard copies of your draft Final Critical Educational Autobiography with you to class.

READ:

- Payne, C. (2008). *So much reform, so little change*. Cambridge: Harvard Education Press. Chapter 7
- Lipman, P. (2004). *High-Stakes education: Inequality, globalization, and urban school reform*. New York, NY: Routledge. Chapter 3 and 6.

COMPLETE:

- Weekly survey (due 11/28/22 by 11:59 p.m. CT)

Week 13 (12/5/22): School Privatization and Takeovers

READ:

- Buras, K., Randels, J. ya Salaam, K., and Students at the Center. (2010). Chapters 3-4. In *Pedagogy, policy, and the privatized city: Stories of dispossession and defiance from New Orleans*, (pp. 78-113). New York: Teachers College Press.
- Lipman, P. (2011). The new political economy of urban education: Neoliberalism, race, and the right to the city. New York: Routledge, Chapter 3, pp. 45-73.

COMPLETE:

- Weekly survey (due 12/5/22 by 11:59 p.m. CT)

Week 14 (12/12/22): Pedagogical Challenges to Inequality

READ:

- Giroux, H. (2018). "Educated Hope in Dark Times: The Challenge of the Educator/Artist as a Public Intellectual." In *Pedagogy Otherwise, the Reader*. Ed. Alessandra Pomarico. Ecoversities. Pp.: 34-44
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32, 465-491.
- Paris, D. (2021). Culturally Sustaining Pedagogies and Our Futures. *The Educational Forum*, 85(4), 364-376.

****Your Final Critical Educational Autobiography is due to Canvas by Friday, December 16th at 11:59 p.m. CT.***