

Education 110

Fall 2009

Introduction to Educational Studies

M/W 9:50 to 11 am and F 9:40 to 10:40 am, Willis 114

Instructor: Anita Chikkatur

Office Location: Willis 105, x7109

Office Hours: M/W 1:00 – 3:30 or by appointment

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Course Description

As an introduction to the field of educational studies, this course examines various meanings, purposes and goals of education. It will examine questions such as: What counts as education? What does it mean to be an “educated” person? What is the relationship between education and schooling? While the course focuses on reviewing scholarship by educational researchers, theorists and practitioners, the course will also provide a space for you to reflect on your own educational experiences.

Course Objectives

1. Become familiar with four main ways in which education has been conceptualized in the United States.
2. Become familiar with the multiple disciplinary lenses through which education and schools have been studied.
3. Reflect critically on your own educational experiences in and outside of schools.
4. Explore the possibilities and limitations of (public) schools as educational spaces.
5. Begin to develop your answers to the course’s core questions.

Course Expectations

A successful class depends on each member actively engaging as both a learner and a teacher. Discussion, rather than lecture, will be the primary activity during class meetings. Class meetings will be mainly structured around small and large group discussions of assigned readings. Students are expected to come to every class on time with the assignments read and completed, and to be responsible and active participants in all class activities. I encourage you to think critically and voice your opinions; however, respect for the opinions of others and a willingness to collaborate with others are also essential.

Assignments

1. Educational Autobiography: 20% (Due September 28th)
2. Critical Reading Reflective Essays (2): 15% each (Due October 12th and November 2nd)
3. Group report on an ethnography: 15% (Due November 16th or 18th)
4. Final exam: 25% (Due November 23rd, 9 am)
5. Class participation: 10%

Check on Moodle for details of specific assignments.

Policies

Illness/Emergencies/ Unforeseeable Absences: Please let me know (when possible) if an illness/emergency or unforeseeable circumstance arises and you cannot attend class. Each unexcused absence will result in a student's class participation grade being lowered by one-half (i.e. A to A-).

Late Assignments: Assignments not turned in during class on the due date will be penalized one-half grade per day late (A to A-, etc.) and will not be accepted after 5 days. Emailed assignments will not be accepted. Please pace yourself so that you turn in your work on time.

Students with Disabilities: Any student with a documented disability seeking academic adjustments is required to speak with Disability Services for Students. Although they will send a letter about accommodations, it would be helpful if you can inform me of any accommodations required, so that we can make the appropriate arrangements for you.

Readings

Required Books:

- Meier, D. (1995). *The power of their ideas: Lessons for America from a small school in Harlem*. Boston: Beacon Press.
- Michie, G. (1999). *Holler if you hear me: The education of a teacher and his students*. New York: Teachers College Press.
- Rodriguez, R. (1983). *Hunger of memory: The education of Richard Rodriguez, an autobiography*. Toronto ; New York: Bantam Books.
- Willis, P. E. (1981). *Learning to labor: How working class kids get working class jobs*. Farnborough, Eng.: Saxon House.

You will be assigned one of these books during the term for the group presentation (Assignment #3)—so please wait to purchase the book until then.

- Bettie, J. (2003). *Women without class: Girls, race, and identity*. Berkeley: University of California Press.
- Carter, P. L. (2005). *Keepin' it real: School success beyond black and white*. Oxford ; New York: Oxford University Press.
- Eckert, P. (1989). *Jocks and burnouts: Social categories and identity in the high school*. New York: Teachers College Press.
- Foley, D. E. (1990). *Learning capitalist culture: Deep in the heart of Tejas*. Philadelphia: University of Pennsylvania Press.
- MacLeod, J. (1995). *Ain't no makin' it: Aspirations and attainment in a low-income neighborhood*. Boulder: Westview Press.

These books will be available at the Carleton bookstore. There will also be a copy on reserve at the library. All other readings will available on Moodle.

Week 1: Introductions and Personal Journeys

September 14 Introductions

September 16 Rodriguez, R. (1983). *Hunger of memory : the education of Richard Rodriguez : an autobiography*. Toronto ; New York: Bantam Books. Prologue, Chapters 1 & 2

September 18 Rodriguez, R. (1983). *Hunger of memory : the education of Richard Rodriguez : an autobiography*. Toronto ; New York: Bantam Books. Chapters 3 & 4

Week 2: Education as Personal Journeys

September 21 Rodriguez, R. (1983). *Hunger for memory : the education of Richard Rodriguez : an autobiography*. Toronto ; New York: Bantam Books. Chapters 5 & 6

September 23 Michie, G. (1999). *Holler if you hear me : the education of a teacher and his students*. New York: Teachers College Press. Chapters 1 -5

September 25 Michie, G. (1999). *Holler if you hear me : the education of a teacher and his students*. New York: Teachers College Press. Chapters 6 -10

Week 3: Education as/for Reproduction

September 28 No required reading **EDUCATIONAL AUTOBIOGRAPHIES DUE**

September 30 Bowles, S., & Gintis, H. (1976). *Schooling in capitalist America : educational reform and the contradictions of economic life*. New York: Basic Books. Part II

October 2 Katz, M. B. (1987). *Reconstructing American education*. Cambridge, Mass.: Harvard University Press. Chapter 1

Week 4: Education as/for Reproduction

October 5 Willis, P. E. (1981). *Learning to labor : how working class kids get working class jobs*. Farnborough, Eng.: Saxon House. Chapters 1 – 4

October 7 Willis, P. E. (1981). *Learning to labor : how working class kids get working class jobs*. Farnborough, Eng.: Saxon House. Chapters 5 & 6

October 9 Willis, P. E. (1981). *Learning to labor : how working class kids get working class jobs*. Farnborough, Eng.: Saxon House. Chapters 7 – 9

Week 5: Education as/for Empowerment

October 12 Freire, P. (1970/1999). *Pedagogy of the oppressed*. [New York]: Herder and Herder. Chapter 1. **CRITICAL READING RESPONSE #1 DUE**

October 14 Freire, P. (1970/1999). *Pedagogy of the oppressed*. [New York]: Herder and Herder. Chapter 2.

October 16 Weiler, K. (1991). Freire and a feminist pedagogy of difference. *Harvard Educational Review*, 61(4), 449-474

Week 6: Education as/for Empowerment

October 21 hooks, b. (1994). *Teaching to transgress : education as the practice of freedom*. New York:

Routledge. Chapters 1, 2 & 3

October 23 Ellsworth, E. (1989). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. *Harvard Educational Review*, 59(3), 297-324.

Week 7: Education as/for Change

October 26 Meier, D. (1995). *The power of their ideas : lessons for America from a small school in Harlem*. Boston: Beacon Press. Chapters 1- 4 **SUBMIT CHOICES FOR GROUP REPORT**

October 28 Meier, D. (1995). *The power of their ideas : lessons for America from a small school in Harlem*. Boston: Beacon Press. Chapters 5 - 8

October 30 Meier, D. (1995). *The power of their ideas : lessons for America from a small school in Harlem*. Boston: Beacon Press. Chapters 9 and 10

Week 8: Education as/for Change

November 2 Noll, J. W. (2001). *Taking sides. Clashing views on controversial educational issues* (11th ed.). Guilford, Conn.: Dushkin Pub. Group. Issue 12 **CRITICAL READING RESPONSE #2 DUE**

November 4 Fine, M. (2005). Not in our name. *Rethinking Schools Online*, 19(4). Retrieved from http://www.rethinkingschools.org/archive/19_04/name194.shtml

Cook, A., & Tashlik, P. (2005). Standardizing small. *Rethinking Schools Online*, 19(4). Retrieved from http://www.rethinkingschools.org/archive/19_04/stan194.shtml

November 6 Tough, P. (2006, November 26, 2006). What it takes to make a student. *The New York Times Magazine*.

Week 9: Education as/for Change

November 9 Jackson, K. J. (2009). The social construction of youth and mathematics: The case of a fifth grade classroom. In D. B. Martin (Ed.), *Mathematics teaching, learning, and liberation in the lives of Black children* (pp. 175-199). New York: Routledge.

November 11 Kumashiro, K. K. (2002). *Troubling education : queer activism and antioppressive education*. New York: RoutledgeFalmer. Chapters 1 & 2

November 13 No reading

Week 10: Education as/for Change

November 16 Group reports on the following ethnographies:

Bettie, J. (2003). *Women without class: Girls, race, and identity*. Berkeley: University of California Press.

Carter, P. L. (2005). *Keepin' it real: School success beyond black and white*. Oxford ; New York: Oxford University Press.

Eckert, P. (1989). *Jocks and burnouts: Social categories and identity in the high school*. New York: Teachers College Press.

November 18 Group reports on the following ethnographies:

Foley, D. E. (1990). *Learning capitalist culture: Deep in the heart of Tejas*. Philadelphia: University of Pennsylvania Press.

MacLeod, J. (1995). *Ain't no makin' it: Aspirations and attainment in a low-income neighborhood*. Boulder: Westview Press.

TAKE HOME FINAL EXAMS DUE MONDAY, NOVEMBER 23RD BY 9 A.M.