

**Education 365**  
**Democracy, Diversity and Education**  
**Tuesdays and Thursdays 10:10 to 11:55 am**  
**Library 305**

Instructor: Anita Chikkatur  
Office Location: Willis 105, X7109  
Office Hours: Tuesdays 2 to 4 pm or by appointment  
Email: [apchikka@carleton.edu](mailto:apchikka@carleton.edu)

**Course description**

The course examines the relationship between democracy and education and the role of American public schools in creating a citizenry for a democratic society. As a junior-level seminar, it builds on and adds to the students' knowledge and understanding of how public schools have been viewed as key institutions where youth are socialized about what it means to be American. First, we will explore three educational and political theorists who have written extensively about democratic societies and the role of education in these societies—John Dewey, Amy Gutmann and Iris Marion Young. Next, we will examine particular issues in American education—(de)segregation, Native American education and single-sex schooling—to consider how these theories function in practice and policy. Students will have the opportunity to conduct independent research on additional issues, such as charter schools, Afrocentric curriculum and so forth. Students will also spend some time observing and working in classrooms and schools targeted at particular racial/ethnic, linguistic and gender groups.

**Course Expectations**

A successful class depends on each member actively engaging as both a learner and a teacher. Class meetings will be mainly structured around 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.

**Policies**

**Attendance:** Given the importance that all Educational Studies classes place on learning with peers through classroom discussions, students are expected to come to every single class session, prepared to participate. We cannot become a community of learners without regular attendance and participation from everyone. After two absences from class, each subsequent absence will result in the lowering of your **course grade** by a third (e.g. from a B to a B-). **If you miss more than 4 class sessions, you will not be able to pass the class.**

**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 7 days. See assignment details for final paper policy.

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

### **Guidelines for Participation (Open for Discussion and Revision)**

1. Maintain respect for all group members through confidentiality of what is discussed in class.
2. Help ensure that all have an equal opportunity to participate in class discussions.
3. Help keep the class on focus.
4. Let me know your concerns and needs.
5. Address your comments to the group, not just to the instructor.
6. Listen closely to others.
7. Engage in friendly disagreement—challenge ideas, not people.
8. Allow for and invite differences of opinion and experience.
9. Maintain an open mind. Approach discussions with curiosity.
10. Lean into discomfort.

### **Moodle and email**

I will be using Moodle and email to communicate with the class as well as to post documents and links that are pertinent to the class. All readings, other than from the required books, will be available on Moodle (marked by an asterisk). **Please make sure that you check your email and Moodle course site regularly.** You are also encouraged to use the site to share information about events, articles, websites, etc. that are relevant to the course.

**Assignments Overview** (see assignment details after reading schedule for more instructions. Assignments are due on Moodle before class time, unless otherwise specified)

<u>Assignment</u>	<u>Due Dates</u>	<u>Percentage of final grade</u>
Critical response papers (3)	Initial drafts: April 11 <sup>th</sup> , April 25 <sup>th</sup> and May 9 <sup>th</sup> Final drafts: April 18 <sup>th</sup> , May 2 <sup>nd</sup> , May 16 <sup>th</sup>	30%
Peer feedback on response papers	April 15 <sup>th</sup> , April 29 <sup>th</sup> and May 13 <sup>th</sup> by 5 pm (Fridays)	15%
Leading discussion for a class session	April 21 <sup>st</sup> , April 26 <sup>th</sup> , April 28 <sup>th</sup> , May 3 <sup>rd</sup> , May 5 <sup>th</sup> , May 10 <sup>th</sup> , May 12 <sup>th</sup> or May 17 <sup>th</sup>	10%
Case study presentation	May 19 <sup>th</sup> or May 24 <sup>th</sup>	20%
Service learning journal entries	Journal Entry 1 : Monday, April 25 <sup>th</sup> by noon Journal Entry 2 : Monday, May 9 <sup>th</sup> by noon Journal Entry 3 : Monday, May 30 <sup>th</sup> by noon	15%
Service learning reflection paper	Monday, June 6 <sup>th</sup> , 9 pm	10%

## **Academic Civic Engagement**

As a part of the course, you will be placed in classrooms and schools that target a particular racial, ethnic or gender group to examine how these classrooms and schools are preparing students for living and participating in a diverse democracy. The three options are: (1) an all-Spanish kindergarten class in Northfield, MN; (2) a 5-8 girl-focused charter school in St. Paul, MN and (3) a K-8 public school focused on Native American students and cultures in Minneapolis, MN. You will be required to visit your field site at least three times during the term. What you will do at the site will depend on the needs of the teachers whose classrooms you will be visiting. More details about the sites and logistics will be provided in class on Thursday, March 31<sup>st</sup>.

## **Required Books**

There are copies of the books for purchase at the bookstore and a copy on closed reserve at the library. All readings, other than from these books, will be available through Moodle (indicated by \* on reading schedule).

Abu El-Haj, T. R. (2006). *Elusive justice : wrestling with difference and educational equity in everyday practice*. New York, NY: Routledge.

Dewey, J. (1916/1997). *Democracy and education : an introduction to the philosophy of education*. New York: Free Press.

Gutmann, A. (1999). *Democratic education* ([Rev. ed.]. Princeton, N.J.: Princeton University Press.

Irons, P. H. (2002). *Jim Crow's children : the broken promise of the Brown decision*. New York, N.Y.: Viking : Published by Penguin Group.

Lomawaima, K. T., & McCarty, T. L. (2006). *"To remain an Indian" : lessons in democracy from a century of Native American education*. New York: Teachers College Press.

Salomone, R. C. (2003). *Same, different, equal : rethinking single-sex schooling*. New Haven: Yale University Press.

## **Reading schedule**

### ***Theme 1: Theoretical explorations***

#### **March 29<sup>th</sup>**

Introductions

#### **March 31<sup>st</sup>**

\* Arendt, H. (1958). The crisis in education. *Partisan Review*, 25, 493-513.

\* Tyack, D. B., & Cuban, L. (1995). *Tinkering toward utopia : a century of public school reform*. Cambridge, Mass.: Harvard University Press. (Prologue)

### **April 5<sup>th</sup>**

Dewey, J. (1916/1997). *Democracy and education : an introduction to the philosophy of education*. New York: Free Press. (Chapters 1 – 7)

### **April 7<sup>th</sup>**

Dewey, J. (1916/1997). *Democracy and education : an introduction to the philosophy of education*. New York: Free Press. (Chapters 8 – 14)

### **April 12<sup>th</sup>**

Gutmann, A. (1999). *Democratic education* ([Rev. ed.]. Princeton, N.J.: Princeton University Press. (Introduction, Chapters 1 -3)

### **April 14<sup>th</sup> FIELD TRIP**

### **April 19<sup>th</sup>**

Gutmann, A. (1999). *Democratic education* ([Rev. ed.]. Princeton, N.J.: Princeton University Press. (Chapters 4 & 5, Conclusion)

### **April 21<sup>st</sup>**

\* Young, I. M. (1990). *Justice and the politics of difference*. Princeton, N.J.: Princeton University Press. (Chapters 1 & 2)

### **April 26<sup>th</sup>**

\* Young, I. M. (2000). *Inclusion and democracy*. Oxford ; New York: Oxford University Press. (Chapters 3 & 6)

### ***Theme 2: Case Studies***

### **April 28<sup>th</sup>**

Irons, P. H. (2002). *Jim Crow's children : the broken promise of the Brown decision*. New York, N.Y.: Viking : Published by Penguin Group. (Chapters 1 – 9)

### **May 3<sup>rd</sup>**

Irons, P. H. (2002). *Jim Crow's children : the broken promise of the Brown decision*. New York, N.Y.: Viking : Published by Penguin Group. (Chapters 10 – Conclusion)

### **May 5<sup>th</sup>**

Lomawaima, K. T., & McCarty, T. L. (2006). *"To remain an Indian" : lessons in democracy from a century of Native American education*. New York: Teachers College Press. (Preface – Chapters 4)

**May 10<sup>th</sup>**

Lomawaima, K. T., & McCarty, T. L. (2006). *"To remain an Indian" : lessons in democracy from a century of Native American education*. New York: Teachers College Press. (Chapters 5 – Coda)

**May 12<sup>th</sup>**

Salomone, R. C. (2003). *Same, different, equal : rethinking single-sex schooling*. New Haven: Yale University Press. (Chapters 1 – 5)

**May 17<sup>th</sup>**

Salomone, R. C. (2003). *Same, different, equal : rethinking single-sex schooling*. New Haven: Yale University Press. (Chapters 6 -9)

**May 19<sup>th</sup>**

**STUDENT PRESENTATIONS OF CASE STUDIES**

**May 24<sup>th</sup>**

**STUDENT PRESENTATIONS OF CASE STUDIES**

**May 26<sup>th</sup>**

Abu El-Haj, T. R. (2006). *Elusive justice : wrestling with difference and educational equity in everyday practice*. New York, NY: Routledge. (Introduction, Chapters 1 & 2)

**May 31<sup>st</sup>**

Abu El-Haj, T. R. (2006). *Elusive justice : wrestling with difference and educational equity in everyday practice*. New York, NY: Routledge. (Chapters 3 -5)

## Assignment Details

### **Critical response papers (3, worth 10% each) and peer feedback on critical response papers (3 times, worth 5% each time) 3-5 pages**

The goal of the response papers is to write clear, concise and critical responses to course readings. You can choose to respond to any reading we have discussed before the due date. These essays are **not** summaries of the readings. Instead, it is a chance for you to explore a theme within one reading (or across a few of the readings) in depth. The response should demonstrate a close reading of the material. You can use other readings, personal experiences, current events and other sources of information in your responses. However, make sure that it is focused on the readings. These essays are to be written in formal, academic format, meaning that you need to follow standard conventions of writing and citation.

To ensure that you get practice providing and incorporating critical feedback on your writing, you will exchange papers with one or two classmates, who will read and provide you feedback on a draft of your paper. You will then revise your paper based on your peer's feedback. You will hand in a summary of your peer's feedback, how you responded to it and your revised paper to me. This process works best if your initial drafts are well written and proofread. You will provide written feedback to your partner(s) via email but you're also encouraged to meet in person to discuss drafts if you are able to do so.

INITIAL DRAFTS (put into Common Folder on Courses folder by class time):

(Tuesdays) April 11<sup>th</sup>, April 25<sup>th</sup> and May 9<sup>th</sup>

FEEDBACK (via email by 5 pm, be sure to copy me on the email)

(Fridays) April 15<sup>th</sup>, April 29<sup>th</sup> and May 13<sup>th</sup>

REVISED DRAFTS (revised drafts along with summary of peer feedback and summary of response to peer feedback due on Moodle BEFORE class time)

April 19<sup>th</sup>, May 3<sup>rd</sup>, May 17<sup>th</sup>

Your feedback should be based on the following criteria (my grading will be based on the same criteria):

- original voice and analysis
- evidence cited for assertions
- organization of essay
- quality of writing
- engagement with the material

### **Leading class discussions (10%)**

Because this is a seminar and I expect a high degree of student involvement, you will lead/facilitate the discussion for half of a class session, alone or in pairs. You must consult with me at least two days before the day of your discussion/activity. If you are leading with another student, the two of you should do the reading and meet to discuss your discussion

plan before meeting with me.

One week after you lead class, you will submit a one-page assessment (due on Moodle before class time). What was the goal of your discussion/presentation? Did the discussion/presentation meet your goal? Why or why not?

You will be assigned a session (and possibly a partner) based on your preferences.

Possible dates to lead class discussion:

April 21<sup>st</sup>, April 26<sup>th</sup>, April 28<sup>th</sup>, May 3<sup>rd</sup>, May 5<sup>th</sup>, May 10<sup>th</sup>, May 12<sup>th</sup> or May 17<sup>th</sup>

### **Case study presentations (20%)**

While we will examine a few case studies in the second half of the course, this assignment is your opportunity to explore, in pairs or trios, a topic that relates to the intersection of democratic ideas, diversity and education.

In pairs or trios, you will prepare a 45-minute presentation, which will inform your classmates about your case study. You can choose to organize that time in any format—you can present for part of the time, do an activity, lead a discussion, and so forth. You can also provide a reading for your classmates to complete before your presentation.

Possible topics include:

Freedom schools  
Gay Straight Alliances  
College cultural organizations  
Bilingual education  
Homeschooling  
Religious schooling  
Affirmative action  
Charter schools  
Afrocentric curriculum/schools

Deadlines:

April 14<sup>th</sup>: Deadline to add topics to the list

April 21<sup>st</sup>: Submit top three choices of topics

April 26<sup>th</sup>: Partner and topics assigned

May 12<sup>th</sup>: Provide me with a copy of any reading(s) you want your classmates to do before your presentations.

May 19<sup>th</sup> or May 24<sup>th</sup>: Presentations

### **Three part journal entries (3, worth 5% each)**

The goal of these journal entries is to record and analyze specific observations from your visits to your assigned field site. You are required to go to your field site at least three times, though you are highly encouraged to go more often if possible. For each required visit, you will write and submit a journal entry. While I provide due dates, you're encouraged to write these as soon as possible after your visits and you can turn them in anytime before the deadline. You will turn in these entries on Moodle.

Journal Entry 1 (final) deadline: Monday, April 25<sup>th</sup> by noon

Journal Entry 2 (final) deadline: Monday, May 9<sup>th</sup> by noon

Journal Entry 3 (final) deadline: Monday, May 30<sup>th</sup> by noon

Detailed instructions as well as an example journal entry will be on Moodle.

### **Service learning reflection paper (10%) 7-10 pages**

**Due June 6<sup>th</sup>, 9 pm**

You will write a reflective essay considering how issues of democracy and diversity mattered in your service learning experiences. You will draw on your journal entries, course readings as well as any other sources of information (informal conversations with teachers/students, school/district websites, promotional material, and so forth). In your essay, you should consider questions such as:

1. How did social differences matter in your field site/in your experiences?
2. Were there particular connections or barriers you faced in your work that were related to social identities?
3. How was your learning in the class enhanced/changed by your service learning experiences? How were your service learning experiences influenced by what you were learning in class?

Be sure to provide a brief background of your service-learning site at the beginning of the essay (location, your role in the project, demographics of the students/teachers involved).

#### **Note about final papers:**

It is College policy that instructions are NOT allowed to accept or grade late final papers. If it is late even by a few minutes past the deadline, you will need to petition through the Dean's Office to have the final paper graded late. So PLEASE plan accordingly and turn in your final papers on time.

See college policy:

[https://apps.carleton.edu/campus/dos/handbook/policies/academic\\_regs/?policy\\_id=21448](https://apps.carleton.edu/campus/dos/handbook/policies/academic_regs/?policy_id=21448)