CALIFORNIA STATE UNIVERSITY MONTEREY BAY

MAE 644 Fall 2006 Time: 6:00P–9:50P Thursdays	Prof. Nicholas Meier nicholas_meier@csumb.edu http://www.nicholasmeier.com/ OFFICE: Bldg. 3, Rm. 159 (831) 582-3536 OFFICE HOURS: BY APPOINTMENT

updated 1/15/07

Critical Social Foundations of Education

Course Description

Ideal for experienced teachers who are ready to move beyond traditional conceptions of teaching and learning. Participants consider alternative conceptions of education, such as progressive and emancipatory traditions. Emphasis is placed on understanding how engaging in the practices and perspectives advocated by the major architects of alternative conceptualizations impact the living and growing of students, the material conditions that contextualize the work of teachers, and the nature of society.

Learning outcomes include:

Students will describe, interpret and apply multiple social theories that explain how power relationships affect the distribution, organization and evaluation of knowledge in schools.
Specific course learning outcomes:
- Students will compare and contrast various theories on the purpose of public education in a democratic society.
- Students will connect race, class, and gender issues in schools with critical social theories.
- Students will apply knowledge of critical social theories to real life issues that are evident in public discourse about education.
- Students will evaluate a social institution of learning for features of power, knowledge, freedom, politics and education though disciplined inquiry.
- Students will explore alternative views of controversial educational issues and develop a critical perspective on schools as social institutions.
- Students will express personal positions regarding the role of education in contemporary American society and formulate their own arguments for or against positions related to current issues.

REQUIRED READING (TEXTS):

Course reading will be available on BlackBoard
Additional texts and reading will be decided on as the semester progresses.

For further resources related to this course and other educational topics:

Web Resources: http://www.nicholasmeier.com/Websites2.html

Books: http://www.nicholasmeier.com/favoritebooks5.html

COURSE POLICIES

ATTENDANCE AND PARTICIPATION.
You are expected to attend class and to be well prepared to participate. This means that you have read and reflected on the assigned readings and are clearly involved in group discussions and activities. Early departure from class, excessive tardiness, or not respecting the length of break time will negatively influence your grade. The only exceptions are true family or medical emergencies that you have discussed with me in advance or are appropriately documented. Whenever possible please inform me in advance if you know you will be absent or late.

SUBMISSION POLICY. All assignments must be typed (unless otherwise specified), 12 point serif font (e.g. *Times)*. Assignments should be emailed. If for any reason email is not possible, you will need to make arrangements with the instructor. Please use your name and the name of the assignment in the title of the document (e.g. Smith_DALE.doc). Be sure to include a works cited section. It is important to acknowledge where you are drawing your insights, inspiration, or ideas. If the material is copied directly from the readings then both quotation marks and text citations should be used. For example, "…the quoted material you have chosen…" (Ayers, 1991, p. 52). If you are paraphrasing or putting the material (ideas) into your own words then (Ayers, 1991) should follow the material. Failure to do so constitutes PLAGIARISM and plagiarizing may mean an unacceptable paper.

LATE PAPERS
If you need an extension on a paper you MUST notify the instructor in ADVANCE of the due date. Acceptance of late papers, with or without notification is at the discretion of the instructor, and if authorized will include a reasonable extension due date. Failure to notify the instructor in advance is likely to result in a zero grade for that assignment.

INCOMPLETES:
The purpose of an incomplete is to allow students who face an emergency or illness toward the end of the semester to complete their work after the semester is over. If this happens to you, please contact me as soon as you can. Unless there is a compelling reason, you will not be given an incomplete for reasons that don't relate to an emergency or illness. Rather, you will earn the grade based on the points you have accumulated by the end of the semester. If you are granted an incomplete, we will work out a schedule for turning in missing work, and you will be expected to stick to that schedule Any incompletes that are granted must be finished by the end of the next semester, or the "inc." reverts to an F. That is a University policy.

ELECTRONIC ACCESS TO COURSE MATERIALS AND COMMUNICATION:
Important class documents and communication will be posted electronically. Once you register for the course, you will be automatically enrolled in Blackboard. Blackboard is an electronic tool that can be adapted for a variety of instructional purposes, We will not be using all of the features, but I will post assignments, readings, and other course documents there. We will also be using the discussion board feature for reading reflections and posting of assignments.

EMAIL:
I will send all email through the FirstClass system. If you do not regularly check your FirstClass mailbox then you will need to set the preferences in FirstClass to forward your mail to your primary email address (this can be done in Blackboard as well). You will still need to check and clean out your FirstClass account as it has a maximum storage space, and forwarded emails stay on the FirstClass server until you delete them.
To access Blackboard go to: http://course.csumb.edu

Course Assignments

Reading Reflections

The purpose of the reflective essays is for you to connect the ideas from the readings and the lectures to your own ideas beliefs and experiences. The essays also help me evaluate your and the class's understanding of the material. These should be from 250–400 words in length. ***Each essay should include 2 or 3 discussion questions***. These questions should be based on issues that the readings raised in your mind. These essays are to be submitted online through the course website discussion board (preferably by the night before class). Also bring a hard copy to class as we will share these in small groups. No entry is due on the last week of class. Each student may select to skip two other entries during the semester. It is still the expectation that the student will have done that week's reading.

Class Facilitation

Each member of the class will select one class session/topic to facilitate. As facilitator the student will, in conjunction with the instructor, select session readings, plan the agenda for that session, a facilitate the session. As facilitator you should have a short presentation to outline the major ideas of the topic and readings, then lead a discussion of the readings. It will be the facilitator's job to plan and carry out an activity to further the students understanding of the topic. The facilitator will meet with the instructor approximately 2 week before the session to plan and decide on readings.

Final Academic Paper

Each student will select and propose their own plan for a final academic paper in consultation with the instructor. Possible options will be discussed in class. Some possible options:

- Secondary research paper on class topic. A paper of this sort might include:
    - Introduction and general description of the topic or issue. Overview of the literature on the topic. This section should outline the major perspectives and views on this topic/issue.
    - The paper should include a critical analysis of said literature
    - Include your take on the issue.
    - Conclude with recommendations to improve schooling in the area of focus.

- The Inquiry Project (consisting of four papers that revolve around a specific issue at a specific site.) (For a more detailed description see the MAE644 website)
    - Issue paper. The purpose of the Issue Paper is to describe and define the issue based on the current literature.
    - Interview Paper. Interview persons at the site in regards to the issue and write a narrative essay describing the views expressed.
    - Analysis Paper. This paper will describe the current state of the issue at the site that you are investigating.
    - Recommendation Paper In this paper, the author will make recommendations about what should happen next at the school site in order to create equity conditions around the issue that they have explored.

- Series of shorter research papers of topics of the students choice. These would be similar to the single academic research paper, but each would be of shorter length. They all might be focused on one larger theme.

GRADING

Your final grade will be based on:

% of Final Grade	Assignment	Due Date
20	Reading Reflections	ongoing
20	Participation	ongoing
20	Session Facilitation	variable
40	Research Paper	By end of course (actual dates to be negotiated individually)

Grade Distribution

Grading Scale			
A+ 100-99	B+ 89-87	C+ 79-77	D+ 69-67
A 98-93	B 86-84	C 76-74	D 66-64
A- 92-90	B- 83-80	C- 73-70	D- 63-60

DISABILITIES

Students with disabilities who may need accommodations should contact me by the third week of class. You are invited to visit during office hours, make an appointment by calling 582-3536, or email me at nicholas_meier@csumb.edu. You should ALSO, contact: Student_Disability_Resources@csumb.edu; Phone: 831/582-3672 voice, or 582-4024 fax/TTY; http://www.csumb.edu/student/sdr/

Schedule

Date	Topics	Readings due
8/31/06	Introduction Review Syllabus	
9/7	Purpose of Public Schooling	• Darling-Hammond, L. (1997). Ch1: The right to learn. In *The right to learn: A blueprint for creating schools that work* (pp. 7-36). San Francisco: Jossey-Bass. • Dewey, J. (1900/1990). Chs 1 & 2. In *The school and society & The child and the curriculum*: University of Chicago Press. • Neill, A. S. (1960). Ch 2 (part). In *Summerhill: A radical approach to child rearing* (pp. 93-116): Hart. • Tyack, D. (1976). Ways of seeing. *Harvard Educational Review, 46*(3), 355-389.
9/14	Purpose of Public Schooling	• Kohn, A. (2004). What does it mean to be well educated. In *What does it mean to be well educated: And more essay on standards, grading and other follies* (pp. 1-10): Beacon Press. • Meier, D. W. (2003). So what does it take to build a school for democracy? *Phi Delta Kappan, 85*(1), 15-21. • Postman, N., & Weingartner. (1969). What's worth knowing. In *Teaching as a subversive activity* (pp. 59-81): Dell. • Sizer, T. (1992). Purpose: Mind and character. In *Horace's compromise* (pp. 84-98): Houghton Mifflin.
9/21	Purpose of Public Schooling	• Dreeban, R. (1968). *On what is learned in school*. Reading, MA: Addison-Wesley (excerpts: pp1-6; 63-111). • Hirsch, E. D. (1996). Intellectual capital: A civil right. In *The schools we need: And why we don't have them* (pp. 17-38): Doubleday.
9/28	Social Class and Social Mobility	• Brantlinger, E. (1995). *Social class in school: Students' perspectives* (Research bulletin No. 14): Phi Delta Kappa Center for Evaluation, Development, and Research [online edition]. • Johnson, B. (1996). Yvonne Chavez. In *Everyday heroes* (pp. 20-24): Townsend Press.
10/5	Social Class and Social Mobility	• Burtless, G. (1996). Introduction and summary. In *Does money matter? The effect of school resources on student achievement and adult success* (pp. 1-42). Washington, D.C.: Brookings Institution Press. • Muñoz, M. A., Clavijo, K. G., & Koven, S. G. (1999, October 29-31). *Educational equity in a reform environment: The effect of socio-economic status on student achievement*. Paper presented at the University Council for Education, Minneapolis. • Rubinson, R. (1986). Class formation, politics, and institutions: Schooling in the United States. *American Journal of Sociology, 92*(1), 519-548.
10/12	Race, Ethnicity & Culture	• Jackson, J. F. (1999). What are the real risk factors for African American children? *Phi Delta Kappan*. • Nieto, S. (2004). • Racism, discrimination, and expectations of student achievement. In A. S. Canestari & B. A. Marlowe (Eds.), *Educational foundations: An anthology of critical readings* (pp. 44-63). Thousand Oaks, CA: Sage. • Rumberger, R. W., & Palardy, G. J. (2005). Does segregation still matter? The impact of student composition on academic achievement in high school. *Teachers College Record, 107*(9), 1999-2045.
10/19	Race, Ethnicity & Culture	• Ladson-Billings, G. (2004). Landing of the wrong note: The price we paid for brown. *Educational Researcher, 33*(7), 3–13. • Lewis-Charp, H. (2003). Breaking the silence: White students' perspectives on race in multiracial schools. *Phi Delta Kappan, 85*(4), 279-285. • Meier, D. W. (1968). Learning not to learn. *Dissent, 15*(6), 540-548. • Polite, L., & Saenger, E. B. (2003). A pernicious silence: Confronting race in the elementary classroom. *Phi Delta Kappan, 85*(4), 274-278.

10/26	Role of Parents and Community	• Beltran-Owens, J. (1999). Multicultural issues confronted by parents and families. In G. Boutte (Ed.), *Multicultural education: Raising consciousness* (pp. 232-260). Belmont, CA: Wadsworth. • Lynch, E. W., & Stein, R. L. (1987). Parent participation by ethnicity: A comparison of Hispanic, Black, and Anglo families. *Exceptional Children, 54*(2), 105-111. • Thorkildsen, R., & Stein, M. R. S. (1998). *Is parent involvement related to student achievement? Exploring the evidence* (Research Bulletin No. 22): Phi Delta Kappa Center for Evaluation, Development, and Research.
11/2	Role of Parents and Community	• Cushman, K. (1993). Essential collaborators: Parents, school and community. *Horace, 9*(5). • Cushman, K. (2005, November). It takes a village: Bringing school into the community and community into the school. *Edutopia*. • Miramontes, O. B., Nadeau, A., & Commins, N. L. (1997). Community outreach. In *Restructuring schools for linguistic diversity: Linking decision making to effective programs* (pp. 202-226). New York: Teachers College Press.
11/9	School as Institution	• McQuillan, P. (2005). Possibilities and pitfalls: A comparative analysis of student empowerment. *American Educational Research Journal, 42*(4), 639-670. • Metz, M. (1990). Real school: A universal drama mid disparate experiences. In D. Mitchell & M. Goertz (Eds.), *Education politics for the new century*. London: The Falmer Press. • Meyer, J., & Rowan, B. (1978). The structure of educational organizations. In M. Meyer & Associates (Eds.), *Environments and organizations* (pp. 78-109). San Francisco: Jossey-Bass.
11/16	Education versus Schooling	• Dreeban, R. (1968). *On what is learned in school*. Reading, MA: Addison-Wesley. (Jigsaw) • Smith, F. (1988). How education backed the wrong horse. In *Joining the literacy club* (pp. 109-123). Portsmouth, NH: Heinemann.
11/23	Thanksgiving: No Class	
11/30	Alternative conceptions of schooling	• Adler, M. (2004). The Paideia proposal. In A. S. Canestrari & B. A. Marlowe (Eds.), *Educational foundations: An anthology of critical readings* (pp. 141-149): Sage. • Cassady, J. C., & Mullen, L. J. (2006). Reconceptualizing electronic field trips: A Deweyian perspective. *Learning, Media and Technology, 31*(2), 149-161. • Farenga, P. (1995). Unschooling 2000. In R. Miller (Ed.), *Educational freedom for a democratic society* (pp. 278). Brandon, VT: Resource Center for Redesigning Education. • Rasmussen, K. L., Nichols, J. C., & Ferguson, F. (2006). It's a new world: Multiculturalism in a virtual environment. *Distance Education, 27*(2), 265-278. • Robinson, K. (2006). *Tedtalks: Sir Ken Robinson*. Retrieved November 20, 2006, from http://www.ted.com/tedtalks/tedtalksplayer.cfm?key=ken_robinson&flashEnabled=1
12/7	Alternative conceptions of schooling	• Myers, S. (1988). Learning life on the road. *Educational Leadership, 45*(6), 64-67. • Papert, S. (1998). Let's tie the digital knot. *Technos, 7*(4). • Sadofsky, M., & Greenberg, D. (1994). *Kingdom of childhood: Growing up at Sudbury Valley School (excerpts)*: Sudbury Valley School Press. • Toch, T. (2003). Bond brokers: The Met, providence, Rhode Island. In *High schools on a human scale* (pp. 81-100). Boston: Beacon Press. • Zachmeier, W. (1987). Santa Cruz traveling school and the big yellow school bus. *Social Studies Review, 26*(3), 65-70.

| 12/14 | Where do we go from here? | Meier, D. W. (2006). *Education and democracy: Talk from the Coalition of Essential Schools Fall Forum, Chicago, IL, November 4*. Retrieved November 23, 2006, from http://www.youtube.com/watch?v=aBFzz2HAjH0 Pearl, A., & Knight, T. (1999). Democratic education will not just happen, it needs an organized advocacy. In *The democratic classroom: Theory to inform practice* (pp. 337-344). Cresskill, NJ: Hampton Press. Perrone, V. (2005). The progressive agenda. In B. S. Engel & A. C. Martin (Eds.), *Holding values: What we mean by progressive education* (pp. 41-46): Heinemann. |