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Pedagogy & Power: Introduction To Educational Studies (EDUC 14) Syllabus

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EDUC 14

Power & Pedagogy: Introduction to Education
Spring 2018– Monday 1:15-4pm
Pearson Hall 110A

Jon Bradley, Ph.D.

Visiting Assistant Professor
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Course Description:

This course uses an interdisciplinary approach to examine key issues in American education. We explore questions from the perspectives of psychology, philosophy, economics, history, sociology and anthropology and discuss alternative policies and programs. We will examine the topics listed on the syllabus through historical and contemporary readings, through your writing, your fieldwork, and through small and large group discussion and activities. You will develop in awareness of contemporary curriculum theory and practice through work with instructional materials and firsthand experience in schools. The course also provides you with an opportunity to explore your possible interest in teaching.

The goals of the course are to:

- develop a range of frames for thinking about educational equity in processes and institutions.
- prepare students for middle and upper level courses in Educational Studies.
- develop students as writers of social science.
- prepare students as critical and reflective participant-observers in educational settings.
- prepare students to be consumers of, audiences for, and participants in educational processes and institutions.

This course is a Writing course. The assignments are structured to provide you with opportunities to develop skills in formulating an argument, using evidence to support your ideas, citing sources, revising and using feedback to improve your writing. I strongly encourage you to seek the feedback of your fellow students on your writing. Writing Assistants (WAs) will be used as part of the course.

Accommodations

If you believe that you need accommodations for a disability, please contact the Office of Student Disability Services (Parrish 113W) or email studentdisabilityservices@swarthmore.edu to arrange an appointment to discuss your needs. As appropriate, the Office will issue students with documented disabilities a formal Accommodations Letter. Since accommodations require early planning and are not retroactive, please contact the Office of Student Disability Services as soon as possible.

For details about the accommodations process, visit the Student Disability Service Website at <http://www.swarthmore.edu/academic-advising-support/welcome-to-student-disability-service>. You are also welcome to contact me [the faculty member] privately to discuss your academic needs. However, all disability-related accommodations must be arranged through the Office of Student Disability Services.

Readings

Paperback copies of most of the assigned books are available in the college bookstore. All assigned readings can be found on General Reserve McCabe Library or on Drive. In addition, many of the books assigned in the course are in the Education Materials Center-EMC (Pearson 220) located on a shelf marked Introduction to Education. They are not to be removed from the Education Office area. The EMC is open from 8 a.m.-5 p.m. and 7:30 p.m.-9:30 p.m. weekdays. It is also open from 1-5 p.m. and 7:30-9:30 PM on Sundays. Materials in McCabe are located on reserve.

Required books include:

Bruner, J. S. (1960). *The process of education*. Cambridge, Mass.: Harvard University Press.

Delpit, L. (1995,2006). *Other people's children: Cultural conflict in the classroom*. New York, NY: The New Press.

Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). New York: Continuum

Expectations In the Democratic Classroom

To begin with, the professor must genuinely value everyone's presence. There must be an ongoing recognition that everyone influences that classroom dynamic, that everyone contributes. These contributions are resources. -bell hooks, teaching to transgress

Participation in this class means:

Coming to our meeting space fully prepared, having prepared ALL material to the best of your abilities.

Taking part in vibrant and respectful discussion both outside (online) and inside the classroom, asking questions, and completing all assignments.

Using electronic devices only when necessary for class activities, and never at the expense of engaging your classmates, instructor, or guest speakers.

If expectations are not consistently met, students and the instructor will confer with each other, and individual grades could be affected.

Some of the course material could be challenging from a personal and/or emotional point of view. In the past, some students have found certain readings raise uncomfortable feelings. Please preview the titles and summary prior to reading, and if at any time you have concerns about the nature of the readings and/or discussions for an upcoming week, please bring it to my attention so we can work out a solution.

Course Virtues

- Intellectual curiosity. Be open to new ideas; ask questions when you're not sure you understand; reflect on what you are learning; try thinking about things in new ways.
- Analytical thinking. Look for hidden assumptions in readings; compare and contrast theoretical perspectives; check theoretical ideas against your own experience; notice inconsistencies in arguments; entertain counter-arguments while using a generous read of the material.
- Effort. Complete readings before class; give careful thought to writing assignments; proofread writing before turning in; give yourself time necessary to do a task well; meet assignment deadlines; participate in discussions; attend class.
- Collaborative learning. Be kind and respectful towards other students' ideas, especially when you disagree; participate in discussions and small group tasks; ask for clarification; address your comments and questions to each other as much as to the instructor; learn from each other.

Fieldwork

You will be a (participant) observer in a classroom(s), lunchroom(s), in hallways, etc. You will be responsible for taking handwritten fieldnotes after leaving your placement. After you visit your field placement, you will use your fieldnotes to write up your observations and your analysis as a journal entry. You will then post these entries and be responsible for providing timely feedback to your peers on theirs throughout the semester.

Grading

Students in this course earn grades based on Swarthmore grade definitions: “A means excellent work; B, good work; C, satisfactory work; D, passing but below the average required for graduation; and NC (no credit), uncompleted or unsatisfactory work.” (Swarthmore College Registrar).

Process assignments will not receive letter or number grades. Instead, process documents will receive a check if they meet my requirements or a check minus if they are below expectations. First drafts of larger products will receive written comments from the instructor, a peer, or a WA. I often ask students to revise assignments before conferring a final grade on the assignment, and revision is required prior to obtaining a grade.

Students who meet all of the minimum expectations in this course will earn a **B or B-** as the final grade. Minimum requirements include:

- 1) Attends all class sessions with room for one **excused** class absence.*
- 2) Completes all assignments at the acceptable level on the rubric, on time, with room for one late assignment.*
- 3) Participates fully, professionally, and respectfully in class discussions and activities.**
- 4) Works constructively, fairly, fully, and collaboratively in groupwork, completes all required fieldwork, and attends all scheduled group meetings.
- 5) Demonstrates clear evidence of having read and thought about course materials before class:** including written notes on the readings, referring to excerpts from readings in class, and posing or posting thoughtful questions and comments about the readings during discussions.

6) Makes substantive revisions (not only copy edits) to all assignments, based on WA comments, peer comments, professor's feedback (when applicable), and student's own re-thinking.

* Any missed class should be explained to the professor before or shortly after the absence and accompanied by documentation in order to be excused. Please note that absences are excused primarily for personal/family emergencies or illness.

** If turning in an assignment late, students should inform the professor at least 24 hours ahead of the due date. Please note that no assignments will be accepted more than 1 week after the original due date. Late work that is accepted for credit will likely not receive written feedback from the professor.

Particularly high quality performance during the semester will receive a grade of B+ or higher, and students who do not meet these basic qualifications will receive a grade of C+ or lower. Anyone who does not complete all of the assignments, including fieldwork, will receive a grade of NC.

Assignments

1. Education Self Study (20%) Due to WA 2/7, Final Due 2/17.

Students will begin the semester writing a 4-6 page paper exploring the Hidden Curriculum at work in their own educational experience.

2. Journals & Praxis Paper (35%) Students are expected to spend 2-3 hours observing in school classrooms for 8–10 weeks and a minimum of 20 total hours. You will submit journal entries as one big document (with headings) on Google Drive. Journals should be submitted every two weeks. Detailed notes should be maintained for all observations, but you will only be responsible for four formal journal entries. Each journal entry should be 2-3 single spaced pages. Please also note each class session will have time dedicated to reflections and discussions on your notes from the field, so please bring your fieldnotes with you to class. You will be required to use these fieldnotes to write a 4-5 page final praxis/reflection paper due during the finals period.

3. Group Policy Presentation & Policy Brief (10%) Due 3/5 in class

This project will consist of two parts: policy presentations and a short policy brief. This is a group project. Guidelines will be discussed in class and posted to Drive.

4. Curriculum Conversation (20%) Due 4/16, shared in class

Students will propose a mini-curriculum targeted to the group at their field placement, situate the rationale for the curriculum around one theory or theorist, and then layer two more theorists onto the conversation. Details will be presented in class and posted to Drive.

5. Online (5) & In-Class (10) participation (15%)

Students are required to participate both in-class and online expectations for this course:

Online Expectations: We will be crowdsourcing information for this course as a way to co-construct knowledge for a digital Power & Pedagogy syllabus. Generating interesting and relevant content and viewing and commenting on shared online content weekly are central expectations for this course. You will also be posting your field observations & analysis and responding to your peers.

In-class Expectations: Since this is a discussion-oriented course, students must do reading assignments on a weekly basis in order to participate fully in course activities. Students are expected to attend all classes and be fully prepared with readings, notes, and any assignments for that day. Since this class meets only once per week, absences will negatively impact your final grade. Outstanding, weak, or unprepared participation in the course will be taken into account in your final grade. Outstanding participation is thoughtful, inclusive, professional, and productive.

Reading List

1/22 Week One *The Purpose of Schooling*/[The Danger of a Single Story](#)

1/29 Week Two: *What Happens in School: The Hidden Curriculum*

Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. Pp. 21-47.

Anyon, J. (1980). Social Class and the Hidden Curriculum of Work. *Journal of Education*, Vol. 162.

Pascoe, C. J. (2011). *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley, Calif.: University of California Press. Ch. 2

Recommended: Jackson, P. (1968). *Life in Classrooms*. New York: Teachers College Press.

2/5 Week Three: *Black Lives Matter Week of Action*

2/12 Week Four: *Critical Policy Analysis: School Choice*

Belfield, C. and Levin, H. (2009). Market reforms in education. In Sykes, G., Schneider, B., and Plank, D.N. (eds.) *The AERA Handbook on Educational Policy Research*. NY: Routledge. pp. 513-527.

Holme, J.J. (2002). Buying homes, buying schools: School choice and the social construction of school quality. *Harvard Educational Review*, 72(2) 177-205.

Cucchiara, M. (2013). "Are We Doing Damage?" Choosing an Urban Public School in an Era of Parental Anxiety. *Anthropology & Education Quarterly*, 44(1), 75–93.

2/19 Week Five: *Equality of Opportunity and American Schooling*

Spring, J. (2015). *American Education*. Abingdon: Routledge. Chs. 2&3.

Nieto, S. (2004). *Affirming diversity: The sociopolitical context of multicultural education*. Boston: Pearson. Chapter 7 pp. 255 – 274.

Kozol, J. (1991). *Savage Inequalities*. NY: Crown Publishers. Ch, 1.

2/26 Week Six: *School Reform, Neoliberalism & Testing*

Darling-Hammond, L. (1997). Reframing the School Reform Agenda: Developing Capacity for School Transformation. In Clinchy, E. (ed.) *Transforming Public Education: A New Course for America's Future*. New York, New York: Teachers College Press. pp. 38-55.

(Ed.) Hagopian, J. (2014). *More Than a Score: The New Uprising Against High-Stakes Testing*. Chicago: Haymarket Books. Chs. 22 & Ch. 27.

Au, Wayne. (2015) *High-Stakes Testing: A Tool for White Supremacy for Over 100 Years in* Picower, B., & Mayorga, E. (Eds.). *What's Race Got to Do with It? How Current School Reform Maintains Racial and Economic Inequality*.

3/5 Week Seven: *Progressive Education*

Dewey, J. (1963). *Experience and Education*. New York: Collier Books.

3/19 Week Eight: *Inquiry & Constructivism*

Bruner, J. S. (1960). *The process of education*. Cambridge, Mass.: Harvard University Press. chs. 1-4. (Required text- may be available online as a pdf)

Vygotsky, L. (1978). *Mind in Society*. Ch. 6.

3/26: Week Nine: Behaviorism

Skinner, B. F. (1968). *The Technology of Teaching*. Englewood Cliffs, New Jersey: Prentice Hall. Chapter 4.

Bigge, (1985). *Learning Theories for Teachers*. Ch. 5.

Shindler (2008). *Examining Motivational Strategies- What Makes Your Students Care?* in *Transformative Classroom Management*. Retrieved from:

<http://web.calstatela.edu/faculty/jshindl/cm/Chapter7motivation.htm>

Piaget's Four Stages. Retrieved from:

[http://info.psu.edu.sa/psu/math/Piaget's%20four%20stages%20\(2\).pdf](http://info.psu.edu.sa/psu/math/Piaget's%20four%20stages%20(2).pdf)

In Class: Bradley (J) 2013. *A Letter to Teachers on the Use of the Stoplight*. Retrieved from:

<https://beyondthestoplight.com/2013/08/31/a-letter-to-teachers-on-the-use-of-stoplights-in-the-classroom/>

Pink, D. (2011). *Drive: The Surprising Truth About What Motivates Us*. (Ted Talk)

4/2 Week Ten: Policy Groups

4/9 Week Eleven: *Pedagogy & Power* + *Restraint & Seclusion* Policy Group

Duckworth, E. (1987). *The Having of Wonderful Ideas' and Other Essays on Teaching and Learning*. New York: Teachers College Press. pp. 1-14.

Delpit, L. (1988). *The silenced dialogue: Power and pedagogy in educating other people's Children*. pp. 11-20.

Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum. Chapters 1 & 2.

4/16 Week Twelve: *Curriculum Theory and Practice (5): The Importance of the Teacher Student Relationship* + *School Vouchers* Policy Group

EVERYONE: What does it mean to "care" in classrooms? How does care function in education? What does a caring classroom look like in different contexts?

Noddings, N. (1988). *An ethic of caring and its implications for instructional arrangements*. *American Journal of Education*, 96(2), 215-229.

Valenzuela, A. (1999). Teacher-student relations and the politics of caring. In *Subtractive schooling: US-Mexican youth and the politics of caring* pp. 61-114.

CHOOSE ONE: Sign up writing your name below for one of the following (**limit six people per reading**):

Flores, N. & Rosa, J. (2015) *Undoing Appropriateness: Raciolinguistic Ideologies and Language Diversity in Education*. *Harvard Educational Review*: 85(2), pp. 149-171.

- Angus
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Liu, R (2016). *Rituals of Multiracial Kinship*. In *Intimate Differences: Cultivating Recognition and Multi-racial Kinship in a Philadelphia School*.

- Lia D'Alessandro
- Tessa Hannigan
-
-
-
-

Kohli, Rita, and Daniel G. Solórzano. 2012. "Teachers, Please Learn Our Names!: Racial Microaggressions and the K-12 Classroom." *Race, Ethnicity and Education* 15(4): 441-462.

- Hannah Kloetzer
- Samie martin
- Abdikarim
- Gillie Tillson
- Eudy Lopez
- Ali Baratta

4/23 Week Thirteen: *Culturally Responsive Pedagogy* + Gun Violence Policy Group

Moll, L., Amanti, C., Neff, D. & Gonzales, N. (1991). *Funds of Knowledge for Teaching. Theory into Practice*, 21(2), pp. 132-141.

Wiggins & McTighe. *Understanding by Design*. Ch2.

Policy Reading (to be posted)

4/30 Week Thirteen: *Activism in the Classroom* + School to Prison Pipeline Policy Group

Everyone:

<https://www.colorlines.com/articles/race-disability-and-school-prison-pipeline>

Prepare for 'dinner party.'

Read EITHER:

Cowhey, M. (2006). *Black Ants & Buddhists*. Portland, ME: Stenhouse. Chapter 6.

Picower, B. (2012). *Practice what you teach : social justice education in the classroom and the streets*. New York: Routledge. Chapter 1.