Instructor: Rachel Leventhal-Weiner  
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Office hours: T/Th 11a-12p (or by appt)

Teaching Assistant: Pornpat Pootinath, ‘14  
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**Course Objectives**

- **Recognize integrated nature of schools and schooling:** We will use multiple lenses, including history, philosophy, psychology, and sociology, to understand the nature of schools and schooling and the consequences of inequalities based on race/ethnicity, social class, gender, and geography.

- **Critique existing discourse on schools and schooling:** We will use our knowledge of schools and schooling to critique the existing and developing discourse on school effectiveness and education reform.

- **Integrate knowledge of schools and schooling into research and writing:** We will employ the knowledge and critical skills we develop to conduct participant observation research in a Hartford magnet schools for three hours per week and to develop a sample curriculum as a cumulative assessment.

**How to succeed in this course:**

- **Be present and active in class:** Class attendance is important and expected. This class is a collaborative learning experience. As a group, we stand to learn more if people contribute to the conversation and respect the input of others.

- **Be engaged in course assignments and school placement:** I expect students to stay current with course readings assignments, to complete course writing assignments on time, and to be present when conducting their participant observations research in schools. If any issues arise that impede your ability to attend class or your placement and participate fully, please contact the professor or teaching assistant to discuss the situation.

**Course evaluations (out of 100 points)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td>Reading/Writing responses (in-class/out-of-class)</td>
<td>10</td>
</tr>
<tr>
<td>Connection papers (four papers/10 points each)</td>
<td>40</td>
</tr>
</tbody>
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  Paper 1: History/Philosophy/Sociology of Schooling (2/10)
Paper 2: Theories of Learning (3/3)
Paper 3: Educational Inequality (4/4)
Paper 4: Curriculum Project Proposal (4/14)

Curriculum Project (Evaluated by Instructor) 20
Curriculum Project presentation (Evaluated by Coordinators) 10
Classroom Participant-Observation (Evaluated by Placement teacher) 10

Please note:

- This syllabus will undergo changes over the course of the semester. Please always refer to the version posted on Moodle (the version on Moodle will link to a Google doc).
- I typically lead full class discussions even on days I lecture. As such, I do not post notes or powerpoints online unless I use them in class. Do not email me to ask if you missed “anything important.” Students are responsible for material covered in missed class meetings.
- As part of the course, students are required to perform participant-observation hours in a local public school. Students will complete a minimum of 8 3-hour sessions at their assigned placement.
- Late assignments will be penalized 10% each day they are late with exceptions granted only for documented excuses or family emergencies.
- Grades are yours to earn, not mine to give. Decide now what grade you want to receive, and earn it. In this course, outstanding work (90-100%) earns an A, good work (80-89%) earns a B, adequate work (70-79%) earns a C, and unsatisfactory work (69% or below) earns D/F. There is a range of plus/minus for each grade category.

Regarding academic honesty: You are encouraged to build on the ideas and texts of others and obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, and share writing assignment drafts with peers for input and feedback. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to the Dean of Students.

Regarding Students With Disabilities: Students who think that they may need accommodations because of a disability are encouraged to meet with me privately by January 31, 2014. Students should also contact the Center for Students with Disabilities by this date to verify their eligibility for reasonable accommodations. For more information, please go to http://www.trincoll.edu/StudentLife/DisabilityServices/Pages/default.aspx

If you have any questions or believe assignments are ambiguous, please ask immediately. Post hoc interpretations of the syllabus or university policy will not be accepted as rationale
for unfair or unacceptable grading.

History/Philosophy/Sociology of schooling

W1: Course Introduction (1/21, 1/23)

Tuesday 1/21: First class

Thursday 1/23: (Letter of introduction due 1/24)


Write: Introduction letter and post to Moodle on January 24th at 5pm.

W2 (1/28, 1/30): Dispelling myths, history of schooling

Tuesday: 1/28: City schooling


Thursday: 1/30: Critical reading and writing expectations

Read: Mike Rose. "In Search of a Fresh Language of Schooling" in Why School? Reclaiming Education for All of Us.

W3 (2/4, 2/6): Philosophy and sociology of schooling

Tuesday 2/4: Progressive philosophies of education


Thursday 2/6: Sociology of schooling


***Connection Paper #1 due Monday, February 10th at 12pm***

**Theories of Learning and Theories of teaching**

W4 (2/11, 2/13): Theories of learning

Tuesday 2/11: Classical theories

Read: Phillips and Soltis, Perspectives on Learning, intro, chapters 1-3

Read: Jonathan Kozol, “The Ordering Regime” from *Shame of A Nation*

Thursday 2/13: Contemporary theories

Read: Phillips and Soltis, Perspectives on Learning chapters 4-6 (Piaget, Dewey, and Vygotsky)

W5 (2/18, 2/20): Theories of Teaching

Tuesday 2/18: Cooperative Learning


Thursday 2/20: Multiculturalism in the classroom


*Before class on 2/25 watch:* Precious Knowledge (link to Trinflix on Moodle)
W6 (2/25, 2/27): Multicultural education theory to practice

Tuesday 2/25: Peer review day

Thursday 2/27: TRINITY DAYS NO CLASS TRINITY DAYS

****Connection Paper #2 due Monday, March 3rd at 12pm ****

Explaining educational inequality

W7 (3/4, 3/6): School based stratification (money, labeling)

Tuesday 3/4: School finance and school context


Stratification in schools

Thursday 3/6: Sources/consequences of race/ethnic stratification


Additional reading TBA

W8 (3/11, 3/13): Race, Gender, and Social class Stratification

Tuesday 3/11: Mid-term Writing Workshop

Before class on 3/13, Watch: Frontline: A Class Divided (link below and on Moodle)

http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html

Thursday, 3/13: Race


W9 (3/18, 3/20): SPRING BREAK NO CLASS

Week 10 (3/25, 3/27) Race, Gender, Social class stratification (continued)

Tuesday, 3/25: Gender


Before class on 3/27 Watch: 60 Minutes: Kindergarten Red-shirting

Thursday, 3/27: SES/Family-school relationships

Read: Mind which gap? http://contexts.org/articles/fall-2012/mind-which-gap/


Learning objectives and curriculum standards

W11 (4/1, 4/3): Designing richer assessments/inquiry oriented activities

Tuesday, 4/1: Learning objectives, learning styles


***Distribute Curriculum Project Assignment

Thursday 4/3: Tying together learning objectives, state standards

Read: Common Core Key Points (on Moodle)
Math http://www.corestandards.org/assets/KeyPointsMath.pdf
Myths/Facts http://www.corestandards.org/assets/CoreFacts.pdf

Read: Mike Rose. "Standards, Teaching, and Learning." Ch. 8 in Why School?

****Connection Paper #3 due Friday, April 4th at 12pm***

Before class on 4/8 watch: Frontline’s “Fast Times at West Philly High” (link on Moodle)

W12 (4/8, 4/10): Current education reform

Tuesday 4/8: Inquiry oriented activities

(Before class Professor Leventhal-Weiner will divide class into three groups--each group will be responsible for presenting one article below)


Read: Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano. Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms. Teachers College Press, 2011, Introduction and Chapter 1, "Did Pocahontas Rescue John Smith?"


We will host an Idea Summit in class to brainstorm for the Curriculum Project.
Re-thinking our public education system

Thursday 4/10: How does education reform work?


**Curriculum Project Proposals (Connection Paper #4) due Monday, April 14th @ 12pm**

W13 (4/15, 4/17): Analyzing Alternative Schools

Tuesday 4/15: The thorniness of education reform


Thursday 4/17: Could it be something other than schools?

Listen: This American Life podcast: “Back to School”


W14 (4/22, 4/24)

Tuesday 4/22: Alternatives to traditional school model


Additional reading TBA

Thursday 4/24: Presentation skills: giving an effective presentation

Curriculum Project Workshop #2 (see Curriculum Project Guidelines)

W15 (4/29, 5/1): Course wrap up and preparation for final presentations
Tuesday 4/29: Last day of classes

In class: Watching sample presentations

Curriculum Project Presentations (5/5, 5/6, or 5,7)

****Curriculum Projects due date to be announced****