

Analyzing Schools

Educational Studies (EDUC) 200

Trinity College

Spring 2022 | Tue/Thu 9:25–10:40am

For in-person class meetings: LIB-03

For virtual class meetings: <https://trincoll.zoom.us/j/95077693998>

Professor: Elise Castillo, Ph.D. (she/her)

Email: Elise.Castillo@trincoll.edu (I aim to return emails within 24 hours, except on Saturdays)

Office Hours: Wednesdays, 10:00am–12:00pm; in McCook 318 (or outside Peter B's in warm weather)

And by appointment: Book via <https://calendly.com/elise-castillo/15min>

Teaching Assistants: Brenda Ordoñez '22 (Brenda.Ordonez@trincoll.edu)

Ayanna Platt '22 (Ayanna.Platt@trincoll.edu)

Office Hours

Office hours are times that I reserve specifically for meeting with students. During the Wednesday 10:00am–12:00pm block, you do not need to sign up in advance. If you would like to meet with me outside this time block, please sign up in advance via the Calendly link above (also posted in Moodle).

During office hours, I am happy to answer your questions about class material or assignments, or offer academic advice or mentorship. Generally, I meet with each student for 15 minutes, so it's helpful if you come with a clear sense of what you'd like to discuss so that we can make the most of our time together.

Prior to assignment deadlines, your TAs will also each hold office hours. They will share the times and locations closer to the dates.

Course Description

This course introduces the study of schooling within an interdisciplinary framework. From sociology and political science, we investigate the resources, structures, and social and political contexts influencing student opportunities and outcomes in the United States. From anthropology, we examine how classroom and school cultures shape experiences of teaching and learning. From psychology, we contrast theories of learning, both in the abstract and in practice. From philosophy, we examine competing educational goals and their underlying assumptions regarding human nature, justice, and democracy.

Learning Objectives

Over the course of the semester, you will be able to:

- Identify and analyze issues that affect teaching and learning in schools
- Recognize various goals of schooling and the beliefs that underlie them, and consider ways to best achieve and balance them
- Explain how and why inequality persists in schools

- Apply concepts and theories in the educational literature to real world K–12 classrooms and schools
- Analyze and imagine possibilities for creating more just schools

The key goal of this course is to explore the central question: **How can we best understand the practices, policies, and patterns in classrooms and schools in ways that enable us to create and sustain just, inclusive, effective, engaging, and pedagogically strong educational spaces?**

Course Materials

Readings will be posted as PDFs to our course Moodle site. Alternatively, for a fee of around \$20 (exact amount TBD), I will provide printed copies of these readings throughout the semester. Read and reflect on all the assigned readings **before** class on the date they are listed on the syllabus. Come to class prepared to engage with discussing the readings. Reading loads and difficulties will vary; it will be in your best interest to look ahead and budget your time accordingly. You should analyze the readings in relation to your experiences, other readings from class, and other scholarly literature you have read. Readings may be subject to change.

Course Evaluation

You will be evaluated on the items listed below. More detailed information about assignments will be distributed in class. Unless told otherwise, please submit assignments on Moodle.

Class Attendance and Participation (Evaluated at mid-semester and end-of-semester; 2x10 = 20 points)

“As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence.”
bell hooks, *Teaching to Transgress* (1994), p. 8

Excellent class participation includes the following:

- *Attending all classes from start to finish.* You are each entitled to two excused absences this semester (which I encourage you to reserve in cases of illness). More than two absences will affect your participation grade, except in cases of religious observances or documented medical or family emergencies. **Absences for these reasons may be made up through a makeup assignment. You must email me to receive permission to complete a makeup assignment.** Please notify me during the first week of the course if you require any scheduling accommodations for religious observances.
 - If any student is required to isolate or quarantine due to a positive Covid-19 test or exposure to someone who tests positive, the entire class will meet virtually via Zoom. Please see the Academic Policies on p. 5 for more details.
- *Coming prepared to each class.* Come to each class having completed all required readings and assignments and with all necessary materials, such as readings and notes. Arrive on time and ready to engage.
- *Actively engaging in class discussions.* Make thoughtful and analytic contributions to small- and large-group discussions based on completed readings and assignments.
- *Listening and respond to others with respect.* Make space for others to share their perspectives and opinions in class discussions. Listen attentively and respectfully. If you disagree with something someone has said, do so graciously, respectfully, and with evidence to support your

counterargument. Be open to learning from others' experiences, perspectives, and interpretations.

You will self-evaluate your participation at mid-semester and at the end of the semester, to reflect on your strengths and on how you can improve. I will take into account your self-evaluation when determining your grade, and I will discuss with you individually if my assessment differs from your own.

Once during the semester, you will work with one or two classmates to prepare shared reading notes and discussion questions for class. You will sign up for these dates in advance. On the days when you are responsible for preparing these notes and questions, I will expect you to serve as a "resident expert" on the day's readings and to take a leadership role in the discussion.

A note on class participation during virtual/remote class meetings: When our class must meet virtually via Zoom, please know that there are multiple ways to show your engagement and participation, including: speaking aloud (in a breakout room or whole-class discussion), contributing in written form (e.g., chat or shared notes), or contributing in visual form (e.g., emoji reactions or body language, such as nodding or giving a thumbs-up when you agree with a point someone else makes).

Your own personal circumstances may impact your ability to participate and engage in class when we meet virtually. That said, during virtual class meetings, I ask that you do your best to attend class on time, minimize distractions actively engage, and **turn on your camera when possible**. Please also do your best to communicate with me as soon as possible should you encounter any challenges to attending or participating actively during virtual class meetings.

Three Analysis Papers (4–5 double-spaced pages each) 3x10 points each = 30 points
Analysis papers allow you to illustrate your understanding of course readings and themes and to support claims with evidence and examples. All Analysis Papers should be uploaded to Moodle by 11:59 PM on the date they are due. If you visit the Writing Center for support on an Analysis Paper, you will receive extra credit (0.5 points).

- 1) Unit 1: Social and Cultural Contexts of Schooling – **due Thursday, Feb. 24, 11:59 PM**
- 2) Unit 2: Theories of Learning – **due Thursday Mar. 10, 11:59 PM**
- 3) Unit 3: Explaining Educational Inequality – **due Thursday, Apr. 7, 11:59 PM**

Curriculum Project

Individually or in pairs, you will design a plan for how you would teach a thematic unit (4–5 lessons) to a group of public school students in any grade (Kindergarten to 12th grade) and any academic subject (e.g., English, social studies, math, science, or a combination). The purpose of the curriculum project is for you to creatively apply the concepts and themes we have discussed this semester to a curriculum that could be taught. If you visit the Writing Center for support on your Curriculum Project paper, you will receive extra credit (0.5 points).

Curriculum project proposal = 10 points

In up to 2 double-spaced pages, describe your initial ideas for a thematic unit. Include an introduction to the unit, the context of the classroom/school, **at least 3** learning objectives ("Students will be able to..."), and **at least 3** learning activities (what will students do?). If you are working with a partner, submit one proposal together. **Due Thursday, Apr. 21, at 11:59 PM.**

Curriculum project paper

= 20 points

The written paper (8–10 double-spaced pages) is **due on Tuesday, May 10, at 11:59 PM**. If you work in a pair, you will submit one paper together and include a brief evaluation of your collaboration process.

Grading Scale

The total number of possible points in this course is 80. Your final course grade will be calculated by dividing the total points earned by the total points possible.

The grading scale is as follows:

90 to 100%= A (outstanding work)

80 to 89%= B (good work)

70 to 79%= C (adequate work)

Below 70%= D or F (unsatisfactory work)

Each letter grade is divided into equal thirds for

minus (-), regular, and plus (+) letter grades (e.g.

80 to 83.33 is a B-, 83.34 to 86.67 is a B, and

86.68 to 89.99 is a B+).

Academic Policies

Face Mask Requirement

Per Trinity College policy, you are required to wear a surgical or N95 face mask in the classroom, from the beginning to the end of class. Masks must cover your nose and mouth completely. Cloth masks and gaiters are not permitted. There are no exceptions to this policy. You may not remove your mask to eat or drink during class; therefore, please plan ahead.

At times, it may be difficult to hear one another with our masks on. Therefore, please do your best to speak loudly and clearly during class discussions.

Accommodations for Students in Isolation or Quarantine

If any student must isolate or quarantine, our entire class will meet virtually via Zoom, using the meeting link on p. 1 of this syllabus (also posted to Moodle). Although not ideal, meeting virtually as an entire class is much more effective and inclusive than a “hybrid” format, where some students are in-person while others are virtual. In addition, a virtual class maintains the confidentiality of isolated or quarantined students.

If you are in isolation or quarantine, *and* feeling healthy, you are required to attend virtual class sessions. Excused absences from a virtual class session are only permitted if you provide documentation of a family or medical emergency.

Use of Electronics

You may bring a laptop to class **only** for the purposes of accessing electronic copies of course readings and to take notes. Please refrain from using your laptop or phone for non-class-related purposes. At any point in the semester, I reserve the right to disallow laptop use if students are using them for non-class purposes.

Late Assignments

You are each entitled to two 36-hour extensions, no questions asked. You may use these extensions for any assignment. When you submit the assignment on Moodle, please note in the comment box that you are using the extension. Other than the use of these extensions, late assignments will be penalized with

a 10% deduction for every 1 to 24-hour period beyond the deadline. Exceptions will be granted only for documented family or medical emergencies.

Excused Absences and Making Up Work

As noted above under "Class Attendance and Participation," you are each entitled to two excused absences this semester (which I encourage you to reserve in cases of illness). More than two absences will affect your participation grade, except in cases of religious observances or documented medical or family emergencies. **Absences for these reasons may be made up through a makeup assignment. You must email me to receive permission to complete a makeup assignment.** Please notify me during the first week of the course if you require any scheduling accommodations for religious observances.

Re-Writes and Extra Credit

If I recommend that you re-write an assignment, you will meet me to self-assess errors and review grading comments. We will discuss and determine a resubmission deadline for up to 90% of the assignment point value.

I may offer extra credit assignments; examples might include attending a lecture or community event and writing a reflection that connects to course readings and themes. Please see me if you are interested in an extra credit assignment to receive approval.

Accessibility

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. Like many things, the need for disability accommodations and the process for arranging them may be altered by the Covid-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class are urged to contact the Student Accessibility Resource Center, as soon as possible, to explore what arrangements need to be made to assure access.

If you have approval for academic accommodations, please notify me by the end of week two of classes. For those students with accommodations approved after the start of the semester, a minimum of 10 days' notice is required. Please be sure to meet with me privately to discuss implementation. Student Accessibility Resources can be reached by emailing SARC@trincoll.edu.

Intellectual Honesty

According to Trinity College policy, intellectual honesty "assumes that students do their own work and that they credit properly those upon whose work and thought they draw" (Trinity College Student Handbook, 2016). While we often draw upon the work of others, it is essential that any work presented as your own is indeed your own, no matter how big or small the assignment. Ideas and/or words that are not yours should always be appropriately cited.

You may use any citation style (e.g., APA, Chicago, MLA), as long as you do so consistently. If you have any questions about how to cite another author's work appropriately, or how to draw upon another author's work without plagiarizing, please ask me.

Intellectual dishonesty and plagiarism in any form will not be tolerated in this class. Instances of academic dishonesty or plagiarism may result in assignment failure, course failure, referral to the Honor Council, and/or other consequences.

Asking for Assistance or Clarification

I am usually happy to assist you and answer questions on anything related to course readings or assignments. However, part of being a successful college student is learning how to problem-solve on your own. So, before you ask me for assistance or clarification, please first consult at least three sources: (1) the course syllabus and Moodle site; (2) a teaching assistant; (3) a classmate. If you still do not find the answer to your question after consulting these three sources, feel free to ask me!

Helpful Things to Know

(Adapted with thanks to Dr. Eve Ewing)

Trinity College Student Emergency & Equity Fund. This fund is available for all students to apply for financial support that will help ensure their academic success. This includes such things as course or lab fees, textbooks, software required for courses, emergency travel, and even graduate and medical school entrance exam fees. To apply for funding, please visit [the Dean of Students' website](#) (also in Moodle).

Trinity College Writing Center. We are all developing as writers and thinkers (myself included), and we all improve through receiving feedback. For assistance and feedback on your writing, at any stage, consider scheduling an appointment with a Writing Associate at Trinity's [Writing Center](#). If you visit the Writing Center for support on an Analysis Paper or Curriculum Project paper, you will receive extra credit (0.5 point).

Trinity College Library. Our librarians are amazing and eager to help you identify sources for research projects or other assignments. Although you can make an appointment with any librarian, Rob Walsh, our social science librarian, has particular expertise in the library sources relevant to our class. You can email him at Robert.Walsh@trincoll.edu or [make an appointment on the library website](#).

Student Technology Assistants. The Student Technology Assistants (STA) work with Trinity's Research, Instruction, and Technology (RIT) staff to provide assistance and support regarding your technology needs, including using Zoom and Moodle. Contact the STAs at sta-help@trincoll.edu, drop by their virtual help desk (<https://trincoll.zoom.us/my/sta.helpdesk>), or read more on their [website](#).

SensusAccess File Converter. If you wish, you may convert course readings in PDF form into alternative formats, including audio files. In doing so, you can listen to the reading while following along with the written text. Trinity's RIT website includes additional details on the [SuccessAccess File Converter](#).

Title IX Resources and Mandated Reporting. As a faculty member, I am considered a "Responsible Employee." This means that if you disclose to me instances of sexual assault, sexual harassment, other sexual misconduct, dating violence, domestic violence, or stalking, I am required to share this information with Trinity's Title IX Coordinator or Deputy Coordinator. See Trinity's [Title IX website](#) for additional information.

If you need to talk to someone who will maintain confidentiality, you can reach out to "Privileged Employees" at the following places:

Spiritual and Religious Life, Trinity College Chapel, (860) 297-2013

The Reverend Marcus G. Halley

Counseling Center: 135 Allen Street, (860) 297-2415

Randolph M. Lee, Ph.D., Director
Kristine Kennan, Psy.D., Associated Director
[After business hours, call to receive an available counselor's phone number]

In addition, the following "Confidential Employees" are required to report basic information about alleged incidents, but will not disclose names or other details that may reveal individuals' identities, unless there is imminent harm to the campus or person/s disclosing.

The Health Center: Wheaton Hall 1st Floor, (860) 297-2018

Martha Burke O'Brien, Director

All non-student staff

Women & Gender Resource Action Center (WGRAC), Mather Hall, 2nd Floor, (860) 297-2408

Laura Lockwood, Director

All non-student staff

Queer Resource Center (QRC), 114 Crescent Street, (860) 987-6273

Carrie Robinson, Director

All non-student staff

Mental Health. Many of us face issues with our mental health over the course of our lives. Sometimes, being a student can create or exacerbate these issues. In addition, it is common to experience additional anxiety due to the pandemic and other national and global events. If you are struggling, your mental health is suffering, or you just need someone to talk to, I encourage you to make an appointment with the Counseling and Wellness Center, or call (860) 297-2415. These services are free and confidential.

Learning During the Pandemic. We are still navigating numerous uncertainties and challenges amid the Covid-19 pandemic. My goal is to support you in doing the best work you can in light of these uncertainties and challenges. I encourage you to prioritize your health and wellness, which are far more important than the grades you get in this class or any class. If you are finding it difficult to balance your health and wellness with your work in this class, please let me know. It's okay to ask for help.

I ask that you be patient with me if the challenges to the semester force me to make last-minute changes. I will do my best to communicate any changes clearly and with as much notice as possible. Finally, please be patient with your peers as well as we all navigate this semester together.

Course Schedule

Note: All readings should be read BEFORE class on the date they are listed.

UNIT 1: Social, Cultural, and Political Contexts of Schooling

How do the social, cultural, and political contexts of schooling (cultural beliefs, social organization, political tensions, etc.) impact teaching and learning? What social, cultural, and political values are reflected in different approaches to education?

Tuesday, February 1: Course Introduction and Overview

Thursday, February 3: The Context of Urban Education

Noguera, P., & Syeed, E. (2020). Ch. 2: The social context and its impact on inner-city schooling. (pp. 14–32). In *City Schools and the American Dream 2: The Enduring Promise of Public Education*. New York: Teachers College Press. [18]

Tuesday, February 8: The Context of Hartford Public Schools

Watch [Sheff v. O'Neill: Striving Toward Educational Equity](#). (2021). Connecticut Public Television.

Optional: Joffe-Walt, C. (Host). (2015). [The problem we all live with, part two: My secret public plan](#). [Audio podcast episode]. In *This American Life*. WBEZ Chicago.

Thursday, February 10: Education and Socialization, Part 1

de Marrais, K., and LeCompte, M. (1999). Excerpts from Ch. 6: What is taught in schools (pp. 222–228, 236–247). In *The Way Schools Work: A Sociological Analysis of Education*. New York: Longman. [15]

Nalpathanchil, L. (Host). (2021, Oct. 19). [With outcry over critical race theory, we hear from Connecticut educators and students](#). [Audio podcast episode]. In *Where We Live*. Connecticut Public Radio.

Tuesday, February 15: Education and Socialization, Part 2

Lewis, A. (2001). There is no “race” in the schoolyard: Color-blind ideology in an (almost) all-white school. *American Educational Research Journal*, 38(4), 781–812. [25]

Pollock, M. (2016, November 6). [The frightening effect of ‘Trump Talk’ on America’s schools](#). *The Washington Post*. [5]

UNIT 2: Theories of Learning

How do different theories explain how people learn? How do these theories shape teaching and learning practices in schools and classrooms?

Thursday, February 17: Classical Theory and Behaviorism

Phillips, D. C., & Soltis, J. F. (2004). *Perspectives on Learning*, Chapters 1–3 (pp. 3–32). New York: Teachers College Press. [29]

Tuesday, February 22: Constructivist Theories, Part 1: Piaget, Dewey, and Vygotsky

Phillips, D. C., & Soltis, J. F. (2004). *Perspectives on Learning*, Chapters 4–6 (pp. 33–66). [33]

Thursday, February 24: Constructivist Theories, Part 2: Bruner

Phillips, D. C., & Soltis, J. F. (2004). *Perspectives on Learning*, Chapter 7 plus learning vignettes (pp. 67–75, 98–99, 107–108). [13]

**** Analysis Paper 1 due THURSDAY, FEB. 24, AT 11:59 PM**

UNIT 3: Explaining Educational Inequality

How do different theorists and scholars explain disparities in educational opportunities, experiences, and outcomes? How and why do these disparities map on to categories of difference (class, race, gender, sexual orientation, immigrant status, language, etc.)? How do different theorists and scholars explain the possibilities for interrupting educational inequality?

Tuesday, March 1: Inequality Across Schools: The Opportunity Gap and Segregation

Darling-Hammond, L. (2013). Inequality and school resources: What it will take to close the opportunity gap. In K. G. Welner & P. L. Carter (Eds.), *Closing the Opportunity Gap: What America Must Do to Give*

Revised 02.10.22

Every Child an Equal Chance (pp. 77–97). New York: Oxford University Press. [20]

Listen to: Glass, I. (Host.) (2015, July 31). [The Problem We All Live With, Part One](#). [Audio podcast episode]. In *This American Life*. WBEZ Chicago. Transcript available [here](#).

Thursday, March 3: Inequality Within Schools: Tracking

Oakes, J. (1985). Ch. 4, The distribution of knowledge (pp. 61–92). In *Keeping Track: How Schools Structure Inequality*. New Haven, CT: Yale University Press. [31]

Tuesday, March 8: Social Class Inequality: Social Reproduction Theories

Anyon, J. (1981). Social class and school knowledge. *Curriculum Inquiry*, 11(1), 3–42. [36]

Thursday, March 10: Gender and Sexuality: Schools as Gendering & Heteronormative Institutions

Sadker, D., & Zittleman, K. R. (2009). Excerpts from Author's Note and Ch. 1. In *Still Failing at Fairness: How Gender Bias Cheats Girls and Boys in School and What We Can Do About It*. (pp. 1–10, 23–28). New York: Scribner. [15]

Pascoe, C. J. (2011). Ch. 2: Becoming Mr. Cougar: Institutionalizing heterosexuality and masculinity at River High. In *Dude, You're a Fag: Masculinity and Sexuality in High School* (2nd Ed., pp. 25–51). Berkeley, CA: University of California Press. [17]

**** Analysis Paper 2 due THURSDAY, MAR. 10, AT 11:59 PM**

Tuesday, March 15: Race and Educational Disparities, Part 1: Implicit Bias, Racism, and School Discipline

Vedantam, S. (Host). (2018, Mar. 9). [The Mind of the Village: Understanding Our Implicit Biases](#). [Audio podcast episode]. In *Hidden Brain*. NPR.

[Trigger warning: Includes details regarding police violence]

Ferguson, A. A. (2001). Ch. 4: Naughty by Nature. In *Bad boys: Public schools in the making of black masculinity* (pp. 77-96). Ann Arbor: University of Michigan Press. [20]

Thursday, March 17: Race and Educational Disparities, Part 2: Stereotype Threat and Stereotype Promise

Steele, C. M. (1999, August). Excerpts from [Thin ice: 'Stereotype threat' and Black college students](#). *The Atlantic*. [6]

Lee, J. (2012, May). Excerpts from [Asian American exceptionalism and "stereotype promise."](#) (White paper). *The Society Pages*. [7]

Tuesday, March 22 and Thursday, March 24: No class: Spring Break

Tuesday, March 29: Immigrant Students, Emergent Bilinguals, and Inequality

Suarez-Orozco, C., & Marks, A. (2016). Immigrant Students in the United States: Addressing Their Possibilities and Challenges. In *Global Migration, Diversity, and Civic Education: Improving Policy and Practice* (pp. 107–131). [18]

Kim, J. (2020, December 29). [With remote learning, a 12-year-old knows her English is slipping away](#). *The New York Times*.

Thursday, March 31: Students with Special Needs and Inequality

Ostiguy, B. J., Peters, M. L., & Shlasko, D. (2016). Excerpt from "Ableism." In *Teaching for Diversity and Social Justice* (3rd Ed.) (pp. 299–305, 314–317). [12]

Headlee, C. (Host). (2020, Jul. 2). [The Americans with Disabilities Act at 30](#). [Audio podcast episode]. In 1A. NPR.

Optional: Rizga, K. (2019, December 30). [What school could be if it were designed for kids with autism](#). *The Atlantic*.

UNIT 4: Teaching for Change

How can educators challenge inequalities at the school and classroom level? What assumptions and understandings about learning, equity, knowledge, and justice do these approaches reflect?

Tuesday, April 5: Ethnic Studies

Watch *Precious Knowledge* (2011). Dos Vatos Productions, Inc.

Thursday, April 7: Multicultural Education and Culturally Relevant Pedagogy

Banks, J. (2004). Ch. 10: Approaches to multicultural curriculum reform (pp. 242–264). In *Multicultural Education: Issues and Perspectives, 5th edition*. Hoboken, NJ: John Wiley & Sons. [20]

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice, 34*(3), 159–165. [6]

**** Analysis Paper 3 due THURSDAY, APR. 7, AT 11:59 PM**

Tuesday, April 12: School-Based Reform

Watch: Duncan-Andrade, J. (2011). [Growing Roses in Concrete](#). TEDxGoldenGateEd.

DePaoli, J. L., Hernández, L. E., Furger, R. C., & Darling-Hammond, L. (2021). *A Restorative Approach to Equitable Education*. Learning Policy Institute. [10]

UNIT 5: Curriculum Design

How can educators design lessons, units, and curricula in ways that challenge inequality and link rich learning objectives, activities, and evaluation components?

Thursday, April 14: Objectives for Student Learning

Wiggins, G., and McTighe, J. (2005). Ch. 1: Backward Design. In *Understanding by Design (Expanded 2nd Edition)* (pp. 13–34). Alexandria, VA: Association for Supervision and Curriculum Development. [22]

Browse [Connecticut Core Standards → Materials for Teachers](#), especially for the subject area(s) you are considering for your Curriculum Project.

Tuesday, April 19: Teaching Activities and Resources

Armstrong, P. (n. d.). [Bloom's Taxonomy](#). Center for Teaching, Vanderbilt University.

Revised 02.10.22

Jigsaw reading of *Rethinking Schools* articles (Groups TBD):

Alexander, B., & Munk, M. (2010). A Social Justice Data Fair: Questioning the world through math. *Rethinking Schools*, 25(1).

Rifkin, M. (2018). "Did any of you just search for 'physicist'?" Exploring race and privilege in physics class. *Rethinking Schools*, 33(1).

Hinderlie, K. (2017). Black is beautiful. *Rethinking Schools*, 32(1).

Wolfe-Rocca, U. (2018). Deportations on trial: Mexican Americans during the Great Depression. *Rethinking Schools*, 33(2).

Thursday, April 21: No class (Prof. Castillo at American Educational Research Association conference)

**** Curriculum project proposal due THURSDAY, APR. 21, AT 11:59 PM.**

Tuesday, April 26: Evaluating Student Learning

Christensen, L. (2000). Portfolios and Basketball (pp. 160–168). In *Reading, Writing, and Rising Up: Teaching about Social Justice and the Power of the Written Word*. Milwaukee, WI: Rethinking Schools. [8]

DePaul University Teaching Commons. Rubrics.

Read: "Rubrics," "Types of Rubrics," "Creating Rubrics," and "Evaluating Rubrics."

White, J. (Host). (2020, Aug. 11). Making the grade: How should we assess students during a pandemic? [Audio podcast episode]. In 1A. WAMU.

Thursday, April 28: In-class work time on Curriculum Projects

Skim [Common Core English Language Arts Standards](#), [Common Core Mathematics Standards](#), and [CT Social, Emotional, and Intellectual Habits for K–3](#).

UNIT 6: Philosophy of Education

What is the purpose of education and schooling? What is worth learning? How should debates over these issues be resolved in a democratic society?

Tuesday, May 3: Conflicting Aims of Public Education

Labaree, D. (2018). Public Schools for Private Gain. *Phi Delta Kappan*, 100(3), 8–13. [6]

Hannah-Jones, N. (2017, Feb. 21). Have We Lost Sight of the Promise of Public Schools? *The New York Times Magazine*.

Thursday, May 5: Education for Democracy

Berkshire, J., & Schneider, J. (Hosts). (2020, Dec. 3). "Politics in the Zoom Room." [Audio podcast episode]. In *Have You Heard*.

Gunlock, J. (2020, Sept. 10). Public schools and pushing politics. *Education Week*.

Revised 02.10.22

Torres, C. (2020, Sept. 17). [An open letter to a parent afraid of anti-racist education](#). *Education Week*.

Tuesday, May 10:

**** Curriculum project written paper due at 11:59 PM**

**** If you worked in a pair: Collaboration evaluation also due at 11:59 PM**

Acknowledgements

This syllabus was adapted from prior EDUC 200 syllabi from Drs. Stefanie Wong, Andrea Dyrness, and Jack Dougherty.

Some of the statements on this syllabus were inspired by or adapted from statements on the syllabi of other scholars, including Drs. Jessica Calarco, Eve Ewing, and Stefanie Wong.