**Introduction**

America developed one of the first public education systems in the world but it is not a right guaranteed by the Constitution or the Bill of Rights, though many think it is. Rather, as students will learn, it was developed for particular purposes in the burgeoning United States of America. This educational system was critical in the development of social hierarchies and in shaping the racial and American identities of those who passed through its doors. Yet millions of American students pass through the education system but know little of its complicated history, origins, purposes or limitations.

This course is designed to introduce you to the history of American education, how it has influenced minorities in America and how they, themselves, directly or indirectly, shaped the system which exists today. By the end of the course you will be able to trace a number of problems and innovations currently existing today to their origins in American education. Beginning with traditional theories of education, this class will examine critical theories of education, particularly those emphasizing the stratifying role and contested nature of education. From here we will focus on historical and contemporary ways in which racial, religious, class, and gendered identities are shaped in the classroom through overt and covert practices and how these identities have been contested and challenged through various social movements. This course will focus primarily on public primary and secondary schools but also examine private schools and higher education. The class will conclude with the contemporary state of education in American society, recent policy reforms, and continued racial inequalities. Some, but not all issues to be discussed will include: education as a right, implications of education for citizenship, doctrines of “separate but equal,” desegregation, busing, re-segregation, and current debates such as affirmative action and vouchers. Students will have the opportunity to develop real world experience with these issues by completing Community Based Learning in a local Worcester public school or after-school program.

In addressing the above issues, this course will address the following questions:

- What are the purposes of education in America?
- How does the educational system shape racial identities?
- What role does education play in alleviating or perpetuating inequalities?
- Has the role of education changed over time?
- How did groups challenge the educational system how did this impact the system and identities?

**Required Readings**

- Weiner, Melissa F. 2012. *Power, Protest and the Public Schools*
- Articles posted ONLINE ***THESE ARE NOT OPTIONAL*** ERES Password: socl269

***All books will be on reserve at the library. Books with an (e) are available online through the Holy Cross Libraries website***

Although many of the above books are available at the bookstore, I encourage you to find the books online at a very low cost online at amazon.com or by using the search engine [www.bestbookbuys.com](http://www.bestbookbuys.com).
Course Expectations and Assignments

Expectations
Teachers and students have certain expectations when they come into a classroom. Hopefully, you expect to immerse yourselves in the historical and sociological aspects of education we will address in class and which you will encounter during your community-based learning experiences. I expect you to participate in discussions, complete the readings on time, respect your peers, and hope that you will enjoy the class.

Because much of the material you will be required to incorporate into your final paper will be covered in class, you are expected to attend each class. Your attendance will be registered by exercises that you hand in during in-class active learning activities, which will count toward your participation grade. You should expect to be reading anywhere from 50 to 100 pages of reading a week, depending on the topic. Also, since the lectures and discussions for each class will be based on the readings for the prior night, you are expected to have read the assigned readings before you come to class. Lectures will be supplemented by videos and with active learning exercises.

During the course of the semester, we will address race, class, gender, religion, and sexuality. These topics are often considered controversial topics, which many people shy away from discussing in public, in large groups or with people of different backgrounds. This class will attempt to break from this pattern by dealing with these issues in a frank and honest way. The only way that these issues can be addressed is if they are addressed. Therefore, students should not be afraid to speak what is on their mind. In accordance with this, it is important that you listen to your classmates, be willing to think about their statements, and, above all, respect each other. At times, there may be heated discussion and it is important that you allow each other to speak and also be respectful and have an open mind when a classmate has a different opinion than you. Hopefully doing so will allow each of you to learn from the experiences of each other and search for the meanings and relevance of educational issues together.

Community-Based Learning
Each student will receive a placement at either a local school or community organization to facilitate community based learning that links classroom knowledge with phenomena in the “real world.” The CBL Fair will take place from 4:30-5:45 on the 4th floor of Hogan on January 30th. If you need a placement, you MUST attend this fair. During the fair, students will be oriented to the CBL placement process and attend three, brief presentations from local non-profit agencies about the work to be done at their agency this semester. If you are seeking a community partner, please plan to attend from the beginning and bring your driver's license as you may be asked to fill out CORI forms and/or other applications.

Grading Breakdown

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>15</td>
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<tr>
<td>Exam 2</td>
<td>15</td>
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<tr>
<td>Course Project</td>
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<tr>
<td>Choice of Site</td>
<td>5</td>
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<tr>
<td>Journals</td>
<td>15</td>
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<tr>
<td>Final Paper</td>
<td>20</td>
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<tr>
<td>Presentation</td>
<td>5</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
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<tr>
<td>Meeting with Professor</td>
<td>5</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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Final Course Grades

<table>
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<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>93 and above</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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<td>D</td>
<td>60-66</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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</tbody>
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Incompletes will not be given for this course unless there is an extreme and legitimate reason.
You will not be graded in comparison to your peers (i.e. there is no curve) and it is possible for each of you to receive an A in the class provided that you attend every class and complete all the assignments and they are of high quality. I sincerely hope this will be the case.

Assignments
You will be graded based on your participation, 2 exams, and a semester-long project with a variety of components. In addition, you will receive 5 points for meeting with the instructor. See below for descriptions of each.

Class Participation
Your class participation grade will consist of in-class exercises and short homework assignments. In-class activities will require you to reflect on class lectures and readings. I will not take attendance everyday but if you miss more than 6 classes on days when participation activities occur or short homework assignments are collected, you will fail the course.

Meeting with the Professor
Each student will be required to meet with the instructor prior to February 28th. The purpose of the meeting is so that I can get to know each student individually. This meeting will occur during office hours (unless the student has a schedule conflict in which case appointments will be made outside of this time) and will not last more than 10-15 minutes.

Exams
You will have two exams during the course of the semester on course concepts from the readings, lectures, and in-class activities. These exams will occur during class. Questions will be short answer, essay, and multiple choice. Students will have input into the exam questions asked and potential essay questions will be distributed in advance so that students can prepare at home.

Course Project
The largest part of your course grade will consist of writing assignments related to your experiences engaging in community based learning either in a local school or community organization. You will be expected to spend no less than 3 hours per week at your site. In addition to completing journals throughout the semester, you will write a final paper that engages course readings to analyze your efforts. Finally, you will describe your experiences in a short (5 minute) presentation to the class during the last week of the semester. See handout for more information.

Extra Credit
You have the opportunity to earn additional points towards your final grade by submitting examples from popular cultural forms, the media in general, or on-campus events along with a short paper regarding its relevance to the class. You can submit one extra credit paper per week and can earn up to 0.5 points for each one. Some examples include submitting the lyrics to a song, a picture from a magazine, a summary of a movie or TV show, etc. After describing the item, you should relate it to 1-2 course readings in a paper 2-3 pages long (typed, double-spaced), and be sure to include a bibliography. For each item that you relate to one reading you will receive up to 0.25 points added to your final grade. For each item you relate to two course readings you will receive up to 0.5 points added to your final grade. If you turn in a song, make sure to include the lyrics. These examples can be submitted at any point during the semester prior to the last week of class but you can only submit one a week.

A Note About Paper Submissions
All papers must be submitted either in class or online via Moodle. Papers that are emailed to the professor will NOT be accepted. Late assignments, with the exception of journals, will be docked 10% for each day that they are late, beginning immediately after class on the day they are due. If you will be unable to submit an assignment in class because of a legitimate absence, you will still be expected to submit it on
time via moodle. Journals will not be accepted late. If you are absent on a Monday and do not submit the
paper online, you will need to submit a reaction paper during another week.

***Accommodations on an individual basis are available to students with learning disabilities that may
affect their ability to participate in course activities or meet course requirements. Students with
disabilities are encouraged to contact me regarding these accommodations (as well as the Learning
Center) This contact should occur before or during the first week of the semester.***

Other Class Policies
Because I know how tempting it is to update your facebook status, check out the latest meme, and
message your friends, **computers are not allowed in class** unless you have a note from a doctor or the
Office of Disability Services detailing your specific academic needs. Nor should you be using your cell
phone to text, IM, surf the web, etc. Students engaging in these behaviors will be asked to put away their
technology and/or leave the class and will diminish their chances to have their grade rounded up at the
end of the semester and receive a written recommendation from the professor in the future.

Email – I expect students to check their Holy Cross email at least twice a week to ensure reception of all
important course-related updates and information. Assignments will NOT be accepted via email.

Absences –Absences for legitimate reasons (sickness, injury, death of a family member, a friend or
relative being sent to Afghanistan, etc.) are excused if you or the Class Dean provide documentation. **If
you miss more than 6 classes, you will fail the course.** Journals will not be accepted late. If you are
absent on a Monday and do not submit it online, you will need to submit a journal during another week.

**Academic integrity** is a critical value within the college at large and within in the classroom. Violating
Holy Cross’s Academic Honesty Policy by cheating and/or plagiarizing depreciates both your own and
other students’ learning experiences. As such, plagiarism and cheating are unacceptable. You must
observe the College’s Academic Honesty Policy as found in the Holy Cross Student Catalog and which
can be found online here: www.holycross.edu/catalog/academic-honesty-policy.pdf. Failure to follow this
policy can lead to a failing grade on the assignment or the requirement to do compensatory work and
academic probation. Students engaging in academic dishonesty multiple times can be expelled from Holy
Cross. Students found to be cheating by copying other students’ work, on exams, weekly reading
questions, papers, or any other course assignment, and therefore in violation of these policies, recognized
by the Holy Cross, will be reported to both the Department Chair and the Class Dean. Submitting any
work that is not your own original creation, whether found online, written by friends, family, roommates,
etc. or in another written source is considered plagiarism. Once you have gotten to this point in the
syllabus, email the professor and tell her who your favorite teacher was and why. By taking the course
and by attending Holy Cross you agree to these conditions. Please contact me at any time if you have any
questions regarding what is and is not considered plagiarism.

Helpful Tips
• Do all the reading, unless noted as otherwise in the syllabus, in preparation for class on Monday.
• When it comes to knowing whether you’ve understood the reading, if you can explain the title as if
you were explaining it to your roommate, parent, friend, etc. (i.e. in your own words), you will be in
good shape. If you can write three explanatory sentences, you are in even better shape.
• If there are questions at the beginning or end of a chapter, read them before doing the reading and
answer them in your notebook after doing the reading.
• If you don’t already have one, buy an academic planner and add all your assignments for this class
and your others to it your first day. You might even make a note about when you have big things due
the following week so you’re not surprised.
• I am available to help you throughout the semester and I welcome your visits both during and outside
of office hours and emails. I will do my best to answer your email within a few hours (although I may
not answer you immediately if you email me after 9pm). However, before emailing me with a question, please be sure it hasn’t already been answered in the syllabus or on an assignment sheet.

**Class Contacts:**
- Name: ____________________________ Name: ____________________________
- Email: ____________________________ Email: ____________________________
- Phone Number: ____________________________ Phone Number: ____________________________

**Full Citations for Readings**

**Books**

**Citation Examples** for Chapters in the Reader (in ASA format):

In the body of a paper citing these chapters using ASA format, the in-text citation would appear as follows:
- (Sadovnik 2011)
- (Rumberger & Gándara 2011)

**Articles**

**Week 2**

**Week 4**

**Week 5**
Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12
Berliner, David C. 2014. “Effects of Inequality and Poverty vs. Teachers and Schooling on America’s Youth.” *Teachers College Record* 116(1).

Week 13
Class Topic and Reading Schedule

**Part I: Educational Theories**

**Week 1 – January 23 & 25**
Introduction & Theories of Education

Readings: Syllabus
READER: Chapters 1, 2, 3, 5

**Week 2 – January 28, 30, and February 1 ***CBL FAIR – JANUARY 30th***
Racial Identities & Critical Theories of Education & Educational History

Readings: ONLINE: “Education and Schooling,” Shu Jaa
ONLINE: “Toward a Critical Race Theory of Education,” Ladson-Billings and Tate

**Part II: Education as a Raced, Classed, and Gendered Institution**

**Week 3 – February 4, 6, & 8 ***Choice of Site Paper Due – February 4th***
Educational Funding & Control and Family & Neighborhood Effects

Readings: **READER: Chapters, 7, 8, 20**
Start reading *Power, Protest and the Public Schools*

**Week 4 – February 11, 13, & 15**
Gender

Readings: ONLINE: “Gender Equity: Still Knocking at the Classroom Door,” Sadker
ONLINE: “Full Circle,” Alvord

**Week 5 – February 18, 20 & 22**
Involuntary & Early Immigrants

Readings: ONLINE: “From Village School to Urban System,” Tyack

**Week 6 – February 25, 27 and March 1 ***First Journal Due – February 25th***
Early Challenges to Education

Readings: **READER: Chapter 4**
ONLINE: *Brown v. Board of Education* decision
Finish reading *Power, Protest and the Public Schools*

**March 4-8: SPRING BREAK - Start Shame of the Nation**

**Week 7 – March 11, 13, & 15 ***Exam #1 on March 15***
Re-segregation: Suburban vs. Urban Schools & Contemporary Immigrant Issues

Readings: **READER: 21, 22, 23**
ONLINE: “The State of Research in Latino Academic Attainment,” Ayala
Finish *Shame of the Nation* if you have not done so already
Part III: Educational Mechanisms and Cultures: What Goes On In Schools
Week 8 – March 18, 20 & 22
Teachers & Administration and Hidden Curriculum (Tracking & Discipline)

Readings:  
READER: Chapters 10, 11, 19  
ONLINE: “Instituting the Culture of Control,” Nolan

Week 9 – March 25 & 27
Curriculum & Multiculturalism

Readings:  
READER: Chapter 12  
ONLINE: “For Young Latino Readers, an Image is Missing,” Rich  
Start Shades of White

Week 10 – April 1, 3, and 5
Youth Culture, Peer Groups & Extracurricular Activities

Readings:  
ONLINE: “’Dude, You’re a Fag’: Adolescent Masculinity & the Fag Discourse,” Pascoe  
ONLINE: “Playgroups and Racial-Ethnic Matters,” van Ausdale & Feagin  
Finish Shades of White (if haven’t already)

Part IV: Educational Attainment & Interventions
Week 11 – April 8, 10, 12
Higher Education

Readings:  
READER: 16, 17, 18, 24  
ONLINE: “Creating a Class: College Admissions & the Education of Elites,” Stevens  

Week 12 – April 15, 17, 19
No Child Left Behind, Vouchers, Charter Schools, School Choice, High Stakes Testing

Readings:  
READER: 25, 26, 27  
ONLINE: “School Choice, Magnet Schools, and the Liberation Model,” Archbald  
ONLINE: “Public Law 107-110 No Child Left Behind Act of 2001,” Mayers  
ONLINE: “Effects of Inequality and Poverty vs. Teachers and Schooling on America’s Youth,” Berliner

Part V: Educational Outcomes
Week 13 – April 22, 24, 26  
**Last Journal – April 22; Peer Review Workshop – April 26**

Why Education Matters: Life, Liberty and the Pursuit of Happiness

Readings:  
READER: Chapter 9  
ONLINE: “Education and the Subjective Quality of Life,” Ross & Van Willigen

Week 14 – April 29, May 1 & 3
Student Presentations

Week 15 – May 6  
***Exam #2 on May 6***

HAPPY SUMMER VACATION!!!
CONGRATULATIONS GRADUATES!!!