

TE250: Human Diversity, Power and Opportunity in Social Institutions
Tuesdays and Thursdays: 1:00pm-2:20pm
133D Erickson Hall
Section 6, Fall 2010

Instructor: Dr. Dorinda Carter Andrews

Email: dcarter@msu.edu

Mailbox: Erickson, 3rd Floor

Phone: (517) 432-2070

Office Location: 358 Erickson Hall

Office Hours: By appointment

Course Description:

This course introduces prospective teachers to the ways in which social inequality affects schooling and schooling affects social inequality. TE 250 is not a celebration of difference. Rather, this course is designed to allow students to examine how socially constructed categories (e.g., social class, race, gender, sexual orientation, disability, etc.) are used to privilege some individuals and groups and marginalize others. The course focuses mostly on one social institution, public schools in the United States; however, we will examine how other social institutions influence opportunities for success and failure in schools. Central themes of the course include culture, power, and difference. Some key questions this course will explore include:

- In what ways do schools create, perpetuate, and exacerbate inequality?
- How do systems of privilege impact individuals' opportunities for social and economic mobility?
- In what ways do teachers and students jointly produce conditions for successful learning or frustrating failure?
- How do school-community relationships affect student opportunities to learn?
- What does it mean to teach for social justice in urban environments?

We will identify the ways in which teachers influence the distribution of educational and social opportunities, whether they intend to or not. This means that teachers need to understand how their pedagogy and instructional strategies affect student achievement and life opportunities. We will achieve this goal by questioning the way things are in society and challenging our assumptions, biases, and stereotypes and those of our colleagues.

TE 250 is not a methods course that provides answers for successfully working in diverse classrooms. Rather, it is about how power influences schooling experiences of and opportunities for various students.

Section 6 places specific emphasis on urban environments and issues affecting urban schools. The course compares and contrasts urban schooling with schools in other demographic areas and illuminates differences among urban schools.

Required texts

The following books can be purchased at various book stores around town, including Everybody Reads, the MSU Book Store, Ned's Book Store, or the Student Book Store. You can also get them online at a discounted rate.

Conchas, G. (2006). *The color of success: Race and high-achieving urban youth*. New York, NY: Teachers College Press.

Students will read ONE of the following texts (to be decided later in the semester).

Lareau, A. (2000). *Home advantage: Social class and parental intervention in elementary education*. TK: Rowman & Littlefield Publishers.

Lew, J. (2006). *Asian Americans in class: Charting the achievement gap among Korean American youth*. New York, NY: Teachers College Press.

MacLeod, J. (2008). *Ain't no makin' it: Aspirations and attainment in a low-income neighborhood. Third Edition*. Boulder, CO: Westview Press.

Stanton-Salazar, R. D. (2001). *Manufacturing hope and despair: The school and kin support networks of U.S.-Mexican youth*. New York, NY: Teachers College Press.

A required coursepack can be purchased at Ned's Bookstore, 135 E. Grand River in East Lansing (phone: 517-332-4200).

Course Evaluation

Grades will be determined as follows:

Attendance and Participation	15%
Thought Paper	20%
Schooling/Cultural Autobiography I	10%
Schooling/Cultural Autobiography II	20%
Book Chat Critical Response	5%
Service-Learning	30%
■ Final Paper – 15%	
■ Journal - 5%	
■ Exhibition Piece – 10%	

Attendance and Class Participation:

Attendance is expected at all class sessions. Missing class can affect depth of understanding and is frequently reflected in the quality of written analysis and in the overall learning experience. I recognize that sometimes things come up that prevent students from attending class (e.g., illness, family or personal issues). However, three absences will result in an Attendance and Participation grade no higher than 2.0. Four absences will result in a zero grade for Attendance and Participation. Furthermore, you are expected to come to class on time. Two late arrivals equal one missed class. Class begins promptly at 1:00pm. As a member of this class, you are responsible for the learning that takes place during each class meeting. Your contribution to other students' learning, clarity of your contribution, and your willingness to assume responsibility for making the discussions and activities work in our learning community.

For this class, high-quality participation is characterized by the following.

1. **What are you learning?** Students demonstrate an understanding of facts, concepts, and theories presented in the class readings and other materials.
2. **How clearly do you express yourself?** Students ask questions, answer questions or otherwise contribute in a comprehensible manner.
3. **How do you work with others?** Students offer constructive criticism during discussions and build on each other's ideas. Students also assume leadership and maintain active participation in small groups.
4. **How do you go beyond what is given?** Students relate concepts from class to their experiences as a teacher and learner, generating new insights and applications.
5. **How do you participate beyond the class meeting?** Students provide thoughtful responses to the ANGEL online discussion forum.

For this class, high-quality preparation is characterized by:

1. Submitting completed assignments on time
2. Recording notes and questions you have from the day's readings before and during class
3. Bring the texts, readings and notes to class
4. Completing the readings and assignments in depth

ANGEL Online Discussion Forum

Each class session, a combination of half of the students in the class will be asked to post to the online discussion forum.

Responders to the Day's Material

Three students will be asked to respond to the topic of the day. These students can post responses to the readings for the day, the guiding questions for the day, or class discussion and activities. These students must post their responses by 6pm on the day of the class.

Posters for the Next Day's Material

Three students will be asked to post thoughts regarding the next class meeting's material. These students can reflect on the guiding questions for the next session or post other comments and thoughts regarding the readings. If you are selected to post for a Tuesday class, you must do so by 8pm on Sunday before the class. If you are selected to post for a Thursday class, you must do so by 8pm on Wednesday before the class.

When you are not chosen to post, you are strongly encouraged to take part in the discussion by responding to your classmates' postings. Remember, participation will be assessed partly based on your contribution to the online discussion forum.



Thought Paper: Due Oct. 19th

Students will write one thought paper (5-7 pages in length) regarding topics addressed in the course. Thought papers are reflective, critical responses to key questions posed by the Professor. This paper should demonstrate your understanding of assigned readings and should draw effectively on classroom discussions and major themes of videos and class activities. The paper should demonstrate your ability to analyze the key concepts of the course as they relate to human diversity, power, and opportunity in social institutions. The paper will be evaluated based on the thoughtfulness of your ideas, the articulation of your argument, and the clarity of your writing. More information will follow regarding this paper.



Schooling/Cultural Autobiography (Part I due Sept. 21st, Part II due Nov. 23rd) :

Understanding how your personal and schooling experiences have shaped your own assumptions about teaching and learning is essential to the aims of the course. Early in the semester, you will compose an autobiography in which you reflect on your own identity and the ways in which identity markers (such as social class, race, ethnicity, language, ability, gender, sexual orientation, etc.) informed your schooling experiences and your schooling experiences informed your identity. Your autobiography should be no more than 3-5, double-spaced pages. More information will follow. You will revisit this assignment later in the semester.



Book Chat Critical Response Paper (Due Nov. 16th)

In the latter part of the semester, students will be divided into book groups and will engage in a critical analysis of themes in the course that are highlighted in books that illuminate the home and schooling experiences of adolescents of various ethnic groups. You will write a short critical response paper. More information will be provided.

Service Learning: Final Paper Due Dec. 9th; Exhibition Piece Due Dec. 13th



For this section of TE250, you will choose to complete your field experience at one of several sites determined by the professor. More details about service learning will be provided in class. NOTE: To receive a passing grade in this course, you must complete all requirements of the service learning: this includes a minimum of 20 hours at your school site, journal submissions, and submitting the final service learning paper. Appropriate documentation of completion of your service hours will be required at the end of the semester. Failure to secure this documentation will result in a failing grade for the course.

Opportunities for Extra Credit:

Throughout the semester, students can earn extra credit by attending or participating in community and/or cultural events and writing a two-page analysis of the event (more details to

follow). This event can focus on education, cultural diversity, or any TE 250 theme or concept. You will be encouraged to share your experiences with the class.

Course Format and Schedule

The professor and students share responsibility for fostering discussion on all topics. This course will include lectures covering weekly topics, the course texts, and supplemental materials and readings. It will also involve class discussions, group activities, projects, debates, presentations, and videos. A collaborative learning approach will be used in which students work in groups to discuss and report on ideas, issues, and concepts provided by the professor and in the course texts.

The following list of questions will be helpful to keep in mind as you read each reading.

- What argument is the author(s) trying to make?
- What does this reading have to do with particular aspects of diversity, power, opportunity, and/or schooling?
- In what ways is the argument persuasive or not to you? Why? Why not?
- What do you think the author failed to consider about the issue? Why? Why not?
- Where do you agree/disagree with the author? Why? Why not?
- What strikes you as particularly interesting, curious, insightful, irritating, etc.?

Late Assignments:

Students are expected to meet writing deadlines. Any work submitted after its due date will be considered late. Late papers will be reduced by one-half letter grade for the first day of lateness and a full grade any time later, except in extreme cases. Assignments are due at the **beginning** of class.

Writing Guidelines:

Writing proficiency is a minimum requirement for satisfactory completion of this course. All written work must reflect adequate writing skills in order to receive a grade. The citation format for this course will be APA. A manual is available in the library.

Please edit your work carefully and check for spelling/typographical errors before turning it in. Many of you will be teachers and you will need to be able to clearly communicate ideas to parents, other teachers, administrators, community news sources, etc. In light of this, it is our policy to support you in the development of your writing. If you feel you need outside support with writing, the Writing Center in 300 Bessey Hall (tel: 432-3610; website: <http://writing.msu.edu/default.html>) can be of assistance). I may refer you there if I feel they may be of service to you. If you already know that you have weaknesses in your writing, please see me as soon as possible, so we arrange assistance. Please do not feel embarrassed about coming to me for help – assisting you is my job as your instructor.

Academic Honesty:

Article 2.3.3 of the *Academic Freedom Report* states that “the student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.”

In addition, the College of Education adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades, and in the all-University Policy on Integrity of Scholarship and Grades, which are included in *Spartan Life: Student Handbook and Resource Guide*. Students who commit an act of academic dishonesty may receive a zero on the assignment or in the course.

Special Accommodations:

Students with disabilities should contact the Professor to discuss any accommodations needed to fulfill the course requirements and achieve learning objectives. In order to receive reasonable accommodations from the Professor, students must have certified eligibility through the Resource Center for Persons with Disabilities (RCPD) located at 120 Bessey Hall (tel: 353-9642; TTY: 355-1293; Email: rcpd@msu.edu; web: <http://www.rcpd.msu.edu>).

The course schedule found below is a guide and is subject to change depending on the needs of the class.

W1 Thursday, 09/02: Course Introduction

- Community-Building
- Review syllabus
- Why study urban education?

W2 Tuesday, 09/07: Why Should We Care About Educational (In)Equity?

- Levin, H. (2005). The social costs of inadequate education.
- Noguera, P. A. (2003). Conclusion: What it will take to improve America's urban public schools.

Thursday, 09/09: What Are the Purposes of Schooling?

Required Readings:

- Hocschild, J., & Scovronick, N. (2003). What Americans want from public schools.
- Labaree, D. (1989). The American (high) school has failed its missions.
- Rothstein, R., & Jacobsen, R. (2006). The goals of education.

IDENTITY, OPPORTUNITY, AND SYSTEMS OF POWER AND PRIVILEGE

W3 Tuesday, 09/14: Exploring Identity and Positionality

Required Readings:

- Harro, B. (2000). The Cycle of Socialization.
- Tatum, B. D. (2000). The Complexity of Identity: 'Who Am I?'

Thursday, 09/16: The Social Construction of Normality and Difference

Required Readings:

- Christensen, L. (2001). Unlearning the myths that bind us: Critiquing fairy tales and films.
- Johnson, A. G. (2006). Privilege, oppression, and difference.



Video

W4 Tuesday, 09/21: Understanding Power and Privilege as Systemic



****SCHOOLING/CULTURAL AUTOBIOGRAPHY PART I DUE****

Required Readings:

- Johnson, A. G. (2006). How systems of privilege work.
- Pincus, F. L. (2000). Discrimination comes in many forms: Individual, institutional, and structural.
- Young, I. M. (2000). Five faces of oppression.

Recommended Reading:

- Wildman, S. M., & Davis, A. D. (2000). Language and silence: Making systems of privilege visible.

Thursday, 09/23: Disability, Special Education, and Legislation

Required Readings:

- Baynton, D. C. (2001). Disability and the justification of inequality in American history.
- McNeal, L., & O'Rourke, C. (2009). The legal foundation for special education.

Recommended Reading:

- Bicard, S. C., & Heward, W. L. (2010). Educational equality for students with disabilities.

W5 Tuesday, 09/28: Group Overrepresentation and Underrepresentation: Who gets placed in special and gifted education, and why?

Required Readings:

- Ford, D. Y. (2010). Recruiting and retaining gifted students from diverse ethnic, cultural, and language groups.
- Harry, B., & Klingner, J. (2006). Overview: Ethnic disproportionality in special education.

(Class splits chapters 9 and 10)

- Harry, B., & Klingner, J. (2006). Constructing learning disabilities: Redundancies and discrepancies. Ch. 9
- Harry, B., & Klingner, J. (2006). Constructing behavior disorders: From troubling to troubled behavior. Ch. 10

Recommended Reading:3

- Losen, D., & Orfield, G. (2002). Introduction: Racial inequality in special education.

Thursday, 09/30: Examining Inclusion in the Classroom

Required Readings:

- Belkin, L. (2004, September 12). The lessons from classroom 506.
- DuCharme, C. C. (1995). Valuing differences: The children we don't understand.
- Smith, R. M., Salend, S. J., & Ryan, S. (2001). Closing or opening the special education curtain.



Video

W6 Tuesday, 10/5: Race and Racism in schools and classrooms

Required Readings:

- Nieto, S. (2003). Making choices about what terms to use.
- Rosenbloom, S. R., & Way, N. (2004). Experiences of discrimination among African American, Asian American, and Latino adolescents in an urban high school.
- Tatum, B. D. (2000). Defining racism: 'Can we talk?'
- Tenorio, R. (1997). Race and respect among young children.

Thursday, 10/7: White Privilege

Required Readings:

- Edgington, A. (2000). Moving beyond White guilt.
- McIntosh, P. (1989, July/August). White privilege: Unpacking the invisible knapsack.
- Olson, R. A. White privilege in schools.



Video: Color of Fear (1994)

W7 Tuesday, 10/12: Power, Privilege, and the Historical Experiences of People of Color

in U.S. Schools

Required Readings:

(Each student reads about one ethnic group)

- Anderson, J. (1988). Ex-slaves and the rise of universal education in the South, 1860-1880.
- Klug, B. J., and Whitfield, P. T. (2003). A Brief History of American Indian Education.
- Ngo, B., & Lee, S. J. (2007). Complicating the image of model minority success: A review of Southeast Asian American education.
- San Miguel Jr., G. (2003). Contested learning: Latino education in the United States from the 1500s to the present.
- Spring, J. (2009). Asian Americans: Exclusion and segregation.

Thursday, 10/14: Language, Culture, and Power I – Language Hierarchies

Required Readings:

(split amongst class)

- Christensen, L. (1994). Whose standard? Teaching Standard English.
- Delpit, L. (1994). Language diversity and learning.
- Nieto, S. (2004). Linguistic diversity in U.S. classrooms, pp. 209-222.
- Smitherman, G. (1981). (Ed.). From Africa to the new world and into the space age.



Video: Do You Speak American? (2005)

W8 Tuesday, 10/19: Language, Culture, and Power II – ESL and Bilingual Education



****THOUGHT PAPER DUE****

Required Readings:

- Artiles, Alfredo, Rueda, Robert, Salazar, Jesús José, & Higuera, Ignacio (2002). English-Language Learner Representation in Special Education in California Urban School Districts.
- Cummins, J. (1996). The two faces of language proficiency.
- Nieto, S. (2003). Linguistic diversity in U.S. classrooms, pp. 222-230.



Video: Lost in Translation: Latinos, School & Society (1998)

Thursday, 10/21: Masculinity and Femininity as Privileging and Oppressive

Required Readings:

- Kimmel, M. (2000). Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity.
- López, N. (2002). Rewriting race and gender high school lessons: Second-generation Dominicans in New York City. *Teachers College Record*, 104(6), 1187-1203.
- Lorber, J. (2000). 'Night to his day': The social construction of gender.
- Sadker, D., & Zittleman, K. (2010). Gender bias: From colonial America to today's classrooms. (split sections amongst class)



Video: Tough Guise (1999) & Killing Us Softly 3 (1998)

W9 Tuesday, 10/26: Sexual Orientation, Heterosexism, and Homophobia

Required Readings:

- Blumenfeld, W. J. (2000). Heterosexism.
- Blumenfeld, W. J. (2000). How homophobia hurts everyone.
- Denizet-Lewis. (2009). Coming out in middle school.
- Friend, R. A. (1998). Heterosexism, homophobia, and the culture of schooling.



Video: It's Elementary (1996)

SCHOOLING, SOCIAL MOBILITY AND SOCIAL REPRODUCTION

Thursday, 10/28: Classism and the Myth of Meritocracy

Required Readings:

- Johnson, A. G. (2006). Capitalism, class, and the matrix of domination.
- Langston, D. (2000). Tired of playing Monopoly?
- MacLeod, Chapter 1

Recommended Reading:

- Ransford, M. (2000). Two Hierarchies.

W10 Tuesday, 11/2: Forms of Capital and Codes of Power

Required Readings:

- Carter, P. (2003). “Black” cultural capital, status positioning and schooling conflicts for low-income African American youth.
- Coleman, J. and Hoeffler, T. (1987). Human capital and social capital.
- Delpit, L. (1995). The silenced dialogue.
- Purcell-Gates, V. (2002). As soon as she opened her mouth! Issues of language, literacy, and power.



Video: People Like Us: Social Class in America

Thursday, 11/4: Book Analyses with other UECP sections

Required Readings:

- **Lareau**
- **Lew**
- **MacLeod,**
- **Stanton-Salazar**

W11 Tuesday, 11/9: Book Analyses with other UECP sections

Required Readings:

- **Lareau**
- **Lew**
- **MacLeod,**
- **Stanton-Salazar,**

Thursday, 11/11: Book Analyses with other UECP sections

Required Readings:

- **Lareau**
- **Lew**
- **MacLeod,**
- **Stanton-Salazar**

STRUCTURAL CONDITIONS, URBAN SCHOOLS, AND TEACHING FOR SOCIAL JUSTICE

W12 Tuesday, 11/16: Racial Segregation in Cities



****BOOK CRITICAL RESPONSE DUE****

Required Readings:

(split amongst class)

- Massey, D. S., & Denton, N. A. (1993). The construction of the ghetto.

- Nocera, J. (1990). How the middle class has helped ruin the public schools.
- Orfield, G. (1996). The growth of segregation: African Americans, Latinos, and unequal education.
- How segregated are Michigan's schools? Changes in enrollment from 1992-1993 to 2004-2005.



Video: *Brown* video clip

Thursday, 11/18: Access, Opportunity, and City Schools

Required Readings:

(split amongst class)

- Anyon, J. (2001). Inner cities, affluent suburbs, and unequal educational opportunities.
- Wilson, W. J. (1996). Ghetto-Related Behavior and the Structure of Opportunity.

W13 Tuesday, 11/23: School Funding and City Schools

GUEST SPEAKER: DR. DAVID ARSEN



****SCHOOLING/CULTURAL AUTOBIOGRAPHY PART II DUE****

Required Readings:

- Arsen, D., & Plank, D. (2003). Michigan school finance under proposal A: State control, local consequences. (Executive Summary, Section 1, Section 2)
Go to <http://www.epc.msu.edu/publications/publications%20books.htm>
- Biddle, J., & Berliner, D. (2002). Unequal school funding in the United States.

Recommended Readings:

- Noddings, N. (1997). All children deserve the best.
- Sides, P. (1997). Build prisons or build schools?



Video: Children in America's Schools (1998)

Thursday, 11/25: NO SCHOOL!!! HAPPY THANKSGIVING!!!

W14 Tuesday, 11/30: Are all urban students underperformers?

Required Readings:

- Conchas, Chapters 1 & 2
- Conchas, Chapter 3-5 (split amongst students)

Thursday, 12/2: Social Capital Among Urban Youth

Required Readings:

- Conchas, Chapters 6

W15 Tuesday, 12/7: Tracking and Detracking: When is it helpful? When is it harmful?

GUEST SPEAKER: DR. BILL SCHMIDT

Required Readings:

(split amongst class)

- Hays, E. (2002). To Track or Not to Track: That is Still a Question.
- Herzman, S. (2002). Finding the Right Track.
- Oakes, J. (1997). Tracking: Why schools need to take another route.
- Schwabe, M. (1997). The Pigs: When tracking takes its toll.



Video: *Beyond Brown* (2004) video clip

Thursday, 12/09: Portraits of “Good” Teaching in Urban Schools



****SERVICE LEARNING PAPER DUE****

Required Readings:

- Corwin, M. (2000). *Mama Moultrie: I touch lives.*
- Freire, P. (1993). Chapter 2.
- Harding, H. A. (2005). “City Girl”: A portrait of a successful white urban teacher.
- Michie, G. (2005). Nancy Serrano.
- Michie, G. (2005). Liz Kirby.
- Michie, G. (2005). Freda Lin.

Final Exam Week – Tuesday, 12/13: Service Learning Exhibition



12:45pm-2:45pm **Location To Be Announced**