

**UNIVERSITY OF MARYLAND, COLLEGE PARK**  
**Education in Contemporary American Society**  
**EDPL 201**

Fall 2004

**Meeting Days and Time:** Mon 4:15-7 p.m.

**Classroom:** 0123 Hornbake

**Professor/Facilitator:** Dr. Christine Clark

**Undergraduate Teaching Assistant:** None

**Office Location:** 1130C Shriver Lab, East Wing

**Office Hours:**

by Appointment

**Phones:**

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**Class listserv:** TBA

**Class website:** TBA

### **Course Description: Background, Goals, and Vision**

This *service learning-based* course engages students in the critical examination of the psychosocial and sociopolitical relationships between teaching, schooling, education, and educational policy and leadership in the U.S. Issues of individual, cultural, and institutional difference based on: 1) race, ethnicity, national origin, and language; 2) socioeconomic class; 3) sex, gender, gender identity or expression, and sexual orientation; 4) physical, developmental, or psychological disability; 5) religious, spiritual, faith-based, or secular affiliation; and 6) age and/or generation, among others, will frame the examination.

### **A Word About Perspective**

This course, like all courses, has a point of entry into debate, something it wants to show students, a position, a perspective; it, like all courses, is not neutral or objective. Given this, it is important that students understand that they not need embrace the course perspective in order to be successful in it. Students are strongly encouraged to be critical thinkers about everything in this course, including its perspective. Students will be assessed, based on the quality of their scholarship in this course. Students who articulate perspectives contrary to the course's who support their perspectives with scholarship in accordance to the course learning expectations will be academically successful in the course. Students who articulate perspectives in concert with the course's who do not support their perspectives with scholarship in accordance with course learning expectations will not be academically successful in the course. All students will be challenged to produce good scholarship. Perspectives will be interrogated and supported as is appropriate to the course perspective, but assessment is predicated upon good scholarship regardless of individual and/or course perspectives.

**Texts**—available from the University Bookstore

McLaren, P. (2003). *Life in schools: An introduction to critical pedagogy in the foundations of education (Fourth Edition)*. New York: Allyn and Bacon.

Nieto, S. (2003). *What keeps teachers going?* New York: Teacher's College Press.

Takaki, R. (1994). *A different mirror: A multicultural history of multicultural America*. New York: Little, Brown and Company.

## General Objectives

1. To facilitate each student in discovering and using their own voices, actively participating in democracy in the classroom, engaging in dialogue, “outing” her/himself.
2. To facilitate each student in coming to a complex understanding of the concepts of teaching, schooling, education, educational policy, educational leadership, issues of difference (related to race, ethnicity, geographic origin, language, socioeconomic class background, sex, gender, sexual orientation and gender identity, physical/developmental/psychological disability, age/generation, physical appearance, and environmental concern), and, individual, cultural and institutional demographics.
3. To facilitate students in identifying and shaping their own educational policies and leadership styles for an array of education-related roles.

## Learning Expectations/Methods of Evaluation

### 1. *Class Attendance—25%*

#### Class Attendance Policy

Students should be aware that the nature of learning in this course is cumulative (for example, understanding concepts discussed in the third class is to some degree contingent upon having attended the first and second classes). Therefore, it is crucial that each student attend every class.

If a class is missed due to illness or an emergency, each student is personally responsible for acquiring all the information missed from *other students*. In so doing, it is strongly recommended that more than one classmate be consulted as individual interpretations of the information may vary.

Students will sign a class attendance sheet at the beginning of each class. Students who arrive to class late will sign a late class attendance sheet at the conclusion of each class. Class attendance points will be pro-rated for students who arrive late.

#### Participation in Class Discussion and Activities

Each student is expected to participate in class discussion of all assigned readings, movie/videos, any other assigned or impromptu activities (e.g., listserv discussions, pop quizzes, role plays, simulations), and other student presentations as are necessary.

#### Daily Reflections

At the conclusion of each class period, students will be asked to write a hand written reflection on their experience of the class. Reflections should weave the students’ personal narratives on the classroom experience with their critical analysis of the readings used to frame it. Reflections should be thoughtful; students are expected to engage in self-critique, to comment on or critique the contributions of other students in the class, to bring in related narratives from other sources (e.g., comments from friends or family with whom they discussed the class) in a critically conscious manner, as well as to integrate relevant learnings gleaned from other academic sources (e.g., readings from another class, independent research, etc.). (See guidelines, attached)

### 2. *Assigned Reading—25%*

Each student should be prepared to and is expected to participate in class discussion of all assigned readings.

#### Reading Cards

All students will be required to read all the chapters in all three texts. Students should send 3 *critical comments or questions* via e-mail to the professor for each chapter of each section of readings by 5 p.m. the day **before** that section will be discussed in class. These questions will be used to structure classroom dialogue, discussion, and debate, as well as the in-class essay for each text.

### Reading Problem Posings in Pairs/Trios

In pairs/trios, students will select or be assigned a group of chapters in one of the three course texts, about which to develop a series of problem posing questions. These questions should be designed in such a way as to that elicit, from the rest of the class, the educational policy and leadership concerns expressed in the chapters' major themes. The Reading Problem Posings, both the written and presented aspects of them, must include equal participation of both/all people in the pair/trio. The write-up should include: 1) a brief description (1-2 pages) of the *process* that the pair/trio went through to arrive at their problem posing plan (the work process *not* the work product—*not* the plan itself; 2) a succinct review (1-2 pages) of the chapters' major themes; 3) a specific accounting (1-2 pages) of the educational policy and leadership concerns identified in the chapters; and, 4) a detailed articulation (1-2 pages) of the problem posing plan for the class (the plan itself). The write-up should be type written using *formal* APA (American Psychological Association) guidelines as is appropriate for its content. The presentation should: 1) provide a concise overview of the reading via the skilled use of problem posing questions with the class; 2) engage the entire class (everyone) in active discussion of the reading; 3) encourage a wide range of perspectives about the reading to emerge from the class; and, 4) leave the class with unresolved dichotomies, unanswered questions, lingering problematics, and enrapt in continuing critical thought about the reading. The presentations should take about 30 minutes. In addition to the course professor/facilitator, students will evaluate their peers on the quality of their plans and presentations. Student pairs/trios will submit a standard weekly report briefly detailing their progress on the project. (See guidelines, attached)

### Reading Essays

Following class discussion on each body of reading (each text) each student will complete an **in-class** essay related to the content of this reading.

#### *3. Campus Educational Policy and Leadership Issue Research Project in Small Groups—15%*

Each small group of three to five students will choose a single educational policy and leadership issue from a list of such issues that are of particular relevance to the University of Maryland campus. Over the course of the semester, each group will research this issue from an historical as well as present day context using an array of research methodologies including, but not limited to: the range of resources available through the university libraries and the Internet; local, state, and federal court documents and other government sources; local, regional, and national media reports and other news sources; interviews with current students and alumni of the university, as well as present and past employees; and community organizations' information sources; among others. Each group's research undertaking should be recounted in a 10-12 page paper to be handed in to the professor the same day the group presents a summary of their project to the class. Both the paper and the class presentation must include equal participation of all the people in the group and should take the form of a policy analysis by: 1) briefly summarizing the groups' educational policy and leadership issue; 2) discussing the group's research process and findings related to the issue; 3) integrating critical analysis of the issue with the assigned readings from class and from any additional readings done as a part of the research process; 4) succinctly chronicling the issue's historical and continuing relevance to the campus and, where applicable, beyond the campus; and, 5) offering insights regarding the future import and impact of the issue for the campus and, where relevant, education as a whole. The paper should be type written using *formal* APA (American Psychological Association) guidelines as is appropriate for its content. The presentation should take about 45 minutes. In addition to the course professor/facilitator, students will evaluate their peers on the quality of their project and presentation. Student groups will submit a standard weekly report briefly detailing their progress on the project. (See guidelines, attached)

#### *4. Community Educational Policy and Leadership Issue Participatory Action Research Project—20%*

Students will choose a COMMUNITY ORGANIZATION (*not* a school) from a list of UM cooperating organizations, or other appropriate organizations that students discover independently, at which they will volunteer twenty hours of their time over the course of the semester. The site must be off-campus and in a community setting. Students should spend approximately 2 to 2 1/4 hours a week at their site for 9 or 10 weeks, respectively. Over the course of the twenty hours, student will develop and implement a participatory action research project in a collaborative fashion with an identified group of co-participants from their site.

The group of co-participants may be comprised of service providers (administrators, employees, other volunteers (who are *not* students), etc.) and/or service consumers (homeless/battered women's shelter residents, soup-kitchen attendees, family members of prison inmates, etc.). Students and their co-participants, the research team, should direct their research project towards attempting to respond to and/or resolve an educational policy and leadership issue that has relevance for enhancing the quality of life at the site *for the co-participants*. Students will write-up (10-12 pages) their Participatory Action Research experience in a type written paper using *formal* APA (American Psychological Association) guidelines as is appropriate for its content. Students will review their Participatory Action Research findings in a 10 minute presentation to the class. Papers are due the day of the presentation. In addition to the course professor/facilitator, students will evaluate their peers on the quality of their project and presentation. Students will submit a standard weekly report briefly detailing their progress on the project. (See guidelines, attached)

##### 5. *Intergroup Dialogue-Based Educational Policy and Leadership Issue Experience—15%*

Each student will participate in an intergroup dialogue on the topic of their choice. See the handout explaining the intergroup dialogue program and detailing the menu of dialogues available, their dates and times, and eligibility parameters. Students are expected to complete all of the assignments given in their particular intergroup dialogue (please refer to the Intergroup Dialogue guidelines distributed during the first meeting of your intergroup dialogue) and hand copies of these assignments in to the professor/facilitator on the appropriate date (see Course Outline, below). Along with these copies, students should include a 3-5 page typewritten summary of their dialogue experience in which they tie their dialogue topic to educational policy and leadership through the articulation of their own personal educational policy and leadership philosophy related to the topic. These philosophies should address how the student envisions this topic's general impact on education policy in the education-related role they most likely see themselves in the future, as well as its specific impact on their leadership in that role—the leadership direction they would take on it in that role and why.

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**Throughout the course, students should focus their attention on each educational issue that emerges, the range of educational policy implications it raises, and the array of educational leadership concerns deriving therefrom.**

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Please be advised that you must complete every assignment to pass the course; that is, you can not simply chose to not do something and take the corresponding point reduction.

### **Criterion for Evaluation and Grading**

Students will be evaluated on class attendance, class participation, and the completion of all other learning expectations. Students will be graded on the *quality* of their contributions to class, and their projects—their creativity, the degree to which their understanding of the class material is reflected, the degree to which their ideas are developed, and, their timeliness. Each project has its own grading rubric attached to the guidelines.

### **Grading Rubric**

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% and below

No incompletes will be given unless you have a documented medical/psychiatric concern.

**Teaching Expectations**

1. Overall Class Facilitation
2. Office Hour/Phone Availability
3. Student Support and Affirmation
4. Periodic Reminders of Deadlines
5. Other

**Methodology**

1. Problem Posing Discussion/Activities
2. Educational Technology (Movie/Videos)
3. Individual Reading Assignments
4. Individual Writing Assignments
5. Individual Research Project and Presentation
6. Small Group Research Project and Presentation
7. Intergroup Dialogue

**Language**

In the discussion of politically complex and charged issues it is often necessary to explore terminology and concepts that, on occasion, may be vulgar, derogatory, or in other ways make us uncomfortable. Please understand that it is necessary to engage in these discussions in order to come to a critical and comprehensive understanding of the manifestations of prejudice and discrimination so that, subsequently, we can learn how to deconstruct and assuage them. If you become particularly distressed about any discussion please speak to the professor/facilitator or graduate assistant immediately.

**Equal Educational Opportunity Policy Statement**

In accordance with federal, state, local, university, college of education, and the professor/facilitator's personal policy (especially with respect to the 1964 Civil Rights Act and Section 504 of the Americans with Disabilities Act), access to equal educational opportunity based on race; ethnicity; geographic origin; language; socioeconomic class; sex/gender/gender identity or expression; sexual orientation; physical, developmental, and psychological ability; religious, spiritual, faith-based, or secular affiliation; age and generation; and physical appearance, among other categories of social identity, is paramount. Every effort will be made to arrange for reasonable accommodations to ensure that such opportunity exists and is measurable in terms of equality of outcome.

**Guests**

Please feel free to bring friends and/or family to class. Guest are always welcome as long as they demonstrate appropriate respect for the learning that is taking place. If you need to bring young children due to childcare issues, please bring something for them to do/play with to keep them more or less occupied so that you can pay attention to the class.

## Desired Student Outcomes

Upon completion of this course, students will:

1. Have discovered and be using their own voices, actively participating democracy, engaging in dialogue, “outing” her/himself.
2. Have come to a complex understanding of the concepts of teaching, schooling, education, educational policy, educational leadership, issues of difference (related to race, ethnicity, geographic origin, language, socioeconomic class background, sex, gender, sexual orientation and gender identity, physical/developmental/psychological disability, age/generation, physical appearance, and environmental concern), and, individual, cultural and institutional demographics.
3. Have identified and shaped their own educational policies and leadership styles for an array of education-related roles.

## Statement on Learning

Students will not be spoon-fed learning expectations nor given a recipe to follow to complete them. The syllabus explanation or guidelines for each learning expectation is to serve as an outline. Students are responsible for discovering, through reading, dialogue, and research, the information that will flesh out the outline.

## Statement on Health

You are of no use to yourself or others if you are not healthy. Please take the time to eat right, exercise, and get enough rest. You, your family, your schoolwork, everything will be better for it.

## Statement on Academic Integrity

The university has approved a Code of Academic Integrity available on the web at [www.inform.umd.edu/CampusInfo/Departments/jpo/code\\_acinteg.html](http://www.inform.umd.edu/CampusInfo/Departments/jpo/code_acinteg.html). The code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The code strives to promote a “community of trust” on our campus.

## CORE Human Cultural Diversity [D]

“You may have chosen this course as part of your CORE Liberal Arts and Sciences Studies program, the general education portion of your degree program. CORE *Human Cultural Diversity* courses are designed to ensure that you will examine experiences, perspectives, and values different from those that are dominant in the United States or Europe. A faculty and student committee approved this CORE *Human Cultural Diversity* course because it will introduce you to ideas and human experiences often overlooked in the curriculum. Please take advantage of the opportunities this course offers to you.”

## **Course Outline**

### **WEEK 1**

#### **August 30**

Welcome/Go Round

Review of Syllabus

BREAK—You can leave gracefully at this point if you have decided not to take the course

Discussion of/Decision on Reading Problem Posing Groupings

Discussion of/Decision on Group Project Groupings

Discussion of/Decision on Community Research Sites

Discussion of/Decision on Intergroup Dialogues

Reflections

#### Assignments:

SERIOUSLY Review Syllabus

View Video—“*Good Morning Miss Toliver*”—On Reserve, Hornbake Library, 4<sup>th</sup> Floor, Non-Print Media

Campus Project Meetings/Reports

Community Project Work/Reports

Reading—Takaki

Authors Note—v

Chapter 1—A Different Mirror—1-21

Part One: Boundlessness—21

*Before Columbus: Vinland*—21-23

Chapter 2—The “Tempest” in the Wilderness: The Racialization of Savagery—24

*Shakespeare’s Dream about America*—25-43

*A World Turned Upside Down*—44-50

Chapter 3—The “Giddy Multitude”: The Hidden Origins of Slavery—51

*A View from the Cabins: White and Black Laborers in Early Virginia*—52-60

*“English and Negroes in Armes”*—61-67

*The Wolf by the Ears*—68-78

Reading Problem Posing Planning/Reports

Reading Problem Posing Group 1 Paper and Presentation

E-Mail Questions/Comments

### **WEEK 2**

Labor Day—No Class

### **WEEK 3**

#### **September 13**

Hand In Reports

Review Commitments

Overview of Service Learning, Participatory Action Research, and Community Theater

Overview of Campus Resources for Community Projects

Video Discussion/Reflections

Reading Problem Posing Group 1 Hand In Paper and Present/Reading Discussion and Related Activities/Student Evaluations

E-Mail Questions/Comments Discussion

Reflections

Assignments:

Campus Project Meetings/Reports

Community Project Work/Reports

Reading—Takaki

## Part Two: Borders—79

*Prospero Unbound: The Market Revolution*—79-83

Chapter 4—Toward the Stony Mountains: From Removal to Reservation—84

*Andrew Jackson: Symbol for an Age*—84-87*The Land-Allotment Strategy: The Choctaw Experience*—88-92*The Treaty Strategy: The Cherokees' Trail of Tears*—93-97*Where the Buffalo No Longer Roam*—98-105

Chapter 5—No More Peck o' Corn: Slavery and Its Discontents—106

*Racial Borders in the Free States*—107-109*Was Sambo Real*—110-121*Slave Son, White Father*—122-125

Black Nationalism: Nostalgia in the Niger—126-130

"Tell Linkum Dat We Wants Land"—131-138

Chapter 6—Emigrants from Erin: Ethnicity and Class within White America—139

*The Irish Exodus*—139-145*An "Immortal Irish Brigade" of Workers*—146-153*The Irish Maid in America*—154-159*The Irish "Ethnic" Strategy*—160-165

Chapter 7—Foreigners in their Native Land: Manifest Destiny in the Southwest—166

*"In the Hands of an Enterprising People"*—166-176*"Occupied" Mexico*—177-183*The Maxing of a Mexican Proletariat*—184-190

Chapter 8—Searching for a Gold Mountain—191

*Pioneers from Asia*—192-203*Chinese Calibans: The Borders of Exclusion*—204-208*Twice a Minority: Chinese Women in America*—209-214*A Colony of "Bachelors"*—215-224

## Part Three: Distances—225

*End of the Frontier*—225-227

Chapter 9—The "Indian Question": From Reservation to Reorganization—228

*Wounded Knee: The Significance of the Frontier in Indian History*—228-230*The Father of the Reservation System*—231-233*Allotment and Assimilation*—234-237*The Indian New Deal: The Remaking of Native America*—238-245

Chapter 10—Pacific Crossings: Seeking the Land of Money Trees—246

*Picture Bridges in America*—247-250*Tears in the Canefields*—251-265*Transforming the Land: From Deserts to Farms*—266-276

Chapter 11—Between "Two Endless days": The Continuous Journey to the Promised Land—277

*Exodus from the Pale*—277-282*A Shtetl in America*—283-287*In the Sweatshops: An Army of Garment Workers*—288-292*Daughters of the Colony*—293-297*Up from Greenhorns: Crossing Delancey Street*—298-310

Chapter 12—El Norte: The Borderland of Chicano America—311

*The Crossing*—312-316*The Reserve Army of Chicano Labor*—317-325*The Internal Borders of Exclusion*—326-333*The Barrio: Community in the Colony*—334-339

Chapter 13—To the Promised Land: Blacks in the Urban North—340

*The Black Exodus*—341-346*The Urban Crucible*—347-354*Yearning for Blackness in Urban America*—355-365*"But a Few Pegs to Fall: The Great Depression*—366-372

Assignments Continued:

Reading Problem Posing Planning/Reports  
Reading Problem Posing Group 2 and 3 Paper and Presentation  
E-Mail Questions/Comments

**WEEK 4**

**September 20**

Hand In Reports  
Review Commitments  
Reading Problem Posing Group 2 and 3 Hand In Paper and Present/Reading Discussion and Related Activities/Student Evaluations  
E-Mail Questions/Comments Discussion  
Reflections

Assignments:

View Video—*"It's Elementary"*—On Reserve, Hornbake Library, 4<sup>th</sup> Floor, Non-Print Media  
Campus Project Meetings/Reports  
Community Project Work/Reports  
Reading—Takaki  
    Part Four: Crossings—373  
        *The Ashes at Dachau*—373-377  
    Chapter 14—Through a Glass Darkly: Toward the Twenty-first Century—378  
        *A War for Democracy: Fighting as One People*—378-398  
        *America's Dilemma*—399-428

Reading Problem Posing Planning/Reports  
Reading Problem Posing Group 4 Paper and Presentation  
E-Mail Questions/Comments

**WEEK 5**

**September 27**

Hand In Reports  
Review Commitments  
Video Discussion/Reflections  
Reading Problem Posing Group 4 Hand In Paper and Present/Reading Discussion and Related Activities/Student Evaluations  
E-Mail Questions/Comments Discussion  
Reflections

Assignments:

Essay 1  
Reading Problem Posing Planning/Reports  
Campus Project Meetings/Reports  
Community Project Work/Reports  
Prepare for Intergroup Dialogues/Read Dialogue Article  
E-Mail Questions/Comments

**WEEK 6**

**October 4**

Hand In Reports  
Review Commitments  
Review of Service Learning, Participatory Action Research, and Community Theater  
Review of Campus Resources for Community Projects  
Discuss Intergroup Dialogue Article  
E-Mail Questions/Comments Discussion  
Essay 1/No Reflections

Assignments:

Campus Project Meetings/Reports

Community Project Work/Reports

Reading—Nieto

Introduction—1-9

Chapter 1: Teaching as Evolution—9

Lessons Learned Along the Way—10-15

The Promise of Multicultural Education—16-17

The Sociopolitical Context of Education—18

Teachers Make a Difference—19-21

Chapter 2: Teaching as Autobiography—22-23

Remembering What Brought them to Teaching—24-25

Teacher Autobiographies—26-33

Postscript: A Response from the Editor—34-36

Chapter 3: Teaching as Love—37

Effective Teachers of Urban Students—38

Respecting and Affirming Students' Identities—39-41

Care and Respect: Beyond Hugs and Other Displays of Affection—42

Judith Baker's Tough Problem—43-46

Educational Reform and Caring—47-48

On Teaching Metaphors and Caring—49-50

"A Fundamental Belief" in Students—51-52

Chapter 4: Teaching as Hope and Possibility--53

The Promise of Public Education—54-57

Faith in Their Own Abilities as Teachers—58

Confidence in Colleagues and the Next Generation of Teachers—58-60

You Heal, You Help, You Love...—61-62

Reading—Nieto

Chapter 5: Teaching as Anger and Desperation—63

When Teachers Are Angry—63-64

Bureaucratic Restructuring—65-68

The Nature of "The System"—69-70

Indignity at the Lack of Respect—71

Desperation—72

Moving Beyond the Anger—73

Postscript—74

Chapter 6: Teaching as Intellectual Work—76

The Need for Adult Conversations—77-78

The Call to Write—79-80

Writing to Improve Curriculum—81-89

Sustaining Community in Teaching—90

Chapter 7: Teaching as Democratic Practice—91

The Struggle for Equal Education—92-93

Racism in Schools and Society—94-95

Teaching as Educational Justice—96-98

Teaching for Democracy—99-104

Finding Equilibrium—105-106

Chapter 8: Teaching as Shaping the Future—107-108

The Power of Their Words—109

Words That Kill—109-110

Words That Build—111

Teachers Change Lives Forever—112-120

Chapter 9: Final Thoughts: What Keeps Teachers Going in Spite of Everything?—121

Lessons from the Work of Teachers—122-123

Rethinking Professional Development—124-125

Restructuring Schools—126-127

Developing New National Priorities for Teaching—128-End

Assignments Continued:

Reading Problem Posing Planning/Reports  
Reading Problem Posing Group 5 and 6 Paper and Presentations  
E-Mail Questions/Comments  
Begin Dialogues

**WEEK 7**

**October 11**

Hand In Reports  
Review Commitments  
Reading Problem Posing Group 5 and 6 Hand In Paper and Present/Reading Discussion and  
Related Activities/Student Evaluations  
E-Mail Questions/Comments Discussion  
Reflections

Assignments:

Essay 2  
Reading Problem Posing Planning/Reports  
Campus Project Meetings/Reports  
Community Project Work/Reports  
Continue Dialogues

**WEEK 8**

**October 18**

Hand In Reports  
Review Commitments  
Review of Service Learning, Participatory Action Research, and Community Theater  
Review of Campus Resources for Community Projects  
Essay 2/No Reflections

Assignments:

Campus Project Meetings/Reports  
Community Project Work/Reports  
Reading—McLaren  
Forewords #1-4—xi-xxvi  
In Memoriam—xxvii-xxx  
Preface—xxxi-xxxvii  
Part I—Reflections on Life in Schools: Forging a New Beginning in an Age of Political Deceit and  
Imperial Grandeur—1  
Introduction—2-30  
The Retreat of Democracy—31-42  
The Corporate Assault on Education—43-45  
Bringing Theory into the Streets—46-54  
Part II—Cries from the Corridor: Teaching in the Suburban Ghetto—55  
Introduction—55  
The Corridor Kids—56-62  
The Frontiers of Despair—63-95  
Epilogue—96-98  
The Invisible Epidemic—99-134  
Epilogue—135-136  
“The Suburbs Was Supposed to Be a Nice Place...”—137-174  
Summer Vacation—175  
Afterword—176-182

Assignments Continued:

Reading Problem Posing Planning/Reports  
 Reading Problem Posing Group 7 and 8 Paper and Presentations  
 E-Mail Questions/Comments  
 Continue Dialogues

**WEEK 9**

NAME Conference—No Class

**WEEK 10****November 1**

Hand In Reports  
 Review Commitments  
 Reading Problem Posing Group 7 and 8 Hand In Paper and Present/Reading Discussion and  
 Related Activities/Student Evaluations  
 E-Mail Questions/Comments Discussion  
 Reflections

Assignments:

Campus Project Meetings/Reports  
 Community Project Work/Reports  
 Reading—McLaren

- Part III—Critical Pedagogy: An Overview—183
  - Critical Pedagogy and the Egalitarian Dream—183-184
  - The Emergence of Critical Pedagogy—185
    - Foundational Principles—186-192
  - Critical Pedagogy: A Look at the Major Concepts—193
    - The Importance of Theory—193-195
    - Critical Pedagogy and the Social Construction of Knowledge—196-207
    - Critical Pedagogy and the Power/Knowledge Relation—208-210
    - Critical Pedagogy and the Curriculum—211-214
    - Social Reproduction: A Critical Perspective—215-218
    - Questions for Discussion—219-224
- Part IV—Analysis—225-226
  - Race, Class, and Gender: Why Students Fail—227
    - The Black Underclass: Racial Stratification and the Politics of Culture—227-228
    - Resistance and the Reproduction of Class Relations—229-230
    - Bein' Tough: Bein' Female—231-235
    - Psychologizing Student Failure—236-237
  - New and Old Myths in Education—238
    - Technologizing Learning—238
    - Neoconservatism and the Myth of Democratic Schooling—239-241
  - Teachers and Students—242
    - The Primacy of Student Experience—242-244
    - The Primacy of Voice—245-246
    - Beyond Conversations with the "Other"—247-253
  - Conclusion to Parts III and IV—254
    - The Teacher as Social and Moral Agent—256-258
- Part IV—Looking Back, Looking Forward—259-262
  - Unthinking Whiteness, Rethinking Democracy: Toward a Revolutionary  
 Multiculturalism—263-295
  - Conclusion to Part VI—296-298

Reading Problem Posing Planning/Reports  
 Reading Problem Posing Group 9 and 10 Paper and Presentations  
 E-Mail Questions/Comments  
 Continue Dialogues

## **WEEK 11**

### **November 8**

Hand In Reports  
Review Commitments  
Reading Problem Posing Group 9 and 10 Hand In Paper and Present/Reading Discussion and  
Related Activities/Student Evaluations  
E-Mail Questions/Comments Discussion  
Reflections

#### Assignments:

Essay 3  
Reading Problem Posing Planning/Reports  
Campus Project Meetings/Reports  
Community Project Work/Reports  
Continue Dialogues

## **WEEK 12**

### **November 15**

Hand In Reports  
Review Commitments  
Review of Service Learning, Participatory Action Research, and Community Theater  
Review of Campus Resources for Community Projects  
Essay 3/No Reflections

#### Assignments:

View Video—*"Fear and Learning at Hoover Elementary"*—On Reserve, Hornbake Library, 4<sup>th</sup> Floor,  
Non-Print Media  
View Video—*"Closing the Open Door"*—On Reserve, Hornbake Library, 4<sup>th</sup> Floor,  
Non-Print Media  
Campus Project Meetings/Reports  
Campus Project Paper and Presentation Group 1  
Community Project Work/Reports  
Skip Dialogue Week

## **WEEK 13**

### **November 22**

Hand In Reports  
Review Commitments  
Video Discussions/Reflections  
Campus Project Group 1 Hand In Paper  
Campus Project Group 1 Presentation/Student Evaluations

Reflections

#### Assignments:

Campus Project Meetings/Reports  
Campus Project Paper and Presentation Group 2 and 3  
Community Project Work/Reports  
Resume Dialogues

**WEEK 14**

**November 29**

Hand In Reports  
Review Commitments  
Campus Project Group 2 and 3 Hand In Paper  
Campus Project Group 2 and 3 Presentations/Student Evaluations  
Reflections

Assignments:

Campus Project Meetings/Reports  
Campus Project Paper and Presentation Group 4  
Community Project Work/Reports  
Last Week of Dialogues/Dialogue Papers

**WEEK 15**

**December 6**

Hand In Reports  
Review Commitments  
Campus Project Group 4 Hand In Paper  
Campus Project Group 4 Presentation/Student Evaluations  
Hand In Intergroup Dialogue Papers  
Intergroup Dialogue Discussion  
Reflections

Assignments:

Community Project Work/Reports  
Community Project Papers and Presentations All (Hours Documentation)

**Prepare for the Multicultural Fare Party:** Bring a dish of your choice, one from your cultural background or one from another cultural background. BRING 20 COPIES OF THE RECIPE OF YOUR DISH if it is not a guarded family secret. Feel free to bring friends and family members.

**WEEK 16—EXAM WEEK—December 13-18**

**Exam Period**

**Date and Time TBA**

Food  
Hand In Reports  
Community Projects All Hand In Paper  
Community Project Presentations All/Student Evaluations  
More Food  
Course Evaluations  
More Food

**EDUCATE WITH HEART AND MIND!**

Final Grades will be available at and Papers can be picked up from 1130 Shriver Lab on May 17th, 2004, after 1 p.m.

## **Daily Reflections Guidelines**

Following each class period, students will be given 10-15 minutes to hand-write a reflection on their experience of the class. The length of these reflections should be determined by the content, not the reverse. Reflections should weave the students' personal narratives on the classroom experience with their critical analysis of the readings used to frame it. Reflections should be thoughtful; students are expected to engage in self-critique, to comment on or critique the contributions of other students in the class, to bring in related narratives from other sources (e.g., comments from friends or family with whom they discussed the class) in a critically conscious manner, as well as to integrate relevant learnings gleaned from other academic sources (e.g., readings from another class, independent research, etc.).

### **1-2 pages**

#### *Organization*

Grammar  
Sentence Structure  
Syntax  
Punctuation  
Paragraphs  
Development of Ideas  
Flow of Ideas  
Etc.

#### *Introduction*

Thoughtful Reflections on Personal Narrative  
Engagement in Critical Self-Reflection/Self-Critique  
Thoughtful Commentary on and Critique of Contributions of Other  
Students in the Class  
Thoughtful and Critically Conscious Delineation of Related Narratives  
from Other Sources (e.g., comments from friends or family with whom you have  
discussed the class)

#### *Delineation of Personal Narrative and Related Critical Analysis of Assigned Readings*

Weaving of Personal Narratives with Critical Analysis of the Readings  
Integration of Relevant Learnings Gleaned from other Academic  
Sources (e.g., readings from another class, independent research, etc.).  
Synthesis of Learnings Garnered from Narrative/Self-Reflection and Critical  
Analysis of Readings

#### *Conclusion*

Critically Conscious Analysis of Course Content and Process

## **Reading Problem Posings in Pairs/Trios Guidelines I**

In pairs/trios, students will select or be assigned a group of chapters in one of the two course texts, about which to develop a series of problem posing questions. These questions should be designed in such a way as to that elicit, from the rest of the class, the educational policy and leadership concerns expressed in the chapters' major themes. The Reading Problem Posings, both the written and presented aspects of them, must include equal participation of both/all people in the pair/trio. The write-up should include: 1) a brief description (1-2 pages) of the *process* that the pair/trio went through to arrive at their problem posing plan (the work process *not* the work product—*not* the plan itself; 2) a succinct review (1-2 pages) of the chapters' major themes; 3) a specific accounting (1-2 pages) of the educational policy and leadership concerns identified in the chapters; and, 4) a detailed articulation (1-2 pages) of the problem posing plan for the class (the plan itself). The write-up should be type written using *formal* APA (American Psychological Association) guidelines as is appropriate for its content. The presentation should: 1) provide a concise overview of the reading via the skilled use of problem posing questions with the class; 2) engage the entire class (everyone) in active discussion of the reading; 3) encourage a wide range of perspectives about the reading to emerge from the class; and, 4) leave the class with unresolved dichotomies, unanswered questions, lingering problematics, and enrapt in continuing critical thought about the reading. The presentations should take about 30 minutes. Papers are due the day of the presentations. In addition to the course professor/facilitator, students will evaluate their peers on the quality of their plans and presentations. Student pairs/trios will submit a standard weekly report briefly detailing their progress on the project.

### **4-8 pages**

#### *APA Format*

Running Head  
Title Page  
Margins/Page Numbers  
Bibliography  
Etc.

#### *Organization*

Grammar  
Sentence Structure  
Syntax  
Punctuation  
Paragraphs  
Development of Ideas  
Flow of Ideas  
Etc.

#### *Brief Description of the Pair/Trio Reading Problem Posing Process*

Summary of your Individual Contribution\*\*  
Evaluation of your Pair/Trio Collaborative Effort (How you did/didn't work together)\*\*

#### *Succinct Review of Chapters' Major Themes*

#### *Specific Accounting of Educational Policy and Leadership Issues Identified*

#### *Detailed Articulation of Problem Posing Plan*

*Conclusion*

Summary of Learning  
Critical Insights Gained  
Implications for Educational Policy and Leadership

APPENDIX:  
Copies of Handouts from Presentation  
Copies of Other Supplementary Materials from Presentation  
    Disks  
    Videos  
    Visual Aids

**\*\*Each pair/trio will submit one write-up.**

## **Reading Problem Posings in Pairs/Trios Guidelines II**

### **60 minutes**

#### *Structure*

Well Organized/Articulated

Presentation Flows

Presentation is Interesting/Encourages Student Participation/Involvement

Effective Use of Hand-Outs/Visual Aids

    Agenda

    Outline of Key Points

    Creative Illustrations of Key Points

    Use of Educational Technology

#### *Content of Presentation*

Provided a Concise Overview of the Reading Via the Skilled Use of Problem Posing Questions

Engaged the Entire Class (Everyone) in Active Discussion of the Reading

Encouraged a Wide Range of Perspectives About the Reading to Emerge

Left the Class with Unresolved Dichotomies, Unanswered Questions, Lingering Problematics, and Enrapt in Continuing Critical Thought About the Reading

#### *Participation*

Both/All Pair/Trio Members are Actively Involved

Reading Problem Posings in Pairs/Trios Weekly Report Outline

Pair/Trio Number:  
Meeting Number:  
Section Assigned:

Pair/Trio Members:

Meeting Date:  
Meeting Time:  
Meeting Location:

Members Present:  
Members Absent:

Summary of Pair/Trio Process:

Delegation of Tasks to Each Pair/Trio and For Each Task Delegated List the Following:

Individual Responsible	Delegated Task
------------------------	----------------

Assessment of the Meeting:  
(Very Productive, Somewhat Productive, Not Very Productive, etc., and Why)

Action to Be Taken to Improve Meeting Productivity:

Next Meeting Date:  
Next Meeting Time:  
Next Meeting Location:

Signed (Pairs/Trios):

Names Printed:

Date:

## **Campus Educational Policy and Leadership Issue Research Project in Small Groups Guidelines I**

Each small group of three to five students will choose a single educational policy and leadership issue from a list of such issues that are of particular relevance to the University of Maryland campus. Over the course of the semester, each group will research this issue from an historical as well as present day context using an array of research methodologies including, but not limited to: the range of resources available through the university libraries and the Internet; local, state, and federal court documents and other government sources; local, regional, and national media reports and other news sources; interviews with current students and alumni of the university, as well as present and past employees; and community organizations' information sources; among others. Each group's research undertaking should be recounted in a 10-12 page paper to be handed in to the professor the same day the group presents a summary of their project to the class. Both the paper and the class presentation must include equal participation of all the people in the group and should take the form of a policy analysis by: 1) briefly summarizing the groups' educational policy and leadership issue; 2) discussing the group's research process and findings related to the issue; 3) integrating critical analysis of the issue with the assigned readings from class and from any additional readings done as a part of the research process; 4) succinctly chronicling the issue's historical and continuing relevance to the campus and, where applicable, beyond the campus; and, 5) offering insights regarding the future import and impact of the issue for the campus and, where relevant, education as a whole. The paper should be type written using *formal* APA (American Psychological Association) guidelines as is appropriate for its content. The presentation should take about 45 minutes. In addition to the course professor/facilitator, students will evaluate their peers on the quality of their project and presentation. Student groups will submit a standard weekly report briefly detailing their progress on the project.

### **10-12 pages**

#### *APA Format*

Running Head  
Title Page  
Margins/Page Numbers  
Bibliography  
Etc.

#### *Organization*

Grammar  
Sentence Structure  
Syntax  
Punctuation  
Paragraphs  
Development of Ideas  
Flow of Ideas  
Etc.

#### *Introduction*

Review of Research Issue  
Summary of your Individual Contribution\*\*  
Summary of your Group Process (How you did/didn't work together)\*\*

#### *Research Process*

Description of Methods for Securing Information for Project

*Critical Analysis of Research Issue from Readings*

Review of the Literature Related to the Research Issue  
    Readings from Class  
    Additional Readings  
Demonstration of Critical Analysis of Readings  
Synthesis of Readings

*Results*

Synthesis of Research Issue—Succinct Review of the Issue’s Historical and Continuing Relevance to Campus and Beyond  
Integration of Critical Analysis and Synthesis of Course Readings into Curriculum  
Integration of Educational Technology into Curriculum  
Integration of Social Justice/Multicultural Education Theory and Practice into Curriculum to the Greatest Extent Possible, Based on Rationale Developed in the Curriculum  
Summary of Findings  
Review of Insights Regarding the Future Import and Impact of the Issue for the Campus and Education as a Whole  
Summary of Presentation

*Conclusion*

Summary of Learning  
Critical Insights Gained  
Further Implications for Education Policy and Leadership

APPENDIX:

Copies of Handouts from Presentation  
Copies of Other Supplementary Materials from Presentation  
    Disks  
    Videos  
    Visual Aids

\*\*Each group will submit one write-up.

**Campus Educational Policy and Leadership Issue Research Project in Small Groups  
Guidelines II**

**60 minutes**

*Structure*

Well Organized/Articulated  
Presentation Flows  
Presentation is Interesting/Encourages Student Participation/Involvement  
    Interactive Activities  
Effective Use of Hand-Outs/Visual Aids  
    Agenda  
    Outline of Key Points  
    Creative Illustrations of Key Points  
    Use of Educational Technology

*Content of Presentation*

Overview of Research Issue and Process  
Critical Analysis and Synthesis of Course Readings  
Creative Illustration of Findings through Simulation/Experiential Component and  
    Integrated Dialogue

*Participation*

Presentation Illustrates/Encourages Student Critical Thought and Dialogue  
All Research Group Members are Actively Involved

Campus Educational Policy and Leadership Issue Research Project in Small Groups  
Weekly Report Outline

Group Number:  
Meeting Number:

Group Members:  
Conceptualization of Research Issue:

Meeting Date:  
Meeting Time:  
Meeting Location:

Members Present:  
Members Absent:

Summary of Group Process:

Delegation of Tasks to Individual Members/For Each Task Delegated List the Following:  
Individual Responsible  
Delegated Task

Assessment of the Meeting:  
(Very Productive, Somewhat Productive, Not Very Productive, etc., and Why)

Action to Be Taken to Improve Meeting Productivity:

Next Meeting Date:  
Next Meeting Time:  
Next Meeting Location:

Signed:

Names Printed:

Date:

**Community Educational Policy and Leadership Issue  
Participatory Action Research Project  
Guidelines I**

Students will choose a COMMUNITY ORGANIZATION (*not* a school) from a list of UM cooperating organizations, or other appropriate organizations that students discover independently, at which they will volunteer twenty hours of their time over the course of the semester. The site must be off-campus and in a community setting. Students should spend approximately 2 to 2 1/4 hours a week at their site for 9 or 10 weeks, respectively. Over the course of the twenty hours, student will develop and implement a participatory action research project in a collaborative fashion with an identified group of co-participants from their site. The group of co-participants may be comprised of service providers (administrators, employees, other volunteers (who are *not* students), etc.) and/or service consumers (homeless/battered women's shelter residents, soup-kitchen attendees, family members of prison inmates, etc.). Students and their co-participants, the research team, should direct their research project towards attempting to respond to and/or resolve an educational policy and leadership issue that has relevance for enhancing the quality of life at the site *for the co-participants*. Students will write-up (10-12 pages) their Participatory Action Research experience in a type written paper using *formal* APA (American Psychological Association) guidelines as is appropriate for its content. Students will review their Participatory Action Research findings in a 10 minute presentation to the class. Papers are due the day of the presentation. In addition to the course professor/facilitator, students will evaluate their peers on the quality of their project and presentation. Students will submit a standard weekly report briefly detailing their progress on the project.

**10-12 pages**

*APA Format*

Running Head  
Title Page  
Margins/Page Numbers  
Bibliography  
Etc.

*Organization*

Grammar  
Sentence Structure  
Syntax  
Punctuation  
Paragraphs  
Development of Ideas  
Flow of Ideas  
Etc.

*Introduction*

Identification of your Site  
Rationale for Site Choice

*Research Process and Results*

Use of "Dialogue"  
Identification of Research Participants and Rationale for Choice  
Collective Problem-Formation—Educational Policy and Leadership Issue Targeted for Response/Resolution  
Collective Development and Research Design and Methods— Response/Resolution Plan  
Collective Engagement in Research Execution—Pilot Implementation of Response/Resolution Plan

(Continued, next page)

Collective Analysis of Results—Outcome of Pilot Implementation of Response/Resolution Plan  
Collective Decision-Making as to How to Evaluate and Utilize Results—What  
Worked/What Didn't, Why, What Adjustments Need to Be Made in Response/Resolution Plan to  
Improve Results  
Ideas for Further Research

*Conclusion*

Summary of Learning  
Critical Insights Gained  
Further Implications for Educational Policy and Leadership

**Community Educational Policy and Leadership Issue  
Participatory Action Research Project  
Guidelines II**

**10 minutes**

*Structure*

Well Organized/Articulated  
Demonstration Flows  
Demonstration is Interesting/Encourages Student Participation/Involvement  
Effective Use of Hand-Outs/Visual Aids  
    Agenda  
    Outline of Key Points  
    Creative Illustrations of Key Points  
    Educational Technology  
Demonstration Encourages Student Critical Thought and Dialogue

*Content of Demonstration*

Discussion of the Site  
Discussion of How You Engaged in the PAR Process with Your Co-Participants  
    How did you use dialogue—to gain access to the site community via organic means  
    How did the co-participants and you come to:  
        Co-identify a problematic—collectively engage in issue identification;  
        Co-develop a plan and the means to respond to/resolve your issue—collectively develop a research design and methods;  
        Co-implement your plan—collectively engage in research execution;  
        Co-discuss what your plan taught you—collectively analyze your data;  
        Co-decide if what your plan taught you can actually help you respond to/resolve your issue, and if is so, how, if not, why—collective decision-making as to how to utilize your research results and determine their validity;  
        Co-determine other things you might need to learn about to even better respond to/resolve your issue—collective identification of ideas for further research

*Conclusion*

Further Implications for Educational Policy and Leadership

Community Educational Policy and Leadership Issue  
Participatory Action Research Project  
Weekly Report Outline

Number:  
Meeting Number:

Name:  
Site:  
Contact Person:

Meeting Date:  
Meeting Time:  
Meeting Location:

Summary of Time Spent at Site:

Assessment of Time Spent at Site:  
(Very Productive, Somewhat Productive, Not Very Productive, etc., and Why)

Action to Be Taken to Improve Meeting Productivity:

Next Meeting Date:  
Next Meeting Time:  
Next Meeting Location:

Signed:

Name Printed:

Date:

Community Educational Policy and Leadership Issue  
Participatory Action Research Project  
Hours Documentation

DATE IN: \_\_\_\_\_

Name:

Site:

Contact Person:

Phone:

<u>Date</u>	<u>Hours Spent</u>	<u>Student Signature</u>	<u>Contact Person/Supervisor Signature</u>
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Date of Completion of Total Hours (20):

Signed (Student):

Signed Contact Person/Supervisor:

**ATTENDANCE SHEET**  
**EDPL 201**

Date:

Name Printed

Signature

Contribution to  
Discussion

- 1.
- 2.
- 3.
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- 9.
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- 29.

**NAME ADDRESS PHONE LIST EDPL 201 Fall 2004**

<b>NAME</b>	<b>ADDRESS</b>	<b>PHONE</b>	<b>E-MAIL</b>
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<b>1.</b> Christine Clark	7010 Wells Parkway University Park, MD 20782	301.405.2841W/301.927.8390H	cclark1@umd.edu
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**2.****3.****4.****5.****6.****7.****8.****9.****10.****11.****12.****13.****14.****15.****16.****17.****18.****19.****20.****21.****22.****23.****24.****25.****26.****27.****28.****29.**

**Campus Educational Policy and Leadership Issue Research Project in Small Groups Sign-Up Sheet**

**Group 1**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Group 4**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Group 2**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Group 5**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Group 3**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Community Educational Policy and Leadership Issue Participatory Action Research Project  
Site Sign-Up Sheet**

YOUR NAME:

SITE NAME/LOCATION:  
(Street Address/City/State)

SITE CONTACT INFO:  
(Name/Phone Number)

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**Community Educational Policy and Leadership Issue Participatory Action Research Project  
Site Sign-Up Sheet**

YOUR NAME:

SITE NAME/LOCATION:  
(Street Address/City/State)

SITE CONTACT INFO:  
(Name/Phone Number)

15.

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**Intergroup Dialogue-Based Educational Policy and Leadership Issue Experience Sign-Up Sheet**

YOUR NAME:

DIALOGUE SELECTED:

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**Intergroup Dialogue-Based Educational Policy and Leadership Issue Experience Sign-Up Sheet**

YOUR NAME:

DIALOGUE SELECTED:

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28.

**Reading Problem Posings Pairs/Trios Sign-Up Sheet**

Pair/Trio #:

Book #:

1.

2.

3.

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10.

11.

12.

13.

14.

**EDPL 201 OVERALL EVALUATION LOG**

NAME:

1. *Class Attendance—25%*

Class Attendance—10%

Participation in Class Discussion and Activities—10%

Daily Reflections—5%

2. *Assigned Reading—25%*

Reading Cards—5%

Reading Problem Posings in Pairs/Trios—10%

Weekly Reports

Write-Up

Presentation

Reading Essays—10%

#1

#2

#3

3. *Campus Educational Policy and Leadership Issue Research Project in Small Groups—15%*

Weekly Reports

Write-Up

Presentation

4. *Community Educational Policy and Leadership Issue Participatory Action Research Project—20%*

Permission Letter

Weekly Reports

Write-Up

Presentation

Hours Documentation

5. *Intergroup Dialogue-Based Educational Policy and Leadership Issue Experience—15%*

Grade from Facilitator(s)

Assignment Copies

Write-Up

TOTAL

GRADE: