

Course Title: EDPL 837, Race, Class, and Social Justice: A
Policy
Seminar in Curriculum Theory and Development
Instructor: Dr. Steven Selden
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Course Reflector: edpl837-0101-spr07@coursemail.umd.edu
Semester: Spring, 2007
Time: Thursday 4:15-7:00
Location: EDU 2102
Office Hours: Before and after class and at student and
instructor's mutual convenience

According to [Fishkin's principle of life chances], if we can predict with a high degree of accuracy where individuals will end up in the competition for preferred positions in society 'merely by knowing their race, sex, or family background, then the conditions under which their talents and motivations have developed must be grossly unequal.' Supporters of this principle believe that a person 'should not be able to enter a hospital ward of healthy newborn babies and, on the basis of class, race, sex, or other arbitrary native characteristics, predict the eventual positions in society of those children' Accordingly, programs based on this [equality of life chances] principle would not be restrictively applied to members of certain racial or ethnic groups but would be targeted to truly disadvantaged individuals regardless of their race or ethnicity.

Wilson, W. J., (1997). *The truly disadvantaged: The inner city, the underclass, and public policy.*
Chicago: University of Chicago Press.

[C]ensus data from all metropolitan areas with sizeable minority populations . . . generally confirms Wilson's hypothesis that macrostructural changes are the primary determinant of concentrated poverty.

Danziger, S., (Spring 1997). "When work disappears: The world of the new urban poor." *Issues in Science and Technology*.

COURSE BIBLIOGRAPHY

EDPL 837

Race, Class, and Social Justice:

A Policy Seminar in Curriculum Theory and Development

A. Books To Be Purchased

- Bell, D., (1992). *Faces at the bottom of the well: The permanence of racism*. New York: Basic Books.
- Kozol, J., (1992). *Savage inequalities: Children in America's schools*. New York: Crown Publishers.
- Lareau, A. (2003). *Unequal childhoods: Class, race, and family life*. Los Angeles: University of California Press.
- Lee, V.E., and Berkham, D.T., (2002). *Inequality at the starting gate: Social background differences in achievement as children begin school*. Washington DC: Economic Policy Institute.
- Morrison, T, (1970). *The bluest eye*. New York: Washington Square Books.
- Rothstein, Richard, (2004). *Class and Schools: Using social, economic, and educational reform to close the black-white achievement gap*. Washington, D.C.: Economic Policy Institute. (ISBN: 1-932066-09-8)
- Selden, S., (1999). *Inheriting shame: The story of eugenics and racism in America*. New York: Teachers College Press.
- Wilson, W. J., (1997). *The truly disadvantaged: The inner city, the underclass, and public policy*. Chicago: University of Chicago Press.
- Williams, J., (2006). *Enough: The phony leaders, dead-end movements, and culture of failure that are undermining Black America - and what we can do about it*. New York: Crown Press.

B. Included in Class CD

- Danziger, S., (Spring 1997). "When work disappears: The world of the new urban poor." *Issues in Science and Technology*.
Downloaded from
http://www.findarticles.com/p/articles/mi_ga3622/is_199704/ai_n8759129/ on January 8, 2007.
- Dworkin, R., (January 13,1994). "Will Clinton's plan be fair?" *New York review of books*, Volume XLI, Numbers 1 & 2, pp. 20-27.

- Freedman, S. G., (June 30, 2004). "Beyond public health, asthma, like poor housing, becomes an issue in the schools." *New York Times*, p. A 20.
- Hacker, A., (1996). Review Essay: *Modest proposals: When Work Disappears: The World of the New Urban Poor*, by William Julius Wilson. *New York Review of Books*, Volume XLIII, Number 19, November 28, pp. 9-12.
- McLean, D. E., Bowen, S., Drezner, K., Rowe, A. Sherman, P., Schroder, S., Redlener, K., & Redlender, I., (March 2004). "Asthma among homeless children: undercounting and undertreating the underserved." *Archives of Pediatric Medicine*, Volume 158, pp. 244-249.
- Rothstein, R., (December 2, 2004). "Must schools fail?" *New York review of books*, Volume 51, Number 19.
- Selden, S. (in press). "Biological determinism and the narrative of adjustment: The high school biology textbooks of Truman Jesse Moon, c. 1921-1963." *Curriculum Inquiry*.
- Small, M. L., & K. Newman, (2001). "Urban poverty after *The Truly Disadvantaged*: The rediscovery of the family, the neighborhood, and culture." *Annual Review of Sociology*, 27, 23-45.
- Wilson, W. J., (August 18, 1996). "When work disappears." *New York Times Magazine*, pp. 28-54.
- Wolf, S. H., M.D., Johnson, .E., Fryer, G. E., Rust, G., Satcher, D., (2005?). "Would resolving racial disparities in health save more lives in the United States than improving the "technology" of health care? An analysis of national data: Expanded methods section." This addendum serves as an annex to a peer-reviewed manuscript submitted for publication in the *American Journal of Public Health*.
- Wolf, S. H, Johnson, R. E., Fryer, G., Rust, G., & Satcher, D., (December 2004). "The health impact of resolving racial disparities: An a analysis of US mortality rates." *American Journal of Public Health*, Volume 94, No. 12, pp. 2078-2081.

Videotapes

- Smith, H, & R. Young, (2004). "Is Wal-Mart Good for America?" Boston: WGBH Educational Foundation. Distributed by PBS Home Video, a department of the Public Broadcasting Service.

Optional Readings:

- Edelman, M. W. (2005). *The State of America's Children*. Washington, DC: Children's Defense Fund.
http://cdf.convio.net/site/DocServer/Greenbook_2005.pdf?doc

[ID=1741](#) Included in EDPL class readings CD - distributed in class.

- Pomfret, J., (2006). *Chinese lessons: Five classmates and the story of the new China*. New York: Henry Holt and Company.
- Kynge, J., (2006). *China shakes the world: A titan's rise and troubled future - and the challenge for America*. New York: Houghton Mifflin Company.

I.

COURSE DESCRIPTION

EDPL 837 is an advanced graduate seminar focusing upon critical analyses of the themes, concepts, and language relevant to Curriculum Theory, Policy, and Research. EDPL 837 focuses on public policy issues relating to race, class, and social justice with special reference to patterns of economic and cultural distribution, their impact upon persons at society's margins and on specific curricular responses. Prerequisite: EDPL 634 or instructor's permission.

EDPL 837 is structured much like a conversation in which we join with each other and with our assigned authors in a dynamic interchange. Our purpose is to reveal, clarify, and share the meanings inherent in the texts. The focus of the readings is upon race, class, and social justice viewed through various disciplinary perspectives. To that end, we will bring the writings of a number of observers from education, economics, sociology, health care, policy studies, and literature to our metaphorical class table.

II.

COURSE REQUIREMENTS/POLICIES

A. Note to Students

Knowledge *in the academy* is always understood as tentative and as a human construction it is necessarily incomplete. We are morally compelled by our role as citizens in a democracy to make judgments. And while many today are taking decisions based on absolutes, it should be clear that this posture is antithetical to the academic enterprise of which our class is an integral part. Despite trends in the broader national and world communities, our necessarily skeptical turn of mind means that fundamentalism, whether theoretical or ideological, will have no place in our deliberations.

B. Student Attendance/Class Participation

Students will be required to attend all classes, to join in cooperative study groups (where appropriate), to complete all assigned reading, and to participate in all class discussions. It is also suggested that students review the weekly issues of either the *Chronicle of Higher Education*, *Education Week*, or the education columns of the *New York Times*. Each class will begin with a brief "for the good of the order" discussion of these items. Students who are unable to attend class must contact classmates or the instructor prior to the next scheduled meeting to determine assignments and to obtain copies of any distributed course materials.

C. Reading Contracts

For the past few years, students have been completing reading contracts for all course assignments (see section IV. below). These contracts have facilitated class discussions and exam preparation. They also serve as resources for future classes and term papers, exams, and theses. We will continue this assignment this semester. Guides are usually 2+ pages per reading but are often longer. Hard copies of these contracts will be submitted to the instructor, May 10, 2007.

D. Student Evaluation

Final course grades for EDPL 837 will be based on:

- 1. Class participation (20%):** Students are expected to fully prepare for class, to purchase and read all course assignments, and to participate in class discussions. Every class.
- 2. Take-home midterm examination (40%):** Based on class readings and discussions, this exam will focus on students' synthetic and analytic capacities. Open book, 6-8 double spaced pages, 12-point type. Due 7:00 p.m., April 19, 2007.
- 3. Reading Contracts (40%):** For the past few years, students have been completing reading contracts for all course assignments. These contracts (see example below) have facilitated class discussions and exam preparation. They also serve as resources for future classes and term papers/exams/theses. We will continue this assignment this semester. Guides should be 5+ pages per reading but are often longer. Hard copies of these contracts to be submitted to the instructor, May 10, 2007.

E. Assignment Schedule/Grade Record Keeper

Assignment	Due Date	Length	%of Final
Grade			
1. Class Participation	Every Class	As Appropriate	20%_____
2. Course Examination		April 20, 2007	6 pages
	40%_____		
3. Reading Contracts		May 10, 2007	5+ pages
	40% _____		
Final Grade			
100%_____			

F. Accommodations for Students with Documented Disabilities

Students with documented disabilities should contact the course instructor during the first week of classes to discuss academic accommodations. Students requesting an accommodation may also contact the Office of Disability Support Services (301-314-7682). DSS will assist in determination and implementation of appropriate academic accommodations.

G. Academic Integrity

Academic integrity is the foundation of learning. The university has approved a Code of Academic Integrity available on the web www.studenthonorcouncil.umd.edu/code.html. The code prohibits students from cheating on the exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. As part of our course requirements, students should familiarize themselves with the code and its obligations. Please initial here after doing so _____.

H. Religious Observances

The University System of Maryland provides that students should not be penalized because of the observance of their religious beliefs; students enrolled in EDPL 837 shall be given an opportunity, whenever feasible, to make up within a reasonable time, any academic assignment that is missed due to individual participation in religious observances.

I. Course and Instructor Evaluation

The College of Education is in the process of selecting a course evaluation instrument to be administered in all COE classes. The class participants will complete this nationally normed instrument as part of the students' evaluation of EDPL 837. If the new instrument allows, students will have the opportunity to select 10-12 additional course-specific items from a pre-existing item pool during the first class meeting; these items will be included in the final course evaluation.

When the summaries of the evaluations become available during the fall semester, they will be mailed to each class participant.

Professional student-faculty appointments are encouraged and a schedule, allowing for mutually convenient times will be provided to the class during our first meeting.

III.

CLASS SCHEDULE

EDPL 837

Race, Class, and Social Justice: A Policy Seminar in Curriculum Theory and Development

Date	Concept and Assignment
January 25, 2007	<p><u>Equality and Fairness in the Context of the Global Economy: Linking Shenzhen to Baltimore and Bethesda</u></p> <p>Introduction, overview, required readings, course requirements.</p> <p>Discuss reading contracts and Dr. Bernard Harris Elementary School assignments. Teams created during second class meeting.</p> <p>Distribute copies of NYRB Distribute CDs. Discuss "Thirteens and Fourteens"</p> <p>Snack list.</p> <p>Student-faculty appointment schedule.</p> <p>Smith, H, & R. Young, (2004). "Is Wal-Mart Good for America?" Boston: WGBH Educational Foundation. Distributed by PBS Home Video, a department of the Public Broadcasting Service.</p> <p>Optional readings:</p> <p>Pomfret, J., (2006). <i>Chinese lessons: Five classmates and the story of the new China</i>. New York: Henry Holt and Company.</p>

Kynge, J., (2006). *China shakes the world: A titan's rise and troubled future - and the challenge for America*. New York: Houghton Mifflin Company.

February 1, 2007

Theorizing About Equality: The Rescue and Prudent Insurance Conceptions of Social Justice

Dworkin, R., (January 13, 1994). "Will Clinton's plan be fair?" *New York review of books*, Volume XLI, Numbers 1 & 2, pp. 20-27.

Optional Reading:

Mackler, A., (2003). *Introduction to Jewish and Catholic bioethics: A comparative analysis*. Washington, DC: Georgetown University Press.

February 8, 2007

Literature and the Phenomenology of Inequality

Morrison, T., (1970). *The bluest eye*. New York: Washington Square Books.

February 15, 2007

Asthma and Mortality: Separate and Unequal Public Health

Freedman, S. G., (June 30, 2004). "Beyond public health, asthma, like poor housing, becomes an issue in the schools." *New York Times*, p. A 20. *Included in EDPL class readings CD - distributed in class.*

McLean, D. E., Bowen, S., Drezner, K., Rowe, A. Sherman, P., Schroder, S., Redlener, K., & Redlender, I., (March 2004). "Asthma among homeless children: undercounting and undertreating the underserved." *Archives of Pediatric Medicine*, Volume 158, pp. 244-249.

Woolf, S. H., Johnson, R. E., Fryer, G., Rust, G., & Satcher, D., (December 2004). "The health impact of resolving racial disparities: An analysis of US mortality rates." *American Journal of Public Health*, Volume 94, No. 12, pp. 2078-2081.

Optional Reading:

Woolf, S. H., M.D., Johnson, .E., Fryer, G. E., Rust, G., & Satcher, D., (2005?). "Would resolving racial disparities in health save more lives in the United States than improving the "technology" of health care? An analysis of national data: Expanded methods section." This addendum serves as an annex to a peer-reviewed manuscript submitted for publication in the *American Journal of Public Health*.

February 22, 2007

Inequality and America's Schools: Mocking The Policy of "No Child Left Behind"

Kozol, J., (1992). *Savage inequalities: Children in America's schools*. New York: Crown Publishers.

Videotape: CEPAL Colloquium Series - Jonathan Kozol.

Optional Reading:

Edelman, M. W. (2005). *The State of America's Children*. Washington, DC: Children's Defense Fund.
http://cdf.convio.net/site/DocServer/Greenbook_2005.pdf?docID=1741 Included in EDPL class readings CD - distributed in class.

March 1, 2007

Class and Schools: Must Schools Fail?

Rothstein, R., (2004). *Class and Schools: Using Social, Economic, and Educational*

Reform to Close the Black-White Achievement Gap. Washington, D.C.: Economic Policy Institute.

Rothstein, R., (December 2, 2004). "Must schools fail?" *New York review of books*, Volume 51, Number 19.

Videotape: CEPAL Colloquium Series - Richard Rothstein.

March 8, 2007	<u>Inequality and School</u>
<u>Achievement as Children</u>	
	<u>Begin School</u>

Lee, V.E., and Berkham, D.T., (2002). *Inequality at the starting gate: Social background differences in achievement as children begin school.* Washington DC: Economic Policy Institute.

March 15, 2007	<u>Unequal Childhoods: Inequality, Family</u>
	<u>Contexts, and Curriculum Policy</u>

Lareau, A. (2003). *Unequal childhoods: Class, race, and family life.* Los Angeles: University of California Press.

March 22, 2007	<u>Spring Break</u>
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March 29, 2007	<u>Inequality and the Disappearance of Work</u>
	<u>in US Inner-City Ghettos</u>

Wilson, W. J., (1997). *The truly disadvantaged: The inner city, the underclass, and public policy.* Chicago: University of Chicago Press. Chapters 1-4.

Danziger, S., (Spring 1997). "When work disappears: The world of the new urban poor." *Issues in Science and Technology.*

Optional Readings:

Hacker, A., (1996). Review Essay: "Modest proposals: *When Work Disappears: The World of the New Urban Poor*, by William Julius Wilson." *New York Review of Books*, Volume XLIII, Number 19, November 28, pp. 9-12.

Wilson, W. J., (August 18, 1996). "When work disappears." *New York Times Magazine*, pp. 28-54. *Included in EDPL class readings CD - distributed in class.*

Videotape: William Julius Wilson, CEPAL Colloquium Series.

April 5, 2007

Inequality and the Disappearance of Work in US Inner-City Ghettos

Wilson, W. J., (1997). *The truly disadvantaged: The inner city, the underclass, and public policy*. Chicago: University of Chicago Press. Chapters 5-10.

Take-home midterm examination distributed to class. Exam due to instructor by email, 7:00 pm, April 12, 2007.

April 12, 2007

Take-Home Examination

Students return the take-home midterm examination no later than 7:00 pm on April 12, 2006. Exams should be emailed as rtf file to course instructor at, selden@umd.edu

April 19, 2007

Legitimizing Inequality: The American Eugenics Movement and American Education

Selden, S., (1999). *Inheriting shame: The story of eugenics and racism in America*. New York: Teachers College Press.

Selden, S. (2007). "Biological determinism and the narrative of adjustment: The high school biology textbooks of Truman Jesse Moon, c. 1921-1963." *Curriculum Inquiry* (in press). Powerpoint presentation. *Included in EDPL class readings CD - distributed in class.*

See also: "Popularizing Eugenics," *Image Archive on the American Eugenics Movement*, an in-line archive of materials from national databases relating the popular eugenics movement in America. Sponsored by a grant from the Ethical, Legal, and Social Influences (ELSI) division of the Human Genome Project. Cold Spring Harbor Laboratory's DNA Learning Center (<http://vector.cshl.org/eugenics/>)

April 26, 2007

Accepting Racism: Transforming Equity and Equality

Bell, D., (1992). *Faces at the bottom of the well: The permanence of racism*. New York: Basic Books.

May 3, 2007

Inequality: Have we had Enough?

Williams, J., (2006). *Enough: The phony leaders, dead-end movements, and culture of failure that are undermining Black America - and what we can do about it*. New York: Crown Press.

Completed Reading Contracts due to course instructor.

May 3, 2007

Wrapping Up, Reflecting, Future Research Projects

Concluding discussion of how the course material could be integrated for comprehensive exams, responding to RFP's, and Ph.D thesis development.

IV.

READING CONTRACT

Student: _____
Course: EDPL 837, Race, Class, and Social Justice: A Policy Seminar in Curriculum Theory and Development
Instructor: Dr. Steven Selden

I. Full Citation: Dworkin, R., (January 13,1994). "Will Clinton's plan be fair?" *New York review of books*, Volume XLI, Numbers 1 & 2, pp. 20-27.

II. Brief Summary of Article (one-paragraph, prose style):
Professor Dworkin distinguishes between two principles that might be considered useful in achieving social justice in regards to American health-care. He distinguishes between the "Rescue Principle" and the "Prudent Insurance Principle." In the first

III. Main Points, Key Terms and Concepts (3-5 examples):

1. Rescue Principle
2. Prudent Insurance Principle
3.

IV. Exemplary Quotes in Support of II-III above (5-8):

1. The key issue for us in reading the Dworkin article is not necessarily that of health care. It is rather that of deconstructing the notion of "fairness." Dworkin may also recognize this as he notes:

Little attention has been given to the most profound issue that [the Clinton Health Plan] raises. How do we decide whether the Health Security Act, or any other structure for medical care in the United States, is *fair*? (Dworkin, 1994, p. 20, italics added)

2. Dworkin does ask whether the Act or the Board ration would allocate health-care fairly?

"We cannot avoid the question of justice," Dworkin notes,

What is appropriate medical care depends on what it would be unfair to withhold on the grounds that it costs too much. That question has been missing from the public debate, perhaps because the most emotionally laden discussions have been assigned to a

Board that would not be created until after the act is passed. (Dworkin, 1994, p. 20)

3.

V. Relation to Other Readings/Class Discussions:

Dworkin's analysis of the now unsuccessful Clinton Health Act links closely to the Fordham Institute's *2003 index of social health* in that we see that after nine years the issue of health-care in America

VI. Critical/Analytic Comments (3-4):

1. One interesting insight one might glean from Dworkin's NYRB article is that

2.

January 8, 2007