

**Application for Liberal Learning Designation
EFN 398 Historical and Political Context of Schools
Educational Administration and Secondary Education**

Requested LL designation: Social Change in Historical Perspectives

This application serves to apply for liberal learning designation in the domain, Social Change in Historical Perspectives, for EFN 398 Historical and Political Context of Schools. This course is currently a required course for all secondary education majors but will be phased out as a requirement due to new NJ Department of Education regulations and curriculum needs of our graduates. This change of requirement impacts the students who enrolled at TCNJ in Fall 2016. However, we do have two new 5-year programs for which this course will continue to be a required course.

This background information is important as education students are all dual majors and as a result have space for only one or two electives in the four years at TCNJ. Additionally, this course is essential to our graduates as it provides them with a historical perspective on education as well as the changing political landscape's impact on school policies and state/federal regulations that impact their future work as teachers. English, mathematics and science teachers find that this course fills some of their knowledge gap about American history, political movement, and creates a framework to understand how policies are ideologically driven and impacted by changing social contexts.

Over the years, students outside the School of Education have taken this course as an elective and have found it rigorous and interesting. As a result we seek to apply for liberal learning designation so that all education students, as well as students in other disciplines, could take this course to meet the **Social Change in Historical Perspectives requirement**.

Further, we have revised the course assessments to make them more suitable and applicable to students who are not becoming teachers. Below is a table that links the course readings and assignments to the Social Change Learning Outcomes.

Attached are the course syllabus and Ease Department meeting minutes indicating that this application has departmental approval.

NOTE: In the original application, the faculty member attached department meeting minutes indicating that the department voted and approved that EFN 398 can request the Liberal Learning designation: Social Change in Historical Perspectives.

Rationale for LL Designation Requested

<i>Social Change Learning Outcome</i>	<i>Course Assessment</i>
<p>Students should understand how social contexts change over time and how human events have been, and continue to be, shaped by social and historical forces</p>	<p>Course Readings:</p> <ul style="list-style-type: none"> - Hill-Collins, P. (2004). <i>Black sexual politics: African Americans, gender, and the new racism</i>. New York, NY: Routledge. Excerpts: “Why Black Sexual Politics?”, “The Past is Never the Past” - Takaki, R. (1998). <i>Strangers from a different shore: A history of Asian Americans</i>. Boston, MA: Little & Brown. Excerpt: “Overblown with Hope: The First Wave of Asian Migration” - Roediger, D. (2006). <i>Working towards whiteness: How America’s immigrants became white</i>. Basic Books. Excerpt: - Lomawaima, K.T., & McCarty, T.L. (2006). <i>To remain an Indian: Lessons in democracy from a century of Native American education</i>. New York, NY: Teachers College Press. Chapters 1 & 2. - San Miguel, G. (1987). <i>Let them all take heed: Mexican Americans and the campaign for educational equality in Texas, 1910-1981</i>. College Station, TX: Texas A&M Press. Excerpts: “Introduction”, “From Dominated to Dominating”, “Cross-Purposes” - Zimmerman, J. (2002). <i>Whose America?: Culture wars in the public schools</i>. Cambridge, MA: Harvard University Press. Chapters 1 & 2.

	<ul style="list-style-type: none"> - Harvey, D. (2005). <i>Brief history of neoliberalism</i>. New York, NY: Oxford University Press. Selection. - Giroux, H. (2008). <i>Youth in a suspect society: Democracy or disposability?</i>. New York, NY: Palgrave Macmillan. Chapter 1. <p>These readings address evolving sociopolitical and sociocultural contexts in relation to economic development and trace deficit ideologies and race as a social construct to labor necessities, with a focus on their contemporary instantiations.</p> <p>Course Assignments</p> <ul style="list-style-type: none"> - Curricular Artifact/Film Analysis Paper – In this assignment, students select a curricular artifact/film, situate it in its historical moment, and trace the lineage of various ideological underpinnings and notions of representation as prescribed schema with which to interpret and make sense of reality.
<p>Students should acquire an informed and critical understanding of change in societies. They should understand broad patterns of social development in pre-modern and modern societies.</p>	<p>Course Readings:</p> <ul style="list-style-type: none"> - DeYoung, A.J. (1989). <i>Economics and American Education</i>. Excerpt: “Education, Character Training, and Economic Development in Nineteenth-Century America” (p.27-47). - Orfield, M. (2002). <i>American metropolitics: The new suburban reality</i>. Washington, DC: Brookings Institution Press. Excerpts: Chapters 1, 2, & 3. - Eaton, S. (2007). <i>The children in room e-4: American education on trial</i>.

	<p>Chapel Hill, NC: Algonquin Books of Chapel Hill. Selection.</p> <ul style="list-style-type: none"> - McCarthy, C. (1993). <i>Understanding Curriculum as Racial Text</i>. Albany, NY: State University of New York Press. Chapter 12: Multicultural Approaches to Racial Inequality in the United States. - Jennings, J. (2015). <i>Presidents, congress, and the public schools: The politics of education reform</i>. Cambridge, MA: Harvard Educational Press. Chapters 1, 2 - Anderson, L.W. (2007). <i>Congress and the classroom</i>. University Park, PA: The Pennsylvania State University Press. Excerpts: “Introduction”, “How the Camel’s Nose Got in the Tent”, “Was it Really about Sputnik?” <p>These readings address the links between economic developments, political rhetoric, and the various societal changes occurring in these moments as linked to educative initiatives and who received what and when.</p> <p>Course Assignments:</p> <ul style="list-style-type: none"> - Critical Reflections – Students will compose three reflective papers that draw on student identified emerging themes cutting across readings, analyzing how these works support or contradict authors’ insights particular to evolving sociopolitical, sociocultural, and socioeconomic systems.
<p>Students should appreciate the wide range of actors; women and men, elites and ordinary people, classes and ethnic groups; and their role in social change.</p>	<p>Course Readings:</p> <ul style="list-style-type: none"> - Pring, R. (2008). The common school. In M. Halstead & G.Haydon (Eds.) <i>The common school and the</i>

comprehensive ideal: A Defence, pp. 1-19. Oxford: UK.

- Tyack, D. (1974). *The one best system: A history of American urban education*. Excerpt: "Inside the System: The Character of Urban Schools, 1890-1940" (p.177-198).
- Watkins, W.H. (2001). *The white architects of black education: Ideology and power in America, 1865-1954* (selection). New York, NY: Teachers College Press.
- Gramsci, A. "The Organization of Education and Culture". (Cultural Studies Reader).
- Darder, A. Darder, Antonia. (2012). *Culture and Power in the Classroom: A Critical Foundation for Bicultural Education*. Boulder, CO: Paradigm Publishers. Chapter 2: Culture and Power in the Classroom.
- Apple, M. (2009). *Ideology and Curriculum* (Third Edition). New York, NY: Routledge. Excerpt: Chapter 2 "Ideology and Cultural Economic Reproduction", Chapter 3 "Economics and Control in Everyday School Life".
- Jennings, J. (2015). *Presidents, congress, and the public schools: The politics of education reform*. Cambridge, MA: Harvard Educational Press. Chapters 1, 2.

These readings situate major actors in distinct historical moments, elites or otherwise in both theoretical and practical terms, and the various ways the speak to changing societal dynamics and structuralist approaches to conceptualizing reality.

	<p>Course Assignments:</p> <ul style="list-style-type: none"> - Historical Figure Assignment – In this assignment, students delve deeply into the life of a scholar, past or present. This investigation asks students to develop understandings of their scholar’s positionality, their ideological suppositions, and how their work/research changed and/or contributed to the field of education.
<p>Students should understand how historical information is acquired and relevant hypotheses confirmed or disconfirmed. They should gain skills in comprehending both secondary works and primary sources, and develop a fluid and effective style of writing and speaking about social change.</p>	<p>Course Readings:</p> <ul style="list-style-type: none"> - Willinsky, J. (2000). <i>Learning to divide the world: Education at empire’s end</i>. Minneapolis, MN: University of Minnesota Press. Excerpt: Introduction/Chapter 1. - Menchaca, M. (1997). Early racist discourses: The roots of deficit thinking. In R.R. Valencia (Ed.), <i>The evolution of deficit thinking</i> (12-40). Washington, D.C.: The Falmer Press. <p>These readings address the concomitant threats of modernity and colonial imperialism, and the various ways that ‘science’ and ‘data’ were collected for specific ends.</p> <p>Course Assignments:</p> <ul style="list-style-type: none"> - Policy Analysis Paper – In this assignment students analyze major educational legislation through three interconnecting lenses: sociopolitical context, educational goals, and ideological positions.

The College of New Jersey
School of Education
Department of Educational Administration and Secondary Education
EFN 398: Historical and Political Contexts of Schools

Instructor:

Email:

Office Hours:

Phone

No course prerequisites required

Course Description

This course examines the complexities and nuances of schooling and schooling processes in America. As a major public institution, schools are and have been shaped by overarching societal discourses, historical events, and distinct socio-cultural communities in various geographic locations. This course will situate schools within a nexus of philosophies/ideologies and examine how the confluence of social change and historical dynamics shapes learning and schooling for youth from distinct communities with particular cultural and economic backgrounds.

Course and Learning Goals

- Students will examine how social change and historical context intersect with economic, political and philosophical discourses to shape American public schools.
- Students will develop an informed and critical understanding of how American public schools and educational paradigms have evolved as a result of social change over the past 250 years.
- Student will recognize how educational discourses/ideologies shape the structural dimensions (philosophy, methods, curriculum, relationships, etc) of schools and how these discourses are revealed in reform measures, published works, and in the educational rhetoric of local, state and national politicians and reformers.
- Students will analyze these discourses in order to uncover political implications for diverse groups and be challenged to reflect on the implicit value positions embedded in personal and political choices regarding educational issues.
- Students will examine how various constituencies (men, women, ethnic groups, educational experts and politicians) have participated in shaping educational discourses.
- Students will develop critical lenses as they juxtapose politics, capital, and historical moments that deeply impact and shape the context of schools and educational policy.
- Students will self-reflect in an effort to broaden their horizons regarding their philosophical views of education and understand how educational rhetoric contains value positions embedded within personal and political choices particular to educational issues.
- This course is framed by three essential questions:
 - What have been the aims of public education?
 - What have been the aims of public education?
 - How have these aims been driven by social change?

Social Change in Historical Perspective Outcomes

- Students should understand how social contexts change over time and how human events have been, and continue to be, shaped by social and historical forces
- Students should acquire an informed and critical understanding of change in societies. They should understand broad patterns of social development in pre-modern and modern societies.
- Students should appreciate the wide range of actors; women and men, elites and ordinary people, classes and ethnic groups; and their role in social change.
- Students should understand how historical information is acquired and relevant hypotheses confirmed or disconfirmed. They should gain skills in comprehending both secondary works and primary sources, and develop a fluid and effective style of writing and speaking about social change.

Working Assumptions for the Course

- We, both you and I, will challenge ourselves by deeply engaging with the material at hand and come fully prepared to discuss the course readings as well as our questions regarding information reviewed.
- Depth is favored over breadth. This is not a survey course. There is no attempt to cover all of anything. Our discussions will be recursive; we will revisit many topics and ideas and do our best to delve deeply into all of the course readings.
- Ideas not individuals are open to challenge. The nature of the course should produce a diversity of ideas. To ensure that multiple voices are heard, the course must foster a high degree of psycho-social safety. As advanced undergraduate students, you should feel comfortable challenging the ideas and thinking of others. However, that challenge cannot disparage the personhood of others.
- Questions represent an opportunity to learn. Sometimes students feel that they should not ask questions because they may “sound dumb.” There is no such thing as a “dumb” question. On the contrary, questions can be an indication of your engagement with the subject matter. Do not self-censor because your questions may lead to clearer understandings for us all.

Required Readings and Materials

- *Congress and the Classroom* by Lee Anderson; Pennsylvania State University Press 2007
- All other resources are posted on Canvas (see syllabus for bibliographic information)
- The fourth hour of EFN 398 is met through rigorous readings and analysis of primary source documents, group meetings and in-depth research on the final group project.

Course Requirements:

Class Participation (20% of Final Grade): The most pivotal and crucial aspect of this class is your participation. This course requires that you read the assigned reading carefully, with concerted effort, to gain deep meaning(s) and bring the assigned materials to class. Highlighting will be an ineffective manner in which to prepare for class. You will annotate the reading materials (see Learning “Annotations”) to help you reflect/gather your thoughts to contribute to class discussions. As you

contribute to classroom discussions, you will make textual references (quote, page number) to contextualize your idea(s) and build your argument(s). You are expected to take an active, thoughtful role in your own learning by initiating and participating in class discussions. This will be aided by creating two discussion questions that you will bring with you to class covering the set of readings for that day. A rubric for class participation will be posted on Canvas. It is expected that students submit assignments on time and attend all class sessions. Please review the TCNJ attendance policy.

Learning “Annotations” (15% of Final Grade) Many of the readings assigned are dense and require unpacking as you read closely for insights. The details are essential and skimming will leave you shortchanged in preparing for class. As you read you may annotate by using Post-It Notes or simply take notes. As you read, note specific passages (with page numbers) that you reference to ground your ideas during class discussions.

Each week you will turn in your notes on Canvas before class to demonstrate your active preparation and evolution of thinking processes before class. If you take notes on separate paper, take pictures of these and upload them. If you take notes on your computer, send me those notes. In either case, I would like you to take notes/annotations in the following way:

1. If writing your quotes/notes, I want to see what the quote/idea is (and from what page), and then your thoughts/reflections on it. You may take notes on the ‘body’ of a page and leave your own notes/thoughts in the ‘margins.’
2. If typing your notes, type your quotes/annotations (including the page number), and then use the “Comment” function to include why you felt it important and/or your thoughts/reflections on it

o This becomes useful as you can look through the comments to trace your line of thought(s), the evolution of the piece, will help you contribute to class discussions, and become the foundations of your Critical Reflections

3. In some ways, the more you write, the better, *within reason*. I am more concerned with the specific passages on which you take notes, and how you make sense of these ideas in the text when you write your annotations in the margins.

This may seem arduous, even tedious, and I understand that. However, the eventual sum of your work will be invaluable as you complete other assignments for the class. Your notes should seek to address, either in the main text or your annotations, the following:

1. What are your takeaways from the reading? What is/are the author’s main argument(s)? How do they structure their argument? What is their theoretical framework? How do they structure their argument (e.g., data, textual analysis, historical analysis, discourse analysis)?
2. What are the sociohistorical and sociopolitical concepts, principles, underpinnings or problems highlighted in the piece? You may consider two to three main ideas, your understandings of these ideas, and how you have seen them operate historically and/or contemporarily.
3. How has your point of view and understandings of an educational/societal issue changed

and how are you reconsidering it?

4. How can you apply what you have learned here to your own work/how you interact within the world?

Critical Reflections (15% of Final Grade) Your “Learning Annotations” become the crux of your critical reflections. Over the course of the semester, you will see that our readings will address various “phases” or “segments” that will continually build from, and inform, one another. We will have at least 3 critical reflections throughout the semester, and they will coincide with the conclusion of one theme and the beginning of the next. Each CR will be 2-4 pages (Times New Roman, 12pt, double spaced, 1” margins all around). These assignments will demonstrate your ability to critically engage and synthesize one of these “phases”/“segments” using our class discussions and your Learning Annotations to link the texts together with your own insightful commentary. In these ways, you will be engaging major points and theories that undergird each piece, the common themes that cut-across the readings, how the readings align/misalign, ideas for the future, and how your personal experiences and perspectives support and/or contradict the authors’ insights.

Due Dates: TBD

Historical Figure/Author Investigation (15% of Final Grade) For this assignment, you will choose a person/author of interest who has made on the field of education/educational studies. You may be interested in an author we read, or a historical figure we come across in our readings. The assignment is NOT geared towards a general “autobiography”. Instead, the intent is to contextualize an individual’s historic/contemporary realities and extend knowledge(s) of historical/contemporary influences in education. It will be critical to situate this individual within their sociopolitical and sociohistorical moment, and how these contingencies may have shaped this individual’s outlooks. For this project, it will also be important to engage any shifts in this individual’s thoughts regarding education, and potential reasons for this shift.

Part A: You will write a 3-4 page paper that addresses why you were drawn to this person and the rationale behind your choice. Your paper will concisely explicate the fruits of your research regarding this figure’s inspiration/influence, and their impressions upon the field of education. Additionally, your paper will also link any relevant course material/discussions to the author/individual under investigation.

Part B: You will generate a digital “poster” that you present to the class and contribute to a class timeline that captures the following points:

1. Introduction: individual’s name, snapshot picture, dates of lifespan
2. Ideological Standpoint/Views: Situating sociohistorical/sociopolitical educational context: What were some of the significant educational/societal issues at the time during this individual’s span of influence?
3. Major contributions: Building from the ideological standpoint/views, how had this individual
4. contributed to/changed the field of education during their life span? How did their ideas differ/align with others of the time?
5. Enduring Contributions/Applications: In what ways is this individual’s work resolved and relevant, or unresolved and irrelevant, to the contemporary moment of education?

A works cited will be required for this project, and should be included in Part B.

Potential individuals for investigation include: bell hooks, Patricia Hill-Collins, Asa Hilliard, Carlos Cortez, Sara Ahmed, Vijay Prashad, Ranajit Guha, Edmund Gordon, Gloria Anzaldúa, Barry Kanpol,

Debra Britzman, Kevin Kumishiro, Henry Trueba, Luis Moll, Antonia Darder, Patricia Williams, Beverly Gordon, James Banks, William Watkins, William Ayers, Joyce King, Myles Horton, Donna Gollnick, Edward Said, Cornell West, Franz Fanon, Jane Addams, John Dewey, Herbert Kohl, Michel Foucault, Michael Apple, Homi Bhabha, Anna Julia Cooper, Angela Valenzuela, Lisa Delpit, Paulo Freire, Albert Memmi, Antonio Gramsci, Pierre Bourdieu, Henry Giroux, and Wayne Au.

Due Date:

Policy Analysis Paper (20% of Final Grade) From the early national era through the contemporary moment, educational reform and policy initiatives have consistently been underpinned by the pursuit of various goals including distinct ideological positions, sociocultural/sociohistorical/sociopolitical contingencies, and the evolution of economic system and labor needs. This has been particularly evident since the middle- twentieth century as the federal government assumed a larger role in education.

In a 7-10 page paper, analyze the major pieces of educational legislation (NDEA, ESEA, Goals 2000, NCLB, R2T/RTTT), with respect to the following key elements:

1. Sociopolitical Context: What happened previously leading to this particular moment politically and societally that required the passage of these laws and their acceptance by the American government/public?
2. Goals: What were the implicit and explicit goals driving the forces behind the passage of each law? Was this law representative of any points of interest convergence?
3. Ideological Positionings: What was occurring previous to this moment ideologically in education? How did these underpinnings influence this particular passage of law? How did these ideological positionings become embodied in key elements within each law? What compromises were made? What were the points of tension within the passage of these laws?

In the conclusion portion of your paper, be sure to reflect on the ideological evolutions (and ideological consistencies) that have emerged across the decades, considering how social change has influenced recent educational legislation as well as potential directions for education in the future.

In addressing these questions you will need to situate your arguments/insights through evidence from class readings. Additionally, you will need to consult additional sources, including other articles/texts, voting statistics, committee meeting transcripts, outcomes of debates, etc.

This paper should be uploaded to Canvas as well as submitted via hardcopy on the due date.

Due Date:

Assignment #5: Curricular Artifact Paper (15% of Final Grade) This course is intended to deepen our understandings of the numerous factors shaping education historically and contemporarily, while also developing our critical lenses to interpret the various hidden meanings and underpinnings that structure our lived realities. As our course will demonstrate, we are taught explicitly/implicitly from all of our interactions in daily life. Thus, the notion of “curriculum” extends beyond the school, becoming the numerous artifacts encountered in daily life.

For this paper (4-5 pages in length, Times New Roman, 12pt, 1” margins all around), you will identify a curricular artifact (considered broadly) that teaches specific lessons. You will choose a piece of

“curriculum” to identify its underpinnings and explicit/implicit messages using our course readings as frames to analyze the artifact. You will briefly address your artifact and reason for selection. Then, you will identify 2-3 underpinnings/messages conveyed as a piece of curricula explicated through direct connections to our texts and classroom discussions. Lastly, you will end with visions for the future, for your artifact or other similar artifacts.

When you submit this paper, you will also present your curricular artifact and your analyses, including connections to course material. Possible curricular artifacts include: a music album, an episode of a television show, news broadcast, comedy sketch, comics, paintings, graffiti, performance art, and other forms of popular media. Additionally, you may choose a textbook, a piece of literature, and other forms of print media. The idea of ‘curriculum’ is kept broad to allow for diversity in artifacts and analyses.

***Readings and responses are due on Monday each week, unless noted.**

Class Meeting	Thematic Topics & Framing Questions	Assigned Readings*
Week 1	Course Introduction, Course Goals & Overview <ul style="list-style-type: none"> • What is the purpose of education? • Where do we locate schools within society? • What are the various factors that contribute to schools and the schooling process? 	Willinksy, J. (2000). Learning to divide the world: Education at empire’s end. Minneapolis, MN: University of Minnesota Press. Excerpt: Introduction/Chapter 1.

<p>Week 2</p>	<p>Beginnings: Situating the “Body Politik” in the United States</p> <ul style="list-style-type: none"> • What were the earliest forms of knowledge production? • Why produce this ‘specific’ set of knowledge? • What were the global/domestic ideologies used to conceptualize and position newly arriving immigrants? • What were the interest convergences represented by newly arriving immigrants? 	<p>Menchaca, M. (1997). Early racist discourses: The roots of deficit thinking. In R.R. Valencia (Ed.), <i>The evolution of deficit thinking</i> (12- 40). Washington, D.C.: The Falmer Press.</p> <p>Hill-Collins, P. (2004). <i>Black sexual politics: African Americans, gender, and the new racism</i>. New York, NY: Routledge. Excerpts: “Why Black Sexual Politics?”, “The Past is Never the Past”</p> <p>Takaki, R. (1998). <i>Strangers from a different shore: A history of Asian Americans</i>. Boston, MA: Little & Brown. Excerpt: “Overblown with Hope: The First Wave of Asian Migration”</p> <p>Roediger, D. (2006). <i>Working towards whiteness: How America’s immigrants became white</i>. Basic Books. Excerpt</p>
<p>Week 3</p>	<p>Colonial Education & Curriculum Development</p> <ul style="list-style-type: none"> • What are the various “fields” scholars have developed as shaping educational policy and educational ideologies during this time? • How were these stances used to influence educational policy during this time period? • What were the inherent values represented within colonial education particular to ‘Others’? 	<p>Kliebard, H.M. (2004). <i>The struggle for the American curriculum: 1893- 1958</i> (selection). New York, NY: Routledge.</p> <p>Rury, J. (2013). <i>Education and social change: Contours in the history of American schooling</i> (Colonial America: Religion, Inequality and Revolution - p.23- 55). New York, NY: Routledge.</p> <p>Lomawaima, K.T., & McCarty, T.L. (2006). <i>To remain an Indian: Lessons in democracy from a century of Native American education</i>. New York, NY: Teachers College Press. Chapters 1 & 2.</p> <p>Watkins, W.H. (2001). <i>The white architects of black education: Ideology and power in America, 1865-1954</i> (selection). New York, NY: Teachers College Press.</p>

		DeYoung, A.J. (1989). Economics and American Education. Excerpt: "Education, Character Training, and Economic Development in Nineteenth-Century America" (p.27- 47).
Week 4	<p>Evolving Educational Ideologies, Politics, and Sociopolitical Concerns During the Early Twentieth Century</p> <ul style="list-style-type: none"> • What were the socio-historic and sociopolitical circumstances shaping education at the time? • How did these circumstances shape ideological viewpoints of the time? • What were the ideological underpinnings of educational reform efforts? 	<p>Persky, J. (2015). American political economy and the common school movement: 1820-1850. In <i>Journal of the History of Economic Thought</i>, vol.27(2), 247-262.</p> <p>Pring, R. (2008). The common school. In M. Halstead & G.Haydon (Eds.) <i>The common school and the comprehensive ideal: A Defence</i>, pp. 1-19. Oxford: UK.</p> <p>Tyack, D. (1974). <i>The one best system: A history of American urban education</i>. Excerpt: "Inside the System: The Character of Urban Schools, 1890-1940" (p.177-198).</p> <p>San Miguel, G. (1987). <i>Let them all take heed: Mexican Americans and the campaign for educational equality in Texas, 1910-1981</i>. College Station, TX: Texas A&M Press. Excerpts: "Introduction", "From Dominated to Dominating", "Cross-Purposes"</p> <p>Zimmerman, J. (2002). <i>Whose America?: Culture wars in the public schools</i>. Cambridge, MA: Harvard University Press. Chapters 1 & 2.</p>
Week 5	<p>"Globalizations" & Federal Involvement in Public Education</p> <ul style="list-style-type: none"> • What were the main thrusts for federal involvement in educational policy? What were the various interest convergences? What were the ideological underpinnings of these actions? • What was the evolution in thought regarding poverty and its eradication? 	<p>Jennings, J. (2015). <i>Presidents, congress, and the public schools: The politics of education reform</i>. Cambridge, MA: Harvard Educational Press. Chapters 1, 2</p> <p>Anderson, L.W. (2007). <i>Congress and the classroom</i>. University Park, PA: The Pennsylvania State University Press. Excerpts: "Introduction", "How the Camel's Nose Got in the Tent", "Was it Really about Sputnik?"</p>

	<ul style="list-style-type: none"> • How did scientific rationality justify particular educational/societal reforms? • What were the alignments between poverty reform and educational policy? • How do these acts represent larger global efforts at solidifying empire and global economic control? 	
Week 6	<p>Shifting Politics and Notions of “Place”</p> <ul style="list-style-type: none"> • What were the findings from a nation at risk? • How do these findings align with shifting capital and urban development/sprawl? • How did/do urban development, and place, impact and shape educational experiences? • What were the ways that discourses of poverty shifted concurrent with the times? 	<p>Report: A Nation at Risk. Orfield, M. (2002). <i>American metropolitics: The new suburban reality</i>. Washington, DC: Brookings Institution Press. Excerpts: Chapters 1, 2, & 3.</p> <p>Eaton, S. (2007). <i>The children in room e-4: American education on trial</i>. Chapel Hill, NC: Algonquin Books of Chapel Hill. Selection.</p>
Week 7	<p>Neoliberalism as a Social, Cultural, and Political Phenomenon</p> <ul style="list-style-type: none"> • What is neoliberalism? How do we see the evolution of neoliberalism contemporarily? • How is neoliberalism as social, cultural, and political phenomenon? • How does neoliberalism view the market and individual’s participation within the market? 	<p>Harvey, D. (2005). <i>Brief history of neoliberalism</i>. New York, NY: Oxford University Press. Selection.</p> <p>Giroux, H. (2008). <i>Youth in a suspect society: Democracy or disposability?</i>. New York, NY: Palgrave Macmillan. Chapter 1.</p>
Week 8	<p>Neoliberal Education, Standardization, and NCLB</p> <ul style="list-style-type: none"> • How did neoliberalism inform educational policy, educational 	<p>Lipman, P. (2011). <i>The new political economy of urban education</i>. Excerpt: “Neoliberal Urbanism and Educational Policy”</p>

	<p>ideologies, and play out in urban/suburban contexts?</p> <ul style="list-style-type: none"> • What was the intent of NCLB? What were its ideological underpinnings? • What were the ‘on-the-ground’ effects of NCLB? • What were the ‘true’ ideological underpinnings of NCLB? • What were the impacts of this legislation on classroom learners? 	<p>Salinas, C.S., & Reidel, M. (2007). The cultural politics of the Texas educational reform agenda: Examining who gets what, when, and how. <i>Anthropology and Education Quarterly</i>, 38(1), 42-56.</p> <p>McNeil, L.M. (2005). Faking equity: High-stakes testing and the education of Latino youth. In A. Valenzuela (Ed.), <i>Leaving Children Behind: How “Texas-Style” Accountability Fails Latino Youth</i> (pp.57-111). Albany, NY: State University of New York Press.</p> <p>Darling-Hammond, L. (2007). Race, inequality and educational accountability: The irony of no child left behind. <i>Race Ethnicity and Education</i>, 38(3), 190-199.</p> <p>Leonardo, Z. (2007). The war on schools: NCLB, nation creation and the educational construction of whiteness. <i>Race Ethnicity and Education</i>, 10(3), 261 – 278.</p> <p>Au, W. (2007). High-states testing and curricular control: A qualitative meta-synthesis. <i>Educational Researcher</i>, 36(5), 258-267.</p>
Week 9	<p>Identity, Agency, and Schooling Experiences</p> <ul style="list-style-type: none"> • What is identity? How do we construct identity? • How can/does curriculum shape and impact identity formation? What are the underlying logics? • How do students schooling experiences shape their identities within neoliberal schooling contexts? 	<p>McCarthy, C. (1993). <i>Understanding Curriculum as Racial Text</i>. Albany, NY: State University of New York Press. Chapter 12: Multicultural Approaches to Racial Inequality in the United States.</p> <p>Hall, S. (1996). Introduction: Who Needs “Identity”? In S. Hall & P. du Gay (Eds.), <i>Questions of Cultural Identity</i>. Thousand Oaks, CA: Sage</p> <p>Solórzano, D. G., & Delgado Bernal, D. (2001). Examining Transformational Resistance Through a Critical Race and LatCrit Theory Framework, <i>Chicana and Chicano Students in an Urban</i></p>

		<p>Context. <i>Urban Education</i>, Vol. 36(3), pp. 308-342.</p> <p>Lei, J.L. 2003 “(Un)Necessary Toughness? Those “Loud Black Girls” and Those “Quiet Asian Boys,” <i>Anthropology and Education Quarterly</i>, Vol. 34, No. 2, 158-181</p> <p>Zine, J. (2001). Muslim youth in Canadian schools: Education and the politics of religious identity. <i>Anthropology & Education Quarterly</i> 32(4), 399-423.</p>
Week 10	<p>Educator Resistance: Critical Pedagogies and Border Crossings</p> <ul style="list-style-type: none"> • What are the impacts of recent trends in educational policy on classroom contexts? • How do educators, internalize, interpret, make sense of, and act upon these educational policy outlines? 	<p>Lamont Hill, M. <i>Wounded Healing: Forming a Storytelling Community in Hip-Hop Lit.</i></p> <p>Giroux, H. (2005). <i>Border crossings: Cultural workers and the politics of education.</i> New York, NY: Routledge. Excerpt: Chapter 3 “Redefining the Boundaries of Race and Ethnicity: Beyond the Politics of Pluralism”</p> <p>Salinas, C., Vickery, A., Franquiz, M.E. (2016). Advancing Border Pedagogies: Understandings of Citizenship Through Comparisons of Home to School Contexts Article. <i>The High School Journal</i> 99(4), 322-336.</p>
Week 11	<p>Considering Culture, Power and Education</p> <ul style="list-style-type: none"> • What are the various structures to which we can link educational policy? • What are the potential larger aims of educational policy? • How do the larger aims of education policy intersect with cultural formations to shape the schooling process? 	<p>Gramsci, A. “The Organization of Education and Culture”. (Cultural Studies Reader).</p> <p>Darder, A. Darder, Antonia. (2012). <i>Culture and Power in the Classroom: A Critical Foundation for Bicultural Education.</i> Boulder, CO: Paradigm Publishers. Chapter 2: Culture and Power in the Classroom.</p>
Week 12	<p>Curriculum & Ideology: Cultural Capitals, Social Dynamics, & Economic Outcomes</p>	<p>Apple, M. (2009). <i>Ideology and Curriculum</i> (Third Edition). New York, NY: Routledge. Excerpt: Chapter 2</p>

	<ul style="list-style-type: none"> • What is hegemony? What is ideology? How do these forms work together to impact education, and educational policy? • What are various representations of hegemony? • What are the ideological underpinnings for education? What are the ‘true’ purposes of education? 	<p>“Ideology and Cultural Economic Reproduction”, Chapter 3 “Economics and Control in Everyday School Life”.</p> <p>Lareau, A. (1987). Social class difference in family school relationships: The importance of cultural <i>Sociology of Education, Vol. 60(1)</i>, pp.73-85.</p>
Week 13	<p>Broadening Our Horizons: Examining International Contexts</p> <ul style="list-style-type: none"> • How do other nations make sense of transnational capitalism as it relates to schools? • How do their views of education align/differ with ours? • What are some of the challenges the U.S. faces that these countries do not, and vice versa? • What are the ideological underpinnings of these foreign nations particular to educational policy, and how are these underpinnings similar/dissimilar to ours? 	<p>Tucker, M.S. (Ed.). (2011). <i>Surpassing Shanghai: An Agenda for American Education Built on the World’s Leading Systems</i>. Excerpts: Chapter 2 (Finland) and Chapter 4 (Singapore)</p> <p>Rothberg, I.C. (Ed.). (2010). <i>Balancing Change and Transition in Global Education Reform (2nd Edition)</i>. Excerpt: Chapter 10 (Japan), Chapter 12 (Canada).</p> <p>Hoffman, N. (2011). <i>Schooling in the Workplace: How Six of the World’s Best Vocational Education Systems Prepare Young People for Jobs and Life</i>. Excerpt: p.1-43.</p>
Week 14	FINAL PRESENTATIONS, COURSE EVALUATIONS	

The Fine Print

Americans with Disabilities Act (ADA) Policy: This course adhere to TCNJ’s Americans with Disabilities Act (ADA) policy which is available here: <http://policies.tcnj.edu/policies/viewPolicy.php?docId=8082>

Academic Policy: The College Academic Honesty Policy is expected to guide all student work. TCNJ’s academic integrity policy is available on the web: <http://www.tcnj.edu/~academic/policy/integrity.html>.

Attendance Policy: This course adheres to TCNJ policy attendance policy. TCNJ’s attendance policy is available on the web: <http://www.tcnj.edu/~recreg/policies/attendance.html>

Absences and tardiness are not acceptable, as work cannot simply be made up. Learning is constructed in class and cannot be obtained from a classmate’s notes. While absences and tardiness are sometimes

unforeseeable, the learning in this course is cumulative and needs to be re-constructed by you. Please communicate all absences to me via email as soon as possible; if necessary alternative assignments may be provided.

Grading Scale

93.0-100 points A
90.0-92.9 points A-
87.0-89.9 points B+
83.0-86.9 points B
80.0-82.0 points B-
77.0-79.9 points C+
73.0-76.9 points C
70.0-72.0 points C-
65.0-69.9 points D
< 65 points F

Late Policy

I expect that all assignments be turned in on time. Brief extensions may be granted in the presence of extenuating circumstances; however, such requests must be made in writing in advance of the due date. Absent a formal extension, the grade given to the late assignment will reflect a one letter grade for each day the paper is late. Please note, however, that **weekly HW/reading logs will not be accepted late.**

Moving Forward in the Education Program

You need to receive a C+ or better in this course to move on to the Junior Field Experience.

A Final Personal Comment

If you are having difficulties of any sort in the course—with presentations, discussions, reading, writing, classmates, or the instructor—I encourage you to meet with me to discuss your concerns. And if you have special needs for which accommodations may be needed, please inform me as soon as possible. I am working to make this the best learning experience possible and am always open to constructive suggestions and feedback. It is also helpful to provide me with feedback on what is working. Making this a challenging, productive, and successful learning experience for you is my fundamental goal and I need your input and perspective to achieve this.