Ph.D. in Education Rhode Island College & University of Rhode Island

EDP 611: Core Seminar I, Issues and Problems in Education Inquiry

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Catalog Description (EDP 610-611)
Issues and problems related to philosophical and historical aspects of educational thought and the role of the school in society are examined. Empirical analysis of classroom settings is emphasized.

Extended Description (EDP 611)
The second semester of Core I focuses on the social and cultural foundations of education, with particular attention to the cultural and social contexts of schooling, learning, teaching and teachers.   All topics are addressed in terms of research findings, theory and research methodology, with particular attention to their inter-relations, as well as implications for developing the perspective of the scholar-practitioner.

Course Prerequisites
Admission to the Ph.D. in Education program; completion with a grade of C or better in EDP 610, and a 3.0 GPA or higher in program courses.

Relationship to Professional Program and Conceptual Framework
The first of three required Core courses in the Ph.D. in Education program, Core I provides a foundation in ways of thinking about and researching education, classrooms, teaching, and the role of the school in society. As the initial course in a "scholar-practitioner" doctoral program, this course revolves around how educators engage in Planning, Action and Reflection as teachers and researchers, to make change in teacher thinking, pedagogy, and curriculum.   Multicultural and global perspectives, and technology are addressed throughout the course within themes of equity, excellence, diversity, and reform.

Course Objectives

Students will:
(1) Develop a foundation in educational thought and inquiry, and consider purposes for, approaches to, and analysis of research in education.
(2) Work extensively on improving their academic writing.
(3) Reflect on the following themes:
   • The meaning of democracy and the role of schools in advancing or obstructing the democratic way of life;
   • The extent to which schools support social reproduction versus individual and social transformation;
   • Balancing such tensions as equity and excellence, student and curriculum, critical thinking and cultural transmission, freedom and authority, diversity and unity, and individualization and standardization;
   • How educational inquiry can help us clarify the purposes of schooling, the extent to which schools accomplish their intent, and the direction and means of reform;
   • The qualities and characteristics of well-designed, ethical research and its dissemination;
   • Facilitating lasting, significant, and positive change in schools.

Readings

Lareau, A. (2003). *Unequal childhoods: Class, race, and family life.* Berkeley: Univ. of California Press. Payne, C. M. (2008). *So much reform, so little change: The persistence of failure in urban schools.* Cambridge, MA: Harvard Univ. Press. Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard Univ. Press. Additional articles and chapters will be distributed as needed throughout the semester.

Professional Organization Membership
Information about reduced-rate, student membership in the American Educational Research Association will be distributed in class. (Web site: www.aera.net). I recommend that you become familiar with the organization and its publications.

Course Evaluation and Requirements
Class participation 20% Short Writings
20% Papers 60%
<u>Class Participation</u> You are expected to attend class, arrive on time, and actively participate in class discussions by sharing your responses to and questions about the readings, including how the ideas presented relate to your own knowledge and experience. Assigned readings are to be completed prior to the session on their scheduled date.

You will be prepared for class if you have answers to the following questions:
- What is the main argument the author is trying to make?
- What evidence is presented?
- How would you explain the method (if appropriate)?
- How would you explain the theory (if appropriate)?
- What do you think?
- What difference does it make?
- What might be done in response?

Short Writings Most weeks I will ask that you do some writing about the material to be discussed in class.   This writing will be "low stakes" in the sense that it will receive a grade simply based on timely submission; but it is required and needs to be done on time so that it can be posted to me 24-48 hours before class and shared with a peer. We will use WebCT for posting. Grading will be as follows: 2=submitted at least 24 hours before class; 1=submitted less than 24 hours before class; 0=not submitted. You should write 2 to 3 pages (500-750 words), **double-spaced**, with **12 pt font** and **at least one-inch margins**; if handed in at class, please staple. Be sure to include your name on the paper and please upload with a filename that allows me to know which assignment it is and who the author is.

The important goal in this writing is to do some careful, close reading and thinking about one (or more) of the readings. You can focus on anything of interest to you as long as you are working in a sustained way with the material. An important goal of this ongoing assignment is to get you to write frequently but without worry about grades or fears of "getting it right." There is no focus on right and wrong, here. The ideas you explore in these weekly assignments will help you find topics for the longer, graded papers. Some of this writing may be done collaboratively, in pairs; we will discuss this possibility in class.

<u>Papers</u> There will be three graded papers that will be handed in as "mid-process drafts" and then as final drafts. There will also be some activities involving peer-feedback and editing, as well as some collaborative informal writing activity. I will give extended guidelines for the papers in separate hand-outs.

Course Schedule

1   Introduction to course themes – Diversity, Equity and a Sociocultural Framework in Education

2   <u>Sociogenesis of the Individual</u>

Vygotsky, *Mind in society,* pp. 1-57

3   <u>Sociogenesis continued</u>

Vygotsky, *Mind in society*, pp. 58-133

4   <u>Sociogenesis, social class and family</u>

Bourdieu, "Forms of capital" Lareau, *Unequal childhoods,* pp. 1-103, and Appendix B

5   <u>Sociogenesis, social class and family, continued</u>

Lareau, *Unequal childhoods*, pp. 104-257 and Appendix A

6   <u>Social class and schooling</u>

Rist, "Self-fulfilling prophecy," *HER* Oakes, "Keeping track," *TCR* and

distributed selections (Rubin; Burris et al; Mickelson & Everett)

Draft of Paper #1 due

7   Race and Power

Wildman & Davis, "Making systems visible" Macintosh, "White privilege," Dyer, "The matter of whiteness" Dalton, "Failing to see" hooks, "Representations of whiteness" Barrett & Roediger, "How white people became white" Kivel, "Whites as allies" Foucault, "The subject and power"

8   Cultural practice and the dynamics of reproduction

Gutierrez & Rogoff, "Cultural ways of learning" Lee et al, "Every shut eye ain't sleep" Swadener, "Children and families 'at promise'"

9   Complicating reproduction and race

Ogbu, "Understanding cultural diversity and learning" Collins, "Differential instruction in reading groups" Labov, "Academic ignorance and Black intelligence"

10   Gender & sexuality in the culture of schooling

King, "The problem(s) of men in early education" Connell, "Teaching the boys" Weis, "Constructing the other"

Draft of Paper #2 due

11   Gender, sexuality and schooling continued Martin, "The radical future of gender enrichment" Athanases, "A gay-themed lesson in an ethnic literature curriculum" Fine, "Sexuality, schooling, and adolescent females" **4/28** Teaching as response to inequalities Greene, "Toward a critical pedagogy" Lewis, "Interrupting patriarchy" Blackburn, "Talking together for change"

12   Culture, power & reform Payne, *So much reform, so little change,* pp. 1-92 Draft of

Paper #3 due

13   Culture, power & reform, 2 Payne, *So much reform, so little change,* pp. 93-212

Bibliography of Required Readings

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Blackburn, M. (2007). Talking together for change: Examining positioning between teachers and queer youth. In J. Vadeboncoeur & L. Patel-Stevens (Eds.), Re/constructing the adolescent: Sign, symbol, body. NY: Peter Lang.

Bourdieu, P. (1986). Forms of capital. In J. Richardson, (Ed.), Handbook of Theory and Research for the Sociology of Education. NY: Greenwood.

Burris, C., Wiley, E., Welner, K. & Murphy, J. (2008). Accountability, rigor, and detracking: Achievement effects of embracing a challenging curriculum as a universal good for all students. Teachers College Record 110(3): 571-607.

Collins, J. (1986). Differential instruction in reading groups. In J. Cook-Gumperz (Ed.), The social construction of literacy. Cambridge, Eng.: Cambridge University Press.

Connell, R. (1996). Teaching the boys: New research on masculinity, and gender strategies for schools. Teachers College Record 98(2): 206-235.

Dalton, H. (2002). Failing to see. In P. Rothenberg (Ed.), White privilege: Essential readings on the other side of racism. New York: Worth Publishers.

Dyer, R. (2002). The matter of whiteness. In P. Rothenberg (Ed.), White privilege: Essential readings on the other side of racism. New York: Worth Publishers.

Fine, M. (2002). Sexuality, schooling, and adolescent females: The missing discourse of desire. In The Jossey-Bass Reader on Gender in Education, S. M. Bailey (Forward). San Francisco: Jossey-Bass.

Foucault, M. (1982). The subject and power. Critical Inquiry 8(4): 777-795.

Greene, M. (1986). In search of a critical pedagogy. Harvard Educational Review 56(4):

427-441.

Gutierrez, K. & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice?. Educational Researcher 32(5): 19-25.

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Hooks, b. (2002). Representations of whiteness in the Black imagination. In P. Rothenberg (Ed.), White privilege: Essential readings on the other side of racism. New York: Worth Publishers.

King, J. (2000). The problem(s) of men in early education. In N. Lesko (Ed.), Masculinities at school. Thousand Oaks, CA: Sage.

Labov, W. (1982). Competing value systems in inner city schools. In P. Gilmore & A. Glatthorn (Eds.), Children in and out of school: Ethnography and education. Washington, D.C.: Center for Applied Linguistics.

Labov, W. (1972, June). Academic ignorance and Black intelligence. The Atlantic Online.

Lareau, A. (2003). Unequal childhoods: Class, race, and family life. Berkeley: Univ. of California Press.

Lee, C. D., Spencer, M., & Harpalani, V. (2003). "Every Shut Eye Ain't Sleep": Studying How People Live Culturally. Educational Researcher 32(5):6-13.

Lewis, M. (1992). Interrupting patriarchy: Politics, resistance and transformation in the feminist classroom. In C. Luke & J. Gore (eds.), Feminisms and critical pedagogy. New York:: Routledge.

Macintosh, P. (2002). White privilege: Unpacking the invisible knapsack. In P. Rothenberg (Ed.), White privilege: Essential readings on the other side of racism. New York: Worth Publishers. (Originally published in 1988.)

Martin, J. R. (1994). The radical future of gender enrichment.   In J. R. Martin, Changing the educational landscape: Philosophy, women, and curriculum. New York: Routledge.

Mickelson, R. A. & Everett, B. J. (2008). Neotracking in North Carolina: How high school courses of study reproduce race and class-based stratification. <u>Teachers College Record</u> 110)3): 535-570.

Oakes, J. (2008). Keeping track: Structuring inequality in an age of accountability. <u>Teachers College Record</u> 110(3): 700-712.

Ogbu, J. (2000). Understanding cultural diversity and learning.   In B. Levinson (Ed.), <u>Schooling the symbolic animal: Social and cultural dimensions of education</u>. Lanham, MD: Rowman & Littlefield.

Payne, C. (2008). <u>So much reform, so little change: The persistence of failure in urban schools</u>. Cambridge, MA: Harvard Univ. Pr.

Rist, R. (2000). Student social class and teacher expectations: The self-fulfilling prophecy in ghetto education. <u>Harvard Educational Review</u> 70(3): 257-301.

Rubin, B. (2008). Tracking in context: How local constructions of ability complicate equity-geared reform. <u>Teachers College Record</u> 110(3): 646-699.

Swadener, B. B. (1995). Children and families "at promise": Deconstructing the discourse of risk. In B. B. Swadener & S. Lubeck (Eds.), <u>Children and families "at promise."</u>   Albany: SUNY Press.

Vygotsky, L.S. (1978). <u>Mind in society: The development of higher psychological processes</u>. Cambridge, MA: Harvard University Press.

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