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City College of New York

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2018

### Urban Schools in a Diverse Society

Carol Huang  
*CUNY City College*

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	<p><b>Urban Schools in a Diverse Society Spring, 2018</b>                  Carol Huang, Ph.D.                  Office: NAC 5/204                  Dept. Ed Leadership and Sp Ed  <a href="mailto:chuang@ccny.cuny.edu">chuang@ccny.cuny.edu</a></p>	<p>Class meeting time: Tues. 4:50 to 7:20                  Course : EDUC 22100                  Course Number: 23581                  Classroom: NAC 6/268                  All Assignments submit to course blackboard.                  Office Hours: Tues. &amp; Thurs. 3:30-4: 30 p.m.; others by appointment.</p>
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**Course Description:**

Urban Schools in a Diverse Society is a required course in Educational Foundations. The course will use two major lenses-- sociological and cultural perspectives--to examine the issues in education. Of course, these perspectives will have to be framed in the historical, political, and economical contexts with philosophical orientations of both American and global points of view. Throughout the course, the theme of change will serve as a thread through selected significant social, political, and economic forces that influence the school as an institution and which in turn are influenced by the school. Major questions the course will address are: 1) Who should be educated? 2) What should be taught? 3) How should we deliver the curriculum? and 4) Who should pay for it? Special emphasis will be placed on urban settings that educate students from diverse ethnic and cultural backgrounds to examine the deeper structure of schools and schooling. Fifteen hours of fieldwork is required in the grade level for which the teaching candidate seeks certification.

The course is intended to provide opportunities for serious discussion of possibilities for transforming society through education by developing a more seasoned, teacher-centered view on education-related issues, such as

- Insights into the limitation of theories in gaining a broader perspective of urban educational issues in a diverse society.
- Examination of the impact of the American value system on schools and its outcomes.
- The application of broader perspectives and understanding to teaching and learning.

**Course Objectives based on CCNY Ed School's Mission and Conceptual Framework:**

<p>CCNY</p>
<p>A. DEVELOPING IN-DEPTH KNOWLEDGE ABOUT THE WORLD: the course is designed to support teacher candidates to develop the knowledge content and skills that are needed to help all students learn. Our goal is to nurture candidates' abilities and disposition to realize their potential and become life-long learners. This course is to develop consciousness concerning how schooling and education are related to larger structures of social, cultural, political and economic life in the United States and the globalization we are currently experiencing.</p>
<p>B. BECOMING SKILLFUL, REFLECTIVE PRACTITIONERS: the course aims for the teacher candidates to demonstrate pedagogical excellence by fostering a practice that includes: a deep knowledge of human learning and development, the ability to support learners who can actively inquire and construct understandings about the world, the ability to recognize and respond to all learners, skills in using technology appropriately, a broad range of instruction and assessment strategies that are effective with all learners, competence in applying theory and knowledge in real-world situations. Students will be skillful in using technology appropriately: Students will have critical framework to examine technology and its implication and application in education and how to evaluate the result of e-learning.</p>
<p>C. EDUCATION FOR AND ABOUT DIVERSITY: The course is designed to lead teacher candidates to embrace diversity as a resource that enables the teacher candidates to build on the varied strengths of all learners. The course continuously works to promote understanding by being responsive to the needs and perspectives of those from diverse socio-cultural backgrounds. It pays special attention to how issues of diversity can best be used to support student learning and positively impact schools in urban settings.</p>
<p>D. NURTURING LEADERSHIP FOR LEARNING: the goal of this course is to develop the capabilities of candidates to assume leadership roles in their classrooms, schools, and communities. The course will nurture educators who can think critically, can articulate their understandings to others, and become active agents for improvement and change.</p>
<p>E. BUILDING CARING COMMUNITIES: the course enables candidates to create democratic communities in their classrooms and schools and to model caring, committed, and ethical practice. The course attempts to nurture insights toward creating critiques and alternatives to the way education and urban schooling has been done in our nation.</p>

**Reading assignments: Articles: on-line with hyperlink from e-syllabus and also in course package and on Blackboard (BB**

**Technological Requirements of the course:**

Updated CCNY email address and account for all course communication.

Updated CUNY portal account for access to course blackboard and receive communication from the instructor through blackboard sent email.

Updated CCNY Library access to get research resources from the CCNY and CUNY library system. Go to swipe your CCNY ID so you can get access to the CCNY library database off campus.

Working on Google+ in peer reviewing and group assignments.

Ability to create Power point presentation to share in class.

**Students' responsibilities:**

1. **ABSENCES:** It is important that you attend class. The class is conducted mainly with discussion. If you are not present, you cannot participate in discussion. University policy allows two absences per course. If you miss a class, you need to speak to the instructor and arrange to catch up with the rest of the class. Each absence will decrease 3 points from your grade and if you have more than 3 absences, your grade will be seriously impacted. Arrange your schedule in advance so there is no conflict through the semester.
2. **LATENESS:** It is important that you attend class on time and remain in class until the end. I count days late and early departure without excuse. Lateness translate to points subtracted from your final grade.
3. **Assigned Readings:** You must complete the readings **on time before the class**. (See instruction in the assignment guide session.)
4. **ASSIGNMENTS MUST BE SUBMITTED ON TIME.** Please budget your time accordingly.
5. **Please don't plagiarize or cheat.** This occasionally happens, and the University requires the instructor to report these instances to the Committee on Academic Integrity. A poor grade will follow. University's definitions of plagiarism and cheating can be found at the main page of CCNY under CCNY's policy on academic integrity.
6. **Services for Students with Disabilities:** Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by CCNY's Access Ability Center (AAC). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the AAC, which is located on the uptown campus in NAC 1/218. It is the student's responsibility to initiate contact with the AAC and to follow the established procedures for having the accommodation notice sent to the instructor. You can contact the AAC at 212-650-5913 (TTY/TTD: 212-650-6910).
7. The Writing Center at the Samuel Rudin Academic Resource Center, NAC 3<sup>rd</sup> floor plaza, offers writing assistance to all CCNY students through one-on-one tutoring and group workshops. ESL tutoring is also available through the Writing Center. The center's services are a free resource available to all students and strongly recommended for all writing assignments for this class. Students can schedule an appointment either by going to the center in person or by calling (212) 650-8104. Students can email their work to the consultant, but it will take a longer time to get feedback. The Writing Center has a computer lab open to students where students can use computers and printers (up to 15 pages a day) during their operating hours. Check its website for more information: <http://www.ccnycunycuny.edu/writing/>  
**For every day an assignment is submitted late, one point will be subtracted from your grade.**

***Brief Description of major assignments and important Due dates. (Detailed prompts will be distributed later)***

Assignment & due date	Description of the assignment
Introductory essay In-class draft and share First class	You can focus on literacy experience that is uniquely yours in learning about yourself and the world in the important time of your education. How do you define literacy? Were there conflicting powers in your path to literacy? Do these powers continue to impact you, and if so, how? What were the successful strategies you used and supports you relied on to help you overcome any weaknesses in your becoming literate? How did your personal experience of learning help shape your concept of teaching and learning at this point? <b>Introduction to social explorer.</b>
Literacy Essay : Reframing your educational experience with sociological imagination to explore what is your desired education. 15% Final due date:2/20 with family ed history and final version due on 3/09: with theoretical analysis. 3-5 pages	Locating yourself in the social contexts of schooling. This will be an autobiographical essay with an educational thematic focus. You can focus on multiple reading and writing experiences that occurred during particularly important times in your literacy life, or you can focus on a particularly meaningful and memorable experience with reading or writing. You will narrate the major event(s), describe scenes and people, and interpret the meaning of the events – both at the time that they occurred and now, as you are writing this essay. You will practice discovery of ideas (invention) through your family educational history worksheet, composing early drafts, revision, and editing. The essay structure for autobiographical writing is typically chronological but may also entail topical organization. Primary and secondary sources are optional for this assignment. There are three major lenses in conducting this assignment: 1) focusing on your own educational experience to reflect why your experience is unique or standard, 2) taking a long view of your family members' educational experience and attainment to analyze the role of education in your family history and its relationship to your own social, economic, and cultural transformation and your family's, 3) taking a theoretical position to further analyze your educational experience. <b>Articles using sociological imagination, concept of sociology. Connection between individual and society using educational experience. Introduction to course framework and theoretical lens: Becker and Bowles &amp; Gintis and worksheet on family educational history.</b>
Weekly Class	You will choose one of the assigned readings of the week and write a critical summary, which means

<p>Reading Summary 10%</p>	<p>summarizing the content using a point of view and elaborating on a selected part of the reading to validate your view using quotations. The structure of the summary will involve a thesis sentence, elaborations to support your thesis (2-3) including how it can be helpful for your research topic and your fieldwork observation, and a conclusion. The summary will be one-and-a-half pages with quotations, and the second half will be your own interpretation and critique, what you learned from the article that are applicable to your semester projects. The summary is due one week after the class so your <u>participation in lecture and discussion will be very helpful to your summary assignment.</u></p>
<p>Research Paper 20% Proposal with 10 citations due on Week 7. Final due date: week 10 : 11/14 &amp;15 5-7 pages</p>	<p>You will select a research paper related to education and compose a research paper by articulating a research question, conducting a literature review of the topic, completing an annotated bibliography, and arguing your position, effectively employing summary, analysis, synthesis, and argument within your research topic. Your final paper will demonstrate your ability to craft a cohesive, effectively supported, complex argument guided by an intricate thesis and substantial research. Proposal: What is your research question? Why do you want to do this research? What is your hypothesis on this topic? What previous research on this topic did you acquire through CUNY library online resources and Google Scholar? Due Week 7. How do you plan to get a small sample to gather data to prove your point? <b>Poster session presentation on research paper:</b> Prepare a poster for your presentation answering these questions: what is your research question, how did you find evidence to support your claim? How did you analyze your data, and what are the conclusions and limitations of your paper? Take a picture and put it on discussion board to share on due day.</p>
<p>Fieldwork report. 15 hours of fieldwork is required for this course 20% 8-10 pages. Find a school for your fieldwork: Week 6. Week 7: profile research of the school. Week 8 to 10 fieldwork observation. Due date: week 11: 12/05 with analysis and conclusion in presentation for discussion. Final report due on Final's week.</p>	<p>There are four parts to your fieldwork:</p> <p>a. <b>Research</b> information about your fieldwork school to compose a profile of the school (20%). What does the NYS school report card <a href="https://reportcards.nysed.gov/">https://reportcards.nysed.gov/</a> tell you about the school? What grade did your fieldwork school get on its NYC School Quality Report <a href="http://schools.nyc.gov/Accountability/tools/report/default.htm">http://schools.nyc.gov/Accountability/tools/report/default.htm</a> ? Use Social Explorer <a href="http://www.socialexplorer.com/">http://www.socialexplorer.com/</a> on campus to check the demography of the neighborhood of the school. Key questions: Who goes to the school? What are the teachers like? Is the school doing well? (Answer by comparing its 2014 and 2005 report cards.) Do the teachers live in the community where they teach? What are the students like? Get information from Social Explorer to do a comparison (you can use the more advanced version on campus.) What is the community, the neighborhood like? Why does such a school exist in this neighborhood?</p> <p>b. <b>Observation</b> (20%). What is the neighborhood like? Is it different from what you researched? What is the atmosphere in the school? In the classes you observe? Do some of the seating arrangements work and others not? Why? Your own interpretations of these arrangements? Is there a library in the school? What books are in the classroom? Who decided what books to buy? Does the book collection reflect the culture of the community? Is the collection diverse? How is the school doing at this juncture? Compare your observation with the data from the School Report Card, School Quality Report and Social Explorer. How does the teacher design to make sure all students learn the objectives? What strategies were used in the lesson? Are they effective? Are there any impressive learning moments for you as an observer? How much autonomy does the classroom teacher have?</p> <p>c. <b>Analysis</b> (30%). Can the lesson/or lessons you observe be done differently? What is the community like? Is there any parental involvement? How, and in what? Use the information you research to compose a school profile, and the readings of the class, to connect the school/the classes you observe to the society and judge the overall performance of the school.</p> <p>d. <b>Conclusion and Critique</b> (20%). What can be done to improve the school and its teaching and curricula to enhance students' learning environment? Building the linkages: From what you observe and what you learned from this course, can you build linkages between how the teachers you observed teach and how well the school is doing? What are the objectives of the lesson you observe? Can what you observe in classrooms reflect what score the school got? What is the library like? Does it have collections of books on ethnic minorities? Is there a gap between design and implementation? (Ask the teacher to share his/her lesson plans with you.) Are there any differences in curriculum design because of the demography of the school or the class? What does this school tell you about our society? Can any of the theories we studied explain what you observed and researched? Applying what you learned from this course: What social, cultural, political, economic and policy forces did you witness in this school? What evidence supports your interpretation? Which theories studied in this course best describe the school you observe? Did you develop a position to help you analyze what you observe? What is/are your position/s? Cite at least three of the articles we read in class. You are required to post the final report in the discussion board folder and course assignment folder to receive a grade. <b>Presentation: Powerpoint presentation guide for fieldwork report: (10%) You are required to put the power point presentation in the Blackboard discussion folder and assignment folder to get a grade.</b> Five Slides: 1. School Profile, 2-3. Observation, 4. Analyze the relationship and connections between the school and society using your data analysis (please cite at least 3 assigned readings), 5. Conclusion and critique. Field work notes: One page, handwritten observation for one hour observation. A total of 15 pages. You</p>

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can scan it and send it to our course assignment submission email address.

**Fieldwork notes: One observation hour per page.**

**Date, time and location**

**Classroom floor seating chart**

**Where were students with disabilities were placed: mark in the chart**

**Objectives of the class**

**Notes of what happened in the classroom every 10 minutes 10:00 10:10 10:20 etc**

**Evaluat of teacher, instruction**

**Evaluation of students' learning**

**Overall, what did you learn from the class and what can be improved?**

**Course Grade Breakdown:**

**Writing assignments:**

**Literary essay 15%; Weekly Class reading summaries 10%, Research paper 15%, Fieldwork report, 20 %.**

**Oral Presentation:,Research paper presentation: 10% Fieldwork Report, 10%,**

**Class attendance and participation, 10%.**

**Leading discussion in class and blackboard assignment, 10%**

**Course Grade Chart:**

A+	97-100	4.00	C+	77-79	2.33
A	93-96	4.00	C	73-76	2.00
A-	90-92	3.67	C-	70-72	1.67
B+	87-89	3.33	D	65-69	1.00
B	83-86	3.00	E	< 65	0.00
B-	80-82	2.67			

**Participation Rubric**

Grade	Participation Quality
A+	Exemplary Insightful (sees deeply, expands upon others' ideas and interpretations) Asks interesting questions and makes connections between the readings. Demonstrate excellent ability to integrate reading assignments into discussion. Shares experiences.
A	Notable. Asks interesting questions and makes connections between readings. Speaks and thinks from multicultural and critical perspectives. Participates regularly. Shares experiences.
B	Satisfactory. Speaks and thinks from a developing multicultural perspective. Participates regularly. Shares experiences.
C	Needs to participate more. Participates when prompted and/or participates on an irregular basis. Participation is minimally satisfactory.
D	Needs to participate more. Participates only when prompted.
E	Needs to participate more. Attends, but does not contribute to discussion. Does not contribute to discussion due to absences.

**Writing assignments, Reflection Papers and Final Paper/ Project Rubric:**

Writing Assignment Grading Rubric: In the scale of 10

Intro with a clear thesis: 2%

Elaborations: supporting information and evidence to enhance your thesis 6%

Conclusion 1%.

Grammar and Logics: 1%. No grammatical mistakes, you get the full points, but if you have one mistake, you lose the points, so proofread your work before you hand it in.

### Tentative Course Schedule

Get the assigned readings through hyperlink or on Blackboard or through library eJournal service. Get your CCNY library card swiped in the library as soon as possible so you can use the library resources for your research paper.

### Tentative Course Schedule:

**The semester will have three major parts: 1. Historical development and its traces in modern day schools. 2. Democratic Constrains and Educational Reform; 3.Exploration, observation and sharing of findings.**

#### Session one:

Week 1 1/30

Class orientation, syllabus, assignments, access to CCNY email, Blackboard, library, attendance policy, in-class introductory essay.

Introduction to course theoretical framework: Discussion using Gutmann's article.

Introduction to literacy narrative: Framing and Reframing through sociological imagination.

Story telling in the era of Trump

<http://remezcla.com/lists/culture/storytelling-resistencia-movement/?rfb>

In class activity and writing assignment. Road map to Carol's class.

Week 2 2/06

Reading: Horace Mann: Education is the equalizer of social class. [mann on purpose of education](#)

Common School Era <https://oregonstate.edu/instruct/ed416/ae3.html> .

Mills, C. W., *Sociological Imagination*, chapter 1. <http://www.imprs-demogr.mpg.de/courses/01ws/TSI.pdf>

Example: Film: 185 years old turtle and the change of his/her environment.

<https://www.facebook.com/RobGreenfield/videos/202903026933369/>

Discussion on how to use sociological imagination to our biography.

What is sociological imagination, how to research yourself as a sociological subject.

Film and discussion: *School: The Story of American Public Education*, Part One: From Colonial Period to Common

School Era, directed by Sarah Mondale, 2002 (about 55 minutes) but we will not view the whole documentary in class.

Reading summary one is due in class. You have to chose one of the readings and submit it on line before class.

Week 3 2/13

Theme: School as an Experimental Ground for Developmental Democracy

Readings: Dewey, John, *My Pedagogical Creed*. Dewey pedagogical creed, <http://dewey.pragmatism.org/creed.htm>

Theme: Democratic Education: Theory and Practice

Amy Gutmann "Civil minimalism, Cosmopolitanism and Patriotism: Where Does Democratic Education Stand in Relation to Each?" in *Moral and Political Education* by Stephen Macedo and Yael Tamir, NYU Press 2001.

<http://www.mit.edu/~shaslang/mprg/GutmannCMCP.pdf>

Critique of Developmental Democracy through Education from the Minority Leaders:

W.E.B. Du Bois's critique of Booker T. Washington: Two views of African American Education [Du Bois v Washington](#)

Film: *Schools: The Story of American Public Education*, Part Two, directed by Sarah Mondale, 2002.

Discuss literacy narrative experience and structure of an essay

Presentation of literacy narrative. 8 students

Reading summary 2 is due on Monday night.

2/20 no class Monday Schedule Literacy essay first part is due on Tuesday night at midnight. Please view Ways of Seeing

[https://www.youtube.com/watch?v=0pDE4VX\\_9Kk](https://www.youtube.com/watch?v=0pDE4VX_9Kk) four parts in total to be submitted to blackboard after before Week 4 class.

Please answer these questions: what is new to you? What shock you most in the four part documentary? What can this newly learned lens be applied in your fieldwork?

Week 4 2/27

Theme: Miners' Canary: What We learn from the Treatment of Minorities in Education and the Struggle for Culturally Relevant Teaching

Reading: Cheaper than Bullet: American Indian Boarding Schools and Assimilation Policy, 1890-1930 by Tabatha Toney

Booth <http://www.se.edu/nas/files/2013/03/NAS-2009-Proceedings-Booth.pdf>

Documentary: *In the White Man's Image* directed by Christine Lesiak, and part of the Native American boarding school experiment. <https://www.youtube.com/watch?v=14RifPPh1YU>

Discuss literacy narrative, best practices for supporting an argument.

Reading summary is due on Monday.

Week 5 3/06 Theme: Introduction of Educational Attainment Theories: Human Capital or Social Reproduction.

on Vimeo: <https://vimeo.com/47117497?ref=em-share>

Gary Becker "Human Capital Revisited"

Bowles and Gintis, "Social Reproduction Theory Revisited". [Bowles & Gintis Schooling in Capitalist America Revised 2001](#)

Critical Theory in Education: Literate to Read the World.

Paulo Freire, *Pedagogy of the Oppressed*, Read Intro and Chapter one:

[http://www.msu.ac.zw/elearning/material/1335344125freire\\_pedagogy\\_of\\_the\\_oppressed.pdf](http://www.msu.ac.zw/elearning/material/1335344125freire_pedagogy_of_the_oppressed.pdf)

Watch conversation with Paulo Freire: <https://www.youtube.com/watch?v=aFWjnkFypFA>

"Seeing Through Paulo's Glasses: Political Clarity, Courage and Humility"

Literacy Essay final version is due 3/09 at Midnight.

Reading summary is due on Monday night.

ALL ASSIGNMENTS DUE IN PART I HAVE TO BE COMPLETED BY FRIDAY 3/09 MIDNIGHT FOR FIRST PART REVIEW. First part evaluation: You will receive an email evaluation of your part one performance. Please schedule a meeting with me during my office hours.

Part II: Democratic Constrains and Educational Reform

- Week 6: 3/13 Theme: Brown vs. BOE: The Case of the Century  
 Reading: Pre-Brown: Irons, Peter H., *Jim Crow's children: The broken promise of the Brown decision*. Penguin, 2002. (Three chapters on Blackboard)  
 Post Brown: [Brown at 62 UCLA Civil Right Project report](#)  
 Segregation in NYC: [A portrait of segregation in NY City Schools](#)  
 Diane Ravitch: on Achievement Gap in *Reign of Error*, pdf file on blackboard to download.  
 Film: *Road to Brown: Charles Houston: The Man who Killed Jim Crow*, directors: William Elwood, Mykola Kulish, 1990.  
 Part one: <https://vimeo.com/10401971>  
 Part two: <https://vimeo.com/10586994>  
 Part three: <https://vimeo.com/16230790>  
 Discussion on first impressions of book report texts, developing a strong and unique thesis.  
 Reading summary is due on Monday.
- Week 7: 3/20 Theme: Immigration and Rights to Schooling  
 Youth Empowerment and Action Research Youth Movement in Social Justice Project  
 Reading: Smith, Robert. "Imagine Mexican Educational Future in New York City," 2003 on blackboard.  
[http://www.temple.edu/tempres/chapters\\_1400/1572\\_ch1.pdf](http://www.temple.edu/tempres/chapters_1400/1572_ch1.pdf)  
 Cammarota, J & Fine, M (2008) *Revolutionizing Education: Youth Participatory Action Research in Motion*, New York, NY: Taylor and Francis. On Blackboard [Fine Youth Participatory Action Research](#) Read chapter one. The whole book can be a source book for action research project. Read Intro and chapter one.  
 Documentaries: *Struggle in the field*: The History of the Mexican American Civil Rights Movement, produced and directed by Sylvia Morales, a NYC based civil rights lawyer who was a member of Young Lords in New York.  
 Reading: Plyler vs. Doe 1982  
<http://caselaw.findlaw.com/us-supreme-court/457/202.html>  
 Gong Lung  
 Lau  
 Reading summary is due on Monday. Review of court cases and class presentation: Will assign a case for you to work as a group.  
 Research paper proposal due.
- Week 8: 3/27  
 Theme: Tracking and Detracking: Fighting Against Second Generation Segregation Project  
 Reading:  
 Oakes, Jeanne. *Off Track* on Blackboard  
 Burris, Carol C. (2014) *On The Same Track: How Schools Can Join the Twenty-First Century Struggle Against Resegregation*, Boston: Beacon Press Books. On Blackboard; also in the course package.  
 Theme: Teaching English: ESL, ELL, Bilingual, and dual language development in the U.S.  
 1. Is home language a human right? What role school should play to integrate language learners?  
 2. Development of language teaching method  
 3. Quick assessment and placement for students with language needs.  
 Reading summary is due on Monday night.  
 High school selection processes in NYC  
 Reading summary is due on Monday night.
- 4/03 NO Class. Spring Break. ALL ASSIGNMENTS DUE IN PART II HAVE TO BE COMPLETED BY FRIDAY 3/09 MIDNIGHT FOR PART II REVIEW.
- Part III: Reform Effort in Education
- Week 9: 4/10 Theme: Testing, Accountability and Education Anti-Testing Movement  
 Reading: Lemann, Nicholas. *Behind SAT*. Newsweek; 09/06/99, Vol. 134 Issue 10, p52, 6p, 1c, 4bw On bb. [Lemann behindSAT](#)  
 Diane Ravitch: *Reign of Error*: on testing results. On Blackboard.  
 Diane Ravitch's book: *Reign of Error* on the result of charter schools. On Blackboard in pdf file.  
 Michigan charter schools [michigan-gambled-on-charter-schools-its-children-lost](#)  
 Initial report on final research project topic.  
 College admission exercise  
 Q&A about writing a research paper  
 Reading summary is due on Monday night.
- Week 10 4/17 Theme: School Finance and Segregation and re-segregation  
 Kozol, Jonathan. *Savage Inequalities: Children in America's Schools*. Broadway Books, 2012. On Blackboard.  
 Separate But Unequal: NYU Metro Center Report Examines Segregation in NYC Schools  
[NYC school separate but unequal still 2017](#)  
<http://www.nytimes.com/interactive/2012/05/11/nyregion/segregation-in-new-york-city-public-schools.html>  
 Theme: Education in big data age: Technology and its implication on how we learn  
 General reference website: <https://socialmediacollective.org/reading-lists/critical-algorithm-studies/>  
 Media Literacy and technology: [https://www.facebook.com/permalink.php?story\\_fbid=10109193890017520&id=1944771](https://www.facebook.com/permalink.php?story_fbid=10109193890017520&id=1944771)  
 Research paper due.

Reading summary is due on Monday night.

Week 11 4/24

Theme: Education of Women and the Suffrage movement One Woman, One Vote

Reading: "Through the Back Door: the History of Women's Education" in *Failing at Fairness: How America's Schools Cheat Girls* by Myra and David Sadker, Simon and Schuster, 2010.

On BB. [sadker throughbackdoor-history of women ed.](#)

Noble, Safiya. 2012. "Missed Connections: What Search Engines Say about Women." *Bitch magazine*, 12(4): 37-41.

[https://safiyunoble.files.wordpress.com/2012/03/54\\_search\\_engines.pdf](https://safiyunoble.files.wordpress.com/2012/03/54_search_engines.pdf)

Why gender equality is good for everyone: Ted Talk by Michael Kimmel

[michael kimmel why gender equality is good for everyone men included?](#)

Theme: Students with Special Needs and Gifted Social Justice of Inclusion

[deaf & language deprivation](#)

Readings: in course package : Chapters from Robison, John Elder. *Look Me in the Eye: My Life with Asperger's*. Random House, 2008.

Film: *FAT City Workshop: How Difficult Can This Be?* Directed by Richard D. Lavoie, 1989.

Reading summary is due on Monday night.

Week 12 5/01 anti-racist teaching and dealing with internalized racism

Doll test on European new immigrants: <https://www.youtube.com/watch?v=QRZPw-9sJtQ>

Intersection and antiracism pedagogy

<http://jwilson.coe.uga.edu/EMAT8990/CP/AERA300303.pdf> Kumashiro

Research paper lab and individual guidance

Week 13 5/08 Research paper poster presentation. The first hour of the class. Fieldwork report presentation second part the class 90 minutes.

You have to present your paper or you will not have the credits for presentation.

Week 14 5/15 Fieldwork presentation and course evaluation. Check progress timeline and due days in the assignment chart.

You have to present your fieldwork report in class so you get the presentation credits.

No final examination. All papers are due on the date of the final examination at Midnight. All submissions have to be posted on blackboard. Grade will be delivered through CUNY First.