

EDUC 604 / Fall 2006 / 2 Units

EDUCATION IN SOCIETY

Eric Rofes

Associate Professor of Education

Course Location:	Natural Resources 201
Date & Time:	Tuesdays, 4:30-6:20 p.m.
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Overview

What roles has formal, school-based education played in American society? Do teachers serve to affirm and maintain the status quo, transform the culture, or function as agents for social change? In what ways does the culture of schooling present barriers and opportunities to children and communities outside mainstream, middle-class, Anglo society? Is it still possible in 2005 to conflate education and schooling, or does education in contemporary society include a great deal more than K-12 schooling and higher education?

These and other questions lie at the core of this graduate reading course. Education 604 aims to inspire and prepare educators to become critical participants in efforts to transform education in local communities. We hope you will complete this seminar with increased interest in facilitating organizational and educational change and with your eyes wide-open to what this entails. In completing this course you will be able to:

- Define and analyze the role of schooling in society and understand more fully the relationship between schools and participatory democracy;
- Gain a deeper understanding of the social organization of schooling and the role played by student peer groups and youth cultures;
- Understand the social and cultural functions of teachers in American schools;
- Grapple with socio-economic class, gender/sexual identity, and race/ethnicity as key factors contributing to student success in traditional public schools;
- Identify specific challenges faced by Native American students in public schools and understand specific actions taken by Native communities to create schools that support the education of their children;
- Identify multiple educational arenas in need of change and assess the impact of

change on various involved constituencies and on civil society and democracy.

Course Requirements

Be Fully Present in Class—With the Day's Readings Fresh in Your Mind (40%)

Your attendance and participation will be evaluated based on your punctual arrival to class, attendance at each class session, and the frequency and quality of your active participation in class discussions, small-group activities, and projects. This is basically a graduate seminar with a focus on reading great books and thinking about them together. If you do not have the time to keep up with the readings, this is not the class for you. Each class will include brief assignments intended to assess student completion of the readings.

Short Autobiographical Paper (20%)

This paper is designed to lead students to probe deeply into their own K-12 schooling and their experiences in higher education, examining key themes discussed in the course: power, privilege, identity, community, and education / schooling.

Paper: Critical Analysis of Cultural Artifact (40%)

This assignment focuses on drafting a 12-15 page analytical paper that is intended as a critical response to a movie, television, show, CD, or other cultural artifact focused on education or schooling. You will be expected to link our course readings to the artifact and offer insights related to education, democracy, and society.

Course Readings

This is a course focused largely on reading deeply in the sociology of education. Education 604 has five required texts. Additional readings may be handed out, put on reserve, or assigned in class. Bottom line--> Students are expected to be prepared to discuss the week's assignment in class. The professor will assess student preparation with the readings using a variety of methods.

The required texts are:

- *Schools and Society: A Sociological Approach to Education* (2nd Edition), by Jeanne Ballantine and Joan Spade (Wadsworth, 2003)
- *The Long Haul: An Autobiography*, by Myles Horton, Judith Kohl, Herbert Kohl (New York: Teachers College Press, 1997)
- *Kill the Indian, Save the Man: The Genocidal Impact of American Indian Residential Schools*, by Ward Churchill (San Francisco: City Lights, 2004).
- *Making a Place for Pleasure in Early Childhood Education*, Joseph Tobin, editor (New Haven, CT: Yale University Press, 1997)

➤ *Fit to Teach: Same-Sex Desire, Gender, and School Work in the 20th Century*, by Jackie Blount (Albany, NY: State University of New York Press, 2004)

A copy of each of the required books will be placed on reserve in the library.

Special Notes

- **Required E-Mail Contact:** An e-mail list will be created for this class. Students are required to check their email accounts at least once every two days.
- **Daily Announcements:** Brief announcements will be invited at the beginning of each class. Keep each announcement under one minute.
- **Cell Phone No-no:** Use of personal cell phones and beepers while class is in session is discouraged. If an emergency arises and you must have your technology turned on, notify the class during opening announcement period of potential disturbance.
- **Standard Academic Writing Expectation:** The use of standard, grammatically correct English in your writing and speaking is key to your success in this course. If you need assistance with your writing, please visit the university’s Writing Center, seek help from classmates and friends, or visit the instructor during office hours. Take seriously this emphasis on English-language skills. Any paper that includes many errors or is not carefully proofread and edited will receive a maximum grade of C.
- **You Are Invited...:** Students are urged to attend office hours throughout the semester to discuss topics raised in the class, or seek help with assignments, study skills, academic or other matters. If scheduled times are not convenient, I am happy to schedule additional times to fit your schedule.
- **Access for Students with Disabilities:** Students with disabilities who will be taking this course and may need disability-related classroom accommodations are encouraged to check-in with me as soon as possible.
- **Ethics:** Students are responsible for information about academic dishonesty and plagiarism as stated in the HSU catalogue.
- **Guess Who’s Coming to Class?** Visitors are welcome to this class. Food and beverages are welcome. If you have friends who might benefit from joining us for a specific session, bring them along and introduce them during opening announcements.

Assignments are due on the announced date unless alternate arrangements have been made at least 48 hours in advance of the due date. Otherwise, late assignments will have a full grade deducted for every two days they are late.

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Schedule of Topics, Readings and Assignments

Date	Topic	Reading	Assignments
August 22	Orientation to Education 604 & What is the Sociology of	Ballantine, Part 1	

	Education		
August 29	Schools as Organizations	Ballantine, Part 2	
September 5	Education, Race and Genocide	Churchill, xi-33	
September 12	Informal Systems & the Hidden Curriculum	Ballantine, Part 3 Churchill, 34-117	
September 19	The Social Context of Knowledge	Ballantine, Part 4 Horton: ix-87	
September 26	Popular Education & Working Class Cultures	Horton: 88-228	
October 3	Education Systems & their Environments	Ballantine, Part 5	
October 10	Social Stratification	Ballantine, Part 6	
October 17	Equality & Equity	Ballantine, Part 7	Autobiographical Paper due
October 24	Higher Education	Ballantine, Part 8	
October 31	Children, Desire, and Touch	Tobin, 1-118	
November 7	Early Childhood Education and Gender	Tobin, 119-250	
November 14	History: The Gender & Sexual Transformation of Teaching	Blount, 1-79	
November 28	Gender & Sexuality in U.S. Schools	Blount, 80-179	
December 5	Education Reform & Change	Ballantine, Part 10	Final Paper due
December 12	Course Wrap-Up		Celebration Dinner!