

EDUCATION IN SOCIETY

Eric Rofes
Assistant Professor of Education

Location of Course Meetings:	Forestry 107
Time and Day of Meetings:	Thursdays from 4:30-6:20 p.m.
Office Location for Instructor:	Harry Griffith Hall 209
Office Hours:	By appointment; also Wednesdays, 2:00-4:00 p.m.
Phone Number:	826-3735
E-Mail:	er7@humboldt.edu
Postal Address:	Department of Education, HSU, Arcata, CA 95521

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, and/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 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 arenas needing educational change and assess the impact of change on various involved constituencies and on civil society at large

Course Requirements

- | | |
|--|-----|
| • Class Attendance and Participation | 33% |
| • Assignment #1: Team Presentation | 33% |
| • Assignment #2: Critical Response Paper | 33% |

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. *Assignment #1* will be discussed in class and involve a 30-minute presentation/team-teaching assignment that you will plan and execute with colleagues in the class. *Assignment #2* is 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. You will be expected to link our course readings to the artifact and offer insights related to education, democracy, and society.

Course Readings

Education 604 has four 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 required texts are:

- *The Way Schools Work: A Sociological Analysis of Education* (3rd Edition), by Kathleen Bennett deMarrais and Margaret LeCompte (Reading, MA: Longman/Addison Wesley, 1999)
- *The Long Haul: An Autobiography*, by Myles Horton, Judith Kohl, Herbert Kohl, Herbert R. Kohl (New York: Teachers College Press, 1997)
- *Look to the Mountain: An Ecology of Indigenous Education*, fifth printing, by Greroy Cajete (Kivaki, 1993)
- One text will be determined during the first weeks of the course

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

Special Notes

- An e-mail list will be created for this class. Students are expected to check their email accounts at least once every two days. This is a course requirement.
- The 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, please notify the class during opening announcement period of potential disturbance.
- 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. Please 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.
- 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.
- 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.
- Students are responsible for information about academic dishonesty and plagiarism as stated in the HSU Catalog.
- 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, please bring them along and introduce them during the 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.

EDUC 604/ Fall 2005

EDUCATION IN SOCIETY

Schedule of Topics and Readings

Date of Class Meeting	Topics	Assignment Due
August 25	Orientation to EDUC 604	
September 1	The Purposes of Education in the USA	DeMarrais & LeCompte, Chapter I.
September 8	The Social Organization of Schooling	D & L: Chapter II.
September 15	Youth Culture & Student Peer Groups	D & L: Chapter III.
September 22	The Labor Force in Education	D & L: Chapter IV.
September 29	Social Class	D & L: Chapter V. Horton & Kohl, pp TBA
October 6	Alternative Models of Working Class Education	Horton & Kohl, pp TBA
October 13	Curriculum & the Stratification of Knowledge	D & L: Chapter VI.
October 20	Movie Night!	Readings TBA
October 27	Ethnic Minorities: Equality of Educational Opportunity	D & L: Chapter VII.
November 3	Issues in Native American Education, I	Cajete, pp. TBA
November 10	Issues in Native American Education, II	Cajete, pp. TBA Assignment #2 first draft due
November 17	Gender Equity in Schooling	Chapter VIII.
November 24	No Class	<i>Thanksgiving Break!</i>
December 1	Sexualities & Schooling	TBA Assignment #2 Final draft due
December 8	Course Summary	TBA

