

SCHOOLS AND COMMUNITIES

Eric Rofes

Class Location: Druckenmiller 004
Time: M/W 12 noon-1:30 pm

Office: Ashby House 32
Office Hours: Tuesdays 10-11:30 a.m. and Wednesdays, 2-3:30 p.m. or by
appointment
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Education 201--"Schools and Communities in the United States"--provides historical, sociological, and pedagogical perspectives on various ways distinct communities have experienced schooling in America and asks a number of questions:

- o What is the difference between education and schooling?
- o When we describe something as a "community," what do we mean?
- o Why have some racial and ethnic groups experienced significant success in schools while others have not?
- o How have traditional, popularized narratives of education (e.g. meritocracy) masked profound inequities and significant barriers to school success and economic mobility?

The purpose of this course is to explore concepts of community, education, and schooling and understand the complex interactions which identity and culture have with social, economic, and political forces. Students will gain a deeper understanding of their racial, ethnic, and gender identities and the ways their communities-of-origin experience schooling in America.

Expectations of Students

Students are expected to attend every class and bring the day's assigned readings with them to class. For each class, students should review the readings and be prepared for discussion. Participation will be graded based on a number of factors: engagement in full-group and small-group discussions, willingness to take on leadership roles during exercises

and activities, ability to ask and answer questions about the day's topic and the assigned readings.

There are four primary written assignments for this class: two papers, one exam, and a journals of articles and commentary. A short, autobiographical paper is due on September 30.. Detailed information regarding this paper will be distributed on September 14. A longer research paper is due on November 11.. Information regarding the research paper will be available on October 7. The final take-home exam will be based upon course readings to date, as well as videos, class lectures and discussions. The journal of articles and commentary is due on the last day of class and information regarding requirements for the journal will be distributed on September 14.

All students are required to schedule a brief introductory meeting (5-10 minutes) with the instructor during office hours sometime during the first month of class. 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.

Class Requirements, Deadlines, and Grading

o Class attendance and participation	25%
o 5-8 page paper (non-research) due on September 30	10%
o 15-20 page research paper due on November 11	25%
o Journal of articles and commentary due on December 9	15%
o Examination due on December 15	25%

Required Readings

Education 201 has four required texts, as well as additional readings that will be available in a supplemental reader, handed out in class, and/or placed on reserve in the library. Students are expected to be prepared to discuss the readings in class. The four required texts are:

- o Peter Cookson, Jr. & Caroline Persell. *Preparing for Power: America's Elite Boarding Schools*. New York: Basic Books, 1985.
- o Gloria Ladson-Billings. *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco: Jossey-Bass, 1994.
- o Guadalupe Valdes. *Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools*. New York: Teachers College Press, 1996
- o Myles Horton. *The Long Haul: An Autobiography*. New York: Teachers College Press, 1998.

Special Notes

Three required evening meetings of the class will take place on October 6, November 4, and December 1 from 7-9:30 p.m so that we may view and discuss movies.

The film evenings will take the place of three days when we will *not* be meeting: September 28 (Monday), October 14 (Wednesday), and November 25 (Wednesday).

Education 201 / Fall 1998

Schools and Communities in the United States

SCHEDULE OF TOPICS AND READINGS

Please note: changes may occur in this schedule during the semester. Assignments are due on the date they are listed. Please bring readings to class on the day they are listed.

- September 7 (M) *Introduction: What is the purpose of schooling?*
- September 9 (W) *What is the difference between "education" and "schooling"?*
Joel Spring: "The Purposes of Public Schooling"
- September 14 (M) *What do we mean by "community"? How is it different from "population" or "family"?*
Amitai Etzioni: From *The Spirit of Community*
Michael D'Antonio: "I or We?"
- September 16 (W) *Cookson & Persell Part I.: The World of Boarding Schools*
Preparing for Power, pp. 1-69
- September 21 (M) *Cookson & Persell Part II.: The Prep Rite of Passage*
Preparing for Power, pp. 70-164
- September 23 (W) *Cookson & Persell Part III.: The World Beyond*
Preparing for Power, pp. 165-207
- September 28 (M) *No class.*
- September 30 (W) *What is "race"? What is "ethnicity"? How do communities with racial or ethnic identities come to exist?*
Michael Omi & Howard Winant: "Racial Formation"
Howard Winant: "Where Culture Meets Structure: Race in the 1990s"
--> Paper #1 due
- October 5 (M) *The Irish: Immigration and Schooling*
Nathan Glazer & Daniel Moynihan: "The Irish"
Juan Gonzales: "The Irish and the American Melting Pot"
- October 6 (T) *Film Evening: 7-9:30*
- October 7 (W) "*White Trash*": *Identities and Schooling*
Allan Berube: "Sunset Trailer Park"
- October 12 (M) *Asian Americans: Model Minority Myths and Realities*

- Ling-Chi Wang: "Lau v. Nichols"
 Ki-Taek Chun: "The Myth of Asian American Success"
 Bob Suzuki: "Education and the Socialization of AAs"
- October 14 (W) *No class.*
- October 19 (M) *No class: Fall Vacation*
- October 21 (W) *African-Americans: Attitude-Achievement Paradox*
 Roslyn Mickelson: "The Attitude-Achievement Paradox
 Among Black Adolescents"
 Claude Steele: "Race and the Schooling of Black
 Americans"
- October 26 (M) *Ladson-Billings Part I.: African-American History and Culture*
The Dreamkeepers, pp. 1-77
- October 28 (W) *Ladson-Billings, Part II.: Culturally-Relevant Teaching*
The Dreamkeepers, pp. 78-143
- November 2 (M) *Chicanos: School Failure/School Success*
 Richard Valencia: "The Plight of Chicano Students"
 Arthur Pearl: "Systemic and Institutional Factors"
 Richard Valencia: "Towards Chicano School Success"
- November 4 (W) *Valdes, Part I.: Life on the Border*
Con Respeto, pp. 1-71
- November 4 (W) *Film Evening: 7-9:30*
- November 9 (M) *Valdes, Part II.: Family and School Cultural Conflict*
Con Respeto, pp. 72-139
- November 11 (W) *Valdes, Part III.: What Kinds of Interventions are Acceptable?*
Con Respeto, pp. 140-205
--> Paper #2 due
- November 16 (M) *How does gender affect education? How does sexism affect*
schools? How are various "masculinities" and "femininities"
constructed in school culture?
 Valerie Walkerdine: "Femininity as Performance"
 Linda Nicholson: "Women and Schooling"
 Mairtin Mac An Ghaill: from *The Making of Men*
- November 18 (W) *How does sexual identity affect education? How does homophobia*
manifest itself in schools?
 Mark Pitsch, "Family Matters"
 David Lipsky, "To Be Young & Gay"
- November 23 (M) *How have various communities in Maine forged distinct*
relationships to schooling?
 Judith Goldstein: from *Crossing Lives: History of*
Jews and Gentiles in Three Communities
 Gerard Brault: *The French -Canadian Heritage in New*
England

C. Stewart Doty: *The First Franco-Americans*"
Federal Writers Project: "Maine: A Guide 'Down East'"
Helen Hamlin: "Pine, Potatoes and People: Gay
Aroostook"

- November 25 (W) *No class.*
- November 30 (M) *Education and Empowerment for Adults: The Creation of Critical
Consciousness*
 Paulo Freire: from *Pedagogy of the Oppressed*
 The Long Haul, pp. 1-55
- December 1 (T) *Film Evening: 7-9:30*
- December 2 (W) *Myles Horton, Part I.: Early Life and the Founding of Highlander
Folk School*
 The Long Haul, pp. 56-143
- December 7 (M) *Myles Horton, Part II. Social Change and Community
Development*
 The Long Haul, pp. 144-228
- December 9 (W) *Summary of Class*
 --> **Journal of articles and commentary due**
- December 15(T) --> **Final examination due at 12 noon to Ashby House**

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