

Education 301 / Fall 1998

TEACHING

Eric Rofes

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appointment
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Class Location: Coles Tower 16, Whiteside Room
Time: Tu/Th 8:00-9:30 a.m.

Education 301--"Teaching"--aims to promote the development of reflexive educators and assist students as they enter life in classrooms. Through readings, observations, practice teaching assignments, classroom exercises and discussions, students will increase their understandings of why people become teachers and how teaching and learning take place. Education 301 attempts to grapple with a number of critical questions facing educators in the United States:

- o What is the mission of teaching? Why do people become teachers?
- o What is meant by reflexive teaching and how do new teachers develop practices focused on critical self-evaluation?
- o Why are teacher expectations important and how are they often influenced by racism, sexism, and class biases?
- o How does one motivate students who do not seem to want to learn?
- o What is meant by "classroom management" and how do new teachers develop management skills?

The purpose of this course is to explore fully the experiences of teaching and learning; students will be encouraged to think broadly about the issues raised in the class and examine not only their assigned classroom but also their experiences as students in classrooms at Bowdoin, and their experiences as learners in the world.

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, participation in the field placement.

There are four primary written assignments for this class: three papers and one journal of field notes, reflections, and analysis. The papers are due XXX

All students have been assigned placements in classrooms. It is expected that students will take the lead on communicating with their cooperating teacher and clarifying assignments, expectations, and scheduling. Students are expected to uphold high standards in their interactions with students and educators in their assigned school and inform appropriate Bowdoin personnel should problems arise. Forging a mutually-beneficial relationship with the cooperating teacher is important.

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 Paper #1 due XXX	10%	
o Team Teaching Assignment	20%	
o Journal due		20%
o Paper #2 due		25%

Required Readings

Education 301 has two required texts, as well as additional readings that will be 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 two required texts are:

- o Thomas Good and Jere Brophy. *Looking in Classrooms*. 7th edition. New York: Longman.
- o Enid Lee, Deborah Menkart, Margo Okazawa-Rey. *Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development*. Washington, D.C.: Network of Educators on the Americas.

Special Notes

XXThree 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).

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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 appropriate day.

September 3 (Th)

September 8 (T) *Introduction: What is teaching?*

September 10 (Th) *What is the difference between "education" and "schooling"?*
Joel Spring: "The Purposes of Public Schooling"

September 15 (T) *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 17 (Th) *Cookson & Persell Part I.: The World of Boarding Schools*
Preparing for Power, pp. 1-69

September 22 (T) *Cookson & Persell Part II.: The Prep Rite of Passage*
Preparing for Power, pp. 70-164

September 24 (Th) *Cookson & Persell Part III.: The World Beyond*
Preparing for Power, pp. 165-207

September 29 (T) *No class.*

October 1 (Th) *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 6 (Tu) *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"

- October 14 (W) Bob Suzuki: "Education and the Socialization of AAs"
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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