

**FALL 2021**  
**TE 901**  
**Education Versus Schooling: Core Dilemmas and**

**Perspectives**

Proseminar in Curriculum, Instruction and Teacher Education

**Course Information**

Credit Hours: 3

Meeting Days/Times: Tuesdays 4:10-7:00pm

Meeting Location: Erickson Hall rm. 107

**Instructor Information**

Terrance Burgess, PhD (pronouns: he/him/his)

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Office location: 325 Erickson Hall

Office hours: Wednesdays 1:00pm-3:00pm or By Appointment

**Department of Teacher Education Core Principles**

We are scholars, researchers, and teacher educators committed to practices of equity and social justice in education. As an intellectual community, we aspire to prepare students who have the strong disciplinary content knowledge, the skills and the dispositions to be effective educators and agents of equity-oriented change.

Our work is guided by the following core principles:

- **Humanizing Interactions, Practices & Scholarship:** We recognize the importance of attending to the humanizing aspects of our work and that building relationships of dignity and care is ethically necessary across our teaching, research and service.
- **Linking Theory, Action & Practice:** We seek to challenge the status quo of educational scholarship by reflexively engaging practice and theory for the purpose of advancing a graduate and undergraduate teacher education that produces excellence among future teachers and teacher educators.
- **Amplifying Voices:** We value multiple conceptual, theoretical, methodological and translational perspectives paying close attention to diverse and varied voices from communities that are often marginalized in education, including in our own work.
- **Transforming Relationships:** We seek to create trust and reciprocity to both nurture and challenge relationships with communities, students and other partners for the purpose of elevating the profession of teaching.

- Participating in Public Discourse: We proactively engage in public discourse with educational leaders, policy makers, and others concerned with education and teacher education.
- Engaging in Ongoing Critical Self-reflection: We study, question, debate and revise these dynamic and robust areas of investigation in order to improve our practice.

Our stance is that these functions should not be seen as separate, but interdependent in the sense that strength in any one area depends upon strength in the others. We see the articulation of these principles as ongoing and continuously evolving.

## **COURSE DESCRIPTION**

**TE901** is the first of two Pro-seminar courses (TE902 in spring) required of all entering students in the doctoral program in Curriculum, Instruction, and Teacher Education (CITE).

The Pro-seminar experience is intended to provide a foundation for you as a doctoral student. The experience will introduce you to an array of questions about education, immerse you in foundational work in education literature, and induct you into ways of framing and pursuing issues that you will draw on throughout your scholarly career. The two Pro-seminar courses share these broad aims, including an introduction to research integrity\* practices, analytical reading, and academic writing. The two Pro-seminar courses share broad aims, but they differ in the substantive issues addressed in each course. TE 901 attempts to foreground signature historical, philosophical, social, and cultural perspectives on American education. TE902 draws on the scholarly literature related to teachers, teaching, and teacher education to spotlight key issues around which there is both historical and contemporary agreement and debate.

\* For more information on this concept: MSU RCR Graduate School RCR Program can be found at: <https://ora.msu.edu/CITI-RCR-registration>

The Pro-seminar course will provide space for you to meaningfully draw upon your personal and professional experiences in education to address persistent challenges in public education. At the same time, be aware that you are now embarking on an intellectual journey that will ask you to examine the familiar practices of education in an analytical way. You will need to step back from the specifics of your experiences and look for the analytical bridges that link those experiences to the larger picture of education as represented in the scholarship that you will engage with. In TE 901 and 902, we offer the scholar's analytical approach to education research as a complement to (not a substitute for) one's own personal and professional experiences in the field. At the same time, I will ask that you be open to the value of various intellectual perspectives necessary to analyze (un)familiar education conundrums, even if this new way challenges your prior thinking about the issues to be explored. The goal is NOT to come up with a "right" answer. Instead, but the course aims to provide you the intellectual foundation necessary to begin pursuing answers to questions of interest to you and your emergent research agenda.

Focusing on several key dimensions of schools and schooling and their relationship to larger historical, political and social contexts, the aim of TE 901 and 902 is to assist you in developing new understandings of the role and nature of schools and teaching. That said, it is important to explicitly acknowledge the difference between education and schooling, and the various social spaces where education and learning takes place. The first “agents of socialization/education” are family members. In some individuals’ lives, family and other informal places of learning are at least as important as the formal institutionalized schooling spaces.

Both TE 901 and 902 serve as opportunities for you to build and participate in an intellectual community with others entering the CITE doctoral program. The nature of the work in both courses involves interpreting and analyzing texts and other forms of evidence, framing and revising intellectual questions and modes for investigating these questions, and testing alternative arguments. These processes involve taking intellectual risks; developing a class culture in which taking such risks is valued, encouraged, and supported is our collective responsibility.

### **COURSE AIMS**

1. Acquire content knowledge specific to the historical, social, philosophical and cultural contexts contributing to development of Education as a discipline, various education outcomes, and readiness to be(come) an education researcher
2. Cultivate critical, insightful, and thoughtful connections between a) U.S. nation-building, b) historical and contemporary education dilemmas, and c) the preK-12 educational enterprise, including students, teaching, and learning;
3. Sharpen skills in the following areas:
  - reading (how to read analytically to grasp and evaluate the central arguments)
  - writing (how to develop a thesis, support the thesis with evidence and reasoning, organize a paper in ways that lays out the argument in a coherent and logical fashion)
  - discussing and leading discussions (how to articulate thoughts effectively, respond to questions, and assimilate comments constructively);
4. Develop an understanding of scholarly expectations in education for reading and writing using APA format and for the “responsible conduct of research” (see page 40-42 of *CITE Handbook*).

### **COURSE EXPECTATIONS:**

#### **ATTENDANCE, READING, WRITING, AND PARTICIPATION**

##### Reading

Learning how to **think and talk critically about ideas and evidence** are central tasks for doctoral-level study. Accordingly, it is very important that all members of the class do the required reading and complete asynchronous activities *before* the class session to which they were assigned. We will read a variety of texts this semester. The work we do in this course depends on reading interactively, on bringing both collective and individual goals to the act of reading, considering, and reconsidering our texts. In its most straightforward expression, this involves bringing questions to think about while preparing to read something, reading a text, and reflexively placing what one has

read in the context of both evolving scholarship bearing on a subject and one's own development as a scholar.

Below, we pose several sets of general questions for all of us to bring to our reading, questions that we and our colleagues have found effective.

- What is the author trying to say? What are the author's principal and subsidiary arguments or theses? What are the important conceptual terms? What do the author's assumptions seem to be? What sorts of evidence and methods are used? Can you identify specific passages that support your interpretation? Are there other passages that either contradict or appear less consistent with your understanding? What are the strengths and weaknesses of the author's argument? Can you make sense of, or account for, these differences?
- How has the author constructed the text? What clues can you get from the work's structure? Does the organization give you insights into the argument? Are there patterns in the author's presentation that help you to locate and understand the most valuable material? What can you do to concentrate your attention and interrogation of the text?
- What is the author's purpose? Who was the author? Why was this work written? To whom was the author speaking and why? What can you know or infer about the author's motivation? What seems to be the context for the work's origination? Can you dissect its politics? How does the work's purpose seem to affect the author's selection of questions, methods, or interpretation? Was the author trying to confront a body of scholarship with a new interpretation based on new methodologies, or new evidence? Was the work intended to persuade a segment of the public to change its mind or to act on something it already believed?
- What are your purposes in reading this? Different purposes have different requirements: should you skim the piece, acquire mastery or fluency, and/or use it as a source of examples or illustrations?
- How do the author's assumptions and ideas fit with your own understanding? How might your response to the work be affected by values, beliefs, and commitments that you may share with the author? Can you read and make sense of the work on its own terms, not just that it confirms your existing thinking or values? Can you consider all of the work, rather than just those passages that you agree with, or which you can label "good," or dismiss as "bad?" Can you approach it with a spirit of discovery and let the story be told in its own right? Can you notice what seems strange or surprising, and accept its offerings as opportunities for discussion?
- How do the author's arguments fit within various communities of discourse? How is a piece of work connected to the efforts of others dedicated to similar purposes? In what community or communities does the author locate him or herself? How can you tell? How might an author's work connect with your own understanding of the work of others, and of your own evolving work on an issue or topic?

It is expected that students will bring questions and reflections on the reading as mediated through the lens of: a) personal experience; b) the present sociocultural and/or sociopolitical context of schooling in the U.S. and abroad; c) other readings and research experiences/interests. The productivity of each class hinges on students' attendance, preparation and capacity to make

references to the reading during course discussions. Students are encouraged to record questions and other important ideas from the readings that they would like to explore during our class meetings.

It is essential that you read all of the required texts for each class meeting. Much of the reading in TE 901 will consist of pieces you will return to repeatedly in your doctoral studies. You'll see them referenced in other readings, and you'll revisit some of them in your comprehensive exams. Because they are constantly called on to remember what they have read in the past, most scholars develop systems for keeping track of their literature. Three efficient bibliographic management tools are a) Endnotes (a software program); b) Zotero (an on-line program) or c) Mendeley (both). The MSU library provides a number of workshops to assist you in learning how to use these citation programs. The MSU library also has a variety of other useful events, workshops, and trainings. Be sure to check them out!

### Writing

the art of academic prose is one that is cultivated over the lifetime of one's career. It is the expectation that students will **put considerable effort into written expression** for the course. As an instructor, I will do my best to offer substantive feedback. Students should seek out writing supports specific to making effective academic arguments. Writing plays a central role in doctoral work and in educational scholarship. It is an important vehicle for exploring and clarifying ideas, for trying out interpretations and arguments, and for representing ideas and communicating them with others. For some students, both the amount and nature of writing in the doctoral program is completely new. You may have never been asked to do much writing, not in school and not in any position you have held. The writing you are asked to do may therefore be unfamiliar, and perhaps even make you feel anxious.

For other students, writing is commonplace. You may feel comfortable with writing and write a lot. You may have been told you are a good writer, and you may find writing easy and enjoyable. However, whether you have done much writing or little, whether you feel yourself to be a good writer or not, the writing we are trying to help you learn to do is different from writing you have done in other contexts. It may be helpful to keep in mind that you are now expanding, not replacing, your writing style and skill. You are learning to participate in a community of educational scholars who have a specialized discourse, of which writing is an important part. Because Pro-seminar should provide you with occasions to focus on and develop new aspects of your writing, the assignments have been structured to provide guidance and resources, as well as the opportunity for comments and suggestions.

Directions for APA style for references and citations are available at [Purdue University's Online Writing Lab](#) and many other places on the web.

Scholars in education use different citation styles, but APA is the most common. Learning APA early in your career will save you time and energy later on. For this course, students are required to follow APA citation guidelines and have a copy of the *APA Publication Manual*: American Psychological Association, *Publication manual of the American Psychological Association* (7th ed.) Washington, DC.

### Course Participation & Attendance

Full participation in class is critical. Of course, illness and other emergencies cannot be avoided (within reason). If you are unable to attend a class session, you should email me in advance. I reserve the right to adjust your grade as a response to multiple absences and/or excessive tardiness. You are expected to be present and prepared to participate in class each week. If an extenuating circumstance prevents you from attending class, you should notify your instructor by e-mail before the start of class that week and communicate with your instructor and another student about what happened in the class you missed.

Class participation will be evaluated on the **following criteria**: thoughtfulness of contributions (including questions), respectful consideration of and response to others' comments/questions and demonstrated mastery of the reading.

As the course will operate as a seminar, your participation in discussions is important not only for your own learning, but also for that of others. What you learn in this course will be influenced by the degree of everyone's engagement in and contributions to these discussions. Engaging the readings and coming to class with questions, insights, and issues is crucial to making the course work. A learning community such as this relies on the contributions and participation of all its members. Building the culture of the class so that genuine inquiry is possible will take all of our efforts. We want to make the seminar a context in which people listen and are listened to, in which evidence matters, in which thoughtful questioning of one another's claims is desirable, and in which alternative perspectives and interpretations are valued.

## **COURSE ASSIGNMENTS**

### *I. Short Analysis Papers*

You are required to write three Short Analysis Papers (SAPs). These papers need to develop a critique of the piece that may address any of the following issues:

- Understanding of the authors' argument (claim) and evidence (data or information) and methods of analysis;
- Understanding of how the evidence supports the authors' claims and whether the evidence is persuasive;
- Assessment of what appears to be original or novel in the arguments;
- Consideration of the tacit assumptions or underlying values or beliefs undergirding the argument;
- Assessment of what critical concerns the arguments leave unexamined and/or whose voices get ignored, marginalized, or silenced;
- Consideration of the questions the articles raise for you in terms of how you think about schools and schooling or how you think about the goals and purposes of educational research.

The first SAP is written in *response to a reading or set of readings assigned during Weeks 2-5*. STRICT 3-page limit, 12point Times New Roman, 1-inch margins, double-spaced.

First draft **October 5 by 11:59pmEST**. Final draft to **D2L October 19<sup>th</sup> by 11:59pmEST**.

The second SAP should be written *in response to readings assigned for Weeks 6 - 10*.

STRICT 3-page limit, 12point Times New Roman, 1-inch margins, double-spaced.

First draft **November 16 by 11:59pmEST**. Final draft to D2L **November 30<sup>th</sup> by 11:59pmEST**.

## *II. Discussion Facilitation*

You are entering a profession where you need to be able to present information or an argument coherently in front of a class or group of colleagues. Participation in discussions as an active listener and speaker is a skill to develop. What happens in class should be as valuable as what occurs when you sit down alone to do your reading or writing. Please realize that development of our classroom culture is part of your shared responsibility as a TE 901 CITE student. During the first week's class, students will sign up in groups of two or three to lead one of the weekly discussions.

## *III. Final Project*

Multimodal presentation on a topic of interest to your burgeoning education research agenda. Specific details of the project expectations will be posted to D2L.

## **GRADING**

- Short Analysis Papers (2) (15% each = **30%**)
- Final Project (**30%**)
- Discussion Facilitation (**20%**)
- Class Participation (**20%**)

Grading Scale for TE 901:

- 93-100 = 4.0
- 85-92 = 3.5
- 77-84 = 3.0
- 69-76 = 2.5

## **REQUIRED COURSE TEXTS**

Below is a list of both the required books and articles and the recommended readings for the course. Productive class discussion will depend on every student having read all the required readings. This is a reading-intensive course (just as doctoral study is reading intensive). Early on in the course, we will discuss what constitutes critical, productive, and generative reading of texts and share suggestions for reading.

Au, W., Brown, A.L. & Calderon, D. (2016). *Reclaiming the multicultural roots of U.S. curriculum* New York: Teachers College Press.

**MSU e-book copy:** <http://catalog.lib.msu.edu/record=b13848966~S39a> (Limited License)

Carter, P. L. & Welner, K. G. (Eds.) (2013). *Closing the opportunity gap: What America must do to give every child an even chance*. New York: Oxford University Press.

**MSU e-book copy:** <http://catalog.lib.msu.edu/record=b13474436~S39a> (Unlimited License)

Dewey, J. (1938/1997). *Experience and education*. New York: Touchstone.

**MSU e-book copy:** <http://catalog.lib.msu.edu/record=b13848965~S39a> (Limited License)

Mensah, F. M. (2020). *Like words falling onto the page: Demystifying the academic writing and publishing process*. The Scholar Mentor.

Tuck, E. & Yang, K. W. (Eds.) (2018). *Towards what justice? Describing diverse dreams of justice in education*. New York: Routledge.

**MSU e-book copy:** <http://catalog.lib.msu.edu/record=b12816754~S39a> (Unlimited License)

Watkins, W. H. (Ed.) (2012). *The assault on public education: Confronting the politics of corporate school reform*. New York: Teachers College Press.

**MSU e-book copy:** <http://catalog.lib.msu.edu/record=b13848964~S39a> (Limited License)

**Required Articles** are noted on the course schedule.

**Course Pack Readings** are accessible from stable links in D2L.

### **Recommended Texts on Academic Writing and Argumentation**

American Psychological Association, *Publication manual of the American Psychological Association*(7th ed.) Washington, DC: Author, 2020. ISBN-10: 143383216X

Booth et al., (2016). *The craft of research*(4<sup>th</sup> ed.). Chicago: The University of Chicago Press.

Graff, G., & Birkenstein, C. (2010). *They say; I say: The moves that matter in academic writing*. New York: W. W. Norton & Co.

Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington D.C.: American Psychological Association.

Toulmin, S. (2003). *The uses of argument* Cambridge, England: Cambridge University Press.

Weston, A. (2009). *A rulebook for arguments, 4<sup>th</sup> edition*. Indianapolis, IN: Hackett Publishing.

### **COURSE SCHEDULE**

**NOTE:** Please go to <https://lib.msu.edu/> and search for the article by copying and pasting its title.

#### *Substantive Course Focus*

#### **Education versus Schooling: Core Dilemmas, Contradictions and Perspectives**

Course Meeting Date	Readings	Assignments
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<p><b>September 7</b> Education Versus Schooling: Course Introduction</p>	<p><b>Article(s)</b> Simpson L.B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. <i>Decolonization: Indigeneity, Education &amp; Society</i>. 3(3), 1-25.</p> <p>Ladson-Billings, G. (2006). From achievement gap to educational debt. <i>Educational Researcher</i>. 35(7), 3-12.</p> <p>Shujaa, M. J. (1993). Education and schooling: You can have one without the other. <i>Urban Education</i>, 27(4), 328-351.</p> <p>Warren, C. A. &amp; Venzant Chambers, T. T. (2020). The imperative of social foundations to (urban) education research and practice. <i>Educational Researcher</i>, 49(5), 369-375. <a href="http://dx.doi.org.proxy1.cl.msu.edu/10.3102/0013189X20923289">http://dx.doi.org.proxy1.cl.msu.edu/10.3102/0013189X20923289</a></p>	
<p><b>September 14</b> The “Doing” of Education Research</p> <p><i>Note:</i> This class meeting will be held at the library. Room number TBD</p>	<p><b>Article(s)</b> Haddix, M. (2015). Preparing community-engaged teachers. <i>Theory into Practice</i>, 54, 63-70.</p> <p><b>Course Pack</b> Lagemann, E. C. (2000). <i>An elusive science: The troubling history of education research</i> Chicago: The University of Chicago Press (<b>Conclusion: “Toward the reconfiguration of educational study”</b>).</p> <p><b>Required Course Text</b> Mensah, F. M. (2020). <i>Like words falling onto the page: Demystifying the academic writing and publishing process</i>. The Scholar Mentor. (<b>Chapter 1: “Developing the scholar in you”</b>; <b>Chapter 2: “A culture of writing and publishing;”</b> <b>Chapter 3: “Know and learn your process”</b>).</p> <p><b>E-Book Chapters</b> Booth et al., (2016). <i>The craft of research</i>(4<sup>th</sup> ed.). Chicago: The University of Chicago Press (<b>Chapter 7: “Making good arguments: An overview”</b>).</p>	<p>Assignments #1 and 2 from Mensah (2020) text will be completed during class.</p> <p>Introduction of CITI tasks.</p>

	<p><b>Recommended Reading</b>  Boyer, E. L. (1990). <i>Scholarship reconsidered: Priorities of the professoriate</i> San Francisco: Jossey-Bass  <b>(Chapter 7: “Scholarship and community”).</b></p>	
<p><b>September 21</b>  The Roots of Public Education</p>	<p><b>Article(s)</b>  Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. <i>American Educational Research Journal</i>, 34(1), 39-81.</p> <p><b>E-Book Chapter(s)</b>  Anderson, J. D. (2018). <i>Education of Blacks in the south, 1860-1935</i>. Chapel Hill, NC: University of North Carolina Press. <b>(Chapter 1 “Ex-slaves and the rise of universal education in the south, 1860-1880”)</b></p> <p>Klug, B. J. &amp; Whitfield, P. T. (2003). <i>Widening the circle: Culturally relevant pedagogy for American Indian children</i> <b>(Chapter 2 “A brief history of American Indian Education”)</b></p> <p><b>Required Course Text</b>  Watkins, W. H. (Ed.) (2012). <i>The assault on public education: Confronting the politics of corporate school reform</i>. New York: Teachers College Press  <b>(Introduction).</b></p> <p>Mensah, F. M. (2020). <i>Like words falling onto the page: Demystifying the academic writing and publishing process</i>. The Scholar Mentor. <b>(Chapter 10: “Stack them up, build your case”)</b></p> <p><b>Recommended Reading</b>  Clark, S. P., &amp; Brown, C. (1986). <i>Ready from within: Septima Clark &amp; the Civil Rights Movement, a first-person narrative</i>. Wild Trees Press.</p> <p>Gilbert, M.S. (2010). <i>Education beyond the Mesas: Hopi students at Sherman Institute, 1902-1929</i>. Lincoln, NE: University of Nebraska Press.  <b>(Chapter 5: Taking Hopi knowledge to school.)</b></p> <p>Wilder, C.S. (2013). <i>Ebony &amp; ivy: Race, slavery, and the troubled history of America’s universities</i>. New York;</p>	<p><b>Assignment #12, (1-4) from Mensah (2020) text. Due at the beginning of class.</b></p>

	London; Bloomsbury Press.	
<p><b>September 28</b> Interrogating Education Opportunity</p>	<p><i>Article(s)</i> Murray, B.; Domina, T.; Petts, A.; Renzulli, L.; &amp; Boylan, R. “We’re in this together”: Bridging and bonding social capital in elementary school PTOs. <i>American Education Research Journal</i> 57(5), 2210-2244. <a href="https://doi.org/10.3102/0002831220908848">https://doi.org/10.3102/0002831220908848</a></p> <p><i>Required Course Text</i> Carter, P. L. &amp; Welner, K. G. (2013). <i>Closing the opportunity gap: What America must do to give every child an even chance</i>. New York: Oxford University Press. (<b>Chapter 1: “Achievement gaps arise from opportunity gaps”</b>; <b>Chapter 2: “Lack of achievement or loss of opportunity?”</b>)</p> <p><b>Group A</b> Carter &amp; Welner (Chapter 3: “Educationalizing the welfare state and privatizing education: The evolution of social policy since the New Deal”)</p> <p><b>Group B</b> Carter &amp; Welner (Chapter 4: “Housing segregation produces unequal schools: Causes and solutions”)</p> <p><b>Group C</b> Carter &amp; Welner (Chapter 5: “Why children from lower socioeconomic classes, on average, have lower academic achievement than middle-class children”)</p>	
<p><b>October 5</b> Schools as Social Institutions Part I: Social Theory and Achieving the Education Ideal</p>	<p><i>E-Book Chapter(s)</i> Leonardo, Z. (2009). <i>Race whiteness, and education</i>. New York: Teachers College Press (<b>Chapter 1: “Critical social theory: An introduction”</b>).</p> <p><i>Required Course Text</i> Dewey, J. (1938/1997). <i>Experience and education</i>. New York: Touchstone (<b>Chapter 1: “Traditional vs. progressive education”</b>)</p> <p>Carter, P. L. &amp; Welner, K. G. (2013). <i>Closing the opportunity gap: What America must do to give every child an even chance</i>. New York: Oxford University</p>	<p><b>SAP #1 draft due to Eli Review by 11:59pm.</b></p>

	<p>Press. (<b>Chapter 16: “Building opportunities to achieve”</b>)</p> <p><b>Group A</b> Carter &amp; Welner (Choose one chapter from chapters 6, 7 or 8)</p> <p><b>Group B</b> Carter &amp; Welner (Choose one chapter from chapters 9, 10 or 11)</p> <p><b>Group C</b> Carter &amp; Welner (Choose one chapter from chapters 12, 13 or 15)</p>	
<p><b>October 12</b> Schools as Social Institutions Part II: A Philosophy of “Experience” in Education and the New Social Order</p>	<p><b>Required Course Text</b></p> <p>Dewey, J. (1938/1997). <i>Experience and education</i>. New York: Touchstone (<b>Chapters 2, 3, 8, and a chapter of your choice</b>)</p> <p>Givens, J. R. (2021). <i>Fugitive pedagogy: Carter G. Woodson and the art of Black teaching</i>. Harvard. (<b>Chapter 3</b>).</p> <p>Watkins, W. H. (Ed.) (2012). <i>The assault on public education: Confronting the politics of corporate school reform</i>. New York: Teachers College Press (<b>Chapter 1</b>).</p>	
<p><b>October 19</b> Place, Space and Land in Education: Environmental Education Neighborhoods, Community, &amp; Politics</p>	<p><b>Articles</b></p> <p>Butler, A. &amp; Sinclair, K. A. (2020). Place matters: A critical review of place inquiry and special methods in education research. <i>Review of Research in Education</i>, 44(1), 64-96.</p> <p>Tuck, E., McKenzie, M., &amp; McCoy, K. (2014). Land education: Indigenous, post-colonial, and decolonizing perspectives on place and environmental education research. <i>Environmental Education Research</i>, 20(1), 1-23.</p> <p><b>E-Book Chapter(s)</b></p> <p>Greenwood, D. A. (2010). Why place matters: Environment, culture and education. In S. Tozer et al. (Eds.) <i>Handbook of research in the social foundations of education</i> (pp. 632-640). New York: Routledge.</p> <p><b>Choose 2 Articles From Below</b></p> <p>Annamma, S. (2018). Mapping consequential geographies in the carceral state: Education</p>	<p><b>Final draft of SAP #1 due to D2L by 11:59pm.</b></p>

journey mapping as a qualitative method with girls of color with dis/abilities. *Qualitative Inquiry*, 24(1), 20-34.

Ardoin, N. M. (2006). Toward an interdisciplinary understanding of place: Lessons for environmental education. *Canadian Journal of Environmental Education*, 11, 112-126.

Baldrige, B. J., Beck, N., Medina, J. C., & Reeves, M. A. (2017). Toward a new understanding of community-based education: The role of community-based educational spaces in disrupting inequality for minoritized youth. *Review of Research in Education*, 41(1), 381-402.

Butler, T. T. (2018). Black girl cartography: Black girlhood and place-making in education research. *Review of Research in Education*, 42(1), 28-45.

Flores, G. M. (2015). Controlling images of space: Latina teachers and racial positioning in multiracial schools. *City & Community*, 14(4), 410-432.

Green, T. L. (2015). Places of inequality, places of possibility: Mapping “opportunity in geography” across urban-school-communities. *The Urban Review*, 47(4), 717-741.

Jenkins, D. A. (2020). School reputation as a site of struggle: An investigation of the impact of school choice in Washington, D.C. on a neighborhood public school. *The Urban Review*.  
Doi: 10.1007/s11256-020-00562-2.

Krueger-Henney, P. (2019). Through space into the flesh: Mapping inscriptions of anti-black racist and ableist schooling on young people’s bodies, *Curriculum Inquiry*, 49(4), 426-444.

Marin, A. A. (2020). Ambulatory sequences: Ecologies of learning by attending and observing on the move. *Cognition and Instruction*, 38(3), 281-317.

	<p>Morris, J. E. &amp; Monroe, C. R. (2009). Why study the U.S. south? The nexus of race and place in investigating Black student achievement. <i>Educational Researcher</i>, 38(1), 21-36.</p> <p>Nxumalo, F. &amp; ross, k. m. (2019). Envisioning Black space in environmental education for young children. <i>Race Ethnicity and Education</i>, 22(4), 502-524.</p> <p>Pearman, F. A. (2020). Gentrification, geography, and the declining enrollment of neighborhood schools. <i>Urban Education</i>, 55(2), 183-215.</p> <p>Roberts, P., &amp; Green, B. (2013). Researching rural places: On social justice and rural education. <i>Qualitative Inquiry</i>, 19(10), 765-774.</p> <p>Simpson L.B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. <i>Decolonization: Indigeneity, Education &amp; Society</i>. 3(3), 1-25.</p> <p>Warren, C. A. &amp; Coles, J. A. (2020). Trading spaces: Antiracism and reflections on Black education futures. <i>Equity &amp; Excellence in Education</i>. doi: 10.1080/10665684.2020.1764882.</p>	
<b>October 26 University Break Days—No Class Meeting</b>		
<p><b>November 2</b> Teaching &amp; Curriculum Part I: The Who, What, Why, and How of Knowledge and Learning</p>	<p><b>Article(s)</b> Paris, D. &amp; Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. <i>Harvard Educational Review</i>, 84(1), 85-100.</p> <p><b>Required Course Text</b> Au, W., Brown, A.L. &amp; Calderon, D. (2016). <i>Reclaiming the multicultural roots of U.S. curriculum</i>. New York: Teachers College Press (<b>Chapter 1: “The peculiar sensation of curriculum history: Challenging the canon of curriculum studies”</b>)</p> <p><b>Course Pack</b> Friere, P. (1970/2000). <i>Pedagogy of the oppressed</i>(30<sup>th</sup> anniversary edition). New York: Continuum (<b>Chapter 1</b>)</p>	<p><b>Annotated Bibliography Draft to D2L by 11:59pm</b></p>

	<p><b>E-Book Chapter(s)</b>  Gay, G. (2018). <i>Culturally responsive teaching: Theory, research and practice</i> (3<sup>rd</sup> ed.). New York: Teachers College Press (<b>Chapter 6: “Cultural congruity in teaching and learning”</b>).</p> <p><b>Choose 1 Article Authored by a Faculty Member in the Department of Teacher Education</b></p> <p><b>Recommended Reading:</b>  Brown, K.D.; Brown, A.L. (2021). Anti-blackness and the school curriculum. In Grant, C.A.; Woodson, A.N.; &amp; Dumas, M.J. (Eds.), <i>The future is Black: Afropessimism, fugitivity, and radical hope in education</i>. Routledge. (pp. 72-78).</p>	
<p><b>November 9</b>  Teaching &amp; Curriculum Part II: Philosophies and Pedagogies</p>	<p><b>Article(s)</b>  Ball, D.L.; Thames, M.H.; Phelps, G. (2008). Content knowledge for teaching: What makes it special? <i>Journal of Teacher Education</i> 59(5),p. 389-407.</p> <p>Warren, C. A. (2018). Empathy, teacher dispositions and preparation for culturally responsive pedagogy. <i>Journal of Teacher Education</i> 69(2), 169-183.</p> <p><b>Required Course Text</b>  Au, W., Brown, A.L. &amp; Calderon, D. (2016). <i>Reclaiming the multicultural roots of U.S. curriculum</i> New York: Teachers College Press (<b>Chapter 6 “Conclusion” and one chapter of your choice</b>).</p> <p><b>E-Book Chapter(s)</b>  Grant, C.A.(2021). Radical hope, education, and humanity. In Grant, C.A.; Woodson, A.N.; &amp; Dumas, M.J. (Eds.), <i>The future is Black: Afropessimism, fugitivity, and radical hope in education</i>. Routledge.</p> <p><b>Course Pack</b>  Friere, P. (1970/2000). <i>Pedagogy of the oppressed</i>(30<sup>th</sup> anniversary edition). New York: Continuum (<b>Chapter 2</b>)</p>	
<p><b>November 16</b>  International &amp; Comparative Education</p>	<p><b>Article(s)</b>  Chudgar, A., Kim, Y., Morley, A., &amp; Sakamoto, J. (2019). Association between completing secondary education and adulthood outcomes in</p>	<p><b>SAP #2 draft due to Eli Review by 11:59pm</b></p>

	<p>Kenya, Nigeria, Tanzania and Uganda. <i>International Journal of Education Development</i>, 68 35-44.</p> <p>Willinski, B. (2018). "To tell you the truth, I did not choose early childhood education": Narratives of becoming a pre-primary teacher in Tanzania. <i>Teaching and Teacher Education</i>, 69, 33-42.</p> <p><b>Choose 1 Article From Below</b></p> <p>Kendall, N. (2007). Education for all meets political democratization: Free primary education and the neoliberalization of the Malawian school and state. <i>Comparative Education Review</i>, 51(3), 281-305.</p> <p>McNess, E., Arthur, L., &amp; Crossley, M. (2015). Ethnographic dazzle and the construction of the 'other': Revisiting dimensions of insider and outsider research for international and comparative education.</p> <p>Matear, A. (2007). Equity in education in Chile: The tensions between policy and practice. <i>International Journal of Educational Development</i>, 27(1), 101-113.</p>	
<p><b>November 23</b> Language and Education</p>	<p><b>Article(s)</b></p> <p>Flores, N. &amp; Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. <i>Harvard Educational Review</i>, 85(2), 149-171.</p> <p>Curiel, L. C., &amp; Durán, L. G. (2020). A historical inquiry into bilingual reading textbooks: Coloniality and biliteracy at the turn of the 20th century. <i>Reading Research Quarterly</i>, doi:10.1002/rrq.315</p> <p><b>Group A</b> Deroo, M. R. &amp; Ponzio, C. (2019). Confronting ideologies: A discourse analysis of in-service teachers' translanguaging stance through an ecological lens</p> <p><b>Group B</b> Palmer, D. &amp; Martinez, R. A. (2013). Teacher</p>	<p><b>Final draft of SAP #2 due to D2L by 11:59pm.</b></p>



	<p>agency in bilingual spaces: A fresh look at preparing teachers to education Latina/o bilingual children. <i>Review of Research in Education</i> 37(1), 269-297.</p> <p><b>Group C</b></p> <p>Martínez, R. A. &amp; Morales, P. Z. (2014). ¿ Puras Groserías?: Rethinking the role of profanity and graphic humor in Latin@ students' bilingual wordplay. <i>Anthropology &amp; Education Quarterly</i>, 45(4), 337-354.</p>	
<p><b>November 30</b> Public Education Policy &amp; Reform</p>	<p><b>Article(s)</b></p> <p>Cohen, D. K., &amp; Mehta, J. D. (2017). Why reform sometimes succeeds: understanding the conditions that produce reforms that last. <i>American Educational Research Journal</i>, 54(4), 644–690.</p> <p><b>Required Course Text</b></p> <p>Watkins, W. H. (Ed.) (2012). <i>The assault on public education: Confronting the politics of corporate school reform</i>. New York: Teachers College Press (<b>Chapters 8 and 9</b>).</p> <p><b>Choose 1 Article From Below</b></p> <p>Good, R. M. (2019). Neighborhood schools and community development: Revealing the intersections through the Philadelphia school closure debate. <i>Journal of Planning Education and Research</i>. doi: 10.1177/0739456X19839769.</p> <p>Dougherty, D. M. (2020). Urban redevelopment, school closure, and the abstract space of Black schooling in Prince George’s County, Maryland, 1968-1972., <i>Journal of Urban History</i> 46(5), 1117-1141.</p> <p>Dill, L., Morrison, O., &amp; Dunn, M. (2016). The enduring Atlanta Compromise: Black youth contending with home foreclosures and school closures in the “New South”. <i>DuBois Review: Social Science Research on Race</i>, 13(2), 365-377.</p>	
<p><b>December 7</b> Advancing Justice in/and Through</p>	<p><b>Article(s)</b></p> <p>Annamma, S. A., &amp; Handy, T. (2020). Sharpening justice through DisCrit: A contrapuntal analysis of education. <i>Educational Researcher</i>, 0013189X20953838.</p>	

<p>Education Research</p>	<p><b>Required Course Text</b>  Tuck, E. &amp; Yang, K. W. (2018). <i>Towards what justice? Describing diverse dreams of justice in education</i> New York: Routledge. <b>(Introduction and Chapter 8)</b>.  <b>Group A</b>  Tuck &amp; Yang (Choose either chapter 1 or 2)  <b>Group B</b>  Tuck &amp; Yang (Choose either chapter 3 or 4)  <b>Group C</b>  Tuck &amp; Yang (Choose either chapter 5, 6 or 7)  <b>ALL</b>  Winn, M. T. (2018). <i>Justice on both sides: Transforming education through restorative justice</i>. Harvard Educational Press. <b>(Introduction &amp; Chapter 1)</b>.</p> <p style="text-align: center;"><b>Recommended Reading</b></p> Tuck, E. (2009). Suspending damage: A letter to communities. <i>Harvard Educational Review</i> , 79(3), 409-428.	
<p><b>December 15</b>  Finals Week</p>	<p>Erickson Hall rm. 107</p>	<p><b>Time: TBA</b></p>

## COURSE POLICIES

### COVID-19

The current MSU policy dictates that all faculty, students, and staff are required to wear appropriate face coverings – covering both mouth and nose –while on property owned or governed by MSU and while participating in any indoor MSU-related or MSU-sponsored activities. If someone has a medical condition that prevents them from safely wearing a face covering, they should contact [MSU’s Resource Center for Persons with Disabilities \(RCPD\)](#) to begin the accommodation process. They must receive documents attesting to their exemption from the mask mandate before entering an MSU building without a mask.

If you have been exposed to COVID-19 and need to quarantine, accommodations will be made to ensure you receive required course experiences prior to the end of the semester.

While these are current policies, we must leave room for flexibility as we all embark together on our learning journey this semester. When changes do occur, I will do my best to let you know as early as possible.

### *Technology*

As doctoral course instructors, we have found it necessary over the past couple of years to be explicit about our expectations regarding technology use during class sessions. Many of us were teachers before our work at MSU. As a general stance, then, we ask you to engage in the course sessions and discussion of the readings as you would expect your students to have done (and as you would expect your students to do, for those of you who are instructing courses at MSU).

More specifically, the expectation is that you attend to all your email, social media, and other technology needs/interests before class starts. During class, please minimize all distractions as much as possible. Should we transition to virtual instruction at any point in the semester, I politely ask in advance that you keep your camera on, if possible. Of course, there are exceptions. You should feel free to step away, but as much as possible be as physically present and engaged as possible to maximize our meeting time.

### *Writing Support*

A central part of the two Proseminar courses is to support you as novice scholars in developing a number of genre-specific and rhetorical strategies to become effective scholar-writers. Writing support is available through the University's Writing Center, at 300 Bessey Hall, (517) 432-3610, Grammar Hotline: (517) 432-1370, Website: <http://writing.msu.edu/>. The Writing Center also hosts myriad other resources intended to support you throughout your program. I would highly recommend that you schedule an appointment to meet with a specialist early on and [Navigating the PhD Workshop Series](#). (Session 1)

*MSU's Code of Teaching Responsibility* minimally requires instructors to inform their students at the beginning of the semester of the following. I believe that I have covered these bases, but if something is unclear, please let me know.

1. Course content and instructional objectives, which must be consistent with the university-approved course description found in the MSU Descriptions of Courses catalog.
2. Instructor contact information and office hours, with a provision for arranged office hours to accommodate students whose schedules conflict with the regularly-scheduled office hours must comply with the minimum number of hours approved by each unit.
3. Grading criteria and method used to determine final course grade.
4. Date of final examination, scheduled according to the University final exam schedule, and tentative dates of required assignments, quizzes, and tests, if applicable.
5. Attendance policy, if different from the University attendance policy and especially when the attendance policy affects students' grades.
6. Required and recommended course materials, including textbooks and supplies.
7. Any required proctoring arrangements to which students must adhere.

### **Other Important Information from The MSU Code of Teaching Responsibility Website**

*Academic Ethics:* We assume that the student is honest and that all coursework and papers represent the student's own work. Also, the writing should be produced solely and exclusively for this course. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments,

or academic fraud are ground for academic action and/or disciplinary sanction as described in the University's student conduct code (see below). The principles of truth and honesty are recognized as fundamental to the community of teachers and schools. This means that all academic work is prepared by the student who is enrolled in the course, without unauthorized aid of any kind. Please note that incidents of plagiarism are taken very seriously and will be pursued; punishment can result in automatic failure of the course. Students are warned not to use any text verbatim on any class assignments without quotation marks and source citations. Do not go to a site like Wikipedia (not always a reliable or thorough source anyway), copy and paste, and then "rearrange" words or sentences or replace a few words here and there. This approach also constitutes plagiarism. When quoting verbatim, always use quotation marks and cite the page number and source (unless you are using block quotes, and in that case, be sure to indent the block quote to distinguish it from the rest of the text. Consult the APA Publication Manual if you have any questions or ask me. Here are other sources that you might consult concerning plagiarism:

[http://plagiarism.org/learning\\_center/paraphrase.html](http://plagiarism.org/learning_center/paraphrase.html) and

<https://ombud.msu.edu/sites/default/files/content/Plagiarism-What-is-it.pdf>

The Spartan Code of Honor states, "As a Spartan, I will strive to uphold values of **the highest ethical standard**. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do." In addition, Article 2.3.7 of the Graduate Student Rights and Responsibilities (SRR) states that "The graduate student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." The (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the All-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: [www.msu.edu](http://www.msu.edu).) See also MSU's Academic Integrity webpage for further information.

*Limits to confidentiality.* Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the MSU Police Department) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

*Accommodations for Students with Disabilities* (from the [Resource Center for Persons with Disabilities \(RCPD\)](#)): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](http://rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may be subject to further review.

*Other Important Information from MSU Regarding Inclusive Classrooms:*

- Communicating in a diverse community:  
<http://www.inclusion.msu.edu/education/communicating.html>
- Chosen Name and Pronoun Policy:  
Many people do not identify with the name on their birth certificate, school ID, or other forms of identification. Please let me know your correct name and pronouns, particularly if your chosen name does not appear in D2L. If you would like to change your name, you can do that through StuInfo. Your gender marker can be changed by filing a request at the Office of the Registrar at the Hannah Administration Building. More information about MSU's university name policy can be found at: [MSU's Gender and Sexuality Campus Center website](#). Also see:  
<https://www.glsen.org/sites/default/files/GLSEN%20Pronouns%20Resource.pdf>
- Respect for religious observation:  
<https://reg.msu.edu/ROInfo/Notices/ReligiousPolicy.aspx>
- University resources: <https://inclusion.msu.edu/campus-resources/inclusive-resources.html>

*Drops and Adds:* Please consult the MSU academic calendar for important dates:

- [Course Offering Database](#)
- [Office of the Registrar](#)

*Commercialized Lecture Notes:* [The Code of Teaching Responsibility](#) requires that students receive the written consent of the instructor to sell or otherwise commercialize class notes and materials. Specifically, the Code of Teaching Responsibility states, "Instructors may allow commercialization by including permission in the course syllabus or other written statement distributed to all students in the class." The Ad Hoc Committee on Social Media, Pedagogy, Academic Rights and Responsibilities in their final report (January 10, 2014) suggested the following language:

*As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:*

1. *Students (may/may not) record lectures or any other classroom activities and use the recordings only for their own course-related purposes.*
2. *Students (may/may not) share the recordings with other students enrolled in the class, provided that they also use the recordings only for their own course-related purposes.*

3. *Students (may/ may not) post the recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings.*
4. *Any student violating the conditions described above may face academic disciplinary sanctions, including receiving a penalty grade in the course.*
6. *Internet:* Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.
7. *Disruptive Behavior:* Article 2.III.B.4 of the [Student Rights and Responsibilities \(SRR\)](#) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the [SRR](#) states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action.
8. *Attendance:* Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.