

Bank Street College of Education

Summer Long 2020

610 West 112th Street
New York, NY 10025

EDUC 530: Foundations of Modern Education

Dr. Jessica Charles, Instructor

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Office Hours: By Appointment

Course Description

This course examines the historical, philosophical, and cultural roots of contemporary education, including Bank Street's history and philosophy, the contributions of major educational leaders, and current practices and innovations in education. The course is designed to help teachers expand and deepen their understanding of the social, political, and economic forces that influence the work of educators and children and their families.

Goals:

- To examine traditional and progressive theories of education and decide what counts as knowledge
- To examine the relationship between school and society
- To reflect on how knowledge is produced and legitimized in schools and society
- To question critically who has access to knowledge and how it is distributed in the classroom
- To understand how an anti-bias education can lead to better educational opportunities for all children
- To analyze the relationship between cultural institutions, knowledge, and classroom teaching

Attendance

Attendance at synchronous sessions and participation in asynchronous sessions is expected for all **11 sessions**. If you miss a class, I expect that you will email me, or call, **prior** to that missed session, or as soon after as possible, to inform me of your absence. Missing more than one session can prove problematic, and students who miss more than TWO SESSIONS are in danger of *not* passing the course.

Readings/Required Texts

Some readings will be provided as hyperlinked PDFs throughout the course. You should purchase hard copies of the books below.

- Kendi, I. X. (2019). *How to be an antiracist* (1st ed.). One World.
- Leonardo, Z., & Grubb, W. N. (2013). *Education and racism: A primer on issues and dilemmas*. Routledge.

Mozilla Firefox works best when accessing e-books, so please proceed accordingly.

Religious Observance. The College respects individuals' religious observances. If you are unable to make any class session, including a Friday session, because of religious observance, please notify the course instructor by the first class session so that an alternative means can be identified for fulfilling missed class material and course assignments.

Code of Conduct

As it is stated in the "Student Handbook," "All members of the academic community are expected to behave in ways that are consistent with thoughtful understanding of the needs and interests of others" (p. 8). As a student in EDUC 530, you are expected to conduct yourself professionally during classroom discussions and activities. You are (of course) *expected and encouraged* to express your opinions on the topics discussed; however, you are expected to share these opinions in a respectful and thoughtful manner.

Shared Space and General Classroom Etiquette.

We expect students to extend respect and collegiality for their classmates and faculty to the shared digital space not only for elements of the course that may occur online, but for all digital communications. For a full description of the GSE's Netiquette policy, review the Graduate School Catalog (p. 139).

The Disability Services Office. Bank Street College has both a legal obligation and philosophical commitment to making reasonable accommodations in order to meet the needs of students with disabilities. Any student requesting specific accommodations should contact Peggy McNamara, at (212) 875-4586. Email address: dso@bankstreet.edu. If you are already registered with The Disability Services Office, please let me know your particular needs so we can work together to create a plan to best support your learning.

Plagiarism and Academic Writing:

Plagiarism is the use of another person's ideas, words, or theories as one's own—or without citation—in an academic submission. Students at Bank Street are expected to adhere to high standards of academic integrity; all violations will be taken seriously, and may result in consequences as serious as expulsion.

1. What is academic submission?

- All work submitted must be original.
- Any reference to another person's work (including ideas, theories, or concepts) must be cited explicitly.
- Work presented as actual experience cannot be invented or fabricated.

Each paper should include appropriate professional references from the required reading list and/or your personal research. Please consider exploration of information available over the Internet, as well as hard copies of texts and journals.

2. APA Citation Guidelines:

- All sources cited in a paper must be included in the References list at the end. Conversely, only sources cited in the paper should be included in the References list.
- When a direct quotation is cited within the body of a paper, quotation marks must be used, and the author's name, year of publication, and page number must be included.
- When paraphrasing another's work, one must cite the original source, giving credit to the original author. When paraphrasing, page numbers are not necessary, but the author's name and year of publication are required.

Electronic resources must be cited as well. Material found on the Internet is subject to copyright laws. See Bank Street's [The Writer's Handbook](#) for examples of citations of electronic resources (available in your student handbook). Citation machine is also a good place to check your resources: <http://citationmachine.net/index2.php?start&reqstyleid=2&newstyle=2&stylebox=2>

Writing Expectations and Revisions:

Use of APA is required for all citations and references. All assignments must include a works cited page. I expect that your writing is well edited and meets graduate-level writing expectations at all points in the revision process. Please proofread all work, including drafts, for correct spelling and proper grammar prior to submission. Papers that do not adhere to the APA format for citations and references and/or require significant editing will be returned for revision. Writing style and format will impact your grade. Please refer to the library's website <http://bankstreet.edu/library/research-tools/apa-reference-list-guide/> and the Writer's Handbook (available in the graduate suite) for more information. I may require you, or you may choose, to rewrite assignments if significant changes are needed. Rewrites must be handed in within one week. The rewrite should be accompanied by the original with comments.

Course Dates for the Spring 2020:

This course consists of 11 sessions: 3 synchronous and 8 asynchronous (2 with coordinated Office Hours).

Week 1: Thursday, May 21 (**Synchronous**)

Week 2: Thursday, May 28 (**Asynchronous**)

Week 3: Thursday, June 4 (**Asynchronous/Office Hours**)

Week 4: Thursday, June 11 (**Asynchronous**)

Week 5: Thursday, June 18 (**Synchronous**)

Week 6: Thursday, June 25 (**Asynchronous**)

Week 7: Thursday, July 2 (**Asynchronous**)

Week 8: Thursday, July 9 (**Asynchronous**)

Week 9: Thursday, July 16 (**Asynchronous/Office Hours**)

Week 10: Thursday, July 23 (**Asynchronous**)

Week 11: Thursday, July 30 (**Synchronous**)

Class Dialogues

The following activities are designed to encourage greater dialogue among members of the class and develop deeper understanding of the material.

- **Annotation of “The Ideas Came from the Kids” Video:** On alternating asynchronous weeks, you will view a selected clip of this video, which models the Bank Street approach in a bilingual, inclusive, public elementary school in New York City. Responding to a prompt, you will annotate the video in Canvas.
- **Online, Small-Group Conversations:** On alternating asynchronous weeks, you will meet virtually with an assigned group and discuss the readings from the prior **two** weeks. You will be asked to respond to a set of prompts and to turn in notes from your conversation. A different student should do the notetaking in your group during each meeting.
- **Interactive Timeline:** Students will build an interactive timeline over the course of the semester. In addition to a robust discussion during your virtual small-group meetings, you will select a particular event, person, or movement to add to the timeline. Directions for each timeline activity are included within modules 2, 4, 6, 8, & 10.

- **ASSIGNMENTS AND DUE DATES:** It is important that you submit your assignments in a timely manner. If you need support with organization or communicating with group members regarding assignments, please let me know as soon as possible. All assignments are due on the date posted. If you need to request an extension, you must do so before the date the assignment is due and we must work together to determine a new submission date.

Assignments At-a-Glance: A Snapshot

Assignment	Description and Due Date	Due Date
School and Freedom Essay (Individual)		May 17
Educational Autobiography (Individual)	The Educational Autobiography is a mixed-media narrative that interweaves your personal experiences in the educational system with your growing understanding of the tensions in modern educational history. In this reflective essay you are encouraged to use a mixed-media approach to examine your own learning and teaching experiences (i.e., including images [photos, graphics] to illuminate text).	June 7
Community Mapping Project (Small group)	Students will research the community online to learn about the demographic characteristics, community organizations, hospitals, schools, places of worship, cultural institutions, grocery stores, and other public spaces. Students will then create an asset map based on their research.	June 18
Personal Educational Vision (Individual)	Students will design a lesson or a classroom setting, and annotate aspects of it that represent antiracist and progressive theory/practice.	July 19
School System Changes Project (Small group)	Students will propose a reimagined United States' pk-12 school system based on their critique of the inherent tensions in our current system.	July 30

METHOD OF ASSESSMENT

Students will be assessed on the quality of written work, classroom activities and discussions, and the final project.

Class Dialogues	20 %
Freedom Essay	10 %
Educational Autobiography	10 %
Community Asset Mapping Project	10 %
Personal Educational Vision	25 %
School System Changes Project	25 %

Teacher Education Standards:

Bank Street College's graduate courses seek to address the standards established by the following Specialized Professional Associations (SPAs) in the preparation of teachers and school leaders:

- Association for Childhood Education International (ACEI)
- Council on Exceptional Children (CEC)
- Educational Leadership Constituent Council (ELCC)
- International Reading Association (IRA)
- National Association for the Education of Young Children (NAEYC)

The specific SPA standards addressed by this course are indicated below by number. The definitions for each can be found on the Bank Street website.

- ☐ ACEI 1.0 ACEI 3.3 ACEI 3.4 ACEI 3.5 ACEI 5.1
- ☐ CEC 4 CEC 5 CEC 7
- ☐ NAEYC 1 NAEYC 2 NAEYC 4 NAEYC 5

COURSE SESSION SEQUENCE

Prework: Considering School and Freedom

DUE

- **Assignment #1, School and Freedom Essay (Due May 17)**

REQUIRED READINGS:

- Baldwin, J. (1985). [A talk to teachers](#). In *The price of the ticket: Collected non-fiction 1948-1985* (pp. 17-20). Saint Martin's Press.
- Smith, C. (2017, September 23). [James Baldwin's lesson for teachers in a time of turmoil](#). *The New Yorker*.
- Kendi, I. X. (2019). *How to be an antiracist* (1st ed., pp. 3-34). One World.

Week One: Introduction to the Foundations of Modern Education – Overview of Scope, Sequence and Expectations

Synchronous Session on May 21

DUE

- **Video annotation (Due May 24)**

REQUIRED READINGS AND VIDEOS:

- Kendi, I. X. (2019). *How to be an antiracist* (1st ed., pp. 35-106). One World.
- Dewey, J. (1997). [Experience and Education](#). (pp. 18-20, 39-40). Free Press.
- Progressive Education Network (PEN). [Our mission](#).
- Nager, N. (n.d.). [Learning to teach: Observing and reflecting](#). Bank Street College of Education.
- Nager, N. (n.d.). [Learning to teach part three: Early childhood materials and environment](#). Bank Street College of Education.

Week Two: Multiple Purposes of Schooling

- Small group discussion notes (Due May 31)
- Small group timeline activity (Due May 31)

REQUIRED READINGS:

- Leonardo, Z., & Grubb, W. N. (2018). *Education and racism: A primer on issues and dilemmas* (pp. 1-35). Routledge
- Hirsch Jr., E. D. (2009). [Creating a curriculum for the American people](#). *American Educator*, 33(4), 6-13, 38.
- Hirsch Jr., E. D. (1987). [Cultural literacy: What every American needs to know](#). Vintage (Note: Read the Appendix, scan the vocab words, scan pages 152-215.)
- Patel, L. (2015, October 27). [Schools are places of racialization, whether we want them to be or not](https://decolonizing.wordpress.com/2015/10/27/schools-are-places-of-racialization-whether-we-want-them-to-be-or-not/). *Decolonizing educational research*.
<https://decolonizing.wordpress.com/2015/10/27/schools-are-places-of-racialization-whether-we-want-them-to-be-or-not/>

Week Three: Immigration, Class, and Education

Required office hours session

DUE

- Video annotation (Due June 7)
- Assignment #2: Mixed-media Educational Autobiography (Due June 7)

REQUIRED READINGS

- Leonardo, Z., & Grubb, W. N. (2013). *Education and racism: A primer on issues and dilemmas* (pp. 37-56). Routledge.
- Matthews, H., Ullrich, R., & Cervantes, W. (2018). [Immigration policy's harmful impacts on early care and education](#). Center for Law and Social Policy, Inc. (CLASP).
- Charles, J., & Stone, S. (2019, December). [Revisiting the visiting teacher: Relearning the lessons of the whole-child approach](#). *Social Service Review*. The University of Chicago.
- Fasanello, R. (Producer) & Lockhart, M. (Director). (2016, November 17). [Settlement Houses](#). [Tv series episode]. In D. Maciale (Executive Producer), *Treasures of New York*. WLIW.

Week Four: Black Voices on Education, Race, and Opportunity

DUE

- Small group discussion notes (Due June 14)
- Small group timeline activity (Due June 14)

REQUIRED READINGS

- Leonardo, Z., & Grubb, W. N. (2013). *Education and racism: A primer on issues and dilemmas* (pp. 57-78). Routledge
- Kendi, I. X. (2019). *How to be an antiracist* (1st ed., pp 107-150). One World.
- Du Bois, W. E. B. (1968). Chapter 3: Of Mr. Booker T. Washington and others. In *The souls of black folk: Essays and sketches*. [View this resource in the Bank Street library](#).
- Washington, B. T. (n.d.). Chapter 14: The Atlanta Exposition Address. In *Up from slavery: An autobiography*. Generic NL Freebook Publisher. [View this resource in the Bank Street library](#).
- Foster, M. (1997). Introduction, Ora Benson, & Ashallah Williams. In [Black teachers on teaching](#). The New Press. (pp. XV-LI, 13-22, 73-81, 183-188).

Week Five: Economic Mobility and Education

DUE

- Video annotation (Due June 21)
- Assignment #3: Community Mapping Project presented in class (Due June 18)

REQUIRED READINGS:

- Kendi, I. X. (2019). *How to be an antiracist* (1st ed., pp. 151-180). One World.
- Kraus, M. W., & Tan, J. J. (2015). [Americans overestimate social class mobility](#). *Journal of Experimental Social Psychology*, 58, 101-111.
- Willis, P. (2017). Chapter 1: Introduction & Chapter 2: Elements of a culture. In *Learning to labour: How working class kids get working class jobs*. Routledge.
- Olsen, T. (1961). [I stand here ironing](#). In *Tell Me a Riddle*. J.B. Lippincott & Co.

Week Six: Segregation, Desegregation, and Resegregation

DUE

- Small group discussion notes (Due June 28)
- Small group timeline activity (Due June 28)

REQUIRED READING AND VIDEOS:

- Gladsjo, L. A. (Director). (2016, November 15). [1974 Boston and school desegregation](#) [Tv series episode]. In *Black America since MLK: And I still rise*. McGee Media, Inkwell Films, Kunhardt Films and WETA Washington, D.C., in association with Ark Media.
- Leonardo, Z., & Grubb, W. N. (2013). *Education and racism: A primer on issues and dilemmas* (pp. 79-108). Routledge
- Shapiro, E. (2019, March 26). [Segregation has been the story of New York City's schools for 50 years](#). *The New York Times*.
- The UCLA Civil Rights Project. (2014, May 15). [UCLA report finds changing U.S. demographics transform school segregation landscape 60 years After Brown v Board of Education](#).
- Warren, E. (2007). Opinion of the Court in Brown v. Board of Education. *Schools: Studies in Education*, 4(2), 21. [View this resource in the Bank Street library](#).

Week Seven: Colonialism, Assimilation, and the Myth of the Model Minority**DUE**

- **Video annotation (Due July 5)**

REQUIRED READING:

- Manzanar National Historic Site. (n.d.). [Camp life](#).
- Satterlee, A. (2002). [The Carlisle Indian Industrial School](#). *Eric*. Retrieved May 11, 2020.
- Brunhouse, R. L. (1939). [The founding of the Carlisle Indian school](#). *Pennsylvania History: A Journal of Mid-Atlantic Studies*, 6(2), 72-85.
- Lee, S. J. (2015). Chapter 2: What's in a name? Asian American identities at academic high school. In [Unraveling the "model minority" stereotype: Listening to Asian American youth](#) (pp. 26-60). Teachers College Press.

Week Eight: Identity, Access, and Civil Rights in Education**DUE**

- **Small group discussion notes (Due July 12)**
- **Small group timeline activity (Due July 12)**

REQUIRED READING AND VIDEOS:

- Kendi, I. X. (2019). *How to be an antiracist* (1st ed., pp. 181-200). One World.
- Bank Street College of Education. (2019, June 17). [A civics lesson: Perspective taking in early adolescence](#) [Video]. YouTube.

Additional readings this week will be read and presented in a jigsaw format

Week Nine: Inequity, School Choice, and Neoliberal Reforms

Required office hours session

DUE

- Video annotation (Due July 19)
- Assignment #4: Personal Educational Vision (Due July 19)

REQUIRED READINGS:

- Leonardo, Z., & Grubb, W. N. (2013). *Education and racism: A primer on issues and dilemmas* (pp. 109-153).
- Blakely, J. (2017, April 17). [How school choice turns education into a commodity](#). *The Atlantic*.
- Chubb, J. E., & Terry M. M. (1985). [Politics, markets, and the organization of schools](#). *Eric*. Retrieved May 11, 2020. *American Political Science Review*; December 1988; 82, 4.
- National Association for the Advancement of Colored People. (2016, July 17). [NAACP task force on quality education, July 2017 / hearing report](#).

Week Ten: Liberatory Educational Theory

DUE

- Small group discussion notes (Due July 26)
- Small group timeline activity (Due July 26)

REQUIRED READING:

- Kendi, I. X. (2019). *How to be an antiracist* (1st ed., pp. 201-238). One World.
- Leonardo, Z., & Grubb, N. (2013). *Education and racism: A primer on issues and dilemmas* (pp. 155-161). Routledge.
- Friere, P. (1996). Chapter 1 & Chapter 2. In *Pedagogy of the oppressed* (revised). Continuum.
- Kleyn, T., Alulema, D., Khalifa, F. B., & Morales, A. R. (2018). [Learning from undocumented students: Testimonios for strategies to support and resist](#). *The New Educator* 14(1), 1-18. <https://doi.org/10.1080/1547688X.2017.1404174>

Week Eleven: Anti-racist, Anti-bias Education

DUE

- **Assignment #5, School System Changes Project (Due July 30)**

REQUIRED READING AND VIDEOS:

- Gray, R., Zwerger, N., & Hester, M. A. (Producers) [Future for Learning]. (2018, November 5) [Race conversations in the classroom](#) [Video]. Vimeo. Retrieved from Media Sutra.
- TEDx Talks. (2016, March 18). [The windows and mirrors of your child's bookshelf](#) - Grace Lin - TEDxNatick [Video]. YouTube.
- Hermann-Wilmarth, J. M., & Ryan, C. L. (2019). [Reading and teaching the rainbow: Making elementary school classrooms LGBTQ-inclusive](#). *American Educator*, 43(1), 17–21.
- Singleton, G. E. (2014). [Courageous conversations about race: A field guide for achieving equity in schools](#). (pp. 9–81). Corwin Press.
- Nemeth, K. (2009, March). [Meeting the home language mandate: Practical strategies for all classrooms](#). *Young Children*. The National Association for the Education of Young Children.