**Class, Reading, and Assignment Schedule**

**Week 1, 1/26: Course overview and introduction to syllabus, and first assignments**

**Week 2, 2/2/12:** **Critically Engagement Across Difference**

**READING:**

* Allen, D. S. (2004).  *Talking to Strangers: Anxieties of Citizenship since Brown v. Board of Education .*
* Sensoy, O. & DiAngelo, R. (2011). *Is Everyone Really Equal?*, p. 1-26
* Amirault, C. (2003)."Discussing Discussion."
* McIntosh, P. “Unpacking the Invisible Knapsack”
* Alcoff, L.M. (1998). “What Should White People Do?”

**DUE:**

* Participation Goals
* Think Piece #1

**Week 3, 2/9/12: Framing Philosophy, Framing Education**

**READING:**

* Kumashiro, K. (2008). *The Seduction of common sense*
* Mayo, C. (2011).“Philosophy is Bent”
* Butler, J. (2004). “Can the ‘Other’ of Philosophy Speak?”
* Alcoff, L.M. (1992). “The Problem of Speaking for Others”
* Applebaum, B. (2009)”Is Teaching for Social Justice a Liberal Bias?

**DUE:** Think Piece #2

**Week 4, 2/16/12: JEN WAS SICK-CLASS CANCELLED, THINK PIECE #3 was**

**MOVED TO Week 5, 2/23/12: Foundational Perspectives on Education’s Aims**

**READING:**

* Plato, *The Republic* (excerpt)
* John Locke, “Some Thoughts Concerning Education” (both in course packet).
* Hansen, D. (2007). **“**Ideas, Action, and Ethical Vision in Education,” p. 1-18 and “John Dewey on Education and the Quality of Life,” p.21-34, in *Ethical Visions of Education: Philosophies in Practice.*
* John Dewey, *Democracy and Education*, chapters 1-5, 7-10, 13, 18, 22.

**DUE:** Think Piece #3

**Week 6, 3/1/12: Foundational Perspectives on Education’s Aims**

**READING:**

* Paulo Freire, *Pedagogy of the Oppressed*.
* Fishman, S.M. and McCarthy, L., “Paulo Friere’s Politics and Pedagogy,” p.35-45, in *Ethical Visions of Education: Philosophies in Practice*

**DUE:** Think Piece #4

**Week 7, 3/8/12: Educational Aims, Historical Contingency & The Current Historical Moment**

**READING:**

* Alridge, D.P. (2008). *The Educational Thought of W.E.B. DuBois*
* Obama, B. (May 28, 2008) "What's Possible for Our Children" (Speech delivered while campaigning for the Presidency)
* *Choose 1 chapter from the following:*
  + Anderson, R.“W.E.B. DuBois and an Education for Democracy,” p.46-61, in *Ethical Visions of Education: Philosophies in Practice.*
  + Macedo, D. “Our Common Culture: A Poisonous Pedagogy”
  + Ladson-Billings, G. "Who Will Survive America? Pedagogy as Cultural Preservation"
  + Fairclough, A. “The Costs of *Brown:* Black Teachers and School Integration”
  + Andrade, J.M. (2009).“Note to Educators: Hope Required When Growing Roses in Concrete.”

**DUE:**

* Think Piece #5
* Participation feedback to group members
* Participation Self-Evaluation

**Week 8, 3/15/12: Historical & Political Contexts & Educational Responses**

**READING:**

* Hall, K. et al., (2010). Part 1, “Reggio Emilia and Loris Malaguzzi: Socio-cultural context and intellectual biography,” p. 7-29; Ch. 2: “Principals into Practice,” p. 33-63; Part 3, The Relevance of Reggio Emilia,” p. 147-165.
* *Choose 1 chapter from:*
  + *Ethical Visions of Education: Philosophies in Practice, Part III: “Unleashing Human Growth and Potential,”* ch. 7-10, p. 111-171. (on Montessori, Tagore, Steiner, and Schweitzer).

*OR*

* + Chapter 3: “History, Ideas, and Philosophy: An interview with Lella Gandini,” 49-97.

**DUE:**

* Midterm Essay
* Midterm course critique

**Week 9, 3/22/12: *Knowledge Construction and Representations of Justice, Goodness, and Caring in Teaching and Learning: Feminist and Queer Theories***

**READING:**

* Thompson, A. (2003). Caring in Context-Four Feminist Theories on Gender and Education
* Grumet, M “*Bitter Milk: Women and Teaching”*
* Gomez, D.S. (2007). “Women's Place-pedagogy,” p. 313-333, in *The Study of Philosophy of Education*
* Kumashiro, K. “Anti-oppressive education”
* Fine, M. “Sexuality, Schooling and Adolescent Females: The Missing Discourse of Desire,”
* Ellsworth, E. (1989). Why doesn’t this feel empowering? Working through the repressive myths of critical pedagogy. *Harvard Educational Review,* *59*(3), 297-324.

**DUE:**

* Class observation protocol, document analysis matrix, and small group information sharing session about observation.
* Think Piece #6

**3/29/12:** **NO CLASS-SPRING BREAK**

**Week 10, 4/5/12*: Week 9, Knowledge Construction and Representations of Justice, Goodness, and Caring in Teaching and Learning: Critical Theories: Race, Power and Progressive Pedagogy***

**READING:**

* Magaziner, I. et al, *Draft of a working paper for education at Brown University* (excerpts in course packet).
* Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, *58*, 280-298.
* Elenes, C. A. “Reclaiming the Borderlands: Chicana/o Identity, Difference and Critical Pedagogy” **NOTE:** I’ve moved this article into the “required reading” section and took out 1998) excerpts from *Struggling for the Soul: The Politics of Schooling and the Construction of the Teacher.*

Choose 1 of the following:

* Jones, C.E. & Gayles, J. (2008), “The World is a Child’s Classroom: An Analysis of the Black Panther Party’s Oakland Community School” in *Teach Freedom: Education for Liberation in the African American Tradition.* Payne, C. M., Strickland, C. S., (Eds.) New York: Teachers College Press.
* Giles, H.C. (2008).“Freedom is a Constant Struggle: The Story of the Bushwick School for Social Justice” in *Teach Freedom: Education for Liberation in the African American Tradition.*
* Gaztambide-Fernández, R. A. (2011), “Bullshit as resistance: justifying unearned privilege among students at an elite boarding school” *Journal of Qualitative Studies in Education.* 
  + **DUE:** Post final praxis topic idea and groups
  + Post course glossary
  + Think Piece #7

**3/29/12:** **NO CLASS-SPRING BREAK**

**Week 11, 4/12/12: No Class: Work on final project presentations & paper. *Before Week 10/posting final praxis topic idea (and possible group), schedule a meeting with me. Schedule sign-up times in Canvas under “Collaborations” (see below).***

**Week 12, 4/19/12: Possibilities**

**READING:**

* Green, M. (2011). In *Humanizing Education.*
* Hansen, D. (2007), *Ethical Visions of Education: Philosophies in Practice, chapters 4-6, p. 65-110.*
* Carini, Paula and Himley, Margaret, *(2010). Jenny's story: taking the long view of the child, prospect's philosophy in action*.

**DUE:**

* Think Piece #8

**Week 13, 4/26/12:  Synthesizing and Sharing**

Final Praxis Project Writing Workshop

**DUE:** Final 3 Think Piece Reflection

**Week 14, 5/3/12: Synthesizing and Sharing**

**DUE:** Final Praxis Project Presentations

**Week 15, 5/9/12:** **Final Paper due, no class.**

**FINAL PROJECT IDEA MEETING**

|  |  |  |
| --- | --- | --- |
| **March 20th** | **April 3rd:** | **OTHER TIMES?** Email me if you would like to meet sooner or if you cannot make any of these times and we’ll set something up!  *If you are planning on doing a group project, come to the meeting as a group!* |
| **1:00** | **1:00** |
| **1:30** | **1:30** |
| **2:00** | **2:00** |
| **2:30** | **2:30** |
| **3:00** | **3:00** |
| **3:30** | **3:30** |