

**SO 210 Confronting Persistent Social Inequalities in American Schools:
Educational and Sociological Perspectives**
Boston University School of Education

Fall Semester 2013
Location: William Monroe Trotter School
Time: Monday: 8:00-12:00; Wednesday: 8:00-11:00
(September 16 to November 13)

Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction.

-Martin Luther King, Jr.

We believe in an educational system that will give to our people a knowledge of self. If a man does not have knowledge of himself and his position in society and the world, then he has little chance to relate to anything else.

-The Black Panthers

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General Course Description:

Examines issues of race, social structure, culture, gender, and identity in urban elementary classrooms. Course taught at the Trotter School; transportation provided. Includes a field placement. 2 credits.

Course Overview:

Almost 150 years after slavery was abolished in the United States and sixty years after the Supreme Court's *Brown v. Board of Education* decision, this nation continues to grapple with persistent social inequalities in schooling, often understood in terms of a racial achievement gap. This course examines the history, causes, and possible solutions for the achievement gap, or what has been astutely relabeled the opportunity gap and education debt. This course also examines issues of race, social structure, culture, gender, and social identity in the context of diverse urban student populations. It seeks to help young teachers, passionate about their mission and equipped with best teaching practices, to thrive in urban classrooms by deepening their understanding of structural, cultural and identity issues.

SO210 introduces important educational and sociological concepts related to urban schooling. The focus of this course is on helping future teachers acknowledge the power, privilege, and discrimination embedded in American culture and schooling. This course is organized into five themes: History and Context, Race/Ethnicity, Socioeconomic Class and Inequality, Language/Immigration Status, and Culturally Relevant Teaching. Through these five themes we will strengthen your knowledge and understanding of the persistent social inequalities in American schools.

Because students taking SO 210 are diverse racially, ethnically, socioeconomically, and in gender, sexual orientation, language, and physical ability, it is important we create a

climate where everyone feels comfortable sharing their experiences and perspectives, as well as offering and receiving constructive feedback or advice. At all times we will give each other respect, confidentiality, and confidence in each another.

Students are required to complete readings in preparation for each class session. These readings will be discussed in class (various strategies will be used to assess the readings including whole class discussion, small group discussion, carousel, jig-saw, and “renderings”). Students will also be required to complete regular assignments, including a reflection paper on a topic of their choosing and one unit plan to share with the class.

This course will include guest speakers, class discussions, interactive activities, and film/video segments. In addition, a field placement at the William Monroe Trotter School will be required. Students will tutor a Trotter child each week. Transportation to the Trotter will be provided. This course, which is required for all elementary education majors, can serve as an elective for CAS students who are interested in urban education.

The Trotter School is named after civil rights leader and Dorchester resident William Monroe Trotter, whose work with W.E.B. Du Bois in the Niagara Movement led to the creation of the NAACP. He would later form the National Equal Rights League and a critical newspaper called *The Boston Guardian*. Trotter's protests were successful in raising awareness of racial equality, including ending screenings of *The Birth of a Nation* in Boston, a popular film of the time that glorified the Ku Klux Klan. He would also have an infamous meeting with President Woodrow where he angrily protested Wilson's introduction of segregation into the federal government. He would help establish the Jones Hill section of Dorchester, which was the first racially integrated neighborhood in the U.S. Trotter once wrote, “My vocation has been to wage a crusade against lynching, disenfranchisement, peonage, public segregation, injustice, denial of service in public places for color, in war time and peace.”

Objectives:

Students will be able to:

- Provide academic tutoring to elementary students so that they can fully realize their potential and intelligence.
- Reflect on school experiences while exploring issues of class, race, social structure, culture, gender, language, identity, and curriculum and how these impact student learning.
- Understand issues of educational equity and support strategies for the educational success of culturally, linguistically, and economically diverse students.

Required Texts and Readings:

- Pollock, M. (Ed.) (2008). *Everyday antiracism: Getting real about race in school*. New York, NY: The New Press. (TEXT A)
- Tatum, B. (1997). *Why are all the Black kids sitting together in the cafeteria?* New York, NY: Basic Books. (TEXT B)
- Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children* (2nd ed.). San Francisco, CA: Jossey-Bass. (TEXT C)

- Course Reading Packet (on course Blackboard site). Students must bring **printed** copies or digital copies on a tablet (not on a laptop) of the readings to each class session.

Assignments and Evaluation

Assignment 1: Identity Reflection

Points: 40

Description: You will write a reflection on your own cultural, linguistic, economic, and sexual orientation identity. This will serve as a starting point for understanding the background of your students.

Assignment 2: Media Analysis

Points: 40

Description: You will choose two television programs: The first program would be a children's program likely to be watched by a student in your particular focus grade. The second would be a non-children's program. You will then watch these programs and analyze the embedded messages about race, socioeconomic class, language, gender, and sexual orientation. What messages do these programs send to the viewers (and for the children's program, your students) of different backgrounds? Do these programs challenge social norms? Do these programs provide a generally positive or negative message about race, socioeconomic class, gender, and sexual orientation?

Assignment 3: Case Study/Tutoring Report

Points: 40

Description: You will tutor your child weekly, collecting data about your child's literacy progress this semester. At the end of the semester, you will write a final case study.

Reflective Journal

Points: 30

Description: You will keep a weekly digital reflective journal (5 points each reflection) to document your thoughts on tutoring progress and/or obstacles and general reflections on the course content. Each reflective entry should cite at least one reading from the week. Students should post this reflective journal to the class Blackboard site (so it may be shared with peers and instructors each week).

Participation: Readings, Class Discussions, Group Work, Activities, and Attendance

Points: 50 [20 points for discussion group participation; 30 points tutoring, large group participation, and attendance]

Description: Class participation is important for successful learning. Students should regularly contribute to class discussions and participate during group work and class activities. The instructors will be informally assessing if students have read the material by their participation in reading related activities. It is expected that students will attend every class session. Consistently attending class is crucial for tutoring. If you miss class, it will diminish your participation grade. Please see the instructors in advance if you believe this will be an issue or let them know as soon as possible if there is an emergency and you cannot attend class. You should notify both instructors via email (cmartell@bu.edu; dgillis@bu.edu) if you will be absent.

There are 200 points total for the course. All assignments will be graded using a rubric (all rubrics are posted on the Blackboard site) and all grades will be returned in class or via e-mail. Assignments will be uploaded by 8 am on the due date listed in the syllabus.

Late assignments will have the grade decreased by 10% for each day late. Students may gain an extension in advance with permission of the instructor or when extenuating circumstance do not allow for forewarning.

Statement of Accommodations for Students with Disabilities

The School of Education at Boston University is committed to equal access for students with disabilities. If you have a specific disability and require accommodations in this class, please let me know early in the semester so that appropriate accommodations can be made. You must provide me with a letter of needed accommodations prepared by the Office of Disability Services. Contact information for that office is as follows: 617 353-3658 V/TTY or access@bu.edu. All discussions and written materials will be kept confidential.

Plagiarism

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Plagiarism, that is, failure to properly acknowledge sources, written or electronic, used for verbatim quotations or ideas, is a violation of academic integrity. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged. Please consult the College of Arts And Sciences Academic Conduct Code (www.bu.edu/cas/academics/programs/conductcode.html) for guidelines about proper citation of references as well as the University regulations. Any issue of plagiarism or other academic or professional misconduct will be referred to the Dean's Office for immediate investigation.

Respect for the Trotter School Community

We are guests in the Trotter School. As guests, we should respect their school and community. Please observe the following guidelines.

1. The Trotter bus leaves promptly at 8:00 AM; please be in the SED lobby by 7:55.
2. Please demonstrate the highest level of professionalism during all interactions (field, classroom, meetings, etc.) and appropriate dress.
3. Be sure to thank the Trotter School teachers that allow us into their classrooms. As observers and tutors we disrupt their teaching and it is kind to show our appreciation to them.
4. The Trotter School has silent hallways. When walking in the hallways, please observe this rule.

Course Schedule

Class	Topic(s)	Readings Due¹	Assignments Due
<p>1 Monday 9/16 (at COM 215)</p>	<p>INTRODUCTION Student and Instructor Introductions</p> <p>Course Syllabus/ Preview Assignments</p> <p>HISTORY AND CONTEXT Sociology of Education Theoretical Constructs</p> <p>Schooling After the Civil War to the mid-20th Century</p> <p>Overview: Boston Public Schools, Education, and Race</p>		
<p>2 Wednesday 9/18</p>	<p>HISTORY AND CONTEXT</p> <p>Tour Boston Education Sites: Boston Common (MLK’s march to desegregate Boston schools), Government Center (“Soiling of Old Glory” site), South Boston High School</p>	<p>1-Woll (Brown v. Board of Education)* 2-Bridges* 3-Kantor & Brenzel* 4-Masur*</p>	
<p>3 Monday 9/23</p>	<p>HISTORY AND CONTEXT</p> <p>Tour and history of the Trotter School</p> <p>Guests: Alma Wright (Trotter historian); Principal Mairead Nolan</p> <p>Tutoring Introduction: Julia Badiali, Carol Jenkins, and SO Supervisors</p> <p>LA Riots, Hurricane Katrina, Election of Barack Obama, Trayvon Martin case</p>	<p>5-Devine, Seelye* 6-Muller, Sakuma* 7-Rethinking Schools, Khadaroo, Schneider* 8-Fenwick*</p>	<p>Reflective Journal 1</p>

¹ All readings with a star must be read. Readings without a star are part of a choice, which students will chose in the prior class.

Class	Topic(s)	Readings Due	Assignments Due
4 Wednesday 9/25	TUTORING Meet your tutee/first tutoring session		
5 Monday 9/30	RACE/ETHNICITY Race and Biology Race, Social Structure and Culture Defining Race, Ethnicity, Prejudice, and Racism Moving Away from a Cultural Deficit Model	C-Ladson-Billings Ch. 2* 10-Wilson* Group A-1: Race and Biology A-Pollock Ch. 1 (Goodman) 9-Gladwell Group B-2: Structural 13-Bowles & Gintis Group C-3: Cultural C-Ladson-Billings Ch. 1, 2 Group D-4: Nihilism 38-West	Reflective Journal 2
6 Wednesday 10/2	TUTORING		
7 Monday 10/7	RACE/ETHNICITY Talking About Race Teaching in a Multicultural Classroom Culture and Education Race and Language: Code Switching, Home Language, and Ebonics	B-Tatum (1) Ch. 1*, 2* 14-Bourgeois* Choose 1: 15-Carter 16-Fordham and Ogbu A-Pollock Ch. 10 (Valenzuela) Choose 1: A-Pollock Ch. 55 (Garcia) A-Pollock Ch. 20 (Baugh) 21-Perry & Delpit A-Pollock Ch. 21 (Carter) A-Pollock Ch. 51 (Luttrell)	Assignment 1: Identity Reflection Paper
8 Wednesday 10/9	TUTORING		
9 Tuesday 10/15 (at COM 215) (NOTE: Substitute Monday Schedule)	RACE/ETHNICITY Racial Identity and Culture Expanding the Concept of Race: Whites, Asians, American Indians The New Jim Crow: Increasing Segregation in the 21 st Century	B-Tatum (1) Ch. 3 (only pp. 46-51)* and 4* C-Ladson-Billings Ch. 3*, 8* Choose 1: 22-Lew A-Pollock Ch. 41 (Folley) A-Pollock Ch. 37 (Tieken) Choose 1: 23-Orfield Frankenberg & Lee 24-Kozol (2) 25-Kozol (3)	Assignment 2: Media Analysis or Political Analysis

Class	Topic(s)	Readings Due	Assignments Due
10 Wednesday 10/16	TUTORING		
11 Monday 10/21	SOCIOECONOMIC CLASS Poverty and Schooling Social Class and the Hidden Curriculum of Work	Choose 1: 26-Acs, Braswell, Sorenson, & Turner 27-Berliner 28-Anyon* 29-Landsman (2)*	Reflective Journal 3
12 Wednesday 10/23	TUTORING		
13 Monday 10/28	SOCIOECONOMIC CLASS Poverty, Government, and Education Policy Pedagogy and Poverty	30-Apple* 31-Noguera* 32-Haberman* 33-Knapp & Shields*	Reflective Journal 4
14 Wednesday 10/30	TUTORING		
15 Monday 11/4	LANGUAGE/IMMIGRATION STATUS Positive White Identity Immigrants and Labor: Cesar Chavez and the National Farm Workers Association Immigration and Schooling	B-Tatum (1) Ch. 5* & 6* Choose 1: 34-Mauricio Gastón Institute 35-Passell & Zimmerman Choose 1: 36-Nieto (1) 37-Ramirez	Reflective Journal 5
16 Wednesday 11/6	TUTORING		
17 Monday 11/11 (at SED 250)	CULTURALLY RELEVANT TEACHING Culturally Relevant Teaching Final Thoughts and End of Course Celebration Course Evaluations	C-Ladson-Billings Ch. 4*, 5*, 6*	Reflective Journal 6

Class	Topic(s)	Readings Due	Assignments Due
18 Wednesday 11/13	TUTORING		
Monday 11/18	NO CLASS		Assignment 3: Case Study/Tutoring Report

READING LIST**Text A**

Pollock, M. (Ed.) (2008). *Everyday antiracism: Getting real about race in school*. NY: The New Press.

Text B

Tatum, B. (1997). *Why are all the Black kids sitting together in the cafeteria?* New York, NY: Basic Books.

Text C

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children* (2nd ed.). San Francisco, CA: Jossey-Bass.

Reading 1

Woll, P. (2008). Brown v. Board of Education Topeka. In P. Woll (Ed.), *American government: Readings and cases* (pp. 137-143). New York, NY: Pearson Longman.

Reading 2

Bridges, R. (1999). *Through my eyes*. New York, NY: Scholastic Press.

Reading 3

Kantor, H. & Brenzel, B. (1992). Urban education and the "truly disadvantaged": The historical roots of the contemporary crisis, 1945-1990. In M. B. Katz (Ed.), *The "underclass" debate* (pp. 366-402). Princeton, NJ: Princeton University Press.

Reading 4

Masur, L. P. (2008). *The soiling of Old Glory: The story of a photograph that shocked America*. New York: Bloomsbury Publishing. (Chapter 2: Boston and Busing)

Reading 5

Devine, D. (2009, June 6). Critics see race inequity in new school assignment plan. *Bay State Banner*, n.p.

Seelye, K. Q. (2012, October 4). 4 decades after clashes, Boston again debates school busing. *New York Times*, n.p.

Reading 6

Muller, J. (2002, April 29). L.A. Riots, 10 years later. *ABC News*, [n.p.](#)

Sakuma, P. (2012, April 27). Teaching The L.A. Riots at two city schools. *National Public Radio*, n.p.

Reading 7

Education land grab. (2006, Fall). *Rethinking Schools*, n.p.

Khadaroo, S. T. (2010, August 29). After Katrina, how charter schools helped recast New Orleans education. *Christian Science Monitor*, n.p.

Schneider, M. K. (2013, January 21). Closing of achievement gap for New Orleans schools 'premature'. New Orleans, LA: WWL Television.

Reading 8

Fenwick, L. T. (2013, May 28). Ed school dean: Urban school reform is really about land development (not kids). *Washington Post*, n.p.

Reading 9

Gladwell, M. (2009). None of the above: What I.Q. doesn't tell you about race. In D. J. Dickerson & G. Early (Eds.), *Best African American essays* (pp. 93-101). New York, NY: Bantam Books.

Reading 10

Wilson, W. J. (2009). *More than just race: Being black and poor in the inner city*. New York, NY: W. W. Norton & Company. (Chapter 1)

Reading 11

Tatum, B. D. (1992). Talking about race, learning about racism: An application of racial identity development theory in the classroom. *Harvard Educational Review*, 62(1), 1-24.

Reading 12

Wells, A. S. & Crain, R. (1999). "Consumers of urban education." In R. Arum, I. Beattie, & K. Ford (Eds.), *The structure of schooling: Readings in the sociology of education* (pp. 310-318). Thousand Oaks, CA: Sage.

Reading 13

Bowles, S. & Gintis, H. (2002). Schooling in capitalist America revisited. *Sociology of Education*, 75(1), 1-18.

Reading 14

Bourgois, P. (1996). *In search of respect: Selling crack in el barrio*. New York, NY: Cambridge University Press. (Ch. 5: School days: Learning to be a better criminal)

Reading 15

Carter, P. L. (2003). "Black" cultural capital, status positioning, and schooling conflicts for low-income African American youth. *Social Problems*, 50(1), 136-155.

Reading 16

Fordham, S. & Ogbu, J. U. (1999). "Black students' school success: Coping with the 'burden of acting white'". In R. Arum, I. Beattie, & K. Ford (Eds.), *The structure of schooling: Readings in the sociology of education* (pp. 303-310). Thousand Oaks, CA: Sage.

Reading 17

Kozol, J. (2007). Letters to a young teacher. *Phi Delta Kappan*, 89(1), 8-20.

Reading 18

Landsman, J. (2004). Confronting the racism of low expectations. *Educational Leadership*, 28-32.

Reading 19

Kohn, A. (2000). *The schools our children deserve: Moving beyond traditional classrooms and "tougher standards"*. New York, NY: Mariner Books.

Reading 20

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York, NY: The New Press. (Part I Section 2: The silenced dialogue)

Reading 21

Perry, T. & Delpit, L. (1998). *The real Ebonics debate: Power, language, and the education of African-American children*. Boston, MA: Beacon Press.

Reading 22

Lew, J. (2006). Burden of acting neither White nor Black: Asian American identities in context. *Urban Review*, 38 (5), 335-352.

Reading 23

Orfield, G., Frankenberg, E. D., & Lee, C. (2003). The resurgence of school segregation. *Educational Leadership*, 60(4), 16-20.

Reading 24

Kozol, J. (2005, Fall). The shame of the nation. *Rethinking Schools*, n.p.

Reading 25

Kozol, J. (2005, December 19). Overcoming apartheid. *The Nation*, n.p.

Reading 26

Acs, G., Braswell, K., Sorenson, E., Turner, M. A. (2013). *The Moynihan Report revisited*. Washington, DC: The Urban Institute.

Reading 27

Berliner, D. C. (2014). Effects of inequality and poverty vs. teachers and schooling on America's youth. *Teachers College Record*, n.p.

Reading 28

Anyon, J. (1980). Social class and the hidden curriculum of work. *Journal of Education*, 162(1), 67-92.

Reading 29

Landsman, J. (2006). Bearers of hope. *Educational Leadership*, 26-32.

Reading 30

Apple, M. W. (2011, February). Grading Obama's education policy. *Progressive*, 75, 24-27.

Reading 31

Noguera, P. (2004). Racial isolation, poverty, and the limits of local control in Oakland. *Teachers College Record*, 106(11), 2146-2170.

Reading 32

Haberman, M. (1991). The pedagogy of poverty versus good teaching. *Phi Delta Kappan*, 73(4), 290-294.

Reading 33

Knapp, M. S., & Shields, P. M. (1990). Reconceiving academic instruction for the children of poverty. *Phi Delta Kappan*, 71(10), 753-758.

Reading 34

Mauricio Gastón Institute. (2009). *English language learners in Massachusetts: Trends in enrollments and outcomes*. Boston, MA: Author.

Reading 35

Passell, J. S. & Zimmerman, W. (2001). *Are immigrants leaving California? Settlement patterns of immigrants in the late 1990s*. Washington, D.C.: The Urban Institute.

Reading 36

Neito, S. (2000). Linguistic diversity in multicultural classrooms. In S. Neito (Ed.), *Affirming diversity: The sociopolitical context of multicultural education* (pp. 152-164). New York: Longman.

Reading 37

Ramirez, D. (1998). Bilingual education: Talking points." In E. Lee, D. Menkart, & M. Okazawa-Rey (Eds.). *Beyond heroes and holidays: A practical guide to K-12 anti-racist, multicultural education and staff development* (p. 173-180). Washington, D.C.: Teaching for Change.

Reading 38

West, C. (1991). Nihilism in Black America: A danger that corrodes from within. *Dissent*, 221-226.