Instructor Information:

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Course Description:

This course explores the social and political context of teaching and the effect of policy on the lives and learning of children and youth. Students in this course will consider how teachers are and/or can become advocates for youth, families and communities. Students in this course will use critical and sociological theory as a way to provide a foundation for understanding the purpose of schooling, the relationship between schools and society, and the role of the profession of teaching in achieving or hindering educational equality. Specific attention will be paid to teachers become advocates and how to specifically use advocacy for low-income, historically marginalized groups, and the factors that impact educational achievement and experiences of children and youth, e.g. neighborhoods, communities, schools, policies families, youth and teachers. In becoming teachers as advocates for children and youth, students in this course will also come to understand the social foundations of teaching and their own positioning in society. Students will gain content knowledge in the social foundations, socio-political context of teaching as a way to develop their own plans for advocacy to create a high quality school and classroom experiences for children and youth.

Selected Essential Questions for the Course:

• How can teachers advocate for children and youth?
• What factors structure schooling experiences of children and youth? (neighborhoods, communities, families, youth, teacher-student relationships)
• What is the status of the profession of teaching and how does that impact teachers’ ability to become advocates for children and youth?
• How can, if at all, teachers’ unions help or hinder teachers’ ability to become advocates for children and youth?

Required Texts:


Course Goals:

As a graduate course, I have specific goals for students. First, I hope that students will increase their knowledge about various topics related to the social foundations and socio-political context of teaching. This is not a methods course, so it’ll be my hope that students instead engage in questions about the study of teaching, the role of teachers as advocates in our current educational system, the relationship between society and schools, and the ways in which various groups receive differential education. Second, I hope that students will read critically and consistently ask questions or talk back to the readings in the course. This will enable students to investigate, analyze and communicate effectively on topics related to the practice and profession of teaching. Third, I want students to use the reading and other course materials to think methodologically about their own future independent research. The use of research will enable students to strengthen their thinking about current problems and challenges in our educational policies, practices, and contexts. Due to the goals in this course, this course will consist of substantial reading on a range of topics related to advocacy, teachers, youth, families and communities. The reading will allow you observe models of excellent empirical research that is theoretically and conceptually informed so that you too will be able to build your own independent research skills as graduate students.

Student Learning Outcomes:

All courses in the teacher preparation programs in the School of Education (SOE) are guided by a commitment to “Making the Teaching Learning Connection” through three Elements of Teacher Competency (ETCs) which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and, 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become an effective teacher. **Course objectives are aligned with the SOE standards.**

- Students examine how to be an advocate for children and youth in the school and classroom.
- Students will develop necessary research skills required to fully understand policies related to children, youth, families and communities.
- Students will develop necessary leadership skills required to fully understand policies related to children and youth.
- Students reflect upon their own practice in light of policies and practice.
- Students analyze how policies are made, enacted, and implemented in schools and classrooms.
- Students articulate an advocacy plan based on course readings and independent research.
Attendance:

Attendance will be taken. Policies and procedures for this course correspond to the policies and procedures statement developed and approved by the faculty of the School of Education. Students who miss more than two classes will be dropped from this course regardless of the time of the semester. Absences beyond two absences will only be excused with a medical note, a formal discussion with the instructor, and documenting the absence with an Absence Memo through Student Affairs. Moreover, students with more than two absences will not be awarded points for participation. **No texting or use of social media in class.**

Participation:

As graduate students, you are responsible for completing all reading in preparation for class. This course will emphasize a seminar style that is very interactive and places high value on every student's voice. The professor will provide structured lectures and planned activities for each course, but she will also expect shared, rigorous conversation. To accomplish this, graduate students will need to engage in thoughtful, detailed reading of assigned texts and make multiple contributions in class each week. If you are using an electronic copy of the text, please make sure it is accessible to you at the beginning of class. Please notify me if you will miss a class, and if you miss a class I ask that you write a brief 2 page (1000 words max) reaction paper to the assigned readings to ensure you are engaging with course material and the professor despite an absence. All writing assignments must be submitted by the deadlines. No late work is accepted. If an emergency occurs, please consult the professor to make arrangements.

Assessment of Learning Overview with Suggested and Required Deadlines:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Participation (including attendance)</td>
<td>20%</td>
<td>N/A</td>
</tr>
<tr>
<td>Brief discussion of media coverage of teachers</td>
<td>5%</td>
<td>Thursday, January 29, 2015. Required</td>
</tr>
<tr>
<td>Short paper 1: Conditions of Teaching Paper</td>
<td>10%</td>
<td>Sunday, March 1, 2015 at 11:59pm. Required</td>
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<tr>
<td>Short paper 2: School Board Review Paper</td>
<td>10%</td>
<td>Thursday, March 26, 2015 at the start of class Required</td>
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<tr>
<td>Field observations from School Board meetings</td>
<td>5%</td>
<td>Anytime between January, 26-March, 19 via email or in person by appointment Suggested</td>
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<tr>
<td>Research proposal outline for final Research paper</td>
<td>5%</td>
<td>Saturday, April 11 at 7pm. Suggested (for feedback in preparation for the final paper)</td>
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<tr>
<td>Bibliography</td>
<td>5%</td>
<td>Saturday, April 11 at 7pm. Suggested (for feedback in preparation for the final paper)</td>
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<tr>
<td>Introduction section</td>
<td>5%</td>
<td>Monday, April 20 at 7pm. Suggested (for feedback in preparation for the final paper)</td>
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<tr>
<td>Methodology section (proposed) with two to three additional methodology readings available from Dr. Rodriguez on OAKS</td>
<td>Feedback / optional</td>
<td>Monday, April 20 at 7pm. Suggested (for feedback in preparation for the final paper)</td>
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<tr>
<td>Final Research Paper with Advocacy Plan</td>
<td>35%</td>
<td>Week of May 5 Required</td>
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Course Assignments:

Assignment 1: Study of Media Coverage of Teachers

For this assignment, each student will briefly discuss a piece of contemporary media coverage of teachers. The media may be print, electronic, or broadcast, but you must be able to share it with the class by providing class members at the beginning of your presentation or an electronic link (in the form of a URL, which you can send to class members the day of your presentation). Education blogs, including This Week in Education, Eduwonk, GothamSchools, Flypaper and Joanne Jacobs, Michelle Rhee (DC public schools controversy), value-added measures/merit pay, are a few good examples, but feel free to explore your own ideas. I encourage you to consider recent educational reform drama at national levels such as the Chicago teacher’s strike, teachers in Philadelphia, the badass teachers association, the American Federation of Teachers, or Karen Lewis. The aim is for you to see how teachers and the teaching profession are portrayed in the media alongside our readings. Please come to class prepared to do the following:

- Briefly summarize the piece that you are discussing (in less than 2 minutes).
- Point out any portrayal of teachers (positive, negative, expectations, assignment of responsibilities, roles/boundaries/capacities, critique of teachers personal or professional, behaviors or dispositions contained in the piece, and critique this portrayal if you feel it merits critique).
- Draw connections to course readings or discussions.

This assignment will be graded on credit/no credit basis. It is highly recommended that you provide a brief handout (1 page max) with summary of piece, portrayal of teachers, and connections to readings). This assignment is due at the start of class on Thursday, January 29, 2015. Please be prepared to present to the class.

Assignment 2: Conditions of Teaching

Following our discussions and readings from the first five class meetings, please discuss current day tensions in the teaching profession. How do macro, policy or historical, structures create the conditions of teaching? How do, macro structures hinder or enhance teachers’ work, specifically teachers’ ability to become critical educators and advocates? In this short paper, please answer these questions drawing from any readings from the course readings between 1/15/-2/26, and you must use Hinchey’s book. This paper should be three to five pages long (1000-1250 words), and should present a clear thesis statement based on your analysis. Grading criteria for this paper are:

- Presence of a thesis statement that makes an original argument based on the material you have analyzed (3 points)
- Presence of at least two clear connections between current-day tensions in the teaching profession and how macro structures, e.g. policies or historical conditions impact the conditions of and profession of teaching. Presence of Hinchey’s arguments to support your connections (5 points)
- Quality of writing: Clear, concise language, thematically-organized paragraphs, and evidence of proofreading for grammar, spelling and punctuation (2 points)

This assignment will be graded on a 10 point basis using the criteria above. This assignment is due via email to Dr. Rodriguez by Sunday, March 1, 2015 at 11:59pm. Please also be prepared to share your main arguments from the paper in our class discussions following the paper’s due date.

Assignment 3: School Board Meeting Attendance and Review Paper
Students will attend two Charleston County School Board meeting. Meetings are held the second and fourth Mondays of each month at 5:15 at the Charleston County School District office at 75 Calhoun Street (calendar: http://www.ccsdschools.com/Board_of_Trustees/).

Students are required to take field notes while observing the entire school board meetings. Dr. Rodriguez will provide a template for the Observation Protocol. I have two goals for this assignment. First, students will raise questions and scholarly connections between what local policy-makers want/expect of families and youth, and communities, and connect that to our role as teachers as advocates. Second, students will engage in field research and begin to think like a teacher-researcher.

In addition to submitting your field notes, you will write a short paper that a.) summarizes the events at the meeting; b.) draws comparisons across to meetings in terms of topics discussed and issues debated; c.) considers how various actors did or did not advocate for children, youth, and/or families. This means what issues were discussed and how were children and youth advocated for or not advocated for? Were children and youth involved in the decision-making/discussions? Were families advocated for? Were low-income, or racially marginalized groups advocated for or ignored?; d.) draws connections to Hinchey and any other course readings. These are the criteria for your grade on the paper.

If you cannot attend two meetings, please speak with Dr. Rodriguez by appointment. Two meetings are required because it provides a better snapshot, and some comparative data to analyze. Please note that other county school board meetings are available, with instructor approval.

This assignment is due via email prior to our March 26, 2015 class and you are expected to bring a hard copy to class in order to talk through your paper with your colleagues.

Please plan accordingly and mark your calendars with two of the following dates of when the CCSD meetings occur:

- January 26, 2015
- February 9, 2015
- February 23, 2015
- March 9, 2015
- March 23, 2015

Assignment 4: Research Paper
This is the major course assignment. Please see the end of the syllabus for the full description.

Assignment 4: Final Presentation
This will be during finals week, and will require that you present sections of your final research paper. Date TBD

Evaluation Criteria:

A: 93 - 100
B+: 88 – 92
B: 83 – 87
C+: 78 – 82
C: 74 – 77*

*F= Any grade of a 74 or below is considered a failing grade for all graduate students.
### Honor System:

All students are expected to comply with the honor code of the College of Charleston. Violations of the honor code, in particular plagiarism (including the first offense) will result in a grade of XF for the course.

### Americans with Disabilities Act (ADA):

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of any accommodations needed for the course. We are here to work with you and invite you to inform us of any accommodations you need. You can also contact the Office of Disability Services at 843.953.1431

**Reading due at the start of class.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading Due</th>
<th>Presentations/ Due dates</th>
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<tbody>
<tr>
<td>Thursday</td>
<td>Course Introduction and Syllabus</td>
<td>What is the Foundations of Education? Who is the purpose of schooling in America?</td>
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<td></td>
<td></td>
<td>• *Lecture on major theories in social foundations, theories of society (Brint and Teele).</td>
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<td></td>
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<td>• Bowles and Gintis. “Schooling in Capitalist Societies”</td>
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<td>2/5</td>
<td>Becoming a Critical Educator</td>
<td><strong>CHOOSE:</strong></td>
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<td></td>
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<td>• Wallace, M. (1993). Discourse of derision: The role of mass media within the public education</td>
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### Thursday 2/19

**Macro:**
- Policy level
- Organizational / Institutional level

- Darling-Hammond, “Evaluating No Child Left Behind”
- No Child Left Behind legislature: Executive summary (accessible online at [http://www.ed.gov/nclb/overview/intro/execsumm.pdf](http://www.ed.gov/nclb/overview/intro/execsumm.pdf)).
- Sadovnik, p. 226-230 (School as Organization)
- Ingersoll and Merrill (2012). The status of teaching as a profession. In Ballatnine and Spade (eds.), *Schools and society* [upload from copies]
- **Optional:** Spillane p. 7-8, 113-167; *Standards Deviation*

### Thursday 2/26

**Meso:**
- Accountability and Choice


CHOSE TWO:

### Thursday 3/12

**Meso:**
- On-Line Discussion and Reflection Paper, Dr. Rodriguez in Washington DC for The Comparative and International Education Society Annual Conference

- Schools and Communities, neighborhoods, and families


Choose ONE:

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*process. Journal of Educational Policy, 8, 321-337.*
• Rodriguez, S. (forthcoming, 2015). “We need to grab power where we can”: teacher activists’ responses to policies of privatization and the assault on teachers in Chicago.”. |
| Thursday 3/26 | Meso: Teacher-student relationships | • Noguera, P., & Wing, J. Y. (2006). *Unfinished business: Closing the racial achievement gap in our schools*. San Francisco: Jossey-Bass, a Wiley imprint. Chapters 1, 3, and then choose either 4, 5, or 6 to read (sign ups in class)  
• Rothstein, R. (2004). The Achievement Gap in Ballantine and Spade eds. | School Board Review Paper assignments due via email to Dr. Rodriguez prior to class. Please bring a copy of this paper to class and be prepared to talk through it informally with your classmates. You will have the option to revise and resubmit by Sunday, March 29, 2015 after you talk through your paper with your colleagues. |
| 4/2 prior to Easter Holiday | *No class meeting, office conferences to discuss Research Proposals* | |
• LISTEN ONLINE TO THIS PROGRAM on School Discipline and School to Prison Pipeline (60 minutes) | Work on Introduction and Methodology Sections of proposal/paper due via email Monday, April 20 at 7pm. |
How do race, class, and poverty matter to the educational experiences of minorities?

Thursday 4/23
Micro: Youth Identity, and Organizing

- Rodriguez, S. (2014). “I Hate My Own Race. The Teachers Just Always Think We’re Smart”: Re-Conceptualizing the Model: Minority Stereotype as a Racial Epithet” In Hartlep, Nicholas (ed.) Modern Societal Impacts of the Model Minority Stereotype.
- Choose one other chapter in Sadowski according to your interests 4, 5, 6, 7, or 8.

Tuesday 5/5
Final exams
Final Exam week
Final meeting will be presentations of final papers

Assignment 4: Major Research Paper

Given that I have structured the class around selected readings and topics related to how teachers become advocates for children, youth, families and communities, the research paper assignment gives students the opportunity to choose and investigate a topic of interest to them. I strongly encourage you to consider how this paper can help you to advance your own intellectual and professional agenda, particularly as you move toward your capstone course. What are you interested in exploring in your program? What issues and interests brought you here (to this program, or this course) in the first place? What kinds of issues do you want to explore in your master’s capstone project? How can you configure this paper as an opportunity to examine some part of this larger agenda, in a way that will move your thinking or your professional goals forward? By this, I mean how can you draft the outline of a larger project, and use this course assignment to hone in on one section of the larger capstone project, either by digging into the literature on a particular topic related to the course readings, read more about qualitative research methodology in preparation for your capstone class, or using data from the school board meetings and other potential interviews/observations to initially analyze, or examine deeper policies and documents.

I am open to any topic related to the social foundations of teaching, the teaching profession, policies that impact the teaching profession, youth, communities and schools. Some options include (but are not limited to) a structured literature review on a specific topic that begins heavily with course readings on various issues, a history of a particular issue, policy or problem related to teaching and how teachers become advocates through self-reflexivity or how teachers are constrained from or able to become advocates, the analysis of a contemporary issue related to teaching/teachers as intellectuals and advocates, or the analysis of existing data related to teachers (e.g. public use data). Whatever topic you choose, your paper will need to synthesize and analyze data (e.g. school board meeting observation notes, interviews, surveys), and present an explicit and coherent argument that flows through and structures the paper. A rubric for the evaluation of this paper follows at the end of this syllabus.
This assignment will proceed through the semester in stages, giving you multiple opportunities for the professor’s feedback as you develop your project and work towards your final project, a paper approximately 15-20 pages in length (double-spaced, using 12 point font and 1 inch margins, excluding references). The dates are listed in the syllabus. It is strongly encouraged that you submit portions of the paper throughout the semester to ensure you’ll taking every opportunity to develop your work.

First, please prepare a paper topic proposal outline (1-2 pages). Dr. Rodriguez can provide you with a template upon request. In this proposal, describe the topic you want to investigate, the literature and/or data you anticipate using in your research (using specific bibliographic information), and why this topic is important to study. Questions you should consider as you draft this proposal include but are not limited to: Why does it matter now? To whom does it matter? Whom might your findings help? Does your proposed topic aim to fill any gaps in research literature? What are some of the ways that various scholars address the topic you’re interested in, methodologically and/or theoretically? That is, do most people discuss teacher perceptions of race through the multiculturalism or culturally relevant pedagogy approach, or do scholars use ethnographic data to focus on the narrative of youth or families of color? As with all assignments in this course, please feel free to contact me if you have questions or encounter challenges in writing this proposal. This assignment will be graded on a pass/revise basis. If you do not present sufficient information as requested in this proposal, I will ask you to revise and add to your original proposal. I will give you written feedback on your proposal and we will discuss your proposal and your subsequent work on it in our mid-semester consultation (early April before the Easter holiday).

Second, I have also requested that you send me a preliminary bibliography for your paper along the proposal on Saturday, April 11, by 7:00 pm. While I do not expect you to have absolutely concluded your research by this date, I do expect you to have identified key resources that you will use for your paper. Please ensure that you conduct thorough literature searches by not only conducting a quick search using ERIC, JSTOR or another search engine. You should also identify key articles related to your topic, then look at who that authors cite, as well as what other authors have cited that article/text since it was published. Our course syllabus is a great place to start and feel free to use course readings. For this assignment, I am looking for a well-developed reference list that shows effort to know your topic well. Along with your reference list, feel free to include any questions or requests for guidance that you have for more substantive and seminal sources that you need, and I will respond to them in my feedback.

Third, I also ask that you please submit an introduction section and a methodology section for your research paper Monday, April 20 at 7pm. This section should be from 1 to 3 pages long, double-spaced. It should present the argument that you will develop in your final paper, the rationale for studying this topic now, an overview of the literature and/or data you will use for your paper, and a plan for the paper (first, I will consider... then, I will examine... Finally, I will...). I want you to spend time just focusing on the beginning portion of your paper and laying out what you will do. My hope is that this endeavor will set you up to write a well-organized, coherent paper. I do expect you to revise this statement throughout your own writing process, but the exercise of writing the beginning of the paper is to help you organize.

Finally, the paper! Your final paper may take various forms because this is a graduate course and students in the class will be at various stages of their program. You are all required to turn in a proposal outline for a research project. You may choose which section to hone in on for the final paper, but if you choose to dig deeply into analyzing a policy, then you will include a “preliminary draft of advocacy plan,” still, for example. You may also complete as many parts of the proposal outline as you are able, and dig into the methodology section for this paper, justifying how methodology will enable you to fully develop an advocacy plan around topic. That is, you may determine that critical ethnography is the methodology you want to research and write about for this final research paper because this particular methodology has the notion of advocacy for marginalized communities built into it. You may choose to analyze your data fully in the final paper, and determine a preliminary advocacy plan now having the data to make the case for such advocacy needs. The point here is that the final product will look different for each student.
**About written assignments**

**Paper length**

Please adhere to the stated page length requirements (which do not include reference lists). Pages should be double-spaced with a 12-point font and 1-inch margins. I reserve the right to not grade material that exceeds the stated maximum length.

**Reference lists and citation**

Please prepare reference lists for all written assignments where you cite other published work. Please follow your academic discipline’s format for in-text citations and reference lists. In the field of education, this is usually APA. It is your responsibility as graduate students to review the citation rules for APA.

**Submission of assignments**

Please submit all written assignments directly to me via email at rodriguezs1@cofc.edu from your cofc email addresses.

**Due dates**

As your instructor, I expect timely submission of assignments or clear, proactive communication if alternative arrangements are needed. If you need to extend an assignment date due to pressing circumstances, please contact me before the assignment is due and we will negotiate a workable date. If you do not make arrangements with me before the assignment’s due date, then the work will not be accepted.