Syllabus for CTL 620
Sociocultural Concerns in Education
Spring 2014

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“What the best and wisest parent wants for his own child, that must the community want for all of its children.”
John Dewey, School and Society, 1900

Catalogue Description: Analysis of equity issues in contemporary schools. Concerns relative to access, participation, and benefit are addressed in relation to education for culturally pluralistic student populations. (Formerly CI 620; implemented Fall 2003.)
Lecture+Lab: 3+0
Credits: 3

Course Description: The course explores the social and cultural contexts in which schools in the United States exist and the manner in which schools prepare students for life in present day American society. Teacher awareness of the complexity of American society and the implications of this complexity for teaching will be discussed at length. We will consider the question raised a few years ago by a Harvard Dean of the Faculty of Arts and Sciences: “What will it mean to be an educated man or woman in the first quarter of the 21st century?” Our quest for understanding will force us to consider the implications of the global economy for the American worker and the ascendancy of the large corporation as a major force in national and global politics. We will take a close look at the media, the manner in which it informs, and the role of education in providing
students the tools to deal effectively with the information they receive. In developing a viable understanding of contemporary American society, we will consider the political realities of the later 20th and early 21st century and assess the meaning of these realities in light of the foundational principles of the American democracy laid down in the documents produced by the nation’s founders. We will consider how well the American public is prepared by schools to shoulder the responsibilities that come with governance that is of the people, by the people, and for the people (ideally) and we will study how the people treat one another as they govern or direct their representatives to govern. We will look at the issues with which this public must concern itself, issues of race, ethnicity, social class, gender, sexuality, and religion and we will try to make our inquiry an honest one, one that will make us uncomfortable at times, one that will, at times, rile some, and sometimes all (hopefully).

The format of the course will be that of a guided dialectic, that is, the instructor will provide topics and materials for discussion and the course will always focus upon socio-cultural concerns as they pertain to education. However, the nature of the conversation and the nature of world events occurring during the semester will influence what we discuss on any particular day.

As a student in this course, you will be subjected to this professor’s predilections and biases. The choice of reading materials will reflect these predilections and biases and, though an effort will be made to offer materials that serve as a counterbalance, students can and should bring to the class materials that they believe are useful and relevant to the discussion in which we are engaged. As much as possible, these materials will be incorporated into the discussion. This, I think, is the honest approach but you may, at any time, cry foul. At such points we will consider concerns.

An important topic to be considered in the course is access to education. We will, in part through our reading of Jonathan Kozol’s *The Shame of the Nation: The Restoration of Apartheid Schooling in America*, look at differences in schools and programs and the consequences of these differences as they affect access to societal opportunity. The concept of equity will be explored in regard to the access issue and the relationship of access of opportunity for different socioeconomic, racial, ethnic, religious, and gender groups in the United States.

Students are required to read widely on the topics under consideration and to become familiar with and make good use of the variety of media resources available to citizens and scholars. During the semester the media will serve as both a source of information and a topic of study. Students are asked to explore the means by which they acquire information, tools of analysis, and belief systems. The shape and shaping of the individual consciousness are areas of concern, especially in regard to the understandings, predilections, and biases one brings to the educational arena. We will consider the understandings, predilections, and biases that shape educational policy and practices in the United States. Many articles will be posted on the WebCampus site and a media link on the site points you in the direction of media sources of value in understanding the contemporary American scene and the nature of media as it exists at this time in history.
You are expected to participate in the WebCampus discussion to share thoughts between course meetings. I will check this space on occasion and comment at times, but this is a space for interested students to share thoughts. Doing this will help you and the rest of us understand the issues from a variety of perspectives and, the discussion will help all to clarify meanings and generate topics for our discussions and for the papers students write for the course.

**Expectations:** *Attend* class. *If you plan to miss more than two sessions of the course, consider taking it when you have sufficient time for it.* Student participation is critical to the functioning of this course. Thus, the expectation is that all students will come to class sessions well prepared to discuss the topics under consideration. Assigned work must be completed on time so that all can engage in course conversation in an informed manner and students are expected to probe beyond what is assigned into outside sources relevant to the topics under discussion. Critical analysis of material is essential to the functioning and purpose of the course. Think deeply about the ideas and the information you encounter. Take notes, think, write, and think about what you have written. Do not dismiss concepts and ideas with which you disagree until you have made every effort to determine their potential viability. Do not accept concepts and ideas until you have good reason to accept them. Be ready, each class session, to state your positions, argue your case, ask questions when confused, give in to others’ reasoning when the reasoning is compelling. Be ready to be honest and to hear others’ honesty. Our goal is to make good sense of that which comes before us so that we can make good decisions regarding our work as educators in a democratic society.

*In order to participate, one must be present.* Therefore, attendance is required. *If you cannot attend course sessions you should not remain enrolled for the course.*

**Reading Material and Other Resources:** The books listed can be purchased at any book dealer, local or online. The UNR Bookstore may stock some of the titles. These are trade books, not textbooks, so textbook sellers probably will not stock them.

3. Christopher Hitchens, *god is Not Great*. (The reason for including this book is to get you to consider the importance of religion in our society and our willingness to avoid open discussion of a force of such consequence).
5. Other reading materials will be available on the course WebCampus site or distributed in class. You should also scan newspapers, magazines, and websites (see the many links to media sites on the course WebCampus site). Television, radio, podcasts, film, community organizations, events in the community such as school board meetings, forums (some will be held this semester in the College of Education and elsewhere on campus), and observations of life in the schools, in the shopping centers, in other public places are useful for attaining information pertinent to the goals of this course. Note that the weblinks sections, except for
the “assigned readings” area, allow for students to post materials. Post and then use our discussion page to notify others of your posting. **Be observant, be involved, be informed.**

**Course Assignments**

*All assignments are to be turned in using WebCampus. The attachments must be in Word format (Word for Windows or Word for Mac). If you do not use one of these programs, I probably can read what you send. Let me know if you have difficulties at your end. I will let you know if I have problems at mine.*

**Participation in class discussion:** For this course to work, for the sake of you, your classmates, and the instructor, you must be read the assigned readings and be prepared for discussion each and every class session.

**Reaction Papers:** You will submit 3 reaction papers, papers in which you react (intelligently, cogently, well informed, and with reason) to the issues discussed in the course, in the reading material, and in the world around you as that world and events occurring in it pertain to socio-cultural concerns. **Failure to reference reading materials will be taken to mean that the writer is not reading the material assigned.** These papers are to be thought pieces in which your thoughtful reaction to the issues and the concepts discussed in the course and the reading is presented for others to understand. **The expectation is that you will show understanding of the material covered, as well as discuss your perspective on the material, what the material says to you, and why you have come to understand it as you do—in other words, make clear your reasoning.** The work should also reflect the fact that you are concerned with the implications of what you read and hear and think for educators. If you need models for the type of writing expected, look at editorials in publications such as the *New York Times*, the *Washington Post*, the *Los Angeles Times*, the *Boston Globe*, the *Wall Street Journal*, the *Washington Times*, and articles published in magazines that are issues oriented, for instance, articles in the *National Review* and the *Nation*. I ask for indication in your writing that you have read and thought about what you encounter and warn against attempts to provide the appearance of having read (comments that only reflect having heard the class discussion) rather than the product of having read with good effort to understand for oneself.

Make reference to the sources that influence your thoughts (in positive or negative ways) and offer your thoughts about those sources—what authority you can attribute to the source, biases, credentials, etc. The content of these papers is to be entered into a learned discussion, a discussion of informed and thoughtful people working together to discover the most truthful version of the “story” possible, and trying to determine the significance of the truths found for schools and instructional practice.

**Reaction papers should be close to final draft papers that are of a quality acceptable for a journal, newspaper, or magazine opinion piece.** What one would hand an editor or publish online with an intelligent and legitimately critical audience in mind. This is the level at which graduate students should be working. They will be assessed for
thoughtfulness, for the writer’s ability to access and evaluate information relevant to socio-cultural concerns, and for the writer’s clarity in reporting thought, the information backing the thought, and the logic that transforms information into thoughtful analysis and synthesis. Assume they will be published for other students in the course to read, perhaps for even broader audiences that include potential employers.

The paper must contain references to the materials contributing to the reaction, amongst these, references to the assigned materials, reading matter, films, etc. You may wish to use some of the sources cited for these papers in the final paper, so keep information handy for developing a proper APA style bibliography.

I suggest that you carry a notebook with you and that you use the notebook to jot down notes about the material you read for the course and beyond and the things you encounter outside of class that may be of relevance to the course discussion. These notes would help along the discussions we have in class and they will serve as a bank of information from which to draw in writing the reaction papers and the final paper. While I am very reluctant to suggest page length for the papers, I have to believe that what is asked for here cannot be accomplished in a page or two or even three but, probably 8 to 10. My assessment of the first paper submitted will, I hope, serve to put you on the right track if you are not already.

The first reaction paper will be an analysis of your response to The Shock Doctrine in which you consider how you have processed book, the meanings you have drawn from the book, the manner in which the book has affected your thinking about the world, the nation, your education, and your role in the world and nation as an individual, a citizen, and as one who teaches or will be teaching in schools that serve this nation. And it goes without questions that the Freire chapters will also play a major role in the thinking reported here. If you let yourself think about Freire and Klein in tandem, you will, I think begin to make some very interesting connections that will lead to new ways of thinking, particularly about the real meaning of good education in a democratic society.

You goal is to both understand the book, understand it as it deserves to be understood for what it contains, what it ignores, how it reports upon the events it covers, and how the author develops the themes that are prominent in the book and how he draws the conclusions he presents. You also should consider issues developed in the book against Freire’s critique of education and in regard to your own understanding of the world as it has been shaped by your education.

Note that this paper is as much about how you go about processing the material presented in the book as it is about the book itself and the events it reports and the conclusions the author develops. As you develop your response, consider what you believe to be true and valid and what you question and what you dismiss and why. What does the book say to you about the world and this nation and how we, as citizens, should understand the events depicted and what they mean for us as citizens in 2014 and into the future and how we should go about educating students whom we will ask to take on the responsibilities of citizenship.
In developing this paper, use the tools you have and/or find new ways to check the truth-value of the book. The book contains extensive notes that point to the materials upon which the claims the author makes are based. Find the materials outside and beyond the book that are valuable to understanding the book, the transcripts upon which the reporting depends, the evidence available that substantiates what is said in the book and that which argues against its legitimacy, newspaper articles, for instance, and texts of speeches by those who play roles in the story, interviews (many from the era are readily available), news footage, articles in magazines, studies available in academic journals… And, again, the relationships and the concepts that rise out of an analysis of this book that makes reference to ideas developed in Pedagogy of the Oppressed

Write about what you understand the book to say, what it means to you, and what it should mean to us… and why.

Due March 3 Midnight.

The second reaction paper takes off from where the first one left off, with you still thinking about The Shock Doctrine and Freire, but also having read, heard, and viewed other materials including Subversives and “Buying the War.” This piece is to be, like the first paper, about you, the way you think and have thought, as well as about the material, an investigation into the truth value of the meanings communicated and a telling of your response to the material and what the book and your response should mean in regard to how we understand our world, our nation, and the meaning of the material in regard for how educators should go about educating those who populate the of the United States of America and the broader world in which it resides.

Due March 31 Midnight.

The Third reaction paper should reflect understandings acquired through your reading of god is Not Great and the other materials covered to date, a possibly potent combination for a thinker intent on making an honest and thoughtful reading of the world. Your work on the paper will be most useful to you if you again reflect on your own thinking, for this paper, those thoughts concerning everything that has come your way up to this point in the course. This paper will cover the material assigned since the previous paper was submitted, but it is time to begin developing a sense of the broader themes the course has spawned, themes related to concepts of democracy, oppression, liberation, freedom, citizenship, opinion and fact, truth, faith, belief, knowledge, understanding, and education, proper education, growth, humanization, dehumanization… and the like. How religion and education are related and how religion and education relate to the concepts listed here should make this paper a most interesting one to write.

You should be thinking toward the final paper, this last reaction paper serving as a first attempt at synthesis and the development of theses that result from ideas considered in the course that pass the test of validation, that survive your severe
intellectual scrutiny, the ideas about society and schools that deserve to be fought for because they are good and proper for students and for the good society.

The third reaction paper is due April 21.

Three reaction papers are required for the course, all worth 100 points. Note that expectations regarding quality of thought and expression of thought rise as the course moves along.

The issues brought up in class, the ideas contained in the readings and our discussion should (must) be given recognition in these papers.

Final paper: This will be a position paper, a scholarly work that uses the course discussion, course readings, and the reaction papers as the basis for extended inquiry into the socio-cultural context of education in America that offers to others who might read it a thoughtful and thought provoking analysis of the American scene, the realities of life students face and the role their education will play in helping them to play a role in shaping those realities as citizens of a democratic nation. Do not limit your range of sources. Interviews (with teachers, administrators, politicians/legislators, students, union leaders, bloggers, professors, etc.), speeches, forums, films, podcasts, correspondence, and classroom observations should be considered, talk radio too. Throw yourself into world and think deeply to develop a cogent argument for building schools that are what you think they should be if they are to be places for proper education of students in American society as you have come to know it through your experiences as a resident/citizen and as a scholar who is in the process of constructing a viable notion of where we are as a society, where we need to go, and the role education must play in getting us there. This paper must reference in a cogent and meaningful manner all of the works visited during the course of the semester.

Again, I am reluctant to suggest page length, but this should be a substantial graduate level research paper that makes use of a considerable number of good sources, each of which is properly documented in a bibliography formatted for APA style. Fifteen to 20 pages of text seems to be what it would take to do what is necessary to make this the substantial piece of work expected. This paper must utilize concepts discussed in the course, in the readings, and other assigned materials. It should reflect a comprehensive understanding of the content of the course and sound synthesis of the ideas discussed. The more you use these materials, the better you will understand the concepts and the more you will get out of the course. This failure to reference these materials in a meaningful way will be attributed to a failure to read and comprehend the meaning of the material and thus a failure to attain the meanings the course intends to offer.

Due by 12 A.M. May 13.

Grading

550 points are possible for the course:
90% = A
80% = B
70% = C
60% = D
To pass the course, all work assigned must be submitted and earn a grade of D or better.

Course Schedule

For the first day of class, read through the syllabus and read the John Dewey piece titled “On Democracy” (click on title for text).
http://wolfweb.unr.edu/homepage/lafer/dewey%20dewey.htm


Assignment for February 3: Read chapter 1 of Pedagogy of the Oppressed (also posted under required readings on the WebCampus site) and Shock Doctrine. Also take read the Declaration of Independence (in Resource section of WebCampus) and the Preamble to the Constitution (also in Resources). What do you make of this notion of oppression, particularly in regard to the founding documents of the American democracy? Is oppression a condition of life for citizens in the U.S.A.? For some? All? No one? Does the U.S.A. act in oppressive ways outside the borders of the United States? Do people in places outside the United States believe that the U.S. acts in oppressive ways? Do they have reason to make such claims? If yes, what might those reasons be? If not, where do they get such ideas? The website will post materials that are relevant to such issues. Read as much as you can, as much as your are willing to read and, at the same time, recall events, incidents, readings, speeches, documentaries, anything that you have encountered that might be useful in answering these questions. What level of exposure to such questions, to such issues is a reasonable level of exposure for informed citizenship in a democratic nation that presently stands as the strongest nation in the world?

Consider also the attitudes of the people in power with whom Klein acquaints us. Are these attitudes of the democratically minded? Do such attitudes exist today? What do
these attitudes tell us about how these people regard others and the role of others in
democratic process? Do these people influence schools and did they possibly influence
the manner in which you were educated?

**February 3:** Schools, *Shock Doctrine*, and issues of democracy, liberation, oppression,
and education.

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Assignment for February 10: Read *again* chapter 1 and do a first reading of chapter 2 of
*Pedagogy of the Oppressed*. Do Freire’s notions of pedagogy hold value for an analysis
of practices common in American schools? Consider your experiences with schools and
what you have learned about schools in the teacher education program. What do
differing notions of schools have to do with notions of the rights and obligations of
human beings in a society and the function of schools in a society such as ours? What is
the agenda of American schools and whose agendas do they serve? Are issues of
oppression as depicted in the readings affecting teachers and their students?

**February 10:** Pedagogy for a free democratic society and a free world in the post 9/11
era.

Assignment for February 24: Read *again* chapter 2 of *Pedagogy of the Oppressed* and
continue reading in *Shock Doctrine*. Discover materials related to our discussion of
Freire and *Shock Doctrine* and bring them into our discussion and into your thoughts
concerning the first reaction paper. What are the implications of the issues discussed for
schools obligated to educate citizens of a 21st Century democracy?

As you read the book and the Freire chapters, consider the issues each raises,
connections, and the implications of these works for educators and students. Whether or
not you agree with Klein, you are reading the work of an intelligent analyst of history and
present day realities, here one who documents the fact that his claims are base upon
documents from government archives.

I highly recommend that you make an effort to make acquaintance with the philosophies
of Friedrich Hayek, Milton Friedman, and John Maynard Keynes, as well as
contemporary economists such as Paul Krugman, Thomas Sowell, Robert Reich, and
the like. Pick up the *Wall Street Journal* and *The Economist* on occasion, and take a
look at *Forbes* and *Business Week* and some of the business/economics channels on
Television. There are also very interesting articles related to foreign affairs in the
newspapers, of course, but also at sites on the web such as Propublica (http://www.propublica.org), Foreign Affairs (http://www.foreignaffairs.com), National Review (http://www.nationalreview.com), and other sources, many of which are listed in the Media section of our WebCampus site.

Take from the book all that you can and consider what each chapter you read means in regard to the nature of the world in which we live today, to issues of authority and the authoritarian and what it means relative to the job of teaching in 21st century American schools. What do you, as a student of this book, have to know to be able to properly understand what the author is saying? What should a reasonably well-educated person be able to do with what he or she reads in the book? What skills and knowledge does a reader have to possess to make good sense of what he or she is reading when reading materials such as this? What are the consequences of one’s not being in possession of such skills and knowledge, for the individual and for the society in which that individual lives? How does one go about determining what is true and what is not in such a book? What can one do to resolve doubt or deal with factual error? What else that you encounter during the week holds relevance for the issues discussed in the chapter? Personal activities? Public events? Encounters with people?

**February 24:** A complex world, a complex society: Educating citizens for the task of informed decision making. The teacher as informed citizen.

**Assignment for March 3:** Submit first reaction paper. Continue reading Subversives and continue to do what you have to do in order to get at the truth of the matters both Klein and Rosenberg address and the educational implications with a little hint of Freire. Material relevant to those issues will be posted on the WebCampus site. Use the media links provided in the Media section of the website to find a range of media materials relevant to making good sense of Subversives. Keep tabs, as best you can, as to how you go about picking and choosing sources that make sense to you. What kinds of media shopping skills do citizens of a 21st century democracy need if they are going to make wise media choices? Were you helped to develop such shopping skills? What would the criteria be for choosing wisely? What are the educational implications of your attempt to make good sense of The Shock Doctrine and Subversives?

**March 3.** Checking it out: Issues of truth in a free nation. Issues of truth for citizenship and for educating citizens of a 21st century democracy.

**Assignment for March 10:** Continue reading Subversives and be aware of discussion and debate taking place in the U. S. and elsewhere regarding issues of privacy and government and corporate handling of information. You might want to listen to some of the podcast programs on surveillance and corporate use of information gathered when people use online services to shop or interact with others, Facebook and Google, for example.

**March 10:** Society, education and economic influences on societies and their educational systems: What teachers need to know and teach their students about capitalism and its varieties and other economic systems that exert influence on societies around the globe.

**Assignment for March 24:** Finish reading Subversives and scanning the universe for current events reporting, commentary, and historical documents that may be related to determining the truth-value of what Rosenfeld is saying. There is much that has been
written, presented in film—documentary and otherwise--, and in newspapers and magazines related to many of the events to which Rosenfeld refers in his book.

**March 24.** A second dose of society, education and economic influences on societies and their educational systems: What teachers need to know and teach their students about capitalism and its varieties and other economic systems that exert influence on societies and global politics.

**Assignment for March 31:** Submit reaction paper 2. Begin reading *god is Not Great* and take a look at articles posted on the WebCampus site and elsewhere regarding religion. This is a difficult book for some to read and it is often rejected out of hand because of the fact that it challenges deeply held beliefs. If you feel you cannot read the book, consider why this may be true and you will get a sense of just how interesting consideration of the role of religion in the lives of human beings and their societies can be.

**March 31:** Getting at the truth about religion and at how religion affects human beings ability and willingness to deal with truth.

**Assignment for April 7.** Continue reading Hitchens and material on WebCampus and elsewhere regarding religion and the role it plays in American society. Look at criticism of the book and the author. Hitchens writes (and I assign the book) with the knowledge that what he says will be both controversial and disturbing to many people. The reason for including this book is to get you to consider the importance of religion in our society and our willingness to avoid open discussion of a force of such consequence. While many will not like what Hitchens has to say, I ask that you hear what he has to say and to deal reasonably with the ideas he presents, like them or not. And, by all means, ask yourself what it is that causes you to agree or disagree with the book and whether the response is reasonable and the reasoning that leads you to believe that it is or is not. Should one be aware of the concerns Hitchens voices and in what venues should those concerns be discussed, if they should be discussed at all? *What are the consequences of not discussing religion* and is not discussing religion a *reasonable* thing to do in schools given the force religion exerts on individuals and in this society? Do schools now include religion as a topic? I know that I, as a student, read many a piece of literature with biblical references in them and we were told of what those references meant. Was such consideration of religious material, without any concern for the value of the biblical material referenced, its validity, or truth-value, an appropriate way to deal with such material in a public school? Should the conversation have included such, critical assessment of religion and religious works? What of current controversies in schools related to religion? Should schools speak to the influence of religion in our societal deliberations? Can one understand the thinking of public figures of consequence without understanding something about his or her religious beliefs? Has religion and/or the religious beliefs of people in leadership positions influenced the lives of Americans, American history? Does this, should this be taken into consideration when such individuals and their contributions are discussed in school?

**April 7:** Religion, the religious influence, the unspoken that need to be spoken. The religious factor as it affects education and the effects of the influence of the religious factor in schools for the type and quality of education students receive.

**Assignment for April 14.** Finish reading *Hitchens* and look at other materials related to the role of religion in American society. Consider religion as one aspect of diversity in
our society. Is religion an uninvestigated aspect of diversity in American society? What does this mean to you and for America in the 21st century? What is the effect and what are the consequences of diversity, particularly religious diversity, in America, for America as a member of the world of nations, as a leader in the world of nations? What should teachers know about role of diversity, and religious diversity in particular, in America’s past and what should you know as a teacher?

April 14: Religion and issues of ethnicity, race, gender, sexual preference, age

Assignment for April 21. Third reaction paper is due. Begin reading the Kozol book and read Kenneth Howe’s article “Liberal Democracy” (Link takes you to library and requires log-in. Find the article by clicking on the article title and then logging into the University library and downloading the PDF file). Begin developing a paper that works to place Hitchens within the context of the realities of American society we have discussed to date. The Howe article could (should) be of help. Hitchens does, obviously see religion as a force that is oppressive to the extreme. Reich sees the American economy as having its oppressive features, and Rosenberg reports on events in American history that can be seen as oppressive. Thus, the theme of oppression seems to a prominent thread, not because it explains the true nature of American society and schooling, but because oppression is a force that contradicts freedom and democracy and, to understand well the nature of a truly democratic society, that which interferes with it must be understood and deflected. So, if there is even a thread of truth in the oppression thread, we need to understand how and why it exists and how education works to promote or deflect or undermine oppressive forces. Oppression may have objective facets, but it also of the subjective and issues of objectivity and subjectivity, by now, have been discussed in this course in many ways. When working toward the final paper, as is suggested you do with this paper, consider how Howe (and Freire, for that matter) take the issue of subjectivity, as it relates to truth and to decision making in a deliberative society, into their thinking about the promise and possibilities of the establishment and perpetuation of true democracies. You might also take into consideration that phrase in the Constitution’s Preamble that speaks to establishing a more perfect union.

April 21: Diversity, economics, religion, politics, wealth and poverty.

Assignment for April 28:. Begin reading Kozol and consider Kozol’s propositions, arguments, and evidence. Do some research to see if schools such as those he describes actually exist in 2013. Is what he speaks of in anyway relevant to life in Washoe County? What are the implications and what should we, teachers, do about the reality of the situation, in our work as citizens and in our work to insure that students understand the realities of the world in which they live?

April 28: Real opportunity, fairness, justice, appreciation and the notion of tolerance.
Kozol

Assignment for May 5: Move toward finishing *Shame of the Nation*. Consider what the sensible approach to *opportunity* in American schools would look like and what the consequences of the current disparities that exist between schools means for students and the health of a democracy. What could be the cause of such disparity and how is it that, if Kozol’s analysis still holds true, this nation allows it to continue to exist? Is this accident or does inequality exist because some prosper by it, benefit from it?

May 5: Disparity, despair, disadvantage, and the damage done.

Greene

Assignment for December 4: Read Maxine Greene’s “The Passions of Pluralism” in the assigned readings section of our WebCampus site and James Baldwin’s “Sonny’s Blues.”

Final paper due on May 12 by Midnight.