

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number _____
 Course Title _____
 Indicate if Seminar and/or Writing II course _____

1 Check the recommended GE foundation area(s) and subgroup(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis
- Philosophic and Linguistic Analysis
- Visual and Performance Arts Analysis and Practice

Foundations of Society and Culture

- Historical Analysis
- Social Analysis

Foundations of Scientific Inquiry (NOTE: you must complete the updated FSI information sheet)

- Physical Science
With Laboratory or Demonstration Component must be 5 units (or more)
- Life Science
With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Do you intend to use graduate student instructors (TAs) in this course? Yes No

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course over the next three years:

2018-19	Fall Enrollment	<input type="checkbox"/>	Winter Enrollment	<input type="checkbox"/>	Spring Enrollment	<input type="checkbox"/>
2019-20	Fall Enrollment	<input type="checkbox"/>	Winter Enrollment	<input type="checkbox"/>	Spring Enrollment	<input type="checkbox"/>
2020-21	Fall Enrollment	<input type="checkbox"/>	Winter Enrollment	<input type="checkbox"/>	Spring Enrollment	<input type="checkbox"/>

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes No

If yes, provide a brief explanation of what has changed.

Present Number of Units: _____

Proposed Number of Units: _____

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

Integrative Learning

Ethical Implications

Cultural Diversity

Critical Thinking

Rhetorical Effectiveness

Problem-solving

Library & Information
Literacy

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- 1. Lecture: _____ (hours)
- 2. Discussion Section: _____ (hours)
- 3. Labs: _____ (hours)
- 4. Experiential (service learning, internships, other): _____ (hours)
- 5. Field Trips: _____ (hours)

(A) TOTAL Student Contact Per Week **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- 1. General Review & Preparation: _____ (hours)
- 2. Reading _____ (hours)
- 3. Group Projects: _____ (hours)
- 4. Preparation for Quizzes & Exams: _____ (hours)
- 5. Information Literacy Exercises: _____ (hours)
- 6. Written Assignments: _____ (hours)
- 7. Research Activity: _____ (hours)

(B) TOTAL Out-of-class time per week **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **(HOURS)**

**Education, Equality and the Future of American Society:
Problems, Prospects and Policies**

Professor Pedro Noguera
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310 206-9208
pnoguera@gseis.ucla.edu

5 Units

Lecture: 4 hours per week: MW or TTh

Section: 1 hour per week

Office hours: 2 hours per week. Times TBA.

Course Description

Our nation's public schools have long been viewed as essential to the functioning of our society. Schools are the primary institutions charged with the responsibility of preparing young people for their roles as citizens so that they can participate in our democracy. However, public schools also serve as key sites where two essential, and at times conflicting, functions are carried out: 1) students are sorted based on measures (and perceptions) of their ability to fill occupations and roles that are essential to the economy; and 2) students are educated in the hope that the next generation will acquire the knowledge, creativity and problem solving skills to solve the problems created by previous generations. Because of the importance associated with these two functions, schools have historically been regarded as vital to the well-being and vitality of the nation. Understanding the challenges, contradictions and complexities associated with carrying out these functions is the central focus of this course.

By law, all young people in the United States (including the undocumented and the homeless) are required to attend school (unless they are home schooled). No other institution in America is as open or accessible. Yet, schools in America are also influenced by the high degree of inequality that exists in American society. More often than not, the character of our public schools is influenced by the inequities that are present in communities and in society generally. Despite profound inequity and pervasive poverty that exists in American society, access to educational opportunity, for many children, is the only means available to achieve social mobility and the hope of a better life, even if the education they receive is too often woefully inadequate.

Given the important role that schools play in shaping our future, it is not surprising that they are also key sites where Americans have struggled over basic principles such as equity, merit, equal opportunity and civil rights. Throughout US history there have been intense debates over what should be taught in schools, over how schools should be governed and organized, over how teachers should be hired (and fired) and how much they should be paid.

In this course, we will explore these issues and the debates surrounding them along with the historical and sociological processes that have shaped the character of public education in the United States. We will focus deliberately and explicitly on how differences related to race, class, culture, immigration status and language, have shaped the experiences of children in America's schools and classrooms.

Inequities in American education and their possible alleviation are studied through the lenses of difference disciplines (sociology, political science, anthropology, etc.), different theoretical frames, and different methodological approaches (historical quantitative, qualitative, etc.). Hence, in this course, along with a study of inequities in American education, we will also focus on *how* these inequities have been conceptualized, theorized, and studied and how scholars in the field have arrived at their respective interpretations, judgements and conclusions. We will also contrast these approaches and evaluate them.

Finally, as we attempt to understand the contradictions, controversies and dilemmas created by the unfulfilled promise of American education, students will be encouraged to think about what reforms (programs, structures, policies, etc.) will be needed if education is truly to become a means to expand opportunity and level the playing field.

Course Objectives: Students enrolled in the course will gain the following:

- 1) an understanding of the ways in which race, class, language and culture have influenced the character of public education and the struggle for democracy in American society
- 2) an historical understanding of education as a means for social mobility and equity and an understanding of contemporary race, class and structural barriers in achieving this noble ideal
- 3) an understanding of contemporary efforts at alleviating inequities from meaningful pedagogies to large scale structural reforms
- 4) an understanding of the ways in which the struggle for social justice has shaped the educational experiences of those who have historically been discriminated against
- 5) an introduction to analytical tools and perspectives to understand many of the current policy issues that are being debated in education today
- 6) an understanding of the major theories, disciplinary approaches, and methodologies used by scholars to form judgements regarding social and educational inequities and their potential solutions

7) practical insights for educators and support providers working in the public schools who want to make a positive difference in the lives of children.

Course Design, Student Expectations and Assignments

All students are expected to attend class punctually and regularly and to participate in class discussions.

Readings are an essential part of the course. Hence, students are expected to have read the materials for the week prior to the class and to come prepared with comments and questions on the readings. Discussion surrounding the readings is an integral part of the learning process in the course. Hence, students are expected to actively participate in class discussions.

Weekly lectures will consist of a summary of key points from the previous week, presentation of new material and a critical analysis of reading materials for the week. Some lectures will be accompanied by film segments. From time to time we will also have visitors from leaders in public schools with a 'question and answer' session with them.

There will be an in-class midterm exam during week 5. The exam will consist of two essay questions (students will be able to choose from five possible questions that will be distributed in advance). The midterm will assess students' command of the readings, an understanding of salient points from the lectures, critical and thoughtful analyses of arguments and positions at the nexus of education, equality and American society. Students will be expected to recognize group differences and critically analyze reasons for these differences pointing to structural and institutional processes wherever relevant. The midterm will be **worth 35% of the final grade** [4-5 double-spaced pages per essay].

There will be a take-home final exam distributed on the last day of class during week 10. The exam will be due finals week. Students will be given a choice of five possible questions and be expected to respond to three. Specific directions on what will be expected will be distributed prior to the exam. However, as in the midterm, students will be expected to understand and appreciate group differences with respect to educational goods especially in comparison to the relevant dominant class and historical and social processes leading to these differences (inequities for the most part). The final will be **worth 45% of the final grade** [4-5 double-spaced pages per essay].

Students will maintain a journal that will be discussed and collected (each week) in sections. The journal will consist of your critical reflections on the readings, class lectures and points from discussion sections. In the journals, students will be expected to synthesize the learnings from the week, critically analyze arguments in the readings by drawing on prior readings and background knowledge, and raise critical questions

with respect to group differences and educational inequities. **20% of the final grade** will be based on the weekly journals [3 double spaced pages per week].

Discussion sections are an integral part of the course where students will critically examine and discuss, in small groups and as a class, key ideas from the readings and the lectures.

Make-up exams and make-up journal entries will only be given for excused absences supported by documentation.

Office Hours

Regular, weekly office hours will be held by the instructor as well as by the TA's. Students are welcome to these office hours and are encouraged to attend. For those with time conflicts, office hours may also be arranged by appointment.

Required Texts:

Noguera, P. (2003). *City schools and the American dream: Reclaiming the promise of public education*. New York: Teachers College Press.

Rose, M. (2009). *Why school? Reclaiming education for all of us*. New York: New Press.

Other Required Readings:

See readings for each week below. Chapters and articles will be collated into a reader or posted on CCLE.

Students with Disabilities ¹

Necessary accommodations will be made for students with physical or learning disabilities. Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

Academic Honesty ²

¹ <http://www.cae.ucla.edu/Suggested-Syllabus-Statement>

² <http://www.deanofstudents.ucla.edu/Faculty>

UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in suspension or dismissal. All students are responsible for understanding and complying with UCLA's Statement on Academic Integrity.

From Title IX Office ³

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1st Floor Wooden Center West, CAREadvocate@careprogram.ucla.edu, (310) 206-2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491.

Diversity Statement ⁴

Note from instructor: I consider it part of my responsibility as an instructor to address the learning needs of all of the students in this course. I will present materials that are respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin among other personal characteristics. I also believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in a course. Any suggestions that you have about other ways to include the value of diversity in this course are welcome. In scheduling midterms and other exams, I have tried to avoid conflicts with major religious holidays. If there is a conflict with your religious observances, please let me know as soon as possible so that we can work together to make arrangements.

³ <http://www.sexualharassment.ucla.edu/#349101888-resources>

⁴ <https://equity.ucla.edu/wp-content/uploads/2016/06/CreatingaPositiveClassroomClimateWeb-2.pdf>

Weekly Course Lectures and Readings

Week 1

Education and American Society

What role has education played in supporting democracy and furthering inequality in American society?

Noguera, P. (2003). *City schools and the American dream: Reclaiming the promise of public education*. New York: Teachers College Press. [Chapters 1 and 2]

Rose, M. (2009). *Why school? Reclaiming education for all of us*. New York: New Press. [Introduction, Chapters 1 and 2]

Assignments Due: Journal entry for Week 1

Week 2

Race and Class in School and Society

How have racial barriers in society shaped the character of schools and influenced opportunity in American society?

Omi, M., & Winant, H. (2015). *Racial formation in the United States*. New York: Routledge/Taylor & Francis Group. [Chapter 1]

Harris, C. (1993). Whiteness as Property. *Harvard Law Review*, 106(8), 1707-1791. doi:10.2307/1341787

Noguera, P. (2003). *City schools and the American dream: Reclaiming the promise of public education*. New York: Teachers College Press. [Chapters 3]

Assignments Due: Journal entry for Week 2

Week 3

Education and the Reproduction of Inequality

How does capitalism and inequality in society influence the character of education in America?

The State of America's Children. Children's Defense Fund, 2014.

Rothstein, R. (2004). *Class and schools: Using social, economic, and educational reform to close the Black-white achievement gap*. New York, N.Y.: Teachers College, Columbia University. [Chapters 1 & 2]

Henry, W. A. (1994). *In defense of elitism*. New York, N.Y.: Doubleday. [Chapter 1]

Assignments Due: Journal entry for Week 3

Week 4

Politics and Policy in Education

What role have politics and policy played in furthering equal opportunity through education?

Rose, M. (2009). *Why school? Reclaiming education for all of us*. New York: New Press. [Chapter 3]

Ravitch, D. (2016). *The death and life of the great American school system: How testing and choice are undermining education*. New York: Basic Books. [Chapter 1]

Assignments Due: Journal entry for Week 4

Week 5

Immigration and Assimilation in Schools

What role have schools played in responding to the needs of immigrant children?

Ignatiev, N., & Mazal Holocaust Collection. (1995). *How the Irish became White*. New York: Routledge. [Chapters 1 & 2]

Lee, S. J. (2009). *Unraveling the "model minority" stereotype: Listening to Asian American youth*. New York: Teachers College Press. [Chapter 1: "Asian Americans: The Absent Minority, The Silenced Minority and Model Minority"]

Assignments Due: Journal entry for Week 5

Midterm

Week 6

Teaching and Learning

Can teachers play a role in advancing equity in schools?

Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco: Jossey-Bass. [Chapter 4]

Ladson-Billings, G. (2009). *The Dream Keepers: Successful teachers of African American children*. San Francisco: Jossey-Bass Publishers. [Chapters 1 & 2]

Duncan-Andrade, J. (2007). Gangstas, Wankstas, and Ridas: defining, developing, and supporting effective teachers in urban schools. *International Journal of Qualitative Studies in Education*, 20(6), 617-638. DOI: [10.1080/09518390701630767](https://doi.org/10.1080/09518390701630767)

Assignments Due: Journal entry for Week 6

Week 7

School Reform

What will it take to improve America's schools? Are charter schools and Teach for America solutions to school failure?

Berliner, D. C., & Biddle, B. J. (1995). *The manufactured crisis: Myths, fraud, and the attack on America's public schools*. Reading, Mass: Addison-Wesley. [Chapter 1]

Payne, C. M. (2008). *So much reform, so little change: The persistence of failure in urban schools*. Cambridge, Mass: Harvard Education Press. [Chapter 1]

Assignments Due: Journal entry for Week 7

Week 8

Re-Thinking Education

How can we make schools more relevant and meaningful to children?

Kohn, A. (1999). *The schools our children deserve: Moving beyond traditional classrooms and "tougher standards."* Boston: Houghton Mifflin Co. [Chapter 1]

Meier, D., & Gasoi, E. (2017). *These schools belong to you and me: Why we can't afford to abandon our public schools*. Boston: Beacon Press. [Chapter 1]

Assignments Due: Journal entry for Week 8

Week 9

Engaging Parents and Community

What role can parents play in schools?

Michelle Fine. (1993). (Ap)parent Involvement: Reflections on Parents, Power, and Urban Public Schools. *Teachers College Record*, 94(3), 682-729.

Noguera, P. (2003). *City schools and the American dream: Reclaiming the promise of public education*. New York: Teachers College Press. [Chapters 5]

Assignments Due: Journal entry for Week 9

Week 10

Effective Schools

Why do some schools beat the odds?

Chenoweth, K. (2007). *It's being done: Academic success in unexpected schools*. Cambridge, MA: Harvard Education Press. [Chapters 1 & 2]

Kirp, D. L. (2011). *Kids first: Five big ideas for transforming children's lives and America's future*. New York: Public Affairs. [Chapter 1]

Noguera, P. (2003). *City schools and the American dream: Reclaiming the promise of public education*. New York: Teachers College Press. [Chapter 7]

Assignments Due: Journal entry for Week 10

Questions for Final Exam handed out.

Week 11

Final Exam Essays Due



New Course Proposal

Education 10

Education, Equality and the Future of American Society: Problems, Prospects and Policies

Course Number Education 10

Title Education, Equality and the Future of American Society: Problems, Prospects and Policies

Short Title EDUC EQ AND FUT SOC

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Lecture - 4 hours per week
Discussion - 1 hours per week

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites None

Course Description Our nation's public schools have long been viewed as essential to the functioning of our society. Schools are the primary institutions charged with the responsibility of preparing young people for their roles as citizens so that they can participate in our democracy. However, public schools also serve as key sites where two essential, and at times conflicting, functions are carried out: 1) students are sorted based on measures (and perceptions) of their ability to fill occupations and roles that are essential to the economy; and 2) students are educated in the hope that the next generation will acquire the knowledge, creativity and problem solving skills to solve the problems created by previous generations. Because of the importance associated with these two functions, schools have historically been regarded as vital to the well-being and vitality of the nation. Understanding the challenges, contradictions and complexities associated with carrying out these functions is the central focus of this course.

Justification With the proposal of a new undergraduate major in Education and Social Transformation, this is one new course that we are adding to our curriculum. The main course objective is that students gain an understanding of the ways in which race, class, language and culture have influenced the character of public education and the struggle for democracy in American society. This course fits into the curriculum as a necessary course for the undergraduate major and minor programs. The Education department chair and Education Major Curriculum Committee were consulted and both approve of this course offering.

Syllabus File [New Undergrad Ed Minor and GE Course - UCLA AAEEd V9\[2\].docx](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information

Grading Structure There will be an in-class midterm exam during week 5. The midterm will be worth 35% of the final grade [4-5 double-spaced pages per essay]. There will be a take-home final exam distributed on the last day of class during week 10. The exam will be due finals week. The final will be worth 45% of the final grade [4-5 double-spaced pages per essay]. Students will maintain a journal that will be discussed and collected (each week) in sections. The journal will consist of your critical reflections on the readings, class lectures and points from discussion sections. 20% of the

final grade will be based on the weekly journals [3 double spaced pages per week].

[EDUCATION 10](#)

Effective Date Winter 2019

<u>Instructor</u>	Name	Title
	Pedro Noguera	Professor

Quarters Taught Fall Winter Spring Summer

Department Education

<u>Contact</u>	Name	E-mail
	RYAN LEBRE	lebre@gseis.ucla.edu

Routing Help

ROUTING STATUS

Role: Department Chair or Designee - Christie, Christina A. (tina.christie@ucla.edu) - 50432

Status: Pending Action

Role: Initiator/Submitter - Lebre, Ryan Joseph (lebre@gseis.ucla.edu) - 52624

Status: Submitted on 9/27/2018 11:40:17 PM

Comments: Initiated a New Course Proposal

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