

University of California, Berkeley
Fall 2014

Sociology 190.002

**Inclusive Schooling:
Theory and Practice of
Mandated Accommodation in American Education**

Course Details

Instructors:	Brian Powers, Ph.D.
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Office:	488 Barrows
Office hours:	Wednesday, 3:15 – 4.30; Friday, 12 -1.30
Class Meetings:	Monday 4-6
Required Readings:	Course materials will be posted on-line at bspace RESOURCES

Course Themes

This seminar in the sociology of education examines the ways legal requirements to protect the rights of *all* students to an education -- regardless of their race and ethnicity, their proficiency the English language, and any physical or cognitive disabilities that affect their learning styles -- has affected the schools in the United States. The move toward inclusiveness in education expresses important commitments to democratic values in this society, and the recognition that education is a vital pathway to opportunity for all.

As social movements and professional educators called attention to the exclusion of significant groups of learners from opportunities to acquire knowledge, skills, and credentials in conventional schools, courts and governmental agencies from the 1950s onward crafted new mandates for American schools to accommodate long excluded and marginalized groups of learners within the framework of conventional schooling.

This course offers students the chance to examines how schools have worked to accommodate the learning needs of different groups of students on a day to day basis – to promote their learning and development, and to satisfy the legal, constitutional requirements that individuals not be excluded from learning because of their race or ethnicity, their linguistic heritage, or any physical or psychological disabilities.

In the spirit of learning to see sociology in the real world and to develop an analysis and argument about social processes from observation and data, students in this class will examine the challenges of accommodation and inclusiveness at an actual schools site over the semester, as they learn about the history of mandates for accommodation and the ways schools have had to alter their design and practice to meet the educational needs and honor the constitutional rights of their students.

Course Requirements

Assignment	Due date	Grade	Notes
FIELD NOTES and PAPER PROGRESS REPORTS			Please Post These Submissions to bspace FORUMS in the appropriate weekly submission Folder.
1. Possible Study Topic and Observation Site	For Sept 8	2 percent	1 Page
2. Identify Study Site	For Sept 15	2 percent	1-2 Pages
3. First Observations – Gaining Access and “The Routine”	For Sept 22	2 percent	1 -2 Pages
4. Observations: Accommodations to Diverse Student Learners within the Routine	For Sept 29	2 percent	1-2 Pages
5. How Students Mix and Interact: Academic and Non-Academic within the Routine	For Oct 6	2 percent	1-2 Pages
6. School Professionals and Inclusive Practice Within Routine – Interviews Helpfil	For Oct 13	2 percent	2 Pages
7. Your Study Site –	For	2 percent	2 Pages

Characteristics of the School and District – Census Data; EdData on School and District	Oct 20		
8. School and District Policies/Programs for Inclusive Education	For Oct 27	2 percent	2 Pages
9. Benchmarks of Inclusion The Classroom Routine --	For Nov 3	2 percent	2 Pages
10. Factors Supporting or Impeding Inclusion: School-based, District-based; Policy; Finances; Community and Parent Organizations	For Nov 10	2 percent	2 Pages
11. Thesis Statement and Data Roundup	For Nov 17	2 percent	4 Pages
OUTLINE of Analysis	For Nov 24	5 percent	3 Pages
Draft of Paper	For Dec 1	10 percent	5-7 pages
FINAL PAPER	For Dec 12	45 percent	15 – 17 Pages
WORKSHOP PRESENTATIONS	Dec 1/Dec 8	5 percent	
PARTICIPATION CREDIT: Class Comments; Office Hours; Leading the Discussion		13 percent	

Working in a Seminar

Several characteristics distinguish seminars from other courses: smaller enrollments, focus on special topics, active participation of students in the weekly meetings, intensive effort on course projects over the semester, independent research within the framework of the course, and above all, completion of a significant research project developed through work conducted throughout the term. These attributes affect our expectations of students and the way we design and weight the assignments.

Observing and Interviewing. Study Site on the Practice of Inclusive Education. Each student should be prepared to commit to 10 hours over the semester observing at their study site to understand the school routine and how accommodations are made within that routine to include learners with different needs and from different social backgrounds fully in the educational process! PLEASE REMEMBER – we are studying schools and classrooms and processes, and NOT students or individual teachers.

Researching and Writing. Students will apply their developing skills in sociological analysis of inclusive education as they begin work on their research papers and submit evidence of their progress in different writing products throughout the course. These tasks are setting you up for our final the research paper. I ask you to identify a study topic and study site, report on your observations and your interpretation of their significance regularly, submit a thesis statement and analysis plan, a draft of the research paper, and the final paper product. I will provide feedback and guidance on the work through our comments on all of these and other writing tasks through the course, including the weekly field memos to help you develop your study.

Students must recognize that none of these “assignments” is actually a stand-alone task – each represents a step in the preparation of the final paper. Each is critical to its success. For its part that paper brings together all the components of research and analysis. While individual assessments of these assignments will be provided, and will count toward the final course grade, we expect that these writings will culminate in a final paper that will show the integration of efforts and work over the semester.

Grading and Credit

Because each assignment has a purpose in the design of the course for students’ development, *all* the required assignments for this course must be completed for course credit. Unexcused, missing work will prevent students from passing the class.

Please Note: The aim of a seminar is to produce a final paper and not earn points along the way to a grade over the semester. Your performance on the final paper can offset spotty performance on the field reports and small assignments. But a poor performance on the final paper will dramatically affect your grade, even if all other work has been done satisfactorily. A “C” in the final paper without a reasonable explanation for the poor performance linked to extenuating circumstances can result in a grade in the low B range.

- ✓ Attendance is required at all seminar meetings. Students will be signing in. Unexcused absence will affect the participation grade.
- ✓ You must come to office hours at least once.

- ✓ The success of a seminar depends on students' active participation and preparation. A major form of participation is writing and posting at b-space weekly response journal entries of 2-3 single spaced pp in length.
- ✓ Each student is responsible for co-leading one seminar session with a group of colleagues during the semester.
- ✓ Each student must speak on his/her final paper as it is being written in one of the workshop sessions – and receive and respond to comments from peers on improving and strengthening work.

Course Schedule

Week 1 Sept 1 *LABOR DAY, no classes held*

Week 2 Sept 8 *Sociological Perspectives on Education and Disparities in Schooling*

- Alan Sadovnik, “Contemporary Perspectives in the Sociology of Education,” in Jeanne Ballantine and Joan Z. Spade. *Schools and Society: A Sociological Approach to Education*. (Third Edition). Newbury Park, CA: Pine Forge Press, 2008, pp. 19 – 26.
- Emile Durkheim, “Moral Education,” in Jeanne Ballantine and Joan Z. Spade. *Schools and Society: A Sociological Approach to Education*. (Third Edition). Newbury Park, CA: Pine Forge Press, 2008, pp. 29 -33.
- Carolyn Riehl, “Bridges to the Future. Contributions of Qualitative Research to the Sociology of Education.” in Jeanne Ballantine and Joan Z. Spade. *Schools and Society: A Sociological Approach to Education*. (Third Edition). Newbury Park, CA: Pine Forge Press, 2008, pp. 45- 61.
- Erwin Chereminsky, “The Segregation and Resegregation of American Public Education: The Courts’ Role,” in Jeanne Ballantine and Joan Z. Spade. *Schools and Society: A Sociological Approach to Education*. (Third Edition). Newbury Park, CA: Pine Forge Press, 2008, pp. 434 – 451.

Week 3 Sept 15 *The Structure of Schooling and Its Embeddedness in Society: Cultural Values, and Constitutional Frameworks, Political Institutions*

- Rebecca Barr and Robert Dreeben. “How Schools Work,” in Jeanne Ballantine and Joan Z. Spade. *Schools and Society: A Sociological Approach to Education*. (Third Edition). Newbury Park, CA: Pine Forge Press, 2008, pp. 73-79.
- Diane Ravitch, *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education*. Revised. New York Basic Books. 2010, 2011. Pp. 15-30; 69-91.

- Andrew Rudalevige. “No Child Left Behind: Forging a Congressional Compromise.” in Paul Peterson and Martin West, eds., *No Child Left Behind? The Politics and Practice of School Accountability*. Washington, DC: Brookings Institution., 2003, pp. 23-48.
- Amity Noltmeyer, Julie Mujic, and Caven McLoughlin, “History of Inequity in Education,” Noltmeyer and McLoughlin, eds., *Disproportionality in Education and Special Education: A Guide to Creating More Equitable Learning Environments*. Springfield, IL: Charles C Thomas, 2012 , pp. 3-22.

Week 4 Sept 22 *Exploring Educational Practices and their Relationship to Social Disparities*

- Shirley Brice Heath, and Brian Sweet with Molly Mills, *Ethnography: Approaches to Language and Literacy Research*. New York: Teachers College Press, 2008. Pp. 38 – 82.
- Natasha K. Warikoo, *Balancing Acts: Youth Culture in the Global City*. Berkeley, UC Press 2011, Chapter 4. “Two Types of Racial Discrimination. Adult Exclusion and Peer Bullying,” pp. 72 - 88.
- Shamus Kahn, *Privilege: The Making of an Adolescent Elite at St. Paul’s School*. Princeton: Princeton University Press, 2011. Ch 5, “The Ease of Privilege,” pp. 77 – 114.
- Brian Powers, *Academic Hoop Dreams: How High Schools Make Inequality in the City*. New Haven: Yale University Press, Forthcoming. Ch. 5. “High School Rituals and Beliefs in Success.”

From Desegregation to Diversity and Multicultural Education

Week 5 Sept 29 *Racial Exclusion and Movements For Educational Equity*

- A Timeline for the Education of African Americans in the United States, Equity in K-12 Public Education, University of Michigan.
- Meyer Weinberg, *A Chance To Learn: A History of Race and Education in the United States*. New York. Cambridge University Press, 1977.
- David Tyack and Robert Lowe, “The Constitutional Moment: Reconstruction and Black Education in the South.: American Journal of Education, Vol. 94, No. 2 (Feb., 1986), pp. 236-256.
- Gloria Ladson-Billings and William F. Tate IV, “Toward A Critical Race Theory on Education. *Teachers College Record* 97 V, Fall 1995, 47 – 68.

Week 6 Oct 6 *Desegregating American Education*

- Robert A. Dentler (1986) "Boston School Desegregation: The Fallowness of Common Ground," *New England Journal of Public Policy*: Vol. 2: Iss. 1, Article 9. Available at: <http://scholarworks.umb.edu/nejpp/vol2/iss1/9>

- Abrams, Roger I., "Not one judge's opinion: Morgan v. Hennigan and the Boston Schools" (1975). *School of Law Faculty Publications*. Paper 150. <http://hdl.handle.net/2047/d20002504>
- Brown Et Al. V. Board Of Education Of Topeka Et Al. Supreme Court Of The United States 34 7 U.S. 483 December 9, 1952, Argued May 17, 1954, Decided.
- Gary Orfield and Erica Frankenberg, with Jongyeon Eee and John Kuscera. *Brown at 60: Great Progress, a Long Retreat and an Uncertain Future*, UCLA Civil Rights Project/Proyecto Derechos Civiles, May 2014 (revised version 5-15-14)
- Recommended: Erica Frankberg, Chungmei Lee, and Gary Orfield. "A Multiracial Society with Segregated Schools: Are We Losing the Dream? The Civil Rights Project, Harvard University. January 2003.
- Recommended: Erica Frankenberg, Genevieve Siegel Hawley, and Jia Wang. *Choice Without Equity: Charter School Segregation and the Need for Civil Rights Standards*. UCLA Civil Rights Project/Proyecto Derechos Civiles, January 2010

Week 7 Oct 13 *The Practice and Challenges of Multicultural Education: Diverse Students, Diverse Needs, and Diverse Strategies*

- Shirley Brice Heath, *Ways With Words: Language, Life and Work in Communities and Classrooms*. New York: Cambridge University Press, 1983. Ch. 8, "Teachers as Learners," pp. 265 – 314.
- Mica Pollock, *Color Mute: Race Talk Dilemmas in an American School*. Princeton: Princeton University Press, 2004, Chapter 2, "Race Doesn't Matter, But It Does," pp. 44 – 73.
- Gloria Ladson-Billings, *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco: Jossey-Bass, 1994. Ch. 6, "Culturally Relevant Teaching," pp 103 – 126.
- Mica Pollock. *Everyday Anti-Racism: Getting real about Race in School*. New York: The New Press, 2008. Selections:
 - 1. Alan Goodman, Exposing Race as an Obsolete Biological Concept. Pp. 3- 8.
 - 4. Glenn Singleton and Cyndie Hays, "Beginning Courageous Conversations about Race," pp. 18 -23.
 - 5. Mica Pollack. "Talking Precisely about Equal Opportunity," pp. 24- 27.
 - 6. Sonia Nieto, "Nice is Not Enough: Defining Caring for Students of Color," pp. 28 – 32.
 - 9. Patricia Gandara, "Strengthening Student Identity in School Programs, pp.44- 49.
 - 10. Angela Valenzuela, "Uncovering Internalized Oppression," pp. 50-55.
 - 11. L. Janelle Dance. "Helping Students See Each Other's Humanity, pp. 56- 60.

Including English Learners in the Educational Mainstream

Week 8 Oct 20 *Ending the Educational Exclusion of English Learners*

- Tove Skutnabb-Kangas and Teresa L. McCarty “Key Concepts in Bilingual Education: Ideological, Historical Epistemological, and Empirical Foundations.” In Cummins, Jim and Nancy H. Hornberger, eds. *Encyclopedia of Language and Education*. Volume 5. Bilingual Education, pp. 3 – 17.
- San Miguel, G., Jr. (1987). “*Let all of them take heed*” *Mexican Americans and the campaign for educational equality in Texas, 1910-1981*. Austin, Texas: University of Texas Press.
- Isaura Santiago Santiago, “Aspira v. Board of Education Revisited.” *American Journal of Education*, Vol. 95, No. 1, The Education of Hispanic Americans: A Challenge for the Future (Nov. 1986), pp. 149-199.
- The US Supreme Court on Rights of English Language Learners to An Education: Lau v. Nichols
 - Lau v. Nichols (excerpts) 414 U.S. 563 (1974)
 - James Crawford, Summing up the *Lau* Decision: Justice Is Never Simple

Week 9 Oct 27 *What is involved in Bilingual Education*

- Veronica Aguila. “Introduction: Schooling English Learners.” in California Department of Education. Standards, Curriculum Frameworks, and Instructional Resources Divisions. *Improving Education for English Learners. Research Based Approaches*. Ch 1, pp. 1-18.
- Jill Fitzgerald and Jim Cummins :” Bridging Disciplines to Critique a National Research Agenda for Language-Minority Children's Schooling, Essay Book Reviews Improving Schooling for Language-Minority Children: A Research Agenda by Hakuta and August. by Diane August; Kenji Hakuta Reading Research Quarterly, Vol. 34, No. 3 (Jul. - Aug. - Sep., 1999), pp. 378-390 <http://www.jstor.org/stable/748069>
- Claude Goldenberg, “On Teaching English Learners.” *American Educator* Summer 2013, pp. 8-23, (42-44 for references).

Week 10 Nov 3 *Controversies in California and New Model*

- Prop 227
 - California Proposition 227, the "English in Public Schools" Initiative (1998)
 - EDUCATION: Proposition 227 -- 10 years later 2008
 - English-only education continues to spark debate
 - Bilingual education could make a comeback, Ed Source. July 29, 2014

- Jane Echeverria and Deborah Short. “Programs and Practices for Effective Sheltered Content Instruction. *Ch 5*, Pp. 251- 323.(SELECT) California Department of Education. Standards, Curriculum Frameworks, and Instructional Resources Divisions. *Improving Education for English Learners. Research Based Approaches*.
- Kathryn Lindholm –Leary and Fred Genesee. “Alternative Educational Programs for English Learners.” California Department of Education. Standards, Curriculum Frameworks, and Instructional Resources Divisions. *Improving Education for English Learners. Research Based Approaches. Ch 6 pp. 323- 367*.
- David Dolson and Larri Burnham-Massey. Redesigning English-Medium Classrooms: Using Research to Enhance English Learner Achievement. Covina: CA California Association for Bilingual Education Ch 1 . Overview of (ELD) Programs, pp. 11 -33; ch 2. Delivery of Instructional Services, pp 34 -55
- Stephen May. “Bilingual /Immersion Education. “What the Research Tells Us.” 17 Jim Cummins and Nancy H. Hornberger, eds. Encyclopedia of Language and Education. Volume 5. Bilingual Education.

Accommodating Learners With Special Educational Needs

Week 11 Nov 10 “Mainstreaming” Students With Disability

- US Office of Special Educational Programs (2007). *History: Twenty Five Years of Progress. Educating Children With Disabilities Through IDEA*. Washington, DC.
- Lani Florian, ed. *The Sage Handbook of Special Education*. Thousand Oaks, CA: Sage Publications, 2007.
 - Margaret Winzer, “Confronting Difference: an excursion through the history of special education.” pages 21 – 33.
 - Historical Modes and Social Logics of Special Education.” pages 123 -163.

Week 12 Nov 17 Institutional Accommodation of Visible and Invisible Learning Differences

- Hawkins, V. (2007). Narrowing the gaps for special-needs students. *Educational Leadership*, 64(5), 61-63.
- Steven Dodd (2012): Personalizing public services: understanding the personalisation narrative, *Disability & Society*, DOI:10.1080/09687599.2012.747817.
- Carol Thomas. How is disability understood? An examination of sociological approaches. *Disability and Society*, 19:6, 569 -583.
- Dan Goodley (2001): 'Learning Difficulties', the Social Model of Disability and Impairment: Challenging epistemologies, *Disability & Society*, 16:2, 207-231.

Workshops and Student Presentations

Week 13 Nov 24 From Margin to the Core: Special Education Impact on Conventional Schooling

- US Commission on Civil Rights. *Minorities in Special Education*. A Briefing Report Before the United States Commission on Civil Rights Held in Washington, DC, December 3, 2007.
- Lani Florian, ed. *The Sage Handbook of Special Education*. Thousand Oaks, CA: Sage Publications, 2007.
 - Beth Harry, “The disproportionate placement of minorities in special education,” pages 67 – 84.
 - Susan Peters, “Inclusion as a strategy for achieving education for all,” pages 117 – 130.
- California Legislative Analyst Report

Week 14 Dec 1 Workshop Sessions and Presentations for Final Papers

- Lani Florian, ed. *The Sage Handbook of Special Education*. Thousand Oaks, CA: Sage Publications, 2007.
 - Mel Ainscow, “From special education to effective schools for all: a review of progress so far,” pages 146- 159.

RRR Week Dec 8 Workshop Sessions and Presentations for Final Papers

Exam Period Friday, Dec 12: Research Papers due

Course Format

We meet in seminar weekly and divide the hour between presentations and comments on course readings, and students’ reports and comments on their observations at the educational study sites. Each student will be responsible for launching ONE discussion based on a presentation of themes in the readings for one week. Students may work with colleagues and share presentation responsibilities for multiple presentations.

We will spend time reflecting on several posted field reports that seem especially interesting or raise important procedural, analytical or interpretive questions of interest to the class.

With permission of the class, we will spend some time on film representations of classroom experiences which reflect issues addressed in seminar readings and students’ own research projects.

I will arrange two visits from persons deeply involved in different facets of inclusive educational practice and policy.

The course has several components:

- Reports on Study Site Observations
- Reading assignments
- Seminar meetings
- Research tasks over the semester toward the final course paper
- Workshop on library research and accessing data sources on film and documentary

These components complement and reinforce one another. They have been selected to help you understand the content of course ideas and develop an independent, informed, analytical voice in your writing on the sociological significance and content of documentary films.

Course Sites: bSpace.berkeley.edu

You will need immediate and regular internet access to the course site at b-space. We will post:

- Syllabus
- Administrative announcements
- Downloadable assignment instructions
- Electronically available course readings

Students will post:

- Weekly Field Memos
- Notes and Outlines for the Seminar Presentation They Organize
- All required course assignments
- Contributions to the FORUMS discussions.
- Electronic resources from the media or internet on topics of interest to seminar members

Office Hours and Contact Information

Email is the best way to communicate with me at brpowers@berkeley.edu. You may also leave messages for BP with the Sociology office, (510) 642-4766.

BP office hours will be in 488 Barrows Hall, on Wednesdays from 3:15 to 4.30; Friday, 12 – 1.30.

Please secure a slot for office hours at wejoinin.com/brpowers@berkeley.edu

Each student must visit at least one office hour to check in on progress in your semester-length research project. We invite you to check in with us more often on your developing understanding of course ideas. We can arrange group conversations on particular topics as the semester moves along.

Assignments

All assignments must be submitted on paper in class and electronically through bspace site under the “Assignments” tab.

Course papers must be typed, double-spaced, on one side of the page. You are responsible for keeping a backup of all work submitted. If any work is misplaced, you must be able to furnish a duplicate.

Course Citizenship

Attendance Required and Participation is Expected

Attendance is required at all seminar meetings. Please honor your colleagues with your insights on their work and their thoughts on course ideas. We will all grow and learn together.

Email Etiquette

When you use email, please remember to write clearly and professionally. Imagine that you are speaking directly to your recipient, and monitor the content, tone, and attitude of your message accordingly. Please avoid writing emails in a state of panic or extreme stress. If you do not receive a response from us when you wish, please remember there other students in the course who may be contacting us, and we have other obligations besides those important ones to Sociology 190 students. We will appreciate your patience.

Despite the many advantages of email, it may not be the best venue for all concerns students have. For example, it is not a good means to resolve issues you may have about the evaluation and grading of your work. It is better to come to office hours to discuss such a topic.

Some emails are not always welcome, especially those that re-ask a question that has been addressed in class, at the course site as an announcement, or in an email to the class. Pay attention to notifications of updates, schedule changes, new materials, and other clarifications. By all means use email for clarification, but monitor your use. Before hitting the send button on a message for information about course procedures, please double check for earlier information and updates.

Plagiarism and academic dishonesty. Academic Honor Code!

Please be aware that the campus has instituted an honor code and has asked faculty and students to agree to follow it. You can find information on the honor code at <http://asuc.org/honorcode/index.php>.

You should be aware I tend to be especially vigilant in responding to academic dishonesty and plagiarism. It is easy to avoid. You must properly cite sources of all work that is not your own. Consult us for advice in case of uncertainty. You should be aware that penalties for plagiarism are outlined by the university and can include expulsion. Students in my classes have been failed for the entire course for breaching rules of academic honesty. When in doubt about proper use and citations of other's writings in your work, ask for guidance.

Entering the scholarly conversation

The best way to grow intellectually through the material in the class is to develop your own dialogue with it. Film study, documentary filmmaking, and sociology all are skeptical fields, asking questions about the world in an effort to make some novel sense of it. You should feel free to be as challenging to these scholarly fields as they are of the world they analyze. Expect to get the most from this course by investing time and energy in the films, readings, discussions and research.