

UNIV 103: First Year Seminar
Justice for All
Millersville University
Fall 2013 Syllabus
Hash 011

"The Pledge of Allegiance says 'liberty and justice for all'. Which part of 'all' don't you understand?"

~Pat Schroeder (U.S. House Representative, CO, 1973-1997)

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Office hours:

Monday:	11:30 – 1:30pm
Tuesday:	3:00 – 4:30pm
Wednesday:	3:00 – 4:30pm
Other times by appointment	

Peer Mentors:

Jaleen Leon (jtleon@millersville.edu, 484-529-7353) – 8:00 am
Francis Ozuna Cedano (fjozuna@millersville.edu, 484-353-4168) - 8:00 am
Carlos Vargas Ramirez (cmvargas@millersville.edu, 484-721-2056) - 9:30am

Catalog Description:

This seminar will explore questions of fairness, justice and equity in education. What should all children know and be able to do and who gets to make that decision? Should education be considered a civil right? Whose responsibility is it to insure quality education? What is your responsibility as a citizen for students in your own community? What is your responsibility to all students, especially in communities where schools have failed to provide students with equal opportunity for success in society? We will seek answers to these questions by examining the familiar (schools) from different and often challenging perspectives. Students will read, research, discuss and present various aspects of education in equity framed within the social issues of race, class, gender, ethnicity, and socioeconomic status. By analyzing their findings, students will develop their own understanding of American education helping them to become more informed and involved citizens.

COURSE OBJECTIVES:

- * Conduct research on a current issue related to equity in education; find, select, evaluate, and integrate appropriate sources of information, and report findings.
- * Recognize the varying assumptions in today's society that influence choices that affect equity in schools.
- * Develop critical questions from reading for class discussion that demonstrate synthesis of key concepts and assumptions.
- * Effectively articulate and justify their own analysis of a topic and respectfully listen to and respond to the opinions of others.
- * Reflect in writing on their civic responsibility for schools within and outside of their own communities.

- * Compare and contrast education experiences of diverse groups of students in American schools.
- * Express opinion in writing clearly and convincingly.

SERVICE LEARNING

This course, like all FYE courses, will contain a service learning component. Our service learning component will consist of participating in the Day of Caring. Each student may also serve as a pen pal to urban elementary students and/or a tutor/mentor for a community organization in Lancaster City.

LEARNING DEVICES

Often, students will utilize their SMART phones, tablet computers, laptop computers, etc, within class settings for assistance with an in-class assignment. In fact, I may specifically ask for you to bring/utilize one of these devices for a few learning activities. I respectfully ask that the use of these items be limited to on-task classwork during class meetings.

COMMITMENT TO AN INCLUSIVE COMMUNITY

At Millersville University of Pennsylvania, we hold that an inclusive community is a core value that is an essential part of the foundation for our community. Millersville is firmly committed to supporting and advancing the diversity of its campus community. We see diversity as being a characteristic of the community and all its constituents, rather than representing an individual deviation from society's perceived historical norms. We believe that the University is enhanced by fostering a diverse community of students, faculty, staff and friends. It is part of the University's mission to provide its members with the skills, awareness, and understandings of different backgrounds that are necessary to cultivate a diverse and inclusive community.

To that end, Millersville University of Pennsylvania, within its authority, further commits to ensuring an environment that is inclusive and respectful of all people, and expects equal and non-hostile treatment of any person or group by all on the basis of: race or ethnicity; gender; sexual orientation, gender identity, or gender expression; campus status (i.e., student, faculty, or staff); marital status; age; religion or belief system; persons with disabilities; or national background or origin.

STRUCTURED STUDY HALL

Attendance at study hall is a mandatory part of the Millersville Scholars Program. Non-attendance at any session will result in losing points from this grade.

THAT'S ON TUESDAYS (TOTS)

The peer mentors are preparing a new program called That's On Tuesdays or TOTs. This program will highlight some of the values/skills/issues confronting many first-year students. Peer Mentors will be making announcements about these events. These sessions (see below for titles) will be offered at 9pm at SMC MPR.

<i>September 10</i>	<i>Purpose for College/Critical Thinking</i>
<i>September 17th</i>	<i>Managing Time</i>
<i>September 24th</i>	<i>Learning Styles</i>
<i>October 1st</i>	<i>Emotional Intelligence</i>
<i>October 8th</i>	<i>Study Skills</i>
<i>October 22</i>	<i>Test Anxiety</i>
<i>October 29th</i>	<i>Learning to Read and Reading to Remember</i>
<i>November 5th</i>	<i>Research Skills</i>
<i>November 12th</i>	<i>Writing and speaking</i>
<i>November 19th</i>	<i>Managing Money</i>

ACADEMIC HONESTY

You are expected to adhere to the Millersville University Policies. If you are not familiar with these policies, check the undergraduate student catalog.

COURSE ACCOMMODATIONS

The Office of Learning Services coordinates academic accommodation and related services for students who meet eligibility criteria set forth by the Americans with Disabilities Act. This generally includes students with learning and physical disabilities, but extends to those who have a handicapping condition that substantially limits a major life activity such as learning. If you meet eligibility criteria, you are expected to contact the Office of Learning Services (872-3178). In addition, please notify me the first week of class. I will be happy to make accommodations for those who qualify.

COURSE REQUIREMENTS

1. Professional disposition: This course is one of the first in your college career. At all times, you should work diligently to make yourself a more competent college-level student. Assignments, reading and discussions are not simply hoops to jump through. Ask questions, seek clarity, express your opinions respectfully and listen intently to the opinions of others.... Be willing to be wrong and be willing to work.
2. Completion of all readings.
3. Regular class attendance and informed participation. It is expected that each students will attend every seminar and come fully prepared to discuss ideas in an informed and respectful manner. The same holds true for your participation in service-learning projects and D2L discussion boards. Absences could result in a grade reduction or failing grade for the course. However, if there is an unforeseen emergency impacting attendance or participation, the student is responsible to inform the professor of the circumstances.
4. Completion of the following major assignments:
 - a. Group Presentation: Students will be split into groups of no more than 4 students. Each group will be charged with researching the events over the past 10 years within 1 of 4 local urban school districts (Harrisburg, York, Lancaster, or Reading). Each group will speculate, supported by class texts and outside resources, the impact on the individual students within the district. Each group will also come up with one recommendation for the school board within their district. These findings will be presented in a 5-7 minute presentation.
 - b. Reflections: For almost every class, very short (1 page or less) reflective writings will be used to begin class discussions. These short reflections are both summaries of what you read and a way to begin articulating your response to the readings. Some days you will be given a prompt to write about, other days the responses will be more open-ended. In either case, there are no "right" answers to the questions or "correct" ways to react to the readings. Equally true is that these are not intended as ways to check up on whether or not you are doing the reading. What they are is a vehicle for beginning critical analysis of the ideas presented and discussed in class, and one of the many ways you can communicate what and how you are thinking about the content of the course. These dialogues will be collected via the D2L dropbox and reviewed periodically.
 - c. Chapter Analysis: Pick a chapter from the Westheimer book and take it a step further. The chapters are provocative (and potentially upsetting) due to the political ideology of the author(s) or the topic that is being presented. Some of the chapters might also articulate

exactly what you think and what you would like to tell everyone who has ever disagreed with you. You will either agree or disagree with the author(s) by presenting your view of the issues surrounding patriotism and opportunities in public schools in a more detailed and research-based framework. This is a 5-8 page paper designed to give you a chance to express your opinion as well as look for support for that opinion through researcher the topic. **Due dates will vary, based on when the chapter is discussed in class. Those who have chosen the particular chapter will also be responsible for leading some of the class discussion.**

- d. Action Plan: Students develop an action plan that describes how improvement in the current system can come about and what their personal role in change will be. This plan can be in the form of a service video, position paper, presentation, etc. Students may complete this assignment individually or in groups of 4 or fewer.

Failure to meet academic and behavioral expectations may lead to consequences from the Millersville Scholars Program.

TENTATIVE COURSE OUTLINE

Week 1 (Aug. 26 & 28) Introduction to UNIV 103

Assignments Due

- Introductions
 - The syllabus
 - D2L
 - Course Overview
 - Service Learning Opportunities
 - Teambuilding
 - Time management
 - Discussion of Biases
- 1) D2L intro discussion (by 8/28)
2) Google Survey, Schooling (by 8/28)
3) Kanar Chapt 7 (by 8/28)

Week 2 (Sept. 4) Introduction to "Equity"

- Continue discussion of biases
 - Impact of biases on college experiences
 - Intro to Kozol's book
- 1) Biases Discussion, D2L (Due 9/4)
2) Kozol Intro (1st 1pg reflection - Due 9/4)
3) Google Survey, Service Learning, (Due 9/4)

Week 3, (Sept. 9 & 11) Schooling for "some" vs. the schooling for "others"

- *The Shame of a Nation*, Chapt. 1 & 2
 - Individual reflections of personal schooling
 - Intro to research
- 1) Reflection Chapt 1 (Due 9/9)
2) Reflection Chapt 2 (Due 9/11)
3) McDermott & Raley Reading (Due 9/11)

Week 4, (Sept. 16 & 18) Research and Safe Choices

- Information Literacy (*Report to the Library*, 9/16)
 - o Library Instruction Prof. Jessica George
 - o Group Project Discussion
 - Dr. John Baltzer, Center for Counseling & Human Development, 9/18
 - Assign Westheimer Chapters for Analysis
- 1) Kanar, Chapt. 3 (Due 9/16)
2) Theoharis Reading & Reflection (Due 9/18)
3) Kanar, Chapt. 13 (Due 9/18)
4) Group Project Proposal

Week 5, (Sept. 23 & 25) Inequities and Documenting Schooling

- Discussion of forgotten spaces
- 1) Reflection Chapt 3 & 4 (Due 9/13)

- Discussion of ignored populations 2) Thumann & Simms Reading and Elliott Reading
- Work on Group Projects

Week 6, (Sept. 30 & Oct 2) Managing Resources & What Now?? Part I

- Managing Resources 1) Kanar, Chapt. 6 (Due 9/30)
- *The Shame of a Nation*, Chapt. 7 & 9 2) Reflection 2 chapt (Due 10/2)
- Action Plan Discussion

Week 7, (Oct 7 & 9) The State of PA Urban Ed in Mid-size cities & Taking Action for Education

- *The Shame of a Nation*, Chapt. 10 & 11 1) Reflection Chapt. 10 & 11 (Due Oct 7)
- Smiler Reading Discussion
- *The Shame of a Nation*, Chapt. 12 2) Reflection Chapt 12 (Due 10/9)
- Group Presentations 3) Group Project/Presentation (Due 10/9)
- 4 yr course of study

Week 8, (Oct 16) The State of PA Urban Ed in Mid-size cities cont. & Intro to Patriotism

- *Pledging Allegiance*, Chapt. 1 1) Continue Group Project Presentations
- Racial perspective on patriotism 2) Chapt. 1 Analysis (Due 10/16)

Week 9, (Oct 21 & Oct 23) Introduction to Patriotism Cont. & Preparing for Registration

- Preparing for registration – Dr. White 1) Bring degree audit (Due 10/21)
- Bayoumi book 2) Chapt. 2 Analysis (Due 10/23)
- *Pledging Allegiance*, Chapt. 2 3) Kanar, Chapt. 4 (Due 10/21)
- Terrorism and education 4) Reflection Chapt 1 & 2 (Due 10/23)
- **Possible visit to Ross elementary school?**

Week 10, (Oct 28 & Oct 30) Patriotism and Belonging

- *Pledging Allegiance*, Chapt. 3 & 4 1) D2L discussion (Due 10/30)
- D. Richardson article 2) Chapt. 3 Analysis (Due 10/28)
- D2L discussion 3) Chapt. 4 Analysis (Due 10/30)

Week 11, (Nov 4 & Nov 6) Construction of Public Opinion

- *Pledging Allegiance*, Chapt. 5 & 6 1) Reflection Chapt. 5 & 6 (Due 11/6)
- Discussion of One Book 2) Chapt. 5 Analysis (Due 11/4)
- 3) Chapt. 6 Analysis (Due 11/6)

Week 12, (Nov 11 & Nov 13) Patriotism and the Military

- *Pledging Allegiance*, Chapt. 7 & 8 1) Reflection Chapt. 7 & 8 (Due 11/13)
- Time to Work on Action Plan 2) Chapt. 7 Analysis (Due 11/11)
- 3) Chapt. 8 Analysis (Due 11/13)

Week 13, (Nov 18 & Nov 20) Schools' Role in Patriotism

- *Pledging Allegiance*, Chapt. 9 & 10 1) Chapt. 9 Analysis (Due 11/18)
- Class Debate 2) Chapt. 10 Analysis (Due 11/20)
- 3) D2L debate extension (Due 11/25)

Week 14, (Nov 25) Patriotism & School Equity

- Class Debate Continued 1) Reflection on School Equity and Patriotism (Due 12/2)
- Patriotism in relation to school equity

Week 15, (Dec 2 & Dec 4) Final Definition of Patriotism

- *Pledging Allegiance*, Chapt. 12 & 13 1) Chapt. 12 Analysis (Due 12/2)
- The Role of Dissent in Schools 2) Chapt. 13 Analysis (Due 12/4)
- Expressions of Patriotism in Art

Week 16, (Dec 9) What Now, Part II

- Action Plan Presentations Planning 1) Action plans (Due 12/9)
- Course Summary 2) Final course reflection (Due 12/9)

**Finals (Thurs, Dec 12, 2:45 – 4:45pm for the 8:00am section)
(Wed, Dec 11, 8:00 – 10:00 am for the 9:30am section)**

- Action Plan Presentations

CRITERIA	VALUE
<i>Participation (includes attendance & D2L conversations)</i>	<i>Percentage of points earned</i>
<i>Reflections & Assignments</i>	<i>Percentage of points earned</i>
<i>Group Presentation</i>	<i>Percentage of points earned</i>
<i>Westheimer Chapter Analysis</i>	<i>Percentage of points earned</i>
<i>Action Plan</i>	<i>Percentage of points earned</i>

There is an opportunity to earn extra credit points due to attending approved cultural events.

Grading Scale:

- A = 94 – 100%**
- A- = 90 - 93%**
- B+ = 87 – 89%**
- B = 84 – 86%**
- B- = 80 – 83%**
- C+ = 77 – 79%**
- C = 74 – 76%**
- C- = 70 – 73%**
- D+ = 67 – 69%**
- D = 64 – 66%**
- D- = 60 – 63%**
- F = Below 60%**

Required Texts

Kanar, C. (2014). *The confident student, 8th ed.* Boston, MA: Wadsworth. (Selected chapters).

Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in america.* New York, NY: Random House.

Westheimer, J. (2007). *Pledging allegiance: The politics of patriotism in America’s schools.* New York, NY: Teachers’ College Press.

Additional Resources/Readings

Allen, R.L. (2009). “What about poor white people?” In Ayers, W., Quinn, T, & Stoval, D. (Eds.), *Handbook of social justice in education* (pp. 209-230). New York, NY: Routledge.

- Bayoumi, M. (2008). *How does it feel to be a problem? Being young and Arab in America*. New York, NY: Penguin.
- Brown, E.R. (2009). Education and the law: Toward conquest or social justice. In Ayers, W., Quinn, T, & Stoval, D. (Eds.), *Handbook of social justice in education* (pp. 59-87). New York, NY: Routledge.
- Elliott, K.O. (2012). The right way to be gay: How school structures sexual inequality. In Meiners, E., & Quinn, T. (Eds.), *Sexualities in education* (pp. 219-227). New York, NY: Peter Lang Publishing. (pp. 158-166).
- Johnson, A.G. (2006). *Privilege, power and difference, 2nd ed.* New York, NY: McGraw-Hill.
- Kozol, J. (1992). *Savage inequalities: Children in America's schools*. New York, NY: Harper Perennial.
- McDermott, R., & Raley, J.D. (2009). "The tell-tale body": The constitution of disabilities in schools. In Ayers, W., Quinn, T, & Stoval, D. (Eds.), *Handbook of social justice in education* (pp. 431-445). New York, NY: Routledge.
- Nieto, S. (2004). *Affirming diversity: The sociopolitical context of multicultural education, 4th ed.* Boston, MA: Pearson.
- Richardson, D. (2012). Citizenship and sexuality: What do we mean by "citizenship"? In Meiners, E., & Quinn, T. (Eds.), *Sexualities in education* (pp. 219-227). New York, NY: Peter Lang Publishing.
- Smiler, A.P. (2009). Unintentional gender lessons in the schools. In Ayers, W., Quinn, T, & Stoval, D. (Eds.), *Handbook of social justice in education* (pp. 358-370). New York, NY: Routledge.
- Tatum, V.D. (1997). *"Why are all the black kids sitting together in the cafeteria? And other conversations about race*. Washington, DC: American Educational Research Association.
- Theoharis, J., (2009). "I hate it when people treat me like a fxxx-up." In Alonso, G., Anderson, N., Su, C., & Theoharis, J., *Our schools suck: Students talk back to a segregated nation on the failures of urban education* (pp. 69-111). New York, NY: New York University Press.
- Thumann, H.R., & Simms, L.E. (2009). Who decides for us, deaf people? In Ayers, W., Quinn, T, & Stoval, D. (Eds.), *Handbook of social justice in education* (pp. 191-208). New York, NY: Routledge.