

EDUCATION AND SOCIETY (AKA SOCIOLOGY OF EDUCATION)

Section 0170-288-002

Tuesdays / Thursdays 9:25-10:40 am

216 HHE

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Office Hours: Tuesdays/Thursdays 8:15-9:15am & 12:15-1:15pm and Wednesday 11am-1pm

Please make an appointment if you need to speak with me at a specific time as obligations sometimes arise that interfere with these hours.

COURSE DESCRIPTION

This course examines the history, development and current state of educational systems (primary, secondary and post-secondary) as important institutions of society and explores how social forces shape what is taught, how and to whom and analyzes the roles that education plays in the United States and globally.

GOALS

1. To convey basic knowledge about the history and development of the educational system in the United States from the perspective of key sociological thinkers;
2. To explore how social forces such as political and economic conditions shape various components of educational institutions (i.e. their mission, structure, pedagogical orientation and curriculum) and how education occurs in and out of the context of schools;
3. To examine the social roles that educational systems play in the United States and globally; and
4. To impart a critical understanding of current social issues related to education with an emphasis on the implications for socially responsible citizenship and civic engagement.

LEARNING OBJECTIVES

By the end of the semester students will be able to:

- ❖ Describe the educational system in the United States from an historical perspective with an understanding of social forces that shape curriculum, pedagogical orientation and various advantages and challenges faced by particular social groups;
- ❖ Articulate an analysis of longstanding tensions related to education for the common good versus serving the political and economic elite; public versus private education; access and excellence in opportunity and outcome for diverse populations; and the function of higher education in society overall; and
- ❖ Apply knowledge gained to the interpretation and critique of perspectives about social issues relevant to the institution of education in society.

COURSE TOPICS

*Introduction to the Sociology of Education
*Historical, Social, Political & Economic
Contexts That Shape Educational Systems
*Education and Social Structure: For Whom,
With What Goals and Outcomes

*Equality, Equity and Diversity
*Democracy and Civic Education
*Higher Education
*Education around the Globe
*Education and Social Change

TEXTS: Ballantine, Jeanne H. and Joan Z. Spade. 2004. *Schools and Society: A Sociological Approach to Education*, 2nd Edition. Belmont, CA: Thomson Wadsworth Publishers.

Supplementary readings as indicated on the COURSE SCHEDULE. See the READING LIST at the end of the syllabus for information about how to locate them. Please note that additional readings may be assigned throughout the semester. If so you will be notified in class and via Blackboard.

COURSE REQUIREMENTS

CLASS PARTICIPATION AND ATTENDANCE: Active participation maximizes the benefits of this course for the individual and collectivity. Students are expected to complete reading assignments **prior** to class, participate in discussions and are responsible for material missed when absent.

ASSIGNMENTS are to be completed as noted below. Detailed instructions will be distributed.

- *Lived Experience Essay
- *Public Event Summary
- *Education around the Globe Research Project
- *Final Exam

Written assignments are to be typed, double spaced, with 1 inch margins. Grading will be based on the demonstration of mastery of the subject matter, whether the assignment was fulfilled completely, and depth of critical analysis, insight, clarity and thoughtful reflection. Subtitles should be used to organize thoughts. Papers should be carefully proofread before submission. There will be a 10% penalty for spelling, grammatical or formatting mistakes and/or for late papers. They may not be accepted after one week past the deadline. You may submit papers prior to a deadline to receive feedback. Please allow at least several days turn around.

EMAIL AND BLACKBOARD: Each student is required to obtain an **e-mail** account, to arrange **Blackboard access**. There will be substantial communication throughout the semester via e-mail and occasional supplemental readings may be accessible only through the web. Students are expected to **check e-mail** between class periods for messages or documents (e.g. Wednesday and Sunday).

- *Please note **ES SP07** in the subject line of all emails.
- *Assignments must be submitted by **hard copy** for grading **AND electronically** either via the drop box or Turnitin.com on Blackboard depending on the assignment instructions.
- *Please follow this filename protocol: **ES SP07 Yourname Assignment.doc**
- *It is your responsibility to make sure emails/assignments are received. Always keep copies!

ACCOMMODATIONS: If you are registered with the Office of Disability Services (3rd floor University Center) and need particular arrangements for this course, please bring this to my attention as soon as possible so I may assist you.

PLAGIARISM (writing someone else's words as if they are your own), sharing your exam or paper with another student, or copying another student's paper or exam will result in an F in the course. See the Adelphi University Undergraduate Bulletin and the Honor Code in the Guide to Student Life for a complete listing of regulations. Please note the use of *Turnitin.com* for all assignments. See Blackboard for Instructions.

EVALUATION CRITERIA

Class Participation (See below for details)	35%
Public Event Summary	10%
Lived Experience Essay	10%
Education around the Globe Research Project	25%
Final Exam	20%

A+	97-100	B+	87-89.9	C+	77-79.9	D+	67-69.9
A	93-96.9	B	83-86.9	C	73-76.9	D	60-66.9
A-	90-92.9	B-	80-82.9	C-	70-72.9	F	Below 60

CLASS PARTICIPATION AND ATTENDANCE:

- 10% *Timely completion of readings:* Students are expected to come to class prepared including notes about main points, questions and reflections in a designated notebook or electronic file to be submitted twice during the semester and demonstrated through participation.
- 5% *Attendance and punctuality* More than 3 absences will result in a 5% reduction of your grade per additional absence. Persistent lateness will count as absences. Poor attendance and/or lack of participation will adversely affect your grade.
- 10% *In-class assignments* (written and participatory)
- 5% *Readings:* Pairs of students will be assigned to each week to be prepared to:
 - a. State the key questions addressed and arguments related to the week's subject matter
 - b. Describe the relationship of this article to the course topic overall
 - c. Pose two questions the material raises for possible class discussion (e.g. about the implications or significance of the article, differing positions about the issue, etc.)
 Notes should be submitted electronically the night before and hard copy in class (1 copy).
- 5% *Alternative media source:* Students are responsible to monitor a listserve for articles related to education in society. Suggestions are listed at the end of the syllabus; in addition, any international press would be fine. If there is another source you'd like to monitor, please request approval. Over the semester print **3** that interest you (one for each of February, March and April), and bring them to class for discussion.

EDUCATION AROUND THE GLOBE PROJECT: For this paper you will research a specific aspect of an educational system in a nation other than the United States. Your country selection and rationale need to be approved. For purposes of this paper, you might investigate how factors such as race, class, gender, sexuality, religion, ethnicity, language, ability, etc. are handled or a specific issue or component of educational systems such as curriculum, pedagogy, higher education, language education etc. This project will be submitted in sections:

Part I:	Topic Proposal and Rationale with Initial List of Sources	(5%)
Part II:	Outline and Annotated Bibliography	(10%)
Part III:	Final Report	(10%)

Students are encouraged to outreach to educators, authors, journalists and scholars in the country you research. Make an appointment for consultation at any time if you would like assistance.

PUBLIC EVENT SUMMARY AND LIVED EXPERIENCE ESSAY: Specific instructions including grading criteria will be distributed as specified on the CLASS SCHEDULE below.

FINAL: Instructions for this exam will be given as designated on the CLASS SCHEDULE below. Exam content will assess your understanding of the course topic relating to the course goals and learning objectives as stated in the syllabus. Makeup tests will be arranged only with an excused and documented absence.

EXTRA CREDIT: After receiving grades for the Public Event Summary and Lived Experience Essay, students may pursue opportunities for extra credit. Up to two points extra credit (maximum six points) will be given for participating in campus or community activities related to topics we discuss in class. To get the extra credit students must submit a one-page summary of the connections drawn to concepts we are discussing and what thoughts you had about the experience. Please check before assuming that an activity or event is acceptable.

PLAGIARISM (writing someone else’s words as if they are your own), sharing your exam or paper with another student, or copying another student’s paper or exam will result in an “F” in the assignment and may result in an “F” in the course. See the Adelphi University Undergraduate Bulletin and the Honor Code in the Guide to Student Life for a complete listing of regulations.

CLASS SCHEDULE

WEEK	TOPICS / READINGS / ASSIGNMENTS	
INTRODUCTION TO THE SOCIOLOGY OF EDUCATION		
ONE 1.25.07	Syllabus and materials distributed. Discussion of class topic. Census 2000. <i>America at the Dawn of a New Century</i> & Sections on Education. Multicultural Education and Equity Awareness Quiz	
HISTORICAL, SOCIAL, POLITICAL & ECONOMIC CONTEXTS THAT SHAPE EDUCATIONAL SYSTEMS		
TWO 1.30.07	BALLANTINE AND SPADE Part 1: WHAT IS SOCIOLOGY OF EDUCATION? 1. Theories in the Sociology of Education by Alan R. Sadovnik.	<i>Education Around the Globe Project Instructions Distributed</i>
2.1.07	Fraser, James W. <i>The School in the United States</i> . Boston: McGraw Hill. 1-4; 48-52; 107-113	
THREE 2.6.07	BALLANTINE AND SPADE Part 3: THE INFORMAL SYSTEM AND THE HIDDEN CURRICULUM. 12. Real School: A Universal Drama Amid Disparate Experience by Mary Haywood Metz.	<i>Lived Experience Essay & Public Event Summary Instructions Distributed</i>
2.8.07	Sacks, Peter. “Inventing Intelligence: The Origins of Mental Measurement.”	

FOUR 2.13.07	BALLANTINE AND SPADE Part 4: THE SOCIAL CONSTRUCTION OF KNOWLEDGE. 18. Romeo and Juliet Were Just Good Friends by Joan Del Fattore. Banks, James. 2005. "The Social Construction of Difference and the Quest for Educational Equality."	
2.15.07	19. The Content of Curriculum by E.H. McEneaney and J. W. Meyer. Martinez, Elizabeth. 1998. "Whose Chicano History Did You Learn"? <i>Discussion of Alternative Media (Bring at least one article)</i>	
	EDUCATION AND SOCIAL STRUCTURE: FOR WHOM, WITH WHAT GOALS AND OUTCOMES	
FIVE 2.20.07	BALLANTINE AND SPADE Part 5: SCHOOLING IN ITS SOCIAL CONTEXT: EDUCATIONAL ENVIRONMENTS. 21. How Money Matters: The Effect of School District Spending on Academic Achievement by Harold Wenglinsky. 23. Through the Back Door: The History of Women's Education by David Sadker and Myra Sadker.	
2.22.07	24. Public Schools and the Public Good by Karl L. Alexander. Arce, Josie, Debra Luna, Ali Borjian & Marguerite Conrad. 2005. "No Child Left Behind: Who Wins, Who Loses?" Burris, Carol Corbett. 2004. "When Excellence And Equity Thrive." <i>Education Week</i> . January 28.	<i>Education Around the Globe Part I -<u>DUE</u></i>
SIX 2.27.07	Christopher, Renny. 2004. What About the Dumb Kids? Lake, Robert. 1990 "An Indian Father's Plea." Baynton, Douglas C. 2004. "Disability and the Justification of Inequality in American History."	
3.1.07	Christopher, Renny. 2003. Damned if you do, damned if you don't. Gordon, Lenore. 1994. "What Do We Say When We Hear 'Faggot' "?	
SEVEN 3.6.07	BALLANTINE AND SPADE Part 6: SOCIAL STRATIFICATION AND SCHOOLS. 25. American Schooling and Educational Inequality by Adam Gamoran. 28. Gender in Education in the United States by Joan Z. Spade.	<i>Lived Experience Essay <u>DUE</u></i>
3.8.07	29. Everyday Schooling and the Elaboration of Race-Gender Stratification by Linda Grant. Rubal-Lopez, Alma. 2004. "Does Bilingual Education Matter?"	

EQUALITY, EQUITY AND DIVERSITY		
EIGHT	BALLANTINE AND SPADE Part 7: EFFORTS TOWARD EQUALITY AND EQUITY IN EDUCATION.	
3.13.07	30. Deepening Segregation in American Public Schools by Gary Orfield, Mark D. Bachmeier, David R. James, and Tamela Eitle. 35. Equitable Classrooms in a Changing Society by Elizabeth G. Cohen.	
3.15.07	Van Ausdale, Debra and Joe R. Feagin. 2001. <i>The First R. How Children Learn Race and Racism.</i> pp. 175-213 Frankenberg, E. (2006). <i>The Segregation of American Teachers.</i> Council on Interracial Books for Children. 1994. "10 Quick Ways to Analyze Children's Books for Racism and Sexism." <i>Discussion of Alternative Media (Bring at least one article)</i>	
DEMOCRACY AND CIVIC EDUCATION		
NINE	Berman, Sheldon. 1997. "The Courage to Teach Social Responsibility." Banks, James A. Editor. 2004. <i>Diversity and Citizenship Education: Global Perspectives.</i> Intro.	Public Event Summary <u>DUE</u>
3.20.07		
3.22.07	Zinn, Howard & Donald Macedo. 2005. <i>On Democratic Education.</i> Ch 1. Christensen, L. 1994. "Unlearning the Myths That Bind Us: Critiquing Fairy Tales and Films." <i>Rethinking Our Classrooms.</i> Vol. 1. 8-13.	
TEN	BALLANTINE AND SPADE Part 10: EDUCATIONAL REFORM AND CHANGE.	
3.27.07	47. Beyond College for All: Career Paths for the Forgotten Half by James E. Rosenbaum. 48. Deschooling Society by Ivan Illich.	
3.29.07	FairTest: "What's Wrong with Standardized Tests?" < http://www.fairtest.org/facts/whatwron.htm > Guinier, Lani. 2002. "Race, Testing, and the Miner's Canary." < http://www.rethinkingschools.org/archive/16_04/16_04.shtml . Kohn, Alfie. 2000. "Standardized Testing and Its Victims." OR Perrone, Vito. 2000. "Standardized Testing" How Did We Get Here?"	
SPRING BREAK – No class on April 3rd or 5th		
HIGHER EDUCATION		
ELEVEN	BALLANTINE AND SPADE Part 8: HIGHER EDUCATION.	Education Around the Globe Part II <u>DUE</u>
4.10.07	40. The Soul of a New University by Arthur Levine. Christopher, Renny. The State of Higher Education in California.	

4.12.07	Kyle, Ken. 2005. "To See or Not to See the Crisis in the Academy: A Call for Action." <i>Social Justice</i> Volume 32, No. 3. Ehrlich, Thomas & Ann Colby. 2004. "Political Bias in Undergraduate Education." <i>Discussion of Alternative Media (Bring at least one article)</i>	
TWELVE 4.17.07	44. Global Challenge and National Response: Notes for an International Dialogue on Higher Education by P.G. Altbach and T. M. Davis. Bush, Melanie E. L. 2004. "Cracks in the Wall of Whiteness: Desperately Seeking Agency and Optimism." 219-251.	
4.19.07	To Be Announced	
EDUCATION AROUND THE GLOBE		
THIRTEEN 4.24.07	BALLANTINE AND SPADE Part 9: EDUCATION IN AN INTERNATIONAL CONTEXT. 42. Development and Education by Colette Chabbot and Francisco O. Ramirez. 46. Wider Contexts and Future Issues: National Standards and School Reform in Japan and the United States by Thomas P. Rohlen.	
4.26.07	Cuba's Academic Performance in Comparative Perspective Martin Carnoy, Jeffery Marshall. Contesting the curriculum in the schooling of indigenous children in Australia and the United States: From eurocentrism to culturally powerful pedagogies A. Hickling-Hudson, R. Ahlquist.	
EDUCATION AND SOCIAL CHANGE		
FOURTEEN 5.1.07	Tannock, Stuart. 2005. "Is Opting Out Really an Answer? Schools, Militarism, and the Counter-Recruitment Movement in Post-September 11 United States at War." Additional reading on the Prison and Military Industrial Complexes - tba	
5.3.07	Goodlad, John I. 2003-04. "Teaching What We Hold Sacred." Zyngier, David. 2003. "Connectedness – Isn't it time that education came out from behind the classroom door and Rediscovered Social Justice." Kohl, Herbert. 1998. "Afterword: Some Reflections on Teaching for Social Justice." <i>Presentations</i>	<i>Education Around the Globe Part III DUE</i>
FIFTEEN 5.8.07	Moyers, Bill. 2006. America 101. <i>Concluding Discussion</i>	
FINAL THURSDAY MAY 17th, 2007 (10:30am-12:30pm)		

BOOKS for the LIVED EXPERIENCE ASSIGNMENT

(Select one – Instructions to be distributed)

Abu El-Haj, Thea Renda. 2006. *Elusive Justice: Wrestling with Difference and Educational Equity in Everyday Practice*. New York: Routledge.

Fordham, Signithia. 1996. *Blacked Out*. Chicago: University of Chicago Press.

Kenny, Lorraine Delia. 2000. *Daughters of Suburbia: Growing up White, Middle Class and Female*. New Brunswick, NJ: Rutgers University Press.

Kotlowitz, Alex. 1991. *There are No Children Here*. New York: Anchor Books.

Michie, Gregory. 1999. *holler if you hear me: the education of a teacher & his students*. New York: Teachers College Press.

ALTERNATIVE MEDIA/LISTSERVES

Campus Progress

<http://www2.americanprogress.org/dia/organizationsCAP/americanprogress/signUp.jsp?key=1014&t=CampusProgress.dwt>

Education Week

<https://c4.erightsweb.com/edweek/show/registration/registerUser.do?promoCode=freereg2&sitecode=default&source=http://www.edweek.org/ew/index.html&desintation=http://www.edweek.org/ew/index.html>

Inside Higher Ed.com https://www.insidehighered.com/sign_up

Journal of Blacks in Higher Education <http://www.jbhe.com/subscribe.html>

New York Collective of Radical Educators nycoreupdates-subscribe@yahoogroups.com

Prison Moratorium Project <https://lists.mayfirst.org/cgi-bin/mailman/listinfo/school2prison>

Rethinking Schools <https://lists.core.com/mailman/listinfo/rscriticalteach>

Teachers College Record www.tcrecord.org (Go to Members Center to sign in as a visitor)

Tolerance.org <http://www.tolerance.org/teach/newsletter/index.jsp>

Tom Paine.com <http://www.tompaine.com/>

Wire Tap Magazine <http://www.wiretapmag.org/education/>

SEE BLACKBOARD FOR ADDITIONAL RELATED WEBSITES, ORGANIZATIONS AND LINKS

Education Not Incarceration <http://www.ednotinc.org/>

Electronic Magazine of Multicultural Education <http://www.eastern.edu/publications/emme/>

Harvard Education Press <http://gseweb.harvard.edu/hepg>

Higher Education Statistics Agency <http://www.hesa.ac.uk/>

National Center for Science Education <http://www.ncseweb.org/>

Radical Teacher <http://radicalteacher.org>

Rethinking Schools <http://www.rethinkingschools.org/>

Tolerance.org <http://www.tolerance.org/>

United for a Fair Economy <http://www.faireconomy.org/>

READING LIST – ALPHABETICAL BY AUTHOR	LOCATION
Arce, Josie, Debra Luna, Ali Borjian & Marguerite Conrad. 2005. “No Child Left Behind: Who Wins, Who Loses?” <i>Social Justice</i> Volume 32, No. 3.	Blackboard
Banks, James. 2005. “The Social Construction of Difference and the Quest for Educational Equality. In <i>Critical Pedagogy and Race</i> . Edited by Zeus Leonardo. Oxford: Blackwell Publishing. 93-110.	E-reserves
Banks, James A. Editor. 2004. <i>Diversity and Citizenship Education: Global Perspectives</i> . San Francisco: Jossey Bass.	E-reserves
Baynton, Douglas C. 2004. “Disability and the Justification of Inequality in American History.” In <i>Race, Class, and Gender in the United States</i> . 2004. Edited by Paula S. Rothenberg. New York: Worth Publishers. 6th Edition. 93-101.	Handout
Berman, Sheldon. 1997. “The Courage to Teach Social Responsibility.” in <i>Children’s Social Consciousness and the Development of Social Responsibility</i> . Albany: SUNY Press. 189-203.	E-reserves
Burris, Carol Corbett. 2004. “When Excellence And Equity Thrive.” <i>Education Week</i> . January 28.	Handout
Bush, Melanie E. L. 2004. “Cracks in the Wall of Whiteness: Desperately Seeking Agency and Optimism.” <i>Breaking the Code of Good Intentions: Everyday Forms of Whiteness</i> . Lanham: Rowman and Littlefield, Inc. 219-251.	E-reserves
Cuba's Academic Performance in Comparative Perspective Martin Carnoy, Jeffery Marshall. <i>Comparative Education Review</i> . Chicago: May 2005. Vol. 49, 2; 230.	Blackboard
Census 2000. <i>America at the Dawn of a New Century</i> and Sections on Education	Blackboard
Christensen, Linda. 1994. “Unlearning the Myths That Bind Us: Critiquing Fairy Tales and Films.” In <i>Rethinking Our Classrooms</i> . Volume 1. 8-13.	Handout
Christopher, Renny. What About the Dumb Kids? Minnesota Review. Columbia: Spring 2004. p. 111.	Blackboard
Christopher, Renny. Damned if you do, damned if you don't Academe. Washington: Jul/Aug 2003. Vol. 89, Iss. 4; p. 37.	Blackboard
Christopher, Renny. The State of Higher Education in California Radical Teacher. Cambridge: 2005. p. 15.	Blackboard
Council on Interracial Books for Children. 1994. “10 Quick Ways to Analyze Children’s Books for Racism and Sexism.” <i>Rethinking Our Classrooms</i> . Vol 1. 14-15.	Handout
Ehrlich, Thomas & Ann Colby. 2004. “Political Bias in Undergraduate Education.” <i>Liberal Education</i> . Association of American Colleges & Universities. Sum. 36-39.	Blackboard
FairTest: “What’s Wrong with Standardized Tests?” The National Center for Fair & Open Testing. < http://www.fairtest.org/facts/whatwron.htm > 15 January 2005.	Blackboard
Frankenberg, E. (2006). <i>The Segregation of American Teachers</i> . Cambridge, MA: The Civil Rights Project at Harvard University.	Blackboard
Fraser, James W. 2001. <i>The School in the United States</i> . Boston: McGraw Hill.	E-reserves
Goodlad, John I. 2003-04. “Teaching What We Hold Sacred.” <i>Educational Leadership</i> . 61. No 4. Dec/Jan. 18-21.	Blackboard

Gordon, Lenore. 1994. 'What Do We Say When We Hear 'Faggot'' <i>Rethinking Our Classrooms</i> . Volume 1. 86-87.	Blackboard
Gorski, Paul C. "Multicultural Education and Equity Awareness Quiz. Multicultural Pavillion. http://www.edchange.org/multicultural/quiz/quiz.pdf	Blackboard
Guinier, Lani. 2002. "Race, Testing, and the Miner's Canary." <i>Rethinking Schools</i> . Vol 16. No. 4. Summer. 13. < http://www.rethinkingschools.org/archive/16_04/16_04.shtml > Accessed 25.1.05.	Blackboard
Hickling-Hudson, Anne and Roberta Ahlquist. Contesting the curriculum in the schooling of indigenous children in Australia and the United States: From eurocentrism to culturally powerful pedagogies <i>Comparative Education Review</i> . Chicago: Feb 2003. Vol. 47, Iss. 1; p. 64	Link
Kohl, Herbert. 1998. "Afterword: Some Reflections on Teaching for Social Justice." In <i>Teaching for Social Justice</i> . Edited by William Ayers, Jean Ann Hunt and Therese Quinn. New York: The New Press. 285-287.	Handout
Kohn, Alfie. 2000. "Standardized Testing and Its Victims." <i>Education Week</i> . Sept. 27. http://www.edweek.org/ew/articles/2000/09/27/04kohn.h20.html?print=1	Link
Kyle, Ken. 2005. "To See or Not to See the Crisis in the Academy: A Call for Action." <i>Social Justice</i> Volume 32, No. 3.	Blackboard
Lake, Robert. 1990 "An Indian Father's Plea." <i>Teacher Magazine</i> . Vol. 2. No. 1. Sept.	Handout
Martinez, Elizabeth. 1998. "Whose Chicano History Did You Learn" <i>De Colores Means All of Us</i> . Boston: South End Press.	Blackboard
Moyers, Bill. 2006. <i>America 101</i> . http://www.tompaine.com/articles/2006/11/01/america_101.php	Link
Perrone, Vito. 2000. "Standardized Testing" How Did We Get Here?" <i>Lessons for New Teachers</i> . Boston: McGraw Hill. 150-170	E-reserves
Rubal-Lopez, Alma. 2004. "Does Bilingual Education Matter?" <i>19 Urban Questions: Teaching in the City</i> . Edited by Shirley R. Steinberg and Joe L. Kincheloe. New York: Peter Lang. 143-156.	E-Reserves
Sacks, Peter. 1999. "Inventing Intelligence: The Origins of Mental Measurement." <i>Standardized Minds</i> . New York: Perseus Publishing. 17-34.	E-Reserves
Tannock, Stuart. 2005. "Is Opting Out Really an Answer? Schools, Militarism, and the Counter-Recruitment Movement in Post-September 11 United States at War." <i>Social Justice</i> . Volume 32, No. 3.	Blackboard
Van Ausdale, Debra and Joe R. Feagin. 2001. <i>The First R. How Children Learn Race and Racism</i> . Lanham: Rowman and Littlefield Publishers Inc.	E-Reserves
Zinn, Howard & Donald Macedo. 2005. <i>On Democratic Education</i> . Boulder: Paradigm.	E-Reserves
Zyngier, David. 2003. "Connectedness – Isn't it time that education came out from behind the classroom door and Rediscovered Social Justice." <i>Social Alternatives</i> . Volume 22. No. 3, Third Quarter. 41-49.	Blackboard