

Education 367: Culture Wars in the Classroom
Spring 2022
M, W: 1230-140PM; F: 110-210PM

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Office Hours: Mondays, 2-4PM; Tuesdays, 930-1130AM; and by appointment. Sign up for regularly scheduled office hours via my Google calendar link at the top of our course Moodle site.

Course Description

This course examines past and present school controversies, including school prayer, banned books and student protests. Who controls the curriculum? How do we teach contentious issues such as evolution, racism and climate change? To what extent do teachers and students enjoy the right to free expression? These are the kinds of questions “Culture Wars in the Classroom” will explore, as we consider the purpose of public education in a diverse, multicultural nation.

Course Readings

Zimmerman, Jonathan and Emily Robertson. *The Case for Contention: Teaching Controversial Issues in American Schools*. Chicago: 2017.

* All additional readings will be available in our course reader/on Moodle *

Course Requirements

<i>Assignment</i>	<i>Due Date</i>
Participation (15%)	Every Class
Notes (25%)	Monday, April 25 & Monday, May 23 by 1159PM
Critical Essay (15%)	Tuesday, May 3 by 1159PM
Banned Book Letter to the Editor (15%)	Monday, May 16 by 1159PM
Group Project (30%)	1-page Proposal due Monday, May 9 by 1159PM Presentations Friday, May 27 and Monday, May 30 Memo due Wednesday, June 1 by 1159PM

Course Outline (subject to minor revisions)

INTRODUCTIONS

M, March 28

- course syllabus
- Bruce Robbins, “Public”
- complete intro form online

TEACHING CONTROVERSIAL ISSUES

W, March 30

- David Labaree, “Founding the American School System”
- Horace Mann, 12th Annual Report

F, April 1

- Jonathan Zimmerman and Emily Robertson, *Case for Contention*, chs.1 & 2
- Jeffrey Aaron Snyder, “America Will Never Move Beyond the Culture Wars”

M, April 4

- *Case for Contention*, chs.3 & 4

TEACHERS UNDER FIRE

T, April 5

Attend Caswell Lecture, 430-6PM, Weitz 236:
Greg Michie, “Stand Up, Fight Back:
Teaching When Teachers Are Under Attack”

W, April 6

- Greg Michie, *Holler If You Hear Me* excerpts

Michie Class Visit

F, April 8

- Content TBD



FREE SPEECH AND CENSORSHIP

M, April 11

- Gael Graham, “Flaunting the Freak Flag: *Karr v. Schmidt* and the Great Hair Debate in American High Schools, 1965-1975”
- Catherine J. Ross, *Lessons in Censorship*, ch.1



Attend Strossen Lecture, 5-630PM: Do We Need Censorship to Combat Hate and Misinformation? A Discussion about Free Speech with Nadine Strossen, Former President of the ACLU, Weitz 236

W, April 13

- “Life of Washington” mural handout
- Listen to Banished, “Whitewashing History?” and “If It’s in the World, It’s for Me”

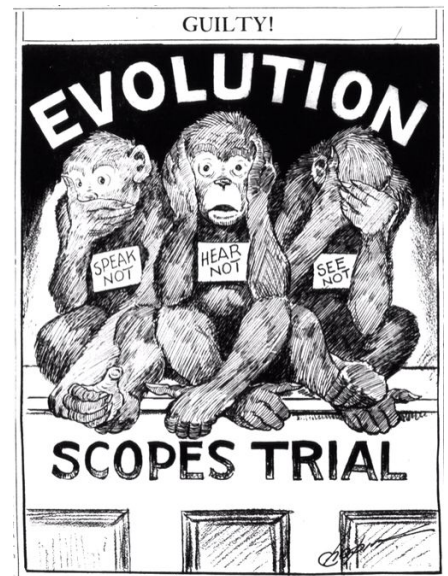
RELIGION IN THE CLASSROOM

F, April 15

- Adam Laats, “Monkeys, Morality and Modern America”
- T.T. Martin, *Hell and the High Schools* excerpt

M, April 18

- Adam Laats and Harvey Siegel, *Teaching Evolution in a Creation Nation*, chs.5-8 & conclusion
- Watch YouTube videos—see course Moodle site



W, April 20

- Pew Religion Statistics
- Linda K. Wertheimer, *Faith Ed*, prologue, chs.1, 6&7

CRITICAL RACE THEORY

F, April 22

- Richard Delgado and Jean Stefancic, *Critical Race Theory*, chs.1&2
- Listen to This American Life, “Talking While Black,” Prologue and Act One
- Watch [“Moms having an IMPACT”](#)
- Watch Quisha King [Testimony](#), Duval County, Florida

M, April 25

- Fred Backus and Anthony Salvanto, “Big majorities reject book bans” [link on Moodle]
- PEN America, “Educational Gag Orders”
- Benjamin Wallace-Wells, “How a Conservative Activist Invented the Conflict Over Critical Race Theory”
- Watch Christopher Rufo, “Critical Race Theory”

Notes 1 Due by 1159PM

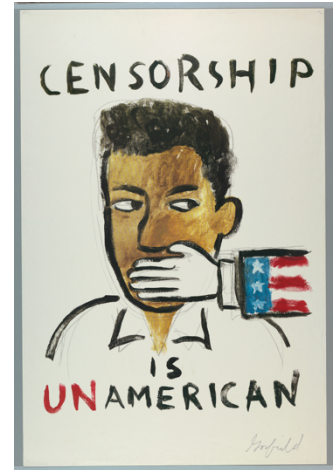
W, April 27

- Content TBD

Skype with Jonathan Friedman (PEN America)

F, April 29

- *A Pathway to Equitable Math Instruction*, excerpt
- Glenn E. Singleton, *Courageous Conversations about Race*, chs.1&10
- Watch “[How to Be An Antiracist](#)”



M, May 2: No Class (Midterm Break)

Tuesday, May 3: Critical Essay due by 1159PM

BANNED BOOKS

W, May 4

- Emily J.M. Knox, *Book Banning in 21st Century America*, ch.1 & ch.4

F, May 6

- *Book Banning*, chs.5-6

M, May 9



- Mark Hemingway, “In Defense of Book Banning”
- Mike Hixenbaugh, “Banned: books on race and sexuality are disappearing from Texas schools in record numbers”
- Eesha Pendharkar, “As Book Bans Spread, Suburban Moms Who Oppose Them Are Fighting Back”
- Ashley Hope Pérez twitter thread

- Watch [“Moms Read GRAPHIC CONTENT”](#) (Moms for Liberty)
- Watch [“Kara Bell Gets Schooled by Author Ashley Hope Pérez”](#)

Skype with Emily Knox

1-page final project proposal due by 1159PM

LITERATURE

W, May 11



- Deborah Appleman, *Literature and the New Culture Wars*, chs.1&2
- Lauren Porosoff, “Why I’ll Never Teach This Powerful Book Again”
- Listen to [“It Just Felt Very Wrong”](#)

F, May 13

- *Literature and the New Culture Wars*, chs.3&4
- Amna Khalid and Jeffrey Aaron Snyder, “Poverty of the Imagination”
- Watch Khalid and Snyder, “Why We Don’t Use Trigger Warnings”

M, May 16

- *Literature and the New Culture Wars*, chs.5&6

Appleman Class Visit

Banned Book Letter to the Editor due by 1159PM

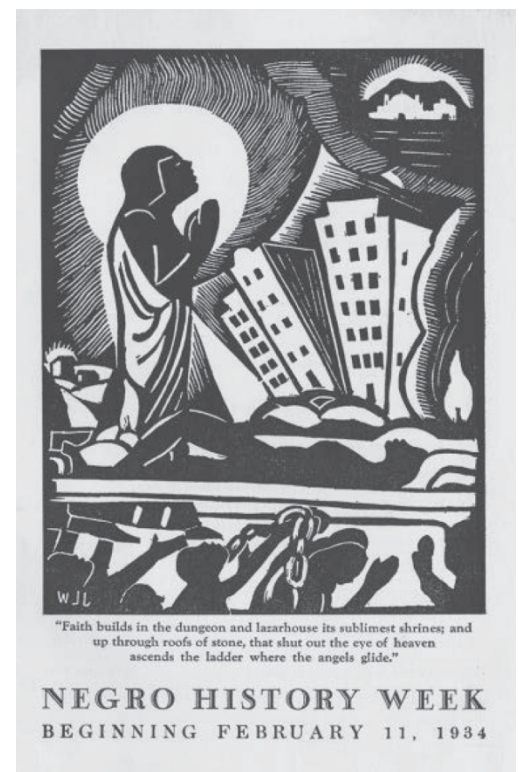
HISTORY

W, May 18

- Jeffrey Aaron Snyder, *Making Black History*, skim introduction and ch.1; read ch.2 and epilogue

F, May 20

- Explore the 1619 Project website
- Nikole Hannah-Jones, “Democracy”
- Pulitzer Center, “Exploring the Idea of America”



M, May 23

- Nikole Hannah-Jones, Preface to *The 1619 Project*
- Jeffrey Aaron Snyder, “Why Americans Don’t Know Enough About Black History”
- Skim Sean Wilentz, “A Matter of Facts”
- The 74 Interview with Daryl Scott [link on Moodle]

Notes 2 Due by 1159PM

GROUP PRESENTATIONS

W, May 25

- Group Presentation Prep Time

F, May 27:

- Group Presentations

M, May 30

- Group Presentations

CONCLUSIONS

W, June 1

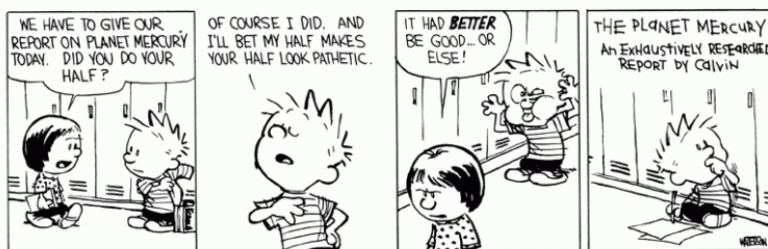
- Content TBD

Memo due by 1159PM

Course Assignments and Grading

Participation, 15%

“Be Prepared.” The Scout motto sums up the crux of participation. Because this course places a premium on discussion, students are expected to show up for class on time with the assigned readings completed, ready to participate meaningfully in all class activities. Speaking up, while important, is not the only hallmark of participation. Active listening and engaging with others’ ideas respectfully are also key components of participation. *Air-time* is less important than the relevance and sincerity of your contributions. Please power down your electronic devices—laptops, cell phones, etc.—before the start of class.



FEBRUARY 1, 2, 3, 1988

Notes, 25%

Monday, April 25 & Monday, May 23

Submit your notes on our course readings. I will look for evidence of careful, critical reading that distills and analyzes key points, poses thoughtful questions and draws meaningful connections among different materials. Notes will be graded on a ✓+ (exceeds expectations) and ✓ (meets expectations) basis.

Notes	Grade
1. ✓+ and 2. ✓+	A
1. ✓+ and 2. ✓/ 1. ✓ and 2. ✓+	B
1. ✓ and 2. ✓	C
Anything less than two “checks”	No Credit

Critical Essay (1,000 words), 15%

Tuesday, May 3 by 1159PM

The goal of this essay is to present a critical analysis of one of the course texts we have read before the due date. (For inspiration, please see the Guidelines for Critical Reading below.) Choose a text that you think has one or more significant shortcomings. Your essay should explain how and why the author’s analysis falls short.

Banned Book Letter to the Editor (1000 words), 15%

Monday, May 16 by 1159PM

Choose a book that has been challenged or banned from a classroom or school library within the last two years. Research why the book caused a stir in a particular community. Write a letter to the editor explaining your position on banning the book in question. Include a bibliography with at least five sources that you used to inform your analysis.

Group Project (presentation and 1,500 word memo), 30%

1-page proposal due Monday, May 9 by 1159PM

Presentations on Friday, May 27 and Monday, May 30

Memo due Wednesday, June 1 by 1159PM

In small groups, investigate a particular “Culture Wars” school controversy. Consult at least a dozen texts/resources (news stories, academic articles and books, websites, podcasts, etc.) to inform your analysis. Write a Memo and present your findings to your peers.

The Fine Print

Attendance:

Given the importance that all Educational Studies classes place on learning with peers through classroom discussions, students are expected to come to every class session. After two unexcused absences from class, each subsequent absence will result in the lowering of your course grade by a third (e.g. from an A to an A-).

Guidelines for Written Assignments:

1. All written assignments should be double-spaced and written in 12-point *Times* font
2. Include a word-count at the top of each assignment
3. Submit all of your assignments using the Google Assignment dropboxes on Moodle
4. No late assignments will be accepted without prior approval from the instructor

Academic Honesty:

Sharing ideas with friends is central to the academic enterprise at Carleton. So too is availing yourself of the ever-expanding universe of print and digital resources available through the Libe. In your written work, of course, it is imperative that the words you present as your own are in fact original to you. When you borrow somebody else's ideas or words, make sure to cite the original author. For more on academic honesty at Carleton, including a helpful overview of citations, see:
<http://apps.carleton.edu/campus/doc/honesty/>

Accommodations for Students with Disabilities:

Carleton College is committed to providing equitable access to learning opportunities for all students. The Office of Accessibility Resources (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact OAR@carleton.edu or call Sam Thayer ('10), Director of the Office of Accessibility Resources (x4464), to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Images Credits: Winslow Homer, "The Red Schoolhouse," 1873; Scopes cartoon, unknown artist, c.1925; Photograph of Mary Beth and John Tinker, Bettman, 1968; "Censorship is UnAmerican," Josh Gosfield, 1990; "Censorship by the Numbers," American Library Association, 2021; readers cartoon, *New Yorker*, May 2014; "Negro History Week" poster, James Lesesne Wells, 1930; Calvin and Hobbes strip, Bill Watterson, 1988.