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[http://www.ccny.cuny.edu/cwe](https://pelican.admin.ccny.cuny.edu/wm/mail/fetch.html?urlid=39627f93c247b7542f9303bf04cd68b3f&url=http%3A%2F%2Fwww.ccny.cuny.edu%2Fcwe)

**DEPARTMENT OF INTERDISCIPLINARY ARTS AND SCIENCES**

**Semester**: Spring 2020

**Course Number and Title**: Soc 38144 Sociology of Education (School and American Societies)

**Instructor**: Francine Almash

**Room**: 25 Bway 7-17

**Class Meetings** Wednesdays, 6pm – 9:20pm

**Office Hours**: Wednesdays, 5pm – 6pm (by appointment)

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**Course Description:**Students will explore in depth different sociological, historical, philosophical, and political concepts and theories related to urban schooling. The context out of which public education developed in the United States and the context within which it currently functions will be critically examined. Through readings and discussions we will examine how the dynamics of schooling are interrelated to historical, political, economic, cultural and social forces in society. *Students will learn to analyze concepts, philosophies and theories and apply them to complex educational issues*.

This course, focusing as it does on the critical social issues of contemporary urban life, will provide students with a more effective understanding of the social environment within which the school as an institution functions.

**Course Objectives**: The goals of this course are to allow students to:

* Develop a foundation for understanding the history and development of education in the U.S.;
* Share a forum to discuss issues, ideas and concepts central to the social, historical and philosophical foundations of education and their relationship to practice;
* Develop student critical awareness so we can challenge assumptions, ‘common sense’ understandings, and popular conceptions about education, and to critically engage with theories, philosophies, policies, and other important issues and developments in education.
* Articulate the relationship between education and **social inequality** along various dimensions;
* Apply **critical thinking** skills to your understanding of educational institutions and individual educational experiences;
* Read and **evaluate scholarly research** on education; and
* Effectively **communicate** what you learned about the sociology of education both orally and in writing.

**Course Requirements:** We will be using CUNY Academic Commons online course management system, as such, every student is required to provide a CUNY e-mail address in order to access course information. **PLEASE REMEMBER TO** **ACTIVATE YOUR CCNY** e-mail address. **ONLY YOUR CCNY EMAIL ADDRESS WILL BE USED FOR COMMUNICATION BETWEEN THE COLLEGE AND YOU.**

For each week, all materials, readings, videos, etc. will be found on our class website. There is no course textbook since all readings will be available online. We will be incorporating a variety of teaching and learning strategies.  For example, we will be engaging in different online activities such as contributing to a class blog, viewing relevant videos, collaborating with classmates online and in class. In class, students will take an active role in presenting materials and leading class discussions. These activities are designed to enhance learning by providing different approaches that support students’ different learning styles.

ATTENDANCE and ETIQUETTE POLICIES: Students are expected to attend class and arrive on time. Since we will be engaging in group work, your absence will affect the group effort.

If you must miss a class, please notify me either by email or telephone. CWE/CCNY policy on attendance specifies that **if you miss more than 2 class sessions, you cannot receive credit for this course.** Lateness will be noted and recurrent lateness will lower your grade***.***

***Please be respectful to your classmates and me by refraining from texting, exchanging notes, talking when others are, browsing the Internet and FB.***

**Required Texts:** Assigned readings can be found on the course website on CUNY Commons.

*Note:* The syllabus is a living document, and will respond to the needs, capacities, and interests of the class. There may be occasions where readings or assignments change over the course of the semester. Should this occur, students will be notified in advance.

**Writing Support:** The CCNY Writing Center is a valuable and free resource. For more

information, please go to www.ccny.cuny.edu/writingcenter

**Academic Integrity:** As stated in the CUNY Policy on Academic Integrity, acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) are serious offenses against the values of intellectual honesty. The college is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to CUNY procedures.

**Campus Policy in Compliance with the American Disabilities Act of 1990:** All students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation. CWE students with disabilities are protected by the Americans with Disabilities Act (ADA), which requires that they be provided equal access to education and reasonable accommodations. For more information, contact CWE’s AAC/SDS liaison, Debbie Edwards-Anderson: 212-925-6625, ext. 235 or edwa@ccny.cuny.edu. To contact AAC/SDS directly: 212-650-5913 (TTY/TTD: 212-650-6910) or email: sds@ccny.cuny.edu.

**Policy on Sexual Misconduct:** In compliance with the CUNY Policy on Sexual Misconduct, City College/CWE reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY sponsored trips and events) are entitled to the rights outlined in the CUNY Policy on Sexual Misconduct.

Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office Emergency Line (212-650-7777).

CUNY Policy on Sexual Misconduct Link: <http://www.cuny.edu/about/administration/offices/la/Policy-onSexual-Misconduct-12-1-14-with-links.pdf>

***NEW COURSE CALENDAR***

***Effective March 19, 2020***

## 1/29 | Introductions

Welcome to Social Foundations of Urban Education!

[Editorial Cartoons](https://sfue.commons.gc.cuny.edu/files/2019/02/Class-1-Hunter.docx)

## 2/5 | The Purpose of Education

**The Purposes of Public Schooling**

**The goal for this week**is for students to understand and become familiar with three main purposes of schooling: social, political, and economic.

**Read:**[Joel Spring: The History and Goals of Public Schooling](https://sfue.commons.gc.cuny.edu/files/2019/01/Spring-Goals-of-Public-Schooling1.pdf)

**Assignment:** Create a 250-word reflection on the three main purposes of schooling: Social, Political, Economic. Post your 250-word reflection on Commons. **Post your reflection on Commons (+New on the menu bar at the top of the page)*.***

[VIDEO CLIP: September 2019 Democratic Debate on Education](https://youtu.be/2lmv6ZDm0vw)

[Purposes and Goals of Public Schooling Class Notes](https://sp20socofed.commons.gc.cuny.edu/files/2020/02/Purposes-and-Goals-of-Public-Schooling-Class-Notes.pdf)

## 2/12| NO CLASS, COLLEGE CLOSED

## 2/19 | Theory and its Application to Understanding Schooling

**The goal for this week** is to understand how different theories of schooling shape the way we view the purposes, functions and possibilities of schools. In particular you will learn about functionalism and conflict theory and their differing views on the way society works at the macro-level and the role of schooling in socializing young people to take their place in society as adults. These theories are considered transmission theories because they look at how values and behaviors are transmitted and reproduced through schooling. You will also be introduced to Interpretive theories which look at how people create meaning and perceptions of reality. Finally you will be exposed to critical theory and other social transformation theories. These theories are considered transformation theories because of their concern with changing rather than reproducing the values and beliefs of the dominant society, and their focus on individuals as agents for social change.

**Read:** Your group's assigned section of [Theory and Its Influences on the Purposes of Schooling](https://sfue.commons.gc.cuny.edu/files/2019/01/Theory-and-Its-Influences-on-the-Purposes-of-Schooling.pdf) or ONE of the following articles:

[Ladson-Billings and Tate, Toward a Critical Race Theory of Education](https://sfue.commons.gc.cuny.edu/files/2019/09/Ladson-Billings-and-Tate-Toward-a-Critical-Race-Theory-of-Education.pdf)

[Annamma, Connor and Ferri, DisCrit](https://sfue.commons.gc.cuny.edu/files/2019/09/Annamma-Connor-and-Ferri-DisCrit.pdf)

[**Week 3 Assignment:** Jigsaw Method](https://sp20socofed.commons.gc.cuny.edu/week-3-assignment/)

## 2/26 | Capitalism and Schooling

**The goal for this week**is to think about "knowledge" and "learning" and the ways in which the economic system we live in shapes schooling.

**Read:** [Knopp S. Schools, Marxism, and Liberation](https://sfue.commons.gc.cuny.edu/files/2019/02/Knopp-S-Schools-Marxism-and-Liberation.pdf)

**Assignment:** Write a 250-word reflection about this article. Post your reflection on Commons.

## 3/4 | Historical Foundations I

**The goal for this week** is to gain an understanding of how the current context of schooling is derived from historical legacies and how these legacies have been interpreted in a variety of ways. All of you will be teachers in an educational system that functions as it does because of historical events and processes. These events and processes are shaped by policies, debates, controversies, and reforms that have their roots in history. Educational problems today are best understood from a perspective of history in order to comprehend the who, what, where and why of public schooling. Educational reforms and improvements can only come about from a deep understanding of how and why education has come to look the way it does. Moreover, as you have been reading, it should be clear that there are numerous and highly contested purposes or goals to educating our young people. Many of these derive from historical legacies and events that have influenced the nature and purposes of public schooling today. In this weekly folder, The History of Education, Part I, you will explore different perspectives on the historical role of public schooling. As you read and view the material, think about how the past has informed our current version of public schooling.

**Read:** [Sadovnik, et al. History of Education](https://sfue.commons.gc.cuny.edu/files/2019/02/Sadovnik-et-al.-History-of-Education.pdf)

[Dewey, School and Society (3)](https://sfue.commons.gc.cuny.edu/files/2019/02/Dewey-School-and-Society-3.rtf)

**Assignment:** Group Project—Based on each group's assigned section of Sadovnik, create a visual timeline for presentation in class. (See [Week 5 Assignment Details](https://sp20socofed.commons.gc.cuny.edu/week-5-assignment/) for instructions on the group project.)

**Write a short reflection on the Dewey article and post it on Commons.**

## **3/11 | Historical Foundations II: Examining the** Brown **Ruling**

This week you will view, at home, a PBS documentary "Tell Them We Are Rising" on Historically Black Colleges and Universities (HBCUs) that will provide the historical context for the struggle for an education. While the film does not focus specifically on the Brown v. Board of Education of Topeka Kansas ruling, it does provide the historical background for the 1954 Supreme Court ruling that overturned the separate but equal doctrine in public education. The film is about 80 minutes.

**Read:** [Douglas, Learning to Read and Write](https://sfue.commons.gc.cuny.edu/files/2019/02/fd_ReadandWrite.pdf)

[Hess, Deconstructing Brown Myth (Excerpt)](https://sfue.commons.gc.cuny.edu/files/2019/02/Hess-Deconstructing-Brown-Myth.pdf)

**Watch**: [Tell Them We Are Rising (PBS)](https://www.pbs.org/video/tell-them-we-are-rising-the-story-of-black-colleges-and-uni-cheqjr/) OPTIONAL: Use the [Film Study Worksheet](https://sfue.commons.gc.cuny.edu/files/2019/02/film-study-worksheet-documentary.doc) to guide your viewing and bring to class.

**Assignment:** Post a 250-word reflection on this week's readings and post it on Commons.

## 3/18 | ALL CUNY CLASSES SUSPENDED WHILE WE PREPARE TO GO ONLINE

## CLASSES RESUME ONLINE

## 3/25 | Educational Equity I: The Resegregation of Public Schools

Last class we read an abridged article by Diana Hess, "Deconstructing the Brown Myth," in which she puts forth several alternative viewpoints on the Supreme Court ruling. This class we will discuss present-day issues of segregation/resegregation. You will also watch a short video and answer questions.

**Read:** [Shapiro, Segregation Has Been the Story of New York City’s Schools for 50 Years](https://sfue.commons.gc.cuny.edu/files/2019/08/Segregation-Has-Been-the-Story-of-New-York-City%E2%80%99s-Schools-for-50-Years.pdf)

[Sigel-Hawley, How Non-Minority Students Also Benefit From Racially Diverse Schools](https://sfue.commons.gc.cuny.edu/files/2019/02/Sigel-Hawley-How-Non-Minority-Students-Also-Benefit-From-Racially-Diverse-Schools.pdf)

**Watch:** [Still Segregated: A Conversation with Gary Orfield](https://www.pbs.org/video/march-50-episode-3-still-segregated/)

**Assignment:** Answer questions on the [Still Segregated: Video and Reading Guide](https://sp20socofed.commons.gc.cuny.edu/files/2020/03/Video-and-Reading-guide1.docx) and e-mail a copy to me. What do this week's readings say about who benefits and who is harmed by segregated classrooms? Post a reflection on Commons and RESPOND to at least one other person's reflection.

## 4/1 | Educational Equity II: The Achievement Gap and Curriculum Tracking

This week focuses on the practice known as tracking, Historically, schools developed tracks where students are assigned to instructional groups on the basis of student ability. This practice began early in the 20th century with the influx of immigrant families and their children entering public schools. Educators thought it best to separate these children based on ability into separate tracks typically academic, general and vocational. As standardized testing and IQ tests developed popularity, these tests made the sorting process more "scientific" or seemingly more meritocratic. During the desegregation movement, while schools became desegregated, internal segregation practices continued. It is useful to think about the distinction between DESEGREGATION which refers to enrollment patterns where different racial groups of students attend the same school and INTEGRATION which refers to situations where students of different racial groups not only attend schools together, but effective steps have been taken to overcome previous educational disadvantages of minority group students.

One of the ways that students can remain internally segregated in a school is through tracking practices.  Today, tracking usually refers to grouping students by ability within subject areas such as AP, honors, regular, etc. Opponents of tracking contend that low-income and students of color are more likely to end up in lower tracks than their white and middle-class peers. This week you will have several readings that explore the practice of tracking and some examples of schools and classrooms that have successfully "detracked."

**Read:** [Hallinan, Tracking from Theory to Practice](https://sfue.commons.gc.cuny.edu/files/2019/02/Hallinan-1.pdf)

[Burris & Welner, Closing the Achievement Gap by Detracking](https://sfue.commons.gc.cuny.edu/files/2019/02/Closing_the_Achievement_Gap.pdf)

**Watch:**“The 51st State: Mark Twain”: <https://youtu.be/Nh1zlTAf_gA>

**Assignment:** This week's readings are about tracking--the idea that children should be grouped together by ability. Tracking is an idea that is deeply connected to the idea of "meritocracy," that students are rewarded based on their talent, effort, and ability. For this week, reflect on the readings for list week and last, and this week's video about Mark Twain JHS. What have you learned about the creation of "gifted" programs and "specialized" schools? How do these programs function as a tool for segregation? Post your reflection on Commons and remember to respond to at least one other person.

## 4/8 | Content of Schooling I: Teaching for Social Justice

For this week, the goal for you to think about education as a tool for social justice, and to become familiar with the theory and practice of Culturally Responsive Teaching (CRT). You will read two articles and watch a short YouTube video.

**Read:**[Hackman, Five Essential Components of Social Justice Education](https://sfue.commons.gc.cuny.edu/files/2019/08/Five-Essential-components-of-Social-Justice.pdf)

[Gay, Preparing for Culturally Responsive Teaching](https://sfue.commons.gc.cuny.edu/files/2019/02/Preparing-for-Culturally-Responsive-Teaching1.pdf)

**Watch:** Gloria Ladson-Billing: Cultural Competency: <https://www.youtube.com/watch?v=nGTVjJuRaZ8&t=27s>

**Assignment:** MID-SEMESTER REFLECTION DUE. NO POST THIS WEEK.

## 4/15 | Spring Break

## 4/22 | Content of Schooling I: Theoretical Perspectives

These three readings represent very different ways of thinking about what and how content is taught to children. Educator and academic E.D. Hirsch is known for championing core content in schools. In *The Knowledge Deficit*, Hirsch describes the inherent advantage in developing a national standard of content for education in the early grades. In the Anyon article, she describes how classroom curricula differs in schools based on the social class backgrounds of their student populations. This in turn, prepares children differently for future work that mirrors their class backgrounds. Finally, for Paulo Freire, a famous Brazilian educator, education is more than just a process in which students simply accept bodies of information (the banking system), but a process of learning that relates to students' experiences and life and that views teachers and students as active agents in critiquing, resisting and transforming schooling practices. These three readings represent very different ways of thinking about knowledge and curriculum. As you read think about the different theoretical orientations (functionalism, conflict theory, etc.) that underlie each writing and how they compare with each other.

Read: [Hirsch, The Knowledge Deficit: Are there decisive advantages in specifying definite content?](https://sfue.commons.gc.cuny.edu/files/2019/02/Hirsch-on-Content1.rtf)

[Anyon Social Class and School Knowledge](https://sfue.commons.gc.cuny.edu/files/2019/03/Jean-Anyon-School-Class-and-Social-Knowledge.pdf)

[Freire, Pedagogy of the Oppressed (Excerpt)](https://sfue.commons.gc.cuny.edu/files/2019/02/Freire-Pedagogy-of-the-Oppressed.pdf)

**Watch:** The following videos that correspond with the readings:

Hirsh:  Interview with E.D. Hirsh: <https://www.youtube.com/watch?v=N4Xf7LtN-Yg&feature=youtu.be>

Anyon: The Hidden Curriculum Part 1: Norms, Values, and Procedures: <https://www.youtube.com/watch?v=NuLhmDE9Exo>

Part 2: Sociological Perspectives: <https://youtu.be/77psBGyYj94>

Friere: Interview with Paulo Freire (watch up to 5:55): <https://www.youtube.com/watch?v=aFWjnkFypFA&amp;feature=youtu.be>

**Assignment:** Watch the videos and read the corresponding articles. Think about the idea of "core" knowledge in the context of the hidden curriculum and how knowledge is distributed to different groups of students. For this week's reflection I want you to address the benefits and drawbacks of "core knowledge." (Think about the questions we've raised in class whose culture dominates in a pluralistic society.) Remember to respond to one other person's post.

## 4/29 Week 12 | Understanding Diversity in U.S. Schools I—Disability

**Goals for this week** is to gain an understanding of the multiple ways that disability in special education can be understood and the implications for teaching.

**Read:** [Ferri & Connor, In the Shadow of Brown](https://sfue.commons.gc.cuny.edu/files/2019/02/In-the-Shadow-of-Brown.pdf)

[Baglieri, Valle, Connor & Gallagher, Disability Studies in Education](https://sfue.commons.gc.cuny.edu/files/2019/02/Disability-Studies-in-Education1.pdf)

[Dudley Marling and Burns, "Two Perspectives on Inclusion in the United States"](https://sp20socofed.commons.gc.cuny.edu/files/2020/03/Dudley-Marling-and-Burns-Two-Perspectives-on-Inclusion-in-the-United-States.pdf)

**Assignment:** In 1975 the passage of the Education for All Handicapped Children Act (now known as the Individuals with Disabilities Education Act) guaranteed the right to a "free and appropriate" education to all children regardless of ability. Yet, dis/abled students continue to be educated in segregated spaces--special programs, self-contained classrooms, separate schools--away from their non-disabled peers. Current special education practice is rooted in the idea of "separate but equal" regardless of the fact the students have legal right to be educated in an inclusive classroom where dis/abled and non-dis/abled students learn together. Reflect on this practice in the context of this week's reading and post your reflection on Commons. Remember to respond to at least one other person.

## 5/6 Week 14 | Understanding Diversity in U.S. Schools II—Bilingual Education and Translanguaging

**The goals for this week** are to understand the historical, social, and political context of educating New York City bilingual children; to understand the educational needs of emergent bilingual and undocumented students and different types of instructional models used to educate them.

**Read:** [Garcia, Educating NY's Bilingual Child](https://sfue.commons.gc.cuny.edu/files/2019/02/Garcia-Educating-NYs-Bilingual-Child.pdf)

[Ascenzi-Moreno, Translanguaging and Responsive Assessment Adaptations](https://sfue.commons.gc.cuny.edu/files/2019/02/Ascenzi-Moreno-Translanguaging-and-Responsive-Assessment-Adaptations.pdf)

**Watch:** Living Undocumented: <https://www.youtube.com/watch?v=DjBkrqJ9BEc&feature=youtu.be>

*Teaching Bilinguals (Even if You’re Not One):* <https://youtu.be/50OU0PaygRU>

**Assignment:** Download the [Anticipatory Viewing Guide](https://sfue.commons.gc.cuny.edu/files/2019/04/Anticipatory-Guide-English.pdf) for viewing Living Undocumented. Complete the pre- and post-viewing questions and e-mail them to me. Post a reflection and post in on Commons. Remember to respond to at least one other person.

## 5/13 Week 15 | Educational Reform I: School Choice and Charter Schools

This week you will learn about the origins of school choice, a reform movement focused on affording parents the right to choose which school their child attends, and a more in-depth perspective on charter schools, a form of school choice. For this week, there are several pieces that build upon each other with varied kinds of media, sources and different perspectives. You will start off with a video by Milton Friedman, a Nobel prize winner in economics, who explains the theory behind school "choice." Next is a brief description of the various types of school choice. A short two minute video explains what a charter school is, followed by a charter school website that you will need to look at for your assignment, a brief reading about how charter schools can increase diversity, an interview with Geoffrey Canada, the CEO of Harlem Children's Zone, a network of charter schools in Harlem, an interview with Diane Ravitch who is a staunch supporter of public schooling and opposes the growth of charter schools, and finally a brief article on the opposition to charter schools by the NAACP. This week’s assigned article “The Rhetoric of Choice, Segregation, Desegregation, and Charter Schools” ties it all together. This may seem like a lot, but the videos are about 45 minutes of viewing and there is approximately 30 minutes of reading.

**Read:** [Erickson, A. "The Rhetoric of Choice, Segregation, Desegregation, and Charter Schools"](https://sp20socofed.commons.gc.cuny.edu/files/2020/01/Erickson-A-The-Rhetoric-of-Choice-Segregation-Desegregation-and-Charter-Schools.pdf)

**Watch:**

 Milton Friedman: School Choice

**Milton Friedman** was an American economist and statistician best known for his strong belief in free-market capitalism. During his time as a professor at the University of Chicago, Friedman developed numerous free-market theories.

<https://www.youtube.com/watch?v=JP-6FCKhh00&feature=youtu.be>

### Types of School Choice

(Cookson, 1994)

**Intradistrict choice:** Allows parents to select among schools within their home districts. Interdistrict choice: Allows parents to select from schools not only in their home districts but also schools across district lines.

**Controlled choice:** Requires families to choose a school within a community but choices can be restricted so as to ensure the racial, gender, and socioeconomic balance of each school.

**Magnet schools:** Public schools that offer specialized programs, often deliberately designed and located so as to attract students to otherwise unpopular areas or schools.

**Charter schools:** Publicly sponsored schools that are substantially free of direct administrative control by the government, but are held accountable for achieving certain levels of student performance.

**Voucher plans:** Federal funds that enable public school students to attend schools of their choice, public or private.

What is a Charter School?

Currently in New York the charter movement is gaining speed and the debates around this particular model of school choice are heating up. These next few videos and readings focus specifically on charter schools. This first clip very concisely defines charter schools.

<https://www.youtube.com/watch?v=wT8OlWa5bGo&feature=youtu.be>

The Harlem Children’s Zone

<https://youtu.be/Di0-xN6xc_w>

Geoffrey Canada is the founder and CEO of the Promise Academy Charter Schools within the Harlem Children's Zone. Here is the website for more information: http://hcz.org/our-programs/promise-academy-charter-schools/ (Copy and paste into your browser.) What are his arguments in support of charter schools?

The Charter School Scam, Diane Ravitch with Bill Moyers

Professor **Diane Ravitch,** perhaps one of the most well-known defenders of public schools, believes that charter schools and other choice programs threaten the future of public schools. Watch this interview in its entirety with Bill Moyers and note the arguments that she makes.

<https://youtu.be/8y9ya3bBlIM>

**Assignment: Final Paper**

For this assignment, you are to write a **minimum** of 600 words in a position paper that outlines: 1) what the major arguments are in support of charter schools; 2) what the major arguments are against charter schools; and, 3) what your own position is (whether you are in favor of or against charter schools as an educational reform movement and why). In addition to the videos above you can also look at the following websites:

* [The New York City Charter School Center Website](https://www.nyccharterschools.org/about)

This organization promotes the growth of the charter movement in New York City. The website has a number of important statistics that provide the landscape of charter schools in NYC. Please search the website for information on the number of charter schools in New York State and in New York City. You will need to include this information in your position paper.

* [NAACP Opposition to Charter Schools](https://www.naacp.org/wp-content/uploads/2017/07/Task_ForceReport_final2.pdf)

In 2016 the NAACP passed a resolution at its national convention that called for a moratorium on the expansion of charter schools until there was more accountability and transparency in their operations. The vote showcased the divide among Democrats and the civil rights community over whether the schools are a viable alternative to traditional public schools. This above link will take you to the NAACP's report. Additional information can also be found here: [NAACP president tackles charter school question](https://sp20socofed.commons.gc.cuny.edu/files/2020/03/NAACP-president-tackles-charter-school-question.pdf).

I will be looking for evidence of the readings, videos, and websites provided. I suggest that as you go through the materials this week, you take notes on the videos and reading that you can use to create your argument. Please make sure you refer specifically to these materials in your paper. Send me a your final paper via e-mail.

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**FRIDAY 5/22 is END OF TERM.**

**All Final Papers must be completed by this date.**