Beyond Curriculum: 
Public Education and Social Change
An RCAH Civic Engagement Class - 292B Sec. 04; Spring 2013

Instructor: Donna Rich Kaplowitz
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Class meets: T,Th in C204 Snyder; 3:00-4:50
Office Hours: T, 1-2, or by appointment

“The best way to find yourself is to lose yourself in the service of others.” - Ghandi

Course Description

This class examines how social inequality impacts public education, and how public schooling affects social inequality. We will look at how socially constructed differences (race, social class, gender, sexual orientation, ethnic, linguistic and cultural backgrounds) may be used to privilege some learners and marginalize others.

In addition to understanding how schools create, perpetuate and exacerbate or eliminate social inequality, we will simultaneously build relationships across differences, develop leadership skills, work collaboratively in community, develop a sense of self-empowerment, and deepen our understanding of ourselves as change agents.

In order to fully understand the tasks confronting public educators, this course is divided into two broad and interdisciplinary objectives.

The first objective is academic. Prompted by readings, guest speakers, and class discussions, students will study, question, and analyze specific issues related to social inequality. Issues discussed will include: social class; race, racism and white privilege; gender; heterosexism; cultural competence and English Language Learners; and bullying and conflict resolution. Students will also study the various roles of adults in public schools, (parents, teachers, administrators) and critically examine how public schools are structured to deal with the intersection of the social justice and childhood issues we have evaluated.

The second objective is experiential and reflective. Students will all be placed in K-12 classrooms in East Lansing or Lansing Public Schools. Students will learn how to participate in a successful civic engagement placement in a public school setting. This hands-on experience will challenge students’ preconceived notions of both educational equity, and childhood, and expand students understanding of the societal and social justice issues confronting educators and children in classrooms every day in our community and beyond.
Course Objectives

RCAH students will:

- Learn how social inequality impacts schooling and how schooling impacts social inequality.
- Develop reflection skills that focus on how one’s own multiple identities and social positionality shape world views.
- Understand the possibilities and responsibilities of civic engagement through building trusting relationships with individuals in public schools.

COURSE FORMAT

We will approach the topic, “public education and social justice” from two angles: 1) a bi-weekly seminar session with readings, classroom discussion, and guest speakers; 2) participation in a classroom, weekly for three hours.

WEEKLY SEMINARS

We will gather as a professional learning community twice a week to discuss the connections between the week’s readings and our civic engagement experiences. We will usually have outside speakers share their professional experiences with our group once during the week, and have the other class session devoted to a conversation among ourselves to delve more deeply into the personal experiential aspects of our civic engagement experience. Because this class is built upon Paulo Freire’s concepts around “liberation education” students are considered to be critical co-investigators in dialogue with the teacher. Hence, participation in classroom discussion both when guest speakers are present, and when we gather as a professional learning community is required. We all learn best when we learn from one another.

The class conversations and corollary journal reflection pieces are a fundamental part of the learning experience in this class. Students should expect some of the topics we address to be emotionally uncomfortable and intellectually challenging. We will create an environment of trust where we can delve into our experiences with intensely personal social justice issues. Students will learn to stay engaged, speak their truths, experience discomfort, and expect and accept non-closure. The class discussions are a place where students should feel safe, but may also feel discomfort. Feeling discomfort is an essential aspect of learning in social justice education.

The reading load for this class will not be heavy, (much of your time will be spent in your community placement) but it will be essential for students to read the assignments before coming to class so as to best engage with outside speakers and with one another in class seminars. It is expected that all students write in their reflective journals on assigned topics before coming to class.

This course is divided into three general segments: 1) Understanding civic engagement in public schools; 2) Social justice issues in public schools; 3) Role of adults in addressing social justice issues.
CIVIC ENGAGEMENT

“If you have come to help me, you are wasting your time. But if you are coming because your liberation is bound up with mine, then let us work together.” - Australian Aboriginal Woman, Lilla Watson

This class is predicated on the belief that learning is a multi-way collaborative process that occurs in a million different places and in a million different ways. Through our civic engagement experience, RCAH students will explore how they can be part of a community, learn from it, and make a positive contribution.

This class is based on the concept that working in community provides an inter-generational learning experience where everyone collaborates in developing questions, seeking answers and working collaboratively. In this environment, the classrooms (MSU and public schools) become a kind of social network, and the experience is one of “performative social action.”

Each RCAH student will be placed in a K-12th grade classroom in the East Lansing Public Schools. RCAH students will work directly with the professor to design a placement that honors their strengths and passions, and combines RCAH student’s interests with local public school needs.

RCAH students will spend at least 3 hours per week in their assigned classroom or building. (Travel time is not included. Bus tokens are provided. You will have both MSU and ELPS spring breaks off from your engagement experience.) You must spend a minimum of 22 hours in your classroom per semester. Please keep a log of your hours, and hand it in at midterms and finals.

A major focus of the civic engagement piece of this class is developing relationships within a school community, building trust, working together, learning how to immerse oneself in community.

NOT A CLASS-AS-USUAL EXPERIENCE!

Unlike many other classes you may have taken as a college student, this class is not a private affair between you and your professor. Outside adults and children will count on you to show up. Because this is an engagement class, you will learn by doing, reflecting and forming new relationships. It is essential that you do your class readings and take an active role in class discussions, but it is also absolutely fundamental that you participate in your public school classroom. In both settings, be prepared to ask lots of questions, listen deeply, challenge old assumptions, engage in dialogue, and try to discover new ways of thinking in collaboration with community partners. Treat everyone – yourself included – as both a teacher and a student – as someone whose involvement enriches the learning environment for all.

Engaged learning is unpredictable. It is fluid and improvisational. Plans don’t go as expected; unanticipated events emerge, new topics come up. This can be stressful, but it is also stimulating. This is an opportunity for you to learn about yourself, your community, and an academic topic in an entirely new way. Be prepared to invest yourself “beyond the clock!” And be prepared to discover parts of yourself that you never knew existed!
ASSIGNMENTS, GRADING, EVALUATION

Grade Breakdown
Reflection Journal: 20 %
Participation in Seminar: 30%
Participation in School Community: 20 %
Final Project: 30%

1. (20 %) Reflection Journal: Your journal is the place where you document your experiences, respond to class readings and discussions; record engagement findings, confront your assumptions, change your mind, ask new questions, and personally come to grips with what you are learning. Reflection journals are designed for students to examine their experiences critically, thus enhancing both your learning and your civic engagement. It is also a place for you to ponder how your class readings and discussions relate to (and may be integrated into) your community work. Your writing in your reflection journal should push you to think in new ways and develop alternative explanations for experiences and observations. You should raise contradictions that you see, and rethink your understanding of social power relationships.
   a. Every week you will be given a useful prompt to help you focus your journal entries. In general, you should think of the following 4 questions: 1) What did I learn? 2) How did I learn it? 3) Why does this learning matter? What is its significance?; 4) In what ways should I use this learning? – What have I learned that will help me improve myself, the quality of my learning, or the quality of my civic engagement work?
   b. Be honest and write for yourself, but also be prepared to share your journal entries (both your discoveries and disappointments) with the class each week. You should write about 500 words (2 pages) minimum each week.
   c. We will set aside class time for 40-50 minutes each week to discuss and compare our observations based on your journal entries. BRING THEM TO CLASS!
   d. Journals will be collected four times during the semester: on 1/31; 2/28; 3/28; and 4/18/13. Points will be assessed based on your ability to synthesize readings, class discussions and hands-on experiences, locate additional sources of information and reflect in meaningful ways on your community observations and relationships. (See rubric below)
   e. If you handwrite your journal, PLEASE WRITE LEGIBLY! If I have trouble deciphering your writing, I will ask you to type your entries.
   f. You may keep an “electronic journal” if you prefer to express yourself on a computer, and you may e-mail your entries to me by 3 pm on the due date. Alternatively, you may keep a journal in a bound book of your choosing. Art work/ paintings/ comic
strips/videos/music/other forms of expression that deal expressly with our work together is accepted and encouraged.

2. **(30 %) Participation in Seminar** – Students must come to class prepared – having read material, with their reflective journals in hand. Students will be expected to prepare three questions for each topic and e-mail them to me by 8 am on the day of assigned topic. Students must actively participate in seminar discussions and engage our community speakers in discussion based on readings and experiential learning.

There will be a strict NO CELL PHONE policy in this class. Laptops are **not** permitted. **YOU MUST COME ON TIME!** Class starts exactly at 3:00. Because our class time is so limited and our speaker’s time is so precious, each tardy will count as a 1% deduction from your final grade. Participation in the FINAL Reception on Tuesday April 30, 2013 is mandatory.

**Participation Grading:**

- **Participation in class discussions** (5%) This class is based on the belief that participant interaction is central to the learning process. All students have valuable knowledge and expertise from which peer, community members and teachers can learn! Make sure to share your ideas in class.

- **Lead ONE class discussion** during semester. (10%)
  
  **You will sign up to lead the class in a discussion on January 24th. CHOOSE A TOPIC THAT INTERESTS YOU!** You will be expected to creatively engage the class in a 45 minute discussion based on the week’s readings, (required and recommended) as well as material presented by the guest speaker, and engagement experience. Power points, prezis, videos, and class activities etc... are essential presentation tools. It is your responsibility to figure out how to creatively lead the class in discussion about the topics. Please refer to our angel site for additional readings and materials pertaining to class topics. I am happy to help with all ideas.

**Discussion Dates:** 1/29: Social Class; 2/7: Cultural Competency; 2/12: Gender and Heterosexism; 2/26: Bullying; 2/16: White privilege; 3/19: Race, power and privilege; 3/28: The Role of Allies; 4/9: Teacher’s role; 4/18: Administration’s role.

- **Questions for Speakers:** (15 %) Write down 3 questions based upon your assigned reading each week and e-mail them to me by 8 am on the day they are assigned. (Due dates will be assigned for each set of questions). Bring a copy of your questions to class and engage in class discussions.
  
  o You **MUST** refer to the readings within 2 of your 3 questions, or you get no credit.

  o Simply writing questions and NOT engaging with class and speaker is not sufficient for your participation grade.

  **Questions Due Dates by 8 am!**
  
  o 1/17; 1/22; 1/29; 2/5; 2/12; 2/26; 3/12; 3/19; 3/26; 4/2; 4/11; 4/16

**Attendance** – mandatory. You will be docked 2% for each absence unless you clear it with me in advance and you have a valid excuse.
3. **Participation in School Community** – Student participation in school community will be assessed by professor. Lead public school teachers will also assess RCAH student participation at the end of the semester. See back of course pack for more information.

- RCAH students are required to be in their public school placements for three hours per week, and a *minimum* of 22 hours per semester.
- Missing a community participation for any reason other than a serious health situation will result in the lowering of your grade for the entire class. Attendance in your public school placement is NON-NEGOTIABLE.
- Keep track of your hours and hand them in at mid-terms and final.

4. **Final Project**. This is a major part of your participation in this class. Detailed information is available at the back of the syllabus and in the course pack. We will discuss final project ideas in class on February 9.

**Grading:**

- 5% - proposal for final project; due 2/28/12
- 20% - project and author’s statement
- 5% - presentation to class (due April 23, 2012)

**Extra Credit:** There will be several opportunities to earn extra credit during the semester, including:

1) **Attend a Parent Council Meeting.** During the semester, attend one parent council meeting at your building. Find out from your school office when your parent council meets.

2) **Attend a School Board Meeting.** Generally 2nd and 4th Mondays of each month; 7 pm 841 Timberlane. East Lansing, Michigan. Check ELPS website for specific dates.

3) **Put an exhibit of your students’ work or your time in the public school classroom in the showcase outside C200 wing classrooms.**

Honors students: To receive the “H” option, please see me for details.

Each extra credit option is worth 2%. Submit date and 1-2 page write up of your experience.

**Final grading scale:**

- 100-90% = 4.0; 89-85% = 3.5; 84-80% = 3.0; 79-75% = 2.5; 74-70% = 1.5; 64 - 60% = 1.0; less than 60% = 0.0

Note: Syllabus subject to change.
SEGMENT 1 - Civic Engagement in Public Schools – Getting Started

Tues 1/8 - Overview of Course – Introductions, goals, strategies, review of syllabus
What does civic engagement in public schools look like, feel like, smell like?
Sign up to meet with me this week, if we have not yet met!
1. sign up to meet with me this week!
2. background check handed out and due in class TODAY
3. View Anna Orsini YouTube Video on Angel (Angel)

Thurs 1/10 - Getting started in your public school classroom: Guest Speakers: Nicole Springer; Center for Service Learning; former 292 B students: Libby, Annie, Gus, Kate
Readings:
http://outreach.msu.edu/tools/curriculum/modules.aspx (esp. Module 2) SKIM!
View on Angel site: http://blog.ted.com/2008/03/18/dave_eggers/ Once Upon a School Ted Talk

Tues 1/15- What is the Purpose of Education?
Contact your head teacher immediately! Plan to start your regular placement by Monday 1/21.

Readings:
1. Freire, Pedagogy of the Oppressed, chpt. 2, p. 71-86
2. “What you (Really) Need to Know”, NYT, 1/20/12 (Angel)

Thurs 1/17 – Understanding our Multiple Identities: Theoretical Foundations
(Questions #1 due by 8 am)

Readings:

Friday 1/18 – Contact your lead teacher by today!

MONDAY 1/21/13 - START YOUR PUBLIC SCHOOL EXPERIENCE THIS WEEK

Tues 1/22 – Learning to Listen – Grace Menzel (Certified Professional Coach)
(Questions #2 due by 8 am)
Readings:
Margaret Wheatley, Turning to One Another: Simple Conversations to Restore Hope to the Future, (selected pages in course pack)

Thurs 1/24 – Class discussion on listening, values, identity;

Readings:

Sign up for leading one class discussion this term. See me for learning goals, activities, resources for each discussion.

**Discussion Dates:** 1/29: Social Class; 2/7: Cultural Competency; 2/12: Gender and Heterosexism; 2/26: Bullying; 2/16; 3/19: Race, power and privilege; 3/28: The Role of Allies; 4/9: Teacher’s role; 4/18: Administration’s role.

### SEGMENT 2 - How Do Schools Deal with Issues of Social Differences?

#### Issue 1: Social Class and Economic (In) Equity in Public Education

**Journal Prompt 3:**

**Tues 1/29 - Student Led Class Discussion about Social Class**

(Questions #3 due by 8 am)

**Readings:**

2) Angel: NPR Stories on “Culture of Class” (November 2011)
   Class Segregation
   How Does an Economist Define ‘Class’?
   Why Is ‘Class’ So Difficult to Define?

INFORMATION about FINAL PROJECTS SHARED TODAY; proposal due 2/21/13

**Thurs 1/31 - The Question of Class - Katy Topp (East Lansing High School) John Duley, Edgewood Village**

**Readings:**

3) Angel: “Class Matters: Poverty and Education” NYT 12-11-11

Journals # 1 DUE today!

#### Issue 2: Journey Toward Cultural Intelligence

**Tues 2/5 - Cultural Competence: Ms. Mary Lou Turnbull**

**Reading due 2/5:**


(Questions # 4 due by 8 am)

Thurs 2/7 - **Student led discussion on Cultural Competence**

**Children's Literature:** Erandi’s Braid by Tomie dePaola; Beatrice’s Goat, Page McBrier; Yoko, Rosemary Wells; The Name Jar, Choi Yangsook (reading room)

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### Issue 3: Gender, Sexual Orientation, Heterosexism and Homophobia in Public Schools

**Tues 2/12 - Student Led Discussion about gender issues in public schools**

(Questions # 5 due by 8 am)

**Readings:**


**Thurs 2/14 - Gender Issues in Public Schools – Guest Speaker: Kris Knickerbocker, ELPS teacher**

**Tues 2/19 – Reflections on Civic Engagement Experiences; work on proposals!**

**Thurs 2/21 – Sexual Minority Youth in Public Schools – Guest Speaker: Kim Phillips Knope**

Michigan Department of Community Health; Michigan Department of Education

Proposals due!

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### Issue 4: Bullying in our Schools

**Tues 2/26 – Topic: Bullying- Student Led Discussion**

(Questions # 6 due by 8 am)

4. Odd Girl Out, Rachel Simmons pp. 16-37 (skim)

**Thurs 2/28 - Bullying: Kevin Epling, guest speaker, MSU**

[http://www.youtube.com/watch?v=k0UbVh-yZLs](http://www.youtube.com/watch?v=k0UbVh-yZLs) - Bullycide in America

**Children’s Literature:** Chrysanthemum, Kevin Henkes; The Brand New Kid, Katie Couric; The Recess Queen, Alexis O’Neill; Stand Tall Molly Lou Mellon, Patty Lovell

Time Sheets Due!

Journals #2 due today!
3/5 and 3/7 – SPRING BREAK! RELAX!!!

Issue 6: Race and Racism in Public Schools

Tues. 3/12  White Privilege – Student led discussion  
(Questions # 7 due by 8 am)

2. “White Privilege: Unpacking the Invisible Knapsack” Peggy McIntosh

Thurs. 3/14  White Privilege - Doak Bloss (Michigan Department of Public Health)  
Tim Wise, Between Barack and a Hard Place, p. 17-65 (esp. 49-56)  
1. The Personal is the Political,” Richard Chip Smith, RDSJ, p. 135-139.

Tues 3/19 - Student-led Class Discussion about race, power, and privilege  
(Questions # 8 due by 8 am)

Readings split among students:  
• “Why Race?” in Courageous Conversations About Race, Glenn Singleton and Curtis Linton, p. 25-48  
• Angel: Listen/watch: 20/20 ABC News: Children & The Psychology of White Supremacy

Thurs 3/21  The African American Parent Perspective – Darryl Pettway  
2. Angel: NPR story – “Racial Achievement Gap Still Plagues Schools” by Nancy Solomon (7 min. 19 sec) on Angel  
3. Race: Anderson Cooper: Are Children Colorblind in America? Inside the Doll Study (on Angel, or below):  
   http://www.youtube.com/watch?v=DYCz1ppTjiM  
   http://www.youtube.com/watch?v=EQACkg5i4AY&NR=1&feature=endscreen

Tues 3/26  Topic: Achievement Gap – Minority Underachievement in Majority White Schools  
Dorinda Carter (MSU Professor of Education)  
(Questions # 9 due by 8 am)

Readings:  
(All in course pack)  
1. “No Brain is Racial” Mica Pollack, p. 9-11;  

Thurs 3/28 – Student–led Class Discussion: What can we do? The work of allies.

1. Allan G. Johnson, Privilege, Oppression and Difference, Chpt. 9, p. 139-153.
2. Tim Wise, http://www.youtube.com/watch?v=XhOh_EGe41Y (2 min.) on Angel
3. Frances Kendall: How to be an Ally if you are Person with Privilege
   http://www.library.wisc.edu/edvrc/docs/public/pdfs/L1Readings/HowAlly.pdf (angel)

Journals # 3 due today

SEGMENT 3 – The Role of Adults in Public Schools

Tues 4/2 -  The Role of the Teacher in Advocating for Social Justice in Public Schools;
              Teacher: Josh Robertson
              (Questions # 10 due by 8 am)

Readings:
1. Steven Farr, Teaching as Leadership, p. 1-11
2. NYT Magazine, “Can Good Teaching be Learned?” Elizabeth Green, 3/7/10, p. 31-46.
   (angel)
   January/February 2010, p. 58-66. (angel)

Thurs 4/4 -  Teaching
View ONE of the following films about education: Dangerous Minds; Mr. Holland’s
Opus; Stand and Deliver; Freedom Writers Diary – all available in Snyder computer
lab

Tues 4/9-  Student Presentation about the Role of Teachers in advocating for Social Justice
           in Schools
Readings:

Thurs 4/11  The Superintendent’s Perspective:– Dr. David Chapin (Superintendent of East
           Lansing Public Schools)
1. “Superintendents are a Critical Piece of the Student Achievement Equation” (on
   Angel)

(Questions # 11 due by 8 am)
Teacher evaluations handed out. Due back 4/25/13
**Tues 4/16**  The Role of the Principal: Andy Wells, (Principal, Whitehills Elementary School)  
(Questions # 12 due by 8 am)  
1. Professional Learning Communities at Work: DuFour and Eaker, Chpt. 9: The Role of the Principal in a Professional Learning Community, p. 181-203  

**Children’s Literature:** The Principal from the Black Lagoon, by Mike Thayler; A Fine, Fine School, Sharon Creech (reading room)

**Thurs 4/18** Student led discussion on role of administration in advocating for social justice  
Journals # 4 due today!

**Tues 4/23** Share final projects with class.

**Thurs 4/25** Share final projects with class.

**TEACHER EVALUATIONS DUE BACK; TIME SHEETS DUE!**

**Finals week** - Final Exam: Tuesday April 30, 2013; 3-5 pm Class Reception
RESOURCES

Selected readings from the following books:

Alan Blankstein, *Failure is Not an Option*
Richard Dufour and Robert Eaker, *Professional Learning Communities at Work*
Educational Leadership magazine
Steven Farr, *Teaching as Leadership*
Paulo Freire, *Pedagogy of the Oppressed*
Erin Gruell, *Teach With Your Heart or Freedom Writers*
Allan Johnson *Privilege, Power and Difference*
Frances Kendall *Understanding White Privilege*
Jonathon Kozol, *Savage Inequalities: Children in America’s Schools,*
Jonathon Kozol, *Shame of a Nation: Separate and Unequal*
Anne Lamott, *Bird by Bird*
Laurence Lezotte, *Learning for All*
Frank McCourt, *Teacher Man*
Ruby Payne, *A Framework for Understanding Poverty*
Daniel Pink, *A Whole New Mind*
Mica Pollock, *Everyday Antiracism*
Leonard Sax, *Boys Adrift*
Rachel Simmons, *Odd Girl Out*
Glenn Singleton and Curtis Linton, *Courageous Conversations about Race*
Beverly Daniel Tatum, *Why are All the Black Kids Sitting Together in the Cafeteria?*
Margaret Wheatley, “*Turning to One Another: Simple Conversations to Restore Hope to the Future,*”
Tim Wise, *White Like Me*
Tim Wise, *Between Barack and Hard Place*

**Elementary Children’s Literature***

Yangsook Choi, *The Name Jar*  foreign names
Bill Cosby, *The Meanest Thing to Say*  Bullying
Katie Couric, *The Brand New Kid*  Bullying
Tomie dePaola, Antonio Madrigal, *Erandi’s Braids*  poverty/ Mexico
Paul Fleishman, *Seedfolks*  community garden
Kevin Henkes, *Chrysanthemum*  name issues
Kevin Henkes, *Wemberly Worried*  stress
Kevin Henkes, *A Weekend with Wendell*  bullying
Patty Lovell and David Catrow, *Stand Tall Molly Lou Mellon*  bullying
Page McBrier, *Beatrice’s Goat*  helping others, Africa
Leslea Neuma, *Heather has Two Mommies*  alternative families
Alexis O’Neill, *Mean Jean the Recess Queen*  bullying
Patricia Polocco, *Thank you Mr. Falker*  learning disabilities
Patricia Polocco, *Chicken Sunday*  Holocaust, bullying,
Meredith Tax, *Families*  alternative families
Rosemary Wells, *Yoko*  lunchroom issues
Jeanette Winter, *The Librarian of Basra*  war
*What Does Peace Feel Like*  peace

* all children’s books will be available for reading in “Serenity” Reading Room, 2nd floor Snyder Hall.
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<th>Date</th>
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<tr>
<td>1/10/13</td>
<td>Nicole Springer</td>
<td>Center for Service Learning</td>
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<td>1/10/13</td>
<td>Former 292B students</td>
<td>RCAH</td>
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<td>1/22/13</td>
<td>Grace Menzel</td>
<td>Certified Professional Coach</td>
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<td>1/31/13</td>
<td>Katie Topp</td>
<td>East Lansing High School teacher</td>
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<td>1/31/13</td>
<td>John Duley</td>
<td>Director, Edgewood Village Scholars Program</td>
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<td>2/5/13</td>
<td>Mary Lou Turnbull</td>
<td>East Lansing High / MacDonald Middle School</td>
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<td>2/14/13</td>
<td>Kris Knickerbocker</td>
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<td>2/21/13</td>
<td>Kim Phillips Knope</td>
<td>Michigan Department of Community Health/MDE</td>
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<td>2/28/13</td>
<td>Kevin Epling</td>
<td>MSU, Matt's Safe School Law</td>
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<td>Doak Bloss</td>
<td>Ingham County Health Department</td>
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<td>3/21/13</td>
<td>Darryl Pettway</td>
<td>MSU, ELHS Black Parent Council</td>
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<td>3/26/13</td>
<td>Dorinda Carter</td>
<td>MSU, School of Education</td>
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<td>4/2/13</td>
<td>Josh Robertson</td>
<td>Donley Elementary School teacher</td>
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<td>4/11/13</td>
<td>David Chapin</td>
<td>Superintendent of Schools, ELPS</td>
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<td>4/16/13</td>
<td>Andy Wells</td>
<td>Principal and District Diversity Leader</td>
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**DATES TO REMEMBER**

**Final Project**
- 1/29 Rubric Discussed in class
- 1/30-2/21 Meet with Professor
- 2/21 Final Project proposal due
- 4/23, 4/25 Final Projects presented to class
- 4/30 Final Celebration

**Journal Due Dates**
- 1/31/13; 2/28/13; 3/28/13; 4/18/13

**Questions Due Dates by 8 am!**
- 1/17; 1/22; 1/29; 2/5; 2/12; 2/26; 3/12; 3/19; 3/26; 4/2; 4/11; 4/16

**Student Evaluations by Community Partner Due:** 4/25/13