

## FDN 2400 Content Review

<i>Class Activity or Reading</i>	<i>What questions were raised? What solutions offered? Can you frame your own questions more clearly or productively? Do you have an informed perspective? How do you respond to your own socialization and norms? How has this work helped you to see others more clearly? What impact will this have on your teaching?</i>
<b>Critical thinking for teaching and learning</b>	
Maxine Greene, "Public Education and the Public Space."	
Plato, "Allegory of the Cave."	
Negative and positive freedom	
"Body Ritual Among the Nacirema"	
Zimbardo Prison Experiment/Milgram Experiment	
Kohn, "Beyond Discipline: From Compliance to Community."	
Freire, excerpt from "Pedagogy of the Oppressed."	
Trauma informed schools (ACE quiz.)	
Taxonomies of knowledge acquisition (Bloom, et. al.)	
Kliebard, "Three Currents of American Curriculum Thought."	
Hidden v. explicit curriculum	
<b>Social class and educational outcomes</b>	
<i>People Like Us</i>	
Social class and Wake County Schools	
Allison, "A Question of Class."	
Ann Doss Helm, et al. "Counted Out."	
How schools are funded	
High stakes testing (Lemann on the SAT; historical development of IQ testing)	
Dialect; cultural capital (Delpit, from "Other People's Children.")	
<b>Race &amp; Culturally Relevant Pedagogy</b>	
<i>Eyes on the Prize</i>	
<i>Race: The Power of An Illusion</i>	
McIntosh, "White Privilege."	
<i>Precious Knowledge</i>	
Lake, "An Indian Father's Plea."	
Dorris, "Why I Am Not Thankful For Thanksgiving."	
Coates, "The Case For Reparations."	

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<b>Gender Identity &amp; Sexual Orientation</b>	
Student panel	
<i>Nature, Nurture, And Our Evolving Debates About Gender</i>	
Bullying Intro	
Golden, "Fat Girl"	
Kilbourne, Objectification of women in advertising	
<b>Putting It All Together</b>	
Identity/Intersectionality/Difference activity	
<i>Bully</i>	