

The Wolfe Institute

*The Ethyle R. Wolfe Institute for the Humanities,
in cooperation with The Roberta S. Matthews Center for Teaching,
presents*

Teaching By Numbers

Deconstructing the Discourse of Standards and Accountability



Peter Tabuman's book

Teaching by Numbers: Deconstructing the Discourse of Standards and Accountability

recently won the **2010 Outstanding Book Award of the American Educational Research Association.**

Peter Taubman is professor of education in the School of Education at Brooklyn College, where he teaches graduate courses in education and English. He is one of the co-founders of and a consultant for the Bushwick School for Social Justice, a small high school in Brooklyn, New York. His articles on curriculum, autobiography, teacher identity, classroom teaching, psychoanalysis and the problems with standards and accountability have appeared in a range of scholarly journals. He is the co-editor of *Understanding Curriculum* and his most recent book, *Teaching by Numbers: Deconstructing the Discourse of Standards and Accountability*, was published by Routledge in April, 2009. He has just completed a book on psychoanalysis and teaching, entitled *Disavowed Knowledge: Psychoanalysis, Teaching and Education* to be published by SUNY Press. He is currently at work on a new book, which explores what educators can do to push back against the neoliberal assault on education and resist their own co-optation.

Ellen Belton is a professor of English and coordinator of Writing Across the Curriculum at Brooklyn College. She has published on Shakespeare, Thomas Heywood, John Webster, Jane Austen, and the films of Alfred Hitchcock. She was the dean of undergraduate studies at Brooklyn College for ten years and chair of the English Department for six. She has also served as acting dean of the CUNY Honors College and as chair of the Brooklyn College Faculty Council. Before becoming the coordinator of Writing Across the Curriculum, Professor Belton was the coordinator of the Learning Communities initiative.

Michael Anderson earned his doctorate in history at the University of Cincinnati, where his primary interests were 20th century U.S. political, constitutional, and foreign policy history. In 1990 he began teaching history and political science at Clarke College in Iowa. He served as chair of the history and political science department, and later the Social Sciences Division. He also won the college's highest award for teaching. While at Clarke he oversaw the Social Sciences Division move to an outcomes assessment based approach to learning during the revision of the college's general education program. In 2006 he was hired as director of academic assessment at Brooklyn College, CUNY. He has given numerous presentations and workshops both within CUNY and nationally on the assessment of student learning. He is the founding chair of the CUNY Assessment Council. He also continues to pursue scholarly activity in his original fields by publishing in reference works, serving as a peer reviewer, and as an item reviewer for the Foreign Service Officer Test used by the U.S. State Department.

Wednesday, April 21, 2010
6:00 p.m. to 7:30 p.m.
Woody Tanger Auditorium
Brooklyn College Library

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