Department of Educational Policy & Community Studies

ED POL 375: CULTURAL FOUNDATIONS OF EDUCATION

3 Undergraduate credits

Fall, 2021

ED POL 375-001 (12877)
Hybrid. Face-to Face (9:30 am-12:15 pm in BOL 294: 9/7, 10/5, 10/26, 11/16) & Online (asynchronous)
Virtual Office Hours (phone & video conference): by appointment

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Most people believe that the idea that all Americans should get a free education at the expense of the government, through high school graduation or, possibly, college, was written in the Constitution or the Declaration of Independence or is some kind of founding principle of our country. Well, it's not! At the time, it was a new, radical, crazy-seeming idea. ~*Nicholas Lemann* (*School- The Story of American Public Education)*

COURSE DESCRIPTION

Foundations of Education is an interdisciplinary study of the relationship between school systems and society that seeks to understand educational policies and practices in light of their origins, influences, and consequences. ED POL 375 explores this school-society relationship by examining the history, philosophy, and sociology of education from critical, normative, and interpretive perspectives. The *Critical* perspective uses inquiry skills that support research and evaluation of information about the structure & function of schools, particularly in recognizing where omissions and inconsistencies between policy and practice exist. The *Normative* perspective focuses on understanding the way societal beliefs and values are reflected in schools, particularly policies and practices related to curriculum, assessments, and school governance in a democratic society. The *Interpretive* perspective attends to understanding the significant differences in how individuals with diverse backgrounds and personal histories, experience schooling. Education and schooling always exist in social context. While the course focus is on public schooling in the USA, particularly large urban districts, the Foundations are relevant to education in any context, level of schooling, & subject area of specialization.

FORMAT & EXPECTATIONS

ED POL 375-001 (Hybrid) will meet Face-to-Face (F2F) 4 times in *BOL 294*: *9/7, 10/5, 10/26, 11/16* & online, asynchronously, all other weeks. The class is designed to be interactive and learner centered. Various readings, videos, online activities, etc., will be used to facilitate dialogue. You'll have the opportunity to reflect on your own schooling, socio-cultural identity, and philosophical beliefs about education. For major assignments, you'll be able to do research on educational issues and contexts that interest you the most. Learning will be assessed through online discussions, small group collaboration, and papers rather than tests and exams. This approach provides more opportunities to rethink interpretations and assumptions, exchange frequent feedback, refine the quality of your written work, and build a strong online learning community. Our conversations will allow us to share and learn from each other's experiences, questions, and insights. In this way, the course is designed to help you develop the knowledge, skills, and dispositions needed to advocate for equity and teach diverse learners effectively.

Be prepared to engage in open-minded, scholarly, respectful, conversations. Participation in weekly online Dialogue & Discussion is an integral component of the class. Expect to access the course site & check email regularly each week. Posting to Discussions will be expected at least twice per week. *Review your comments carefully before posting; the written word does not reliably convey tone (what you mean as good humor may be misconstrued).* Read critically, complete assignments conscientiously, and participate fully in online Discussions. Your participation is valued. Missing class limits your timely access to the material & issues we'll examine and removes your voice and insights from our learning community.

Note: This syllabus is subject to change. Notification of changes will be posted in Announcements on the Canvas Course Home page.
If you need accommodations to fulfill course requirements, please notify me as soon as possible to arrange accommodations in a timely manner.
Disability- http://uwm.edu/arc/; Religion- http://www4.uwm.edu/secu/docs/other/S1.5.htm; Active Duty- https://uwm.edu/onestop/students-called-to-active-duty/

REQUIRED TEXT (Available @ UWM Bookstore, various online outlets, etc. Text is also on Reserve in the UWM Library).
Tozer, S., Senese, G, & Violas, P. (2021). *School and society* (8th ed.). McGraw-Hill.
Additional required readings will be available online, either posted in Canvas or on the www (See Schedule).
Course Guide & Resources for ED POL 375- Cultural Foundations of Education: http://guides.library.uwm.edu/edpol375
The complete Syllabus, Schedule, & Assignment Guidelines are also posted in Canvas> Modules> Syllabus & Resources.

UWM NOTICES (Additional policies are listed on the next page)
UWM prohibits cheating, discrimination, harassment, & retaliation. Misconduct threatens everyone's educational experience & well-being! Students and staff are responsible for conducting themselves appropriately and must not mistreat nor endanger others.
Handbook: https://uwm.edu/studenthandbook/. **Report It:** https://uwm.edu/deanofstudents/report-it/. **Campus Police:** (414) 229-9911 (9-911 campus phones).
Covid-19 Precautions. Panther Community Health & Safety Standards: https://uwm.edu/coronavirus/; https://uwm.edu/coronavirus/frequently-asked-questions/

Cancellation of classes (harsh weather or other emergencies). Cancellations will be reported on the UWM home page: https://uwm.edu
You can also learn about cancellations via the SAFE Line @ **414-229-4444**, as well as tuning in to local radio and TV broadcasts.

Acknowledgement: The UWM campus exists on the traditional land of the Potawatomi, Ho-Chunk, and Menominee Peoples, past and present. We honor with gratitude the land and the people who have stewarded it throughout the generations. In accordance with our commitment to diversity, we commit to resist the systems of oppression that have dispossessed indigenous people of their lands and denied their rights to self-determination.
https://uwm.edu/eqi/about/land-acknowledgement/

POLICIES

Statement of Time Investment

In accordance with UWM Faculty Document 2838, students should expect a time investment of *at least* **48 hours per credit** for course-related activities.
Total time per 3-credit class: **144 hours**. The exact breakdown will vary by student & assignments, but here is an estimate that may help you optimize your schedule.
Remember, *this is an estimate*. You will be graded on the quality of your work, not the amount of time you use.
Reviewing **Modules**, weekly agendas, lecture notes, assignment guidelines, etc.: 1-1.5 hours/week, ~ **23** hours/semester.
Online learning depends on critical analysis & robust discussions. **Assigned Readings**, videos, etc.: 3-4 hours/week, ~ **60** hours/semester.
Discussions: Primary posts (analysis of readings & course materials) & Response posts to others: 1.5–2 hours/week, ~ **30** hours/semester.
Plan sufficient time to research & write your Educational Policy **Position Paper:** ~ **20** hours and **Mini case**: ~ **6** hours.
Educational Policy Panel Presentation: Collaboration to prepare and participate in the Presentation (Handout document, etc.): ~**5** hours

Attendance & Participation

Attendance in an online class is determined by your participation in the (asynchronous) online Discussions assigned for each week.
If extenuating circumstances cause you to miss 1 or 2 classes, you may post work belatedly to regain credit.
Make-up work must include Primary & Response posts to all Discussions for that week/module. Credit depends on the quality of make-up work.

Panthers Protect Panthers

Masks are required in all UWM indoor spaces. Students who refuse to wear a mask will be asked to leave the classroom, office, etc.
Maintain social distance. Six feet apart is recommended for interactions, especially when indoors.
https://uwm.edu/coronavirus/frequently-asked-questions/

Special Accommodations

Call to Active Duty https://uwm.edu/onestop/students-called-to-active-duty/
Religious Observances. https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-2.%20Accommodation%20of%20Religious%20Beliefs.pdf
Students' sincerely held religious beliefs shall be reasonably accommodated with respect to all examinations and other academic requirements.
Students with Disabilities. http://uwm.edu/arc/
UWM supports the right of all enrolled students to a full & equal educational opportunity. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of their need for instructional accommodations as soon as possible. Disability information, including instructional accommodations, is confidential and protected under FERPA. If you need accommodations to fulfill course requirements, please notify me *as soon as possible* to arrange for accommodations in a timely manner.

Written Assignments

- Type assignments. Include your name and page number on each page.
- Cite your sources (***APA*** style). https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html & https://apastyle.apa.org/blog

Teacher Certification Students

Certain assignments may be useful as artifacts for your portfolio. See E-Portfolios: http://uwm.edu/education/academics/eportfolio/

Grading Scale

A =100-93 A- =92-90 B+ =89-87 B =86-83 B- =82-80 C+=79-77 C=76-73 C-=72-70, etc.

University Policies

UWM prohibits & does not tolerate cheating, discrimination, harassment, and retaliation!
Report It! To report incidents & concerns: https://uwm.edu/deanofstudents/report-it/**. Campus Police:** (414) 229-9911 **or** 9-911 from campus phone.
Academic misconduct will not be tolerated by the University. (e.g., plagiarism): https://uwm.edu/deanofstudents/academic-misconduct/
Nonacademic misconduct (e.g., endangerment): https://uwm.edu/deanofstudents/nonacademic-misconduct/
Conduct on University Land: https://docs.legis.wisconsin.gov/code/admin_code/uws/18; Firearms, etc.: https://uwm.edu/legal/firearms-and-weapons/
Discriminatory conduct will not be tolerated! (e.g., harassment on the basis of protected status: race, religion, sex, national origin, disability, etc.):
https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf
Title IX at UWM: https://uwm.edu/titleix/. **Acts of Hate/Bias:** https://uwm.edu/equity-diversity-services/hatebias-2/
Sexual Misconduct: https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-2.%20Sexual%20Violence%20and%20Sexual%20Harassment%20Policy.pdf
Grievances, Complaints, and Appeals: http://uwm.edu/deanofstudents/assistance/complaints-and-grievances/

Additional Resources

Navigate Student Success: https://uwm.edu/academicaffairs/academic_priorities/student-success/navigate/
The Navigate tool provides information about academic resources, making online appointments with your academic advisor, and much more.
In addition, Navigate allows instructors to send Progress Reports to students throughout the term, allowing for updates on your academic progress in a course.
Student Handbook: re: policies, procedures, & resources: http://uwm.edu/studenthandbook/student-resources/
Mental Health: http://uwm.edu/mentalhealth/. **Health & Safety:** https://uwm.edu/studenthandbook/student-resources/health-and-safety/
Additional Support for Students: https://uwm.edu/deanofstudents/assistance/

In Case of Emergency

Emergency Preparedness: https://uwm.edu/safety-health/emergency/
In an emergency please call the Police Department at 9911 if on a campus phone, or (414) 229-9911 if using cell or off campus phone.
Student Campus Safety Patrols available from 6 pm daily to provide walking escorts to & from campus. Request via UWM Police 229-4627.
To receive emergency-information text message alerts, enroll in the S.A.F.E. alert system via RAVE: https://uwm.edu/police/services/safety-alerts/

Objectives & Learning Goals of Ed Pol 375 -- Cultural Foundations of Education

The objectives for ED POL 375 align with the Standards endorsed by the Council for Social Foundations of Education (CSFE) for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies. These objectives also align with the Core Guiding Principle of the UWM Council on Professional Education (CPE), and focus on several of the WI Teacher Standards and corresponding InTASC Model Core Teaching Standards.

1) **Foundations of Education**
   Understand that education and schooling exist within a complex relationship to the environing culture.
   Understand why & how schooling results in significant variations in educational experiences and learning outcomes.
   Recognize the role of culture and political economy in determining the structure & function of schools in a given society.

2) **History of Education**
   Recognize significant events, themes, and trends in the development & reform of schooling in the United States and Wisconsin (e.g., rise of public schools, teacher professionalization, standardized testing, bilingual education, school choice, use of technology).
   Learn about the educational experiences of diverse populations & their influence of on schooling in the United States (including the history, culture, and contributions of women and various racial, cultural, linguistic, & economic communities in the USA).

3) **Philosophy of Education**
   Understand the philosophical assumptions behind various approaches to formal & informal education & schooling.
   Examine global perspectives, multicultural education, social justice education, and culturally relevant pedagogy.
   Explore approaches to conflict resolution, including violent or disruptive situations that may arise in educational contexts
   Reveal inconsistencies between educational policies and practices.

4) **Sociology of Education**
   Understand causes of societal change and the impact of these changes on the structure & function of school systems.
   Examine how education is affected by societal groupings of race, ethnicity, and socio-economic class
   Recognize political, social, & economic factors that create & maintain poverty, & the impact of poverty on educational outcomes & schools.
   Understand the psychological and social implications of discrimination, & its impact on staff, students, curriculum & assessment, etc., particularly when based on protected status (e.g., race, class, sex, religion, disability, orientation).

Council for Social Foundations of Educ. (CSFE) Defining Foundations of Education https://csfe.files.wordpress.com/2010/01/standards-draft2012.pdf
Foundations of Education refers to a broadly conceived field of educational study that derives its character and methods from a number of academic disciplines … which rely heavily on the disciplines & methodologies of the humanities, particularly history & philosophy, and the social sciences, such as sociology & political science. The purpose of foundations study is to bring these disciplinary resources to bear in developing interpretive, normative, and critical perspectives on education, both inside and outside of schools.

For candidates in initial teacher certification programs, social foundations studies contribute directly to the development of interpretive, normative, and critical perspectives on educational arrangements, practices, and discourse. They focus on the content and context of issues and problems that are fundamental to education, regardless of the candidate's eventual area of specialization.

School of Education (SOE) Core Guiding Principle UWM Council on Professional Education (CPE) https://uwm.edu/education/cpe/
All programs at UWM leading to licensure by the Wisconsin Department of Public Instruction have adopted a unified guiding principle centered on advocating for and providing an equitable education to all students, within a culture of inspiration, high expectations, accountability and quality services. Individuals licensed through UWM demonstrate an understanding of the unique characteristics of urban contexts and keep issues of race, class, culture, and language at the forefront of their work.

Candidates have substantive knowledge about the varieties of urban contexts and cultures, the forces that maintain poverty, and other powerful historic and contemporary beliefs and traditions that support discrimination in society. They understand how other social identities, including gender, disability, sexual orientation, and religion, intersect with the forces of poverty, cultural traditions, language, and racism and lead to inequity in teaching and learning.

WI DPI Educator Standards https://dpi.wi.gov/licensing/programs/educator-standards
InTASC Model Core Teaching Standards https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf
To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions under all of the teacher standards. The ten teacher standards for teacher development and licensure are listed in the table on the next page. CSFE & WI Educator Standards are highlighted in bold, followed by sample InTASC Learning Progressions for each Standard as it is addressed in ED POL 375- Cultural Foundations of Education.

ED POL 375 Objectives: Alignment with CSFE Standards for Social Foundations of Education & WI Educator Standards with sample InTASC Learning Progressions for Teachers	**Evidence & Performances** Varies: e.g., Journals, Papers, Exams, etc.
The Learner & Learning: Addressing Differences and Disabilities **CSFE Standard I, Prin. 2.** Educators understand & apply normative perspectives on education & schooling. **CSFE Standard I, Prin. 6.** Educators understand how philosophical & moral commitments affect the process of evaluation at all levels of schooling practice, leadership, & governance. n Foundations of Education this means: Appreciating the role of students' cultures & communities in shaping their development. Understanding how poverty, racism, & discrimination affect learning, across cognitive, linguistic, social, emotional, & physical realms. Acknowledging that one's assumptions about diverse cultures & communities may marginalize students & negatively impact their learning. **Educator Standard #1:** Pupil Development. Expand knowledge of learners. Strengthen analysis & reflection on practice. Build collaborative skills to support learners' complex development. **Educator Standard #2:** Learning Differences. Expand knowledge of learner diversity & its implications for adjusting nstruction. Strengthen analysis & reflection on practice. Build skill in problem solving. **Educator Standard #6:** Assessment. Expand knowledge & skill with engaging learners in self & peer assessment. Strengthen analysis & reflection on the use of assessment to support student learning. Build networks of professional colleagues to support ethical assessment practice.	**Discussion Posts:** Reading Responses (Aha's)! Reflections & critical analysis and synthesis of course materials. Examination of research on the relationship between social & cultural differences and curriculum, instruction, student learning, and community development. Includes reflection on one's own identity- social, cultural, linguistic, etc. and relationships with others. Identification & sythesis of follow-up resources encouraged. **Position Paper** (see below)
Content Knowledge: A Liberal Arts Foundation with Strong Content Knowledge **CSFE Standard I, Principle 1.** Educators understand & apply disciplinary knowledge from the humanities & social sciences to interpreting the meanings of education & schooling in diverse cultural contexts. **CSFE Standard I, Principle 3.** Educators understand & apply critical perspectives on educ. & schooling. n Foundations of Education this means: Having knowledge of the socio-cultural & historical context of the discipline [Education]; Understanding the historic & philosophic forces that influence assumptions about diverse cultures; Understanding the characteristics of diverse urban contexts, cultures, and the forces that maintain poverty. Understanding powerful historic & contemporary beliefs & practices that support racism & discrimination in society **Educator Standard #4:** Content Knowledge. Expand knowledge of resources- to support teaching & learning in the content area. Strengthen analysis & reflection on use of materials & resources. Deepen knowledge in content area. Build action research skills to improve practice that leads to learner autonomy. **Educator Standard #5:** Application of Content. Develop knowledge & skill in interdisciplinary learning & real-world application. Strengthen analysis & reflection on one's ability to use metacognitive strategies. Build professional & community connections to increase options for real-world application.	**Discussions Posts:** (see above) **Position Paper:** Research paper on a controversial educational issue, advocating a specific policy. Policy must specify an action (what should be done). Paper will include historical & legal context for the issue. Support will include analysis of scholarly research & media representation of the issue, identification of advocates & opponents, and impact on diverse student populations.
Instructional Practice: Collaboration/Family Partnerships/Community Involvement **CSFE Standard I, Principle 5.** Educators understand the full significance of diversity in a democratic society & how that bears on instruction, school leadership, & governance. **CSFE Standard I, Principle 7**. Educators is prepared to critically analyze current educational policies & practices at national, state, and local levels and their impacts on teaching, learning, and the assessment of P-16 students n Foundations of Education this means: Taking responsibility for learning about the community, its assets, & its resources. Modeling & practicing respectful communication in all interactions, respecting students' first languages & dialects and valuing them as assets. **Educator Standard #3:** Learning Environments. Build skills in collaborating with learners & colleagues to engage in rigorous independent, & interdependent learning. Strengthen analysis & reflection on the impact of the classroom environment. Build skills in collaborating- with learners, colleagues, & families. **Educator Standard #7:** Planning for Instruction. Expand knowledge of resources for planning & skill in analysis of data to guide planning. Strengthen analysis & reflection on experience with learners, curriculum, and instruction. Build professional community to share resources. **Educator Standard #8:** Instructional Strategies. Expand knowledge & skills to engage learners in collaborative inquiry. Strengthen analysis & reflection on use of instructional strategies. Build professional community.	**Discussions Posts:** (see above) **Position Paper:** (see above) **Mini-case Study:** Problem-based Learning Activity, integrating autobiography with case study analysis on diversity & discrimination issues. Analysis will include an understanding of Best Practices in terms of culturally relevant pedagogy & conflict resolution.
Professional Responsibility: Reflective Practitioner/Democratic Educational Practice **CSFE Standard I, Principle 4.** Educators understand how moral principles related to democratic institutions can inform & direct schooling practice, leadership, & governance. **CSFE Standard I, Principle 5.** Educators understand the full significance of diversity in a democratic society & how that bears on instruction, school leadership, & governance. n Foundations of Education this means: Having a sense of urgency about one's role in effecting positive change in schools and urban communities. Working effectively with peers & colleagues as part of a community of learners and supporting others in ongoing professional growth. **Educator Standard #9:** Professional Learning & Ethical Practice. Build skill in recognizing & addressing ethnical issues. Strengthen analysis & reflection on learner needs. Build skills in dialogue. **Educator Standard #10:** Leadership & Collaboration. Build skills in working collaboratively- with learners, colleagues, & communities. Strengthen analysis & reflection on varied leadership roles. Build skills to conduct & disseminate research.	**Discussion Posts:** (see above) **Panel Presentations/Policy Debate:** Cooperative group project based on dialogic collaboration. Using research gathered for the Position Paper, small groups will prepare a Panel Presentation of opposing views (claims & supporting evidence) on a current educational issue/policy.

Using the Canvas Course Website

Canvas Course Website

Materials for this course are available on the CANVAS course web site, 24/7. E-mail will also be used to communicate about this course. Please be sure to put my e-mail in your address book & on your "safe senders" list. I will do my best to respond to your emails within 48 hours. Check your e-mail & access the course site at least 2-3 times/week. Students can see these materials there anytime, using a standard web browser. Always use the most current version of your preferred browser. Your browser will notify you if there is a new version available.

Re: software: You will need to be able to view, edit, & create Word files & view Power Point & Adobe.pdf files.
Computer or mobile phone with camera & microphone functions is needed to participate in video conferences (e.g., Zoom, Teams, Face Time).
If you don't have the necessary hardware, software, or broadband connection, please find regular access to the appropriate technology prior to the start of class. Not having access to the technology needed to complete the online course requirements may cause you to miss assignment due dates & will limit your ability to participate in Discussions and group activities in a timely manner.
Please contact the UWM Help Desk if you have questions about these requirements*.

****Need Help?**

The **UWM Help Desk** provides support for all technical problems (e.g., forgot your password, you can't login, etc.).
Help Desk: https://uwm.edu/technology/help/ | **email:** help@uwm.edu | **phone:** (414) 229-4040 Toll free: (877) 381-3459.
In addition, Canvas provides 24/7 support for UWM students! support@instructure.com
If you have any difficulties with Canvas, find Help files, FAQ, & links to 24/7 support here: https://uwm.edu/canvas/students/
The Help Desk is your contact for any & all technical issues associated with the online aspect of the class.
If you are new to online learning, I encourage you to visit the orientation for online students: https://uwm.edu/studentsuccess/academic-success/

To Find and Browse the Canvas Course Website:

1. From to the UWM home page <http://www4.uwm.edu>
2. Click on the "Current Students" dropdown menu to select **Canvas** – or Go directly to the Canvas login page <https://uwm.edu/canvas/>
3. On the Canvas **Welcome** screen, type your ePanther **Username** (ePanther email, without "@uwm.edu) & **Password**. **[Login].**
4. Go to the Canvas **Dashboard**. Your active courses are here, arranged by Semester, newest semester on top.
5. Click on the course title to find the Course Homepage.
6. Find the **Navigation bar**, page left. Click on Announcements, Modules, etc. to familiarize yourself with the Canvas course platform.
7. If you have any difficulty getting into the course web site, please close down your web browser completely. Then open it up again and try logging in using the instructions above. If you don't know/remember your ePanther username or password, please seek help (see above).
8. Whenever you finish a session using a CANVAS course site, always click **[Logout].** This is especially important if you're in a computer lab. Otherwise, the next person who uses the computer you were using may also be using *your* CANVAS account!

ONLINE LEARNING & DISCUSSIONS

MODULES (Weekly Topic-centered Units)

The first week we will participate in introductory activities to meet each other, become familiar with the CANVAS environment, and begin to think about some dominant themes in the field of Cultural/Social Foundations of Education. The course is then divided into weekly, topic-centered units/modules. During the second to last week of the semester, you'll participate in a Panel Presentation to share findings from the research you did for your Position Paper, exploring current debates on Educational policies. The last week of the semester will be a Review & Reflection on core concepts and essential themes in the field of Social and Cultural Foundations of Education. The Schedule included at the end of this Syllabus lists topics, required readings, & assignment due dates for each week/unit. An Agenda will be posted online in the Canvas MODULES each week, usually by Sunday evening, outlining activities for the coming week (Unit overview, Readings, Discussion questions, etc.). *Be sure to visit the course site each week to review the new weekly agenda*.

Online Discussions (Asynchronous, with a few *optional* synchronous online class meetings*)

You are responsible for completing the weekly reading assignments and actively participating in our online discussions. Weekly discussions will include a **Primary post** (Initial Reflection/Analysis of the assigned readings and reflections to the discussion prompt/s) & **Reply posts** (Responses to posts written by at least two of your classmates.) These discussions will take place asynchronously (no need to be online at any specific time). See Schedule for *Optional,* synchronous, online class meetings. We'll use Canvas Zoom for these virtual meetings, you can access these sessions through the Canvas course site; no downloads, plug-ins, special invitations or passwords are needed. The purpose of these synchronous meetings is to be able to speak with each other in "real time" and, for those who choose to activate the video function, see each other too. For those who cannot/prefer not to join synchronously, I'll also post all materials we use & a "Meeting Highlights & FAQ" so you stay informed.

Discussion Forum for Questions about the Course

I have set up a Canvas Discussions forum (Discussions> Course Questions) where you can post questions regarding the course. If you want clarification about something in the syllabus, assignments, the weekly agenda, etc., please post to this Discussion. It's a great way for you to get help from me or a classmate. Everyone can post both questions & answers. Frequent communication helps build a strong online learning community. Sharing Q & A can decrease anxiety and uncertainty. The Q & A will remain posted throughout the semester so you can always look here, 24/7. You can, of course, also always contact me by email at atroiano@uwm.edu

ASSIGNMENTS*

ED POL 375-001 (12877) Cultural Foundations of Education **Fall, 2021**

Hybrid: Online via Canvas, asynchronous, with four Face-to-Face meetings (F2F): Sept. 7; Oct. 5; Oct 26; Nov. 16 (BOL 294).

**Schedule is subject to change depending on emerging priorities. Notice of changes will be posted in Canvas.*

Weekly Online Discussions (Aha!) 42%

Your participation in class Discussions & small group conversations is essential for building a learning community. Instead of quizzes and exams, you will demonstrate your understanding of the course content by posting your analysis & reflections in the Discussions area on Canvas. These Discussions are where you show your ability to analyze & synthesize information and support dialogue. The Weekly discussions will include a Primary post & at least two Reply posts. Each week I will post an Agenda, by Sunday night. The **Agenda** will provide an Overview of the topic for the week and Discussion questions/prompts to help you think about that week's readings & course materials. My role in the Discussions is that of participant observer. I'll read all your posts and, occasionally, offer questions & comments. I'm looking forward to these scholarly conversations!

Primary posts: The Primary post presents your analysis & reflections on the assigned readings & other materials being used that week.
It is not a summary; your post should *offer critical and substantive analysis*. Consider, for instance, quotes, statistics, or omissions that you have a question about or want to discuss. Or, based on your own experience, you may want to offer a counter-narrative to the perspective presented in the reading. Please be specific: *Use key terms and apply concepts or theories* from the readings & explain why a particular point that caught your attention. Remember to *cite the page or place* where we can find the example/s you chose. *Include support to follow-up on your analysis*. Do a quick web search or talk to an expert/authority on the subject *(cite your source)* to find information that supports your interpretation or answers a question you asked. This helps inform our conversations and supports critical thinking & self-directed learning.
The subject line for your Primary Post should include your name & the topic/question you are addressing (e.g., Aaria: Teaching is a Cultural Activity).

Reply post: Post replies to *at least 2 other people*. "I agree" or "Good point" is a nice beginning, but it is *not* sufficient. *Seek dialogue*. The goal is to learn from each other. Ask open-ended questions to continue the conversation. Ask for clarification if you'd like more information to understand the someone's post. Offer additional information or resources that support their comments or when you want to present an alternate interpretation.

Due: **Every Week** (3 points/week. See Schedule & weekly Agendas for required readings and activities) **45%**
Primary Posts are expected by Wednesdays, unless otherwise indicated. (Flexibility is built in; you may do initial posts before Wednesday.)
Reply Posts are expected by end of day Fridays, unless otherwise indicated.

RUBRIC for Weekly Discussions

A	Complete & timely posts; Clear, in-depth analysis of Discussion topic; extensive support & use of examples from the readings; insignificant (if any) errors
B	Complete & timely posts; Clear, superficial analysis of Discussion topic; limited support & use of examples from the readings; few errors
C	Incomplete or late posts; Incomplete analysis of Discussion topic; unclear support for comments; lack of reference to the readings; several errors
D	Incomplete or late posts; Failure to address Discussion topic; missing analysis &/or support for comments; no reference to the readings; numerous errors
F	Failure to post to Discussions

Position Paper (Educational Issues & Policy Debate: *Individual Component*) 30%

Early in the semester you'll be asked to help create a list of educational issues & policies that are currently being debated. Choose a topic from that list & conduct research to gather data about relevant policies and practices. Identify your position- the educational policy you believe best addresses that issue. Support your position using evidence from peer-reviewed, scholarly sources. Use additional legal, technical, & non-scholarly sources to provide historical & legal background information and further support your position. (*See Position Paper Assignment Guidelines for details & rubric.*)

***Due*: October 31**

Mini-case (Problem-based brief Case Study) 20%

Recall an incident involving diversity (race, gender, class, religion, orientation, disability, etc.) that you witnessed or experienced in an educational setting (school, after-school program, camp, etc.). Write a description of this incident in the format of a brief case study that can be used as a Problem-based Learning activity. The incident description should include dialogue; your analysis of the incident must include support for best practices that support inclusive education & remedy any harmful actions. (*See Mini-case Assignment Guidelines for details & rubric.*)

***Due*: November 23**

Panel Presentation (Educational Issues & Policy Debate: *Collaborative Component*) 5%

Working with others who chose the same educational issue, prepare a Handout for the class that presents Background information and Pros & Cons re: your educational policy. Use your position papers to prepare the handout. (*See Panel Presentation Assignment Guidelines for details & rubric.*)

***Due*: December 9**

SCHEDULE*

ED POL 375-001 (12877) Cultural Foundations of Education **Fall, 2021**

Hybrid: Online via Canvas, asynchronous, with four Face-to-Face meetings (F2F): Sept. 7; Oct. 5; Oct 26; Nov. 16 (BOL 294).

Readings posted on Canvas unless otherwise noted on schedule

**Schedule is subject to change, depending on emerging priorities. Notice of changes will be posted on the Canvas course site.*

Week 1 September 2-5	**CULTURAL FOUNDATIONS of EDUCATION.** Introductions & Course Overview **Stigler & Hiebert**: Teaching is a Cultural Activity. (Optional) **Stevens, et al:** *Justice, Ideology, & Education*, Chapter 1.
Week 2 September 6-12 **Tues. Sept 7** F2F (required) 9:30 am-12:15 pm BOL 294	**SOCIOLOGICAL FOUNDATIONS.** Theories of Social Stratification: Transmission vs. Transformation **Bennet deMarrais & LeCompte**: *The Way School Work,* Chapter 1. **Tozer:** Chapter 1, excerpt- "Tools of Inquiry". *School & Society.* & Choose one: **Cisneros**: *My Purple House.* **Hubbard**: *Who's Helen Keller*?
Week 3 September 13-19	**PHILOSOPHICAL FOUNDATIONS.** Pedagogical Theories: Developing a Theory of Impact **Tozer:** Chapter 14, excerpt- "Theory of Impact". *School & Society.* **Freire**: *Pedagogy of the Oppressed,* Chapter 2. & Choose one: **Hutchins**: *Make It a Habit.* **Greene**: *Education & Disarmament.*
Week 4 September 20-26	**LITERACY.** Pedagogy & Power: Hegemony vs. Culturally Relevant Pedagogy **Tozer**: Chapter 9, *School & Society.* **Kliewer,** et al.: *Citizenship for All in the Literate Community.* & Choose one: **Bigelow**: *The Human Lives Behind Labels.* **Delpit**: *Ebonics & Culturally Responsive Instruction.*
Week 5 Sept.27-Oct. 3	**DIVERSITY & EQUITY.** Theories of Social Inequality: The Schooling of Women as Representative of Minority Experience (Video) **Adichie:** *The Danger of a Single Story.* https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story **Tozer:** Chapter 5, *School & Society.* **Bode**: *Multicultural Education.* (Optional readings): **Pelo**: *Playing with Gender.* | **Karp:** *Arranged Marriages, Rearranged Ideas.*
Week 6 October 4-10 **Tues. Oct. 5** F2F (required) 9:30 am-12:15 pm BOL 294	**HISTORICAL FOUNDATIONS.** School as Public Institution: Colonial Heritage & Common School Era (Video): ***School: The Story of American Public Education, Part I*** (link posted in Module). **Rush**: *Of the Mode of Education.* **Dalbello, et al.**: *A Brief History of Education in WI.* (Optional) **Tozer**: Chapters 2 & 3, *School & Society. (see Textbook)*
Week 7 October 11-17	**HISTORICAL FOUNDATIONS.** School as a Progressive Institution: Progressive Era (Video, continued): ***School: The Story of American Public Education, Part II*** (link posted in Module). **Olson**: *Tugging at Tradition* (Canvas). or **Tozer**: Chapter 4, *School & Society (see Textbook).* **Jozwiak**: *Politics in Play. WI Magazine of History.* (Optional readings): **Stoskopf**: *The Forgotten History of Eugenics.* | **Counts**: *Dare Progressive Education be Progressive?*
Week 8 October 18-24	**HISTORICAL FOUNDATIONS.** Cold War era & War on Poverty; 21st Century & Privatization (Video, continued): ***School: The Story of American Public Education, Part III*** (link posted in Module). **Greenberg**: *The GI Bill of Rights* http://iipdigital.usembassy.gov/st/english/publication/2008/04/20080423213340eaifas0.8454951.html#axzz1VbpE6dZF **& Choose one: Karp:** *Money, Schools, & Justice.* **Kivel:** *Affirmative Action for White Men?* http://www.inmotionmagazine.com/pkivel4.html (Optional) **Kantor:** *Accountability, Democracy, & Political Economy of Education.* (Optional) **Public Policy Forum**: *Publicly Funded School Choice Options in Milwaukee.*

Week 9 October 25-31 **Tues. Oct. 26** F2F (required) 9:30 am-12:15 pm BOL 294 **Position Paper** **Due:** Sun. Oct. 31	**DIVERSITY & EQUITY:** Resisting Colonization; Challenging Cultural Appropriation (Video) ***The Columbus Controversy*** (link posted in Module). (Video) ***The Forgotten Slavery of Our Ancestors*** (link posted in Module). **& Choose one:** **Reese, et al:** *Fiction Posing as Truth.* **Davids:** *If You Ain't White …* (Optional) **Johnson**: https://www.jsonline.com/story/news/education/2019/08/14/resolution-calls-schools-retire-native-american-mascots/1997256001/ (History) ***Spring:*** *Native Americans. Deculturalization, Chapter 2 (Canvas).* or ***Tozer:*** *Chapter 7, School & Society (see Textbook).*
Week 10 November 1-7	**DIVERSITY & EQUITY:** Resisting Segregation; Challenging Misrepresentation (Video) ***A Class Divided*** (link posted in Module). **& Choose one:** **Baldwin**: *A Talk to Teachers.* & ***Brown v. Topeka*** *(1954) decision, excerpts.* **Ranney**: *Looking Further Than Skin- A History of Civil Rights Law in WI.* & ***Brown v. Topeka*** *(1954) decision, excerpts.* (History) ***Spring:*** *African Americans. Deculturalization, Chapter 3 (Canvas).* *or* **Tozer:** *Chapter 6, School & Society (see Textbook).* (Optional) **Washington**: *Up from Slavery,* XIV. http://www.bartleby.com/1004/14.html; **DuBois**: *The Souls of Black Folk,* III. https://www.bartleby.com/114/3.html
Week 11 November 8-14	**DIVERSITY & EQUITY:** Resisting Exclusion; Challenging Mono-lingual Dominance **Spring**: *Asian Americans. Deculturalization,* Chapter 4. **Rothstein**: *Bilingual Education* & ***Lau v. Nichols*** (1974): decision, excerpts. **Spring**: *Hispanic/Latino Americans. Deculturalization,* Chapter 5. **AIC**: *Public Education for Immigrant Students* & ***Plyler v. Doe*** (1982): decision, excerpts.
Week 12 November 15-21 **Tues. Nov. 16** F2F (required) 9:30 am-12:15 pm BOL 294	**DIVERSITY& EQUITY: The Evaded Curriculum.** Church-State Issues, Love, Death **1st Am Center**: *Teacher's Guide to Religion in Public Schools.* **Weiss**: *Unwrapping the Holidays.* (Video) ***It's Elementary*** (link posted in Module). **& Choose one:** **Sokolower-Shain**: *When the Gender Boxes Don't Fit.* **Lyman**: *Staying Past Wednesday.*
Week 13 November 22-23 **Mini-case** **Due:** Tues. Nov. 23	**Problem-based Learning: Mini-case Debrief** See Week 13 Module for "tool-box" of optional resources See Week 13 Discussions for Template to share your findings about best practices
	Fall Recess: November 24-28
Week 14 Nov. 29- Dec. 5	**SUPPORTING RESILIENCE:** Bridging Cultures; Resisting Deficit Thinking (Video) ***Earnest Stays in School*** (link posted in Module). **Winfield**: *Developing Resilience in Urban Youth.* **Trumbul, Rothstein-Fisch, & Greenfield**: *Bridging Cultures in Our Schools.* (Optional) **Bomer, et al:** *Miseducating Teachers about the Poor.*
Week 15 December 6-12 **Panel Presentations**	**PANEL PRESENTATIONS:** Educational Equity & School Policy Debates Locate your group's Panel Topic in the Discussions Area and post your group's Handout there. **Handout Document:** Background information and Pros & Cons with supporting evidence. Due: Thursday, December 9 Review all the Panel Presentations and then post feedback to others. **Feedback to at least 2 other Panel Presentations.** Due: Sunday, December 12
Week 16 December 13-14	**APPLYING FOUNDATIONS:** Reflections & Preparing for the Future **Jay** (2010) Critical Race Theory, Multicultural Ed, & the Hidden Curriculum of Hegemony. https://doi.org/10.1207/S15327892MCP0504_2 **Milner** (2013) Rethinking Achievement Gap Talk in Urban Education. https://doi.org/10.1177/0042085916641170 **Simmons** (2019) How to Be An Antiracist Educator. http://www.ascd.org/publications/newsletters/education-update/oct19/vol61/num10/How-to-Be-an-Antiracist-Educator.aspx (Optional) **Cuban**: *Myth of Failed School Reform.*