

Undergraduate Curriculum and Academic Policy Committee
Course Syllabus Guidelines

Course syllabuses submitted for Undergraduate Curriculum and Academic Policy review and inclusion in the WSU Course Inventory should include the following elements.

I. College/School

Teacher Education Department

II. Course Information

Course Title: Education in a Democracy

Course Abbreviation and Number: ED 2100

Course Credit Hours: 3.0

Course Cross Listing(s) Abbreviation and Number: N/A

Check ("x") all applicable:

General Education Course Writing Intensive Course _____ Service Learning

Course Laboratory Course _____ Ohio TAG (Transfer Assurance Guide) Course

_____ Ohio Transfer Module Course _____ Others (specify) _____

III. Course Registration

Prerequisites: N/A

Corequisites: N/A

Restrictions: N/A

Other: N/A

Student Learning Outcomes

Knowledge: By the end of the semester, the student will demonstrate a conceptual understanding of:

1. the definition of democracy as a "state of society characterized by formal equality of rights and privileges" (*Random House Dictionary*); further, that when only some persons experience a lack of privilege in a society, it is not a true democracy.
2. the conditions necessary for the functioning of a healthy democracy and how they are related to education.
3. how personal backgrounds and preconceived assumptions relate to members of non-dominant groups.
4. current issues related to the "never-ending tension between the rights and interests of individual parents and interest groups and the role of schools in transcending parochialism and advancing community in a democratic society" (NNER postulate 12, 2000).
5. specific roles of methods of inquiry in the social sciences, as well as recognition of ethical issues in research, such as the acknowledgement of biases and the hearing of traditionally silenced voices.
6. the effect of stewardship and nurturing on students, families, schools, and/or communities in a democracy.

7. methods to support the best possible K-12 education for all children and youths” (NNER postulate 13, 2000).
8. “how to effect needed change in school organization, pupil grouping, curriculum, and more” (NNER postulate 14, 2000).

Skills: By the end of the semester, the student will demonstrate the ability to:

1. explore and express one’s own beliefs and assumptions as they relate to the “other.”
2. articulate historical and personal experiences of others with whom one may not share a commonality.
3. work together with others in the community on diversity- and service learning-related projects.
4. critically evaluate strengths and limitations of social science research.
5. develop and defend a rationale for why access to knowledge is a critical educational goal in a democracy.
6. reflect on and articulate the implications of a democratic education.
7. demonstrate an understanding of methods for creating classrooms and schools that are self-aware and committed to anti-bias education so that all students have equitable access to education.

Dispositions: By the end of the semester, the student’s attitudes will be characterized by:

1. understanding how language, values, identity, family and community, economics, representation, and recognition impact a student’s education.
2. understanding how students are affected by being in an underrepresented or privileged group.
3. understanding that differences can enhance a respectful and empowering classroom atmosphere.
4. balancing informed criticism of and openness to research findings in the social sciences.
5. becoming other-oriented in a global society.
6. believing in ethical and equal treatment of all people.
7. valuing the role of education in a society characterized by formal equality.

Wright Core: Global Traditions, Element 3: Students will

- a. **Critically describe some of the political, social or economic systems; historical, cultural or spiritual traditions; and/or technological innovations around the world**

Students will identify the conditions necessary for functioning in a healthy democratic society and critically evaluate the role of education in creating and maintaining social justice in a civil society. Students will explain the limitations and possibilities of political agency, immigration policies, educational reform, and community organization, and they will identify ways in which students, parents, or communities can be empowered, as well as clarify the value of including all voices in the educational conversation. Through the accompanying service learning project, students will interact with and serve diverse individuals while working toward understandings of historical and current social constructs of race,

ethnicity, religion, dialect, social class, gender, sexual orientation, and physical and mental ability, consequently becoming involved in civic discourse to help dismantle stereotypes and discuss frameworks for culturally responsive education for all students.

b. Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally

Students will engage in many types of reflection on and orientation to their personal preconceived notions about diverse others, engaging in text-based elaboration on how biases could affect interactions among individual students, parents, and communities, both permanent and transient. While students will engage in participatory learning through the discussion and critique of others' arguments, instructors will model respectful critique of ideas while discouraging ad hominem criticism. Students will be led in discussions exploring how dogmatism functions and about the humility and integrity employed in the changing of one's mind as one encounters new perspectives that are well founded. Students will learn to understand and value openness to new ideas; collective wisdom; contrasts between "tyranny of the masses" and democracy that listens to and considers all needs; and finding and hearing traditionally suppressed voices when asking questions and forming opinions about perspectives in the social sciences. They will compare and contrast the effects of socially constructed categories on educational experiences and the felt experiences of the students whom they meet through service learning.

c. Use political, social, economic, historical, cultural, spiritual or technological knowledge to evaluate contemporary issues

Instructors will nurture students' "sociological imaginations" (Mills, 1959), teaching students to see institutions, culture, and social worlds through a sociological lens. After students read about social science research and instructors demonstrate for students where social knowledge comes from, students will employ analytic deduction to observe, record, and deconstruct data from their lives that demonstrate their application of social science research to individual and group interactions in the world around them. Students will be required to interview, survey, research, observe, and record evidence from interactions with and about diverse others in their lives that help them arrive at more complex and reality-based understandings of individuals and groups of people. Students will apply content analysis, knowledge about diverse others, and awareness of current and historical power structures to media messages, current controversies, and the experience of students during the process of education. Instructors will use films to illustrate the social aspects of changes in public policy, institutional operations, and social constructions over time, what affects those changes, and how those changes are measured. Students will, in personal journals, reflect on their own responses to working and interacting regularly and closely through service learning with students who are different from them, especially noting personal assumptions and treatments, weighing them in light of theory about socially constructed behavior and its effects in

educational settings. In order to keep students from over-generalizing based on their own experiences or interview data, all students will share their findings, collectively code data, and compare and contrast class-wide findings. Students will, through weekly scavenger hunts, identify and critically analyze a personal or observed social interaction, media sample, or current event.

Multicultural Competence: At the conclusion of this course, the student will be able to:

- a. demonstrate knowledge of cultural, economic, social, political, or racial diversities in the United States and throughout the world.
- b. apply the methods of inquiry of the natural sciences, social sciences, or the arts and humanities to understand cultural, economic, social, or ethical issues related to diversity.
- c. demonstrate an understanding of contemporary social or ethical issues related to diversity.
- d. demonstrate skills required to engage in an informed and respectful way with diverse people, cultures, and histories.

Service Learning: Students will engage in service learning such that:

- a. learners will assist the academic development of students who are minorities in terms of race/ethnicity, gender, sexual orientation, social class, or physical or mental ability.
- b. learners will study specific diversities while relating with students and other community members who belong to diversities; therefore, students will encounter individuals who will help them understand personal experiences with diversities and who will help dismantle stereotypes.
- c. learners will engage with students from schools, hospitals, after school programs, and other locations; learners will be directed by personnel who engage with students in those locations, and learners will be evaluated by personnel at the completion of the service learning.
- d. learners will be oriented to service learning site either during class time or at a scheduled time on the learning site.
- e. learners will journal about service learning insights and experiences as they relate to readings and in-class discussions; students will also process conclusions after service learning in the final paper. Service learning-related assignments will count between 10-25 percent of student grades, to be determined by the instructor.
- f. learners' written work will be assessed for the quality of connections between insights about service learning and course materials/discussions.
- g. learners will engage in 10-20 hours of service learning, as determined by the instructor.

Honors Course: The Honors students will:

- a. experience independent learning because much of the course content will be communicated and processed during the reading of and writing about texts.

- b. practice articulate speaking and writing because respectful and honest dialogue is a required portion of the course, and the preparation for discussion will occur during the writing of reading reflections.
- c. engage in critical thinking when examining personal notions of privilege and cultures and taking into account the perceptions and beliefs of other people.
- d. become aware of complexity because there is not one but many causes, effects, problems, or solutions in discourse about race, ethnicity, gender, sexual orientation, social class, and physical and mental ability.
- e. practice applying knowledge to new contexts, develop new awareness about cultural issues and education, and re-think the educational process and democratic citizenry.
- f. develop a greater ethical sensitivity from learning about cultural issues and inequity in education.
- g. have a greater understanding of social responsibility from exploring discrimination and power and discuss and create strategies for anti-bias educational experiences for students.
- h. develop an awareness of their places in specific cultural traditions through examination of personal background and preconceived notions about others.
- i. need to willingly take risks through discussion of power and privilege while developing new understandings and respectfully expressing contradictory opinions.
- j. engage in effective participation on service learning by taking part in and reflecting academically and emotionally upon the educating of persons belonging to various cultural groups.

V. Suggested Course Materials (required and recommended)

Required Texts:

- Anyon, J. (1980). Social class and the hidden curriculum of work. *Journal of Education*, 162 (1).
- McIntosh, P. (2008). *White privilege: Unpacking the invisible knapsack*. In P. S. Rothenberg (Ed.), *White privilege: Essential readings on the other side of racism* (pp. 123-127). New York: Worth.

Recommended Texts:

- Au, W. (2009). *Rethinking multicultural education*. Milwaukee, WI: Rethinking Schools.
- Au, W., Bigelow, B., & Karp, S. (2007). *Rethinking our classrooms, vols. 1 & 2*. Milwaukee, WI: Rethinking Schools.
- Babbie, E. (2010). *The basics of social research, fifth edition*. Belmont, CA: Wadsworth.
- Biegel, S. (2010). *The right to be out: Sexual orientation and gender identity in America's public schools*. Minneapolis, MN: University of Minnesota Press.
- Finn, P. J. (2009). *Literacy with an attitude: Educating working-class children in their own self-interest*. Albany, NY: State University of New York Press.
- Goodlad, J. (2004). *Education for Everyone: Agenda for education in a democracy*. Baltimore: Jossey-Bass Education.
- Jaeger, P. T. & Bowman, C. A. (2008). *Understanding disability: Inclusion, access, diversity, and civil rights*. Westport, CT: Praeger.
- Kozol, J. (2006). *Shame of the nation: The restoration of apartheid schooling in America*. New York: Three Rivers Press.

- Loewen, J. W. (1996). *Lies my teacher told me: Everything your American History textbook got wrong*. New York: Simon & Schuster.
- Payne, R. K. (2005). *A framework for understanding poverty*. Highlands, TX: Aha! Process.
- Pollock, M. (2008). *Everyday antiracism: Getting real about race in school*. New York: New Press.
- Rank, M. R. (2005). *One nation, underprivileged: Why American poverty affects us all*. New York: Oxford University Press.
- Sadker, D., Sadker, M., & Zittleman, K. R. (2009). *Still failing at fairness: How gender bias cheats girls and boys in school and what we can do about it*. New York: Schuster.
- Shapiro, A., Kincheloe, J., & Steinberg, S. R. (2000). *Everybody belongs: Changing negative attitudes toward classmates with disabilities*. New York: Routledge.
- Tatum, B. D. (1997). *"Why are all the black kids sitting together in the cafeteria?" and other conversations about race*. New York: Basic Books.
- Wise, T. (2007). *White like me: Reflections on race from a privileged son*. New York: Soft Skull Press.
- Wysocki, D. K. (2007). *Readings in social research methods*. Belmont, CA: Wadsworth.

Recommended Films:

- A Class Divided*. Yale University Films for Frontline/Public Broadcasting System.
- Boys to Men?* Media Education Foundation.
- Class Dismissed: How TV Frames the Working Class*. Media Education Foundation.
- Children in America's Schools with Bill Moyers*. Corporation for Public Broadcasting.
- Children's March, The*. Teaching Tolerance.
- Codes of Gender: Identity and Performance in Pop Culture*. Media Education Foundation.
- Color of Fear*. Stir Fry Productions.
- Edward Said - On Orientalism*. Media Education Foundation.
- Further off the Straight and Narrow: New Gay Visibility on Television: 1998-2006*. Media Education Foundation.
- Game Over: Gender, Race & Violence in Video Games*. Media Education Foundation.
- Generation M: Misogyny in Media & Culture*. Media Education Foundation.
- I Am a Man: Black Masculinity in America*. Media Education Foundation.
- It's Elementary: Talking about Gay Issues in School*. New Day Films.
- It's Still Elementary*. Women's Educational Media.
- Killing Us Softly 3: Advertising's Image of Women*. Media Education Foundation.
- Legacy of Rosa Parks, The*. Teaching Tolerance.
- Michael Kimmel on Gender: Mars, Venus, or Planet Earth? Men and Women in a New Millennium*. Media Education Foundation.
- Mickey Mouse Monopoly: Disney, Childhood & Corporate Power*. Media Education Foundation.
- Off the Straight and Narrow: Gays, Lesbians, Bisexuals, and Television: 1967-1998*. Media Education Foundation.
- Prom Night in Mississippi*. Teaching Tolerance.
- Reel Bad Arabs: How Hollywood Villifies a People*. Media Education Foundation.
- Reviving Ophelia: Saving the Selves of Adolescent Girls*. Media Education Foundation.
- SPEAK UP! Improving the Lives of LGBT Youth*. Media Education Foundation.
- Straightlaced: How Gender's Got Us All Tied Up*. New Day Films.
- The World in Claire's Classroom*. New Day Films.
- Tim Wise on White Privilege*. Media Education Foundation.
- Tough Guise: Violence, Media & the Crisis in Masculinity*. Media Education Foundation.
- Unlearning "Indian" Stereotypes*. Rethinking Schools.
- Viva La Causa*. Teaching Tolerance.
- What a Girl Wants*. Media Education Foundation.

VI. Suggested Method of Instruction

Interactive Lecture: Throughout the course of students learning, they will be guided to pose questions to the instructor, which will guide further lecture. Also, the instructor will employ interactive lecturing methods (posing questions, using diagnostic assessment, providing media samples, etc.) in order to make materials more memorable and personally applicable to each student. Students will occasionally (under guidance) explain theories to one another in order to promote memorability.

Democratic discussion-based learning: Verbal and online discussions are an integral part of this course; these discussions should be extensive and should always adhere to the subject matter of assigned texts and films. The social sciences are conducive to discussion and exploration; this course will often utilize the discussion-as-discovery process. Students cannot excel in this course without discussing and processing personal responses to the texts.

Weekly Readings: The texts and films will perform the role of some of the instructing in this course. They will focus on frameworks for understanding race/ethnicity, gender, sexual orientation, physical and mental ability, and social class within an educational setting and within the larger setting of the United States. These readings and viewings will teach students to see how inherent biases that we all have can manifest themselves in the classroom, and students will learn strategies for working toward an anti-biased classroom.

VII. Suggested Evaluation and Policy

- 15-35% - Graded Discussions and Online Postings
- 10-20% - Pre-Discussion Reading Reflections
- 10-25% - Service Learning: Out-of-Class Lab Portion
- 10-25% - Class attendance and participation
- 15-35% - Written assignments

Attendance at classes is expected.

VIII. Suggested Grading Policy

The following standards shall be applied in order to determine final quarter grades:

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 0-59 = F

IX. Suggested Course Outline:

- Week One Examination of personal bias and assumptions; educator self-awareness and community cultural sensitivity
- Week Two Understanding and critiquing methods of inquiry in the social sciences; developing framework for investigating knowledge about education and democratic principles
- Week Three Acting as stewards, providing access for all, employing nurturing pedagogy, and applying democratic principles to education.
- Week Four Student identities: race, gender, sexual orientation, ethnicity, religion, physical and mental ability, and social class

- Week Five Current effects of histories and current issues confronting students, families, schools, and/or communities
- Week Six Reading and evaluating research about physical and mental disabilities and education
- Week Seven Reading and evaluating research about gender and sexual orientation and education
- Week Eight Reading and evaluating research about race and ethnicity and education
- Week Nine Reading and evaluating research about social class, especially poverty, and education
- Week Ten Linguistic competence: Ebonics, urban Appalachian, ESL, code switching
- Week Eleven High school drop-outs, achievement gaps, resegregation, teacher turnover, and other issues affecting education in an unequal society
- Week Twelve Pedagogical research-based practices and considerations for providing educational access for all students
- Week Thirteen Effects of employing democracy in discipline, assessment, differentiation, and interactions
- Week Fourteen Culturally responsive and respectful dispositions for promoting inclusion and social justice
- Week Fifteen Final paper and discussion

Required coursework: readings and reflections due weekly.

X. Other Information

N/A

Approved:

Undergraduate Curriculum and Academic Policy Committee _____

Faculty Senate _____