EIS 302: Multicultural and Social Foundations of Education
Wednesday: 5:30-8:10pm
Department of Educational and Interdisciplinary Studies
Western Illinois University
SAMPLE SYLLABUS, Spring 2011

PROFESSOR: John Sample, Ph. D.
OFFICE: Horrabin Hall 115
HOURS: * M: 8:30-10:00, TH 3:00-4:30 (subject to change) or by appointment
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COURSE DESCRIPTION: A study of the social and cultural factors that affect the educational process including those ethnic and multicultural aspects that play a role in American education. Field experience: 10 hours required. A grade of C or above must be earned for teacher certification.

In accordance with Illinois State Board of Education certification rules, all candidates seeking teacher certification are required by Western Illinois University to obtain a grade of “C” or better in all directed general education course, all core courses, and all courses in the option. Note: A “C- “ is below a “C”.

RATIONALE: Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.

The WIU’s Teacher and Professional Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.

“To understand something new requires that we make ourselves ready for it, that we prepare ourselves for it; it entails the shaping of a new form” (Frantz Fanon, p. 95).

COURSE OBJECTIVES: This course will examine the rapidly changing face of public education in America. It will explore demographic, economic, and ideological patterns that impact the role and effectiveness of educators and the schools in which they work. It will also consider the power structure in public education from the level of the local school board to that of the federal government by:

1. Identifying the role of culture and pluralism in American public education;
2. Offering ways of thinking about ethnicity, language, culture, class, gender, and disability;
3. Describing the educational consequences of discrimination based on irrelevant criteria;
4. Revealing an increased appreciation of the breadth and history of American diversity;
5. Proposing plausible solutions (or strategies toward them) for specific problems which educators face;
6. Analyzing the justification and effect of educational bureaucracy at the local, state, and federal levels.
THEORETICAL FOUNDATION & INSTRUCTIONAL METHOD: Education and schooling are a heterogeneous and evolving endeavor in an inspiring democratic society as ours. Recognizing and embracing this complexity, today’s educators must be equipped to with the “creative intelligence” (Dewey, 1916) and the fortitude to empower the students they serve for the fulfillment of our democratic project. To facilitate such empowerment the theoretical framework this course embraces and uses is critical pedagogy. Critical pedagogy arises from a number of intersecting intellectual traditions “to explore the relationship between human beings, schooling, and society, via a myriad of epistemological, political, economic, cultural, ideological, ethical, historical, aesthetic, as well as methodological points of reference” (Darder, Baltodano, & Torres, 2009, p. 9). Critical pedagogy is a theoretical framework that is committed to both teaching and learning and the construction of learning environments that are beneficial to all students, especially those that have been historically “minoritized” (Wise, 2009) with the aim of transforming “classroom structures and practices that perpetuate undemocratic life” (Darder, Baltodano, & Torres, 2009, p. 9).

Using critical pedagogy, our class will problematize and interrogate the course’s objectives. As Nieto (1999) explains, “To be truly informed and active participants in a democratic society, students need to understand the complexity of the world and the many perspectives involved” (p. 15). In our course, educational concepts, practices, and situations will be introduced and students will be asked to view and analyze these from multiple perspectives uncovering issues of power, hegemony, resistance, and disempowerment. An underpinning assumption this course makes is that education is a socially mediated process (e.g. its social foundation) that is both socially constructed and has its own social ends. It is with this understanding all analysis must begin, “first and foremost with human existence and the contradictions and disjunctions that both shape and make problematic its meaning” (Darder, Baltodano, & Torres, 2009, p. 11). As educators, we must as Paulo Freire inspires, take the “radical stance on the defense of the legitimate interests of the human person” (1998, pp. 115) and to the empowerment and flourishing of our students. With this in mind, critical pedagogy becomes both a process and tool to assist us as educators now and in our future endeavors.

This course will utilize a variety of instructional models. Discussion will be facilitated through the use of film, case studies, group work, guest lectures, and self-reflection. Students will regularly be asked to make connections between course content, class discussions, and their respective educational experiences in and out of schooling.

EVALUATION & GRADE ASSIGNMENT: Your grade for the course will be determined by your performance on the following measures:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Value</th>
<th>Tentative Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article/Case/Movie Critique &amp; Analysis</td>
<td>100 Points (20 pts. each)</td>
<td>As Assigned</td>
</tr>
<tr>
<td>Mid-Point Learning Artifact</td>
<td>100 Points Possible</td>
<td>March 9</td>
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<tr>
<td>Field Experience Artifact</td>
<td>100 Points Possible</td>
<td>April 27</td>
</tr>
<tr>
<td>Group Project Presentation</td>
<td>50 Points Possible</td>
<td>April 13 &amp; April 20</td>
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<tr>
<td>Individual Project Artifact</td>
<td>50 Points Possible</td>
<td>May 4</td>
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<tr>
<td>Final Learning Artifact</td>
<td>100 Points Possible</td>
<td>May 11</td>
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Grading Scale

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Final Grade</th>
<th>Points for Artifacts are awarded on the following basis:</th>
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</thead>
<tbody>
<tr>
<td>500 – 470</td>
<td>A</td>
<td>94%+: Work of superior quality, unquestionably of the highest level.</td>
</tr>
<tr>
<td>469 – 460</td>
<td>A –</td>
<td>92%+: Work of outstanding quality, exemplary level of understanding.</td>
</tr>
<tr>
<td>459 – 450</td>
<td>B +</td>
<td>90%+: Work of excellent quality, high level of understanding.</td>
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<tr>
<td>449 – 420</td>
<td>B</td>
<td>84%+: Work well above average, at a high level of competence.</td>
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<tr>
<td>419 – 410</td>
<td>B –</td>
<td>82%+: Work above average, notable competence.</td>
</tr>
<tr>
<td>409 – 400</td>
<td>C +</td>
<td>80%+: Work of average quality, slightly meeting expected standards.</td>
</tr>
<tr>
<td>399 – 370</td>
<td>C</td>
<td>74%+: Work of average quality, meeting expected standards, but no more.</td>
</tr>
<tr>
<td>369 – 360</td>
<td>C –</td>
<td>72%+: Work of below average quality, not meeting expected standards.</td>
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<tr>
<td>359 – 350</td>
<td>D +</td>
<td>70%+: Work not meeting expected standards.</td>
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</table>
349 – 320  D  64%:+  Work falling considerably below expected standards.
319 – 310  D –  62% +  Work falling significantly below expected standards.
Fewer than 310  F

JOURNALING: Students will keep a non-graded journal. Your journal is an important aspect of this class. Your entries will be in response to assigned prompts. Journal writing serves several functions. For EIS 302, its major purposes are (1) to develop your abilities to observe and describe educational events with a multicultural and social foundations perspective, (2) to improve your abilities to reflect on and communicate about your thinking on diverse learning and teaching environments, (3) to help you identify particular multicultural themes or concerns that are most important to you, and (4) to provide a place for you to discuss your reactions to the course itself. Journal entries will be used in midpoint and final learning artifacts, as well as field and workshop experiences.

ARTICLE / FILM/ CASE CRITIQUE & ANALYSIS: Students must write a minimum of five articles, film and or Case critiques/ analyses as assigned based on topics from the course. Films are shown in class. Case studies are taken from the course text. Articles are posted on WOL (WesternOnline). Each critique/ analysis will be 1-2 double spaced pages in length and will include a synopsis, critical critique, and the implications of the article’s meaning on teaching in the 21st century. Rubrics will be provided.

FIELD EXPERIENCE: Students are required to complete a Social Interactions Field Experience in a Diverse School Setting through our Center for Preparation of Education Professionals (CPEP) office as a section. This experience will assist us in studying, critiquing, and experiencing some of the contextual factors that influence schooling and also experience some of the social interactions that transpire in schools. Our section’s field experience will be on Friday, April 15, 2011. The experience will be documented with a typed artifact. Detailed description and outline (rubric) for this artifact will be provided in class. An FBI fingerprint background check must be done with results updated. It can take up to two (2) weeks for results to be returned, so have this done well in advance of the trip date.

GROUP PROJECT AND INDIVIDUAL CULTURAL CASE STUDY – MOVIE PRESENTATION (ARTIFACT): Students will organize in groups of 5 students and present a case study of a negotiated and assigned topic based on its multicultural topics and critical pedagogy applications. An important aspect of the case study presentation should focus on the ‘transferability’ of the case’s message(s) to the empowerment of all learners, especially our “minoritized” students in our society and in Illinois’ classrooms. Cultural case study presentations must demonstrate: group cohesiveness and collaboration, strong analysis and critique of the case study issue(s), transferability into teaching and learning and creativity in the presentation.

*Information about this project will be given out in class and will be found on WesternOnline.
*Working groups will be set by March 9, 2011. Presentations will begin tentatively on April 13, 2011.

POLICIES

1. Professional Expectations. As teacher candidates it is important that we recognize and embrace WIU’s Teacher and Professional Education Program (TPEP) dispositions: collaboration, honesty/integrity, respect, commitment to learning, emotional maturity, responsibility, fairness, and belief that all students can learn (http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf). The first of three Teacher Candidate Dispositions Checks will occur during EIS 302. In the teaching & learning profession academic honesty must be without reproach. It is expected that for the presentation and assessment of one’s learning students will submit artifacts that represent one’s own ideas, thinking and understanding.

2. Artifacts. Learning artifacts for this class will draw from field experiences, class readings, class experiences & activities and class discussions. Artifacts correlate with Illinois Professional Teaching Standards. Midpoint and Final artifacts will be written responses to assigned prompts.
3. **Due Dates.** All course requirements should be submitted on or before the assigned due date in class. Allowances will be made, however, in the case of documented illness or emergency. **Please note that it is your responsibility both to inform me of extenuating circumstances and to secure (before the next class session) the notes, assignments, and syllabus changes missed during your absence.**

4. **Attendance.** Attendance and participation are vital in this course – physically, emotionally, and psychologically. **Cell phones and personal communication devices must be muted and stored during class sessions.** Justified absences will be considered when discussed with the professor; however, you have one free absence without justification or penalty. A twenty-point penalty will be assessed for each subsequent absence. Persons missing more than three classes will receive no credit for the course.

5. **Background check.** EIS 302 students are required to get a FBI Background check. The fee associated with this check is $50.00 if done at the Macomb ROE or $52.00 if done on campus with Accurate Biometrics.

6. **Student Support.** In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.

7. **As per University Policy on Syllabi, please familiarize yourself with your 'Student Rights and Responsibilities.' Located at [http://www.wiu.edu/provost/students/](http://www.wiu.edu/provost/students/).**

8. **For information on Academic Integrity Policy, [http://www.wiu.edu/policies/acintegrity.php](http://www.wiu.edu/policies/acintegrity.php).**

**REQUIRED READINGS**

- Selected materials via Web or *WesternOnline* *

**TENTATIVE COURSE SCHEDULE** *

<table>
<thead>
<tr>
<th>Week</th>
<th>Title</th>
<th>Authors</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>The Purpose of Schools</td>
<td>Goodlad &amp; Chaltain</td>
</tr>
<tr>
<td>Week 2</td>
<td>The Need for Multicultural Education</td>
<td>Nieto, S. *; Fleischman, P. ; Redman Ch.1</td>
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<tr>
<td>Week 3-4</td>
<td>A Culturally Diverse Society</td>
<td>Adams, J.Q.;* others *</td>
</tr>
<tr>
<td>Week 5-6</td>
<td>Race and Ethnicity</td>
<td>Benak, A <em>; Pollock, M.;</em>; Redman Ch. 3/4</td>
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<tr>
<td>Week 7</td>
<td>Cultural Frames of Reference</td>
<td>Ladson-Billings, G.;* others *</td>
</tr>
<tr>
<td>Week 8</td>
<td>Linguistic Diversity</td>
<td>Carter, P.*; others *; Redman Ch. 9</td>
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<tr>
<td>Week 9</td>
<td>Social Class</td>
<td>Gorski, P. *; others *; Redman Ch. 5</td>
</tr>
<tr>
<td>Week 10</td>
<td>Sexual Orientation</td>
<td>Kilman, K.<em>; Williams, D.</em>; Redman Ch. 8</td>
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<tr>
<td>Week 11</td>
<td>Gender Issues</td>
<td>Moss, P.*; Holthouse, D. *; Redman Ch. 2</td>
</tr>
<tr>
<td>Week 12</td>
<td>Religious Beliefs</td>
<td>Joshi, K.*; Kilman, K. *; Redman Ch. 6</td>
</tr>
<tr>
<td>Week 13-14</td>
<td>Implications of Multiculturalism (Presentations)</td>
<td>Irvine, J. *; others *</td>
</tr>
<tr>
<td>Week 15</td>
<td>Social Change and Education</td>
<td>Banks, J. *; La Prad, J. *</td>
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**Subject to change without notice. Syllabus changes (readings, specific due dates of assignments) will be announced in a timely manner. Reading assignments will be made at the beginning of each class session.**
MEDIA WEBSITES & JOURNALS
http://www.forumforeducation.org The Forum for Education and Democracy
http://www.nameorg.org National Association for Multicultural Education
http://www.splcenter.org Southern Poverty Law Center
http://www.tolerance.org/tsdi Teaching Diverse Students Initiative
Rethinking Schools http://www.rethinkingschools.org
Teaching Tolerance http://www.tolerance.org/teach/index.jsp

SELECTED BIBLIOGRAPHY


ILLINOIS PROFESSIONAL TEACHING STANDARDS: The content/requirements of this course address the following portions of the Illinois Teaching Standards.

Knowledge Indicator: The competent teacher

STANDARD 3 – Diversity
3C. Understands how students’ learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
3D. Understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.
3E. Understands cultural and community diversity through a well-grounded framework and understands how to learn about and incorporate students’ experiences, cultures, and community resources into instruction.
3F. Understands personal cultural perspectives and biases and their effects on one’s teaching.

STANDARD 7 – Communication
7B. Understands how cultural and gender differences can affect communication in the classroom.
7C. Understands the social, intellectual, and political implications of language use and how they influence meaning.

STANDARD 9 - Collaborative Relationships
9A. Understands schools as organizations within the larger community context.

Performance Indicators: The competent teacher

STANDARD 3 – Diversity
3G. Facilitates a learning community in which individual differences are respected.
3I. Uses information about students’ families, cultures, and communities as a basis for connecting instruction to students’ experiences.
3J. Uses cultural diversity and individual student experiences to enrich instruction.
3K. Uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.
3N. Demonstrates positive regard for the culture, religion, gender, sexual orientation, and varying abilities of individual students and their families.

To be of use

The people I love the best
jump into work head first
without dallying in the shallows
and swim off with sure strokes almost out of sight.
They seem to become natives of that element,
the black sleek heads of seals
bouncing like half-submerged balls.

I love people who harness themselves, an ox to a heavy cart,
who pull like water buffalo, with massive patience,
who strain in the mud and the muck to move things forward,
who do what has to be done, again and again.

I want to be with people who submerge
in the task, who go into the fields to harvest
and work in a row and pass the bags along,
who are not parlor generals and field deserters
but move in a common rhythm
when the food must come in or the fire be put out.

The work of the world is common as mud.
Botched, it smears the hands, crumbles to dust.
But the thing worth doing well done
has a shape that satisfies, clean and evident.
Greek amphoras for wine or oil,
Hopi vases that held corn, are put in museums
but you know they were made to be used.
The pitcher cries for water to carry
and a person for work that is real.

Marge Piercy - 1973