

General Education Course Approval Cover Sheet

Date of Submission 01/24/2011

1. Check which area(s) this course applies to

- | | | | |
|----------------------------------|--------------------------|--|-------------------------------------|
| Inquiry – Arts & Creativity | <input type="checkbox"/> | Composition & Communications - II | <input type="checkbox"/> |
| Inquiry – Humanities | <input type="checkbox"/> | Quantitative Foundations | <input type="checkbox"/> |
| Inquiry – Nat/Math/Phys Sci | <input type="checkbox"/> | Statistical Inferential Reasoning | <input type="checkbox"/> |
| Inquiry – Social Sciences | <input type="checkbox"/> | U.S. Citizenship, Community, Diversity | <input checked="" type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/> | Global Dynamics | <input type="checkbox"/> |

2. Provide Course and Department Information.

Department: Educational Policy Studies & Evaluation

Course Prefix and Number: EPE 301 Credit hours: 3

Course Title: Education in American Culture

Expected # of Students per Calendar Yr: 500-600 Course Required for Majors in your Program (check one)? Yes No

Prerequisite(s) for Course?

This request is for (check one) A New Course An Existing Course

Departmental Contact Information

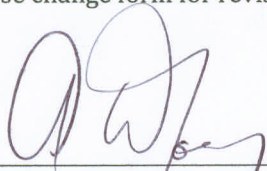
Name: Eric Reed Email: eric-j-reed@uky.edu

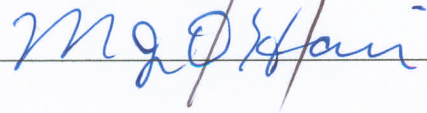
Office Address: TEB 144 Phone: 319-331-3827

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair:  Date: 1/24/11

Dean:  Date: 1/24/11

All proposals are to be submitted from the College Dean's Office Submission is by way of the General Education website <http://www.uky.edu/gened>

Education in American Culture
EPE 301 (section 401), Spring 2011

A critical examination of contending views, past and present, of the nature and role of educational institutions in American society.

Thursdays, 7pm – 9:30pm, 231 Taylor Education Building

Professor: Eric J. Reed

Office: TEB 144C

Office hours:

In-person office hours: Mondays, 3 – 4pm; Thursdays, 6pm – 7pm

Online office hours: Wednesdays, 2:30pm – 3:30pm; Sundays, 9pm to 10pm

Office telephone:

Wireless telephone:

E-mail:

Websites:

Facebook pages:

Course Description:

EPE 301 explores the context of teaching and learning in American society, both within and outside the classroom. EPE 301 critically examines different perspectives on education and culture, explores anxieties and aspirations about schools, the ways popular culture influences schooling, and the effects of race, class, gender, ethnic, and regional dynamics, both past and present, on teaching and learning. EPE 301 considers what roles schools play in constructing and perpetuating inequalities and opportunities as well as the specific dimensions and practices of schools that marginalize or privilege particular groups of people.

Student Learning Outcomes:

- To promote skills of critical analysis by examining historical and contemporary debates about the nature of schooling and education in American society.
- To develop the ability to evaluate educational policies, structures, and processes for their differential impact on groups.
- To critically analyze differing historical and contemporary definitions of education and culture.
- To understand social, economic and political dimensions of schools that shape the possibilities of education.
- To explore the ways in which race, class, gender, ethnicity, rurality, and nationality mediate student and teacher subjectivities and shape the processes and organization of schooling.
- To develop an increased awareness of what it means in school cultures to be a person of our own gender, race, class, etc., as well as understand how these categories affect those who are different from us.
- Write a paper that is essentially free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the purpose and audience.

- Demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in the subject area and utilize documentation that conforms to the formats and the citation conventions of the subject area.
- Be aware that composing a successful text frequently takes multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.
- Write a capable, interesting essay about a complex issue (discipline-specific) for a general university audience

Upper Tier Writing Option:

EPE 301 has been approved as a writing-intensive (W) course to fulfill the upper tier of the graduation writing requirement (GWR). Thus, students have the option of taking this course as a W course. In order to receive W credit for this course, you must have successfully completed the first-year writing requirement (ENG 104 or its equivalent) and have completed at least 30 hours of coursework.

Learning Outcomes related to the Upper Tier Writing Option:

- Write a paper that is essentially free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the purpose and audience.
- Demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in a subject area and utilize documentation that conforms to the formats and the citation conventions of that subject area.
- Be aware that composing a successful text takes multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.
- Write a capable, interesting essay about a complex issue (discipline-specific) for a general university audience.
-

Questions about the W option should be referred to the Director of the UK Writing Initiative, Professor Janet Carey Eldred, eldred@uky.edu.

Grading Policies Related to the Upper Tier Writing Option:

Students will be required to write a minimum of 15 pages of formal writing. At least 10 of these pages must be single-authored assignments. No assignments requiring fewer than 4 pages may be included in the 15-page minimum. These 15 pages must go through a draft, review, and revision process (peer review meets this requirement).

To pass the course, students must submit all formal assignments (in draft and final form) and earn a grade of C or higher on each. Assignments other than the formal writing enter into the final grade determination *only if the student has achieved grades of C or higher on graded assignments*.

Any major assignment that receives a D or below must be revised and resubmitted. Instructors may limit the number of revision attempts.

At the discretion of the instructor, students who fail to achieve competency may receive I (incomplete) grades, but in no case may a student whose writing fails to reach the level of C (competent) receive a passing grade in a course that satisfies the University Writing Requirement.

Final Paper and the SACS Assessment:

Submit two copies of your Field Placement paper to your instructor. One copy will be graded and the second, with only your Student Identification number (NOT Social Security #) listed at the top of the page will be used for SACS assessment.

Required Texts:

- Beals, M. P. (1994). *Warriors don't cry: A searing memoir of the battle to integrate Little Rock's central high*. New York: Washington Square Press.
- Graham, P. A. (2005). *Schooling America: How the public schools meet the nation's changing needs*. New York: Oxford University Press.
- Kozol, J. (2005). *The shame of the nation: the restoration of apartheid schooling in America*. New York: Three Rivers Press.
- Leloudis, J. L. (1996). *Schooling the New South: Pedagogy, self and society in North Carolina, 1880-1920*. Chapel Hill, NC: The University of North Carolina Press.

All other articles/materials will be available on professorreed.com and/or the EPE 301 facebook page.

Noteworthy Policies:

Accommodations

If you have a physical, emotional, or learning disability please let me know about any accommodation that will facilitate and enhance your learning experience.

Attendance

Unless you have what the University of Kentucky considers a legitimate reason, you are required to attend every class meeting.

- If you sleep during a class meeting you will be counted as absent.
- If you use any personal wireless devices during class or have a personal wireless device that rings, beeps, or vibrates during class you will be asked to leave and counted as absent for that meeting.
- For every two times you are late to class (without informing me of your tardiness prior to class) you will be counted as absent once.
- If you have more than 1 unexcused absence the highest grade you can earn is a B.
- If you have more than 2 unexcused absences the highest grade you can earn is a C.
- If you have more than 3 unexcused absences before the end of the semester you will earn a failing grade for this course (unless, of course, you withdraw).

The UK's stated definitions of excused and unexcused absences can be viewed online at:

www.uky.edu/StudentAffairs/Code/part2.html

Grading and Assessment

I will provide you with a grading rubric for each course requirement. Final letter grades will be calculated with the following 100-point scale:

90-100: A; 80-89: B; 70-79: C; 60-69: D; Below 60: E

Plagiarism

Plagiarism constitutes thievery, fraud, or both thievery and fraud. Part II of UK's *Student Rights and Responsibilities* states that academic work, written or otherwise, submitted by students to their instructors

or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes to another person's work while leaving the organization, content and phraseology of that work intact constitutes plagiarism. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Course Requirements*:

*All written assignments should have 1" margins, be double spaced, and be in New Times Roman font with a 12 point font size. Written assignments longer than one page should include page numbers. Final drafts of written assignments should document references with the APA 5th style.

*These assignments include a draft, review and revise process where you receive feedback on your original submission and then use the comments to revise the paper.

- 1) Class Attendance and Participation (25%)
- 2) Educational Autobiography (10%)
- 3) Gender Paper based on LeLoudis book (15%)
- 4) Team Presentation on Diversity Topic (10%)
- 5) Educational and Cultural Photo-history Team Project (10%)
- 6) Research Article Presentation (5%)
- 7) Field Experience and Context of Teaching and Learning Paper (25%)

Unless you receive approval from me, you are required to submit paper-&-ink copies (also known as hard copies) of your written assignments on or before the dates they are due. Excluding reaction papers, which I do not accept after they are due, I deduct one point per day for each day a written assignment is late. You are required to either submit your work directly to me or leave it in my EPE mailbox.

UK offers a variety of programs and activities that can help you improve your writing and revising skills outside of class. We will discuss many of these programs and activities at length during the first weeks of class.

1) Class Attendance and Participation

You are required to actively participate in discussions and do so in a manner that demonstrates a thoughtful reflection of the subject-matter. You are required to be respectful, supportive, and challenging to your colleagues.

2) Educational Autobiography

Write a 4 page essay describing your K-12 school experiences. Use the following questions to help guide the development of the essay, but feel free to include whatever information is important to you in conveying the nature of your experience.

For example: What did you like and dislike about school? What factors contributed to your learning process? What factors, if any, hindered your learning? What type of extra-curricular activities did you participate in and how did you benefit from such participation? What are your views of your peers, teachers, and administrators? How did any of these change as you progressed from elementary school to middle school to high school? Are there any particularly school polices or structures that affected your experience? In what ways, if any did you receive advantages in school that others may not have received? Or, what advantages did others receive that you did not, and why? Finally, in your perception, how did gender, race, ethnicity, class and/or region shape your experiences?

You should provide more than a chronological list of activities describing each year. Try to identify themes or significant factors. Also, be sure to give your educational autobiography an appropriate “creative” title.

3) Gender Paper based on LeLoudis book

Write a 4-6-page paper that briefly summarizes the role of women in public education in North Carolina at the turn of the century and how their involvement in education helped to advance women’s standing in society (LeLoudis Chapters 3 & 5). Describe what the WABPS was and its function within the NC school system. Identify 2 programs or activities initiated by the WABPS that are still carried out in schools today. Discuss how each one is currently demonstrated in modern American public schools.

4) Team Presentation on Diversity Topic

Students will sign up to conduct a team presentation and to facilitate a class discussion on a diversity topic of special interest in education today. This assignment should achieve the following three tasks:

- a) The presentation and facilitation should at a minimum cover the assigned readings for the week, including an overview of the main points, a discussion of how the ideas relate to other class topics and readings, and a discussion of other ideas relevant to the topic that were not covered in the readings.
- b) The group should formulate and pose at least three discussion questions for the class.
- c) The group should carry out an interactive activity that helps students relate the topic to personal experience, current events, or the intersection of the topic and American culture.

The group must present a coordinated, cohesive, and comprehensive treatment of the topic. Students are required to prepare a handout and use techniques that incorporate multiple ways of learning. Some class time will be used for group meetings.

5) Educational and Cultural Photo-history Team Project

What better way to explore the historical and contemporary nature of schooling and education than to compile team educational/cultural photo-histories?

Students will be assigned to a learning team for this assignment. Each class member is required to submit five- seven photos (at least 1 photo must include a family member or friend of an older generation.) Students will write a 3-4 sentence narrative for each photo that describes the context of the photo, the approximate date, any culturally significant relevance, and the significance of the photo to your culture or educational experience. Photos should reflect the significant aspects of your educational experiences and the cultural milieu in which they took place. Themes of the photos might include the following: education related traditions, stories, significant events, challenges, successes, experiences that influenced educational or career choices, etc. Each team will compile their photos into one combined project and then present the project to the class in a medium chosen by the team.

6) Research Article Presentation

You are required to present one research article to our class during the course of the semester. Your presentation should last between fifteen and twenty minutes, and in that time you should: describe the article's research question and results; discuss what you believe are the personal, professional, and/or policy-based implications of the article's results; and try to answer any questions your peers have about the article. In the first weeks of class you will select the article you wish to present to class, and I will provide you with that article. During our second class meeting I will present an article to class so that you better understand this requirement.

7) Field Experience and Teaching and Learning Paper

A field experience placement of 15 hours is required for all EPE 301 students. Students are expected to observe or participate in a non-classroom educational setting that has been approved by the instructor. The setting that you select should allow you to explore an aspect of education, culture, or a population that is unfamiliar and different to you. This is an inquiry-based, active learning experience, designed to enhance your foundation of knowledge and experience. The placement project should be relevant to you, your professional goals, and the issues covered in this course. Related to this field experience you are required to complete the following tasks:

- a) Journal (5 points): Your journal should include a detailed description of your activities and observations during your field placement, as well as a signed time log.
- b) Field Project Report (20 points): Using historical, interview, participant-observation, and/or document policy analysis, you need to analyze the educational dynamics in your field placement. This essay is an exploration of your field placement in relation to the concepts and perspectives addressed in this course. Your analysis should integrate course readings and discussion as well as include at least five refereed journal articles not assigned in class. Either way, the final paper, seven to eight pages in length, should provide a clear, concise report of what you have learned and how learning occurred, as well as incorporate applicable course readings and additional literature.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity :

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter

before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability :

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

13 January 2011: Introductions, Course Overview

20 January 2011:

Clark, Burton. 1960. "The Cooling Out Function in Higher Education." *American Journal of Sociology* 65:569-576.

Kozol: Chapters 1 through 4

Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34, 39-81

27 January 2011:

Kozol: Chapters 5 through 9

Chin, Tiffany and Meredith Phillips. 2004. "Social Reproduction and Child-rearing Practices: Social Class, Children's Agency, and the Summer Activity Gap." *Sociology of Education* 77:185-210.

Morris, Edward W. 2005. From "Middle Class" to "Trailer Trash:" Teachers' Perceptions of White Students in a Predominately Minority School. *Sociology of Education*, 78(2), 99-121.

3 February 2011:

-Field Placement Site Selection Form Due

-Educational Autobiography Draft Due

Kozol: Finish

Corcoran, M. 1995. "Rags to Rags: Poverty and Mobility in the United States." *Annual Review* 21:237-67.

Lewin, T. (2005, May 19). Up from the holler: Living in two world, at home in neither. *New York Times*.

10 February 2011:

Start the Leloudis book.

Pollack, W. (2002). Real boys: The truths behind the myths. In *The Jossey-Bass reader on gender in education* (pp. 88-100). San Francisco, CA: Jossey-Bass.

17 February 2011:

Have the first three chapters of the Leloudis book read.

Rubin, P. (2005). Man stands at a new frontier: Vanishing cream. *New York Times*.

Stone, M. and S. Couch. 2004. "Peer Sexual Harassment among High School Students: Teachers' Attitudes, Perceptions, and Responses." *The High School Journal* October/November: 1-13.

24 February 2011:

-Educational Autobiography Final Draft Due

Graham, Chapter 1

Continue reading Leloudis

3 March 2011:

-Gender Paper Draft Due

Finish Leloudis
Graham, Chapter 2

10 March 2011:

Graham, Chapters 3 & 4
Chapter 5, 6, or 7 from Steinberg, S. 2001. *The Ethnic Myth: Race, Ethnicity, and Class in America*. Boston: Beacon Press.

17 March 2011: Spring Break

Read the Beals book.

24 March 2011:

-Gender Paper Final Draft Due

Graham, Chapter 5
A.S.A. (2003). *Statement of the American Sociological Association on the importance of collecting data and doing social scientific research on race*. Washington, D.C.: American Sociological Association.
Dovidio, J. F., & Gaertner, S. L. (2005). Colorblind or just plain blind? The pernicious nature of contemporary racism. *Nonprofit Quarterly*, 12(4).
Gilens, M. 1996. "Race and Poverty in America: Public Misperceptions and the American News Media." *The Public Opinion Quarterly* 60:515-541.
McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom* (July - August), 10-12.
Zernike, K. (2005, August 4). Cultural differences complicate a Georgia drug sting operation. *New York Times*.

31 March 2011:

GLSEN Reports:

- 2009 National School Climate Survey
- Fifteen expensive reasons why safe schools legislation is in your state's best interest.
- Institutionalized heterosexism in our schools: A guide to understanding and undoing it.
- Shared Differences
- State of the states report card

Uggen, Christopher and Amy Blackstone. 2004. "Sexual Harassment as a Gendered Expression of Power." *American Sociological Review* 69: 64-92.

7 April 2011:

Chapters 1 & 3 from Bills, David B. 2004. *The Sociology of Education and Work*. London: Blackwell.

14 April 2011:

-Field Placement Paper Draft Due

Chapters 5 & 7 from Bills, David B. 2004. *The Sociology of Education and Work*. London: Blackwell.

21 April 2011:

Ayalon, Hanna & Yossi Shavit. 2004. "Educational Reforms and Inequalities in Israel: The MMI Hypothesis Revisited." *Sociology of Education* 77:103-120.

Mayer, S. 2001. "How Did the Increase in Economic Inequality between 1970 and 1990 Affect Childrens' educational Attainment?" *American Journal of Sociology* 107:1-32.

28 April 2011:

-Field Placement Paper Final Draft Due

-Field Placement Paperwork Due

**Course Review Form
U.S. Citizenship/Diversity/Community**

Reviewer Recommendation

Accept Revisions Needed

Course: EPE 301

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:

Course Objectives:

- To explore the ways in which race, class, gender, ethnicity, rurality, and nationality mediate student and teacher subjectivities and shape the processes and organization of schooling.
- To develop an increased awareness of what it means in school cultures to be a person of our own gender, race, class, etc., as well as understand how these categories affect those who are different from us.

Course Readings: Beals, Chin, Gilens, Kozol, Lewis, McIntosh, Morris, Pollack, Zernike.

Video Materials: "Eyes on the Prize," "It's Elementary," "Tough Guise"

Brief description or example:

Course Requirements: 3) Gender Paper based on LeLoudis book; 4) Team Presentation on Diversity Topic; 5) Educational and Cultural Photo-history Team Project

Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:

Course Objectives:

- To promote skills of critical analysis by examining historical and contemporary debates about the nature of schooling and education in American society.
- To understand social, economic and political dimensions of schools that shape the possibilities of education.

Course Readings: GLSEN materials, McIntosh, Stone & Couch

Brief description or example:

Course Requirements: 4) Team Presentation on Diversity Topic; 6) Research Article Presentation; 7) Field Experience and Teaching and Learning Paper

Readings, lectures, or presentations that encourage students to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:

Course Objectives:

- To develop the ability to evaluate educational policies, structures, and processes for their differential impact on groups.
- To critically analyze differing historical and contemporary definitions of education and culture.

Course Readings: Clark, Corcoran, Graham, Kozol, Leloudis, Steinberg,

Brief description or example:

Course Requirements: 3) Gender Paper based on LeLoudis book; 4) Team Presentation on Diversity Topic; 5) Educational and Cultural Photo-history Team Project

Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:

- a. Societal, cultural, and institutional change over time
- b. Civic engagement
- c. Regional, national, or cross-national comparisons
- d. Power and resistance

Date/location on syllabus of such evidence:

a)

Objectives:

- To promote skills of critical analysis by examining historical and contemporary debates about the nature of schooling and education in American society.
- To critically analyze differing historical and contemporary definitions of education and culture.

Readings: Beals, Bills, Corcoran, Graham, Leloudis, Mayer, Steinberg

Activities: "Town Hall" Debates

Video Materials: "Children in America's Schools"

c)

Readings: Ayalon, Hanna & Shavit;

d)

Objectives:

- To develop the ability to evaluate educational policies, structures, and processes for their differential impact on groups.

Readings: Beals

Video Materials: "Eyes on the Prize," "It's Elementary"

Brief description or example:

b)

Requirements: 7) Field Experience and Teaching and Learning Paper

At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:

Course Activities: "Town Hall" Debates

Brief description or example:

Course Requirements: 1) Class Attendance and Participation; 4) Team Presentation on Diversity Topic; 7) Field Experience and Context of Teaching and Learning Paper

Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

Course Objectives:

- Demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in the subject area and utilize documentation that conforms to the formats and the citation conventions of the subject area.
- Write a capable, interesting essay about a complex issue (discipline-specific) for a general university audience

Brief description or example:

Course Requirements: 4) Team Presentation on Diversity Topic; 6) Research Article Presentation; 7) Field Experience and Context of Teaching and Learning Paper

Reviewer Comments: