

Education in a Pluralistic Society: EDFOUND 243

University of Wisconsin – Whitewater, Fall, 2009

Instructor: Amy Shuffelton

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Introduction: This course introduces students to important educational issues related to diversity in American schools. Teachers today need to be prepared to meet students from a wide variety of backgrounds and to take social and cultural factors into account as they strive to educate their students. Although it is beyond the means of this class to treat all of the differences among students – not to mention the ways different kinds of difference overlap, interact, influence and complicate each other – we will focus on some of the most common and significant kinds of pluralism: race, socio-economic status, ethnicity, language, gender, and sexual orientation. The course will look at pluralism in American schools through a variety of lenses: social scientific, historical and philosophical. The course aims to provide a base of knowledge about diverse groups that contemporary teachers are likely to encounter, introduce you to some of the questions that are likely to come up over and over in your professional life, and give you some intellectual tools that you can apply to these questions as they arise in practice.

This section of the course meets Wednesdays 4-6:30. During our classes, we will discuss a variety of issues, conceptual and practical. Please bring course readings to class, and come prepared to discuss them. Note that weekly participation is required and makes up a substantial portion of your course grade.

The university expects Educational Foundations 243, as a three-credit course, to take up about 150 hours of your time. You can expect your time-commitment to work out approximately as follows:

37.5 hours: class meetings (2.5 hours x 15 weeks)

75 hours: reading assigned texts and watching videos (approximately 5 hours per week)

27.5 hours: final paper (includes finding and reading sources)

10 hours: (exams and occasional short assignments)

Learning Outcomes for the Course:

- To explore issues concerning diversity in the public schools
- To gain knowledge of the role of teachers in a pluralistic society
- To look at school practices that reflect diversity
- To gain the ability to gather essential knowledge about and develop a deeper understanding of children's cultural backgrounds and affiliations
- To become skilled at developing, discussing, and reflecting upon questions relevant to the role of teachers in intellectually challenging school environments

- To become knowledgeable about the factors necessary to provide all children with an excellent and enjoyable public school experience

This course will introduce students to various Wisconsin Teacher Standards, in particular WTS #3 (Teachers understand that children learn differently); WTS #6 (Teachers communicate well); and WTS #9 (Teachers are able to evaluate themselves).

Grading scheme:

This course is graded using the new system, which includes plus and minus grades (A, A- B+, B, B-, C+, C, C-, D+, D, D-, F). **You must achieve a grade of C or higher in this class to pass the College of Education requirements.** A C- is NOT considered a passing grade.

Required texts:

Note: Kwanzaa and Me is available in textbook rental. The other books are available for purchase at the UWW bookstore.

Paley, Vivian: Kwanzaa and Me

Lee, Stacey: Up Against Whiteness

Lareau, Annette: Unequal Childhoods

Appiah, Kwame Anthony: Cosmopolitanism

Alexie, Sherman: The Absolutely True Adventures of a Part Time Indian

All other readings and videos will be made available electronically.

Course Schedule

Week One (Sept. 2)

Introduction and School, some history

Week Two: (Sept. 9)

Cosmopolitanism, introduction and chapters 1, and 3

Week Three (Sept. 16)

Cosmopolitanism, ch. 4, 5,6 and 9

Week Four (Sept. 23)

Kwanzaa and Me

To the library, for session with Sue Coenen, reference librarian

Week Five (Sept. 30)

Selections from Why Are All the Black Kids Sitting Together in the Cafeteria?

Week Six (Oct. 7)

Up Against Whiteness, chapters 1-3

Research question and bibliography due 10/7

Week Seven (Oct. 14)

EITHER attend Alma Guillermoprieto lecture, "How to Be Mexican" **Monday, 10/12 (Young Auditorium, 7pm, free and open to the public)**,

OR read selections from Subtractive Schooling (if you are unable to attend).

Week Eight (Oct. 21)

Up Against Whiteness, chapters 4-5

Midterm due Friday, 10/23 to D2L dropbox

Week Nine (Oct. 28)

Unequal Childhoods, selections

Week Ten (Nov. 4)

In the White Man's Image

Annotated bibliography of final paper due 11/4 to D2L dropbox

Week Eleven (Nov. 11)

The Absolutely True Adventures of a Part Time Indian

Week Twelve (Nov. 18)

"Teaching to the Testosterone" and Failing at Fairness, selections

Week Thirteen (Nov. 25)

Thanksgiving!

No class, but *complete draft of final paper due Wed. 11/25 to D2L dropbox*

Week Fourteen (Dec. 2)

It's Elementary! Video, in class

Peer review due Wed. 12/2

Week Fifteen (Dec. 9)

Student presentations

Final paper due

Final exam due Wednesday 12/16

Course Assignments:

Participation

Students are expected to attend and actively participate in all class meetings. Brief writing assignments related to readings may also be assigned and count towards participation.

Participation: 20%

Exams

1. A midterm exam, which will test your knowledge and understanding of the assigned texts, is due **October 23 (Friday)**. This is a “take-home” midterm, with questions to be made available at the beginning of the week. (More information concerning the exam’s format and expectations will be provided as the date approaches.)
2. A final exam, with similar aims and format, is due **December 16**, questions to be posted the week before.

Exams: 20% each

Final Research Paper

This assignment is designed to provide you with the opportunity to explore an area of interest to you that is related to our study of education in a pluralistic society. **You are to write a 1200-1800 word (typed) essay that explores a carefully posed research question on an educational issue. You will be required to find *either* one outside resource book (and read the entire book) *or* four outside articles from academic journals or chapters from edited collections. You must also use at least one of the class readings in your exploration of this question.** Papers are graded on a letter basis. Besides functioning as a valuable educational experience, this assignment leaves you with a useful artifact to include in your Phase 2 portfolio.

This assignment is to be completed in stages, as follows.

1. Choose a question and find sources. Your instructor will provide you with a list of suggested questions; you can also write a question of your own, if you have a relevant interest you wish to pursue. Your proposal, stating your question and listing sources you intend to use, is due **October 7**.
2. Read the sources and write an annotated bibliography. For the purposes of this paper, an annotated bibliography will consist of a summary of each source, with analysis. Your summary should a) state the main point of the source and b) show what major evidence or arguments it uses to support this point. Your analysis should a) comment on strengths and/or weaknesses of the book or article under consideration and b) explain how the book or article contributes to your project. Annotated bibliography due **November 4**.

3. Draft paper. This is to be a *complete, polished* draft, which you will submit to your instructor, who will pair you up with a classmate for peer review. It can (and probably should) incorporate your annotated bibliography, but paragraphs need to be carefully linked so that the paper reads as a single continuous text that makes a coherent argument. Due **Wed. November 25**.
4. Peer review. Your instructor will provide you with explicit instructions when it is time to carry this out. Due **December 2**.
5. Final draft. Due **December 9**.

Research paper: 30%

Some guidelines for the research essay:

- Choose a research question that interests you, and that is specific in focus. It is important also that you match your question to appropriate sources. Stay away from outside books that are textbooks, as they will not provide a coherent argument with which to work. Your outside book or articles should be central to your investigation, but you also need to include a class reading in your analysis. I will provide a list of possible research questions and, if you prefer to develop your own question, comment and help you refine it, if necessary.
- You can choose whether to use a book or three peer-reviewed articles, but keep the following in mind. If you choose a book, you'll have more to read but less to write in your annotated bibliography. If you choose articles, you'll have fewer pages to read but more to write. You're likely to spend the same amount of time working on either, but if you're a better writer than reader or vice versa, you may want to choose the path that lets you use your strengths.
- Include your research question on the paper, stated clearly. Include a proper citation for each source used, using accepted bibliographic form (APA, MLA, or University of Chicago style). Be sure to properly explain or define all important terms and concepts that you address in your paper.
- Relate your discussion of the sources to the research question you have chosen. You are to read the texts with your question in mind. Devote only a portion of your paper to summarizing your sources. A strong paper will analyze the texts in light of the question you are examining. (Writing the analytic bibliography is a step towards doing this.) Back up your arguments with evidence and examples from your sources.
- You may find that you need to refine your question as you go along. It is more worthwhile to focus on a few main ideas or arguments, rather than try to address many concerns superficially.

Note: your instructor will be running all papers through Turnitin, which identifies plagiarized material. If you have questions about how to properly cite sources, ask your instructor or check the resources available through the Writing Center. If in any doubt, ask.

Please note: University Policies Regarding Academic Misconduct, Student Religious Beliefs, and Absences:

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination, and Absence for University Sponsored Events. (For details, please refer to the Undergraduate and Graduate Timetables; the “Rights and Responsibilities” section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the “Student Academic Disciplinary Procedures” [UWS Chapter 14]; and the “Student Nonacademic Disciplinary Procedures” [UWS Chapter 17].)

The College of Education supports the codes of ethics published by relevant specialty organizations.

Unless you have received explicit permission from your instructor, no videotaping, audio-taping, or photographs of class meetings are allowed.