EDLD 626  
Social and Cultural Foundations of Education  
4 Credits – CRNs: 12077  
Fridays, 12:00-3:50pm  
Fall 2018

**Class time and location:**  
Fridays 12:00pm-3:50pm  
Lokey 116

**Professor:**  
Ilana Umansky  
Office Hours: Thursdays, 11:00am-12:00pm. Lokey 102Q  
Email: ilanau@uoregon.edu

**Course Description**

Schools serve many roles in society: preparing individuals for future work, inculcating particular ideas about one’s place within society, and teaching ways of thinking and knowing about the world, nation, and self. This survey course examines education in U.S. society from sociological, cultural, and structural perspectives with a focus on inequity and the intersecting roles of race, language, class, gender and ability/disability. We will probe and critique education in the U.S. through historical overview, theory on the various functions of education in society, and in-depth examinations of the structures of curriculum, teaching, privilege, and inequity. We will look at how schools both reproduce and transform society and how society both reproduces and transforms schools. The class will be both theoretical and applied: we will use systems-thinking to identify points of intervention for creating empowering and equitable schools.

This class is targeted toward graduate students interested in the social context of education and/or educational equity.

This course is a wide-reaching survey course. Because of this we will only have the chance to read one or a couple of selected pieces on any given topic. I am selecting the pieces because I think they offer important, thought-provoking and challenging perspectives that will deepen our thinking, discussions and writing. I am also making an effort to include readings that are both critical sociological and cultural examinations of our current education system(s) as well as aspirational works that challenge us to transform our current system(s). Of course, we could (and some of you will) spend years studying just one of the many topics covered in the class. The course assignments, including an annotated bibliography, class presentations, and final paper, are all opportunities for you to delve more deeply into a chosen topical area and explore multiple perspectives.
Student Learning Outcomes

- Through engaged and critical reading, develop an understanding of the different functions of education in society, the socio-historical roots of those functions, and different perspectives on the functions of education in society.
- Deepen understanding of some of the main axes of inequality in education in the U.S. and the ways in which education both reproduces and destabilizes those inequalities.
- Develop skills for thinking systemically and writing academically about educational issues and challenges, recognizing key points of intervention for education scholars, leaders, policy-makers, teachers, families, and communities.

Class Format

This class is designed for local learners. Class will be held in Lokey 116 on the Eugene UO campus. Every student in the class should have access to a laptop during class. We will use our computers for class-related activities. While we will all have computers, students are expected to remain focused and present in class. I ask that students not use their computers to check or send email, surf websites, text, etc. There will be a break during every session when you can do those things. If you need to keep your phone on vibrate for emergency or family reasons, please let me know in advance.

Reading Materials

All reading materials will be provided on Canvas. Students are welcome to purchase books they are particularly interested in but there are no purchases required for this class.

Grading Components and Criteria

1) Participation, 15%. Your engagement and participation in this class are crucial both for your own learning and for the success of the class as a whole. Please be present and engaged in every session, and share your thoughts in an open, respectful, and engaged way. Your participation should be grounded in informed reading. In our first session, we will read and talk about strategies and ground rules for communicating with each other about subjects that are personal and important. Your participation grade from one missed session (due to travel, sickness or the like) can be made up for upon agreement of an extra assignment. After that, additional absences lead to no participation grade for that class (i.e. 10% of the 15%, so 1.5% of your grade).

2) Weekly reading reflections, 25%. (2-3 pages, double-spaced). This class is an intimate seminar in which rather than learning ‘facts’ or listening to lectures we will be engaging in reflective conversations about education, guided by the readings we do for each week. Therefore, it is critical that each student arrives to class having done the reading and ready to discuss the
readings and their application to our thinking, research, and actions. We’ll read about 100 pages per week.

Write a reflection on the readings and submit it to Canvas by noon each Thursday. (Note: there is no reading reflection due in week 1). I have found that it is helpful to read and reflect with a few guiding questions in mind. Below is the list of questions that I suggest. I do not expect you to discuss all of these questions for each reading (given the short length of the reflections). Please be sure to also use the reflection as a space to reflect on the weeks’ readings as a whole.

- What is the context in which the scholar is writing? (biographical)
- What and who is the scholar in conversation with? (intellectual)
- What is the thesis/main contribution of the article/chapter?
- What does the reading’s theory/argument succeed in explaining?
- What does the reading’s theory/argument miss?

All reflections that meet the guidelines will receive a check for full credit. If I have any concerns about your reflections I will discuss them with you and discuss how to make sure you are meeting expectations to receive credit for your reflections. You can miss one reflection (in a week of your choosing) and still receive full credit for the weekly reading reflections (don’t skip completing the reading for that week though!).

3) **Class leadership, 10%**. The first week of class we will establish a schedule so that each student will have a session in which they will be responsible for leading or co-leading class for a portion of the session (45 min). You should communicate with me by at least the Wednesday prior to your class session on Friday about what you plan on doing with your leadership time. Your leadership time should tie directly into the course topic for that week. I suggest that you use your time creatively: bringing in outside articles or resources, organizing an activity, or preparing discussion questions. If you decide to include a video or audio file please limit it to no more than 5-10 min. You will be responsible for time management during your leadership. Depending on the size of the class some or all students may do this leadership in pairs.

4) **Annotated bibliography, 20%, due Tuesday, November 6th**. Write an annotated bibliography on a topic of your choosing related to the social and cultural foundations of education. In relating to the social and cultural foundations of education, your topic should probe questions that we explore in the class: i.e. how does your topic inform the role of education within the larger social order?; how does your topic illustrate the reproductive and/or generative roles of education in society?; how does your topic inform authority in education or what is taught in school?; how does your topic illustrate how educational opportunity and access are structured along lines of
wealth, race, social class, language, gender, sexuality, (dis)ability, etc? You do not need to answer all of these questions in one paper, however the paper should be oriented around one or more of these questions.

I encourage you to choose a topic that is both interesting/engaging to you and that is useful for your advancement toward your dissertation (if applicable). Please submit a brief 1-paragraph explanation of your topic including your research question by Tuesday, October 23rd. Your paragraph should include a clearly stated research question. I’ll confirm your topic/question by the following Friday. See assignment guidelines for specifics.

See assignment guidelines for specifics. Your annotated bibliography will be graded following a rubric that is provided for your review on Canvas (and in the assignment guidelines). The key areas that I will assess are (1) your literature synthesis with clearly stated research question, (2) your selection of appropriate literature, and (3) your summaries of that literature.

5) Final theoretical literature review, 30%, due Tuesday, December 4th.
Please submit a brief 1-paragraph explanation of your topic and research question by Tuesday, November 13th. Your paragraph should include a clearly stated research question. I’ll confirm your topic/question by the next Friday. Write an 10-15 page, APA-style, double-spaced paper about a topic of your choosing related to the social and cultural foundations of education. In relating to the social and cultural foundations of education, your topic should probe questions that we explore in the class: how does your topic inform the role of education within the larger social order?; how does your topic illustrate the reproductive and/or generative roles of education in society?; how does your topic inform authority in education or what is taught in school?; how does your topic illustrate how educational opportunity and access are structured along lines of wealth, race, social class, language, gender, sexuality, (dis)ability, etc? You do not need to answer all of these questions in one paper, however the paper should be oriented around one or more of these questions.

See assignment guidelines for specifics. It is fine – even encouraged – for your final paper to build from your annotated bibliography, but it should not be a re-writing of your annotated bibliography. This is a good opportunity to explore some of the theoretical foundations of your dissertation topic.

The expectation is that you will make this assignment interesting to you and helpful for your academic trajectory. Think about how you can use the paper to advance your own intellectual and professional agenda. What are you interested in exploring in your program? What issues brought you here in the first place? How can you configure this paper as an opportunity to examine some part of this larger agenda, in a way that will move you along intellectually and professionally?
Your final paper will be graded following a rubric that is provided for your review on Canvas (and in the assignment guidelines). Here is a model outline for your theoretical literature review:

<table>
<thead>
<tr>
<th>Outline</th>
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</thead>
<tbody>
<tr>
<td>- Introduction (w/ research question)</td>
</tr>
<tr>
<td>- Sections on different sub-topics</td>
</tr>
<tr>
<td>- Conclusions/implications</td>
</tr>
<tr>
<td>- Reference list</td>
</tr>
</tbody>
</table>

Final Grades

Your final grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C-</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>D</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>D-</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.9%</td>
</tr>
</tbody>
</table>

Please note that if this class is taken P/NP, 80% or higher is required to pass the class and all class assignments must be completed.

Attendance and Absence Guidelines: Please be in class on time every session and focused and present for the full class time. We have only one meeting per week in a short ten-week quarter. If you need to be absent or tardy for some reason (illness, family emergency, or the like) please let me know with as much advance notice as possible. Attendance will factor into your participation grade.

Interacting with me: I very much welcome being in touch with each of you and hope you come and talk during office hours. I look forward to getting to know each of you better over the course of the quarter. A few tips about this: the best way to communicate with me is in person – please feel free to ask me questions or discuss ideas before class, after class, during break and during office hours. If you send an email, do not expect an immediate reply. It may take up to 72 hours. If you haven’t heard back from me by then, feel free to send me a reminder email. Also, before you send an email, please make sure that you’ve first carefully checked to make sure that I haven’t already answered your question either in the syllabus or in other course materials. I want the substance of our interactions to be meaningful and enjoyable.
Course principles*

*Adapted from Paul Skilton-Sylvester.*
Weekly Schedule of Topics and Assignments

Notes:
- This calendar and reading assignments may change at the professor’s discretion.
- Readings under a given date are to be completed by the time of class on that date.
- You can read in any order you like but I have ordered readings for each week in what I think may make the most sense.

Session 1 -- History of US Education
September 28


Optional / References:


Assignments Due: None.

Session 2 -- Perspectives on the Role of Education in the US, Part I
October 5


Optional/references:

**Assignments Due:** Reading reflection #1.

**Session 3 -- Perspectives on the Role of Education in the US, Part II**  
October 12


**Optional/references:**


**Assignments Due:** Reading reflection #2

**Session 4 -- What Gets Taught in School and Who Decides?**  
October 19


*Optional/references:*


*Assignments Due: Reading reflection #3.*  
*October 23rd: Annotated bibliography proposed topic*

**Session 5 -- Teaching and Authority**

October 26


*Optional/references:*


*Assignments Due: Reading reflection #4*

**Session 6 -- The Structure of Educational Opportunity Part I: Whiteness, Wealth and Privilege in U.S. Education**

November 2


Assignments Due: Reading reflection #5. November 6th: Annotated bibliography due

Session 7 -- The Structure of Educational Opportunity Part II: Language and Immigration; Limited Opportunity, Limited Belonging
November 9


Optional/references:

Abrego, L. J. (2006). I can't go to college because i don't have papers: Incorporation patterns of Latino undocumented youth. Latino Studies, 4(3), 212-231.

Assignments Due: Reading reflection #6 November 13th: Final paper proposed topic

Session 8 -- The Structure of Educational Opportunity Part III: Students of Color and Racial Discrimination and Bias in Schools
November 16


*Optional/references:*


*Assignments Due:*  
Reading reflection #7.

Session 9 – NO CLASS – THANKSGIVING BREAK  
November 23

Session 10 -- The Structure of Educational Opportunity Part IV: Class, Disability, Gender, & Sexuality  
November 30


*Assignments Due:*  
Reading reflection #8  
December 4th: Final paper
Student Engagement Table:

At the graduate level at the University of Oregon each credit should translate into 40 hours of work. Therefore, a 4-unit course should equate to 160 hours over the course of the term. While each student is different, I expect your work to break down more or less as follows:

<table>
<thead>
<tr>
<th>Educational Activity</th>
<th>Hours</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class time</td>
<td>40</td>
<td>We will meet 4 hours per week</td>
</tr>
<tr>
<td>Assigned reading</td>
<td>50</td>
<td>I expect you may spend about 4 hours per week preparing readings</td>
</tr>
<tr>
<td>Project reading</td>
<td>30</td>
<td>I expect you may spend about 30 hours total reading for your annotated bibliography and final project</td>
</tr>
<tr>
<td>Weekly writing</td>
<td>10</td>
<td>Weekly writing will take about 1 hour per week</td>
</tr>
<tr>
<td>Midterm and final project writing</td>
<td>30</td>
<td>You will probably spend about 10 hours each, writing your annotated bibliography and final paper</td>
</tr>
</tbody>
</table>

Total 160

Important University-wide Information:

Diversity, Equity and Inclusion
It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the influence, and intersections, of race, ethnicity, nationality, documentation, language, religion, gender, socioeconomic background, physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect
and understanding of such differences.

Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other’s comments.

**Documented Disability**
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see [http://aec.uoregon.edu](http://aec.uoregon.edu).

**Mandatory Reporting of Child Abuse**
UO employees, including faculty, staff, and Graduate Employees, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
[http://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect](http://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect)

**Reporting Title IX Experiences**
Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at [https://respect.uoregon.edu/](https://respect.uoregon.edu/) or [https://aaeo.uoregon.edu/](https://aaeo.uoregon.edu/) or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or
sexual harassment is available at http://aaeo.uoregon.edu/content/discrimination-harassment

Specific details about confidentiality of information and reporting obligations of employees can be found at https://titleix.uoregon.edu.

**Academic Misconduct Policy**
All students are subject to the regulations stipulated in the UO Student Conduct Code (http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Conflict Resolution**
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, fall term you can contact the Associate Dean for Academic Affairs and Equity (Krista Chronister, 346-2415, kmg@uoregon.edu). For winter, spring and summer terms you can contact the Interim Associate Dean for Academic Affairs (Lillian Duran, 346-2502, lduran@uoregon.edu). Outside the College, you can contact:

- UO Bias Response Team: 346-3216 http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 346-3216 http://studentlife.uoregon.edu/support
- Affirmative Action and Equal Opportunity: 346-3123 http://aaeo.uoregon.edu/

**Grievance Policy**
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow University student grievance procedures (https://policies.uoregon.edu/grievance-procedures) and/or consult with the College Associate Dean for Academic Affairs (Lillian Duran, 346-2502, lduran@uoregon.edu).

**In Case of Inclement Weather**
In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page at https://www.uoregon.edu/. Additional information is available at https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather.

If an individual class must be canceled due to inclement weather, illness, or other reason,
a notice will be posted on Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

**Course Incomplete Policy**

Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, please see: [https://education.uoregon.edu/academics/incompletes-courses](https://education.uoregon.edu/academics/incompletes-courses)