**ED 216 - Purpose, Structure, and Function of Education in a Democracy**

**Thursdays 1pm-3:50pm**

**Benton Center**

“Always wear bifocal glasses. I mean, look through the bottom half at your own kids and your own colleagues and the culture of your school. but don’t only do that, look up and see how those kids in that school fit into the larger scheme of things…..many of us good folk, trudge on because we’re always looking down through the bottom part of the glasses at the kids we have gathered around us. Those that do look up, while at the same time doing well by their own kids are the ones who are really going to make a difference.”

Ted Sizer, *The Active Learner,*

August 1996

**INSTRUCTOR**: Shelley Dubkin-Lee, EdD

**OFFICE HOURS**: Please email to schedule or arrange before or after class

**OFFICE**:

**CONTACT INFORMATION**:  cell: 541-990-2323

**E-MAIL**: dubkins@linnbenton.edu

**COURSE DESCRIPTION**

Introduction to the historical, social, philosophical, political, legal and economic foundations of education in Oregon, the United States, and other countries in order to provide a framework from which to analyze contemporary educational and environmental issues in various schools, communities, and workplaces. (Matches OSU 2018 - 2019 catalog).

**DIFFERENCE, POWER, AND DISCRIMINATION COURSE (DPD)**

ED 216: Purpose, Structure, & Function of Education in a Democracy fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core (at Oregon State University). The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operation of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of the DPD course material will enhance meaningful democratic participation in our diverse community and our increasingly multicultural U.S. society.

**COURSE LEARNING OUTCOMES**

1. Analyze current issues in education through historical, sociological, political and philosophical lenses.
2. Identify the major philosophical orientations in education and relate them to contemporary issues and trends.
3. Identify the laws that impact education in schools, communities, and workplaces.

**DIFFERENCE, POWER AND DISCRIMINATION OUTCOMES**

1. Explain how difference is socially constructed.
2. Using historical and contemporary examples, describe how perceived difference, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
3. Analyze ways in which the interactions of social categories such as race, ethnicity, social class, gender, religion, sexual orientation, disability and age are related to difference, power and discrimination in the United States. (Matches OSU requirements as of August 2018).

**COURSE TOPICS:**

* So you want to be a teacher?
* Access and equity issues in education in the United States
* The multicultural history of education in the United States
* Equity and school funding in the United States
* The business model of public education in the United States
* Accountability in the United States
* Schools, politics, and social change in the United States
* School reform in the United States
* School choice in the United States
* School law in the United States
* Philosophy and education in the United States
* Reflective practice as liberatory pedagogy
* International comparisons of students/systems

**CLASS MATERIALS AND INSTRUCTOR WEBSITE**

I am currently working on setting up my website and a Moodle site.

**SUBMITTING ASSIGNMENTS & CHECKING YOUR GRADES**

Students will submit assignments to the instructor by email sent as a Word document or a PDF. If you are curious about your grades before I set up my Moodle site, please contact me by email and I’ll let you know where you are.

**REQUIRED TEXT**

*Teachers, Schools, and Society: A Brief Introduction to Education* (4th edition) by David Miller Sadker & Karen R. Zittleman.

.

**NOTE:** Copies of the 4th edition of the text are on reserve in the library. Students can check them out for two-hours or three days.

**ASSIGNMENTS AND LATE ASSIGNMENTS**

When you turn in assignments, I commit to grading them in a timely fashion and providing helpful feedback. It is to your benefit to that all assignments be turned in on time. That being said, you may turn in late assignments. I will **not** apply the same time or feedback standards to late assignments and I will grade late assignments in the order that I receive them.

**COURSE REQUIREMENTS AND EVALUATION**

Class Participation (10 @ 5 points) 50 points

Book Chapter Reflections (10 @ 10 points) 100 points

Book Synopsis 30 points

Teaching Philosophy              30 points

Final    50 points

Total Points             260 Points

**GRADING**

234 - 260 points = A grade

208 - 233 points = B grade

182 - 207 points = C grade

156 - 181 points = D grade

155 and below = F grade

P/NP option or withdrawal: Notify Registration Office (located in Takena Hall) by 7th week of class

The College Skills Zone, located in the LBCC Learning Center (Albany Campus) offers short targeted instruction covering content that helps students be successful college students. Click [here](https://drive.google.com/file/d/1IK5IGpKA9kAowJGa0U_reJl_96x8N1hr/view) to access the list of trainings.

**VETERANS**

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.

**CAMPUS RESOURCES**

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please talk to you instructor as soon as possible to discuss your needs. If you believe you may need accommodations, but are not yet registered with CFAR, please go to [http:/linnbenton.edu/cfar](https://linnbenton.edu/cfar) for steps on how to apply or call 541-917-4789.

**LBCC COMPREHENSIVE STATEMENT OF NONDISCRIMINATION**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information see [Board Policy](http://www.linnbenton.edu/board-policies-and-administrative-rules) P1015 in our Board Policies and Administrative Rules. Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report click [here.](https://linnbenton-advocate.symplicity.com/public_report/index.php/pid335167)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ue** | **Days** | **Assignment Due** | **Topics** | **Due** |
| 1 | Thurs.4/4 | **Introductions****Chapter 1****Book Sign-up (in class)** | Introduction/Syllabus OverviewThe Teaching Profession and YouVideo/Discussion |  |
| 2 | Thurs.4/11 | **Chapters 2 & 3 Reading Chapter Reflection/Discussion** | Different Ways of LearningTeaching Your Diverse Students | Reflection Due in class 4/11/19 |
| 3 | Thurs.4/18 | **Chapter 4 Reading Chapter Reflection/Discussion** | Student Life at School and at Home | Reflection Due in class 4/11/19 |
| 4 | Thurs.4/25 | **Chapter 5 Reading Chapter Reflection/Discussion** | The Multicultural History of American Education | Reflection Due in class 4/25/19 |
| 5 | Thurs.5/2 | **Chapter 6 Reading Chapter Reflection/Discussion** | Philosophy of Education | Reflection Due in class 5/2/19 |
| 6 | Thurs.5/9 | **Chapter 7 & 8 Reading Chapter Reflection/Discussion** | Financing and Governing America’s SchoolsSchool Law & Ethics | Reflection Due in class 5/9/19 |
| 7 | Thurs.5/16 | **Chapter 9 Reading Chapter Reflection/Discussion** | Purposes of America’s Schools and the Current Reform Movement | Reflection Due in class 5/16/19 |
| 8 | Thurs.5/23 | **Chapter 10 Reading Chapter Reflection/Discussion** | Curriculum, Standards, and Testing | Reflection Due in class 5/23/19 |
| 9 | Thurs.5/30 | **Chapter 11 Reading Chapter Reflection/Discussion** | Becoming an Effective Teacher | Reflection Due in class 5/30/19Teaching Philosophy Due in class 5/30/19 |
| 10 | Thurs.6/6 | **Book Discussions** | Financing & Governing America’s Schools | Book Synopsis due in class 6/6/19Class discussion will be held on this day. |
| ExamWeek |  | **Email final exam to instructor by Wednesday 6/12/19** | Final Exam | Final Exam Due by email to instructor no later than 6/12/19 |

**LBCC Single Stop - Housing and Food**

Any student who has difficulty affording groceries or food, or who lacks a safe and stable place to live, is urged to contact a Student Resource Navigator in the Single Stop Office (T-112): Amanda Stanley, stanlea@linnbenton.edu, 541-917-4877. The navigator can connect students to resources. Furthermore, please talk with your instructor if you are comfortable doing so.

**Note:** The instructor reserves the right to make changes to the course syllabus and schedule.

**Reflection suggestions**: A reflection is not a summary or a synopsis. It is a thoughtful reaction to what you’ve read. How did it challenge your assumptions about the topic? Did it make you see something in a different light, if so, how and what? Did it make you mad, happy, sad, etc.? How might you use the ideas set forth in the reading material? Did you think the author was misguided or just simply wrong from your perspective – if so, explain and justify. And any other thoughts/feelings that the reading evoked in you.

**Book Synopsis:** There is a 4 page handout describing this assignment. This will be provided in class by the instructor.

**Teaching Philosophy:** Here are some questions as a place to start:

1. What do I believe about students?
2. What do I believe about learning?
3. What do I believe about teaching?
4. What do I believe my role is as the teacher?
5. What do I believe should be happening in the classroom to help students engage and ;learn?

As you write, check your teaching philosophy for:

### Teaching Philosophy Checklist

Consider that you will be writing this teaching philosophy for a teaching job, so your intended audience is the hiring committee (principal, teacher(s), parent(s), classified staff, and possibly a student or two).

Given the intended audience and purpose:

* Is there a clear focus or theme(s)?
* Are the language and tone appropriate without relying on trite phrases or jargon?
* Would it hold the audience's attention?

#### Voice

* Is it "authentic" - focused on the you as they teacher? Do you provide an idea of who you are as a teacher (or aspires to be)?
* Do you reveal yourself and your personal/political/pedagogical commitments?
* Is enthusiasm for teaching evident?
* Does it sound as though you care about the beliefs expressed and the arguments being made?
* Would you like to take a course in which you were the teacher?

#### Beliefs/Arguments/Claims & Illustrative Support

* Does it detail what you believe in a way that is engaging, specific, and easy to understand?
* Does it detail why these beliefs are held?
* Does it detail how these beliefs came to be held?
* Does it define your goals for and expectations of learners?
* Is the relationship between your discipline and beliefs about teaching and learning made clear?
* Are there specific examples of strategies, methods, or theories used to achieve teaching and learning goals and to help students meet or exceed expectations?

Conventions

* Are headings, transitions, and paragraph design appropriate to the content?
* Are the elements presented in a parallel style and format across and within sections/paragraphs?
* Are there any distracting grammatical, typographical, or spelling errors?

**Maximum 2 pages.**