

Neumann University  
School of Education & Social Sciences  
Educational Studies  
Semester/Year  
**EDU XXX Sociocultural Foundations of Education (3 cr.)**  
Days, Time  
Assigned Classroom

**Instructor:**  
**Phone:**  
**Email:**

**Office Location:**  
**Office Hours:**

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**Catalog Course Description:**

How can teachers understand and address social inequalities, especially along lines of race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion? The purpose of this course is two-fold: to acquaint students with the current sociopolitical context of schools and to serve as a springboard for personal identity work requisite for the teaching profession. For prospective teachers to become effective practitioners and advocates for students, they need to understand how multiple forces influence their own experience and perspectives as well as schools and society. In this course students will examine their own cultural lens, reflect on their biases and on how their biases will impact their work in schools. Through examination of the sociological, historical, cultural, and political foundations of education broadly, students will also recognize biases that exist in the educational system and identify educational strategies and practices to remove institutional bias and inequities.

**Required Reading and Course Materials:**

The Pennsylvania Culturally Relevant and Sustaining Education Competencies (April 2021)

PDE Culturally Relevant & Sustaining Education (CR-SE) Program Framework Guidelines (November 2022)

Rubric for Culturally Relevant and Sustaining Educators (CR-SE) (PEDC)

Eakiins. S.L. (2022). *Leading equity: Becoming an advocate for all students*. Jossey-Bass.

Howard, G. (2016). *We can't teach what we don't know: White teachers, multiracial schools, 3<sup>rd</sup> ed.* Teachers College Pr.

Spring, J. (2022). *American education, 20<sup>th</sup> ed.* Routledge.

Other texts as assigned – readings, videos, movies, and podcasts.

**Recommended Materials (Optional)**

Additional readings, videos, and podcasts will be made available on Canvas for interested students.

**Course Learning Outcomes:**

Upon successful completion of this course all students will...

1. Reflect on their own cultural lens and on how their cultural lens shapes the nature of their interactions with groups and individuals, including students.
2. Identify and deepen their understanding of bias in the educational system and society.
3. Understand and apply disciplinary knowledge from sociology and history to interpreting the aims of education and schooling in diverse cultural contexts.
4. Understand the full significance of diversity as well as institutional bias in a democratic society and how that bears on equality of educational opportunity.

5. Engage in professional conversations and debates that can lead to change in educational policy and practice.
6. Explain how education can serve the common good and promote equality and social justice in a democratic society using understandings about self and knowledge of sociological, historical, and political foundations of education.
7. Explain and provide examples of antiracist teaching strategies and classroom practices.

### **Pennsylvania Department of Education (PDE) Competencies:**

#### Culturally Relevant & Sustaining Education (CR-SE) Competencies

##### Competency 1: Reflect on One's Cultural Lens

- CRSE 1.A: Reflect on their own life experiences and membership to various identity groups (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).
- CRSE 1.B: Understand that they, like everyone, can unwittingly adopt societal biases that can shape the nature of their interactions with groups and individuals.
- CRSE 1.C: Engage in critical and difficult conversations with others to deepen their awareness of their own conscious/unconscious biases, stereotypes, and prejudices.

##### Competency 2: Identify, Deepen Understanding of, and Take Steps to Address Bias in the System

- CRSE 2.A: Know and acknowledge that biases exist in the educational system.
- CRSE 2.B: Understand the importance of social markers, such as race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, sexual orientation, and religion.
- CRSE 2.C: Identify literature and professional learning opportunities for themselves to understand more about the manifestations of racism and other biases at institutional and structural levels that can result in disadvantaging some groups of learners, educators, educational leaders, and families, while privileging others.
- CRSE 2.D: Identify and make efforts to remove bias in their teaching materials, assignments, curriculum, and resource allocation.
- CRSE 2.E: Recognize schools' history and inequities and institutional biases and their consequences.

### **Neumann Education Programs Mission Statement**

The School of Education and Human Services at Neumann University houses education programs at the undergraduate, masters, and doctoral levels. We believe that education is a vehicle through which all learners can become who they were created to be, and that lifelong learning is essential to individual happiness and to a progressive democratic society. Education is a transformative process that prepares all learners to actively engage in the world to promote social mobility and social justice.

Our mission is to prepare culturally responsive and sustaining educators who act as agents for change in schools and society. The educational programs at Neumann University place a strong emphasis on preparing teachers and administrators for the purpose of disrupting inequities in schools and society. Prospective teachers and administrators in our programs learn best practices that are grounded in research and are rooted in social justice. Through our programs our students have opportunities to apply leading-edge practices rooted in our commitment to diversity, equity, and inclusion. Our students engage with current research and theory in their courses and bring this knowledge to life during a variety of field experiences. Prospective teachers and administrators in our programs learn evidence-based practices and employ these strategies in the field while also learning from practicing master educators.

### **Instructor Biography/Positionality**

**Learner Support Resources** can be found on your Canvas homepage.

## **Writing Across the Curriculum**

Unless otherwise instructed, all writing for courses (essays, emails, journals, on-line posts, etc.) must meet professional standards. All teachers will expect and grade for the following:

- Clarity: the meaning of the sentences must be clear and logical.
- Development: the ideas or claims must be supported with examples or evidence.
- Diction, form and style must be appropriate for the subject, genre, and audience.
- Grammar and mechanics (punctuation, spelling, capitalization, etc.) must follow the rules of Standard English.
- Research must be integrated, cited, and documented according to an established research style guide (such as MLA or APA).

## **Academic Integrity Statement**

Students are required to abide by the Academic Honesty of Neumann University. (AY 2022-2023 Undergrad = [Academic Programs/Policy Information - Neumann University - Acalog ACMS™](#) or AY 2022-2023 Grad = [Academic Information and Policies - Neumann University - Acalog ACMS™](#) )

## **Americans with Disabilities (ADA) Policy**

If you, as a student, believe that you qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register with the Office of Disability services located in John C. Ford Student Success Center @ The HUB. Faculty will then be notified directly from the Office of Disability Services of any approved academic accommodations including extended time eligibility.

## **Class Attendance & Courtesy**

### **Absences**

Students are required to be present at each class. Students are permitted two **excused** absences. To be excused for an absence, the student must notify the instructor via email prior to the class meeting and must also make up all missed work. An additional absence, beyond the two excused absences, whether excused or unexcused, will result in a reduction in the student's final grade. More than four missed classes will result in a failing grade for the course.

If a class must be missed, **prior** to the absence the student must contact the professor for the details concerning a possible make-up assignment and must arrange to submit any assignments due during that class to the professor by the given deadline. The attendance policy is the same for face-to-face as well as online class meetings.

### **Tardiness**

Students are expected to arrive for class, in-person or virtual, on time. A combination of three occasions involving tardy arrivals or leaving class early will be counted as one class absence.

### **Courtesy**

Please be sure your cell phones are turned off, or at least silenced, before class. Do not text or talk on the phone in class. If you receive an urgent call or message, please leave the classroom prior to answering the call or responding to the text. Use of laptops in class must be limited to doing work for this class only. See Class Learning Environment Policies below for additional related class policies.

### **Participation**

To be fully prepared for class, a student should expect to spend approximately 6-9 hours each week, in addition to class time, on his or her studies. Students must complete all course reading and writing assignments before class meetings on the dates due. Students must participate throughout class sessions in whole class, small group, and

partner discussions and activities. Students must participate in online asynchronous discussions and other assignments within the timeframe allowed. In addition, students are expected to show initiative by sharing ideas from outside readings and experiences relevant to course topics to enrich and extend discussion. Students must engage in self-evaluation of learning and participation throughout the course.

### **Class Netiquette Rules**

Rule 1: Remember the Human

Rule 2: Adhere to the same standard of behavior online that you follow in real life (or better!).

Rule 3: Know where you are in cyberspace.

Rule 4: Respect other people's time and bandwidth (don't spam other users).

Rule 5: Make yourself look good online. Use professional writing style and considerate language.

Rule 6: Share expert knowledge.

Rule 7: Help keep flame wars under control.

Rule 8: Respect other people's privacy.

Rule 9: Do not abuse your power.

Rule 10: Be forgiving of other people's mistakes.

Rule 11: DON'T TYPE IN ALL CAPS (you are yelling if you do)!

## COURSE LEARNING ENVIRONMENT POLICIES

In Neumann's education courses we expect students to

- Be honest;
- Have respect for self;
- Have respect for others, their well-being, and their property; and
- Have respect for the policies and standards of the University and the laws and standards of the larger community.

The following Learning Environment Policies are required to ensure we consistently adhere to these expectations.

### **Class Agreements**

This course is guided by a set of agreements which we will discuss and revise as we believe is best for our class community. The agreements are designed to foster a sense of inclusion, safety, and respect. Through doing so, the agreements will be the foundation for our learning together, for our co-construction of knowledge throughout the course.

### ***Learning With and For Others***

I belong to an inclusive, mutually beneficial community committed to two aims: (a) respectfully listening and learning from others and (b) actively contributing to the learning of others. Regarding the former, I am responsible and accountable for my learning journey, and I authentically commit to advancing my own growth. Regarding the latter, I recognize that community members are at different stages of development, and I will strive for patience to honor and if relevant, support the learning journey of others.

### ***Investing in Dialogue***

I engage in my community of learners by remaining courageous and invested in a healthy and productive dialogue (“stepping up”) and by opening up space to hear from others (“stepping back”). I commit to doing both in a respectful way, in which I can appropriately challenge my own thoughts and those presented by others.

### ***Assuming Best Intentions and Taking Responsibility for Impact***

I assume the most generous explanation of other people's statements, while also holding myself accountable for the impact of my statements on others. Give people the benefit of the doubt in interactions and conversations.

### ***Critiquing Ideas Not People***

I ground my critiques and responses in the course's content, theories, and ideas, as well as, when applicable, in connections between the course's content and my professional practice and personal experience. I do not ground my critiques and responses at individuals or in descriptors of their identities.

### ***Believing and Affirming Others***

I believe and affirm our community members' knowledge, skills, and experiences, especially those historically underrepresented and excluded identities, by actively listening to their narrative and by avoiding making assumptions about their identities or perspectives.

### ***Honoring Pauses and Restarts***

I safeguard our community as a space conducive to pausing and restarting when needed, which includes apologizing, forgiving, and evolving as learners and teachers.

## **Students with Disabilities**

*ADA Policy* - If you, as a student, believe that you qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register with the Office of Disability Services located in John C. Ford Student Success Center @ The HUB. Faculty will then be notified directly from the Office of Disability Services of any approved academic accommodations including extended time eligibility.

## **Land Acknowledgement**

## Evaluation Methods

<b>Assignment/Assessment</b>	<b>CLOs</b>	<b>Total Points</b>	<b>% Final Grade</b>
Attendance – See Policy Above	All	NA	NA
Participation – See Policy Above	All	5	5
In-Class Case Study & Reading Responses (20 pts. each)	All	Varies	5
Reading Responses & Reflections (20 pts. each)	All	Varies	5
Cultural Inventory: Reflection & Analysis	1	40	15
Autoethnography: Personal Essay (Part I)	1, 2, 3, 4	40	10
Autoethnography: Analysis (Part II)		40	20
Bias in the Classroom: CR Scorecard	2, 4, 6, 7	20	10
Bias in the Classroom: Curriculum Analysis	4, 6, 7	40	20
Bias in the Classroom: Presentation	2, 4, 5, 6, 7	20	10

*The Professor reserves the right to make changes to the course schedule and assignments at any time during the semester.*

## Grading Scale

	<b>Neumann</b>	<b>Quality Points</b>
<b>A</b>	<b>94-100</b>	<b>4</b>
<b>A-</b>	<b>90-93.99</b>	<b>3.7</b>
<b>B+</b>	<b>87-89.99</b>	<b>3.5</b>
<b>B</b>	<b>84-86.99</b>	<b>3</b>
<b>B-</b>	<b>80-83.99</b>	<b>2.7</b>
<b>C+</b>	<b>77-79.99</b>	<b>2.5</b>
<b>C</b>	<b>74-76.99</b>	<b>2</b>
<b>C-</b>	<b>70-73.99</b>	<b>1.7</b>
<b>D+</b>	<b>67-69.99</b>	<b>1.5</b>
<b>D</b>	<b>64-66.99</b>	<b>1</b>
<b>D-</b>	<b>60-63.99</b>	<b>0.7</b>
<b>F</b>	<b>0-59</b>	<b>0</b>



## EDU XXX COURSE SCHEDULE<sup>1\*</sup>

<b>Week: Module Topic</b>	<b>Learning Outcomes</b>	<b>Homework Assignments</b>	<b>Signature Assessments</b>
Week 1 Introduction: Overview of the Course	Introduction to Course Learning Outcomes	<b>Harvard Implicit Bias Test</b> PA CR-SE Competencies PA CR-SE Framework Guidelines PA Rubric for CRS Educators Gorski. Ch. 1 & Ch. 2 Power & Privilege Definitions OR ABCs of Social Justice (?)	<i>Signature Assessments are DUE during the week indicated below by 11:59PM the night before that week's class meeting.</i>
Week 2 Mod 1: Understanding One's Own Cultural Lens	LO1. Reflect on their own cultural lens and on how their cultural lens shapes the nature of their interactions with groups and individuals, including students.	Tatum. Complexity of identity Kirk & Okazawa-Rey. Who am I? Who are my People? McIntosh. White Privilege: Unpacking invisible knapsack	
Week 3 Mod 1: Understanding One's Own Cultural Lens		Howard. Introduction & Chapter 1	<b>Cultural Inventory Assignment DUE</b>
Week 4 Mod 2: Privilege & Oppression	LO1. Reflect on their own cultural lens and on how their cultural lens shapes the nature of their interactions with groups and individuals, including students.  LO2. Identify and deepen their understanding of bias in the educational system and society.	Adams (1-64) Core Concepts Johnson. The social construction of difference Wing Sue. Microaggressions, marginality, and oppression	
Week 5 Mod 2: Privilege & Oppression		Howard. Ch. 2 & Ch. 3 Select Videos	
Week 6 Mod 3: Bias & Microaggressions	LO2. Identify and deepen their understanding of bias in the educational system & society.  LO7. Explain and provide examples of antiracist teaching strategies and classroom practices.	Howard. Ch. 4 & Ch. 5	<b>Autoethnography Pt. I: Personal Essay DUE</b>
Week 7		Spring, Ch. 1 & Ch. 2	

<sup>1\*</sup> The Professor reserves the right to make changes to the course schedule and assignments at any time during the semester.

Mod 4: Purpose of Education: Educational Equality	LO3. Understand and apply disciplinary knowledge from sociology and history to interpreting the aims of education and schooling in diverse cultural contexts.		
Week 8 Mod 4: Purpose of Education: Sociocultural & Political Foundations	LO4. Understand the full significance of diversity as well as institutional bias in a democratic society and how that bears on equality of educational opportunity.	Spring. Ch. 3 & Ch. 4	
Week 9 Mod 4: Purpose of Education: Dominated Groups & Systemic Oppression	LO5. Engage in professional conversations and debates that can lead to change in educational policy and practice.  LO6. Explain how education can serve the common good and promote equality and social justice in democratic society using understandings about self and knowledge of sociological, historical, and political foundations of education.  LO7. Explain and provide examples of antiracist teaching strategies and classroom practices.	Spring. Ch. 5 & Ch. 6	
Week 10 Mod 5: One's Own Cultural Lens Revisited	LO1. Reflect on their own cultural lens and on how their cultural lens shapes the nature of their interactions with groups and individuals, including students.  LO2. Identify and deepen their understanding of bias in the educational system and society.  LO5. Engage in professional conversations and debates that can lead to change in educational policy and practice.		<b>Autoethnography Pt. II Analysis DUE</b>
Week 11 Mod 6: CR-SE/Social Justice & Antiracist Teaching Practices	LO5. Engage in professional conversations and debates that can lead to change in educational policy and practice.  LO7. Explain and provide examples of antiracist teaching strategies and classroom practices.	Howard Ch. 7 Eakins. Ch. 1 Gay. Preparing for Culturally Responsive Teaching Picower, Ch. 1 (25-62) Ladson-Billings, Ch. 2	
Week 12		Eakins. Ch 2	<b>Bias in the Classroom Pt I: Curriculum Scorecard DUE</b>

Mod 6: CR-SE/Social Justice & Antiracist Teaching Practices		Singleton & Hays – Courageous Conversations	
Week 13 Mod 7: Advocacy & Action: Education for Equity	LO2. Identify and deepen their understanding of bias in the educational system & society.  LO4. Understand the full significance of diversity as well as institutional bias in a democratic society and how that bears on equality of educational opportunity.	Howard. Ch. 8  Eakins. Ch 6, Ch. 7 & Ch. 8	
Week 14 Mod 7: Advocacy & Action: Education for Equity	LO5. Engage in professional conversations and debates that can lead to change in educational policy and practice.  LO6. Explain how education can serve the common good and promote equality and social justice in democratic society using understandings about self and knowledge of sociological, historical, and political foundations of education.  LO7. Explain and provide examples of antiracist teaching strategies and classroom practices.	Eakins. Ch. 9 Students' assets  Eakins. Ch. 10 Social Justice for Advocacy	<b>Bias in the Classroom Pt II: Analysis Paper DUE</b>
Week 15 Mod 8: Sociocultural Foundations: Pulling It All Together	LO5. Engage in professional conversations and debates that can lead to change in educational policy and practice.  LO6. Explain how education can serve the common good and promote equality and social justice in democratic society using understandings about self and knowledge of sociological, historical, and political foundations of education.  LO7. Explain and provide examples of antiracist teaching strategies and classroom practices.		<u>In Class:</u> <b>Bias in the Classroom Pt III: Presentation</b>

## EDU XXX - Guidelines for Assessments:

### **Independent Writing Responses & Reflections**

Students will respond in writing to class discussions, case studies, and assigned texts. In addition, students will participate in written self-evaluation.

#### **Signature Assessments:**

Signature assessments are DUE by 11:59PM the night before our class meeting during the week indicated on the Course Schedule above. If you have any questions about a due date, please let me know right away.

Each of the following Signature Assessments listed below is described in detail in “Assignments” on our CANVAS site. Rubrics for each assignment are included in this syllabus and available on CANVAS. Please let me know if you have any problems finding an assignment or rubric.

- CULTURAL INVENTORY
- AUTOETHNOGRAPHY ANALYSIS PROJECT
  - Autoethnography: Personal Essay (Part I)
  - Autoethnography: Personal Essay & Analysis (Part II)
- BIAS IN THE CLASSROOM
  - Bias in the Classroom: Curriculum Scorecard (Part I)
  - Bias in the Classroom: Curriculum Analysis (Part II)
  - Bias in the Classroom: Presentation (Part III)

### **Rubric for Independent Writing Responses**

	<b>Little or No Evidence</b>	<b>Approaching Expectations</b>	<b>Meets Expectations</b>
<b>Mechanics</b>	0 Uses simple sentences and/or has multiple spelling, grammar and/or punctuation errors.	2 Some varied sentence structure, Conventions of punctuation, grammar, and spelling generally used.	4 Varied sentence structure, Conventions are used correctly (spelling, grammar & punctuation).
<b>Comprehension</b>	0 Little or no evidence of understanding of concept(s) in text.	4 Demonstrates basic level of understanding of concept(s) in text.	8 Reflects deep understanding of concept(s) in text.
<b>Critical Analysis</b>	0 Little or no evidence of careful, critical thought and/or insight.  Too few or no examples / evidence or they are not relevant.	4 Some evidence of careful, critical thought and/or insight.  Some examples and/or evidence, though general.	8 Abundance of evidence of careful, critical thought and/or insight.  Evidence & examples are vivid and specific, and focus remains tight.

## Grading Rubrics

Note that rubrics provide general guidelines for an assignment and communicate the dimensions along which it is being assessed. However, each dimension's weight is dependent on the relative outcomes in other dimensions. It is possible, for instance, that an essay's organization and/or clarity is so poor that the paper would warrant being assigned a failing grade, even if other dimensions of the rubric meet expectations.

### Participation Rubric

Criteria	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
<b>Frequency of Participation</b>	<p>Rarely cites relevant points from required readings to support or extend class discussion.</p> <p>Rarely cites relevant points from sources outside of required readings.</p> <p>Misses a class meeting &amp;/or is regularly tardy.</p>	<p>Occasionally cites relevant points from required readings to support or extend class discussion.</p> <p>Occasionally cites relevant points from sources outside of required readings.</p> <p>Attends every class meeting but is sometimes tardy.</p>	<p>Often cites relevant points from required readings to support or extend class discussion</p> <p>Often cites relevant points from sources outside of required readings.</p> <p>Arrives on time to every class meeting.</p>
<b>Substance of Participation</b>	<p>Rarely enriches and extends discussion by responding to ideas expressed by classmates and/or instructor.</p> <p>Rarely volunteers relevant points of view.</p>	<p>Occasionally enriches and extends discussion by responding to ideas expressed by classmates and/or instructor.</p> <p>Occasionally volunteers relevant points of view.</p>	<p>Frequently enriches and extends discussion by responding to ideas expressed by classmates and/or instructor.</p> <p>Routinely volunteers relevant points of view.</p>
<b>Professional Dispositions Evidenced by Participation</b>	<p>Is rarely prepared for class discussions and activities.</p> <p>Is rarely respectful and mindful of other's experiences and opinions.</p> <p>Rarely solicits feedback from peers or instructor outside of class</p>	<p>Engagement in class usually demonstrates preparation for class discussions and activities.</p> <p>Is usually respectful and mindful of other's experiences and opinions.</p> <p>Occasionally solicits feedback from peers or instructor outside of class</p>	<p>Engagement in class demonstrates consistent preparation for class discussions and activities.</p> <p>Is always respectful and mindful of other's experiences and opinions.</p> <p>Often solicits feedback from peers or instructor outside of class</p>