LE CORE EXPERIENCE

Unit: College of Education and Human Sciences
       Department of Education Studies

Course: ES-385/585 Social Foundations of Human Relations (3 Credits)

LE goals:
R1: Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.

R2: Evaluate the impact of systems, institutions, and issues in local and global contexts and across cultures.

1. Describe the content of the experience and especially the relationship between the content and the identified learning outcome. If it is appropriate, estimate the percentage of time spent in the experience on the identified outcome.

Focusing on the social and historical contexts of schooling and education this course is an interactive critical reflection of the impact of race, class, gender, sexual orientation, gender expression, language, disability, nationality, and other constructed differences on human relations in the context of a democratic society. Through a critical inquiry into the history, research outcomes, theoretical foundations, and policy debates that frame this terrain, students will become aware of and explore during a whole semester:

1. The processes of formation of individual and collective identities, and how they are embedded in the larger scenarios of public education, social relations, and culture production and reproduction.
2. The way in which educational practices, policies, and institutions can either promote or constrain high academic achievement and healthy appreciation of the self for all students.
3. The role that educators play in the reinforcement or disruption of unhealthy and/or uncritical pedagogical practices in schools.
4. The importance of thoughtful consideration and critical approach to understanding diverse learners in the context of relations of power, equitable and multicultural education.
2. Describe the opportunities that the experience will offer students to meet the identified outcome. Your description can include pedagogy used, example assignments, broad discussion of the learning environment for the experience, etc.

Active learning activities such as cooperative learning, Socratic dialogues, Synectics, narrations of the self, participatory observation, active listening, focused writing, critical media literacy, service learning, poster elaboration, open forums with prominent guest speakers, and contextualizing lectures from the facilitators will provide multiple opportunities to acquire necessary academic language, fine tune methodologies to analyze social phenomena and develop critical perspectives for thorough understanding of reality.

Inscribed within the frame of Critical Pedagogy, we engage with our students in three unique pedagogical practices. First, we use what Joe Kincheloe (2005) calls bricolage. As we explore the issues at hand, we embed ourselves and invite our students to do so in a complex and multilogical form of inquiry of the social, cultural, political, psychological, and educational domains; identifying webs of relationships instead of isolated things in themselves. In this process, we purposefully draw attention toward processes, relationships, and interconnections among phenomena using hermeneutics, semiotics, media analysis, historical and textual analysis, technological and theoretical analysis, psychoanalysis, and vignettes to connect the pieces of a multidimensional puzzle in a pedagogical effort to reframe and redescribe reality. Through bricolage, our students confront the otherwise oppressive linearity of objectivity and are challenged to join others in a search for meaning. We explore deep structures —like segregation—, tacit forces —like school tracking—, and hidden assumptions —like those of colorblindness—, to understand our own make. In that way, by interrogating the connections and systems that construct perception, alienation, privilege, and success, they weave the subtle warp of our shared teaching and learning intentions, and the tacit is made visible, exposed. Critical thinking tools about what one is learning, why, and how one is learning are generated. Most importantly, we try to find out what purposes do these tools serve, and who benefits or could benefit from them. One of the outcomes is that we become keenly aware of the covert consequences of the socio-political inequalities of the educational system.

Second, we engage with our students in the use of what Patrick Slattery (2010) calls kaleidoscopic sensibilities. In the same way a kaleidoscope creates constantly changing images that remain symmetrical within its own context, we motivate our students to make an effort to flow with constantly changing designs and to experience what it means to become something or someone new, while remaining aware of the multiple ways in which those designs are still interrelated. We encourage them to interrogate the diverse and complex understandings within each unique context and motivate them to confront ambiguity with hope and determination. As we model how to interrogate the origin or historical development of the issues at hand, we also model for our students how to investigate their own position, help them understand how it constructs a particular vantage point, how and when it becomes privilege, and the ways in which it insidiously restricts our vision. Then, we encourage them to engage in post-formal thinking to
try to understand the specific forces that contribute to the formation of their own knowledge. And, most importantly, in this process we actively trace the formation of our own subjectivities through meta-dialogue, which is a constant dialogue with the self, understanding one’s consciousness, appreciating the forces that facilitate or impede our accommodations, and our ability to critically navigate ideological structures and engage in ideological disembedding. An important outcome is that we use the power of imagination as a space for intervention.

In third place, we engage with our students in what Shirley Steinberg (2000) calls contextualization. This is the keen appreciation that knowledge can never stand alone or be complete in and of itself. We direct our students to carefully attend to the setting and understand that the development of a context in which an observation can assume its full meaning is key because facts derive meaning only in the context created by other facts. As we explore the notions of perspective, point of view, positionality, and blind spots, we also direct their attention to the interaction between particularity and generalization, challenging them to look at the displacement of the particular in the general and the uselessness of the generalization in the everyday. In this way, we guide them to ground the particular in the larger understanding of social forces allowing for personal life history, autobiography, and narrations of the self to become the public realms. It is in this confluence where we challenge our students to deconstruct the language of power and investigate the role of power in representation by interrogating how dominant ideologies or forces of power in the larger society inform how we make sense of things and how they can block or neutralize critical accommodations. An important outcome is the realization that when oppressive power goes unchallenged it shapes lives, consciousness, and possibilities in capriciously effective ways as much as it distorts meaning and creates unreal, limited perceptions and internalizations of what is real and most importantly of what is possible.

3. **Identify and provide a rationale for the presence of all prerequisites.**
   Fifteen hrs. of service learning is required prior to enrollment. Another set of fifteen hrs. is embedded in the course. Students satisfy the UWEC Service Learning requirement through the successful completion of ES-385.

4. **Describe the student work for the identified outcome that will be collected, assessed (according to LE Core Rubrics) and results submitted to the University Assessment Committee for purposes of assessment of our Liberal Education Core. Examples of student work include student papers, in-class writing, exams, field experiences, oral presentations, etc.**

   *Written Opening Exercises (R1: Elements A, B, C and D)(R2: Elements B and C)*

   Going through this kind of writing experience is an opportunity to both synthesize and critically analyze the readings that will inform our dialogues in class and online discussion. The outcome
should deliver clear evidence that the content has been critically read. It is not a summary of all the topics or aspects developed in the selected reading. It is a focused narrative of the sense the student has made of one particular idea or concept that has captured her attention or imagination within the larger text, or of the struggle he went -- or is still going-- through while critically analyzing the content. While students might come with preconceived ideas about particular issues, it is expected that she engages in a sort of dialogue with the author, allowing her or him to speak and help the student understand the point that he or she is trying to make. At this time, we are interested in the student’s ability to accurately convey, in an academic setting, what others think about a particular point. A key part of this writing exercise is to transfer the academic understanding of the student’s focus to a personal experience or scenario in order to generate a deeper understanding of the matter at hand. In this sense, it is an effort to practice active listening as he or she reads and writes about the other, other’s points of view, and otherness in general. For all these reasons, as each student allows the self to be affected by otherness, the WOE needs to be written towards a new and deeper understanding rather than from a particular one.

The first step in this kind of writing exercise is narrowing the focus. Students will select an important idea or concept from the assigned reading limiting themselves to just one author if there is more than one reading or author assigned, and clearly state in the first paragraph what the idea, notion, concept or issue that has captured their attention, curiosity, or imagination is. Then, like when one uses a camera, they proceed to zoom in. They will identify two, three, or more components of the selected idea and thoroughly explain how they interconnect with each other in order to generate the particular meaning that the author is suggesting. They use quotes from the same text to support their statements and analysis. They do not use any other source. They are reminded to stay close to the text and, while they navigate through its texture in a critical manner, they interrogate its assumptions and assertions. Next, students will zoom out and make a connection with the whole text. They briefly explain how the meaning that they have created for the part relates to the whole message as they have understood it and how it contributes to generate meaning for the whole picture. Finally, students inscribe this concept within a closer, real scenario, from their own experience or social location, and see how --or if-- they can make a new sense of it through the other’s perspective.

*Book Review (R1: Elements B and C)(R2: Elements A and C)*

This is an analytical and reflective project that requires the use of critical thinking skills to write a review of one of the following books: *holler if you hear me* (Michie, 1999), *Lies my Teacher Told Me* (Loewen, 1995), or *White Like Me. Reflections on Race from a Privileged Son* (Wise, 2008). Here is the main idea: students will pretend that their essay will be published in a peer reviewed journal. Their goal is to give a solid, critically minded, academic opinion to future readers of the selected book. The audience is formed by Education students from around the world attending a conference in Eau Claire, Wisconsin.
The review will require a narrowed focus. From the main concerns presented by the author, students will identify a particular issue or trend that is developed throughout the book and reflect and report on its historical, social, economic, cultural, and philosophical significance to the field of Education, pedagogical practice, public policy, and/or other areas today. They will make sure that their quotes reflect a thoughtful scrutiny of the whole text.

While the understanding of the text will have an individualized outcome according to the focus of choice, it should inform class discussions, make a clear connection between relevant personal experience and academic knowledge, make connections across disciplines and perspectives and, finally, demonstrate a developing sense of self as a learner while building on prior experiences to respond to new and challenging contexts.

*Generating Opinion Project (R1: Elements A, B, C and D) (R2: Elements A, B and C)*

The design and completion of this project is one of the outcomes that will tell how much closer students are to the six goals proposed for this class, especially as it refers to Critical Multicultural Outcomes, but also to Global Learning. It is an opportunity to connect skills and knowledge from multiple sources, as well as an opportunity to apply theory to practice in diverse settings, while navigating the interstices of contradictory points of view. It is a cooperative learning project that calls for teamwork to address real world problems, and an effort to negotiate understandings as they are considered in their real contexts. Students are expected to make creative and resourceful use of whatever materials are at hand (regardless of their original purpose) in order to critically analyze the topic of their choice. The methodological idea is to use Bricolage as a way both to explain the nature of an issue in its real complexity without necessarily appealing to a linear discourse, and to generate an opinion about it while students consider the ways it informs their planning, instruction and assessment processes.

Students will work in groups that gather members with different cultural backgrounds, learning styles and dominant intelligences. Each group will choose a particular complex issue or topic as their focus from the sessions marked with ** in the class tentative schedule. Each group will conduct a research beyond the assigned readings about its implications, drawing and assessing knowledge from many sources, and will collect information in different formats (including popular culture formats) to create an artifact that challenges other students to prepare for the responsibilities of citizenship and culturally sensitive teaching. Students think about this artifact as a tool that may be used for advocacy or to generate opinion inside and beyond the classroom. As students present their artifacts, the group will lead the class during one session of sixty minutes in a critical and reflective discussion of the matter at hand. Each group is responsible to identify the creative components of the methods to be employed, determine the division of labor and establish its accountability procedures.
Critical Reflection (R1: Elements A, B, C)(R2: Elements A, B and C)

This is an opportunity to engage in a narration of the self as students critically reflect on an individual basis the process of preparation of their Generating Opinion Project, the dialogue that it generated amongst their peers, and the afterthoughts of the presentation. This is not an account or narrative of what they presented in class. The idea is to write an essay about the pedagogical experience of meeting with otherness, in an autobiographical tone. As they narrate and critically analyze their process of thinking, and they become more aware of their own awareness, students should make a direct connection to both the six goals of this course and the specific content that was discussed. Past significant, personal experiences are welcome in their writing as they will inform more vividly who they are and who they are becoming.

The purpose of this writing exercise is multiple. Students are expected to critically analyze their own values, ideas, beliefs, and feelings and, while making formal reference to pertinent scholarship read for this class and their project, communicate an insightful personal and professional perspective of the reality of social relations, how they should be, and share visions of their future as a culturally competent and sensitive teacher, a critically minded intellectual and, finally, as an opinion generator.

Participant Observation Research Project (R1: Elements A, B, C and D)(R2: Elements: A, B, C)

This will be an opportunity for students to critically reflect on their service learning experience. Through ethnographic note taking techniques, journaling, and persuasive writing they will make an abstraction of the personal learning that has taken place and identify the personal traits that need to be unlearned.

In the course of their fieldwork students will:

1. Construct a social map or descriptive narrative of their learning setting to illustrate its cultural make, including social, economic, linguistic, racial, and gendered components. Explore and describe ways in which different actors in the school or service agency either support or resist the way social difference manifests itself problematically in society. Focus on the reflections of various adults on site (teachers, administrators, support staff, parents) students, and community members. Also consider how the school structures itself (tracking mechanisms, honors and remedial classes, and their relationship to other requirements, divisions or separate “schools within a school”, academic calendar, extra-curricular activity scheduling, etc.) and how this either reinforces or challenges differentiations or segregations found on campus. Interview groups of students, teachers, or other workers/participants in an informal way, using similar questions presented in a non-invasive manner that does not threaten the anonymity of the participants. Observed participants should represent groups (large or
small) with varying experiences in your site, e.g., different social, ethnic or linguistic groups.
2. Identify how the notions of melting pot, acculturation as a mosaic, multiethnic environments and multiculturalism play a role in the observed setting.
3. Explore the hidden curriculum and peer group issues in ways that differ from mainstream textbook views of diverse schools.
4. Includes a critical analysis of language, peer pressure, academic achievement, program tracking, curriculum, school climate, and administrative response and teacher initiatives.
5. Reflect on and propose possible recommendations concerning effective school or clinical practice that could help to facilitate a more equitable and integrated school, therapeutic or service culture.
6. Identify the strengths that the site possesses that can be further developed and the primary areas to improve that prohibit the development of an equitable, integrated and high achieving school, therapeutic, or service culture.

*Human Diversity Expo Poster (R1: Element A), (R2: Element A)*

This is an opportunity to collaborate in the creation of a visual artifact that communicates the common findings during the inquiry process of two or three students who share similar goals or fields of inquiry. Posters will be exhibited during our Human Diversity Expo at the end of the semester. Your artifact should be professionally eye-catching, creative, easy to read, multimedia and technology based. This artifact should describe the social situation, cultural scene, and theme covered in the Participatory Observation report. Students include information about their methodology and pedagogical approaches, rationale, key findings, data samples, and conclusions. Each group is responsible to determine the division of labor and establish its accountability procedures. All group members must be in attendance at the Human Diversity Expo.

5. Provide additional information on the learning experience such as:
   - Sample readings
   - Topical outline and timetable
   - Learning outcomes
   - A brief description of the experience (300 words)

1. Readings

*Books Required for Class:*


Book Choice for Review:


Articles Required for Class (Available through D2L):


• Rahimi, Regina; Liston, Delores. What Does She Expect When She Dresses Like That? Teacher Interpretation of Emerging Adolescent Female Sexuality. Educational Studies, 45: 512-533. 2009
• Lyman, Kate. Teaching the Whole Story. One School’s Struggle Toward Gay and Lesbian Inclusion. Rethinking our Classrooms, Vol. 2.
• Flannery, Mary Ellen. Language Can’t Be a Barrier. Here are Practical Ways to Reach Students When they Speak What You Don’t NEA Today.
Topical outline and timetable

Session one
Introduction
- Expectations and ground rules.
- Review of course goals, assessment criteria and assignments.
- Establishing a community of learners.

Session two
- Wink, 3rd Ed. Ch. 2 Critical Pedagogy: How in the World Did I Get into This? (4th Ed. Ch. 1)*
- Wink, 3rd Ed. Ch. 3 What in the World is Critical Pedagogy? (4th Ed. Ch. 2)*
- Wink, 3rd Ed. Ch. 5 Where in the World did Critical Pedagogy Come From? (4th Ed. Ch. 3)*
- Prior Service Learning Form due via D2L
- GOP collaborative groups formed in class.

Session three
- Critical Pedagogy: Awareness, language of possibility, language of critique.
- Wink, 3rd Ed. Ch. 6 How in the World do you do Critical Pedagogy? (4th Ed. Ch. 4)*
- Synectics

Session four
- Critical Theories of Education
- Lee, E. Beyond Heroes and Holidays. Introduction. (D2L)*
- Lee, E. “Tolerance vs. Transformation” (D2L)
- Nieto, A. Affirmation, Solidarity and Critique: Moving Beyond Tolerance in Education. * (D2L)*
- The walk of privilege

Session five
- View: The Rise and Fall of Jim Crow (D2L)
- Okazawa-Rey, M. Educating for Critical Practice.* (D2L)*

Session six
- Histories of Race and Racism
- Spring, J. Ch. 1. Deculturalization and the Claim of Racial and Cultural Superiority by Anglo-Americans.*
- View: Race, The Power of an Illusion
- Service Learning site declared
- Forum: View “The House We Live in”
Session seven

- *Histories of Race and Racism GOP **
- Baldwin, White Man’s Guilt (D2L)*
- Wise, White Like Me (D2L)*
- Derman-Sparks, L. Educating for Equality: Forging a Shared Vision. (D2L)*
- Lee. E. Anti-Racist Education: Pulling Together to Close the Gaps. (D2L)*

Session eight

- *Race and Whiteness*
- Castagno, A. “I Don’t Want to hear That!” *Legitimating Whiteness Through Silence in Schools* *(D2L)*
- Tatum, B. Defining Racism: Can We Talk? In Rotenberg p. 123*
- Bonilla-Silva, E. Colorblind Racism. In Rotenberg p. 131*
- Osajima, K. Internalized Racism. In Rotenberg p. 138*
- Sethi, R. Smells like Racism. In Rotenberg p. 143*
- FPO groups organized today
- Forum: Teresa O’Halloran, JD. Affirmative Action

Session nine

- *Race and Whiteness GOP **
- Spring, J. Ch. 3. African Americans: Deculturalization, Transformation, and Segregation.*
- hooks, b. Representing Whiteness in the Black Imagination. (D2L)*
- Journal entry 1 due today

Session ten

- *Construction of Difference: Race, Class and Gender*
- Buck, Pem. Constructing Race, Creating White Privilege. In Rotenberg p. 33*
- Frye, M. Oppression. In Rotenberg p. 154*
- Johnson, A. Patriarchy. In Rotenberg p. 158*
- McIntosh, P. White Privilege: Unpacking the Invisible Knapsack. In Rotenberg p. 177*
- PO Topic and hypothesis declared
- Forum: Dr. Ari Anand. Race, Racism and Privilege

Session eleven

- *Construction of Difference: Race, Class and Gender GOP **
- Grillo and Wildman, Obscuring the Importance of Race: The Implications of Making Comparisons between Racism and Sexism (or other isms) D2L*
- Rahimi and Liston, What Does She Expect When She Dresses Like That? Teacher Interpretation of Emerging Adolescent Female Sexuality D2L*
- Popular Culture Critique
Session twelve

- *Gender and Sexuality GOP**
- Sadasivan, L. A Mother Speaks Out, (D2L)
- Lyman, K. Teaching the Whole Story (D2L)*
- Whitlock, K. Growing up Gay. (D2L)*
- Steve. Black and Gay. (D2L)
- Pharr, S. Homophobia as a Weapon of Sexism, In Rothenberg p. 168*
- Forum: Dr. Alan Horowitz. *LGBTQ Students in Our Schools.*

Session thirteen

- *Gender and Sexuality*
- Executive Summary of GLSEN report, Shared Differences: The Experiences of LGBT students of color in our nation’s schools (D2L)*
- View: *From Outcasts to Warriors.* Directed by: Jerrika Christianson, Austin Shimko and Dylan Vorass. Inspired by a visit to San Francisco, three queer UWEC students confront their own paths in suppressing their own identities while growing up in Wisconsin. Their interviews with educators and activists in the Bay Area convince them of the importance of integrating LGBTQ curriculum within schools. Their film is a call to action for more inclusive curriculum in Wisconsin. Discussion will follow.

Session fourteen

- *Language Diversity*
- Book Review due by 8:00 pm
- View: *Precious Knowledge*
- Forum: Dr. Augustine Romero. *The Importance of Ethnic Studies in Tucson, AZ.*

Session fifteen

- *Language Diversity GOP**
- Spring, J. Ch. 5. Hispanic/Latino Americans: Exclusion and Segregation.*
- Flannery, M. Language Can’t be a Barrier. (D2L)*
- Journal entry 2 due today

Session sixteen

- *Asian American Education Issues*
- Spring, J. Ch. 4. Asian Americans: Exclusion and Segregation.*
- Thrupkaew, N. The Myth of the Model Minority. In Rotenberg p. 224*
- Kochiyama, Y. Then Came the War. In Rotenberg p. 407
Session seventeen
- Asian American Education Issues GOP **
- Lee & Green, Acculturation Process of Hmong in Eastern Wisconsin (D2L)*
- Vang, Hmong American K-12 Students and Academic Skills (D2L)*

Session eighteen
- American Indian/Indigenous Education
- Spring, J.Ch. 2. Native Americans: Deculturalization, Schooling, and Globalization. *
- Loew, P. Indian Nations in Wisconsin*
- ACT 31
- Forum: Jeff Ryan. When Students Take a Stand

Session nineteen
- American Indian/Indigenous Education GOP **
- McCarty, T. Reclaiming the Gift: Indigenous Youth Counter-Narratives on Language Loss and Revitalization. (D2L)*
- Journal entry 3 due today

Session twenty
- Socioeconomic Status, tracking and alternatives
- Oakes, Structuring equality and inequality in an era of accountability (D2L)*
- Kozol, J. Still Separate, Still Unequal. (D2L)*
- Mantios, G. Class in America -2006. In Rotenberg p. 182*

Session twenty-one
- Socioeconomic Status, tracking and alternatives GOP **
- Critical Reflection due via D2L by 8:00 pm

Session twenty-two
- Arab-American Education Issues GOP **
- El Haj, Race, Politics and Arab American Youth * (D2L)
- Forum: Dr. David Jones. Class in America

Session twenty-three
- Contemporary Issues in Education GOP **
  - Chicago School Closings, School of Choice
  - Ladson-Billings, It is Not the Culture of Poverty But the Poverty of Culture (D2L)*

Session twenty-four
- Contemporary Issues in Education
  - No Child Left Behind, Accountability and Neoliberalism.
• Howard, *Telling Their Side of the Story* (D2L)*
• Class evaluation (bring your I-pad, smart-phone or laptop)
• New beginning

*Learning Outcomes*

1. Students will become aware and make sense of their own teaching intentions.
   • Students will be able to identify and investigate the links between multiculturalism, language, power, and identity, and will design teaching strategies and create or select materials conducive to prejudice reduction.
   • (GLOE1) Students will demonstrate knowledge about the world's diverse cultures, environments, practices and values.

2. Students will become aware of their own frames of understanding.
   • Students will be able to evaluate the configuration of their own identity, judge their understanding of culture, and rate its impact on other individuals and groups.
   • Students will be able to demonstrate an understanding of human behavior and an ability to problematize the dynamics of and within human institutions.
   • (CMC LO 2) Student understands impact of dominant assumptions upon social construction of own identity.

3. Students will focus on representation as a process of creation of meaning.
   • Students will be able to identify and use evidence, interpret historical and political factors, and demonstrate proper use of examples and extensive content from a variety of cultures to enhance their teaching and learning.

4. Students will show evidence of becoming ethically concerned and critically minded intellectuals.
   • Students will be able to identify stereotypes across gender, ethnic and racial lines, interpret prejudice, challenge discriminatory practices that are developed and perpetuated through schooling and educational institutions, and create a classroom and school culture that empowers all students.
   • (CMC LO 1) Student understands social group perspectives on events, movements, and ideas, across time.

5. Students will imagine and negotiate common understandings.
   • Students will be able to critically analyze, appraise, and apply theories, curricular models, and public policies that promote equity pedagogy and facilitate the academic achievement and intellectual growth of students from diverse racial, cultural, gender, sexual orientation, ability, and social class groups.
• (CMC LO 3) Student understands systems of privilege and oppression within societal structures and their place in them.

6. Students will understand the contexts in which knowledge is produced and learning takes place.
• Students will be able to dismantle attitudinal and institutional discriminatory practices, including racism and sexism and design learning opportunities to help students understand, investigate, and determine how the implicit cultural assumptions, frames of references, perspectives, and biases within particular disciplines influence the ways in which knowledge is constructed.
• (CMC LO 4) Student demonstrates ability to act inclusively with diverse others over the course of the experience.

2. Considering existing department/program resources please provide answers to the following:
• How many sections of the experience will be offered in the Fall semester?
• How many sections of the class will be offered in the Spring semester?
• What will be the average size for each section of the class?

Currently Education Studies offers six sections during the Fall and six sections during the Spring semesters. Two sessions are offered during the Winter and one during the summer. The enrollment in each section is capped at 28 students.