

University of Oklahoma
Educational Leadership and Policy Studies
Educational Studies 4003

SCHOOLS AND AMERICAN CULTURE

Additional Course Information can be found on the Canvas Course page

LAND ACKNOWLEDGEMENT

Long before the University of Oklahoma was established, the land on which the University now resides was the traditional home of the "Hasinai" Caddo Nation and "Kirikir?i:s" Wichita & Affiliated Tribes. We acknowledge this territory once also served as a hunting ground, trade exchange point, and migration route for the Apache, Comanche, Kiowa, and Osage nations. Today, 39 tribal nations dwell in the state of Oklahoma as a result of settler and colonial policies that were designed to assimilate Native people. The University of Oklahoma recognizes the historical connection our University has with its indigenous community. We acknowledge, honor, and respect the diverse Indigenous peoples connected to this land. We fully recognize, support, and advocate for the sovereign rights of all of Oklahoma's 39 tribal nations. This acknowledgment is aligned with our University's core value of creating a diverse and inclusive community. It is an institutional responsibility to recognize and acknowledge the people, culture, and history that make up our entire OU Community.

COURSE DESCRIPTION

This course functions as an overview of education as a profession based upon sociological, historical, and philosophical principles, with specific attention given to issues pertaining to the cultural context of schooling, multiculturalism, current social and political issues, and, most importantly, student diversity within urban educational settings. This course aims to establish a foundational understanding of the teaching profession upon which students can build their careers. This course develops an appreciation and knowledge of the significant and complex intersectionality of social, political, and economic issues in which schools lie and the implications for schooling within the context of three guiding questions: What are schools for? What are schools like? and What defines the profession? By examining these questions, we will be able to tackle the issues that frame what will become relevant to your experiences as teachers:

- Whom do we teach?
- What do we teach?
- How do we teach?
- Why do we teach?
- Who decides?

COURSE OBJECTIVES

By the end of this course, as teacher candidates, you will be able to:

- Describe the role of schools in preserving, developing, and transmitting language, culture, and meaning within society.

- Critically reflect on personal biases and analyze how these biases can affect teaching practices and student interactions.
- Evaluate the relationship between schools, their communities, and the larger society.
- Analyze how schools contribute to economic development and the preparation of students for the workforce, examining the interplay between economic and educational inequalities.
- Analyze how various student differences (e.g., race, gender, class, sexual orientation, ability) impact educational experiences.
- Identify and explain the sociopolitical powers, institutions, and forces that shape and impact the content of school curricula and learning.
- Evaluate the importance of recognizing and responding to individual student differences and propose strategies for addressing diverse needs in the classroom.
- Evaluate the importance of teachers' responding to individual student needs and how perceptions, attitudes, and actions contribute to creating a welcoming and inclusive environment for all students.
- Investigate complex reasoning and nuanced understandings over curricular content and be prepared to discuss/strategize around the nature of these conflicts.

NCATE ENTRY-LEVEL STANDARD ADDRESSED IN THE COURSE

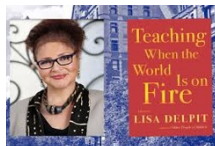
Standard 1.0: Knowing the economic, social, political, legal, and organizational foundations and functions of schools	Candidates understand the intent of OU's Mission Statement. Moreover, the candidates understand and respect individual differences, including those of culture, race, gender, religion, ethnicity, and sexual orientation, as well as individual commonalities, including those of heritage and environment. The candidates understand the role the teacher plays in the promotion and achievement of social justice.
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TEXTBOOK(S) AND MATERIALS

There are two required books for this class:



Love, B. L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon Press.



Delpit, L. (Ed.). (2019). *Teaching when the world is on fire*. The New Press.

All other required readings and materials will be available via Canvas.

COURSE POLICIES

Attendance

Given the class format, content, and meetings, you are only allowed one absence without penalty. If there are any in-class assignments, you cannot make them up unless the absence is documented or approved prior to your absence. Please contact me as soon as possible if there is an issue so we can work through it before it negatively affects your grade. Refer to the table below and remember that you will not receive credit for the course if you accrue more than three absences.

0 –1 absence	Full Credit
2 absences	10pt overall grade deduction (Highest grade possible B or Less)
3 absences	20pt overall grade deduction (Highest grade possible C or Less)
4 or more absences	FAILED Course (Highest grade possible F)

COURSE ASSIGNMENTS

Participation (15 points)

This course has weekly texts/videos that are important to our discussions and your growth throughout the course. It is imperative that you complete these each week. Completion of these will be monitored and observed through various methods each week.

Educational Experiences (15 points)

This assignment invites you to construct a personal narrative (maximum 5 pages) reflecting on your experiences within the education system and their influence on your present understanding of contemporary schooling. In this work, you will analyze these experiences, paying attention to historical, sociocultural, and political factors associated with being a student, schooling circumstances, and education at large. The paper should also include research into the student demographics of the school sites included in your reflection.

Sparking Educational Justice (10 points)

Students will choose a story from *Teaching When the World is on Fire* by Lisa Delpit and deliver a 10-minute presentation. The presentation will include a brief summary of the story, connections to relevant media or course content, and a recommended resource for further exploration. This project encourages critical thinking and a deeper understanding of educational and social justice issues.

Social Justice Curriculum (30 points)

Schools are increasingly diverse spaces in terms of race, gender, language, ethnicity, and class. Indeed, public education, and by extension, teachers, remain unsupported and often focused on mandated testing, leaving little room to create and engage with transformative work. However, it is not impossible to merge state-mandated content standards with much-needed conversations and curricula centering on the needs,

histories, and realities of marginalized and minoritized populations. For this assignment, you and your group will choose a social justice topic. Throughout the semester, you will engage in conversations with one another, both during class time and on your own, building the curriculum. Your group will present a ten to fifteen-minute presentation on the last day of the semester, sharing the content you have built. I welcome and highly encourage creativity!!! (Podcast, video, PowerPoint, etc.)

Your unit must include:

- Brief unit description of your team's curriculum, umbrella topic, and implementation. (150-200 words)
- Which state standards is this unit aligned with, and how? (<https://sde.ok.gov/oklahoma-academic-standards>)
- Grade level band or specific grade for the unit
- Each team member creates one lesson for the unit

Every lesson within the unit includes:

- Objectives
- Discipline-specific standards
- Student materials (readings and films)
- Student Activities
- A Plan of Events
- Social Justice Outcomes
- A 10-15 minute presentation that explains your curriculum project and how it relates to social justice. This presentation should be designed as a PD for fellow educators to demonstrate how to incorporate social justice within the prescribed state standards.
- Reflection: As an educator, reflection is an invaluable skill used to create, design, and implement curricula for students from all backgrounds. Therefore, upon completing your group Social Justice Curriculum, you are asked to reflect on the process and the foundations of creating a Social Justice curriculum. Please include a 250-word reflection at the end of your lesson that answers the following questions:
 - Why is it important to embed social justice, equity, and inclusivity into your K-12 classroom?
 - What issues do you imagine encountering when you bring these conversations into the curriculum? Your school?

The EDS 4003 Field Experience (30 points)

The Details

The EDS 4003 Field Experience is designed to familiarize pre-service teacher educators with the schooling and learning experiences of students in "urban" schools in Oklahoma City. With gratitude from the administration and students, you are invited guests who will spend time on school grounds, honoring the opportunity to learn and share space.

This semester-long experience is intended to not only build meaningful relationships with students as you observe, interact, and participate in daily school life but also to understand the educational environment from their perspective. You will gain insight into the opportunities and challenges present in urban schools and build empathy through direct engagement in a new setting.

Upon reporting to your assigned school that your instructor will provide, you will check in with the school office and be given information about the student you are paired with for the semester. After this information (and any other information provided by the school staff), you have officially started the Field Experience.

The total required hours for the field experience are 25 and include academic and community hours: most of your hours are spent within the school during regular school hours. However, community hours are also available (i.e., extracurricular activities, athletic events, and social gatherings not to exceed 20% = 5 hours).

Logging Your Hours

All your hours must be maintained on the Field Experience Time Log (available on Canvas), and you are responsible for ensuring all entries are accurate and verified by the supervising staff or shadowed students at the school. If you choose community hour options, you must take a time-stamped photograph and share it with your EDS 4003 instructor to get your required signature. The hours and documentation requirements are mandatory and cannot be altered or reduced. Failure to meet these requirements will affect your completion of the course.

Accompanying Field Experience Digital Journal Assignment

After the first class of the semester, you will open a Google document, title it **YourLastName_EDS4003 Journal**, and share it with your instructor. After *each* one of your school visits, your journal will serve as a reflective tool to document and reflect on your experiences. Weekly journal entries should address the prompts as a guide for your reflection and analysis and must be at least 500 words each.

Frequently Asked Questions and Their Answers

Q. Should I arrive at the school site at the same time every day?

A. We encourage you to go at various times so that you can see a fuller picture of the daily experiences of the student. In addition, community events are meaningful opportunities to also learn from students and communities.

Q. What happens if my student is not there when I get there?

A. Life is unpredictable! If the student is not there, request from the office staff that they assign you a new one for the day.

COURSE GRADES

Calculated based on 100 total points for the semester

A 100-90 B 89-80 C 79-70 D 69-60 F 59-0

<i>Participation</i>	15
<i>Educational Experiences</i>	15
<i>Sparkling Educational Justice</i>	10
<i>Social Justice Curriculum</i>	30
<i>Field Experience</i>	30
Total Points	100

SCHEDULE OF TOPICS AND ASSIGNMENTS

Module 1: HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF US SCHOOLS

Week 1: Introductions, Syllabus, and The Origins of American Education

Week 2: Historical Foundations of Public American Education

- Before Class, reflect: Educational History Perspectives and Truths
- **Assignment Due:** Sparking Educational Justice (Two student presentations)

Week 3: Counternarratives of The American Education System

- Before Class, read: Bettina Love's Chapter 2, *Educational Survival*
- **Assignment Due:** Sparking Educational Justice (Two student presentations)

Module 2: PERSPECTIVES AND IDEOLOGIES AROUND SCHOOLS AND SCHOOLING

Week 4: Critical whiteness in Education

- Before Class, read: Bettina Love's Chapter 1, *We Who Are Dark*
- In Class, read: Ladson-Billings, G. (2021). Critical race theory—What it is not!. In Handbook of critical race theory in education (pp. 34-47). Routledge.
- **Assignment Due:** Sparking Educational Justice (Two student presentations)

Week 5: Critical Race Theory in Education

- Before Class, read & watch:
 - Sleeter, C. E. (2017). Critical race theory and the whiteness of teacher education. *Urban Education*, 52(2), 155-169.
 - 1 Video on CRT of your choosing (one must be specifically about Oklahoma or the state you plan on teaching in)

- **Assignment Due:** Sparking Educational Justice (Two student presentations)

Week 6: Microaggressions in Educational Spaces

- Before Class, read: Bettina Love's Chapter 4, *Grit, Zest, and Racism (The Hunger Games)*
- In class, watch: [Where are you from?](#)
- In class, read the following chapters in Gina C. Torino's *Microaggression Theory*, Hoboken, NJ, USA: John Wiley & Sons, 2018:
 - "Everything You Wanted to Know About Microaggressions but Didn't Get a Chance to Ask," 1-15.
 - "Aversive Racism, Implicit Bias, and Microaggressions," 16-31.
 - "Compliments" and "Jokes": Unpacking Racial Microaggressions in the K-12 Classroom." 276-287
- **Assignment Due:** Sparking Educational Justice (Two student presentations)
- **Assignment Due:** Educational Experiences due Friday at 11:59 PM

Module 3: SUPPORTING DIVERSE LEARNERS AND TEACHING FOR SOCIAL JUSTICE

Week 7: Race, Gender, Class, & Culture – Discussing "Urban" Education

- Before Class, read:
 - Dr. Milner's "But What is Urban Education?" [pp.556 - 561]
 - Chapter 1 **AND** Chapter 9 in Cris Emdin's (2016) book titled: *For White Folks Who Teach in the Hood...And the Rest of Ya'll Too: Reality Pedagogy and Urban Education*:
 - Chapter 1: *Camaraderie: Reality and the Neoindigenous* [17-30]
 - Chapter 9: *Clean: Change the World and Dress Well Doing It* [163 - 174]
- **Assignment Due:** Sparking Educational Justice (Two student presentations)

Week 8: Language and Linguistic Diversity in the Classroom Part 1

- Before Class, read & watch:
 - Chapter 2, What is Standard English? In *Understanding English Language Variation in US Schools* by Anne Charity Hudley, Christine Mallinson (2011)
 - Ted on YouTube, [Dr. Jamila Lyiscott's "3 Ways to Speak English" \[04:29\]](#)
- **Assignment Due:** Sparking Educational Justice (Two student presentations)

Week 9: Language and Linguistic Diversity in the Classroom Part 2

- Before Class, read & watch:
 - Baker-Bell, A. (2017). I can switch my language, but I can't switch my skin": What teachers must understand about linguistic racism. *The guide for white women who teach black boys*, 97-107.

- Dr. April Baker-Bell featured on NBCLX – [How 'Linguistic Racism' Holds Black Students Back in School](#) [6:03]
- [YouTube, HuffPost – "What is Code-Switching?" | Between the Lines “ \[05:12\]](#)
{Content Warning: Trayvon Martin and Sandra Bland}
- **Assignment Due:** Sparking Educational Justice (Two student presentations)

Week 10: Difference, Delay, and Disabilities

- Before Class, read & watch:
 - Familiarize yourself with the history of the Individuals with Disabilities Education Act (IDEA) and be prepared to discuss. Find two sources online and be prepared to share those sources and what you've learned.
 - Review the Venn diagram image that distinguishes the "medical model" versus the "social model" of disability and be ready to discuss.
 - Excerpts from *Disability Visibility* by Alice Wong
 - Henley, A. (2020). There's a mathematical equation that proves I'm ugly. In A. Wong (Ed.), *Disability visibility: First-person stories from the twenty-first century* (pp. 39-46). Vintage Books.
 - Slice, J. (2020). On the anxieties of impostor syndrome with a disability. In A. Wong (Ed.), *Disability visibility: First-person stories from the twenty-first century* (pp. 129-133). Vintage Books.
 - Ramasawakh, M. (2020). Incontinence is a public health issue—and we need to talk about it. In A. Wong (Ed.), *Disability visibility: First-person stories from the twenty-first century* (pp. 174-178). Vintage Books.
 - smith, s. e. (2020). The beauty of spaces created for and by disabled people. In A. Wong (Ed.), *Disability visibility: First-person stories from the twenty-first century* (pp. 271-275). Vintage Books.
 - View the clip from the Netflix Series "Atypical" where Sam, a high school boy with autism, struggles with classroom expectations. [Start clip and finish at 02:21.](#)
- **Assignment Due:** Sparking Educational Justice (Two student presentations)

Week 11: LGBTQ+ Youth in Schools

- Before Class, read:
 - Chapter 1 **AND** Chapter 3 in Cris Mayo's (2022) book titled *LGBTQ Youth and Education*.
 - Chapter 1: Background to LGBTQ Movement for Equality With a Focus on K-12-Related Issues [19-36]
 - Chapter 3: Specific School-Related Challenges Facing LGBTQ+ Students [52 - 65]
 - Bettina Love Chapter 6 *Theory Over Gimmicks: Finding Your North Star*
- **Assignment Due:** Sparking Educational Justice (Two student presentations)

Week 12: Individual Student Conferences

- Before Class, read:

- Bettina Love's Chapter 3, *Mattering* AND Chapter 7, *We Gon' Be Alright, but That Ain't Alright*
- **Assignment Due:** Sparking Educational Justice (Two student presentations)
- **Assignment Due:** Social Justice Curriculum due Friday at 11:59 PM

Week 13: Culturally Relevant, Responsive, and Sustaining Pedagogies

- Before Class, read:
 - Paris (2012), "*Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice*." [pp.93 -97]
 - Sabzalian (2019) chapter 1 titled, "Pilgrims and Invented Indians" [pp. 46 - 62] in the book, *Indigenous Children's Survivance in Public Schools*
- **Assignment Due:** Sparking Educational Justice (Two student presentations)

Week 14: Choosing To Teach in Turbulent Times

- Before Class, read:
 - Dr. Duncan-Andrade's (2009), "Note to Educators: Hope Required When Growing Roses in Concrete" [pp.181 - 194]
 - Dr. Chris Emdin's Conclusion chapter titled, "Completion: Thoughts on Transformative Teaching" [pp.206 - 208] in *For White Folks Who Teach in the Hood...And the Rest of Ya'll Too: Reality Pedagogy and Urban Education:*
- **Assignment Due:** Sparking Educational Justice (Two student presentations)

Week 15: Reflections, Imagining, and Future Dreaming

- Before Class, read:
 - Bettina Love Chapter 5 *Abolitionist Teaching, Freedom Dreaming, and Black Joy*
 - Gloria Ladson-Billings Chapter titled, "I ain't writin' nuttin': Permissions to fail and demands to succeed in urban classrooms" (107-120) in *The Skin That We Speak* by Lisa Delpit and Kilgour Dowdy.
- **Assignment Due:** Final Social Justice Presentations due Friday at 11:59 PM

Week 16: Finals Week ~ NO CLASS

- **Assignment Due:** Field Experience Journal and Log due Friday at 11:59 PM

ACADEMIC INTEGRITY and PLAGIARISM

Generative AI Policy

We learn best when we are actively engaged in the process of completing all aspects of an assignment. Even the brainstorming and initial draft phase is a time of discovery that is an integral part of your learning. To empower you to fully engage in the learning process, the use of Generative AI usage, including, but not limited to, ChatGPT, CoPilot, ClaudeAI, Bard, and Grammarly AI, is considered a violation of the academic integrity

policy for this course. This includes using Generative AI to write outlines, conduct research, or to write or edit your papers. As the use of Generative AI to assist in completing any aspect of work for this course is prohibited, this includes using Generative AI to write outlines, conduct research, or to write or edit your papers.

UNIVERSITY POLICIES

Mental Health Support Services

Support is available for any student experiencing mental health issues that are impacting their academic success. Students can either be seen at the University Counseling Center (UCC) located on the second floor of Goddard Health Center or receive 24/7/365 crisis support from a licensed mental health provider through [TELUS Health](#). To schedule an appointment or receive more information about mental health resources at OU, please call the UCC at 405-325-2911 or visit the [University Counseling Center](#). The UCC is located at 620 Elm Ave., Room 201, Norman, OK 73019.

Title IX Resources and Reporting Requirements

The University of Oklahoma faculty is committed to creating a safe learning environment for all members of our community, free from gender and sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX. There are resources available to those impacted, including: speaking with someone confidentially about your options, medical attention, counseling, reporting, academic support, and safety plans. If you have (or someone you know has) experienced any form of sex or gender-based discrimination or violence and wish to speak with someone confidentially, please contact OU [Advocates](#) (available 24/7 at 405-615-0013) or [University Counseling Center](#) (M-F 8 am to 5 pm at 405-325-2911)

Because the University of Oklahoma is committed to the safety of you and other students, and because of our Title IX obligations, I, as well as other faculty, Graduate Assistants, and Teaching Assistants, are mandatory reporters. This means that we are obligated to report gender-based violence that has been disclosed to us to the Institutional Equity Office. This means that we are obligated to report gender-based violence that has been disclosed to us to the Institutional Equity Office. This includes disclosures that occur in: class discussion, writing assignments, discussion boards, emails and during Student/Office Hours. You may also choose to report directly to the Institutional Equity Office. After a report is filed, the Title IX Coordinator will reach out to provide resources, support, and information and the reported information will remain private. For more information regarding the University's Title IX Grievance procedures, reporting, or support measures, please visit Institutional Equity Office at 405-325-3546.

Reasonable Accommodation Policy

The University of Oklahoma (OU) is committed to the goal of achieving equal educational opportunity and full educational participation for students with disabilities. If you have already established reasonable accommodations with the Accessibility and Disability Resource Center (ADRC), please submit your semester accommodation request through the ADRC as soon as possible and contact me privately, so that we have adequate time to arrange your approved academic accommodations.

If you have not yet established services through ADRC, but have a documented disability and require accommodations, please complete ADRC's pre-registration form to begin the registration process. ADRC facilitates the interactive process that establishes reasonable accommodations for students at OU. For more information on ADRC registration procedures, please review their Register with the ADRC web page. You may also contact them at (405)325-3852 or adrc@ou.edu, or visit www.ou.edu/adrc for more information.

Note: disabilities may include, but are not limited to, mental health, chronic health, physical, vision, hearing, learning and attention disabilities, pregnancy-related. ADRC can also support students experiencing temporary medical conditions.

Religious Observance

It is the policy of the University to excuse the absences of students that result from religious observances and to reschedule examinations and additional required classwork that may fall on religious holidays, without penalty.

Adjustments for Pregnancy/Childbirth Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact the Accessibility and Disability Resource Center at 405/325-3852 and/or the Institutional Equity Office at 405/325-3546 as soon as possible. Also, see the Institutional Equity Office FAQ on Pregnant and Parenting Students' Rights for answers to commonly asked questions.

Final Exam Preparation Period

Pre-finals week will be defined as the seven calendar days before the first day of finals. Faculty may cover new course material throughout this week. For specific provisions of the policy please refer to OU's Final Exam Preparation Period policy.

Emergency Protocol

During an emergency, there are official university procedures that will maximize your safety.

Severe Weather

If you receive an OU Alert to seek refuge or hear a tornado siren that signals severe weather.

1. Look for severe weather refuge location maps located inside most OU buildings near the entrances.
2. Seek refuge inside a building. Do not leave one building to seek shelter in another building that you deem safer; get into the nearest building.
3. Go to the building's severe weather refuge location. If you do not know where that is, go to the lowest level possible and seek refuge in an innermost room. Avoid outside doors and windows.
4. Get in, Get Down, Cover Up
5. Wait for official notice to resume normal activities.

Additional Weather Safety Information is available through the Department of Campus Safety.

Armed Subject/Campus Intruder

If you receive an OU Alert to shelter-in-place due to an active shooter or armed intruder situation or you hear what you perceive to be gunshots:

1. *Run*: If you believe you can get out of the area WITHOUT encountering the armed individual, move quickly towards the nearest building exit, move away from the building, and call 911.
2. *Hide*: If you cannot flee, move to an area that can be locked or barricaded, turn off lights, silence devices, spread out, and formulate a plan of attack if the shooter enters the room.
3. *Fight*: As a last resort fight to defend yourself.

For more information, visit OU's [Active Shooter page](#)

Fire Alarm/General Emergency

If you receive an OU Alert that there is danger inside or near the building, or the fire alarm inside the building activates:

1. LEAVE the building. Do not use the elevators.
2. KNOW at least two building exits
3. ASSIST those that may need help
4. PROCEED to the emergency assembly area
5. ONCE safely outside, NOTIFY first responders of anyone that may still be inside building due to mobility issues.
6. WAIT for official notice before attempting to re-enter the building

For more information watch OU's [Fire Safety on Campus](#)

Office of Access and Opportunity's Belonging Statement

Why You Belong at the University of Oklahoma: The University of Oklahoma fosters an inclusive culture of respect and, civility, belonging, and access, which are essential to our collective pursuit of excellence and our determination to change lives. The unique talents, perspectives, and experiences of our community enrich the learning and working environment at OU, inspiring us to harness our innovation, creativity, and collaboration for the advancement of people everywhere.

Course Reflection Survey

You'll receive a Course Reflection Survey at the end of each semester for each course that you are enrolled in. I strongly encourage you to complete this survey. Your feedback can help me adjust my class for future semesters to help other students be successful. Your feedback is confidential, and I will only receive it after final grades are due. Course Reflection Survey results may also factor into teaching evaluations and annual performance reviews and are shared with department and program chairs.

Copyright Statement

Sessions of this course may be recorded or live-streamed. These recordings are the intellectual property of the individual faculty member and may not be shared or reproduced without the explicit written consent of the faculty member. In addition, the privacy rights of others, such as students, guest lecturers, and providers of copyrighted material displayed in the recording, may be of concern. Students may not share any

course recordings with individuals not enrolled in the class or upload them to any other online environment.

*** Syllabus subject to change at the discretion of the instructor.**