

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on February 1, 2022 and is recommending the following courses to the Graduate Board for approval at its February 17th meeting.

New Courses:

EHD 661 The Sociology of Education

EHD 663 Comparative and International Education

EHD 664 Philosophy of Education

ESS 551 Teaching Social Studies at the Secondary School

Modifications:

EDT 571 Methods of Integrating Computational Thinking for Diverse Learners

EHD 660 History of American Education



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New Graduate Course Proposal

Academic Unit: Learning & Teaching

Course Designator & Number: EHD 661 **Effective Semester:** Fall 2022

Course Title: The Sociology of Education

Course Type: New Course

Proposed Catalog Description:

Provides an introduction to the sociology of education as an academic discipline. Considers competing interpretations of the relationships between schools and society, the impact of race, class, and gender on education, and issues of continuity and change in policy and practice.

Course Prerequisites: Admission to Ph.D. in Education program or permission of instructor.

Credit Hours: 3 **Component:** Seminar

Cross-Listed Course:

Text(s) Planned for Use:

There is no textbook for EHD 661. Instead, all required readings will be posted on Brightspace. These are indicated on the attached syllabus.

Course Instructor: Timothy Reagan, Professor Load: 2/2

Reason for new course:

This is being added as an additional elective Foundations course in the Ph.D. in Education program. It will become one of four Foundations courses that we now plan to offer regularly in the Ph.D. in Education program.

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

No. The academic unit will not request additional resources for this course

Additional Resources:

Academic Units Affected (if any):

No other academic units will be impacted by this course.

Course Frequency: This course will be offered on a rotating basis, and will be offered at most once per _____

Can this course be repeated for credit? No _____

Total number of credits allowed: _____

Total number of completions allowed: _____

Can students enroll multiple times in a term? No _____

Mode of Instruction: In-Person _____

Endorsements

Leader: shihfen.tu@maine.edu Approved **Date:** 11/03/21

College CC Chair: rebecca.buchanan@maine.edu Approved **Date:** 11/12/21

College Dean: arthur.artesani@maine.edu Approved **Date:** 01/14/22

Leader: _____ **Date:** _____

College CC Chair: _____ **Date:** _____

College Dean: _____ **Date:** _____

DLL: _____ **Date:** _____

Graduate School

Date



EHD 661 **The Sociology of Education**

Prof. Timothy Reagan
Office: 205 Shibles Hall
Phone: 207.581.2434
Email: timothy.reagan@maine.edu

Catalog Description

Provides an introduction to the sociology of education as an academic discipline. Considers competing interpretations of the relationships between schools and society, the impact of race, class, and gender on education, and issues of continuity and change in policy and practice.

Course Description

This course will provide students with a broad overview of the anthropological, sociological, cultural, ideological, and political context in which public education in the United States operates. It will be taught primarily through a sociological lens, and will include examination of such timely and important issues as the school-society nexus, issues of equality and equity, race and racism (including both the social construction of race and critical race theory), anti-racist educational thought and practice, the role of social class and social class reproduction in U.S. education, competing conceptualizations of "culture" and their implications for public schooling, approaches to responding to cultural diversity (including cultural pluralism and multiculturalism), ethnicity and ethnic diversity, the nature of linguistic diversity in the United States and educational responses to that diversity, the challenges of linguistic and raciolinguistics, sexuality and gender, educational policy-making, implementation and evaluation, and "normativity" and "deviance" as these are manifested and conceptualized in educational settings.

Prerequisites

Admission to the Ph.D. in Education program or permission of instructor.

Instructor Office Hours

During this semester, my Office Hours will be:

Tuesdays and Thursdays	11:00 to 12:00
Tuesdays	3:00 to 5:00
<i>and by appointment.</i>	

Indigenous Land Acknowledgement

The University of Maine recognizes that it is located on Marsh Island in the homeland of the Penobscot Nation, where issues of water and territorial rights, and encroachment upon sacred sites, are ongoing. Penobscot homeland is connected to the other Wabanaki Tribal Nations — the Passamaquoddy, Maliseet, and Micmac — through kinship, alliances and diplomacy. The university also recognizes that the Penobscot Nation and the other Wabanaki Tribal Nations are distinct, sovereign, legal and political entities with their own powers of self-governance and self-determination.

Required Textbooks and Readings

There is no textbook for EHD 661. Instead, all required readings are posted on *Brightspace*. These are indicated on the syllabus with a *. Normally, *all* reading assignments should be completed *before* the class for which they are assigned.

Ties to the COEHD Conceptual Framework

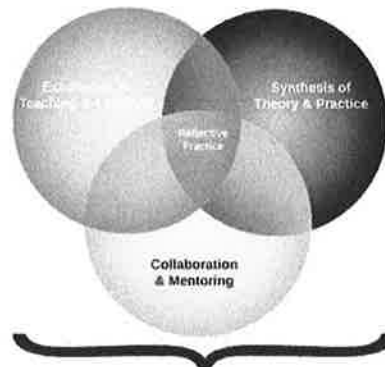
The *Conceptual Framework* for the University of Maine's College of Education and Human Development provides the basis for coherence among the programs, curricula, instruction, scholarship, service, candidate performance, assessment, and evaluation. The overarching theme that drives our professional education programs is that reflective practice is critical to the development of excellent professionals. In order to become reflective practitioners we are guided by three primary principles: 1) excellence in teaching and learning, 2) synthesis of theory and practice, and 3) collaboration and mentoring.

- It is our belief that reflective practice requires a thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning, and schooling.
- We believe that reflective practice requires recursive self-evaluation and systematic assessment of students and programs.
- Reflective practice draws upon shared, ambitious standards and expectations for teaching, research, and service.
- Reflective practice promotes personal and professional understanding of one's own actions and potential, and contributes to continually improving performance.
- The reflective educator is continually developing understandings regarding what content is important to teach, how students learn, and how to teach so that students will learn.
- When faced with educational decisions, the reflective educator knows how to identify and interpret relevant information that can be used to make an informed, rational, and justifiable decision regarding educational practices.

The ultimate outcome of reflective practice is to implement educational practices that are equitable, meaningful, and relevant for student and societal welfare.

The *Conceptual Framework* aligns the professional and State standards with candidate proficiencies expected by the unit and programs for preparation of educators in that all UMaine proficiencies have been clustered in relationship to the three central principles that guide the *Conceptual Framework* that detail expectations for candidates' knowledge, skills, dispositions, and impact on student learning. **In addition, the *Conceptual Framework* explicitly affirms and addresses the unit's professional commitments and professional dispositions, especially its ongoing commitments to diversity and**

technology integration as these critical components are embedded throughout all levels of our program and are continually assessed throughout the candidates development into a reflective practitioner.



OUTCOME:

Educational practices that are **equitable, meaningful, and relevant**

Student Learning Outcomes

By the end of this course, the student will be able to:

- (1) describe a clear conceptual framework for understanding public schools in their social, cultural, historical, political, economic, and ideological contexts;
- (2) identify the three major “dichotomies” in sociology as an academic discipline (objectivity and subjectivity, structure and agency, and synchrony and diachrony), and explain the relevance of each for understanding public schooling;
- (3) explain the relationship between the public school and the society, as well as the nexus among the political economy, the ideology, and the educational institutions in society;
- (4) define the major aspects of positivism and post-positivism as research paradigms, and demonstrate an ability to identify research studies of each kind;
- (5) outline the role of ideology in public education and educational policy-making;
- (6) distinguish between goals and objectives concerned with equality and those concerned with equity in educational practices and institutions;
- (7) explain what is meant by the “social construction of race,” and discuss the implications and significance of this concept;
- (8) outline the major components of critical race theory (CRT), especially as CRT applies in educational contexts;
- (9) outline a typology of different kinds of racism, including individual racism, institutional racism, and structural racism;
- (10) distinguish between prejudice and discrimination, and provide examples of each in educational settings;
- (11) offer an analysis of the ongoing and continuing legacy of racism in U.S. society, with a

- special focus on the implications of this legacy for public schooling;
- (12) provide an overview of several aspects of race and racism as these impact contemporary public schooling in American society;
 - (13) define “anti-racist education,” and list some of the major characteristics of anti-racist approaches to teaching and learning;
 - (14) describe the role of anti-racism in the setting, analysis, and implementation of educational policies;
 - (15) define social class, and identify the ways in which social class is commonly described in the U.S. setting;
 - (16) distinguish between social class and social caste, with special focus on the educational implications of this distinction;
 - (17) explain the role played by social class and social class differences in American society;
 - (18) identify the role played by the public school in social class reproduction in the United States;
 - (19) provide a working definition of “culture” that is relevant and worthwhile in the context of the public school;
 - (20) list the major components of sociological and anthropological culture;
 - (21) explain the distinction between aesthetic conceptions of culture and sociological and anthropological conceptions of culture;
 - (22) distinguish between processes of acculturation and socialization, especially as each of these typically takes place in the public school setting;
 - (23) define “ethnicity,” and explain how ethnicity both differs from and sometimes overlaps both race and culture;
 - (24) discuss both historical and contemporary responses to ethnic diversity in American society and American public schools;
 - (25) distinguish among cultural diversity, cultural pluralism, and multiculturalism, and identify specific educational approaches that would reflect each of these;
 - (26) explain the “multicultural dilemma,” and offer suggestions for how this dilemma might be addressed in educational contexts;
 - (27) present an overview of the nature and extent of linguistic diversity in American society;
 - (28) explain the distinctions among different kinds of language varieties, and describe the social, political, and educational consequences of these distinctions;
 - (29) offer a definition of linguistic legitimacy with a special focus on its educational implications;
 - (30) describe the concepts of linguisticism and raciolinguistics, and offer an explanation of their significance in public education;
 - (31) discuss issues of gender, sexual orientation, and sexual identity as these are commonly manifested in both social and educational settings;
 - (32) offer a summary of Michel Foucault’s work on the history of sexuality, and explain its relevance for understanding issues of sexuality and gender in the context of U.S. public schools;
 - (33) provide a description of the concept of binary sexuality, and explain why such a concept is problematic in contemporary American society and education;
 - (34) briefly outline the major issues at stake in the “pronoun debate,” and discuss potential solutions to this debate;
 - (35) identify and distinguish among different kinds of educational policies;
 - (36) describe Kerr’s model for the evaluation of educational policies;
 - (37) provide a summary of the policy-making and policy-implementation processes in the

- public school setting;
- (38) distinguish among educational laws, educational policies, and educational regulations, and explain why these distinctions are important;
 - (39) define “normativity” and contrast it to differing conceptions of deviance;
 - (40) describe the nature, origins, and functioning of different kinds of social institutions in American society
 - (41) provide an analysis of the role of “total institutions” in 21st century American society;
 - (42) write a term paper on an appropriate topic that could be considered of sufficient quality for submission to a refereed journal;
 - (43) present a summary of that term paper to the class in a manner comparable to that used in making a presentation at a professional conference or symposium.

Grading and Course Expectations

Final grades in EHD 661 will be determined as follows:

	Description	Points
1	Class Attendance and Participation	20
2	<i>Student Presentation</i>	20
3	<i>Term Paper Presentation</i>	20
4	<i>Term Paper</i>	40
	TOTAL POINTS	100

The grading scale used to determine final grades in this course is:

Points (Out of 100)	Letter Grade
93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
68-69	D+
63-67	D
60-62	D-
0-59	F

Course Attendance and Participation

This is a doctoral-level course. Attendance and active participation are required of all students in all classes. Course participation involves a number of different things. First, you should arrive at class fully prepared: be sure that you have completed all of the required readings for class, watched or listened to all required materials, and thought about and considered the topics to be addressed. Part of this preparation will include taking notes that summarize and analyze these materials. You should also arrive

at class with questions, comments, or concerns that you may have about the materials. Second, you should be prepared to engage with others – both the course instructor and the other students in the course – through discussion, dialog, group work, and class projects. Absences will be allowed when excused by written documentation from a medical facility, counsellor, or the Dean's Office. You may be excused for family emergencies as well. Religious holidays and observances are covered by a different set of University policies, which are provided below.

Student Presentation

Most weeks during EHD 661, one class participant will be responsible for making a presentation to the group about a particular book related to the topic of the week's class. The presenter will have read the work selected carefully and critically, and will offer the class a brief (approximately 15 minutes) summary of the key themes of the book, and will then lead a class discussion about the book. The books that will be used for these presentations, all of which will be available at the library, are:

Ladson-Billings, G. (2021). *Critical race theory in education: A scholar's journey*. New York: Teachers College Press.

Diem, S., & Welton, A. (2021). *Anti-racist educational leadership and policy: Addressing racism in public education*. New York: Routledge.

Willis, P. (1977). *Learning to labour: How working-class kids get working-class jobs*. New York: Columbia University Press.

Dunbar-Ortiz, R. (2021). *Not "A nation of immigrants": Settler colonialism, White supremacy, and a history of erasure and exclusion*. Boston: Beacon Press.

Sloan, L., Joyner, M., Stakeman, C., & Schmitz, C. (2018). *Critical multiculturalism and intersectionality in a complex world* (2nd ed.). Oxford: Oxford University Press.

Alim, H., Rickford, J., & Ball, A. (2016). *Raciolinguistics: How language shapes our ideas about race*. Oxford: Oxford University Press.

Russell, S., & Horn, S. (2017). *Sexual orientation, gender identity, and schooling: The nexus of research, practice, and policy*. Oxford: Oxford University Press.

Horsford, S., Scott, J., & Anderson, G. (2019). *The politics of educational policy in an era of inequality: Possibilities for democratic schooling*. New York: Routledge.

Foucault, M. (1965). *Madness and civilization: A history of insanity in the age of reason*. New York: Vintage Books.

The *Student Presentation* will be worth 20 points of your final grade in the course.

Term Paper and Class Presentation

One important aspect of EHD 661 is for you to engage in an in-depth sociological treatment of topic or issue related to public education in the United States. You will conduct a review of the relevant literature on this topic, and will then write a term paper on it. It is important that your term paper demonstrate an understanding of the social, cultural, and historical ideas and concepts covered in this course. The term paper will be between 15 and 20 pages in length, and the references should be done following APA (7th ed.) guidelines. The term paper should be submitted to me on email as a Word file. The term paper is worth 40 points of your final grade in the course. The goal of this assignment is for you to produce a manuscript of a quality suitable for submission to an appropriate academic journal.

In addition to writing a term paper, you will prepare a PowerPoint presentation for the class. Your presentation will be given as is typically done at academic conferences; you will be given 15 minutes to make your presentation, and the presentation will be followed by 5 to 10 minutes of questions and answers. You will submit your PowerPoint presentation together with your term paper at the end of the course. The presentation is worth 20 points of your final grade in the course. The goal of this assignment is for you to practice the skills that you will need in attending and presenting your work at academic conferences.

University of Maine Policies

Mutual Respect

It is expected that students will conduct their affairs with proper regard for the rights of others. All members of the University community share a responsibility for maintaining an environment in which actions are guided by mutual respect, integrity and reason.

Confidentiality

All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>.

Non-Discrimination and Non-Sexist Language

The University of Maine does not discriminate on the grounds of race, color, religion, gender, sexual orientation, including transgender status and gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 207.581.1226.

The University has made a firm public commitment to non-sexist language in all of its classrooms and communications. For further information, see <http://www.umaine.edu/womensstudies/home/non-sexist-language-policy>.

Use of Electronic Communications

All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link: <http://www.umaine.edu/it/policies/communication.php>.

Academic Honesty Statement

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the *University of Maine Student Conduct Code*. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314: <https://www.maine.edu/board-of-trustees/policy-manual/section-314/>.

Students Accessibility Services Statement

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by Student Accessibility Services and have a current accommodation letter should meet with me privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause)

In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Violence Policy: Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to Title IX Student Services or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000.**

For confidential resources off campus: **Rape Response Services: 1-800-871-7741** or **Partners for Peace: 1-800-863-9909.**

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: **Title IX Student Services: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or [see the OSAVP website for a complete list of services.](#)

Incomplete Grades

I, for “Incomplete.” This grade means that, in consultation with the student, the instructor has postponed the assignment of a final grade to allow the student to complete specific work not turned in before the end of the semester. Instructors assign the “I” grade only when they are persuaded that events beyond the student’s control prevented the completion of assigned work on time and when the student has participated in more than 50% of the class.

A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session.

The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted.

A grade of I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that remains unfinished and a specific deadline for completion, must be approved by the instructor, the student’s advisor (for degree students), Graduate Program Coordinator, and Dean. An extension will be granted only under unusual circumstances. For grades of I, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work. Source: <https://studentrecords.umaine.edu/files/2013/03/2012-2013-Undergraduate-Catalog.pdf>.

Course Outline

Session	Date	Topics and Readings	Course Objectives
1		Introduction to Course Toward a Conceptual Framework	1, 2, 3

		<p>The “Big Three” Dichotomies in Sociology Objectivity and Subjectivity Structure and Agency Synchrony and Diachrony</p> <p>Reading Assignment: *M. Apple, “Power, meaning and identity: Critical sociology of education in the United States,” <i>British Journal of Sociology of Education</i>, 17(2) (1996), 125-144; *H. Giroux, “Theories of reproduction and resistance in the new sociology of education: A critical analysis,” <i>Harvard Educational Review</i>, 53(3) (1983), 257–293; *B. Lingard & G. Thompson, “Doing time in the sociology of education,” <i>British Journal of Sociology of Education</i>, 38(1) (2017), 1-12; *R. Moore & M. Young, “Knowledge and the curriculum in the sociology of education: Towards a reconceptualisation,” <i>British Journal of Sociology of Education</i>, 22(4) (2001), 445-461.</p>	
2		<p>The School and Society Positivism and Post-Positivism The Role of Ideology Equality and Equity in Education</p> <p>Reading Assignment: *L. Archer, “Diversity, equality and higher education: a critical reflection on the ab/uses of equity discourse within widening participation,” <i>Teaching in Higher Education</i>, 12(5-6) (2007), 635-653; *K. Lynch & J. Baker, “Equality in education: An equality of condition perspective,” <i>Theory and Research in Education</i>, 3(2) (2005), 131-164; *M. Grogan, “Equity/equality issues of gender, race, and class,” <i>Educational Administration Quarterly</i>, 35(4) (1999), 518-536; *N. Stromquist, “Comparative and international education: A journey to equality and equity,” <i>Harvard Educational Review</i>, 75(1) (2005), 89-111.</p>	3, 4, 5, 6
3		<p>The Social Construction of Race Critical Race Theory and Education Racism: Toward a Typology Prejudice and Discrimination</p> <p>Reading Assignment: *B. Brayboy, “Toward a tribal Critical Race Theory in education,” <i>Urban Review</i>, 37 (2005), 425–446; G. Ladson-Billings (1998) “Just what is critical race theory and what's it doing in a nice field like education?” <i>International Journal of Qualitative Studies in Education</i>, 11(1) (1998), 7-24; *B. Obach, “Demonstrating the social construction of race,” <i>Teaching Sociology</i>, 27(3) (1999), 189-207; *A. Smedley & B. Smedley, “Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race,” <i>American Psychologist</i>, 60(1) (2005), 16–</p>	7, 8, 9, 10

		26. +Student Presentation: <i>Critical race theory in education: A scholar's journey</i> (Ladson-Billings).	
4		<p>The Legacy of Race in American Society Race and Public Schooling in the United States Toward Anti-Racist Education</p> <p><i>Reading Assignment:</i> *E. Mansfield & J. Kehoe, "A critical examination of anti-racist education," <i>Canadian Journal of Education</i>, 19(4) (1994), 418-430; *R. Raby, "'There's no racism at my school, it's just joking around': Ramifications for anti-racist education," <i>Race Ethnicity and Education</i>, 7(4) (2004), 367-383; *A. Thompson, "For: Anti-racist education," <i>Curriculum Inquiry</i>, 27(1) (1997), 7-44; B. Troyna, "Beyond multiculturalism: Towards the enactment of anti-racist education in policy, provision and pedagogy," <i>Oxford Review of Education</i>, 13(3) (1987), 307-320.</p> <p>+Student Presentation: <i>Anti-racist educational leadership and policy: Addressing racism in public education</i> (Diem & Welton).</p>	11, 12, 13, 14
5		<p>Writing and Research Workshop</p> <p><i>Reading Assignment:</i> *TBD.</p>	42, 43
6		<p>Understanding Social Class Social Class vs. Social Caste The Role of Social Class in American Society The School and Social Class Reproduction</p> <p><i>Reading Assignment:</i> *T. Chin & M. Phillips, "Social reproduction and child-rearing practices: Social class, children's agency, and the summer activity gap," <i>Sociology of Education</i>, 77(3) (2004), 185-210; *S. James & P. Amato, "Self-esteem and the reproduction of social class," <i>Social Science Quarterly</i>, 94(4) (2013), 933-955; *B. Laslett & J. Brenner, "Gender and social reproduction: Historical perspectives," <i>Annual Review of Sociology</i>, 15(1) (1989), 381-404; *K. Tobin, G. Seiler & E. Walls, "Reproduction of social class in the teaching and learning of science in urban high schools," <i>Research in Science Education</i>, 29 (1999), 171-187.</p> <p>+Student Presentation: <i>Learning to labour: How working-class kids get working-class jobs</i> (Willis).</p>	15, 16, 17, 18
7		<p>Conceptions of Culture Components of Culture The Roles of Culture in Schooling</p>	19, 20, 21, 22

		<p><i>Reading Assignment:</i> *D. Ansari, "Culture and education: New frontiers in brain plasticity," <i>Trends in Cognitive Sciences</i>, 16(2) (2012), 93-95; *P. Duncum, "Visual culture art: Why, what and how," <i>The International Journal of Art and Design Education</i>, 21(1) (2002), 14-23; *M. Davenport, "Culture and education: Polishing the lenses," <i>Studies in Art Education</i>, 41(4) (2000), 361-375; *M. Nakata, "Culture in education: A political strategy for us or for them?" <i>Ngoonjook</i>, 11 (1995), 40-61.</p> <p>+Student Presentation: Not "A nation of immigrants": Settler colonialism, White supremacy, and a history of erasure and exclusion (Dunbar-Ortiz).</p>	
8		<p>Ethnicity in American Education Responses to Ethnic Diversity in American Society Cultural Diversity, Cultural Pluralism, and Multiculturalism The Multicultural Dilemma</p> <p><i>Reading Assignment:</i> * B. Bullivant (1982) "Pluralist debate and educational policy—Australian style," <i>Journal of Multilingual and Multicultural Development</i>, 3(2) (1982), 129-147; *M. Haug, "Cultural pluralism as a concept in social system analysis," <i>American Journal of Sociology</i>, 73(3) (1967), 294-304; *D. Hodson, "Going beyond cultural pluralism: Science education for sociopolitical action," <i>Science Education</i>, 83(6) (1999), 775-796.</p> <p>+Student Presentation: Critical multiculturalism and intersectionality in a complex world (Sloan, Joyner, Stakeman & Schmitz).</p>	23, 24, 25, 26
9		<p>Language and Language Diversity in the United States Responding to Linguistic Diversity in the Schools The Challenges of Linguicism and Raciolinguistics</p> <p><i>Reading Assignment:</i> *N. Flores, "From academic language to language architecture: Challenging raciolinguistic ideologies in research and practice," <i>Theory Into Practice</i>, 59(1) (2020), 22-31; *N. Flores & J. Rosa, "Undoing appropriateness: Raciolinguistic ideologies and language diversity in education," <i>Harvard Educational Review</i>, 85(2) (2015), 149-171; *J. Rosa, "Standardization, racialization, languagelessness: Raciolinguistic ideologies across communicative contexts," <i>Linguistic Anthropology</i>, 26(2) (2016), 162-183; *J. Rosa & N. Flores, "Unsettling race and language: Toward a raciolinguistic perspective," <i>Language in Society</i>, 46(5) (2017), 621-647.</p> <p>+Student Presentation: Raciolinguistics: How language shapes our ideas about race (Alim, Rickford & Ball).</p>	27, 28, 29, 30

		<i>Reading Assignment: *TBD.</i> +Student Presentation: Madness and civilization: A history of insanity in the age of reason (Foucault).	
13		Student Presentations	43
14		Student Presentations	43
		+Term Papers due.	42



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New Graduate Course Proposal

Academic Unit: Learning & Teaching

Course Designator & Number: EHD 663 **Effective Semester:** Fall 2022

Course Title: Comparative and International Education

Course Type: New Course

Proposed Catalog Description:

Provides an introduction to the nature, methods and content of contemporary comparative education as an academic discipline. Examines a variety of different western and non-western approaches to the education of children.

Course Prerequisites: Admission to Ph.D. in Education program or permission of instructor.

Credit Hours: 3 **Component:** Seminar

Cross-Listed Course:

Text(s) Planned for Use:

Peshkin, A. (1986). *God's choice: The total world of a Fundamental Christian school*. Chicago: University of Chicago Press. ISBN 0-226-66199-7
Reagan, T. (2018). *Non-western educational traditions: Local approaches to educational thought and practice (4th ed.)*. New York: Routledge. ISBN 978-1-138-01908-9
Said, E. (1994). *Orientalism (25th anniversary ed.)*. New York: Vintage Books. ISBN 978-0-394-74067-6
Vavrus, F. (2021). *Schooling as uncertainty: An ethnographic memoir in comparative education*. London: Bloomsbury. ISBN 978-1350164499

Course Instructor: Timothy Reagan, Professor Load: 2/2

Reason for new course:

This is being added as an additional elective Foundations course in the Ph.D. in Education program. It will become one of four Foundations courses that we now plan to offer regularly in the Ph.D. in Education program.

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

No. The academic unit will not request additional resources for this course

Additional Resources:

Academic Units Affected (if any):

No other units are impacted by the addition of this course.

Course Frequency: This course will be offered on a rotating basis, and will be offered at most once per _____

Can this course be repeated for credit? No _____

Total number of credits allowed: _____

Total number of completions allowed: _____

Can students enroll multiple times in a term? No _____

Mode of Instruction: In-Person _____

Endorsements

Leader: shihfen.tu@maine.edu Approved **Date:** 11/03/21

College CC Chair: rebecca.buchanan@maine.edu Approved **Date:** 11/12/21

College Dean: arthur.artesani@maine.edu Approved **Date:** 01/14/22

Leader: _____ **Date:** _____

College CC Chair: _____ **Date:** _____

College Dean: _____ **Date:** _____

DLL: _____ **Date:** _____

Graduate School

Date



Mission Statement: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

EHD 663

Comparative and International Education

Prof. Timothy Reagan
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Phone: 207.581.2434
Email: timothy.reagan@maine.edu

Catalog Description

Provides an introduction to the nature, methods and content of contemporary comparative education as an academic discipline. Examines a variety of different western and non-western approaches to the education of children.

Course Description

Every human civilization has prepared its children for adult life, and every civilization has developed methods and, often, social institutions, to achieve this end. This course is intended to provide advanced graduate students with an introduction to the nature, methods and content of contemporary comparative education as an academic discipline, as well as to expose them to a variety of different western and non-western approaches to the education of children. This will be accomplished through the examination of case studies of several contemporary educational systems, and of the challenges facing those systems, and from the examination of a number of non-western educational traditions. While theoretical and methodological issues will be raised and discussed in the course, the primary focus will be on the development and implementation of specific educational philosophies, systems, and policies from the perspective of educators.

Prerequisites

Admission to the Ph.D. in Education program or permission of instructor.

Instructor Office Hours

During this semester, my Office Hours will be:

Tuesdays and Thursdays	11:00 to 12:00
Tuesdays	3:00 to 5:00

Indigenous Land Acknowledgement

The University of Maine recognizes that it is located on Marsh Island in the homeland of the Penobscot Nation, where issues of water and territorial rights, and encroachment upon sacred sites, are ongoing. Penobscot homeland is connected to the other Wabanaki Tribal Nations — the Passamaquoddy, Maliseet, and Micmac — through kinship, alliances and diplomacy. The university also recognizes that the Penobscot Nation and the other Wabanaki Tribal Nations are distinct, sovereign, legal and political entities with their own powers of self-governance and self-determination.

Required Textbooks and Readings

There are four required textbooks for EHD 663. They are:

Peshkin, A. (1986). *God's choice: The total world of a Fundamentalist Christian school*. Chicago: University of Chicago Press. ISBN 0-226-66199-7

Reagan, T. (2018). *Non-western educational traditions: Local approaches to educational thought and practice* (4th ed.). New York: Routledge. ISBN 978-1-138-01908-9

*Reagan, T. (2013). *Comparative studies in educational analysis*. Charlotte, NC: Lawrence Erlbaum Associates. ISBN 978-1-61735-816-6

Said, E. (1994). *Orientalism* (25th anniversary ed.). New York: Vintage Books. ISBN 978-0-394-74067-6

Vavrus, F. (2021). *Schooling as uncertainty: An ethnographic memoir in comparative education*. London: Bloomsbury. ISBN 978-1350164499

Do **not purchase this text. You will be provided with a copy for temporary use at no cost.*

Additional required readings are posted on *Brightspace*. These are indicated on the syllabus with a *. Normally, *all* reading assignments should be completed *before* the class for which they are assigned.

Ties to the COEHD Conceptual Framework

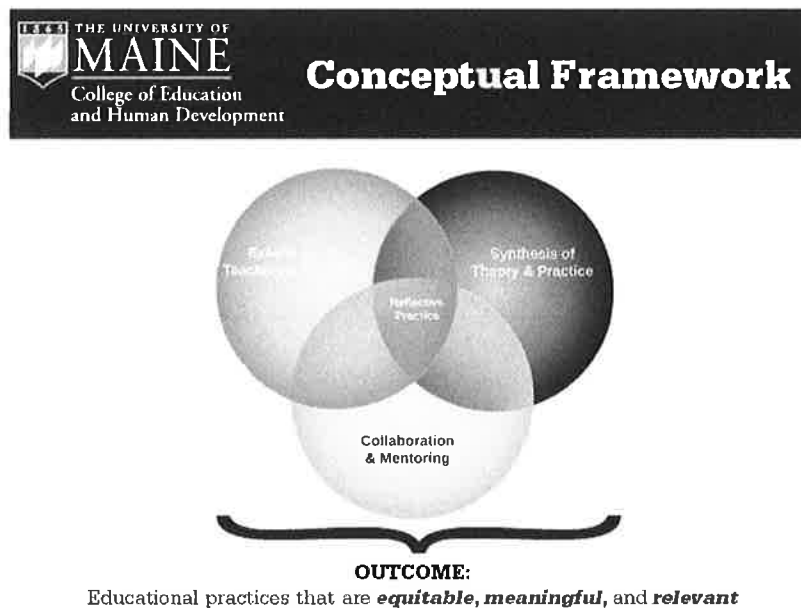
The *Conceptual Framework* for the University of Maine's College of Education and Human Development provides the basis for coherence among the programs, curricula, instruction, scholarship, service, candidate performance, assessment, and evaluation. The overarching theme that drives our professional education programs is that reflective practice is critical to the development of excellent professionals. In order to become reflective practitioners we are guided by three primary principles: 1) excellence in teaching and learning, 2) synthesis of theory and practice, and 3) collaboration and mentoring.

- It is our belief that reflective practice requires a thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning, and schooling.
- We believe that reflective practice requires recursive self-evaluation and systematic assessment of students and programs.

- Reflective practice draws upon shared, ambitious standards and expectations for teaching, research, and service.
- Reflective practice promotes personal and professional understanding of one's own actions and potential, and contributes to continually improving performance.
- The reflective educator is continually developing understandings regarding what content is important to teach, how students learn, and how to teach so that students will learn.
- When faced with educational decisions, the reflective educator knows how to identify and interpret relevant information that can be used to make an informed, rational, and justifiable decision regarding educational practices.

The ultimate outcome of reflective practice is to implement educational practices that are equitable, meaningful, and relevant for student and societal welfare.

The *Conceptual Framework* aligns the professional and State standards with candidate proficiencies expected by the unit and programs for preparation of educators in that all UMaine proficiencies have been clustered in relationship to the three central principles that guide the *Conceptual Framework* that detail expectations for candidates' knowledge, skills, dispositions, and impact on student learning. In addition, the *Conceptual Framework* explicitly affirms and addresses the unit's professional commitments and professional dispositions, especially its ongoing commitments to diversity and technology integration as these critical components are embedded throughout all levels of our program and are continually assessed throughout the candidates development into a reflective practitioner.



Course Attendance and Participation

This is a doctoral-level course. Attendance and active participation are required of all students in all classes. Course participation involves a number of different things. First, you should arrive at class fully prepared: be sure that you have completed all of the required readings for class, watched or listened to all required materials, and thought about and considered the topics to be addressed. Part of this preparation will include taking notes that summarize and analyze these materials. You should also arrive

at class with questions, comments, or concerns that you may have about the materials. Second, you should be prepared to engage with others – both the course instructor and the other students in the course – through discussion, dialog, group work, and class projects. Absences will be allowed when excused by written documentation from a medical facility, counsellor, or the Dean’s Office. You may be excused for family emergencies as well. Religious holidays and observances are covered by a different set of University policies, which are provided below.

Student Learning Outcomes

By the end of this course, students will be able to:

- (1) identify and discuss the nature and objectives of comparative education as an academic discipline;
- (2) describe the historical evolution of comparative education as an academic discipline;
- (3) explain the role of anthropology in understanding systems and approaches to the education of the young in different societies;
- (4) demonstrate an understanding of the complex nexus of ideology, political economy, and formal and informal educational institutions in different societies;
- (5) distinguish between oral and written traditions, and explain the significance of each kind of tradition for education;
- (6) discuss the educational policymaking process as it is manifested in a number of different societies;
- (7) explain the structure, nature, objectives, and problems of formal and informal educational institutions and systems in a number of different societies;
- (8) provide a broad overview of the “western” educational tradition;
- (9) analyze the nature, structures, and purposes of state and government systems of mass schooling in a number of different societies;
- (10) discuss the relationship between ideology and schooling, and describe the implications of this relationship for students and teachers in different societies;
- (11) describe the role of public schools in social class reproduction, and provide examples of this process from a number of different societies;
- (12) demonstrate an understanding of the evolution of schooling in Russia, the Soviet Union, and the Russian Federation, with particular emphasis on the role of ideology in determining the goals of education;
- (13) demonstrate an understanding of the pre-apartheid, apartheid, and post-apartheid eras in South African schooling, with particular emphasis on the role of ideology in determining the goals of education;
- (14) identify the key components of traditional African educational thought and practice, and offer specific examples of each;
- (15) describe the impact of western colonialism on African education, especially in the 19th and first half of the 20th centuries;
- (16) analyze the ongoing consequences of colonialism, as well as neo-colonialism, on education in African societies;
- (17) discuss selected case studies of contemporary state schooling in different African societies;
- (18) identify the key components of indigenous educational thought and practice in

- North America, and offer specific examples of each;
- (19) provide an historical overview of the goals and objectives of the Bureau of Indian Affairs (BIA) in the schooling of Native Americans;
- (20) describe the major problems and challenges facing indigenous peoples in the U.S. and Canadian contexts, with a special focus on education;
- (21) discuss the nature, purposes, and institutions of schooling and education in classical Mayan society;
- (22) discuss the nature, purposes, and institutions of schooling and education in Aztec society, with a focus on these at the time of the arrival of and conquest by Europeans;
- (23) describe the role of schooling in Central America during the colonial era;
- (24) provide an analysis of some of the major challenges faced by indigenous peoples in Central America today, with a focus on educational issues and challenges;
- (25) discuss the evolution of key ideas and goals of education in imperial China;
- (26) explain the role of the civil service examination system in imperial China, and describe both the strengths and weaknesses of this system;
- (27) describe the role of schooling in the People's Republic of China during different eras;
- (28) outline the impacts of the Cultural Revolution on Chinese society in general, and on education in particular;
- (29) discuss traditional Hindu educational thought and practice, with emphasis on the role of the Vedic tradition;
- (30) discuss traditional Buddhist educational thought and practice;
- (31) identify key challenges facing the provision of schooling at all levels in contemporary India;
- (32) describe traditional Rom educational thought and practice, and explain why Rom assumptions and practices have often come into conflict with those of the host societies in which they live;
- (33) discuss the contemporary persecution of the Rom, especially in Europe, with a focus on the impact of such persecution on children;
- (34) identify possible ways in which the educational needs of Rom children are (and are not) being met, especially in Europe;
- (35) offer an overview of the key educational concepts and practices most often found in traditional Islamic societies;
- (36) describe the role of education in Islam, and the nature of Islamic education;
- (37) discuss traditional Islamic education's similarities to and differences from western educational thought and practice;
- (38) discuss selected case studies of contemporary state schooling in different predominantly Muslim societies;
- (39) identify the challenges faced in the education of Muslim children in societies in which Muslims are a minority group and/or are a marginalized population;
- (40) define and provide examples of different kinds of colonialism;
- (41) describe the key elements, purposes, and effects of imperialism;
- (42) discuss the impact of colonialism and neo-colonialism on schooling;
- (43) provide a summary of Edward Said's view of Orientalism, and explain its broader relevance;
- (44) as a case study of research in comparative education, provide a critical analytic

- (45) summary of Alan Peshkin's study of a fundamentalist Christian school; and as a case study of research in comparative education, describe the DEAF-WORLD in the United States, and discuss the tensions between the DEAF-WORLD and the dominant society.

Grading and Course Expectations

Final grades in EHD 663 will be determined as follows:

	Description	Points
1	Class Attendance and Participation	10
2	<i>Reaction Papers</i> (10 points each)	30
3	<i>Group Project Report</i>	20
4	<i>Research Presentation</i>	10
5	<i>Term Paper</i>	30
	TOTAL POINTS	100

The grading scale used to determine final grades in this course is:

Points (Out of 100)	Letter Grade
93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
68-69	D+
63-67	D
60-62	D-
0-59	F

Reaction Papers

Over the course of the semester, you will select 3 of the assigned articles and write short *Reaction Papers* to each of them. The *Reaction Papers* should be both analytic and critical in nature, and should seek to address the core argument(s) offered by the author(s) of the article. Each *Reaction Paper* should be between 3 and 5 pages in length, and must be submitted to me electronically as a Word document. You may choose any of the assigned articles, but no two should come from a single week's assignments. Each *Reaction Paper* will be due on the day of the class following the week for which it was assigned. The individual *Reaction Papers* will be worth 10 points each; the three together are worth 30 points.

Group Project

An important aspect of comparative education is concerned with the identification, analysis, and evaluation of educational policies in different nations. For EHD 663, you will work in a small group to examine a case study of a fictitious country. You will be assigned one of the seven cases in *Comparative studies in educational analysis*, and will carefully study all of the information about your case provided in the book. Once you have done that, working together you will:

- identify and provide a detailed analysis of one or more educational policy(ies) currently in force in the country.
- offer suggestions for revising the policy(ies) that you have identified, and discuss why your suggestions would be more likely to meet each of the four “policy tests.”
- identify and discuss the possible limitations or problems that might arise from a decision to implement your suggestions.

Each group will submit a single *Report* to me, and will receive a common grade. The *Report* should be between 7 and 10 pages in length, and must be submitted electronically as a Word document. The Group Project will be worth a total of 20 points.

Term Paper and Presentation

One important aspect of EHD 663 is for you to engage in an in-depth study of an appropriate comparative or international education topic or issue relevant of interest to you. You will conduct a review of the relevant literature on this topic, and will then write a term paper on it. It is important that your term paper offer a clear, cogent, and compelling argument about the topic that you have chosen. The term paper will be between 15 and 20 pages in length, and the references should be done following APA (7th ed.) guidelines. The term paper should be submitted to me on email as a Word file. The term paper is worth 30 points of your final grade in the course. The goal of this assignment is for you to produce a manuscript of a quality suitable for submission to an appropriate academic journal.

In addition to writing a term paper, you will prepare a PowerPoint presentation for the class. Your presentation will be given as is typically done at academic conferences; you will be given a maximum of 10 minutes to make your presentation, and the presentation will be followed by 5 minutes of questions and answers. You will submit your PowerPoint presentation together with your term paper at the end of the course. The presentation is worth 10 points of your final grade in the course. The goal of this assignment is for you to practice the skills that you will need in attending and presenting your work at academic conferences.

University of Maine Policies

Mutual Respect

It is expected that students will conduct their affairs with proper regard for the rights of others. All members of the University community share a responsibility for maintaining an environment in which actions are guided by mutual respect, integrity and reason.

Confidentiality

All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link:

<http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>.

Non-Discrimination and Non-Sexist Language

The University of Maine does not discriminate on the grounds of race, color, religion, gender, sexual orientation, including transgender status and gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 207.581.1226.

The University has made a firm public commitment to non-sexist language in all of its classrooms and communications. For further information, see <http://www.umaine.edu/womensstudies/home/non-sexist-language-policy>.

Use of Electronic Communications

All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link:

<http://www.umaine.edu/it/policies/communication.php>.

Academic Honesty Statement

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the *University of Maine Student Conduct Code*. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314: <https://www.maine.edu/board-of-trustees/policy-manual/section-314/>.

Students Accessibility Services Statement

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by Student Accessibility Services and have a current accommodation letter should meet with me privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause)

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Violence Policy: Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to Title IX Student Services or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: **Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.**

For confidential resources off campus: **Rape Response Services: 1-800-871-7741 or Partners for Peace: 1-800-863-9909.**

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: **Title IX Student Services: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or see the OSAVP website for a complete list of services.

Incomplete Grades

I, for "Incomplete." This grade means that, in consultation with the student, the instructor has postponed the assignment of a final grade to allow the student to complete specific work not turned in before the end of the semester. Instructors assign the "I" grade only when they are persuaded that events beyond the student's control prevented the completion of assigned work on time and when the student has participated in more than 50% of the class.

A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session.

The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted.

A grade of I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that remains unfinished and a specific deadline for completion, must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. An extension will be granted only under unusual circumstances. For grades of I, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work. Source: <https://studentrecords.umaine.edu/files/2013/03/2012-2013-Undergraduate-Catalog.pdf>.

Course Outline

Session	Date	Topics and Readings	Course Objectives
1		<p>Introduction to Course The Nature and Objectives of Comparative Education The Role of Anthropology in Understanding Education Oral and Written Traditions in Society</p> <p><i>Reading Assignment:</i> Reagan, <i>Non-western educational traditions</i>, chapter 1; *P. Altbach, "Trends in comparative education," <i>Comparative Education Review</i>, 35(3) (1991), 491-507; *J. Beech, "The theme of educational transfer in comparative education: A view over time," <i>Research in Comparative and International Education</i>, 1(1) (2006), 2-13; *V. Rust, "Negro schools: A model for Nazi colonial education," <i>The Journal of Negro Education</i>, 40(2) (1971), 103-107; *A. Kazamis, "Re-inventing the historical in comparative education: Reflections on a protean episteme by a contemporary player," <i>Comparative Education</i>, 37(4) (2001), 439-449; *M. Apple, "Comparing neo-liberal projects and inequality in education," <i>Comparative Education</i>, 37(4) (2001), 409-423.</p>	1, 2, 3, 4, 5
2		<p>The Western Educational Tradition The Purposes of State Schooling in the Contemporary World Understanding and Evaluating Educational Policies The Four "Policy Tests" The Group Project</p> <p><i>Reading Assignment:</i> Reagan, <i>Non-western educational traditions</i>, chapter 2; Reagan, <i>Comparative studies in educational analysis</i>, pp. xiii-xxiii; *F. Ramirez & J. Boli, "The political construction of mass schooling: European origins and worldwide institutionalization," <i>Sociology of Education</i>, 60(1) (1987), 2-17; *J. Anyon, "Ideology and United States history</p>	4, 6, 7, 8, 9, 10

		textbooks," <i>Harvard Educational Review</i> , 49(3) (1979), 361-386; *E. Berman, "The politics of literacy and educational underdevelopment in Kentucky," <i>Comparative Education Review</i> , 22(1) (1978), 115-133; *M. Prokop, "Saudi Arabia: The politics of education," <i>International Affairs</i> , 79(1) (2003), 77-89; *C. Lubienski, "Instrumentalist perspectives on the 'public' in public education: Incentives and purposes," <i>Educational Policy</i> , 17(4) (2003), 478-502; *F. Kentli, "Comparison of hidden curriculum theories," <i>European Journal of Educational Studies</i> , 1(2) (2009), 83-88.	
3		<p>Ideology and Schooling Social Class Reproduction and the School Case Studies: The USSR and South Africa</p> <p><i>Reading Assignment:</i> *C. Dudley-Marling & D. Dipbo, "What learning disability does: Sustaining the ideology of schooling," <i>Journal of Learning Disabilities</i>, 28(7) (1995), 408-414; *T. Gerber & M. Hout, "Educational stratification in Russia during the Soviet period," <i>American Journal of Sociology</i>, 101(3) (1995), 611-660; *N. Tsvetkova, "International education during the Cold War: Soviet social transformation and American social reproduction," <i>Comparative Education Review</i>, 52(2) (2008), 199-217; *C. Teeger, "'Both sides of the story': History education in post-apartheid South Africa," <i>American Sociological Review</i>, 80(6) (2015), 1175-1200; *P. van Niekerk, "Past and present ideologies in South African schooling: Towards a framework of ethics," <i>Acta Academica</i>, 44(4) (2012), 134-162; *L. Chisholm, "The making of South Africa's National Curriculum Statement," <i>Journal of Curriculum Studies</i>, 37(2) (2005), 193-208.</p>	4, 6, 10, 11, 12, 13
4		<p>Traditional Educational Thought and Practice in Africa The Colonial Era in Africa: Educational Implications Independence and Neo-Colonialism: Case Studies</p> <p><i>Reading Assignment:</i> Reagan, <i>Non-western educational traditions</i>, chapter 3; Vavrus, <i>Schooling as uncertainty: An ethnographic memoir in comparative education</i> (all); *M. Omolewa, "Traditional African modes of education: Their relevance in the modern world," <i>International Review of Education</i>, 53(5/6) (2007), 593-612; *L. Le Grange, "Integrating western and indigenous knowledge systems: The basis for effective science education in South Africa?" <i>International Review of Education</i>, 53(5/6) (2007), 577-591.</p>	3, 4, 5, 6, 7, 14, 15, 16, 17
5		<p>Indigenous North American Educational Thought and Practice The Bureau of Indian Affairs and Schooling Contemporary Issues in Indigenous Education in North America</p> <p><i>Reading Assignment:</i> Reagan, <i>Non-western educational</i></p>	3, 4, 5, 7, 18, 19, 20

		<i>traditions</i> , chapter 7; *J. Noel, "Education toward cultural shame: A century of Native American education," <i>Educational Foundations</i> , 16(1) (2002), 19-32; *A. Kawagley, D. Norris-Tull & R. Norris-Tull, "The indigenous worldview of Yupiaq culture: Its scientific nature and relevance to the practice and teaching of science," <i>Journal of Research in Science Teaching</i> , 35(2) (1998), 133-144.	
6		<p>Indigenous Education in Mesoamerica Mayan Society and Educational Thought and Practice Schooling and Educational Thought in Aztec Society The Colonial Era in Central America Contemporary Case Studies</p> <p><i>Reading Assignment:</i> Reagan, <i>Non-western educational traditions</i>, chapter 8; *M. Antuna, "What we talk about when we talk about <i>nepantla</i>: Gloria Anzaldúa and the queer fruit of Aztec philosophy," <i>Journal of Latinos and Education</i>, 17(2) (2018), 159-163; *V. Estrada, "Education in Ixim Ulew (Guatemala): Maya indigenous knowledge and building new citizens," <i>Canadian Journal of Native Education</i>, 35(1) (2012), 61-78.</p>	3, 4, 5, 6, 7, 21, 22, 23, 24
7		<p>Education and the "Educated Person" in Imperial China Communism and Schooling in the People's Republic of China The Cultural Revolution and Its Aftermath Contemporary Schooling in the People's Republic of China</p> <p><i>Reading Assignment:</i> Reagan, <i>Non-western educational traditions</i>, chapter 5; *B. Elman, "Political, social, and cultural reproduction via civil service examinations in late imperial China," <i>The Journal of Asia Studies</i>, 50(1) (1991), 7-28; *He Gan, "Chinese education tradition: The imperial examination system in feudal China," <i>Journal of Management and Social Sciences</i>, 4(2) (2008), 115-133; *B. Vogeli, "Sweep away all cows, ghosts, dragons and devils: A report of the effects of the Great Cultural Revolution on mathematics education in Communist China," <i>Educational Studies in Mathematics</i>, 2(4) (1970), 496-500; *Xiaoguang Shi & P. Englert, "Reform of teacher education in China," <i>Journal of Education for Teaching</i>, 34(4) (2008), 347-359.</p> <p>+Group Project due.</p>	3, 4, 6, 7, 25, 26, 27, 28
8		<p>Hinduism and Buddhism: Related Educational Traditions The Vedic Tradition Contemporary Educational Challenges in India</p> <p><i>Reading Assignment:</i> Reagan, <i>Non-western educational traditions</i>, chapter 6; *G. Kingdon, "The progress of school education in India," <i>Oxford Review of Economic Policy</i>, 23(2)</p>	3, 4, 5, 6, 7, 29, 30, 31

		(2007), 168-195; G. Kingdon & M. Muzammil, "A political economy of education in India: The case of Uttar Pradesh," <i>Oxford Development Studies</i> , 37(2) (2009), 123-144.	
9		<p>The Case of the Rom The Rom: A History of Persecution Modern Challenges in Educating Rom Children in Europe</p> <p><i>Reading Assignment:</i> Reagan, <i>Non-western educational traditions</i>, chapter 9; *H. Lyuchukov, "Transformation education for Roma (Gypsy) children: An insider's view," <i>Intercultural Education</i>, 11(3) (2000), 273-280; *E. Hemelsoet, "How to make sense of the right to education? Issues from the case of Roma people," <i>Ethics and Education</i>, 7(2) (2012), 163-174; *T. Cozma, C. Cucos & M. Momanu, "The education of Roma children in Romania: Description, difficulties, solutions," <i>Intercultural Education</i>, 11(3) (2000), 281-288.</p>	3, 4, 5, 6, 7, 32, 33, 34
10		<p>The Islamic World: Traditional <i>Qur'anic</i> Education The Role of Education in the Contemporary Muslim World Islam and Western Education Schooling in Contemporary Islamic Societies</p> <p><i>Reading Assignment:</i> Reagan, <i>Non-western educational traditions</i>, chapter 4; *M. Determan, "The Crusades in Arab school textbooks," <i>Islam and Christian-Muslim Relations</i>, 19(2) (2008), 199-214; *S. Douglass & M. Shaikh, "Defining Islamic education: Differentiation and applications," <i>Current Issues in Comparative Education</i>, 7(1) (2004), 5-18; *J. Halstead, "An Islamic concept of education," <i>Comparative Education</i>, 40(4) (2004), 517-529; *J. Zine, "Anti-Islamophobia education as transformative pedagogy: Reflections from the education front lines," <i>The American Journal of Islamic Social Sciences</i>, 21(3) (2004), 110-119.</p>	3, 4, 6, 7, 35, 36, 37, 38, 39
11		<p>Colonialism, Imperialism and Education Neo-Colonialism and Globalization Edward Said and <i>Orientalism</i></p> <p><i>Reading Assignment:</i> Said, <i>Orientalism</i> (all).</p>	4, 5, 6, 7, 40, 41, 42, 43
12		<p><i>God's Choice: A Case Study</i></p> <p><i>Reading Assignment:</i> Peshkin, <i>God's choice</i> (all); *A. Laats, "One best system': Struggles over curriculum and educational philosophy for Christian Day Schools, 1970-1989," <i>History of Education Quarterly</i>, 50(1) (2010), 55-83.</p>	3, 4, 6, 7, 44
13		<p>The DEAF-WORLD: A Case Study</p> <p><i>Reading Assignment:</i> *G. De Clerck, "Deaf epistemologies as a critique and alternative to the practice of science: An anthropological perspective," <i>American Annals of the Deaf</i>, 154(5) (2010), 435-446; *R. Sparrow, "Defending Deaf culture:</p>	3, 4, 5, 6, 7, 45

		The case of cochlear implants," <i>The Journal of Political Philosophy</i> , 13(2) (2005), 135-152; *R. Sparrow, "Implants and ethnocide: Learning from the cochlear implant controversy," <i>Disability and Society</i> , 25(4) (2010), 455-466; *T. Reagan, P. Matlins & D. Pielick, "Deaf epistemology, sign language, and the education of d/Deaf children," <i>Educational Studies</i> , 57(1) (2021), 37-57.	
14		Student Research Presentations	
		+Term Papers due.	



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Orono, Maine 04469-5775
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graduate@maine.edu
207.581.3291

New Graduate Course Proposal

Academic Unit: Learning & Teaching

Course Designator & Number: EHD 664 **Effective Semester:** Fall 2022

Course Title: Philosophy of Education

Course Type: New Course

Proposed Catalog Description:

An in-depth examination of contemporary philosophy of education as an academic discipline.

Course Prerequisites: Admission to Ph.D. in Education program or permission of instructor.

Credit Hours: 3 **Component:** Seminar

Cross-Listed Course:

Text(s) Planned for Use:

Bailey, R., Barrow, R., Carr, D., & McCarthy, C. (Eds.). (2020). The Sage handbook of philosophy of education. Thousand Oaks, CA: Sage. ISBN 978-1-44627-041-7

Course Instructor: Timothy Reagan, Professor, Learning and Teaching Load: 2/2

Reason for new course:

This is already listed as one of the elective Foundations courses in the Ph.D. in Education program. Although it previously existed and was taught in the past, it has not been taught in some time and as a result is no longer listed in the Graduate Catalog. It is one of four Foundations courses that we now plan to offer regularly in the Ph.D. in Education program.

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

No. The academic unit will not request additional resources for this course

Additional Resources:

Academic Units Affected (if any):

No other programs are impacted by this change.

Course Frequency: This course will be offered on a rotating basis, and will be offered at most once ever

Can this course be repeated for credit? No

Total number of credits allowed: _____

Total number of completions allowed: _____

Can students enroll multiple times in a term? No

Mode of Instruction: In-Person

Endorsements

Leader: shihfen.tu@maine.edu Approved **Date:** 11/03/21

College CC Chair: rebecca.buchanan@maine.edu Approved **Date:** 11/12/21

College Dean: arthur.artesani@maine.edu Approved **Date:** 01/14/22

Leader: _____ **Date:** _____

College CC Chair: _____ **Date:** _____

College Dean: _____ **Date:** _____

DLL: _____ **Date:** _____

Graduate School

Date



Mission Statement: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

EHD 664

Philosophy of Education

Prof. Timothy Reagan
Office: 205 Shibles Hall
Phone: 207.581.2434
Email: timothy.reagan@maine.edu

Catalog Description

An in-depth examination of contemporary philosophy of education as an academic discipline.

Course Description

This course is designed to provide doctoral students with an in-depth introduction to philosophy of education as an academic discipline. Its focus is primarily contemporary, with a focus on philosophical analysis of key educational topics and ideas, including 'education', 'the educated person', 'teaching', 'learning', 'indoctrination', and other concepts that play central roles in understanding education. A key component of the course is on the use of philosophical techniques in both creating and critiquing educational arguments; the methods acquired in this course will be extremely useful in the identification and analysis of a research topic. Students will write a philosophically grounded term paper of the sort that might be submitted to an academic journal, and will also present their findings to the class as would be done at an academic conference.

Prerequisites

Admission to the Ph.D. in Education program or permission of instructor.

Instructor Office Hours

During the Spring 2022 semester, my Office Hours will be:

Tuesdays and Thursdays	11:00 to 12:00
Tuesdays	3:00 to 5:00

and by appointment.

Indigenous Land Acknowledgement

The University of Maine recognizes that it is located on Marsh Island in the homeland of the Penobscot Nation, where issues of water and territorial rights, and encroachment upon sacred sites, are ongoing. Penobscot homeland is connected to the other Wabanaki Tribal Nations — the Passamaquoddy, Maliseet, and Micmac — through kinship, alliances and diplomacy. The university also recognizes that the Penobscot Nation and the other Wabanaki Tribal Nations are distinct, sovereign, legal and political entities with their own powers of self-governance and self-determination.

Required Textbooks and Readings

There is one required textbook for EHD 662:

Bailey, R., Barrow, R., Carr, D., & McCarthy, C. (Eds.). (2020). *The Sage handbook of philosophy of education*. Thousand Oaks, CA: Sage. ISBN 978-1-44627-041-7

As part of EHD 662, you will be carefully reading and writing an essay review of one additional book. You may decide to purchase a copy of the book that you are reviewing, and a few copies of each have been ordered by the campus bookstore. Additional required readings are posted on *Brightspace*. These are indicated on the syllabus with a *. Normally, *all* reading assignments should be completed *before* the class for which they are assigned.

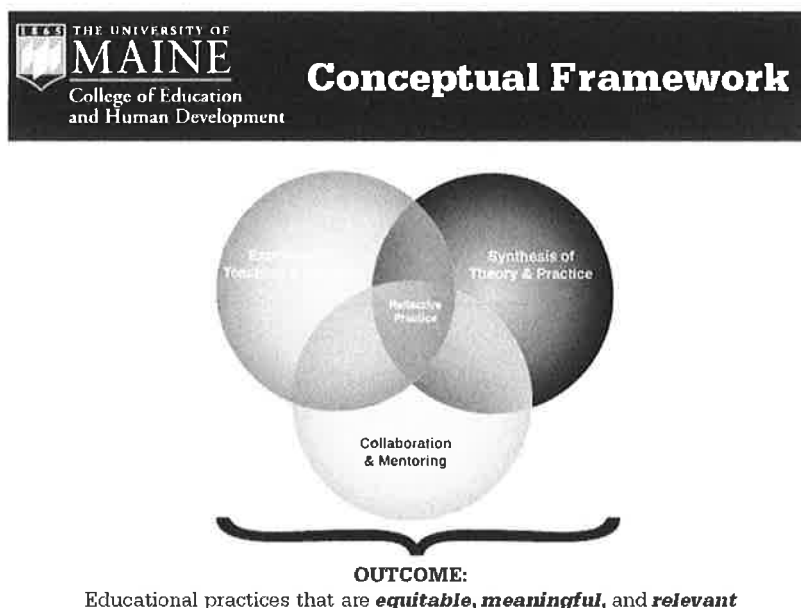
Ties to the COEHD Conceptual Framework

The *Conceptual Framework* for the University of Maine's College of Education and Human Development provides the basis for coherence among the programs, curricula, instruction, scholarship, service, candidate performance, assessment, and evaluation. The overarching theme that drives our professional education programs is that reflective practice is critical to the development of excellent professionals. In order to become reflective practitioners we are guided by three primary principles: 1) excellence in teaching and learning, 2) synthesis of theory and practice, and 3) collaboration and mentoring.

- It is our belief that reflective practice requires a thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning, and schooling.
- We believe that reflective practice requires recursive self-evaluation and systematic assessment of students and programs.
- Reflective practice draws upon shared, ambitious standards and expectations for teaching, research, and service.
- Reflective practice promotes personal and professional understanding of one's own actions and potential, and contributes to continually improving performance.
- The reflective educator is continually developing understandings regarding what content is important to teach, how students learn, and how to teach so that students will learn.
- When faced with educational decisions, the reflective educator knows how to identify and interpret relevant information that can be used to make an informed, rational, and justifiable decision regarding educational practices.

The ultimate outcome of reflective practice is to implement educational practices that are equitable, meaningful, and relevant for student and societal welfare.

The *Conceptual Framework* aligns the professional and State standards with candidate proficiencies expected by the unit and programs for preparation of educators in that all UMaine proficiencies have been clustered in relationship to the three central principles that guide the *Conceptual Framework* that detail expectations for candidates' knowledge, skills, dispositions, and impact on student learning. In addition, the *Conceptual Framework* explicitly affirms and addresses the unit's professional commitments and professional dispositions, especially its ongoing commitments to diversity and technology integration as these critical components are embedded throughout all levels of our program and are continually assessed throughout the candidates development into a reflective practitioner.



Course Attendance and Participation

This is a doctoral-level course. Attendance and active participation are required of all students in all classes. Course participation involves a number of different things. First, you should arrive at class fully prepared: be sure that you have completed all of the required readings for class, watched or listened to all required materials, and thought about and considered the topics to be addressed. Part of this preparation will include taking notes that summarize and analyze these materials. You should also arrive at class with questions, comments, or concerns that you may have about the materials. Second, you should be prepared to engage with others – both the course instructor and the other students in the course – through discussion, dialog, group work, and class projects. Absences will be allowed when excused by written documentation from a medical facility, counsellor, or the Dean's Office. You may be excused for family emergencies as well. Religious holidays and observances are covered by a different set of University policies, which are provided below.

Student Learning Outcomes

By the end of this course, the student will be able to:

- (1) describe the nature and uses of philosophy of education;
- (2) articulate a rationale for why philosophy of education is important for educators;
- (3) define metaphysics, epistemology, and axiology, and explain why each is important in the educational domain;
- (4) describe different ways of reading a text, and explain the way in which a text must be read philosophically;
- (5) demonstrate an understanding of the nature and purposes of philosophy of education, including the ability to utilize elements of language analysis, argument analysis, and conceptual analysis in understanding contemporary educational issues;
- (6) discuss the nature and purposes of the philosophy of science, and how it overlaps and is related to the philosophy of education;
- (7) define positivism and explain its significance for science in general and educational research in particular;
- (8) briefly summarize the key ideas of Thomas Kuhn, Michel Foucault, and Paul Feyerabend;
- (9) define the concepts of "normal science," "paradigms," and "paradigm shifts," and offer examples of each from education;
- (10) discuss how human language can influence the ways in which we conceptualize particular concepts, and explain why this can be significant for educators to understand;
- (11) describe the traditional "philosophies of education," and address their usefulness and limits for practitioners;
- (12) discuss different ways in which an educator can construct a personal "philosophy of education," and identify the components that should be included in such a statement;
- (13) provide an explanation of the purposes and nature of analytic philosophy of education;
- (14) describe the potential value of analytic philosophy of education as a tool for clarifying concepts and discourse in education;
- (15) identify the major functions of human language, and provide examples of each function;
- (16) explain the semiotic relationship among words, signs, and symbols in texts and discourse;
- (17) discuss the nature of both ambiguity and vagueness as threats to clarity in different kinds of texts, and identify ways in which each can be addressed;
- (18) describe analogies and analogical reasoning, and explain both the value and utility and the limitations of each in educational discourse;
- (19) describe metaphors and metaphorical language use, and explain both the value and utility and the limitations of each in educational discourse;
- (20) identify and provide examples of different types of definitions, and explain when each type of definition might be used;
- (21) identify and provide examples of different types of explanations, and explain when each type of explanation might be used;
- (22) describe each type of statement, and explain how the truth or falsity of each type of statement can be determined;
- (23) explain speech act theory, especially as it is developed in the work of J. L. Austin

- and John Searle;
- (24) define slogans and “slogan systems,” explain why they can create misunderstanding, and discuss ways in which they can be identified and analyzed;
 - (25) explain the concepts of ‘indoctrination’ and ‘censorship’, and how these relate to public school practice in a democratic society;
 - (26) explain the nature and uses of argument analysis;
 - (27) provide an explanation of the difference between causality and correlation;
 - (28) define necessity (as in a necessary condition), and describe how a claim of necessity can be demonstrated or disproven;
 - (29) define sufficiency (as in a sufficient condition), and describe how a claim of sufficiency can be demonstrated or disproven;
 - (30) describe the difference between deductive and inductive reasoning;
 - (31) explain how the structural characteristics of an argument can be analyzed;
 - (32) distinguish among the truth, validity, and soundness of an argument;
 - (33) describe the difference between formal and informal fallacies;
 - (34) provide examples of the major types of informal fallacies;
 - (35) explain the nature and uses of conceptual analysis;
 - (36) articulate a clear and cogent description of the concept of ‘education’;
 - (37) define ‘education’ and ‘schooling’, and explain the distinctive characteristics of each;
 - (38) summarize the Peters-Hirst conception of the ‘educated person’, and describe some of the major critiques of this view;
 - (39) discuss the relationship between the concepts of the ‘educated person’ and ‘liberal education’;
 - (40) list the major activities of teaching, and explain why such a model is important for understanding the tasks of the classroom teacher;
 - (41) describe and distinguish between process goals and product goals in education;
 - (42) discuss the nature, functions, and distinctions between ethics and morality, especially as these are manifested in education;
 - (43) describe the difference between ‘judging’ and ‘valuing’ in education, and discuss the implications of this difference for axiology;
 - (44) identify several key normative theories in education, and explain the central ideas in each;
 - (45) articulate the role and place of professional ethics both in general and in the teaching profession in particular;
 - (46) demonstrate a familiarity and understanding of the *NEA Code of Ethics*;
 - (47) provide an overview of the debate about religion and religious education as it has emerged in philosophy of education;
 - (48) explain the concept of “reflective practice” both in general terms and specifically with respect to educational professionalism;
 - (49) define the concept of the ‘intelligentsia’, and offer a reflection about its relevance in describing American society;
 - (50) discuss the nature of democracy, democratic education, and education for democracy from a philosophical perspective;
 - (51) provide an overview of the key ideas and practices associated with progressive education in the United States;
 - (52) briefly summarize the philosophical ideas and objectives of John Dewey;

- (53) discuss the nature of education for citizenship in the contemporary world from a philosophical perspective;
- (54) identify the key tenets of critical pedagogy both ideologically and philosophically;
- (55) identify contemporary educational issues that are of philosophical concern, and make appropriate judgments about the proper methodology to employ in understanding them; and
- (56) use the knowledge acquired in this course to write a philosophical paper on a significant educational issue, and present a summary of this paper to the class.

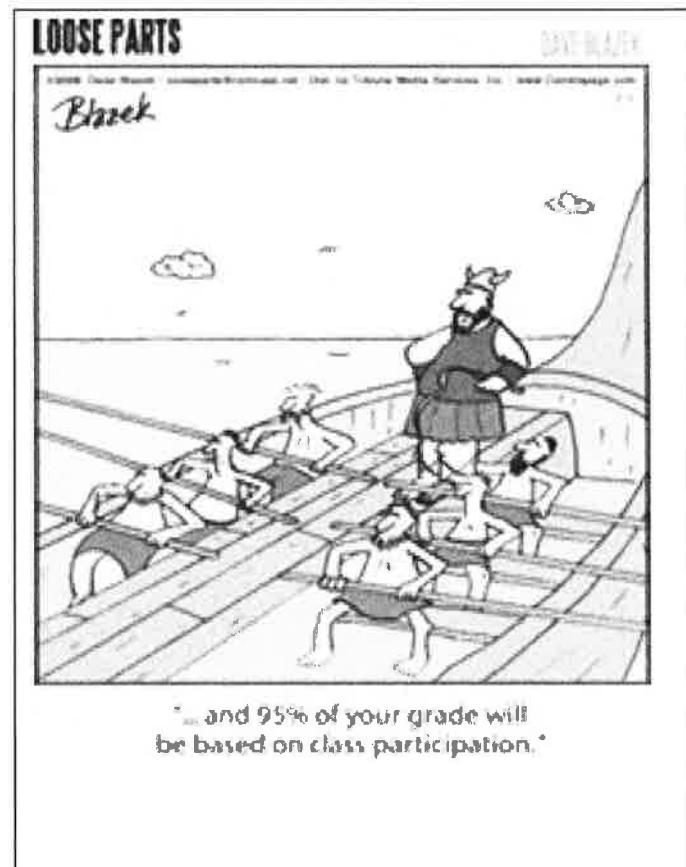
Grading and Course Expectations

Final grades in EHD 662 will be determined as follows:

	Description	Points
1	Class Attendance and Participation	20
2	<i>Critical Book Review Essay</i>	20
3	<i>Class Presentation</i>	20
4	<i>Term Paper</i>	40
	TOTAL POINTS	100

The grading scale used to determine final grades in this course is:

Points (Out of 100)	Letter Grade
93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
68-69	D+
63-67	D
60-62	D-
0-59	F



Critical Book Review Essay

During EHD 662, you will read one of the books listed below, and will then write a thoughtful, critical review of the book. In philosophy, and in academe more generally, a book review provides far more than merely a summary of a book – it does that, but it also provides a critique of the book, identifying and discussing its strengths and weaknesses, discussing its value and place in the more general literature in the field, and so on. Your *Critical Book Review Essay* should be between 10 and 12 pages in length, and references should be done following APA (7th ed.) guidelines. The *Critical Book Essay Review* is due on March 1, 2022, and should be submitted to me on email as a Word file. The *Critical Book Essay Review* is worth 20 points of your final grade in the course.

You will select one of the following books for your *Critical Book Review Essay*:

Gutmann, A. (1999). *Democratic education*. Princeton, NJ: Princeton University Press. ISBN 978-0691009162

Martin, J. R. (1987). *Reclaiming a conversation: The ideal of the educated woman*. New Haven, CT: Yale University Press. ISBN 978-0-300-03999

Mulcahy, D. G. (2008). *The educated person: Toward a new paradigm for liberal education*. Lanham, MD: Rowman & Littlefield. ISBN 978-0-7425-6122-9

Noddings, N. (2013). *Caring: A relational approach to ethics and moral education* (2nd ed.). Berkeley, CA: University of California Press. ISBN 978-0-520-27570-6

Pérez Huber, L., & Muñoz, S. (Eds.). (2021). *Why they hate us: How racist rhetoric impacts education*. New York: Teachers College Press. ISBN 9780807764985

Scheffler, I. (1991). *In praise of the cognitive emotions*. New York: Routledge. ISBN 0-415—90364-5

Term Paper and Presentation

One important aspect of EHD 662 is for you to engage in an in-depth philosophical treatment of an educational topic or issue relevant of interest to you. You will conduct a review of the relevant philosophical and more general literature on this topic, and will then write a term paper on it. It is important that your term paper be *philosophical* in nature, and that you demonstrate an understanding of the ideas and philosophical methods covered in this course. The term paper will be between 15 and 20 pages in length, and the references should be done following APA (7th ed.) guidelines. The term paper is due on April 29, 2022, and should be submitted to me on email as a Word file. The term paper is worth 40 points of your final grade in the course. The goal of this assignment is for you to produce a manuscript of a quality suitable for submission to an appropriate academic journal.

In addition to writing a term paper, you will prepare a PowerPoint presentation for the class. Your presentation will be given as is typically done at academic conferences; you will be given 15 minutes to make your presentation, and the presentation will be followed by 5 to 10 minutes of questions and answers. You will submit your PowerPoint presentation together with your term paper at the end of the

course. The presentation is worth 20 points of your final grade in the course. The goal of this assignment is for you to practice the skills that you will need in attending and presenting your work at academic conferences.

University of Maine Policies

Mutual Respect

It is expected that students will conduct their affairs with proper regard for the rights of others. All members of the University community share a responsibility for maintaining an environment in which actions are guided by mutual respect, integrity and reason.

Confidentiality

All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>.

Non-Discrimination and Non-Sexist Language

The University of Maine does not discriminate on the grounds of race, color, religion, gender, sexual orientation, including transgender status and gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 207.581.1226.

The University has made a firm public commitment to non-sexist language in all of its classrooms and communications. For further information, see <http://www.umaine.edu/womensstudies/home/non-sexist-language-policy>.

Use of Electronic Communications

All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link: <http://www.umaine.edu/it/policies/communication.php>.

Academic Honesty Statement

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the *University of Maine Student Conduct Code*. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314: <https://www.maine.edu/board-of-trustees/policy-manual/section-314/>.

Students Accessibility Services Statement

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by Student Accessibility Services and have a current accommodation letter should meet with me privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause)

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Violence Policy: Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to Title IX Student Services or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: **Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.**

For confidential resources off campus: **Rape Response Services: 1-800-871-7741 or Partners for Peace: 1-800-863-9909.**

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: **Title IX Student Services: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or [see the OSAVP website for a complete list of services.](#)

Incomplete Grades

I, for "Incomplete." This grade means that, in consultation with the student, the instructor has postponed the assignment of a final grade to allow the student to complete specific work not turned in before the end of the semester. Instructors assign the "I" grade only when they are persuaded that events beyond the student's control prevented the completion of assigned work on time and when the student has participated in more than 50% of the class.

A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session.

The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted.

A grade of I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that remains unfinished and a specific deadline for completion, must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. An extension will be granted only under unusual circumstances. For grades of I, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work. Source: <https://studentrecords.umaine.edu/files/2013/03/2012-2013-Undergraduate-Catalog.pdf>.

Course Outline

Session	Date	Topics and Readings	Course Objectives
1		Introduction to Course The Branches of Western Philosophy Metaphysics Epistemology Axiology The Nature and Uses of Philosophy of Education Philosophical Approaches to Education Why Do Educators Need Philosophy of Education? Reading a Text Philosophically: The Case of the <i>Talmud</i> <i>Reading Assignment:</i> D. C. Phillips, "What is philosophy of education?" in <i>The Sage handbook of philosophy of education</i> , chapter 1; D. Carr, "The philosophy of education and educational theory," in <i>The Sage handbook of philosophy of education</i> , chapter 3; *J. Wilson, "Reflections: A letter from Oxford," <i>Harvard Educational Review</i> , 53(2) (1983), 190-194.	1, 2, 3, 4, 5
2		The Philosophy of Science and Education	6, 7, 8, 9, 10

		<p>Karl Popper and the Positivist Tradition Kuhn, Foucault, and Feyerabend Normal Science, Paradigms, and Paradigm Shifts The Mirror of Language and Its Challenges</p> <p><i>Reading Assignment:</i> *M. Poni, "Research paradigms in education," <i>Journal of Educational and Social Research</i>, 4(1) (2014), 407-413; *P. Ryan, "Positivism: Paradigm or culture?" <i>Policy Studies</i>, 36(4) (2015), 417-433; *P. Hoyningen-Huene, "The interrelations between philosophy, history, and sociology of science in Thomas Kuhn's theory of scientific development," <i>British Journal for the Philosophy of Science</i>, 43(4) (1992), 487-501; *M. Wolfmeyer, "Anarchist epistemologies and the separation of science and state: The critique and relevance of Paul Feyerabend to educational foundations," <i>Educational Studies</i>, 53(4) (2017), 327-341; *I. Kidd, "Feyerabend on science and education," <i>Journal of Philosophy of Education</i>, 47(3) (2013), 407-422.</p>	
3		<p>The Traditional Approaches to Philosophy of Education Constructing a Personal Philosophy of Education</p> <p><i>Reading Assignment:</i> R. Barrow, "Schools of thought in philosophy of education," in <i>The Sage handbook of philosophy of education</i>, chapter 2; I. Williams, "Plato and education," in <i>The Sage handbook of philosophy of education</i>, chapter 5.</p>	11, 12, 13
4		<p>Analytic Philosophy of Education Language Analysis as a Philosophic Tool Functions of Language Words, Signs, and Symbols Ambiguity, Vagueness, and Related Problems Analogies and Analogical Reasoning Metaphorical Discourse in Education</p> <p><i>Reading Assignment:</i> *R. Barwell, "Ambiguity in the mathematics classroom," <i>Language and Education</i>, 19(2) (2005), 118-126; *M. Blikstad-Balas, "Vague concepts in the educational sciences: Implications for researchers," <i>Scandinavian Journal of Educational Research</i>, 58(5) (2014), 528-539; *H. Glasser & J. Smith, "On the vague meaning of 'gender' in education research: The problem, its sources, and recommendations for practice," <i>Educational Researcher</i>, 37(6) (2008), 343-350; *D. Jensen, "Metaphors as a bridge to understanding educational and social contexts," <i>International Journal of Qualitative Methods</i>, 5(1) (2006), 36-54; *M. Martínez, N. Saulea & G. Huber, "Metaphors as blueprints of thinking about teaching and learning," <i>Teaching and Teacher Education</i>, 17(8) (2001), 965-977.</p>	5, 12, 14, 15, 16, 17, 18, 19
5		<p>Definitions Explanations</p>	5, 12, 20, 21, 22, 23,

		<p>Statements Speech Act Theory: J. L. Austin and John Searle Educational Slogans and Slogan Systems Indoctrination and Censorship</p> <p><i>Reading Assignment:</i> R. Bailey, "Indoctrination," in <i>The Sage handbook of philosophy of education</i>, chapter 18; *C. Morgan, "Words, definitions and concepts in discourses of mathematics, teaching and learning," <i>Language and Education</i>, 19(2) (2005), 103-117; *E. Thiessen, "Programmatic definitions in education: The case of indoctrination," <i>Canadian Journal of Education/Revue canadienne de l'éducation</i>, 10(3) (1989), 229-249; *J. Freeman, "What types of statements are there?" <i>Argumentation</i>, 14 (2000), 135-157; *S. Fish, "How to do things with Austin and Searle: Speech Act Theory and literary criticism," <i>MLN</i>, 91(5) (1976), 983-1025; *J. Searle, "Meaning and speech acts," <i>The Philosophical Review</i>, 71(4) (1962), 423-432; *O. Reboul, "Slogans and education," <i>Diogenes</i>, 22(86) (1974), 55-72; *T. Kazepides, "Initiation, indoctrination, and education," <i>Canadian Journal of Education/Revue canadienne de l'éducation</i>, 14(3) (1985), 387-396; *C. Macmillan, "'On certainty' and indoctrination," <i>Synthese</i>, 56(3) (1983), 363-372.</p>	24, 25
6		<p>Conducting Philosophical Analyses Writing a Philosophical Paper Presenting and Publishing Academic Scholarship</p> <p><i>Reading Assignment:</i> *R. McCormack, "Philosophical writing: Prefacing as professing," <i>Educational Philosophy and Theory</i>, 40(7) (2008), 832-855; *D. Acevedo-Zapata, "Letter-writing as a decolonial feminist praxis for philosophical writing," <i>Hypatia</i>, 35(3) (2020), 410-423.</p>	5, 13, 55, 56
7		<p>Argument Analysis Causality and Correlation Necessity and Sufficiency Deductive and Inductive Reasoning Structural Analysis of Arguments Truth, Validity, and Soundness Formal and Informal Fallacies</p> <p><i>Reading Assignment:</i> H. Siegel, "Knowledge and truth," in <i>The Sage handbook of philosophy of education</i>, chapter 19; B. Almond, "The value of knowledge," in <i>The Sage handbook of philosophy of education</i>, chapter 20; *J. Blair & R. Johnson, "The current state of informal logic," <i>Informal Logic</i>, 9(2/3) (1987), 147-151; *P. Martin-Löf, "Truth of a proposition, evidence of a judgement, validity of a proof," <i>Synthese</i>, 73(3) (1987), 407-420.</p> <p>+Critical Book Review Essay due.</p>	5, 13, 26, 27, 28, 29, 30, 31, 32, 33, 34

8	<p>Conceptual Analysis in Education The Concept of 'Education' Education and Schooling Education and the 'Educated Person' The 'Educated Person' and 'Liberal Education' The Activities of Teaching Process and Product Goals in Education</p> <p><i>Reading Assignment:</i> M. Degenhardt, "R. S. Peters: Liberal traditionalist," in <i>The Sage handbook of philosophy of education</i>, chapter 9; C. Mayo & B. Stengel, "Feminism and education," in <i>The Sage handbook of philosophy of education</i>, chapter 11; D. Hansen & M. Lavery, "Teaching and pedagogy," in <i>The Sage handbook of philosophy of education</i>, chapter 15; A. Davis, "Learning," in <i>The Sage handbook of philosophy of education</i>, chapter 22; F. Ellett & D. Erickson, "Motivation and learning," in <i>The Sage handbook of philosophy of education</i>, chapter 23; *D. Mulcahy, "What should it mean to have a liberal education in the 21st century?" <i>Curriculum Inquiry</i>, 39(3) (2009), 465-486; *D. Mulcahy, "Jane Roland Martin and Paul Hirst on liberal education: A reassessment," <i>Journal of Thought</i>, 38(1) (2003), 19-30.</p>	5, 13, 35, 36, 37, 38, 39, 40, 41
9	<p>Ethics and Morality in Education Judging and Valuing in Education Normative Theories in Education Professional Ethics and the Educator Understanding "Codes of Ethics" Religion and Education: A Philosophical Perspective</p> <p><i>Reading Assignment:</i> H. Sockett, "The wider ethical dimensions of education and teaching," in <i>The Sage handbook of philosophy of education</i>, chapter 16; J. Halstead, "Moral and citizenship education," in <i>The Sage handbook of philosophy of education</i>, chapter 17; K. Williams, "Education and the Catholic tradition," in <i>The Sage handbook of philosophy of education</i>, chapter 12; J. Conny & R. Davis, "Religious education," in <i>The Sage handbook of philosophy of education</i>, chapter 30.</p>	42, 43, 44, 45, 46, 47
10	<p>Reflective Practice in Education Are Teachers Professionals? The Role of the Intelligentsia</p> <p><i>Reading Assignment:</i> T. Reagan, "The professional status of teaching," in <i>The Sage handbook of philosophy of education</i>, chapter 14; *J. Jay & K. Johnson, "Capturing complexity: A typology of reflective practice for teacher education," <i>Teaching and Teacher Education</i>, 18(1) (2002), 73-85; *K. Osterman, "Reflective practice: A new agenda for education," <i>Education and Urban Society</i>, 22(2) (1990), 133-152.</p>	48, 49
11	Democracy, Democratic Education, and Education for Democracy	50, 51, 52,

		Progressive Education and John Dewey Education for Citizenship Critical Pedagogy and Democracy <i>Reading Assignment:</i> J. Johnston, "John Dewey and educational pragmatism," in <i>The Sage handbook of philosophy of education</i> , chapter 7; R. Smith, "Poststructuralism, postmodernism and education," in <i>The Sage handbook of philosophy of education</i> , chapter 10; P. Enslin & N. Hedge, "Inclusion and diversity," in <i>The Sage handbook of philosophy of education</i> , chapter 26; C. Ruitenberg & D. Vokey, "Equality and justice," in <i>The Sage handbook of philosophy of education</i> , chapter 27; *M. Greene, "In search of a critical pedagogy," <i>Harvard Educational Review</i> , 56(4) (1986), 427-441; *H. Giroux, "Rethinking education as the practice of freedom: Paulo Freire and the promise of critical pedagogy," <i>Policy Futures in Education</i> , 8(6) (2010), 715-721.	53, 54
12		Presentations	55, 56
13		Presentations	55, 56
14		Presentations	55, 56
		+Term Papers due.	



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New Graduate Course Proposal

Academic Unit: Learning & Teaching

Course Designator & Number: ESS 551 **Effective Semester:** Fall 2022

Course Title: Teaching Social Studies at the Secondary School

Course Type: New Course

Proposed Catalog Description:

ESS 551 - Teaching Social Studies in the Secondary School (3 credits)

Prerequisite: EHD 504 or instructor permission

Covers current practices in teaching social studies, selection and use of instructional materials, modern trends in curriculum construction for social studies in the secondary school.

EHD 504 or instructor permission

Course Prerequisites:

Credit Hours: 3 **Component:** Lecture

Cross-Listed Course:

Text(s) Planned for Use:

TBD,
Wiggins, G., & McTighe, J. (2005). Understanding by Design (2nd Edition). Upper Saddle River, NJ: Pearson Publishing.

Course Instructor: Bryan Silverman, Lecturer, 4/4

Reason for new course:

Teaching methods class for the MAT program.

Captures required MAT coursework at the graduate level.

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

No. The academic unit will not request additional resources for this course

Additional Resources:

Academic Units Affected (if any):

None

Course Frequency: This course will be offered each Fall semester and will not result in overload salary.

Can this course be repeated for credit? No

Total number of credits allowed: _____

Total number of completions allowed: _____

Can students enroll multiple times in a term? No

Mode of Instruction: In-Person

Endorsements

Leader: shihfen.tu@maine.edu Approved **Date:** 11/03/21

College CC Chair: rebecca.buchanan@maine.edu Approved **Date:** 11/12/21

College Dean: arthur.artesani@maine.edu Approved **Date:** 01/14/22

Leader: _____ **Date:** _____

College CC Chair: _____ **Date:** _____

College Dean: _____ **Date:** _____

DLL: _____ **Date:** _____

Graduate School

Date

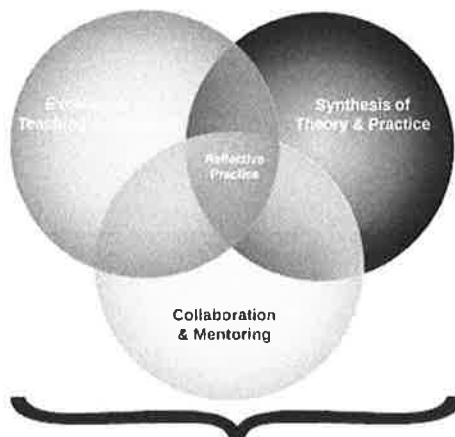
ESS 551 Teaching Social Studies in the Secondary School (3 credits)

Instructor: Bryan Silverman
Office Hours - Zoom by appointment
Phone: (207) 581-3651
Email: bryan.silverman@maine.edu

Prerequisite: EHD504 or instructor permission



Mission Statement: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's PK-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaboration with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.



OUTCOME:

Educational practices that are **equitable**, **meaningful**, and **relevant**

Reflective Practice is the overarching theme for the preparation of educators in our college. Reflective practice involves a process of continuous and thoughtful self-evaluation of everything that affects teaching and learning. Reflective practice contributes to continual improvement of what we do as educators.

Three core principles support reflective practice: Dedication to Teaching and Learning; Synthesis of Theory and Practice; Collaboration and Mentoring

The content and assignments of ESS 441/EHD590 reflect these core principles. Our work this semester through course activities, discussions, readings, and other assignments focuses on teaching high school

social studies. Through hands-on experiences from which you will learn how to assess and teach high school students using appropriate and current practices used in exemplary schools.

Assignments will help you reflect on the role of curriculum, assessment, and instruction high school social studies classrooms. We will work together to synthesize theory and research to inform us of current effective practices in social studies to meet the needs of diverse learners in high schools. The Maine Learning Results and standards from the National Council of Social Studies also guide our work in this course.

Catalog Description: ESS551 – Teaching Social Studies in the Secondary School (3 credits)

Prerequisite: EHD504 or instructor permission. Covers current practices in teaching social studies, selection and use of instructional materials, modern trends in curriculum construction for social studies in the secondary school.

Course Description: Current methods, materials, and assessment tools in teaching high school social studies including history, geography and government and employing student inquiry, substantive discussion, primary sources and multiple media. **Covers InTASC Standards 5, 7, & 8.**

Overview of Course Expectations

Attendance, punctuality, and participation are three very important course requirements. They are one indication of your professional ethics and your dedication to becoming a teacher.

Attendance will be taken and absences may affect your grade as the content of this course is largely conveyed through discussion and participation in class activities. One absence is forgiven, and each subsequent unexcused absence will result in a further lower final grade.

In the event that you are absent or tardy, make every effort to speak with me beforehand. It is your responsibility to obtain information or any material distributed by designating another student to collect a copy of that material.

Assessments and Grading Policies

Field experience reflections: 20%

Mini-lesson: 15%

Controversial Issues Philosophy: 5%

Philosophy of Social Studies Education: 20%

Unit Plan 15%

Social Studies Resource 10%

Participation/Professionalism 15%

Field experience reflections: 20% of your grade (10% for each reflection). The goal is for you to reflect on lessons you observed in the field. This can be either through any team or solo teaching lessons in the field, or your keen observation of a lesson in the classroom. You will write a two-page reflection on the experience describing what went well and what could be improved on the design and the implementation of the lesson.

Mini-lesson: 15% of your grade. You will be asked to plan and teach a mini-lesson to room comprised of your peers taking the role of high or middle schoolers. You will do a post lesson self-reflection that is turned in with your detailed lesson plan. Further details and a rubric will be uploaded to Brightspace.

Controversial Issues Philosophy: 5% of your grade. This will be an informal 2-3 page ‘think piece’ where I would like you to think on paper about how you are considering approaching controversial issues in your future classrooms. These issues can be political, social, philosophical, etc. however you conceptualize the term.

Philosophy of Social Studies Education: 20% of your grade – 5% for a “brainstorming” section of the assignment and 20% for the final product. This will be a formal 6-7 page paper (not including the title page or references page) and in APA format. More direction will be provided toward the end of the semester.

Unit Plan: 15% of your grade. You will submit a unit plan including one formal lesson plan (including objectives, rationale, standards covered, materials used, methods implemented, and assessments). You will have time to work on this in class throughout the second half of the semester. Further details will be uploaded to Brightspace.

Social Studies Resource: 10% of your grade. In a small group you will work to create a detailed document highlighting social studies resources in at least three content areas (ie. History, Geography, Economics). The resources will be annotated, explaining the value, usefulness, and reliability of each resource. Further details will be uploaded to Brightspace.

Participation/Professionalism: 15% of your grade. Because this class will heavily rely on discussion, your participation in such discussions is vital both to the structure of the class and what you gain from the experience. Students should come to class prepared and consistently be engaged in discussions both with their peers and the instructor to ensure that everyone in the class is benefiting. Students are given the benefit of the doubt for one unexcused absence. Subsequent absences will be penalized 5% each.

Completion of all requirements at a university caliber is expected. All written assignments, unless otherwise noted, must be word-processed. It is expected that your work has been revised and edited and is in final draft form and will be graded accordingly for convention errors as well as clarity and organization.

Course Learning Outcomes:

<i>Content</i>	
S#5 - Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
<i>Instructional Practices</i>	
S#7 - Planning for Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
S#8 - Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.—

Assignments:

Assignment	Points	InTASC standards
Field experience reflections	20 points	
Mini-lesson	15 points	5, 7, 8
Controversial Philosophy	5 points	5, 7, 8
Philosophy of Education	20 points (5 + 15)	5, 7, 8
Unit Plan	15 points	5, 7, 8
Social Studies Resource	10 points	
Participation and Attendance	15 points	8

A 90-100

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D 63-66

D- 60-62

F ≤ 59

Readings, etc.: Weekly readings/videos/podcasts/etc. will be provided on-line in Brightspace at least one week prior to their discussion date. You are not expected to memorize; however, you are expected to take in the content and think about what you've read/seen/listened to/etc.

Recommended Materials

*****There are no required texts for this course. However, Understanding by Design is an text used by teachers nationwide, and it can be found for \$10 used on Amazon.*

Wiggins, G., & McTighe, J. (2005). Understanding by Design (2nd Edition). Upper Saddle River, NJ: Pearson Publishing.

Missed assessments due to illness or family emergencies may be made-up on a schedule that is suitable to both the instructor and student.

A grade of Incomplete is rarely given and then only under extreme circumstances.

UNIVERSITY POLICIES

- 1) **Academic Honesty Statement:** Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (*Date Issued: September 1, 2020): <https://www.maine.edu/board-of-trustees/policy-manual/section-314/>
- 2) **Students Accessibility Services Statement:** If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me privately as soon as possible.
- 3) **Course Schedule Disclaimer (Disruption Clause):** In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.
- 4) **Observance of Religious Holidays/Events:** The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.
- 5) **Sexual Discrimination Reporting:** The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving

members of the campus, **your teacher is required to report** this information to Title IX Student Services or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: **Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.**

For confidential resources off campus: **Rape Response Services: 1-800-871-7741 or Partners for Peace: 1-800-863-9909.**

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: **Title IX Student Services: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

Other Policies

Use of Electronic Communications: All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link <http://www.umaine.edu/it/policies/communication.php>

Incomplete Grades: I, for "Incomplete." This grade means that, in consultation with the student, the instructor has postponed the assignment of a final grade to allow the student to complete specific work not turned in before the end of the semester. Instructors assign the "I" grade only when they are persuaded that events beyond the student's control prevented the completion of assigned work on time and when the student has participated in more than 50% of the class. Source: <https://studentrecords.umaine.edu/files/2013/03/2012-2013-Undergraduate-Catalog.pdf>

Non-Discrimination and Non-Sexist Language: The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 581-1226. The University of Maine has made a firm public commitment to non-sexist language in all its classrooms and communications. This course will put that policy into practice by using both masculine and feminine terms, where both genders are intended, rather than so-called generic masculine terms. For further information, see <http://www.umaine.edu/womensstudies/home/non-sexist-language-policy/>

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support: visit their office on the 3rd floor of the Memorial Union, or call 581-1406. Furthermore, please notify the professor if you are comfortable in doing so. This will enable your professor to provide any resources that they may possess.

College of Education and Human Development Policies:

Taskstream Online Data Management System: Your requirements in this course will include the electronic submission of specific key assignment artifacts using the Taskstream system. All students enrolled in degree programs that receive accreditation from CAEP are required to have a Taskstream account and upload key assessments. Additional information will be provided in classes that have assessments as well as on the Taskstream link on the College of Education and Human Development Website.

<http://umaine.edu/edhd/student-services/tk20-information/>

University of Maine COVID-19 Policies

Student Responsibility to Stay Up-To-Date on COVID 19 Policies

To keep our campus safe, students are expected to comply with all University policies related to the COVID-19 pandemic. For the latest guidance, please visit <https://umaine.edu/return>.

Course Schedule

*Note: The following schedule is likely to change at the discretion of the instructor. Many days have multiple readings listed. If a change is made, you will be given notice.

Date:	Topics	Readings / Assignments
Week 1. September 1	<ul style="list-style-type: none">What is social studies?What makes good social studies teaching?	
Week 2. September 8	<ul style="list-style-type: none">Introduction to the social studiesWhat is the C3 Framework? (https://www.socialstudies.org/sites/default/files/c3/c3-framework-for-social-studies-rev0617.pdf)	<p>Parker, "Social Studies Education eC21"</p> <p>NCSS - Revised Code of Ethics for the Social Studies Profession</p> <p>Duncan, "The Social Studies are Essential to a Well-Rounded Education"</p> <p>Maine Social Studies Enduring Themes</p> <p>TEDx – Bringing Back Social Studies</p>
Week 3. September 15	<ul style="list-style-type: none">	
Week 4. September 22	<ul style="list-style-type: none">Civic educationTeaching democracy	<p>Weiner, "Our Constitutional Emergency"</p> <p>Finn, "Where Did Social Studies Go Wrong" – Foreword</p>

		<u>Evans, "The Social Studies Wars, Now and Then"</u>
Week 5. September 29	<ul style="list-style-type: none"> The social studies and ideology 	<u>Education or Indoctrination</u> <u>Social Studies Teacher Perceptions of News Source Credibility</u> <u>From Crisis to Civic Engagement</u>
Week 6. October 6	<ul style="list-style-type: none"> Multicultural education Multiple perspectives 	<p>Banks, et al. "Education and Diversity"</p> <p>Castro et al., "I Want a Multicultural Classroom"</p> <p>"An Incomplete History-Representation of American Indians in State Social Studies Standards"</p> <p>"When Oppression and Liberation Are the Only Choices- The Representation of African Americans within State Social Studies Standards"</p> <p>Assignment Due: Reflection #1</p>
Week 7. October 13	<ul style="list-style-type: none"> IDM guest lecture, presented by Betsy Arntzen, Education Outreach Coordinator, Canadian Studies 	ESS441/EHD590 Forming Questions Inquiry-Design-Model-Writable Template
Week 8. October 20	<ul style="list-style-type: none"> Abbe Museum Workshop Teaching controversial issues 	
Week 9. October 27	<ul style="list-style-type: none"> Teaching controversial issues – cont'd Current events and historical issues. Dialogue, discussion and Socratic seminars. NCSS/Maine Standards The C3 Framework Mini-lesson prep/ Social Studies resources in small group 	<u>Social Studies Resource Rubric ex. 1</u> <u>Social Studies Resource Rubric ex. 2</u> <p>Fearn, Introduction, "Content Matters"</p> <p>Journell, 2013, "What preservice social studies teachers (don't) know about politics and current events—and why it matters"</p> <ul style="list-style-type: none"> - NCSS Position Statement - Using the NCSS Standards - Using the Maine Social Studies

		Enduring Themes Assignment Due: Controversial Issues Philosophy
Week 10. November 3	<ul style="list-style-type: none"> • Present Mini-Lessons (MCSS Conference, Augusta Nov 1)	Assignment Due: Mini-Lesson
Week 11. November 10	<ul style="list-style-type: none"> • Joe Schmidt – Maine DOE • Economics, Geography, and the ‘other’ social studies • Controversial Issues cont’d 	Loewen – Introduction to, “Lies My Teacher Told Me” Singer, “How do you plan a SS unit?” (pp. 143-174) Assignment Due: Reflection #2 : Mini-Lesson Reflection
Week 12. November 17	<ul style="list-style-type: none"> • Historical inquiry & historical thinking • Approaches to history – using primary sources • Teaching for understanding • Bringing history to life: Going beyond lecture • Chronological vs. thematic Conceptual teaching (NCSS Conference, Minneapolis, Nov 19-21)	Barton, L.: “Why Don’t More History Teachers...” in Parker, Ch 4. Educators’ Perceptions of Primary Sources Loewen – “Teaching What Really Happened” p. 10-27 1619 Project – New York Times Magazine Assignment Due: Unit Outline
Week 13. November 24	No Class – Thanksgiving Break	Assignment Due: Philosophy Brainstorm
Week 14. December 1	<ul style="list-style-type: none"> • Assessment and grading / Test construction and analysis • Approaches to history: Constructivism/Backwards Design 	Philosophy Rediscovered Singer, “How should teachers assess student learning and our own practice?” (pp. 300-336). Wiggins and McTighe, “Chapter 1. What Is Backward Design?” Assignment Due: Social Studies Resource
Week 15. December 8	<ul style="list-style-type: none"> • Reflective practice in the social studies (Through a discussion on the Field Experiences) 	Thornton, “Perspectives on Reflective Practice in SS Ed.” (pp. 5-11) Mathison, “Critical reflection on classroom practice” (pp. 23-28) Assignment Due: Philosophy Paper

Week 16	<ul style="list-style-type: none"> • Finals Week 	Assignment Due: Unit Plan
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Graduate Course Modification

Academic Unit: Learning & Teaching

Course Designator & Number: EDT 571 Effective Semester: Summer, 2022

Course Title: Methods of Teaching Inclusive Computational Thinking Instructor: Jeff Bailey

Course Modification Type: Title Change

Other Modification: _____

Current Catalog Description:

New Course Designator & Number: _____ Credit Hours: _____

New Course Title: Methods of Integrating Computational Thinking for Diverse Learners

New Course Prerequisites:

Courses for which this course is a prerequisite: _____

Cross-Listed Course: _____

Course Instructor: Jeff Bailey Adjunct Teaching load varies

New Catalog Description:

Reason for course modification:

The course does not include inclusive curriculum and therefore the word "inclusion" is being removed.

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

No. The academic unit will not request additional resources for this course

Additional Resources:

Course Frequency:

Every Summer

Can this course be repeated for credit? _____

Total number of credits allowed: _____

Total number of completions allowed: _____

Can students enroll multiple times in a term? _____

Mode of Instruction: _____

Endorsements

Leader: shihfen.tu@maine.edu Approved Date: 11/03/21

College CC Chair: rebecca.buchanan@maine.edu Approved Date: 11/12/21

College Dean: arthur.artesani@maine.edu Approved Date: 01/14/22

Leader: _____ Date: _____

College CC Chair: _____ Date: _____

College Dean: _____ Date: _____

DLL: _____ Date: _____

Graduate School

Date



5775 Stodder Hall
Orono, Maine 04469-5775
umaine.edu/graduate
graduate@maine.edu
207.581.3291

Graduate Course Modification

Academic Unit: Learning & Teaching

Course Designator & Number: EHD 660 Effective Semester: Fall 2022

Course Title: Historical Roots of U.S. Educational Practice, Policy, and Thought

Course Modification Type: Description Change, Title Change, Prerequisite Change

Other Modification: _____

Current Catalog Description:

EHD 660

Historical Roots of U.S. Educational Practice, Policy, and Thought

Prerequisite: EDL Master's degree or permission of instructor.

Credits: 3

Catalog Description: Examination of influences shaping the development of educational practice and policy in the United States, with particular attention to Maine.

New Course Designator & Number: _____ Credit Hours: _____

New Course Title: History of American Education

New Course Prerequisites:

EDL Master's Degree or permission of instructor

Courses for which this course is a prerequisite: _____ Admission to Ph.D. in Education program or permission of instructor.

Cross-Listed Course: _____

Course Instructor: Timothy Reagan, Professor Load: 2/2

New Catalog Description:

Examination of the development of public schooling in the United States, focusing on different major historical eras in the country's history. Emphasis will include the role of the school in social reproduction, the evolution of teaching as a profession, and the educational response to different marginalized groups in American society.

Reason for course modification:

Change in prerequisite makes sense because this course is now one of the elective Foundations courses in the Ph.D. in Education program, and so would no longer require any degree or expertise in Educational Leadership.

Change in title simply shortens the title while at the same time making the purpose and nature of the course clearer.

~~Change in the Catalog Description better reflects the topics to be covered in the course in the future.~~

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

No. The academic unit will not request additional resources for this course

Additional Resources:

Course Frequency:

This course will be offered on a rotating basis, and will be offered at most once every 3 to 4 years.

Can this course be repeated for credit? _____

Total number of credits allowed: _____

Total number of completions allowed: _____

Can students enroll multiple times in a term? _____

Mode of Instruction: _____

Endorsements

Leader: shihfen.tu@maine.edu Approved Date: 11/03/21

College CC Chair: rebecca.buchanan@maine.edu Approved Date: 11/12/21

College Dean: arthur.artesani@maine.edu Approved Date: 01/14/22

Leader: _____ Date: _____

College CC Chair: _____ Date: _____

College Dean: _____ Date: _____

DLL: _____ Date: _____

Graduate School

Date