Prerequisites: Admission to Teacher Education. Prereq/Coreq: Educational Psychology 210.

Catalogue Description: Focus on roles and responsibilities of teachers, on how schools are organized and the relationship between the schools and broader society.

Instructors: Scott Ellison, bellison@utk.edu, Office hours: T/R 10:00 – 11:00 AM or by appointment

Required Texts:

Optional/Supplemental Texts:

Course Aims:
- To develop a personal, dynamic philosophy of education
- To provide frameworks by which selected aims and functions of education in American society may be analyzed and assessed.
- To provide interdisciplinary study of education in American society by means of anthropological, historical, philosophical, political and or sociological perspectives.
- To prepare students to recognize and respect the similarities and differences which exist among people in a culturally pluralistic society, such as ours.
- To encourage the critical examination of selected ideas and assumptions about education.
- To examine concepts inherent in the terms multicultural, multiethnic, pluralistic, bilingual, mainstreaming, equity, etc.
Content
* Various educational philosophies, ideologies, and viewpoints especially as they relate to social concerns such as changing values, social and economic class differences, multicultural education, equity, mainstreaming.
* Various ideas about human nature, human relations, knowledge, values and attitudes related to education and social policy in a multicultural society.
* Underlying assumptions about educational practices and policies.
* The dynamic relationship between society and educational policy.
* Selected issues in education such as participatory democracy, cultural pluralism, freedom, equality, authority, discipline, racism, and sexism.

Student Learning Objectives
* Each student will demonstrate an ability to investigate and think critically about education and social policy in a multicultural society.
* Students will discuss their philosophies of education in reference to selected social policies.

Tennessee Teacher Standards Met (INTASC)

**Standard 3: Diverse Learners**
Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

**TN Framework: Domain One, Indicator C**

**CSE 400**
Students learn about the need to adapt instruction for all students within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities, peer/social groups and exceptional learning needs.

**Standard 6: Communication**
Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**TN Framework: Domain Four, Indicator A**

**CSE 400**
Students learn about diverse styles of communicating and relating through the study of various cultures and social issues.

**Standard 9: Reflective Practitioner**
Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

**TN Framework: Domain Five, Indicator A, B**

**CSE 400**
Students learn how to write philosophical position papers on important educational issues. Students learn how to develop their own personal, dynamic philosophy of education.
**Standard 10: Colleagues, Parents, and Community**
Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being.

**TN Framework: Domain Six**

**CSE 400**
Students learn how to research, interview, and respond to culturally diverse colleagues, parents, and communities.

**Preservice Teachers’ Dispositional Competence**
All teacher candidates at UTK are expected to demonstrate commitment to the Professional Dispositions (http://web.utk.edu/~wwishar1/ddm) in coursework and field settings related to their preparation program. Instructors for targeted courses are asked to document that students have shown behavior indicating appropriate dispositions at the conclusion of the course. Instructors, supervisors, and mentors (both public school and university) can report dispositional deficiencies at any time through the procedures at the web site indicated above. Candidates and others are encouraged to visit the website cited above for additional information about the dispositions and/or procedures pertaining to them.

**Dispositions Addressed by CSE 400:**
1. Promoting equitable learning opportunities for all students.
2. Recognizing students’ unique prior knowledge, life experiences, and interests as part of the context of student learning.
3. Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning.
4. Seeking out, developing, and implementing the most appropriate methods to meet the diverse learning needs of the students.

**Course Requirements:**
- **Daily Grade** - Each student is expected to attend each class having read the assigned readings and to be prepared to participate in class activities.
- **Attendance** – Is required and attendance is taken.
- **Teaching Statement** - Each student will create their own dynamic philosophy of education to be posted to the on line education portfolio.
- **Group Presentations** – Each student will participate in two class presentations during the course of the semester in which each student will be responsible for class instruction for that day.
- **Creative Project / Short Paper** – Students have the option of composing a short written response to Thayer-Bacon's chapter on 'Constructive Thinking' OR engaging in a creative project in response to one or more topics discussed during the course of the semester.
**Grading Policy:**
Each of the above course requirements are weighted equally to calculate the final grade. Extra credit can be earned through additional, instructor approved assignments.

All students are responsible for following the Academic Honesty Policy of UT. Students who plagiarize will receive a grade of F for the assignment with potential of failing the course, depending on the level of dishonesty.

**Course Schedule:**
1/12 Class Introduction

1/17 Why Philosophy? (Online)
1/19 Thayer-Bacon Chapter Two
1/24 Group Work Day – No Class Meeting
1/26 Group Presentations (Jefferson, Addams, Dewey...)
1/31 Group Presentations (... Dewey, Montessori, Freire.)
2/2 SEPES – No Class – Write Teaching Statement Worksheet
2/7 Teaching Statement Worksheet Due / Peer Reviews
2/9 New Groups & Group Assignment

2/14 deMarraies Chapter Two (Statistical Analysis of Social Class and Education)  
   *Teaching Statements Due*
2/16 deMarraies Chapter Two (Group 1)
2/21 deMarraies Chapter Three ('The Sands of Iwo Jima')
2/23 deMarraies Chapter Three (Group 2)
2/28 deMarraies Chapter Five (Scenarios)
3/2 deMarraies Chapter Five (Group 3)
3/7 deMarraies Chapter Six (Textbooks Exercise)
3/9 deMarraies Chapter Six (Group 4)

3/14 Kozol Reading Day / No Class
3/16 Kozol Chapters 1&2 (Group 5)
3/21 SPRING BREAK
3/23 SPRING BREAK
3/28 Kozol Chapters 3&4 (Group 6)
3/30 Kozol Chapters 8&9 (Group 7)
4/4 Kozol Chapters 11&12 (Group 8)

4/6 Thayer-Bacon Chapter Four 125-168 Reading Day No Class
4/11 Thayer-Bacon Chapter Four (Constructive Thinking Projects Assignment)
4/13 Thayer-Bacon Chapter Four (Constructive Thinking Projects Assignment)
4/18 Creative Project Presentations... ?
4/20 Last Day / Evaluations