EPFE 201: EDUCATION AS AN AGENT FOR CHANGE

Northern Illinois University
Department of Leadership, Educational Psychology, and Foundations
Wirtz Auditorium, Mondays, 6:00-8:40pm

In problem posing education, people develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world as not a static reality, but as a reality in progress, in transformation.

~ Paulo Freire, Brazilian Educator

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The instructional team is available before and after class and by appointment.

Course Description:
Individuals in every society are enmeshed in powerful political, social and economic systems that are resistant to change. Occasionally, however, people do band together and challenge these systems: they picket, they march, they strike, they sit-in, they form protest organizations and demand change. Throughout the semester, we will be examining various social movements and reform, and the role of education in such movements. We will explore how these movements have been influenced by historical, cultural, social, educational, economic, and political factors as well as the ways in which citizens join together as a collective group to promote change. We will address the questions of what constitutes a social movement, when and where they occur, who joins social movements and why, how they are organized, what strategies they use and what impacts they have on individuals and on society. In our examination of social movements, we will look broadly at education (and not just schools) and the ways in which social movements rely on education to effect change. We will also examine schools as specific educational change agents and consider how social movements have affected schools in the United States and, in some cases, have tried to use them as a tool to reform society.

Please note: Individual initiative is crucial in a course this size. If you have questions, require additional information, need assistance with papers, are confused about a topic, or simply want to talk, please make time to see myself or one of the course instructors. I cannot emphasize this enough: please do not hesitate to speak with any of us if you have any questions about the course or if you want to share your own ideas and thoughts.
Teaching Objectives
1. To clarify key issues, conflicts and questions relating to education and society
2. To provide diverse perspectives on society and education
3. To help students develop a position regarding education, society, and change
4. To stimulate and further independent inquiry

Student Outcomes
1. To further the ability to ask critical questions about education and society, and to reflect on those questions in meaningful ways
2. To gain a greater understanding of the challenges facing education and schools
3. To analyze diverse points of view about the relationship between education and change
4. To develop a clear, reasoned analysis of the relationship between education and change

Academic Integrity
Academic integrity is expected of all students. The attempt of any student to present as her or his own work that which she or he has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy from books, magazines, Internet, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them.

Submitting work for this class which you already submitted to another class for credit is not acceptable. In other words, do not submit an assignment, in whole or in part, that you used for another class. Additionally, doing work for someone else is also not acceptable. These and other instances of academic dishonesty will be dealt with according to university policy. See the undergraduate catalog for more information: http://catalog.niu.edu/

Academic Accommodations
Your success as a student is important to us. If you have specific physical, psychiatric or learning disabilities and require accommodations, please let the professor know early in the semester. The NIU Center for Access-Ability Resources (CAAR), 4th floor of the University Health Service (753-1303), is the designated office on campus to provide services and accommodations to students with diagnosed disabilities. Provide documentation of your disability to this office.

Religious Observances
Please inform the professor early in the semester if you will miss an assignment due date or an exam due to a religious observance.

Syllabus Changes
Assignments and information given in the course syllabus are subject to change by the instructor throughout the semester. The class will be informed of any changes during class sessions.
Blackboard
Students must have access to Blackboard for this course.

Writing Center
The Writing Center is an excellent campus resource and I encourage you to visit the center for assistance in your writing. The Writing Center is located on the lower level of Tower B, Stevenson South. You can reach the writing center at 815-753-6636 and at http://uwc.niu.edu.

Required Texts and Readings


Additional readings will also be placed on electronic reserve. These readings are available through Blackboard.

Assessments
1. Class attendance and participation (11 classes) 110 points (10 per class)
2. Online Reading Response (5 times) 50 points (10 per time)
3. Midterm and final examinations 120 points (60 per exam)
4. Book club 40 points
5. Final Paper 80 points

A(400-360)   B(359-320)   C(319-280)   D(279-240)   F(239 or below)

Course Requirements

1. ATTENDANCE AND PARTICIPATION
Class attendance is expected. Your class attendance and participation grade includes in-class weekly reflection pieces.

Makeup Policy
If you find that you cannot attend a class session, you may make up that class session and earn the points associated with that class by completing an Independent Learning Assignment (ILA). The requirements for the ILAs for each week will be posted on Blackboard. To complete these assignments, you will need to do independent research and write a 2-3 page critical analysis paper.
If you miss a scheduled class and wish to do the ILA, you have one week to complete the designated ILA. You must complete it and submit it no later than 5:00 pm before the beginning of the next class. Please send your completed work as one properly labeled file through the Digital Dropbox facility within Blackboard. I will not accept ILA's completed after the 1 week deadline, thus if you fail to meet this deadline, you will not receive credit for that class session.

2. ONLINE READING RESPONSE
Five times during the semester you will be required to complete an online Reading Response via Blackboard. Reading Responses will be a combination of true/false and multiple choice questions. See below for specific dates and deadlines. These quizzes will give you an opportunity to continue thinking about the issues raised in class. They will also help prepare you for the midterm and final examinations.

Please Note: Blackboard gives you one hour to complete each Reading Response. You should also know that once you begin the assessment you must complete it. Additionally, you cannot back-track once you submit an answer. I strongly suggest that you to use a computer with a high-speed connection such as the computers in one of NIU's computer labs. I also encourage you to complete the 'practice' Reading Response in advance of Reading Response #1. Please note: You will not receive any points for the practice Reading Response.

Reading Response #1: Due Monday October 11, 2010 at 5:00pm.
Reading Response #2: Due Monday October 18, 2010 at 5:00pm.
Reading Response #3: Due Monday November 1, 2010 at 5:00pm.
Reading Response #4: Due Monday November 15, 2010 at 5:00pm.
Reading Response #5: Due Monday November 29, 2010 at 5:00pm.

3. EXAMINATIONS
There are two in-class exams—a midterm and a final. The final exam is comprehensive.

4. BOOK CLUBS
To facilitate discussion of Miss Moffett's First Year, you will be assigned to small book discussion groups. There are three parts to this requirement.

1. Discussion questions: As part of these book club groups, you will be required to facilitate discussion once throughout the semester. You will lead discussion only for your small group, not for the entire class. To facilitate the discussion effectively, you will devise a list of five questions for discussion. These questions must address the chapters from Ms. Moffett's First Year assigned for the week you will be leading discussion. These questions must go beyond the obvious to encourage critical thought and reflection. They should be crafted in ways to help students see connections among the book, the course themes, class material, and other readings. Do not ask basic opinion questions (such as, What do you think about?) Do not ask questions that ask students to recite basic facts about the readings. Ask questions that encourage the students in your group to explore important
issues and themes with depth and complexity. Learning how to ask good, thoughtful questions is as important as learning how to answer questions.

a. The quality of the questions will be factored into your final grade for the book club.

b. You must hand in these questions on the day you lead discussion (the questions you hand in must be typed. I will not accept questions that are not typed).

2. **Leadership and facilitation:** On your assigned day, you will lead your group’s discussion of Miss Moffett’s First Year. You should plan on leading discussion for at least 20 minutes. This is an opportunity for you to work on your leadership skills and to put into practice some of the leadership ideas that we will discuss in class. You are not expected to lecture as part of facilitating this discussion; you are to lead an informal discussion based on the questions you generated. These are informal discussions meant to be conversations with students sitting together and sharing ideas.

3. **Reflection paper:** Once you have facilitated your assigned discussion, you will need to write a 2-3 page reflection paper. There are two parts to this paper. First, reflect on the experience of facilitating a discussion. What went well? What do you think was less successful? What did you learn about facilitating and leading group discussions? Second, provide an honest reflection on the participation of the members of your group. Were the other group members active in the discussion? Did they participate as thoughtful, active members of the group? What were some of the more interesting ideas that came out of the discussion? Finally, be sure to hand in a hard copy of your discussion questions along with the 2-3 page reflection paper. **A hard copy of this paper is due one week following the group discussion you facilitate. This 2-3 page paper must be typed (double spaced) with one-inch margins and 12-point font. Grades for submissions received after the specified date will be reduced by 20% per day.**

**PLEASE NOTE:** If you did not facilitate your book club’s discussion due to absence or forgetfulness, you relinquish the opportunity to hand in a Reflection Paper (as, and I think you’ll agree, it is pretty difficult to reflect on something that you did not participate in ☹).

5. **SOCIAL MOVEMENT PAPER**
In a 5-7 page paper, choose a social reform movement and identify and discuss the following key points:

1. Purpose and mission. What are the goals of this movement? What does this movement hope to accomplish?
2. History. Provide a brief history. How long has this movement been in existence? What have been some of its key moments?
3. Leadership and membership. Who is a part of this movement? How has this movement been led? By an individual, by groups, from the grassroots?
4. Strategy. How does this movement seek to implement its goals? What are the tactics and/or steps the movement has taken to reach its goals?
5. Education. How has it used education as part of its strategy and as an agent for change?

6. Effectiveness. Has the movement been successful in reaching its goals? Why or why not? What has been its impact (intended and unintended)?

You may choose any social movement you wish, including any of the ones that we discuss in class. The movement you choose does not have to relate specifically to schools, but your paper will need to consider the ways in which the movement uses education (broadly defined) to promote its views and agenda. You may choose a movement that is active currently or one that was active historically. On Monday October 25, you will be asked to identify the movement you will examine.

You do not need to choose a movement that you agree with or that you support ideologically. You are providing a critical analysis of that movement; you are not writing a paper to promote or pillory that movement’s cause or values. **This 5-7 page paper must be typed (double spaced) with one-inch margins and 12-point font. This paper is due in class on November 29, 2010.** Citations must be included whenever you quote or use specific information from sources and references. Your paper should go beyond the obvious to provide an analysis of your chosen social movement. Be sure to present supporting evidence and to use logical arguments. You will need to rely on different sources as you analyze your movement and write about it. You are encouraged to use the ideas presented in this course and the readings in the syllabus, but you will need to do some out-of-class research. While this is not a hard and fast rule, a good objective is to use at least **five different sources for the paper (including books, book chapters, journal articles, newspaper articles, and archival data).** A rubric outlining the evaluation criteria will be posted on Blackboard.

**PLEASE NOTE:** On October 25, 2010 you will be asked to identify the social movement that you wish to examine for your final paper. In one paragraph (typed) describe your topic and the ways in which you will address this in your final paper. This is worth 10 points.
### Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>August 23</strong></td>
<td><strong>INTRODUCTION TO THE COURSE</strong></td>
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<tr>
<td><strong>August 30</strong></td>
<td><strong>EDUCATION, SCHOOLS AND SOCIAL CHANGE</strong></td>
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<tr>
<td>Reading due:</td>
<td><em>American Education</em>, chapter 1, pp. 3-29</td>
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<tr>
<td>In class:</td>
<td>Reflection Activity #1</td>
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<td><strong>September 6</strong></td>
<td><strong>NO CLASS, LABOR DAY HOLIDAY</strong></td>
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<td><strong>September 13</strong></td>
<td><strong>WHAT ARE SOCIAL MOVEMENTS AND WHO ARE THE AGENTS OF CHANGE?</strong></td>
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<td>Reading due:</td>
<td><em>The Giver</em></td>
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<td>In class:</td>
<td>Reflection Activity #2</td>
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<td><strong>September 20</strong></td>
<td><strong>“A RIGHT DELAYED IS A RIGHT DENIED” – Martin Luther King, Jr.</strong></td>
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<tr>
<td>In class:</td>
<td>Reflection Activity #3</td>
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<td><strong>September 27</strong></td>
<td><strong>“BY ANY MEANS NECESSARY” - Malcolm X</strong></td>
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<tr>
<td>Reading due:</td>
<td>Malcolm X, “Message to the Grassroots.” Reading is posted on Blackboard</td>
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<td><em>Ms. Moffett's First Year</em>, pp. 1-50</td>
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<td>In class:</td>
<td>Reflection Activity #4</td>
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<tr>
<td>Book Club #1:</td>
<td>Leader must come to class with typed discussion questions; paper from discussion leader due in class Monday October 4, 2010.</td>
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<td><strong>October 4</strong></td>
<td><strong>STRUGGLES FOR EDUCATIONAL ACCESS AND EQUALITY I</strong></td>
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<tr>
<td>Reading due:</td>
<td><em>American Education</em>, chapter 2, pp. 30-59</td>
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<td></td>
<td><em>Ms. Moffett's First Year</em>, pp. 51-115</td>
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<tr>
<td>In class:</td>
<td>Reflection Activity #5</td>
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<tr>
<td>Online:</td>
<td>Complete Reading Response #1 no later than 5:00pm on Monday October 11, 2010.</td>
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<tr>
<td>Book Club #2:</td>
<td>Leader must come to class with typed discussion questions; paper from discussion leader due in class Monday October 11, 2010.</td>
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November 22  MOVEMENTS FOR EQUITY IN RACE, GENDER AND ABILITY
Reading due:  American Education, chapter 3, pp. 61-85
In class:  Reflection Activity #10
Online:  Complete Reading Response #5 no later than 5:00pm on Monday November 29, 2010.

November 29  SOCIAL CHANGE, EDUCATION & SOCIETY, WHERE DO WE GO FROM HERE?
Reading due:  TBA
In class:  Reflection Activity #11
Due:  Please bring a hard copy of your final paper to class. Grades for papers received after November 29 at 6:00pm will be reduced by 20% per day.

December 6  Final Exam, 6:00-7:50pm