A. Course Description

Credits: 3

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: None

This course explores historical, cultural, and sociological foundations of urban education in the United States. Core concepts include democracy and education, educational equity for all students and historical as well as contemporary relationships between school and society. Emphasis is on issues of power and the educational segregation and attempted deculturalization of historically marginalized groups. Resilience and persistent struggles for equal educational opportunity in the face of oppression are also emphasized from diverse cultural perspectives. Philosophical, legal, cultural and ethical perspectives about education are explored as students develop critical awareness of issues to further develop their own philosophies of urban education. The community is a resource for cross-cultural inquiry and learning about the educational strengths and challenges faced by diverse groups living in urban areas. Students gain understanding of the contributions and lifestyles of various racial and ethnic groups in our society, including Minnesota-based American Indians. Field experience hours are part of the course requirements. Significant focus is given to issues of race and racism.

B. Course Effective Dates: 08/24/2002 - 12/16/2006 12/17/2006 - 01/10/2016 01/11/2016 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Apply multiple and diverse cultural, historical and philosophical perspectives to contemporary issues in schooling and teaching.
2. Demonstrate an ability to work with culturally diverse student populations.
3. Demonstrate professional and ethical practices that increase awareness of, and appreciation for, a variety of cultural, ethnic, socioeconomic, and linguistic backgrounds.
4. Develop historical, cultural, sociological and philosophical perspectives on schooling and the dynamic relationship between schools, society and families in multicultural communities.
5. Gain skills to critically analyze and evaluate the significance of schools on the lives of diverse students, families and communities in our society.
6. Understand the contributions and lifestyles of various racial, cultural, and economic groups in our society, including Minnesota-based American Indians.
7. Understand the major theories surrounding the development and organization of schools, including considerations of psychology, culture, social relations, structure and power.
8. Demonstrate an understanding of the historic characteristics, legacy, and impact of societal, systemic and institutional racism on diverse communities and diverse students in school.

E. Learning Outcomes (MN Transfer Curriculum)

This contains no goal areas.

G. Special Information
Racial Issues Graduation Requirement
Note: Sections restricted to students admitted to the Urban Teacher Program (UTP) have prerequisites, and UTP students are advised to complete this course in their senior year.

Community Engagement