A. Course Description

Credits: 3

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: None

This course explores historical, cultural, sociological, and philosophical foundations of education in the United States with an express focus on urban education principles and practices. The metropolitan community is used as a resource for learning about the educational strengths and challenges faced by diverse groups. Students will gain understanding of the contributions and lifestyles of various racial, cultural, and economic groups in our society, including an emphasis on Minnesota-based American Indian culture, history, and tribal government. 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 de-culturalization 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 will be explored as teacher candidates develop critical awareness of issues and develop their own philosophies of education.

B. Course Effective Dates: 01/09/2006 - 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.

E. Learning Outcomes (MN Transfer Curriculum)

This contains no goal areas.

G. Special Information

Community Engagement
Note: Admission to Urban Teacher Program as a post-baccalaureate student required to register. Clinical field experience hours are part of the course requirements.