EPS 150 Education in the World: A Film-based Introduction
Summer 2019
Welcome to EPS 150!

Contact
Instructor: Jonathan Marino
Email: jmarino4@wisc.edu
Office Hours: By appointment

Course Overview & Learning Objectives
EPS 150 provides students an introduction to educational issues, policies and practices as they take place around the world. In EPS 150 we are focused on putting education into context, thinking critically about the role of education in the world, and making comparisons across issues, places, policies and practices. EPS 150 is organized into ten Units. Each Unit is designed around one or two key themes that address the course objectives. Each Unit has a main film that presents these key themes as they play out in a particular regional context. Holding the Units together are two overarching themes for the course:

1. *education in the world*, in terms of the diversity of educational spaces and practices, both in and out the classroom, and in different societies and contexts in the world, and;
2. *education in the world*, that is, the place and purpose(s) of education in society, as it relates to socialization, skilling and social change but also to exclusion and inequality.

At the end of this course, students will be able to

1. appreciate the diversity of education and educational practices, in and beyond formal classroom spaces, and in different parts of the world;
2. demonstrate an understanding of education as it shapes and is shaped by social, cultural and historical contexts and relationships (indigeneity, community, race, gender, religion, geography, poverty, class, etc.) and,
3. develop a comparative perspective that critically reflects on your own educational experiences and aspirations in light of education in other spaces and places.

Course Organization
EPS 150 is an online course. All course materials and assignments are subject to change. Students should consult the course Canvas website regularly for up-to-date assignments and direction. EPS 150 is organized into ten 3-day Units that each follow the same sequence:
• On Day 1 of each Unit, students read, watch and listen to background material related to the themes addressed in the Unit. By the end of Day 1, students take a short quiz.
• On Day 2 of each Unit, students watch a feature-length film and, by the end of Day 2, author a discussion post and publish to Canvas.
• On Day 3 of each Unit, students author two responses to their classmates’ discussion posts on Canvas and begin to work on their Essays.

Throughout the course, students will submit five short (2-4 page) essays in response to prompts. Students will often have a choice from multiple essay prompts to choose from.

To conclude the course, students will submit a final project based on one of three options.

Grading

There are four categories of graded work in the course:

1. **Quizzes**: Students will complete a short quiz on Day 1 of each Unit (10 quizzes total). Each quiz is worth 3 points. Quizzes should be completed by 11:59pm on Day 1 of each Unit. Only the nine best quiz scores will be used to calculate students’ final score.

2. **Discussions and responses**: Students will author a discussion post on Day 2 of each unit (worth 2 points) and respond to two classmates’ posts on Day 3 of each unit (2 points – 1 point for each response). Only the nine best discussion scores will be used to calculate students’ final score.

3. **Essays**: Students will submit five short essays during the course. Each essay is worth five points. All essays will be counted for the students’ final score. Essays are 2 to 4 pages long, with usual 1-inch margins, 12 point font, etc. Cite any materials (videos, film, readings, lectures etc.) in the text briefly (author; short title) – no reference list is required. Essays should be submitted by 11:59pm on the day that they are due using the submission thread on Canvas. Essays will be graded according to the following rubric:
   a. On time submission - 1 point possible
   b. Quality of writing (e.g. spelling, grammar, style) - 2 points possible
   c. Critical thinking (e.g. Does the response address the questions asked? Does the response use appropriate evidence to support assertions?) - 2 points possible

4. **Final Project**: Students will submit a final project at the end of the course. Details for the final project can be found on Canvas. The goal of the final project is to provide students an opportunity to synthesize their learning from across the 10 course units, and to creatively offer their own ideas and conclusions. Final projects should be submitted to the instructor by 11:59pm on Sunday, July 7th. Final Projects are worth 10 points and will be graded according to the following rubric:
   a. On time submission - 1 point possible
   b. Quality of writing - (e.g. spelling, grammar, style) - 3 points possible
   c. Critical thinking (e.g. Does the project address the questions asked? Does the response use appropriate evidence to support assertions?) - 3 points possible
d. Creativity (e.g. Does the project demonstrate that the student used imagination and original thinking, going above and beyond basic summaries and descriptions?) - 3 points possible

There are 100 points total available in the course:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Calculation</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductions</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Unit Quizzes</td>
<td>9 quizzes X 3 points each</td>
<td>27</td>
</tr>
<tr>
<td>Unit Discussions + 2 Responses</td>
<td>9 discussions (2 points) and two responses (1 each) = 4 points each X 9</td>
<td>36</td>
</tr>
<tr>
<td>Essays</td>
<td>5 essays X 5 points each</td>
<td>25</td>
</tr>
<tr>
<td>Final Project</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
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Time and technology requirements for this online course

You’re transitioning to a new learning environment and we want you to have a rich and successful experience. As such, we want to provide strategies to help you succeed in this course. You should plan on spending an average of 5-6 hours per day on the various course components. Remember, we are doing the same amount of work for a 3-credit semester long course in just six weeks! Please ensure you have access to a computer with reliable internet throughout the course. Please visit the course website for learning calendar templates and other scheduling tips. Please go over the Technology in this Course page on Canvas to make sure you are ready for the online course! Please visit the Student Learning Support page for details about accommodations, academic services and University policies.

Accommodations for Full Inclusion

It is my policy and the University of Wisconsin-Madison’s policy to provide an accessible, accommodating and supportive teaching and learning environment for all students. Students requiring special accommodation related to a disability should contact the McBurney Disability Resource Center, 1305 Linden Drive (263-2741) for information about services and campus related disability policies. Please notify me immediately of any accommodations that are managed through the Center. More generally, if at any point during the semester you find yourself struggling, I hope you will feel comfortable to come talk to me so that we can take steps to make the semester more manageable.

Plagiarism

No form of academic dishonesty will be tolerated in this class; plagiarism and other such instances will result in failure of the course and notification to the Dean of Students. For
information on what constitutes academic misconduct according to the University of Wisconsin Administrative Code, see https://conduct.students.wisc.edu/academic-integrity/student-resources/. If you have any questions about your work, check with me before you turn it in.

Course Outline

*Please keep in mind that assigned work, especially background materials, are subject to change from what is listed here. Consult the Canvas site for up-to-date assignments.*

Assignments are noted in red.

May 28: Orientation

To start the course, please review the material in the Orientation Module.

*By 11:59pm on Wednesday, May 29 please post an introduction of yourself to Canvas!*

May 29-31: Unit 1 - Babies

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
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<tbody>
<tr>
<td><strong>Background material:</strong></td>
<td><strong>Watch film:</strong></td>
<td><strong>Post 2 responses to your classmates</strong></td>
</tr>
<tr>
<td>View: Universalizing models of child development</td>
<td>Babies</td>
<td>Continue working on your essays</td>
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<tr>
<td>Piaget’s stages of cognitive development</td>
<td>Post discussion</td>
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<tr>
<td>View: Learning by Observing developed by the Rogoff Research Group</td>
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<tr>
<td>Read: Seven different ways children are raised 'round the world</td>
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<td>Read: Tsimané parents barely talk to their babies</td>
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<td>Read: When child rearing practices cause a diplomatic incident</td>
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<tr>
<td>Read: Burkeman, Oliver. The diabolical genius of the baby advice industry The Guardian (Tue 16 Jan 2018).</td>
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<tr>
<td><strong>Take Quiz</strong></td>
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</table>
By 11:59pm on Sunday, June 2, submit your first essay in response to the prompt on Canvas!

June 3-5: Unit 2 - After Winter, Spring

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
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<tbody>
<tr>
<td><strong>Background material:</strong></td>
<td><strong>Watch film:</strong></td>
<td><strong>Post 2 responses to your classmates</strong></td>
</tr>
<tr>
<td>Read: Explore Cultural Survival; read sections on &quot;Political Action&quot;, &quot;Indigenous Peoples and the Environment&quot;, and &quot;Extractive industries&quot;</td>
<td>After Winter, Spring Post discussion</td>
<td>Continue working on your essays</td>
</tr>
<tr>
<td>Read: Inuit culture struggles with warming world: 'Sea, ice, snow, it's all changing'</td>
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<td>View: Tribes across North America converge at Standing Rock, hoping to be heard</td>
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<td>Read: Wendell Berry’s “It all turns on affection”</td>
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<td>National Endowment for the Humanities 2012 Jefferson Lecture. (Scroll down to the 'Lecture Text'. You're welcome to read the other material on the NEH website if you want, but the assigned part is the Lecture Text itself).</td>
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Take Quiz

June 6-8: Unit 3 – The Shaman’s Apprentice

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<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Background material:</strong></td>
<td><strong>Watch film:</strong></td>
<td><strong>Post 2 responses to your classmates</strong></td>
</tr>
<tr>
<td>Watch: Manoomin, Food that grows on water</td>
<td>The Shaman’s Apprentice Post discussion</td>
<td>Continue working on your essays</td>
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</tbody>
</table>

Take Quiz

By 11:59pm on Sunday, June 9, submit your second essay in response to the prompts for either Unit 2 or Unit 3 on Canvas!

June 10-12: Unit 4 – Indian Schools
### Day 1

**Background material:**

Read: Read pages 55-58 (and further on as you wish) of 'Imperial Show and Tell', chapter 3 of Learning to Divide the World: Education at Empire's End.

View: [The Stolen Generations](#)

View: [Rabbit Proof Fence](#) trailer


Take Quiz

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### Day 2

**Watch film:**

Indian Schools

Post discussion

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### Day 3

Post 2 responses to your classmates

Continue working on your essays

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### June 13-15: Unit 5 – Time for School

**Day 1**

**Background material:**

Watch: [Scenes from schools around the world](#)

Watch: What hopes and outcomes have driven EFA?

Watch: [The six EFA goals](#)

Watch: [EFA Challenges](#)

Read: Chapter 1 of the EFA Global Monitoring Report 2002

Watch: Progress on EFA goals

Take Quiz

**Day 2**

**Watch film:**

Time for School

Post discussion

**Day 3**

Post 2 responses to your classmates

Continue working on your essays

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*By 11:59pm on Sunday, June 16, submit your third essay in response to the prompts for either Unit 4 or Unit 5 on Canvas!*

### June 17-19: Unit 6 – Wadjda

**Day 1**

**Day 2**

**Day 3**
### Background material:

Read: AAUW’s The Simple Truth about the Gender Pay Gap  

Listen: UNESCO's series, inspired by real life sporting moments, reveals how media represent women and men athletes.  

Watch: Malala Yousafzai interview  


**Take Quiz**

### June 20-22: Unit 7 – Boys Will Be Men

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
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</thead>
</table>
| **Background material:**  
Read: Read Professor Sarah Schoppe-Sullivan’s piece in The Conversation on gender and parenting.  
Watch: Tony Porter’s Ted Talk  
Read: Barrie Thorne’s "Girls and Boys Together”. This excerpt was first published as part of Prof. Thorne’s path-breaking and widely acclaimed book, Gender Play: Girls and Boys in School.  
**Take Quiz** | **Watch film:**  
Boys Will Be Men  
**Post discussion** | **Post 2 responses to your classmates**  
Continue working on your essays |

*By 11:59pm on Sunday, June 23, submit your fourth essay in response to the prompts for either Unit 6 or Unit 7 on Canvas!*

### June 24-26: Unit 8 – Refugee Education

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
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</thead>
</table>
| **Background material:**  
View: The dangerous boat ride to Greece through the eyes of a Syrian refugee girl (UNICEF; 3:15 min)  
**Post discussion** | **Watch film:**  
The Staging Post  
**Post discussion** | **Post 2 responses to your classmates**  
Continue working on your essays |
Read: What are the rights of refugee children, according to the UNCRC?

Read: Landmark refugee plan launched to tackle Uganda’s refugee crisis


Take Quiz

<table>
<thead>
<tr>
<th>June 27-29: Unit 9 – Language &amp; Education</th>
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<tbody>
<tr>
<td><strong>Day 1</strong></td>
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<tr>
<td><strong>Background material:</strong></td>
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<tr>
<td>Read: Language Policies For the World of the Twenty-First Century Introduction (pp. 1-3); Mother tongues and the official languages of the state (pp. 10-19).</td>
</tr>
<tr>
<td>View: Local language policy stirs debate in Zimbabwe’s schools</td>
</tr>
<tr>
<td>Explore: Endangered Languages Map</td>
</tr>
<tr>
<td>Read: How Wikitongues is saving world languages from linguicide</td>
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<tr>
<td>Take Quiz</td>
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*By 11:59pm on Sunday, June 30, submit your fifth essay in response to the prompts for either Unit 8 or Unit 9 on Canvas!*

**July 1-3: Unit 10 – Public Campaigns**
<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Background material:</strong></td>
<td><strong>Watch film:</strong></td>
<td><strong>Post 2 responses to your classmates</strong></td>
</tr>
<tr>
<td>Read: The Role of the Public Information Campaign</td>
<td>Lecture by Dr. Adrian Bauman</td>
<td>Continue working on your final project</td>
</tr>
<tr>
<td>Read: Kami; Watch: <a href="#">Sesame Street's HIV-positive muppet</a></td>
<td>Post discussion</td>
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<tr>
<td><strong>Take Quiz</strong></td>
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</table>

*By 11:59pm on Sunday, July 7th, submit your final project!*

You made it! Have a great summer!