EDF 4604 U02 (Spring 2014): Social and Cultural Foundations of Education
Leadership & Professional Studies Dept. | Credits: 3 | GL 100 | Wed-6:25-9:05
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“Striving for Social Justice is the most valuable thing to do in life” ~ Albert Einstein

I entered the classroom with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer...education as the practice of freedom.... education that connects the will to know with the will to become. Learning is a place where paradise can be created.

— bell hooks

Class website: Blackboard supported with pdfs and links for additional readings and assignments


Welcome:
Welcome to Social and Cultural Foundations of Education. I am looking forward to teaching, learning, questioning and growing together this semester. While the outcomes, goals and expectations are articulated in the syllabus below – I would like to share a little about my pedagogical philosophy. I am an educator dedicated to social justice. I also have extensive experience as an urban educator, researcher, and writer. For over 35 years I have been teaching young people in high schools, colleges, and universities. Lisa Delpit, Asa Hilliard, and Bob Moses have profoundly impacted my way of thinking and my practice in classrooms with those young people. These scholars’ ideas about increasing community and social action in the classroom while engaging young people in transformative social and educational experiences from trial and error have now become my own. My collective experiences as a teacher, researcher, writer, and educational consultant inform my ever-evolving “art of teaching.” No doubt, your life experiences shape your teaching, learning and intellectual pursuits as well.

The wisdom of my dear late friend and mentor, Dr. Asa G. Hillard III, influenced my beliefs about social and cultural foundations of education a decade ago when he said:

“Revolution, not reform, is required to release the power of teaching. . . . Virtually, all teachers possess tremendous power, which can be released, given the proper exposure. We can’t get to that point by tinkering with a broken system. We must change our intellectual structures, definitions and assumptions; then we can release teacher power.” —Hilliard, “The Structure of Valid Staff Development”

To inspire such a revolution, we must continuously examine our own and other’s assumptions of our children and their schools. In this course, we will particularly consider the experiences of those most marginalized by school and society – locally, nationally and globally. We will need to, first, explore the "intellectual structures, definitions and assumptions" of the larger society that foster poverty, injustice, racism, sexism, and environmental crises, all of which wreak havoc on communities and their schools. We will, then, need to examine possibilities for other epistemologies, histories, economics, and social structures of power and politics to build new models of intellectual engagement for schools.
I look forward to an exciting and engaging experience – where we build a community that considers multiple theories, perspectives and practices so that we can perpetuate the revolutionary power of teaching to best create praxis that liberates our students, our communities and ourselves.

1. PURPOSE OF COURSE

This course is designed to provide students with the knowledge, skills and dispositions needed to interpret the meaning of education and school in local, global, international and intercultural contexts and address emerging issues from multiple perspectives. The study of social and cultural foundation of education will help professional educators to develop interpretive, normative and critical perspectives on education. These perspectives, according to the Council for Social Foundations of Education (http://www.uic.edu/educ/csfe/index.htm) are vital to any foundations of education experience. The interpretive perspective - will assist learners in examining and explaining education within differing contexts; the normative perspective - will assist learners in examining and explaining education in light of value orientations; and the critical perspective - will assist learners in examining and explaining education in light of its origins, major influences, and consequences (CLSE, Standards 2nd Edition, 1997).

This course explores interdisciplinary understandings of the cultural and social realities of education in a modern, urban, industrial, global society. Through the study of sociological and cultural realities of education, students gain insight into the socio-cultural context of education. Pre-service educators must develop perspective consciousness and understand cultural identities in increasingly multicultural and multiracial environments. The course will provide pre-service teachers with knowledge, skills, and attitudes to prepare them to be sensitive to individual and cultural differences and assist them in becoming effective teachers of global education, and, responsible citizens of the USA and the world. This course is part of the upper-division certification core for undergraduate teacher education majors.

2. COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK/CANDIDATE [STUDENT] LEARNING OUTCOMES

The conceptual focus of the course, therefore, is congruent with the unit’s Conceptual Framework, in particular, its vision of a desired future in which an emphasis is on inquiry as the means-ends connection to enhance reflective intelligence, and its philosophy that promotes the kind of wisdom in practice that elicits the mental and moral sensibilities consistent with reflective intelligence, and as such enhances the candidate’s professional conduct being more intelligent. The course enables candidates to achieve the following unit’s (College of Education’s) learning outcomes:

**Steward of the Discipline:** Candidates know their content and engage in cross-disciplinary activities to ensure breadth and depth of knowledge.

**Reflective Inquirer:** Candidates think critically about issues through a form of inquiry that investigates dilemmas and problems and seek resolutions that benefit all involved. Candidates reflect on practice and change approaches based on own insights. Candidates reflect on practice with the goal of continuous improvement.

**Mindful Educator:** Candidates demonstrate the habits of mind of being analytical; managing impulsivity; persisting; thinking about own thinking; communicating accurately; being inquisitive; taking responsible risks; being open-minded; striving for accuracy; applying past knowledge to new situations; thinking interdependently; and showing a sense of care for others.

3. COLLEGE UNIT OUTCOMES
This course will engage learners in systematic and reflective inquiry of ideas and texts germane to education, and deemed crucial to enhancing the educational enterprise. The suggested readings will function as the foundation for shared inquiry and dialogue. Consequently, at the end of this course, the learners should demonstrate the College's and the Global Learning for Global Citizenship learning outcomes of being a Steward of the Discipline, a Reflective Inquirer and Mindful Educator by proficiencies in the following:

<table>
<thead>
<tr>
<th>Unit/Program Proficiencies</th>
<th>Global Outcomes</th>
<th>Course Proficiencies</th>
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<tbody>
<tr>
<td><strong>Steward of the Discipline:</strong></td>
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<tr>
<td>Know their content and engage in cross-disciplinary activities</td>
<td>Demonstrate understanding of the interrelatedness of local, global, international and intercultural issues, trends and systems.</td>
<td>Understand and can apply knowledge from the social foundations to interpreting the meaning of education and schooling in local, global, international, and intercultural contexts.</td>
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<td><strong>Reflective Inquirer:</strong></td>
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<td>Think critically about issues through a form of inquiry that investigates dilemmas and problems and seek resolutions that benefit all involved.</td>
<td>Assemble a multi-perspective analysis of an issue.</td>
<td>Understand and can apply critical perspectives on global education and schooling by thinking critically about educational issues through a form of inquiry that investigates dilemmas and problems and seeks resolutions that benefit all involved.</td>
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<tr>
<td>Reflect on practice and change approaches based on own insights.</td>
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<tr>
<td>Reflect on practice with the goal of continuous improvement.</td>
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<td><strong>Mindful Educator:</strong></td>
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<td>Being analytical; managing impulsivity; persisting; thinking about own thinking; communicating accurately; being inquisitive; taking reasonable risks; being open-minded; striving for accuracy; applying past knowledge and experience to new situations; thinking interdependently; showing a sense of caring for others.</td>
<td>Address local, global, international and intercultural problems by taking action within the context of our own lives.</td>
<td>Be disposed to developing the habits of examining the normative and ethical assumptions of global educational practices and ideas: Being analytical; managing impulsivity; persisting; thinking about own thinking; communicating accurately; being inquisitive; taking reasonable risks; being open-minded; communicating accurately; applying past knowledge and experience to new situations; thinking interdependently; showing a sense of caring for others.</td>
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4. **STUDENT LEARNING OUTCOMES:** Upon the completion of this course, the students will have the following understandings, skills, and dispositions:

**Knowledge + Understandings:**

- Be able to detect the distinctive and common qualities between their own perspective and the perspective of others concerning definitions of education, an educated personal and how these understandings may be politically, socially and economically biased.
- Be able to analyze contemporary cultural and socio-educational issues and trends at the local, national, and international level to detect the distinctive and common qualities between their own perspectives and the perspective of others.
- Be able to understand the role placed by cultural identities in modern societies and the contextual factors that affect the construction of cultural identities.
- Be able to identify and understand the nature and role of culture, cultural groups, and individual cultural identities.
- Be able to apply historical, philosophical, and sociological perspectives to contemporary issues in American education.

**Skills:**

- Discuss prevailing world conditions associated with global education.
- Discuss how issues of cultural identities connect to prevailing world conditions associated with local, global, international, and intercultural issues, trends and systems.
- Discuss contemporary philosophical views on education that influence teaching.

(*For Ed. majors & Minors: Students will design learning materials and teaching strategies, with a special emphasis on technology-based applications, to infuse a global perspective into individual disciplines and educational levels, and provide learning experiences that move the learner toward acquiring a global perspective).*

- Demonstrate an understanding of the interrelatedness of education and global challenges.

**Dispositions:**

- Demonstrate a willingness to accept shared responsibility for infusing multicultural perspectives into a school curriculum or into their discipline of study.
- Disposed to democratic ideals and to accepting human commonality, diversity and exceptionalities.
- Demonstrate abilities to deal with intercultural and transnational issues appearing in educational settings.

**PLAGIARISM**

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity
to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Misconduct includes: *Cheating* – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. *Plagiarism* – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, is responsible for plagiarism.

Being a **mindful educator** includes the dispositions/habits of mind that make professional conduct more intelligent: [http://education.fiu.edu/docs/Conceptual%20Framework%20%2006-19-09.pdf](http://education.fiu.edu/docs/Conceptual%20Framework%20%2006-19-09.pdf)

- Adopting a critical eye toward ideas and actions (Being Analytical).
- Withholding judgment until understanding is achieved by being thoughtful in his/her actions.(Managing Impulsivity).
- Working to see things through by employing systematic methods of analyzing problems (Persisting).
- Thinking about his/her own thinking (Reflective Thoughtfulness).
- Thinking and communicating with clarity and precision (Communicating Accurately).
- Showing curiosity and passion about learning through inquiry (Being Inquisitive).
- Showing a sense of being comfortable in situations where the outcomes are not immediately known by acting on the basis of his/her initiative and not from needing a script (Taking Responsible Risks).
- Recognizing the wholeness and distinctiveness of other people’s ways of experiencing and making meaning by being open-minded (Being Open-minded).
- Taking time to check over work because of his/her being more interested in excellent work than in expediency (Striving for Accuracy).
- Abstracting meaning from one experience and carrying it forward and applying it to a new situation by calling on his/her store of past knowledge as a source of data to solve new challenges (Applying Past Knowledge to New Situations).
- Showing sensitivity to the needs of others and to being a cooperative team member (Thinking Interdependently), and,
- Showing a sense of care for others and an interest in listening well to others (Empathic Understanding) (Costa & Kallick, 2004).

**COURSE EVALUATIVE TASKS**

Grading Criteria: A=93-100%; A-=90-92%; B+=88-89%; B=83-87%; B-=80-82%; C+=78-79%; C=73-77%; C-=70-72%; D+=68-69%; D=63-67%; F=0-62%

** REQUIREMENTS:**

**Attendance at every session:**
Pablo Eisenberg at the Center for Community Change says that the world is run by those who show up. Student participation is crucial to the total experience of this course. The experiences
and ideas you bring to the class are as important as what you read for the class. As a consequence, your presence at every class meeting is significant to the overall value of everyone’s experience of EDF 4604. Your attendance is also crucial to your growth as a professional because many of your opportunities to demonstrate your development as a reflective, collaborative practitioner able to participate fully in a community of educators will occur during class-time. (Professional behavior is also about being on time; thus, I ask that you be punctual for every session.) If there is an emergency and you cannot attend class, you must call or email your partner from class as soon as possible.

Responses to readings/activities:

Each reading that is completed must be accompanied by your personal response to that reading. Please do not summarize the reading, but write about any compelling ideas that you discovered while reading the various selections of texts and professional articles. You should expect to write about a page for each reading, but, please, focus on what you have to say and not the length of the response. We will develop a Blackboard discussion group to share our thoughts. During each class session we will spend time discussing the responses in small groups.

Webquest Project:

You will create a webquest that you can upload into Taskstream related to the readings and the theories associated with the themes of this course. A rubric for assessment of the project appears on TASKSTREAM. The project is to be a creative use of the web to integrate discussions of theory and practice, with attention also being given to the impact of issues of global citizenship on local educational institutions. I encourage you to explore these projects in collaboration with others. Music, videos and other visuals should be integrated into your webquest. Each group can choose one from the following topics:

1. Multicultural & Social Reconstructionist Education—and their 4 unique education practices (James Banks, Sonia Nieto, et.al.)
2. Critical Race Theory and Critical Pedagogy (Derrick Bell, Gloria Ladson Billings, Paulo Freire, D. Solorzano, et. al.)
3. Deficit Theories Vs. Theories of Education for Liberation (Curtis Acosta, Bell Hooks, Michele Foster, Michelle Fine, Vincent Harding, Joe Kincheloe & Shirley Steinbeck, Pauline Lipman, Charles Payne, J. Wynne, et. al.)
5. Culturally Responsive Education (Lisa Delpit, Geneva Gay, Gloria Ladson Billings, Ana Maria Vallegas, et. al.)
7. Social Reproduction Theory & Cultural Capital (Pierre Bourdieu, Bowles and Gintis, et. al.)

In researching the topics, you must research and include references to at least 6-8 experts/scholars in the field.
**Final Oral Presentation:**
Individuals or groups will present an oral presentation, teaching the class the major ideas of their webquest, transforming abstract theories and ideas into concrete interactions with students.

**ASSESSMENT:**
Attendance and Participation: 30%
Weekly Responses and Assignments: 30%
Final Project (Webquest): 20%
Final Oral Presentation: 20%

All students are required to participate in the online teaching and learning community, (Blackboard).
http://online.fiu.edu/login