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E-mail: gcanales@fiu.edu
Office: ZEB
Office Hours: By appointment
Phone: (C) (305) 431 - 6864

COURSE DESCRIPTION AND PURPOSE

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 cultural and social 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.

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. This course is part of the upper-division certification core for undergraduate teacher education majors and also meets a Global Learning Requirement. This is a discipline-specific GL course that counts toward your global learning graduation requirement.

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 the course, 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> 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 apply knowledge from the social foundations to interpreting the meaning of education and schooling in local, global, international, and intercultural contexts.</td>
</tr>
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<tr>
<td><strong>Reflective Inquirer:</strong> Think critically about issues through a form of inquiry that investigates dilemmas and problems and seeks resolutions that benefit all involved. Reflect on practice and change approaches based on own insights. Reflect on practice with the goal of continuous improvement.</td>
<td>Assemble a multi-perspective analysis of an issue.</td>
<td>Understand and 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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<td><strong>Mindful Educator:</strong> Being analytical; managing impulsivity; persisting; thinking about own thinking; communicating accurately; being</td>
<td>Address local, global, international and intercultural problems by</td>
<td>Be disposed to developing the habits of examining the normative and ethical assumptions of global educational practices and ideas: Being analytical;</td>
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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.

taking action within the context of our own lives.

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.

Being a **mindful educator** includes the dispositions/habits of mind that make professional conduct more intelligent:


- 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 OBJECTIVES**

**STUDENT LEARNING OUTCOMES**: Upon the completion of this course, the students will have the following understandings, skills, and dispositions:

**Global Awareness - 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 based.
- 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.

**Global Perspective - 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.

Global Engagement - 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.

IMPORTANT INFORMATION

Readings as determined by the instructor.

Academic Conduct

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.

The professor retains the right to modify the course syllabus for any reason throughout the semester.

FIU Civility Statement

FIU prides itself as a community of diverse backgrounds: ethnic, racial, religious, cultural, social, political, economic, gender, sexual orientation, age, and ability. The University encourages, supports and appreciates these differences, and discourages all forms of prejudice, bias, bigotry, discrimination, and intimidation in the process of learning.

Civility is an essential component of the core values at FIU and that includes classroom behavior, whether in-person or online. FIU believes in fostering a supportive, safe and caring environment conducive to learning. When both faculty and students model civility in the classroom, it contributes to the growth of individuals and their role as concerned and enlightened global citizens. All opinions and experiences, despite how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. Students are encouraged to comment, question, or critique an idea, but never to attack an individual.

Please consider that sarcasm and humor can be misconstrued in online interactions as well as in-person ones, and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambiance. Students are encouraged from checking text messages, social media, playing games on a computer/phone, or carrying on conversations when the instructor is lecturing or a classmate is presenting. This statement is provided as part of FIU’s Civility Initiative, for more information visit the Student Conduct & Conflict Resolution website at conduct.fiu.edu.
COURSE DETAILS

<table>
<thead>
<tr>
<th>PERFORMANCE TASK(S)</th>
<th>Points</th>
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<tr>
<td>Quizzes – 3 x 10 points</td>
<td>30</td>
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<tr>
<td>Videos – 3 x 5 points</td>
<td>15</td>
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Students will view 3 videos and utilizing 2 column notes (CRISS: Creating Independence through Student owned Strategies) to facilitate the synthesis of the information provided. Following each video viewing, a reflective assessment assignment will be completed.

Final Artifact – Critical Reflection
Students will write a 5-7 page critical reflection on a theorist and his or her theory. Your reflection must include:

1. A brief biography of the theorist. Include in your biography the theorist’s upbringing, environment, or socio-economic station.
2. Description of the theory in which you must state its major points or argument. In your description, include if the theorist was influenced by other theories or political ideologies. Briefly, describe these influences and how they form part of your subject’s own theory.
3. Analyze the theory by:
   - identifying its assumption,
   - its beliefs and/or rules that might influence our own thoughts,
   - actions and ‘real-life’ experiences, and
   - assessing the validity of these assumptions.
4. How did the Critical Reflection impact your thinking?
   - What did you learn about your personal reactions/biases/issues/connections to the theory?
   - What has transformed in your assumptions to become more inclusive and integrative?
   - How will you use the lessons you’ve learned in this course, specifically with regards to the theory, to influence your teaching?
   - How will you use this newly-formed knowledge to more appropriately inform future actions and practices?

Final Artifact – Critical Reflection In-Class Presentation
Students will present a summation of their critical reflection in class incorporating the use of a PowerPoint or Prezi presentation.

Daily Reading Activities/Whole Group Participation and Attendance
This is a dialogical and participatory class. Each session we will engage in conversations and activities related to the assigned reading material. Your attendance and participation is essential.

- Tardiness is equal to an absence.
- The point deductions for absences/tardies are as follows: 1 absence/tardy: -5 points | 2 absences/tardy: -10 points | 3 or more absences/tardy, -15 points
- 4 or more absences/tardy, you will receive an F in the course

TOTAL 100

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<thead>
<tr>
<th>Letter Grade</th>
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<th>Letter Grade</th>
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<tr>
<td>A</td>
<td>Above 93</td>
<td>B-</td>
<td>80-83</td>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>B</td>
<td>90-92</td>
<td>C+</td>
<td>77-79</td>
<td>D</td>
<td>64-66</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>C</td>
<td>74-76</td>
<td>D-</td>
<td>60-63</td>
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<tr>
<td>B</td>
<td>84-86</td>
<td>C-</td>
<td>70-73</td>
<td>F</td>
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<tr>
<td>Meeting</td>
<td>Topic</td>
<td>In-Class Assignment</td>
<td>Assignment</td>
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<td><strong>Meeting 1</strong>&lt;br&gt;January 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Introduction Challenges Facing Future Educators</td>
<td>Class Discussion on the Challenges Facing Educators Today</td>
<td>Review Syllabus</td>
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<td><strong>Meeting 2</strong>&lt;br&gt;January 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Review Syllabus Daily Reading</td>
<td>Class Discussion on the Daily Reading and Daily Reading Activity Introductory Group Presentations</td>
<td>N/A</td>
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<td><strong>Meeting 3</strong>&lt;br&gt;January 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Daily Reading Conservatism Liberalism Socialism</td>
<td>Video: Conservative vs. Liberal 2 Column Notes Short Response Questions</td>
<td>Review Key Terms</td>
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<tr>
<td><strong>Meeting 4</strong>&lt;br&gt;February 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Daily Reading Social Reconstruction Critical Race Theory Critical Pedagogy</td>
<td>Class Discussion on the Daily Reading and Daily Reading Activity Possible Quiz</td>
<td>N/A</td>
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<td><strong>Meeting 5</strong>&lt;br&gt;February 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Daily Reading</td>
<td>Class Discussion on the Daily Reading and Daily Reading Activity</td>
<td>N/A</td>
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<td><strong>Meeting 6</strong>&lt;br&gt;February 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Daily Reading Real World Applications</td>
<td>Class Discussion on the Daily Reading and Daily Reading Activity Introduced “Work Your Magic Scenarios”</td>
<td>“Work Your Magic Scenarios”</td>
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<td><strong>Meeting 7</strong>&lt;br&gt;February 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Daily Reading Cultural Deficit Theory</td>
<td>Class Discussion on the Daily Reading and Daily Reading Activity “Work Your Magic” Scenario Presentations</td>
<td>Final Artifact: Topic Selection</td>
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<td><strong>Meeting 8</strong>&lt;br&gt;March 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Daily Reading Theories of Education for Liberation Hegemony in Teacher Education for Social Justice</td>
<td>Class Discussion on the Daily Reading and Daily Reading Activity “Work Your Magic” Scenario Presentations</td>
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<td><strong>Meeting 9</strong>&lt;br&gt;March 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Daily Reading Democratic Education, Culturally Responsive Education, Social Reproduction Theory, Cultural Capital Dominant Culture, Subculture and Counter Culture</td>
<td>Class Discussion on the Daily Reading and Daily Reading Activity Video: Cultural Capital “Work Your Magic” Scenario Presentations</td>
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<td><strong>SPRING BREAK</strong></td>
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<td><strong>Meeting 10</strong>&lt;br&gt;March 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>The Final Artifact</td>
<td>Begin Final Presentations Possible Quiz</td>
<td>N/A</td>
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<tr>
<td><strong>Meeting 11</strong>&lt;br&gt;April 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>The Reflective Practitioner</td>
<td>Continue Final Presentations</td>
<td>N/A</td>
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<td><strong>Meeting 12</strong>&lt;br&gt;April 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>The Reflective Practitioner</td>
<td>Continue Final Presentations</td>
<td>N/A</td>
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<tr>
<td><strong>Meeting 13</strong>&lt;br&gt;April 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>The Reflective Practitioner</td>
<td>Continue Final Presentations</td>
<td>Review for Final Quiz</td>
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<tr>
<td><strong>Final Meeting</strong>&lt;br&gt;April 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>The Reflective Practitioner</td>
<td>Conclude Final Presentations Final Quiz</td>
<td>Enjoy Your Break</td>
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**Final Artifact for EDF 4604**

As a member of EDF 4604, students have been participating in Critical Dialogue throughout the semester, with an emphasis on unpacking social justice issues as they relate to the foundations of education in this country and around the globe. Students may choose to work in pairs or by themselves for this project. In order to complete the final artifact, students will complete the following:

1. **Choose a Theory and Theorist.**
   a. Multicultural & Social Reconstructionist Education--and their 4 unique education practices (James Banks, Sonia Nieto, et.al.)
   
   b. Critical Race Theory and Critical Pedagogy (Derrick Bell, Gloria Ladson Billings, Paulo Freire, D. Solorzano, et. al.)
   
   c. Deficit Theories Vs. Theories of Education for Liberation (Curtis Acosta, Bell Hooks, Michele Lourango, Michelle Fine, Vincent Harding, Joe Kincheloe & Shirley Steinbeck, Pauline Lipman, Charles Payne, J. Wynne, et. al.)
   
   d. Hegemony in Education Vs. Democratic Education (John Dewey, Jonathan Kozol, Sonia Nieto, Bob Moses, Howard Zinn, et.al.)
   
   e. Culturally Responsive Education (Lisa Delpit, Geneva Gay, Gloria Ladson Billings, Ana Maria Vallegas, et. al.)
   
   
   g. Social Reproduction Theory & Cultural Capital (Pierre Bourdieu, Bowles and Gintis, et. al.)
   

2. **Bibliography.** Identify scholars, articles, and/or studies related to your topic. The bibliography should follow the format that will be provided in the LibGuide [http://libguides.fiu.edu/edf4604](http://libguides.fiu.edu/edf4604) - APA style. You should have a minimum of 5 sources for your bibliography. You’ll need to identify sources for the following in your bibliography:
   
   a. The nature of the theory. This is where you define the theory, its foundation and its parameters.
   
   b. The historical foundation, perspective, context of the theory.
   
   c. The contemporary/current context, and perspectives of the theory.
After conducting research and holding a Critical Dialogue (see references) on a social justice issue of your choice, you will reflect upon the issue and findings of your dialogue. Your Analytical and Critical Reflection components will be as follows:

1. **Cover Page**
2. **Abstract of essay**: This is a summary paragraph which tells the reader the main themes of your essay.
3. **The Following Sections**:
   a. A brief biography of the theorist. Include in your biography the theorist’s upbringing, environment, or socioeconomic station.
   b. Description of the theory in which you must state its major points or argument. In your description include if the theorist was influenced by other theories or political ideologies. Briefly, describe these influences and how they form part of your subject’s own theory.
   c. Analyze the theory by:
      - identifying its assumption, its beliefs and/or rules that might influence our own thoughts, actions and ‘real life’ experiences,
      - assessing the validity of these assumptions, and
      - how did the Critical Reflection impact your thinking? – (consider the following questions)

   What did you learn about your personal reactions/biases/issues/connections to the theory?

   What has transformed in your assumptions to become more inclusive and integrative?

   How will you use the lessons you’ve learned in this course, specifically with regards to the theory, to influence your teaching?

   How will you use this newly-formed knowledge to more appropriately inform future actions and practices?

4. **Throughout the paper, make sure that you cite authors who have written about the issue you are describing.** If you quote sentences or passages from those sources, make sure you include the page number where you found the quote. Use appropriate citing of sources within the paper. Make sure you consistently cite experts who can support any and all opinions that you mention in the paper. If your opinion cannot be found in research or scholarly works, then you must delete the opinion.
5. **A reference Page.** List every author cited within your paper with all of the publishing information. Use your annotative bibliography/RefWorks to aide you in this.