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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 foundation 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 requirements.**

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, all 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 proficiency in the following:**

Unit/Program Proficiencies	Global Learning Outcomes	Course Proficiencies
Steward of the Discipline: Know their content and engage in cross-disciplinary activities	Demonstrate understanding of the interrelatedness of local, global, international and intercultural issues, trends and systems.	Understand and can apply knowledge from the social foundations to interpreting the meaning of education and schooling in local, global, international, and intercultural contexts.
Steward of the Discipline: Know their content and engage in cross-disciplinary activities	Demonstrate understanding of the interrelatedness of local, global, international and intercultural issues, trends and systems.	Understand and can apply knowledge from the social foundations to interpreting the meaning of education and schooling in local, global, international, and intercultural contexts.
Reflective Inquirer: 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.	Assemble a multi-perspective analysis of an issue.	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.
Mindful Educator: Being analytical; managing impulsivity; persisting; thinking about own thinking; communicating accurately; being	Address local, global, international and intercultural problems by	Be disposed to developing the habits of examining the normative and ethical assumptions of global educational practices and ideas: <i>Being analytical;</i>

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<p>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.</p>	<p>taking action within the context of our own lives.</p>	<p><i>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.</i></p>
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Being a **mindful educator** includes the dispositions/habits of mind that make professional conduct more intelligent: <http://education.fiu.edu/docs/Conceptual%20Framework%202006-19-09.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 with 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 definition 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.

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).

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- 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 of 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 ambience. Students are discouraged from checking text messages, social media, playing games on a computer/phone, or carrying on conversations while 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.

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COURSE DETAILS

COURSE ASSESSMENT OF LEARNING	
PERFORMANCE TASK(S)	<u>Points</u>
Quizzes – 3 x 10 points	30
Videos – 3 x 5 points 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.	15
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: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • 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 sensitive? • 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? 	30
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.	10
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. <ul style="list-style-type: none"> • 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 	15
TOTAL	100

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
	Above 93	B-	80-83	D+	67-69
A	90-92	C+	77-79	D	64-66
B+	87-89	C	74-76	D-	60-63
B	84-86	C-	70-73	F	< 61

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Tentative Schedule: EDF-4604 Spring 2018			
Meeting	Topic	In-Class Assignment	Assignment
Introduction and Political Ideologies			
Meeting 1 January 11th	Introduction Challenges Facing Future Educators	Class Discussion on the Challenges Facing Educators Today	Review Syllabus
Meeting 2 January 18th	Review Syllabus Daily Reading	Class Discussion on the Daily Reading and Daily Reading Activity Introductory Group Presentations	N/A
Meeting 3 January 25th	Daily Reading Conservatism Liberalism Socialism	Video: Conservative vs. Liberal 2 Column Notes Short Response Questions	Review Key Terms
Economic, Environmental, and Social Constructs Considered			
Meeting 4 February 1st	Daily Reading Social Reconstruction Critical Race Theory Critical Pedagogy	Class Discussion on the Daily Reading and Daily Reading Activity Possible Quiz	N/A
Meeting 5 February 8th	Daily Reading	Class Discussion on the Daily Reading and Daily Reading Activity	N/A
Meeting 6 February 15th	Daily Reading Real World Applications	Class Discussion on the Daily Reading and Daily Reading Activity Introduce "Work Your Magic!!" Scenarios	"Work Your Magic Scenarios"
Democratic Education and The Dominant Culture			
Meeting 7 February 22nd	Daily Reading Cultural Deficit Theory	Class Discussion on the Daily Reading and Daily Reading Activity "Work Your Magic" Scenario Presentations	Final Artifact: Topic Selection
Meeting 8 March 1st	Daily Reading Theories of Education for Liberation Hegemony in Education Education for Social Justice	Class Discussion on the Daily Reading and Daily Reading Activity "Work Your Magic" Scenario Presentations	
Meeting 9 March 8th	Daily Reading Democratic Education, Culturally Responsive, Education, Social Reproduction Theory, Cultural Capital Dominant Culture, Subculture and Counter Culture	Class Discussion on the Daily Reading and Daily Reading Activity Video: Cultural Capital "Work Your Magic" Scenario Presentations	
SPRING BREAK			
REFLECTION			
Meeting 10 March 22nd	The Final Artifact	Begin Final Presentations Possible Quiz	N/A
Meeting 11 April 5th	The Reflective Practitioner	Continue Final Presentations	N/A
Meeting 12 April 12th	The Reflective Practitioner	Continue Final Presentations	N/A
Meeting 13 April 19th	The Reflective Practitioner	Continue Final Presentations	Review for Final Quiz
Final Meeting April 26th	The Reflective Practitioner	Conclude Final Presentations Final Quiz	Enjoy Your Break

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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 Foster, Michelle Fine, Vincent Harding, Joe Kincheloe & Shirley Steinbeck, Paul Korten, 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.)
- f. Power & Privilege Vs. Education for Social Justice (Banks, Delpit, Asa G. Hilliard III, hooks, Enid Lee, Joe Kincheloe & Shirley Steinbeck, Nicole Wynne, et. al.)
- g. Social Reproduction Theory & Cultural Capital (Pierre Bourdieu, Bowles and Gintis , et. al.)
- h. Raising the Voices of Youth in Education (Acosta, Julio Cammaroto, Michelle Fine, www.edliberation.com, Vincent Harding, Maria Lovett, Bob Moses, Louie Rodriguez, Young People's Project www.typp.org, Youth in Action, J. Wynne, 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> - 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 name 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.

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EDF 4604: GUIDELINES FINAL ARTIFACT PAPER

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 help you in this.

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