

# SYLLABUS

## General Information

Course Title: *Cultural and Social Foundations of Education*  
Course Number: EDF 4604  
Course Term: Fall 2014

Instructor: *Benjamin Baez*  
364A ZEB  
(305) 348-3214 (voice)  
Email: baezb@fiu.edu

Office Hours: TBA

Meeting Times: Tuesday/Thursday, 11:00 AM - 12:15 PM.

Location: Chemistry and Physics Building 107

Texts: John Dewey, *Experience and Education* (New York: Simon & Schuster, 1997).

Richard Rodriguez, *Hunger for Memory: The Education of Richard Rodriguez – An Autobiography* (New York: Bantam Books, 2004).

Patricia J. Williams, *Seeing a Color-blind Future: The Paradox of Race* (New York: Noonday Press, 1997).

Other readings assigned by professor and available on Blackboard.

Blackboard: We will use Blackboard to assist in the administration of the course. Except for the required texts, all other materials will be located on Blackboard in the appropriate folder. Click on the folder and then the specific items in order to access it.

## Course Description

Cultural and Social Foundations of Education is designed to explore the interdisciplinary understanding of educational practices in modern, urban, industrial, and global society. Via the multidisciplinary study of these practices, students gain insight into the socio-cultural context of education. The course seeks to provide students with the knowledge, skills, and attitudes to prepare them to be sensitive to individual and cultural differences. This course is part of the upper-division certification core for undergraduate teacher education majors and has been designated as a global learning course.

## **College of Education Conceptual Framework**

This course supports the College of Education's conceptual framework that emphasizes particular forms of knowledge, skills, and dispositions. More specifically, the college seeks to create graduates who are stewards of their discipline, reflective inquirers, and mindful educators. Please review the College's conceptual framework in the Introduction folder on Blackboard.

## **Global Learning**

This course also meets the global learning requirement for all undergraduate students. Please review the global learning outcomes and theoretical foundations in the Introduction folder on Blackboard.

## **Other Important Information**

Please review the important policies listed below, which we will follow in this course. The links to, details of, and your rights with regard to, these policies can be found in the Introduction folder on Blackboard:

- 1) Policies on academic dishonesty and integrity;
- 2) Policies relating to students with special needs; and
- 3) Policies on Sexual Harassment.

## **Course Objectives/Learning Outcomes**

At the end of the course, the students should have acquired the following knowledge, skills, and dispositions:

- 1) An understanding of the social, anthropological, social/psychological, political, and economic contexts and theories of education and schooling;
- 2) An ability to understand contemporary cultural and socio-educational issues and trends, and how they are interrelated at the local and global levels;
- 3) An understanding of the role played by cultural identities in modern societies;
- 4) An understanding of the factors affecting the construction of cultural identities;
- 5) An ability to analyze educational issues from multi-disciplinary perspectives;
- 6) An ability to deal with intercultural issues at the local and global levels;
- 7) A willingness to engage in problem solving at the local and global levels; and
- 8) A disposition toward democratic ideals and acceptance of human commonality, diversity, and exceptionalities.

## Course Requirements, Points, and Grading Scale

<u>Assignment</u>	<u>Maximum Points</u>	<u>Date Due</u>
Attendance and Participation/ and Self-Assessment	20	N/A December 11
Quizzes (20)	40	Weekly
“Webquest” Proposal and Update	05	October 2/November 6
“WebQuest”	20	December 2
“Webquest” Reflection	05	December 4
Final Exam	10	December 9
Taskstream (if applicable)	N/A	December 11

### Total Point Scale and Course Grade

96-100	A
90-95	A-
85-89	B+
81-84	B
78-80	B-
73-77	C+
69-72	C
65-68	C-
60-64	D
Below 60	F

### Attendance, Participation, and Preparation (20 points)

Your attendance, participation, and preparation will determine the success of this course and your experience in it. We all must be in attendance, on time, prepared, and there for the entire class in order to participate fully and contribute to class discussions. Please let me know if circumstances preclude your attendance, will cause you to be late, or require you to leave early. Your grade for this part of the course will be based on three things: (a) attendance, (b) participation, and (3) preparation.

*Self Assessment of Class Participation and Attendance:* Although I will also do so, you are responsible for keeping track of your attendance and participation. At the end of the course, you will submit a self assessment of your participation, specifically listing and explaining your absences and times you were late. You will grade yourself in this area (up to 20 points) and give a justification for that grade.

Please follow these guidelines in assessing your attendance and participation:

- Deduct 0 points for one absence;
- Deduct 2 points for two absences;
- Deduct 5 points for three absences;
- Deduct 10 points for four absences;
- Deduct 20 points for five or more absences.

Properly-documented, medically-excused absences are subject only to a 2-point rule; that is, deduct 2 points for every absence properly justified for medical reasons (after the first two absences, of course).

Please also explain your tardies; excessive tardies must be considered in your overall assessment. Deduct points as you deem appropriate, giving due respect for the class and professional standards of behavior.

Please assess as well as the quality of your participation in and preparation for class discussions. Deduct points as you deem appropriate in this regard.

Your self-assessment is simply a recommendation. I will take into consideration your assessment in your grade for this requirement. If you do not complete a self-assessment, then I will base your grade strictly on my records.

#### Expectation for Class Discussions

I have designed the course with the point of view that the classroom must be a place where we all speak freely and share our insights with the other members of the class. We will have varying opinions on many matters discussed in class, but this does not mean that you must agree with my opinion or abide by any class consensus on issues. I expect, and hope, to have my opinions challenged, and I expect and hope that you feel the same about yours. The course will not be truly enjoyable unless we disagree about issues and are willing to explain our opinions. However, at all times we must be respectful to each other. If your participation is unsatisfactory, I will try to address the matter with you. But it is ultimately your responsibility to let me know how I can help you in this regard.

#### Quizzes (20 Quizzes/2 points each/40 points total)

Prior to each class session (except for the introductory class session), there will be a quiz on the readings and other class materials. The purpose of the quizzes is to ensure you have reviewed the required materials, are prepared for class discussions, and to help you understand key concepts and issues. You will be able to complete up to 25 quizzes, but only 20 of them will be considered in the final grade for this assignment (i.e., your grade for this requirement will be the sum total of the grades for 20 quizzes). If you complete more than 20 quizzes, I will accept the 20 highest grades.

Each quiz will be conducted electronically on Blackboard and, except for the first quiz, will be available for 72 hours prior to the session in which the materials are due (i.e., for the Tuesday class readings, the quizzes will be available starting the prior Saturday at 11:00 AM until the Tuesday session at 11:00 AM; for the Thursday class sessions, the quizzes will be available starting the prior Monday at 11:00 AM until the Thursday class session at 11:00 AM). You will not be able to take any quiz after its due date.

The first quiz due on Thursday, August 28, will be available after the first class on Tuesday. This quiz will relate to the syllabus and materials on the Course Blackboard, and it is meant to make you familiar with the syllabus and the Course Blackboard.

Given that the computer randomly chooses the questions from a quiz database, it is advisable that you complete each of your quizzes at one time. The quizzes, however, will not be timed – you can take the quizzes as many times as you like, and for long as you want, during the time period they are available (i.e., 72 hours). You are expected to complete each quiz with no assistance from others; in other words, these quizzes are NOT group projects. Please refer to the course calendar for due dates and to Blackboard for the subject of each quiz.

“WebQuest” (30 Points total: 5 points for Proposal/20 points for “Webquest”/5 points for Reflection)

### Definition

A “WebQuest” is what the College of Education has determined to be the “Taskstream” assignment for this course (see below for more information about Taskstream). In this class, a “WebQuest” will require students to learn about a specific topic and to synthesize their knowledge of it, using the Internet. In such a project, the students accomplish a “task” of some sort, usually helping someone else understand a topic (e.g., helping others understand critical race theory or high-stakes testing), solving a hypothetical problem (e.g., school closings or a path to citizenship for immigrants), or addressing an actual issue affecting a community, a state, a country, or the world (e.g., racism or low-wage labor).

The final product takes the form of a link to a website that you create dealing with the issue of your choice. This website gives users an introduction to the topic, goals for using the website, and resources that users can access in order to understand the academic issue, solve the problem, or address the issue of concern to the community, etc.

### Issues/Topics

Below is a list of issues or topics you may use for this project. You need not use any of these, but the list should offer you clues about how in-depth your topics should be.

Anti-Oppression Pedagogy  
Assessment

Bilingual Education  
Citizenship

Common Core State Standards  
Critical Thinking  
Culturally-Responsive Teaching  
Critical Race Theory  
Constructivist Approaches to Education  
Department of Education  
DSM-V Manual and Codes  
English-Only Movements  
Experiential Learning  
Gender  
Globalization  
High School to College Transition  
High-Stakes Testing  
Home Schooling  
Homework  
International Comparison of Schooling  
Learning Outcomes  
Lesson Plans  
Lectures Linguistic Minorities

LGBT Youth  
Linguistic Minorities  
Neoliberalism  
No Child Left Behind Act  
Racial and Ethnic Minorities  
Religion and Education  
Sex Education  
School Choice  
Social Justice  
Special Education  
Standardized Tests  
Teacher Performance  
Think Tanks  
Tracking  
Undocumented Students  
Violence in Schools  
Vouchers  
Zero-Tolerance Policies

### Tools

There are various resources for building a website. You may already have your own domain, or you may choose to buy one. But there are free resources out there. Some of these include:

weebly.com  
webs.com  
wix.com  
wordpress.com

You will find the links to these websites in the “Webquest Resources” folder in the Introduction folder of the Course Blackboard. You can, of course, choose another website builder.

### Required Resources

You may use the Internet or an actual library (as well as any relevant class materials)—though you should be able to make electronic copies of materials, since the “Webquest” takes the form of a website. Please attend to copyright issues when using materials that are not publicly available.

Furthermore, your “WebQuest” must include a variety of resources, at least five (5) different types of resources (e.g., research articles, non-fiction books, periodicals or newspapers, websites, YouTube videos, TED talks, poetry, novels, short stories, music, your own creations or activities, your own original research [e.g., interviews, surveys], etc.). In other words, you cannot rely on only one kind of resource; you must diversify your resources.

Single projects must include a variety of at least 15 diverse resources; groups of two must include at least 30; and groups of three at least 45.

### Single or Group Projects

This project may be done singly or in groups of two or three students. Of course, group projects will require much more work than single projects, and you must include an explanation of the role each member played in the project, as well as the work each member has contributed to the project. If doing a group project, each member should submit a copy of the same report.

### Required Components

#### A. Proposal for the “WebQuest” (5 points)

This will take the form of a survey to be completed on Blackboard which, at a minimum, includes:

- (1) The title of your project;
- (2) Whether you are doing this singly or in groups;
- (3) The names of the person(s) completing the project;
- (4) If this is a group project, the role that each member will play in the project;
- (5) A brief description of the topic (at least 150 words);
- (6) A list of course materials that have influenced you in choosing the topic or which gives some background or context to the issues (i.e., your “Webquest” must draw on the course materials);
- (7) The website builder you are using;
- (8) A description of the project’s goals and objectives;
- (9) If this is a single project, a sample of 3 resources or materials you will use in your project;
- (10) If this is a group project of two, then a sample of 6 resources or materials you will use in your project;
- (11) If this is a group project of three, then a sample of 9 resources or materials you will use in your project;
- (12) For these sample resources, please include either a link or reference; and
- (13) If this is a group project, then each member should submit a copy of the same proposal.

This proposal is due on October 2 and then an update on November 6, both on Blackboard.

### Update

For the update due on November 6, your website must be up and running. Please submit:

- (1) The link to your website;
- (2) This website must include the project's goals and objectives;
- (3) The website must also include the sample resources listed in the proposal; and
- (4) If you are changing your topic, or were required to submit a revision of your proposal, then include an updated proposal as well.

You will receive credit only if you submit the proposal and the update.

### B. The "Webquest" (20 points)

This will take the form of a link to a website which, at a minimum, includes:

- (1) The link to the website;
- (2) An explanation in the website of the project's goals and objectives;
- (3) A variety of resources on the website, at least five (5) different types of resources (see above under Required Resources), clearly labeled so that users can see what they are about to access;
- (4) Single projects must include a variety of at least 15 diverse resources;
- (5) Groups of two must include at least 30 resources;
- (6) Groups of three at least 45 resources; and
- (7) Group members must each submit a link to their Webquest.

Note that for this project, you are submitting only the link to your website.

The "Webquest" is due on December 2 on Blackboard.

### C. Reflection on the "Webquest" (5 points)

This will take the form of a survey which, at a minimum, includes:

- (1) A brief explanation of what you learned by doing the project and what you still need to learn;
- (2) A brief discussion of how your project promotes critical perspectives on education at the local and global levels;

- (3) If a group project, the role that each member played in the project and what each contributed to the project; and
- (4) If a group project, each member must submit a copy of the same reflection.

This reflection is due on December 4 on Blackboard.

### Grading Criteria

This project has three parts: a proposal, the “Webquest,” and a reflection.

There is only one criterion for your grade on the proposal and update: completing all the information asked of you and submitting both the proposal and the update. If you do it, you get 5 points; if you don’t do it, you get nothing. You will receive the credit when you submit the proposal but lose it if you do not submit the update. See above under required components.

The grade criteria for the “Webquest” entails:

- (1) clarity of purpose and ease of use of the “Webquest” (5 points);
- (2) creativity of the project and appropriateness, clarity, and minimum number of resources (10 points); and
- (3) creativity and quality of the “Webquest’s” style (i.e., the style, grammar, fonts, etc.) (5 points).

See above under required components.

The criteria for grading the reflection is the quality of the explanation of what you learned (2 points), and the quality of your discussion of how it promotes critical perspectives (3 points). See above under required components.

### Taskstream

As indicated above, the “WebQuest” is the College of Education’s Taskstream requirement for this course. Taskstream is the College of Education’s mechanism for documenting students’ achievement of state-mandated standards. The Taskstream assignment is required only of those students enrolled (or seeking enrollment) in the certification core for teacher-education majors. For this course, you must submit an assignment that will be part of your portfolio representing mastery of those state standards. The college has a specific rubric developed for this assignment (please see the College Taskstream’s requirements and rubric for this project in the Introduction section on Blackboard). The Taskstream grading system uses a 3-point scale.

I will use that rubric for your Taskstream grade (but not the course grade, which will be graded according to the Grading Criteria for the “Webquest” explained above). Your Taskstream grade will be calculated based on your grade for the “Webquest” project as follows: 15-20 points = 3 on Taskstream; 10-14 points = 2; and less than 10 points = 1. [The proposal and reflection grades will not be included in this grade.]

The College of Education's recommended policy with regard to the Taskstream assignment is that you must receive a grade of "F" in the course if you do not get a passing score of "2" on this assignment, or if you fail to submit an assignment to Taskstream. *I will not follow this policy; your final course grade will not be affected by whether or not you do a good job on this assignment according to the rubric used by the College of Education, or whether or not you submit your assignment to Taskstream.* If you do submit your "Webquest" to Taskstream, your grade on Taskstream will be converted into the 3-point scale as described above.

However, I will only grade your assignment on Taskstream if you submit your "Webquest" (i.e., the link to your "Webquest") while this class is in session (see Course Calendar); I will not grade any assignment on Taskstream that comes to me after the due date listed in the course calendar (December 11).

### Final Exam (10 points)

There will be a final exam due at the end of the course. This exam will take the form of short answers (no more than 150 words per question) relating to definitions of key terms and specific controversies discussed in class. As with the quizzes, you are expected to complete each exam with no assistance from others; in other words, these exams are NOT group projects.

The exam will include up to 10 questions, but you are only required to answer 5 questions. If you answer more than 5 questions, you will receive the points you earn for answering more than 5 questions as extra credit.

Points will be deducted for incorrect answers (though you may receive partial credit if the some of your answer is correct), but I will not deduct points for writing style. I will deduct all the points for the question, however, if you do not cite a reference for your answers and a direct page citation for that reference.

You may only use course materials for your answers to the questions, including class lectures (in which case, you must include the date of the lecture). In other words, you may not use outside resources!

The exam will be open during the last three weeks of the course and your answers are due on December 9.

## Course Calendar

The readings and assignments are due on the day listed. Please see the section on “Required Texts” for a listing of the texts referred here. The other materials are available on the Course Blackboard in the folders corresponding to their due dates.

\*\* Only assignments submitted on Blackboard will be accepted. No assignment sent to my email will be accepted. If you have trouble submitting an assignment, please contact the Blackboard support services well in advance of the time the assignment is due. \*\*

### Tuesday, August 26                      Introduction

Introduction to the Course  
Review Syllabus  
Introduction on Blackboard

### Thursday, August 28                      Educational Philosophies

Educational Philosophy Survey (Complete the survey and bring your results to class)  
Quiz # 1

### Tuesday, September 2                      The Failing School I

*A Nation at Risk*  
Saha, Social Mobility or Social Reproduction?  
Canada, Our Failing Schools (TED Talk)  
Quiz # 2

### Thursday, September 4                      The Failing School II

Common Core State Standards Initiative  
*A Perfect Storm PPT*  
Quiz # 3

### Tuesday, September 9                      Progressive v. Traditional Education

Dewey, *Experience and Education* (Required Text)  
Quiz # 4

### Thursday, September 11                      Educational Policy

DeMarris, The Have's and Have's More  
Quiz # 5

Tuesday, September 16      Critical Pedagogy

Shor, Education is Politics I  
Shor, Education is Politics II  
Schramm-Pate, Teaching Students How to Think Critically  
Quiz # 6

Thursday, September 18      The Failing School III

Kozol, Confections of Apartheid  
Quiz # 7

Tuesday, September 23      The Failing School IV

Hilliard, Aliens in the Education Matrix  
Ladson-Billings, From the Achievement Gap to the Education Debt  
Quiz # 8

Thursday, September 25      Globalization and Education

Stromquist, The Twinning of Ideas  
Quiz # 9

Tuesday, September 30      Race in America

Williams, *Seeing a Color-Blind Future* (Required Text)  
Ellison, Prologue to *Invisible Man*  
The R-Word (The Daily Show)  
Toni Morrison on Racism (Charlie Rose)  
MadTV Survivor (MadTV)  
Quiz # 10

Thursday, October 2      Race in Education I

Hilliard, "Race," Identity, Hegemony, and Education  
**"WebQuest" Proposal (Please submit on Blackboard)**  
Quiz # 11

Tuesday, October 7                      Race in Education II

Ladson-Billings and Tate, Toward a Critical Race Theory of Education  
Delpit, The Silenced Dialogue  
Sleeter, How White Teachers Construct Race  
Political Cartoons  
Quiz # 12

Thursday, October 9                      “Special” Education

DSM-V Manual and Codes  
Book of Lamentations  
Quiz # 13

Tuesday, October 14                      “Special” Education

Wells, The Country of the Blind  
McDermott and Varenne, Culture as Disability  
Quiz # 14

Thursday, October 16                      No Class - Class

Fussell, A Touchy Subject [We’ll discuss on October 21]  
Fussell, An Anatomy of the Classes [“We’ll discuss on October 21]  
Quiz # 15

Tuesday, October 21                      Socio-Economic Inequality

Marsh, The Paths of Inequality  
Wolcott, Adequate Schools and Inadequate Education  
[We’ll also discuss the Fussell articles]  
Quiz # 16

Thursday, October 23                      Culture and Education

El Feki, Pop Culture in the Arab World (TED Talk)  
Tan, Two Kinds [smaller pdf]  
Cisnero, Eleven  
Quiz # 17

Tuesday, October 28                      LGBT Youth I

Cass, Homosexual Identity Formation  
Sears, Helping Students Understand and Accept Sexual Diversity  
Quiz # 18

Thursday, October 30      LGBT Youth II

Blount and Anahita, The Historical Regulation of Sexualities  
Talbert, Constructions of LGBT Youth  
Quiz # 19

Tuesday, November 4      Immigrants and Education

Newton, "Introduction: The Power of a Good Story"  
Noguera, "And What Will Become of Children Like Miguel Fernandez?"  
Yeziarska, Soap and Water and the Immigrant  
Quiz # 20

Thursday, November 6      No Class

**Update Proposal for "Webquest" (Please submit to Blackboard)**

Tuesday, November 11      No Class - Veteran's Day

Thursday, November 13      The Politics of English I

Rodriguez, *Hunger of Memory* (Required Text)  
Quiz # 21

Tuesday, November 18      The Politics of English II

Baez, Learning to Forget  
Bartolome, The Struggle for Language Rights  
Ryan, Don't Insist on English (TED Talk)  
Walker, The World's English Mania (TED Talk)  
Quiz # 22

Thursday, November 20      Education as a Civil Right

Cortes, Quality Education as a Civil Right  
Quiz # 23

Tuesday, November 25      No Class – Thanksgiving

Thursday, November 27      No Class – Thanksgiving

Tuesday, December 2                      Women in the World

Gilman, The Yellow Wallpaper

Stromquist, Women's Education [smaller pdf]

**“WebQuest” Final Project (Please submit on Blackboard)**

Quiz # 24

Thursday, December 4                      Women and Education

Martin, Becoming Educated

Enslar, Embrace Your Inner Girl (TED Talk)

**“Webquest” Reflection (Please submit on Blackboard)**

Quiz # 25

Tuesday, December 9                      No Class – Final Exam

**Final Exam**

Thursday, December 11                      No Class - Taskstream and Self-Assessment

**Taskstream [Put a folder in Blackboard that links them to the Taskstream Website]**

**Self-Assessment of Participation (Please submit to Blackboard)**