

## **EDL 204: Socio-Cultural Studies in Education Spring semester 2008**

### **Introduction to the course**

The narrative of the course rests on the central question, “*What does it mean to educate for democracy?*,” building on the basic and widely shared assumption that we live in a democratic state in a culturally pluralistic society. EDL 204 approaches this question with the assumption that such an investigation requires 1) a specific socio-cultural, philosophical, political/ideological, historical, and moral understanding of education/schooling in the U.S. context and 2) a specific set of skills and knowledge with which to read, interpret, and respond to culture(s), 3) an understanding of self as an encultured being, occupying a position as student and as prospective teacher and/or citizen.

The course of study attempts to show how education and schooling have been understood through the histories of nation-building, industrialization, and the current post-industrial era of globalization. Throughout these periods in our nation’s history, civic struggles for equality and liberty for all citizens have been fought in and around our nation’s schools. Other struggles have concerned the very meanings and purposes of schooling: is schooling primarily aimed at producing democratic citizens and if so, what type? Are schools primarily a vehicle to produce workers for a stronger economy? How do schools contribute to the goal of equality and freedom for all citizens?

The narrative driving this inquiry into education for democracy is that democracy is a struggle, always in the making, and ongoing into the future. A number of assignments help students engage with this narrative. The primary tool for the inquiry is textual analysis, a way of interpretation that prepares participants as critical readers and learners in their future roles as educational leaders. Textual analysis is combined with democratic dialogue to enable students to write an essay addressing how to best educate for democratic voice as future teachers, citizens, or parents. These specific roles, as prospective teachers and citizens with cultural histories and identities, frame the ending of this course narrative.

EDL 204 fulfills a Miami Plan liberal education requirement for majors in EDT, EDP, and other departments. As such, this course is oriented toward critical thinking, understanding contexts, engaging with other learners, and reflecting and acting in the world based on your new knowledge and skills. Further, this course fulfills the state requirement for an Introduction to Education course, and uses history, philosophy and cultural inquiry to help students orient themselves to the field of education as a whole.

### **Course Objectives**

Students in this class will be challenged to:

- ◆ develop critical thinking skills; such as media literacy, argument analysis, investigating contexts, and comparing and contrasting competing values and aims regarding education and schooling,

- ◆ engage with other learners in critical dialogue regarding education, culture, and democracy in the United States,
- ◆ understand that varied educational aims stem from varied cultures, philosophies, ideologies, histories, and societies,
- ◆ view education contextually, embedded in U.S. cultures, philosophies, ideologies, histories, and global society,
- ◆ analyze how U.S. schools and other educational institutions construct identities of sexuality, race, gender, and social class.

## **Course Requirements and Policies**

### Attendance

As a Miami Plan course, students in EDL 204 engage one another and critically reflect on ideas in a seminar setting. The active presence of students is thus necessary for not only individuals' optimal learning but for the learning of all to be maximized as well. Three excused absences per semester are allowed. Excused absences include missing class for: documented illness, observance of a religious holiday that is not recognized by the University calendar, or required participation in a University-sponsored activity. Students should notify me during the first two weeks of class if it will be necessary to miss class for observance of a religious holiday or participation in a University-sponsored event. Excessive unexcused absences **will** require me to either drop you from the course, or a lowering of your final grade.

### Participation

Active participation in the course is **essential** since the learning goals require analysis, interpretation, and engagement by all learners. To actively participate, students should come to class prepared with the day's assignment and with critical comments and questions about the assigned readings for the day. An overall learning goal of this course is to get students actively and creatively involved in their own learning, and this requires preparation time as well as courage to speak up about a wide array of questions and issues in class conversations.

### Workload

The rule of thumb for class assignments at the university level is that students should expect 3 hours' worth of out-of-class work for every hour in class. Since this is a 3-hour class, students should expect to spend about 9 hours worth of out-of-class work each week. If the work-load consistently exceeds this, students should discuss the situation with the instructor.

### Academic Integrity

We are only as good as our word. All work submitted in this course should be your own, and if I suspect otherwise, I will be forced to investigate. Sources should be

accurately cited; borrowing from others' work or ideas should always be referenced.

For tips on avoiding plagiarism:

<<http://www.units.muohio.edu/cwe/facultyresources/Plagiarism.html>>. For information on academic misconduct at Miami University:

<[http://www.miami.muohio.edu/documents\\_and\\_policies/handbook/academic\\_regulations/acadregspv.cfm](http://www.miami.muohio.edu/documents_and_policies/handbook/academic_regulations/acadregspv.cfm)>.

### Assessments:

#### 1. *Text Analysis Assignment* *20% of final grade (parts 1 & 2)*

Learning to analyze texts is fundamental to the learning objectives of EDL 204. For this assignment, you will analyze a text. For the first part of the assignment, focusing on the analytic part of the text analysis process, you will turn in a 3-5 page paper based on your choice of one text among several that your instructor will provide. For the second part of the text analysis process, the interpretive, you will be turning in a 3-5 page paper. For your final exam, you will be choosing a recent (published, produced or released in the last six months) text and submitting an 8-10 page analysis using all three aspects of text analysis: analytic, interpretive, and normative.

Due date of the analytic paper (worth 10% of final grade):

Due date of the interpretive paper (worth 10%):

#### 2. *Engagement* *20% of final grade*

“Engagement” refers to the different ways in which you can engage in learning with the course content inside and outside the classroom, and this category includes four main aspects of your work in the course: a) Blackboard Discussion Board; b) learning exercises & homework in and out of class; c) your participation with the Dialogue Groups; and e) your participation in classroom discussions.

a) Five (out of six opportunities) required Blackboard postings on our Discussion Board. (35% of the 20%) High quality postings do the following: 1) they address the question or prompt; 2) they incorporate insights from readings, class lectures and discussions; 3) they are conversational in nature, in that they incorporate ideas or questions that some other students have already raised in previous postings on this topic. All postings should be done during the week, with a firm deadline of Mondays by 9 am. No late postings will receive credit. Your Blackboard writings will be evaluated using the following: 4+ = excellent work : 4=good work; 4--average or below average work.

b) Homework, which includes: (30% of the 20%)

-Short text analysis assignments, usually due on Fridays (evaluated the same way as Blackboard writings).

-Completion of a learning exercise available in Blackboard:

- o Philosophies of education exercise is to be completed by February 28<sup>th</sup>.

c) Participation in Dialogue groups (20% of the 20%)

For assignment #4 (below), the “Dialogue and essay assignment,” each person will participate in a group dialogue to analyze a set of texts around a particular topic. You are expected to actively engage in these groups, participating regularly and substantively throughout the course of these dialogues.

d) Active engagement in classroom discussions (15% of the 20%)

To participate in classroom discussion, you must come *prepared* to discuss readings and concepts of the day, and to actively engage your peers and the instructor with your informed observations, analyses, and questions. “Active engagement” does not necessarily mean talking all the time, but it does require participation in classroom discussions and meaningful connections to texts and concepts under discussion.

3. *Exam* *25% of final grade*

This exam will enable students to integrate and communicate knowledge of concepts and ideas within units 1, 2, and 3 of the class. It is scheduled for Wednesday, 4/2.

4. *Dialogue & essay assignment:*  
*Democracy and education* *20% of final grade*

This assignment combines textual analysis and peer dialogue to investigate a particular issue related to educating for democracy. Students select a topic from a prepared list of choices, and reads texts selected for that topic. After a process of critical analysis and dialogue (conducted on-line through BB dialogue groups and occasionally in class), students compose individual essays (6-8 pages) that make an argument for particular stance on education for democratic voice. More details provided in assignment description. Individual essays due on

5. *Final exam project: Text analysis paper* *15% of final grade*

You will conduct a thorough text analysis on a text of your choice (published, produced or released in the last six months). Your final paper will be around 8-10 pages in length, double-spaced, in APA style. More details provided in assignment description.

**Grading scale for our course:**

100	A+
99-93	A
92-91	A-

An “A” represents excellent work, with little room for improvement.

90	B+
89-83	B
82-81	B-

A “B” represents good work, with a few minor problems or modest deficiencies in terms of the content or presentation of the assignment.

80	C+
79-73	C

72-71 C-

A "C" represents average work, with more than one serious flaw in terms of content or presentation of the work.

70 D+

69-63 D

62-61 D-

A "D" represents below average work, with substantial problems demonstrated with the clarity and presentation of content.

## **Course Outline**

### **Introduction: Public Pedagogy and Informal Education**

#### **Monday, January 14**

Introductions, syllabus review, ice-breaker activities

#### **Wednesday, January 16: What does it mean to read a text?**

*Concepts: text analysis analytic concepts (argument, claim, evidence, rhetoric, ideograph, metaphor, simile, imagery, audiences)*

*Thinking Box: Worksheet for Reading Texts*

2. *Tootle and Tootle Revisited: Fifteen Years Down the Track* by N. Burbules
3. *Are Disney Movies Good for your Kids?* by H.A. Giroux

In-class: Watch section of *Mickey Mouse Monopoly*

### **Part 1: Understanding education as a cultural process**

#### **Friday, Jan. 18**

#### **Education and culture**

Concepts: culture (popular, symbolic, material), education, training, schooling, textual analysis

Readings:

- *Background Essay #1 (In Blackboard site)*
- 1. *How to Read Texts* by K. Rousmaniere, R. Quantz, and K. Knight Abowitz

#### **Monday, Jan. 21**

#### **No Classes- Martin Luther King Day**

#### **Wednesday, Jan. 23**

#### **Education and culture**

Concepts: culture, education, schooling, textual analysis concepts related to interpretive readings (social, historical, economic contexts, discourse)

Readings:

4. from *Ishmael* by D. Quinn

5. from *Aztec Thought and Culture* by M. Leon-Portilla
8. from *Earth in Mind* by D. Orr  
*Thinking Box: Discourses*

### **Friday, Jan.25**

### **Education and culture**

Concepts: culture, education, and schooling; textual analysis concepts related to normative readings (ideology, moral and political values)

Readings:

6. What is Culture and why does it matter? by D. Lavoie and E. Chamlee-Wright
7. Multicultural Teacher Education by N. M. Hidalgo

### **\* Monday, Jan. 28**

### **Education, democracy, and competing aims**

Large group lecture (113 Laws Hall) – On the concept of culture

Reading:

12. The Great Game of High School by N. Dutton, R. Quantz and N.Dutton

### **Wednesday, Jan. 30**

### **Education, democracy, and competing aims**

Concepts: aims and purposes of education, schooling, knowledge, curriculum, textual analysis concepts (all)

Readings:

Discuss Chapter 12 and lecture from Monday

### **Friday, Feb. 1**

### **Education, democracy, and competing aims**

Concepts: school reform, politics, democracy, power, cultural capital, ritual, resistance, social reproduction, textual analysis concepts (all)

Readings:

9. Questionable Assumptions about Schooling by E. Eisner
13. Education and the Struggle for Democracy by W. Carr and A. Hartnett

## **Part 2: Ideologies and philosophies of education**

### **\* Monday, Feb 4 (large group)**

### **Ideologies and U.S. schooling**

Concepts: ideology, Judeo-Christian, capitalism, consumerism, democracy (socialist, liberal, conservative), liberalism

Presentation: Texts and ideologies

Readings:

- *Background Essay 2 (In Blackboard Site)*

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**\* = large group lecture in 113 Laws Hall**

**Wednesday, Feb. 6 (ALSO large group) Ideologies and U.S. schooling**

Concepts: ideology, neoliberalism, neoconservatism.

Lecture: Neoliberalism and Neoconservatism in contemporary education politics  
By Dr. Michael Apple, John Bascom Professor of Curriculum and Instruction and Educational Policy Studies, University of Wisconsin, Madison. Lecture in Laws 113.

- 18. Turning Learning into a Business by A. Kohn
- 15. A Closet Capitalist Confesses by M. Novak

**Friday, Feb. 8 Ideologies and U.S. schooling**

Concepts: consumerism, corporate involvement in schooling, religious ideologies

Readings:

- 17. My year with Nike by R. Cloues
- 14. The Fundamentalist Narrative by R. A. Nash

**\* Monday, Feb. 11 (large group) Philosophies of education**

Concepts: values, freedom, philosophies of education, existentialism, epistemology  
Presentation (113 Laws): What are philosophies of education?

Readings:

- 20. Does 'Research Based' Mean 'Value Neutral'? D. J. Ferrero
- 21. Comparing Philosophies of Education by D. Sadker and M. Sadker

**Wednesday, Feb. 13 Philosophies of education**

Concepts: curriculum, epistemology, aims in education

Readings:

Discuss Monday lecture and readings from Monday.

- 33. from *How we think* by John Dewey.

2 On-line:

*Different forms of curriculum: A typology*

Available: <http://www.uwsp.edu/education/lwilson/curric/curtyp.htm>

**Friday, Feb. 15 Philosophies of education: Perennialism**

Concepts: perennialism, great books curriculum, paideia schools

Readings:

- 25. The Basis of Education by R. Hutchins

**\* TUESDAY, Feb. 19 (large group) Philosophies of education**

Concepts: perennialism, progressivism, essentialism

Presentation (113 Laws Hall): Perennialist, progressivist, and essentialist philosophies

Readings:

- 27. from *Cultural Literacy* by E.D. Hirsch

**Wednesday, Feb. 20:** **Philosophies: essentialism**

Concepts: essentialism

Readings:

28. Nation at Risk

*Your instructor may add:* Contemporary texts on No Child Left Behind

Review readings and lecture from Monday.

**\*\*\* Friday, Feb. 22** **Philosophies: progressivism**

Concepts: progressivism

Presentation (113 Laws Hall): Dr. George Wood, Principal, Federal Hocking Middle and High School; Executive Director, The Forum for Education and Democracy

Readings:

34. John *Dewey and American Democracy* by R. Westbrook

**\* Mon, Feb. 25 (large group)** **Ethical perspectives:**  
**Ethic of Care**

Concepts: care, relational ethics

Presentation (113 Laws Hall): the ethic of care

Readings:

29. An Ethic of Care and... instructional arrangements by N. Noddings

**Wed, Feb. 27** **Ethical perspectives:**  
**Ethic of Care**

Concepts: care, relational ethics

31. Caring and Respect: Key Factors in Restructuring a School by D. Littky

32. The Sanctuary of School by L. Barry

**Friday, Feb 29** **Ethical perspectives:**  
**Critical pedagogy & justice**

Concepts: social reconstructionism, critical pedagogy, discourse, hidden curriculum  
banking education

37. Critical Pedagogy by P. McLaren [See also:  
<http://www.gseis.ucla.edu/faculty/pages/mclaren/> ]

**\* Monday, March 3 (large group)** **Ethical perspectives:**  
**Critical pedagogy and justice**

Concepts: social reconstructionism, critical pedagogy, discourse, hidden curriculum  
banking education

Presentation (113 Laws Hall): Social justice and education

Readings:

36. The Importance of the Act of Reading by P. Freire  
*Thinking Box: Banking Education*

### **Wednesday, March 5**

### **Ideologies & philosophies: Conclusions**

Discuss Monday's lecture and readings.

Conclude and synthesize unit 2.

Explain democratic dialogues/essay assignment: learning goals and objectives; process and expectations for dialogues; introduce topics; discuss criteria and due date for individual essay.

[DUE: Philosophies of education learning exercise \(available through Blackboard site\) completed by 5 pm today.](#)

## **Part 3: The struggles towards universal public schools**

### **Friday, Mar. 7**

### **Schooling for citizenship**

Concepts: democratic citizenship

Readings:

41. A Bill for the More General Diffusion of Knowledge by T. Jefferson

### **\* Monday, Mar. 10 (large group)**

### **Aims of schooling**

Concepts: Puritans, types of colonial schooling or education (village, grammar, tutoring, apprenticeships, charity schools), socialization, citizenship, economic goals, Americanization

Presentation (113 Laws Hall): Democracy and common schooling

Readings:

- *Background Essay #3 (In Blackboard site)*

### **Wednesday, Mar. 12**

### **Schooling for citizenship**

Concepts: Puritans, socialization, hidden curriculum

Readings:

Discuss Monday's lecture and reading.

*Thinking Box: Citizenship*

38. The context of schooling in a democracy by J. Goodlad

### **Friday, Mar. 14**

### **Schooling for socialization**

Concepts: socialization, racialization

Readings:

40. Senator Daniel Webster on the Schools as a "Wise and liberal System of Police"

44. Mississippi Law Forbidding Education of Slaves or Free Negroes  
46. Selections from *The Scott, Foresman Readers*  
*Thinking Box: Hidden Curriculum*

~~~~~> **SPRING BREAK MARCH 17-23**

**\* Monday, Mar. 24 (large group)                      Schooling for socialization**

Concepts: socialization, rituals

Presentation (113 Laws Hall): Rituals in schooling

Readings:

47. What our rituals tell us about community on campus by P. Magolda

**Wednesday, Mar. 26                                              Schooling for socialization**

Concepts: rituals, community, socialization, solidarity

Discuss Monday lecture and readings

**Friday, Mar. 28                                                              Schooling for Americanization**

Concepts: Americanization, assimilation, melting-pot, Anglo conformity

Readings:

50. A Call for the Americanization of Mexican-American Children by M. Hill  
51. "The Irish Immigrant," an Editorial in *The Massachusetts Teacher*  
52. Education of a Hopi Boy  
*Thinking Box: Theories of assimilation*

**Monday, Mar. 31 (NO large group)                                              Exam Review**

Unit Review – Start preparing for exam

**Wednesday, April 2                                                                      Exam**

|                                          |
|------------------------------------------|
| <b>Part 4: Difference &amp; equality</b> |
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**Friday, April 4                                                                                      Difference & Equality**

Concepts: race, racism, prejudice, double-consciousness, segregation

Watch "Race: Power of an Illusion," part 1, and be prepared to discuss.

**\* Monday, Apr. 7 (large group)                                                                      Difference & equality:  
The Social construction of  
identity**

Concepts: social class, gender, sexuality, and ethnicity as socially constructed, race, racial formation, racial dictatorship, hegemony

Presentation (113 Laws Hall): How identities are socially formed.

Readings:

- *Background Essay #4 (In Blackboard site)*
- 57. Rocks by A. Davis
- 58. Racial Formation by M. Omi and H. Winant
- 59. Defining Racism: "Can we talk?" by B. Tatum

### **Wednesday, Apr. 9**

**Difference & equality:**  
**Race**

Concepts: race as a social construction

Discuss Mondays lecture and readings

### **Friday, Apr. 11**

**Difference & equality:**  
**Race and schooling**

Concepts: whiteness, privilege, segregation, integration, re-segregation, achievement gap

Readings:

*Thinking Box: Brown v. Board of Education of Topeka, KS*

- 55. Landing on the Wrong Note: The Price we Paid for *Brown* by G. Ladson-Billings
- Thinking Box: Whiteness*

### **\* Monday, Apr. 14 (large group)**

**Difference & equality:**  
**Social class**

Concepts: privilege, social class, cultural capital

Presentation (113 Laws Hall): What is social class & its relationship to schooling?

Readings:

- 63. Parent and Community Expectations by B. Benham Tye
- Thinking Box: Social Reproduction*
- 70. Coming to Class Consciousness by b. hooks

### **Wednesday, Apr. 16**

**Difference & equality:**  
**Social class, race, & ethnicity**

Discuss Monday lecture and readings.

### **Friday, Apr. 18**

**Difference & equality:**  
**Social class, race, & ethnicity**

Reading:

65. The Role of Schools in Reducing Racial Inequality: Closing the Achievement Gap by P.A. Noguera

Suggested film: "Race: Power of an Illusion, part 3" - the clip, "The House we Live In"

**Monday, Apr. 21**

**Difference & equality:  
gender & sexuality**

Concepts: sexuality, sexual identity, heterosexism, homophobia

Presentation (113 Laws Hall): Queer performances in schooling

Readings:

72. Thinking about the gay teen by G. Unks

73. What do we say when we hear 'faggot'? by L. Gordon

Supplemental:

74. Lesbian and Gay Teachers Talk about their lives by R. Kissen

**Wednesday, Apr. 23**

**Difference & equality:  
gender and sexuality**

Concepts: sexuality, sexual identity, heterosexism, homophobia

Discuss: Monday lecture and readings

**Friday, Apr. 25**

**Difference & equality:  
gender**

Concepts: sex v. gender, masculinity, femininity, nurture v. nature

Presentation: Gender and schooling

67. Rethinking Masculinities by M. Reichert

68. The Case for Nurture by R. Lippa

62. White Privilege and Male Privilege by P. McIntosh

**Monday, Apr. 28 (large group)**

**Difference & equality:  
gender**

Concepts: gender, social class, femininity as performance

Presentation (113 Laws Hall): Dr. Lisa Weems on Girl culture and schooling

Readings:

69. Sexuality, Schooling, and Adolescent Females: The Missing Discourse of Desire by M. Fine

71. Girls, Schooling, and the Discourse of Self-Change: Negotiating Meanings of the High School Prom by A. L. Best

**Wednesday, Apr. 30**

**Difference & equality:  
Ability**

Concepts: learning disability, discourse

Reading:

75. The Discursive Practice of Learning Disability by D.K. Reid and J.W. Valle  
Revisit: Thinking Box: *Discourses* (p.28)

**Friday, May 2**

**Conclusions**

Final exam details; course evaluations

Summing up: “What does it mean to educate for democracy?”

**Monday, May 5 – Friday, May. 9<sup>th</sup>: Exam week**

***Final exam due during your assigned exam day/time.***