FOUN7000 Cultural Foundations of Education

Auburn University Fall 2021

Sections SHO and DSH

Wednesdays 6-8:50pm CST via Zoom

Course Instructor

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Office Hours: by appointment

Course Description

In this course we are going to explore the critical relationship between education and culture. Traditionally, educational institutions were conceived as sites where only the dissemination of academic knowledge occurred and where this process was not subject to any debate or contestation. In recent years, this limited view has been contradicted by new education research that has described how contestations over the school curriculum have, in fact, reflected the contestations that occur within the broader cultural, political, and economic contexts of a multicultural U.S. society. Therefore, in this course we will draw critical linkages between the cultural contestations that occur in schools and those that occur in society at large.

The course will provide us with the theoretical tools necessary to become critical readers and thinkers of cultural practices that occur in both U.S. schools and society. More specially, the course will introduce us to critical concepts in the field of cultural studies and explore how these concepts relate to the cultural context of schooling. We will then use these theoretical concepts to offer a critical reading of how social and cultural difference is constituted and re-constituted both in schools and society.

More specifically, one of the main emphasis of the course is to critically inquire into what constitutes “American” culture. If one of the principle goals of education is to socialize students into the “American” way of life, then whose cultural values are upheld and others are dismissed or rendered invisible? When we use the metaphor of the “melting pot,” what do we melt into? These are some the central questions that this course will address.

Additionally, this course is to foreground the voices of those who have been historically silenced–those oppressively marked by race, social economic class, gender, ability and sexual orientation–in the discussion regarding U.S. “national” culture. Rather then restrict ourselves to traditional social science research, this course will also use other cultural texts such as films, poetry and fiction. Through these creative texts, these “silence others” will have a voice critiquing “American” culture.

Course Objectives

On completion of this course, class participants should have a general understanding of the scholarship and debates within the cultural foundations of education including:

* The theoretical and interpretive frameworks that have been utilized to examine the cultural context of schooling.
* A critical understanding of a sampling of the cultural conflicts that have beset U.S. education and U.S. society.
* The ability to re-conceptualize what a truly democratic education means in a multicultural society.
* To create a space or sphere where critical dialogue can take place, whereby change is the subsequent outcome.

Course text

All text required for this course will be available for download in Canvas with the exception of additional resources required for assignment(s).

Course Grading

The final course grade will be determined as follows:

**Assessment:**

**Weekly Assignments 70%**

* Students will receive points for assignments throughout the semester based on the following:
  + Interactive Class Participation 10%
  + Weekly Canvas Discussion Summary and Question Post 30%
  + Weekly Discussion Responses 30%
    - This course is largely discussion-based and requires that you read, annotate, and prepare to discuss before each class meeting. You will have until class meets each week to complete the readings, post a brief summary and questioning statement, and respond to at least three **other** (not only continuing conversation in your own thread) posts. Posts and responses should be based upon the readings or, if another source may contribute to the discussion, it should be cited for reference. Although we will all have opinions about the topics presented, it is expected that scholarship is used to frame discussion and support conversation. When posting each week, your questions should a) directly reference textbook, including page numbers, b) open up discussion (not yes/no questions or quiz type questions), and c) include a brief rationale for why you are asking each question.
  + **Current Events Assignment 30**%
  + Research paper
    - What Topic You Chose and Why 5%
    - What Sources You Identified and Summaries 5%
    - Overview of the academic conversation 10%
    - Outline and Conclusion 5%
    - Presentation in Zoom mtg - 5%

Details about each assignment will be reviewed in class.

Course Grading Scale

100 – 90 points A

89.9 – 80 points B

79.9 – 70 points C

69.9 – 60 points D

Below 59.9 points F

Course Policy Statements

Special notes:

Auburn University has provided students with email accounts (Tigermail and Canvas.) These accounts are used as the official communication medium between the university and the student.

Professionalism

The College of Education Statement on Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

• Engage in responsible and ethical professional practices

• Contribute to collaborative learning communities

• Demonstrate a commitment to diversity

• Model and nurture intellectual vitality

Zoom and online course expectations

* Camera is to be on so that we can see each other and interact as if we were present in the classroom
* Microphones will be muted until you are the active speaker
* I will monitor chat, so please post as needed to enhance our conversation
* Please choose either a virtual background or a distraction-free environment for class

Attendance

This class is organized as a seminar. Accordingly, student attendance, thorough preparation and active participation are expected and mandatory at every session. Any foreseeable absences should be discussed with the instructor in advance. An unexcused absence of any kind will result in point deductions from your total points. Assignments are always due on the day listed on the syllabus, even when a student is absent (even excused).

* Written, University approved, documentation should be provided for any absence resulting from extenuating circumstances as outlined in the Tiger Cub Student Handbook which can be found at: http://www.auburn.edu/student\_info/student\_policies/
* Failure to provide such documentation within one week of the student’s return to class will result in the absences being classified as “unexcused” and any work missed will be unable to be made up. Students are responsible for keeping up with work and what is happening in class. If students are absent, late or leave early, they are still responsible for deadlines listed in the syllabus.
* Students are responsible for initiating arrangement for missed work due to an absence.

Other Class Policy Statements:

The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.

Academic Honesty:

Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and text citations should be used (Kozol, 1988, p.22). If the material is paraphrased, (Kozol, 1988) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Auburn University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class is also a violation of the Code. The consequence for a violation of the Auburn University Academic Honesty Code is “zero points” for the assignment. Rewriting the assignment or earning extra credit points will not be an option. Finally, you may not submit the work of someone else as your own or work that you have submitted for another class or another PART of this class. See **Tiger Cub** for rules on academic honesty.

Academic Misconduct:

* All acts of dishonesty (including, but not limited to: giving or receiving assistance on exams or quizzes, acts of plagiarism, submitting work completed by another individual) in any work constitute academic misconduct.
* The University Academic Honesty Code will be followed in the event of academic misconduct.
* Acts of suspected dishonesty in any work will result in a grade of “NR” being submitted as the final course grade for all parties involved. This grade will remain in effect until the outcome of Academic Honesty proceedings has been determined.
* See Student Policy e-Handbook for more specific information. http://www.auburn.edu/student\_info/student\_policies/

Students Needing Accommodations and/or Modifications:

If you are a student in need of an accommodation and/or modification, you should consult with the Program of Students with Disabilities located in 1232 Haley Center at 844‑2096 to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

Course Calendar

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| **Week 1 Introduction**  Meeting Wednesday August 18th, 2021 | | |
| Readings | Discussion | Assignment(s) |
| n/a | Course and group introduction, syllabus, expectations, planning ahead  Culture | * Familiarize yourself with Canvas * Look over topics and choose a week for presentation * Claim presentation week in Canvas or choose again if already selected * Begin readings |
| **Week 2 Schooling and Education**  Meeting Wednesday August 25th, 2021 | | |
| Readings | Discussion | Assignment(s) |
| Pai et al. Chapters 1 and 2  Spring Chapter 1  Giroux (1981) | * Similarities and differences between schooling and education * Democracy, American democracy and education * Social, political, and economic influences on schooling and education | * Read * Post brief summary/interpretation and question(s) by Monday 8pm CST * Respond to at least 3 other posts by Wednesday 5pm CST |
| **Week 3 Individualism and Collective Goals**  Meeting Wednesday September 1st, 2021 | | |
| Readings | Discussion | Assignment(s) |
| Spring Chapters 2 and 3  Pai et al. Chapter 3 | * Relationship of self and society * Experience * Collective good | * Read * Post brief summary/interpretation and question(s) by Monday 8pm CST * Respond to at least 3 other posts by Wednesday 5pm CST |
| **Week 4 US Historical Influences**  Meeting Wednesday September 8th, 2021 | | |
| Readings | Discussion | Assignment(s) |
| Spring, The Ideology & Politics of the Common School,  Anderson, Education and the Race Problem in the New South  Isseks (2017) | * The common School * The development of public schooling * Social, political, and racial influences in the formation of education | * Read * Post brief summary/interpretation and question(s) by Monday 8pm CST * Respond to at least 3 other posts by Wednesday 5pm CST |
| **Week 5 Systems, Structures, and Policies**  Meeting Wednesday September 15th, 2021 | | |
| Readings | Discussion | Assignment(s) |
| Spring Chapters 4, 5, and 6  Love, Chapters 1 and 2 | * Regulation(s) * Governing agencies * Determination of policies, the beneficiaries of those policies, and influencers | * Read * Post brief summary/interpretation and question(s) by Monday 8pm CST * Respond to at least 3 other posts by Wednesday 5pm CST |
| **Week 6 Social Diversity**  Meeting Wednesday September 22nd, 2021 | | |
| Readings | Discussion | Assignment(s) |
| Love Chapter 5  Khalifa & Marshall (2018)  Sailes (2008) | * Exploration of race, class, gender, identity, (dis)ability, language, and culture in schooling and education | * Read * Post brief summary/interpretation and question(s) by Monday 8pm CST * Respond to at least 3 other posts by Wednesday 5pm CST |
| **Week 7 Social Diversity**  Meeting Wednesday September 29th, 2021 | | |
| Readings | Discussion | Assignment(s) |
| Pai Chapters 4 and 5  Delpit (2006) Part 1: Controversies Revisited | * Exploration of race, class, gender, identity, (dis)ability, language, and culture in schooling and education | * Read * Post brief summary/interpretation and question(s) by Monday 8pm CST * Respond to at least 3 other posts by Wednesday 5pm CST |
| **Week 8 Cultural Diversity**  *Wednesday October 6th, 2021–Not meeting via Zoom this Week; AU Fall Break [Thurs and Fri]* | | |
| Readings | Discussion | Assignment(s) |
| Spring Chapters 7 and 8  Garcia, Student Cultral Diversity  Marshall, Cultural Diversity in our school | * Cultural literacy * Privilege | * Read * Post brief summary/interpretation and question(s) by Monday 8pm CST * Respond to at least 3 other posts by Wednesday 5pm CST |
| **Week 9 Equity and Equality**  *October 13th, 2021---Not meeting via Zoom this week; AAGC Conference* | | |
| Readings | Discussion | Assignment(s) |
| Kozol, Other people’s children  Love Chapters 3 and 4  Brown (2010) | * The differences between equity and equality * Inequity and inequality in schools and educational systems | * Read * Post brief summary/interpretation and question(s) by Monday 8pm CST * Respond to at least 3 other posts by Wednesday 5pm CST |
| **Week 10 Politics and Privatization of Education**  Meeting Wednesday October 20th, 2021 | | |
| Readings | Discussion | Assignment(s) |
| Ravitch Chapters 16, 19, 26, and 32 | * Alternative schools, charter schools, private schools * Privatization | * Read * Post brief summary/interpretation and question(s) by Monday 8pm CST * Respond to at least 3 other posts by Wednesday 5pm CST |
| **Week 11 Overt and Covert Violence**  Meeting Wednesday October 27th, 2021 | | |
| Readings | Discussion | Assignment(s) |
| Galtung, Violence Pease & Peace Research  Newman, Rampage  Curtin & Litke, Preface  Nichols, Ludwin, Iadicola (1999) | * The presence of violence in schools; structural/institutional * “rampage” violence * Systemic violence | * Read * Post brief summary/interpretation and question(s) by Monday 8pm CST * Respond to at least 3 other posts by Wednesday 5pm CST |
| **Week 12 Teaching**  Meeting Wednesday November 3rd, 2021 | | |
| Readings | Discussion | Assignment(s) |
| Howard (2006) Chapters 4-6  Delpit (2006) Part 3: Looking to the Future | * Teaching, teachers, and the profession | * Read * Post brief summary/interpretation and question(s) by Monday 8pm CST * Respond to at least 3 other posts by Wednesday 5pm CST |
| **Week 13 Meritocracy, School Improvement, and School Change**  Meeting Wednesday November 10th, 2021 | | |
| Readings | Discussion | Assignment(s) |
| Howard Chapter 7  Brown, Benkovitz, Muttillo, & Urban (2011)  Ladson-Billings (2006)  Blankstein & Houston (2011) | * Testing, assessment, and tracking * Standardization * “gaps” and improvement | * Read * Post brief summary/interpretation and question(s) by Monday 8pm CST * Respond to at least 3 other posts by Wednesday 5pm CST |
| **Week 14**  Meeting Wednesday November 17th, 2021 –Last class meeting via Zoom | | |
| Readings | Discussion | Assignment(s) |
| n/a | Presentation of current events assignment | * Prepare a 15-20 minute presentation of your current event assignment: may include a PowerPoint, do not read from your research paper, include sources for audience follow-up |
| **Week 15**  November 24th, 2021 –Break per AU Calendar | | |
| **Week 16**  December 1st, 2021 –Not meeting via Zoom this Week  Complete all assignments and post by Friday December 3rd, 2021 for credit | | |

Acknowledgments

This syllabus and course developed based upon the following:

Roue, Bevin. *FOUN 7000 Syllabus*. Educational Foundations, Leadership, and Technology, Auburn University, Auburn, AL. Microsoft Word File.

Watts, Ivan E. *FOUN 7000: Cultural Foundations of Education Syllabus*. Educational Foundations, Leadership, and Technology, Auburn University, Auburn, AL. Microsoft Word File.