

FNED 502 — Social Issues in Education

Summer 2018 • M/W 4:00-7:00 (hybrid) • HBS 221

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Catalog Description

The social and cultural foundations of education are explored. Topics include historical, political, global, and legal perspectives on contemporary schooling. Three credits.

Expanded Description

Teaching is a political act. What we teach and what we don't teach, what we say and what we don't say, what we do and what we don't do impacts the teaching and learning that takes place in our classrooms. We teach in the context of a social and cultural terrain that is bumpy with power and difference. Unequal relations around race, class, sexuality, ability, gender and the like enter our teaching spaces.

In his book, *Life in School* (1994), Peter McLaren suggests that as teachers

...we must begin candidly and critically to face our society's complicity in the roots and structures of inequality and injustice. It means, too, that as teachers we must face our own culpability in the reproduction of inequality in our teaching, and that we must strive to develop a pedagogy equipped to provide both intellectual and moral resistance to oppression, one that extends the concept of pedagogy beyond the mere transmission of knowledge and skills and the concept of morality beyond interpersonal relations (29).

This course will begin to unpack the social and cultural contexts of education and explore how these contexts inflect our own classroom practices.

Relationship to the Professional Program

FNED 502 meets the general Foundations requirements for most M.Ed. programs in FSEHD. Preparation of reflective practitioners in education requires the study of contemporary social issues shaping the practices of schooling. The purpose of such study is to enhance educators' understanding of and response to the social, economic, and cultural complexities in which schooling takes place.

Texts and Other Course Materials

- **READINGS:** Rather than having you buy any books for this class, I have linked the readings right here in this syllabus. You **must** bring the articles to class with you every day so please make time to print the articles (at home or in a lab) or bring a laptop with the PDF. I **highly** recommend that you purchase a 3-ring binder in which to organize the course readings if you are not reading electronically.

- **GOOGLE ACCOUNT:** We will be using Google Drive and the Google blogging app called BLOGGER in this course so you will need a Google Account if you don't have one already. Click [here](#) to set up.
- **ONLINE ACCESS:** You must be able to read and write on your blog and others' blogs at least twice per week.

Course Outcomes and Requirements

Grounded in constructivist methodology, this course promotes the development of reflective practice by requiring students to consider the social, cultural, political, legal, and economic forces that influence educational reform and practice. Reflective practitioners not only understand the historical, social, and political contexts of schooling but also recognize and respond to structural obstacles that (re)produce socioeconomic inequities. As students become conversant in the theoretical and practical aspects of education in a diverse, democratic society, and as they interrogate occasions of power and privilege, their political, pedagogical, and professional contributions toward a just society will be enhanced.

OBJECTIVE	FSEHD	RIPTS	ASSESSMENT
To gain a critical understanding of the economic, political, social, and cultural influences on educational policies and student achievement	Knowledge Diversity, Pedagogy Professionalism	4	Course readings In-class discussions Weekly blogs
To examine, critique, and refine personal responses to all aspects of diversity within the context of schooling	Diversity Pedagogy Professionalism	4	Course readings In-class discussions Weekly blogs Teach Out
To contribute to the creation of a vibrant, critical learning community	Knowledge Professionalism	1, 7	Teach Out
To articulate the connections between course themes and context of professional practice	Professionalism	10	Course readings In-class discussions Weekly blogs, Teach Out
To hone critical reading and writing skills	Knowledge	1	In-class discussions Weekly blogs

Grading Criteria

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|---|---------|
| 1) Attendance and Participation | 20% |
| 2) Blogs | |
| -- Assignment A: Annotation, Talking Points & Argument | 15% |
| -- Assignment B: 500 word post with links | 30% |
| 3) TEACH OUT Project: Theory into Practice | |
| -- 100-200 word Teach Out summary of 2 texts | 5% |
| -- Teach Out proposal (1-2 pages on blog) | on blog |
| -- Teach Out product and/or | 20% |
| Teach Out Reflection Paper (3-5 pages) | |
| <ul style="list-style-type: none">• Make it personal (self reflective)• Include references to course texts• Show what you have learned! | |
| -- In class presentation (10 min, 6 slides) | 10% |

Description of Course Expectations:

1) **Attendance and Participation (20%)**

This course relies on your active participation both in and outside of class. I expect you to read all required texts before coming to class each week, and to be prepared to discuss them. This class will cover what many would call “controversial” or “heated” issues. I hope and expect that we will have lively debate and discussion about how the texts we read represent and resist the efforts we all engage in our respective work with young people. You may not agree with every author we read, and my job is *not* to convert you to these social justice perspectives. But I do expect that you will come to class ready to engage with the texts and with each other. This means listening to each other, and taking risks to share your thoughts (even when you can only articulate your ambivalence or confusion).

Each session of this course is a collaborative endeavor—building concepts and knowledge as a group. It is critical that you attend all sessions and arrive on time, especially given that we only meet xx time face to face in the summer. In the event that you must miss a class, please email or text me as soon as possible. *If you miss more than 1 class, your grade will be lowered by one half-grade level for each additional absence.*

2) **Blogging Your Way to Understanding**

On the first night of class (or at home the first week), you will create your own blog at a site called www.blogger.com. I have posted full instructions on how to do this on my blog that you can find at:

<http://fned502summer18.blogspot.com/>

You will post each assignment for this class as a unique entry on your personal blog. Posts are due before every class period — on face to face meeting days the posts are shorter (Assignment A) and on

virtual days they posts are longer and more complex (Assignment B.) This blogging assignment has three goals in mind. First, it will help you become familiar with a form of technology that could be useful to you in your own classroom. Second, it is designed to structure how you prepare for class each week, so that our discussions in class are rigorous and rich. And third, our class blogs create a communal intellectual space where we can engage around the issues of this course outside of the meeting time

ASSIGNMENT A: Annotation, Talking Points and Argument (15%)

Annotation

Take notes when you read — underline, highlight, write in the margins. Note the key concepts, unfamiliar vocabulary, points of confusion/frustration, “ah-ha” moments... strive to see the details and the big picture. Look up words you don’t know. Make connections to other texts and contexts you know from this class or beyond. WRITE ON TEXT ITSELF, NOT BLOG.

Three Talking Points

In addition to these active reading strategies, you must also prepare to discuss the texts in class. The Talking Points will help you do this in an explicit way. Please make note of three questions or comments you have about the given text: one from the beginning of the text, one from the middle, and one from the end. POST TO BLOG.

Argument Statement

Look over your annotation, and your talking points. Review the introduction and conclusion of the text. Draft a single sentence that begins, “This author (name) argues that....” POST TO BLOG.

ASSIGNMENT B: +/-500 word Hyperlinked Blog Post (30%)

On the days we do not meet face to face, you must write a +/-500 word blog post.

***My suggestion to you is that you block out our regular class time (Monday 4:00-7:00) to respond to your peers blogs, and prepare for the Wednesday class.**

Each Assignment B is about the reading assigned on that day and should include the following:

1) Name of Author and Text

2) Several paragraphs of response to the text.

NOTE: As graduate students, I want to give you the freedom to engage with the text in a way that feels appropriate and useful to you. Stay close to the text, using direct quotations and references whenever you can. Don’t get distracted by personal stories (but don’t be afraid to connect the text to your life when relevant!) Your goal here is to use this blogging space to make sense of the article and explain what you understand and what you don’t understand about the text. I offer you the following prompts to use to guide your writing each week, though these are not required.

- ARGUMENT: Describe the author’s argument in a short statement that begins, “This author (name) argues that....” Follow it with a paragraph explaining that argument in your own words. The argument is not a summary of ideas but a short explanation of the author’s most significant contribution or idea. What is his/her main point here?
- QUOTES: Choose 3 quotes from the text and explain what they mean and their relevance to the text.
- CONNECTIONS: Use the reading to make connections to two other readings we have done in class. Discuss the texts in relation to one another. (If you choose this type, then #3 below is covered.)

- **HYPERLINKS:** Discuss the issues the author raises in the text in relation to real world concerns by creating links to articles, videos, and other websites that illuminate the issues at hand. Discuss both the text and the hyperlink in detail to fully explain the connections. (If you choose this type, then #4 below is covered.)
- **EXTENDED COMMENTS:** Use someone else's blog post as the center of your own. Discuss their points and engage in dialogue with that person and the text at hand. Feel free to agree or disagree with the points your peer raises. (Make sure to leave that person a comment so they know you wrote about them!)

3) Connections to other texts, vocabulary, concepts, and issues we have discussed in class.

4) Hyperlink(s) in each post.

A blog post is not a Microsoft word document. Use the technology that is available to you by linking your text to relevant resources – articles, youtube, educational resources, definitions, etc. You must include at least one hyperlink in each post. I can show you how to do this in class if you are having trouble or [watch this video!](#)

5) An image in each post.

Not sure how? [Read this](#) for instructions on how to include images and videos.

6) Comments for your peers.

In order to make the blogs interactive, please read and comment on your peers' blogs each week. You can find all blogs listed on mine. Choose at least three to comment on each week (and try to hit everyone at least once over the course of the term.)

Your complete blog will be assessed using the following criteria:

Grade	Engagement with Text	Connections	Personal Thoughts	Technology	Overall
A/A-	Exceptional thought and effort; Indicates careful reading practices and includes specific notes from the text. Shows consistent engagement over the whole semester and improvement over time.	Reflects your struggle to make sense of the readings <i>in relation</i> to the course themes and concepts, citing other course authors and texts as they relate.	Includes evidence of your own thought process, questions to consider, and personal wonderings.	Blog is visually appealing and easy to read. Works to use all aspects of the technology including posting of links and other resources. Uses at least 1 image and 1 external link in each post.	All required blogs posted.
					At least 3 comments each week are posted.
					All posts are posted by the date due.
B/B+	Moderate thought and effort; Reflects general engagement with the text but lacks specific details that indicate careful reading. Little improvement over time.	Includes few if any connections to other texts.	Little evidence of your own thought process.	Blog is functional and covers the basic materials. Moderate attempts to take advantage of the blog technology. Uses at least 1 image and 1 external link in most posts.	All but one required blogs posted.
					At least 3 comments are posted most weeks.
					Most posts are posted by the date due.
B- or lower	Very little thought or effort. General notes without any reflection or specific citations from the text.	Does not include connections to other course themes and texts that would indicate a consist understanding.	Notes seem disconnected from any personal thought process, and thus don't show how you personally make sense of the materials.	Difficult to read. Does not use any of the technology options available. Blog serves as a mere list of text assignments. Rarely uses external links in posts.	More than 2 missing or late postings or comments. General lack of attention to assignment goals and deadlines.

Teach Out Final Project — Theory in Practice (35%)

For the final project, you will work to share some aspect of the course with a broader community (either your school, your family, your home community, or RIC). This project may concentrate on one or several particular social issues in education that we explored and may take any form—an artwork, children’s book, wiki, professional development workshop, an interview with a colleague, a video, a performance, informative pamphlet, unit of study, or any other medium of art or written work. Your goal is to TEACH OUT the ideas you are learning here.

The project has five parts/stages:

- 1) Pick a topic related to the reading we have done. What articles inspire you? What topic matters most to you in terms of your own work? Who do you want to teach about this issue?
- 2) Write two 100-200 word summaries of TWO different articles/texts we have read together that are most closely related to your interest. Write them up in casual language, using a teaching voice to explain what the text is about.
- 3) Write a proposal about what you want to do to TEACH OUT these articles/concepts, and post it to your blog by Friday July 6.
- 4) Do some additional research about your topic. History and context as well as lessons, videos, blog posts that others have created will help you!
- 5) Create something cool to teach this theory out in the real world.
- 6) Present your TEACH OUT in class on the last night.

Final projects will be uploaded to your google drive and submitted via this form (link forthcoming) by Friday, July 20.

A Note on Academic Integrity

Students will be held accountable to Rhode Island College’s policy regarding academic integrity found in the student handbook. Word-for-word plagiarism, patchwork plagiarism, and unacknowledged paraphrases will result in a failing grade and possible disciplinary action. Also, although collaboration is often encouraged, any representation of another student’s work as your own is a breach of academic integrity and is subject to the same consequences as plagiarism of published texts.

Students with Disabilities

In accordance with the Americans with Disabilities Act, Rhode Island College is committed to making reasonable efforts to assist individuals with disabilities. Students with disabilities should register with the Student Life Office (CL 127 – 456-8061) and make arrangements to meet with me as soon as possible. We will decide on accommodations to make this class accessible to you.

Course Schedule

Part I

Situating Theory and Context

BLUE = FACE TO FACE MEETING

PINK = HYBRID WORK ONLINE

*My suggestion to you is that you block out our regular class time (Monday 4:00-7:00) to respond to your peers blogs, and prepare for the Wednesday class.

Mon, June 11 Introduction to the course and each other

In Class: [Take a Stand](#); Set up personal blogs

SNACKS: Lesley

Wed, June 13 Privilege, Power and Difference

Readings Due: [Teaching for Social Justice](#); [Johnson](#), from *Privilege, Power and Difference*

IN CLASS: [Anatomy of an Argument](#); SCWAAMP

SNACKS? Maria

Assignment A: Annotation, TP and Argument on Johnson (due on blog by Wed in class)

Mon, June 18 Rethinking Colorblindness: All Lives Matter

Readings Due: [Armstrong and Wildman](#), "Colorblindness is the New Racism;" ["All Lives Matter"](#)

IN CLASS: optional but very, very powerful: [Stay Woke](#) (60 mins)

Assignment B: Blog post on Armstrong & Wildman and All Lives Matter (due by Sunday, 6/17 at 8pm, comments for peers by Monday, 6/18 at 7:00)

*My suggestion to you is that you block out our regular class time (Monday 4:00-7:00) to respond to your peers blogs, and prepare for the Wednesday class.

Wed, June 20 The Culture of Power

Readings Due: [Delpit](#), "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children"

IN CLASS: [What is culture/culturally relevant pedagogy?](#) Understanding Rules and Codes of Power; [Check Your Privilege](#); [Delpit/Johnson Connections](#)

SNACKS? Vinny

Assignment A: Annotation, TP and Argument on Delpit (due by Wed in class)

Mon, June 25 The Problem We All Live With

Readings Due: Listen to Parts I ([#562](#)): This American Life -- The Problem We All Live With (1 hr of listening time, Prologue, Act I and Act II); Transcript part I, click [here](#); (Optional: Listen to Part II ([#563](#)): transcript for part II, click [here](#))

Assignment B: Blog post on TPWALW using [this handout](#) as a framework. Save the handout in your Google Drive (under FILE select MAKE A COPY), and take notes on it in detail. Then, create a blog post that includes a hyperlink to your handout as a part of your discussion (due by Sunday, 6/24 at 8pm, comments by Monday, 6/25 at 7:00) * To link it on your blog, hit the BLUE SHARE button in the right corner of your chart and hit GET SHAREABLE LINK. Then copy the link. Make sure it says "anyone with the link can view" before you copy it! Then paste it as a link on your blog post.

Wed, June 27 Uncovering the Hidden Curriculum

Readings Due: [Finn](#), from *Literacy with an Attitude: Educating Working-Class Children in Their Own Self-Interest* (read preface, 1, 2, and 14 -- can skip/skim 13. Note: For all of you asking for ACTION, chapter 14 is the example of what it looks like when real teachers actually DO what Finn is talking about in the other chapters.)

IN CLASS: Use Concept Maps to connect to Finn: [Top Down/Bottom Up](#) (in class); discuss Teach Out Proposals.

SNACKS? [Maribeth](#)

Assignment A: Annotation, TP and Argument on Finn (due by Wed in class)

Mon, July 2 Rethinking Schools in the Context of Power

Readings Due: www.rethinkingschools.org
Start by [subscribing to the Online Access account](#) (\$9.95), then spend approximately 1 hour browsing the website. Choose any article (present issue or archive) to read and write about on your blog.
DISCOUNT CODE 10% off: RSMAG31

Assignment B: Blog post on Rethinking Schools article (due by Sunday, 7/1 at 8pm, comments by Monday, 7/2 at 7:00)

Wed, July 4 NO CLASS FOR JULY 4

BLOG POST: Over the long holiday week, you need to write a proposal for your final project that explains how you are going to TEACH OUT what we have learned to another audience (250-500 words.) Blog post, including links to TWO 100-200 word article summaries, due by Friday, July 6 at midnight.

Mon, July 9 Language and Power

Readings Due: [Rodriguez](#), "Aria," [Collier](#), "Teaching Multilingual Children;" Watch: [Teaching Bilinguals Even If You Are Not One!](#) (watch Episode 1 (3 minutes) and then choose at least 2 more (under 6 minutes each) though you may be drawn to watch all 5 episodes!)

Assignment B: Blog post on all three texts -- what does each have to offer in thinking about emergent bilingual students? (due by Sunday, 7/8 at 8pm, comments by Monday 7/9 at 7pm)

Wed, July 11 Seeing Queerly

Readings Due: [August](#), from *Safe Spaces*; Spend 30-60 minutes on www.GLSEN.org

SNACKS? Caroline

Assignment A: Blog post on August and GLSEN (due by Sunday, 7/10 at 8pm, comments by Monday, 7/10 at 7:00)

Some Cool Resources:

<https://sites.google.com/view/teachgendersexsexuality/home>

Mon, July 16 Taking it All Home: Theory into Praxis

Readings Due: Bell, Monita K. (2016). [Teaching at the Intersections](#), from Teaching Tolerance; and Watch: [5 Tips for Being a Good Ally](#) [4 MINUTE VIDEO]

Assignment B: Blog post on text and video (due by Sunday, 7/15 at 8pm, comments by Monday, 7/15 at 7:00)

Wed, July 18 FINAL PRESENTATIONS: Show us what you know

Readings Due: NONE

IN CLASS: [COURSE EVALUATIONS](#); presentations

SNACKS? Cristina

(4:25) #1: Cheryl

(4:45) #2: Caroline

(5:05) #3: Maribeth

BREAK 5:25ish

(5:40) #5: Jackson

(6:00) #6: Vinny

(6:20) #7: Cristina

FRIDAY, July 20 Final Theory into Practice Projects Due

Assignment: [SUBMIT FINAL PROJECTS HERE ON THIS GOOGLE FORM](#)

***Make sure to set your document to "ANYONE WITH THE LINK CAN VIEW"**

RESOURCES

Office of Student Life:

The Office of Student Life provides programs, services, and co-curricular experiences that enhance student success.

Disability Services Center:

Rhode Island College is required by law to ensure that students with documented disabilities are provided with the reasonable accommodations necessary to effectively address their individual educational needs. Students seeking course accommodations for a disability must first register with the Disability Services Center (DSC) at 401-46-2776, dsc@ric.edu. For more information, visit the Disability Services Center's website at www.ric.edu/disabilityservices.

Learning For Life (L4L):

L4L is a network of resources at RIC that links students to a wide range of services, supports, and opportunities for college success, and to remove any challenges and obstacles that may get in the way.

Advanced Learning and Leadership Initiative for Educational Diversity (A.L.L.I.E.D.):

For students who often feel disconnected and marginalized in their educational experiences, A.L.L.I.E.D. offers a unique space for building community and strengthening a sense of self.

The Writing Center:

The Writing Center, located in Craig-Lee 225, is an informal, comfortable space in which writers can talk about their writing concerns with people (the tutors) who are willing to listen, share, and respond.

INCOMPLETE POLICY:

Undergraduate: For all undergraduate students, the time limit for completing course requirements for courses in which the grade of Incomplete was received is the last day of classes of the succeeding semester (summer sessions not included). For further information, students and their advisors should consult the current edition of the [Student Handbook](#).

Graduate: For all graduate students a report of Incomplete shall be given in place of a grade when substantial work of the semester has been completed satisfactorily but all work has not been completed because of illness or some other reason that, in the opinion of the instructor, justifies such a report. The instructor sets the conditions and time frame required for completion up to a maximum of 3 semesters. Graduate students who do not meet the time frame for completion must make a request in writing to their graduate program for permission to complete the course. [Graduate Manual](#)

Plagiarism:

Plagiarism: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. See [Student Handbook](#).

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