

State University of New York College at Cortland  
School of Education  
Childhood/Early Childhood Department

## **EDU 524: Democracy and Social Education**

### **Course Information:**

Credit Hours: 3  
Summer 2008  
Email: linlin@cortland.edu  
716-348-0186 (cell phone in case of emergency)

### **Professor Information:**

Instructor: Lin Lin  
Office Phone: 607-753-4234  
Office Hours: By Appointment ONLY

### **Suggested Text: (All handouts will be provided on WebCt for class discussion)**

Charney, R.S. (2002). Teaching children to care: Classroom management for ethical and academic growth, K-8. Northeast Foundation for Children.

Hursh, D.W., & Ross, E.W. (2000). Democratic Social Education: Social Studies for Social Change. New York: Falmer Press.

Ravitch, D. (2003). The language police: How pressure groups restrict what students learn. New York, NY: Alfred A. Knopf.

Stauber, J. & Rampton, S. (1995). Toxic sludge is good for you! Monroe Maine: Common Courage Press. Related website at <http://www.prwatch.org/books/tsigfy.html>

Zinn, H., & Macedo, D. (2005). Howard Zinn on democratic education. Boulder, CO: Paradigm Publishers.

Excerpts selected from American Teacher (magazine)

### **Course Description:**

This online course analyzes and defines democracy and social education in the context of American public schools. The focus of this preparation will be conducted through research-based and self-reflective-oriented inquiry. Students will confront the antidemocratic forces of greed, individualism, and intolerance in today's society and be challenged to implement the study of social education with the goal of social justice. Students will be exposed to a theoretical and historical analysis of education and society. The course will also provide a practical analysis of classroom pedagogy and school organization.

### **Course Attendance Policy:**

Your online presence and participation are crucial in a course that will only meet electronically. Please be prepared to be online regularly (at least three times each week) throughout the summer course.

### **Professional Disposition Statement**

This course follows the Childhood/Early Childhood Department procedures for continuous positive growth toward strong teaching skills and dispositions as reflected in the Assessment of

Candidate's Professional Dispositions. It is the policy of the Department that positive teaching dispositions are a basic requirement. In the event of problematic demonstration of teaching disposition, incidents will be documented and the departmental and Teacher Education Council Fair Practice Policy and Procedures for action will be followed.

**Academic Integrity Statement:**

The College is an academic community, which values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards. For more information on academic integrity and academic dishonesty, please refer to the College Handbook, the College Catalog and the Code of Student Conduct and Related Policies or ask your instructor.

**Goals/Objectives of the Course:**

Students will be able to

1. Identify and describe topics and issues related to the course themes.
2. Participate in discussions to develop a better understanding of course themes.
3. Use local historical documents or artifacts to teach these topics.
4. Integrate technology into instruction.
5. Design and develop lesson plans and unit plans to advocate for the importance of democracy and social justice in today's world

**Course themes:**

Theme I: Social Purposes of Education

Traditional social studies instruction

Multicultural democracy

Tolerance or Acceptance

Neutrality or Objectivity

Theme II: Social Studies Curriculum Defined

Authentic Democracy

Legitimization of knowledge within colleges of education

Transformative pedagogical practice

Theme III: Indoctrination or Democratization

Teach for social change

Role of classroom conservatism

Social activism

**How the Themes Reflect Specific Components of Cortland's Conceptual Framework:**

Successful EDU524 students will demonstrate their proficiency in aspects of SUNY Cortland Conceptual Framework: Knowledge Base, Professional Commitments, Standards, Diversity, and Technology. "*Civic Ideals and Practice*" is one of the ten thematic strands of National Council for the Social Studies. These ten thematic strands match the expectations of the National Professional Teaching Standards. The Ten Thematic Strands of Social Studies are available at (You scroll down to the bottom of the page to read the ten thematic strands.)

<http://www.socialstudies.org/standards/strands/>

## **Course Requirement**

1. Active insightful participation in class discussions and peer small-group interactions
2. Completion, analysis and reflection of all readings
3. Satisfactory completion of all assignments

### **1) Professionalism: Online Participation (40%)**

*Professionalism means active participation in this online classroom. Participation online means your participation in reading all materials within each Learning Module on WebCt **AND** your participation in the online discussions.*

There are altogether ten Learning Modules. Each Learning Module has:

- 1) A description
- 2) Course-related reading materials saved in PDF files
- 3) PowerPoint slides with notes saved in PDF files
- 4) One or a set of topics for you to respond to on the online Discussion board.

You are expected to read course readings/media files posted on WebCt in each module, participate in online discussions by responding to the original discussion topic(s) and replying to classmates' online discussions, post responses and replies for each module's discussion topic(s).

Responses such as "I agree"; "Good question"; or "Good answer" are incomplete, and will not get points for discussion of that particular topic. Please be sure that your responses are well supported with detail, carefully typed, well thought out, grammatically correct and respectful of another student or any other person. A high quality response contains information from the course text and applies that information to a concept in a meaningful way, or facilitates understanding of the course material or topic. Students will earn up to 10 points for each module for quality participation in completing the readings, quality discussions, and quality completion of course assignments. Discussion responses and replies are worth 40% of your overall course grade.

Each Learning Module has 10 points for online participation. The suggested time in the course calendar is only RECOMMENDED for your reference. Please feel free to pace your learning at your will in this online classroom. Altogether, online participation in reading and discussions will take up 40% of your course grade. There are also assignments that are due along the summer course.

Please let me know through WebCt or email ([linlin@cortland.edu](mailto:linlin@cortland.edu)) if you have to be "absent" and "silent" in our online classroom for more than 3 days.

This course is a study of social education. Your participation in online discussions is crucial. Readings must be completed before you participate in online discussions. Additional reading (outside of the assigned text) is encouraged.

2) **Course Assignments (60%)**

*Altogether, you will complete the following course assignments, which are graded.*

- 1) Reflection Essay #1 (5 points), due on May 21, 2008.
- 2) Reflection Essay #2 (5 points), due on June 24, 2008.
- 3) Children's Literature-based Lesson Plan (10 points), due on June 7, Saturday, 2008.
- 4) Integrated Mini-Unit Plan (40 points), due on June 25, 2008.

- Reflection Essays (Altogether two essays with 10 points each)  
Instructions are available on WebCt Assignments.

- Children's literature-based Lesson Plan (10 points)

Please note that you are not creating this lesson plan for Lin Lin. You are using this course time to plan your lessons. If you feel that this assignment is not going to help you with your teaching and working, please feel free to propose another project with detailed instructions. I'd be happy to substitute your proposed assignment for this assignment.

You are going to develop a lesson plan of your own or share a lesson plan you have used or found. The lesson plan you are going to share with us must 1) teach a democratic civic value/theme in social education; 2) be appropriate for elementary students or students of the grade level you are most likely to teach or want to teach; 3) have at least two Children's books to help you teach the selected democratic civic /values /themes. Please provide references of the lesson plan and give credits to the authors of the lesson plan if you use other people's lesson plans. **This lesson plan could be one of the connected lessons in the final Integrated Mini-Unit Plan.** So plan ahead. Please submit your lesson plan and supplementary materials on WebCt.

- Integrative Mini-Unit Plan

Please note that you are creating this mini-unit plan for your students (now or in the future). You are not creating it to please Lin Lin. If this unit plan is not going to help you with your teaching, please feel free to propose another project with detailed instructions. I'd be happy to substitute your proposed assignment for this assignment.

Create **ONE** mini-unit plan that highlights themes and concepts such as social democracy and social justice. If your unit plan does not teach about themes and concepts such as social democracy and social justice, I will write back to you and ask you to re-write the unit plan with a convincing rationale. WEBCT has a detailed instruction and grading rubric. You **MUST** read carefully before you proceed.

A lesson plan template will be provided on WebCt. You are welcome to use any kind of lesson plan template so long as it has the following components in the whole unit plan: the title of your unit plan, unit plan rationale/overview, grade level, unit plan objectives, instruction time, New York Learning Standards addressed.

Rationale for the unit and each individual lesson must state clearly what you plan to help students learn from this topic of the unit plan, why this topic is important for students to learn to become future citizens in a democratic country, how you are going to teach so that the students learn the knowledge and skills to become such democratic and civic-minded citizens.

Each lesson within in the Unit Plan has the following components: lesson rationale, objectives/student learning outcomes, assessment, differentiated instruction/ adaptation/ modification, materials/resources, and procedure (detailed with introductory, developmental, and closing activities). References should be provided in APA style.

### **Grading**

Online Discussion Participation	40%	}	60%
Reflection Essay #1	5 points		
Children’s Literature-based Lesson Plan	10 points		
Integrated Mini-Unit Plan	40 points		
Reflection Essay #2	5 points		
<hr/> TOTAL	100 points		

Grading will be based on participation and assignments. Numerical grade equivalents are as follows:

98 to 100 points	= A+	95 to 97 points	= A	90 to 94 points	=A-
80 to 83 points	= B-	84 to 87 points	= B	88 to 89 points	= B+
78 to 79 points	= C+	74 to 77 points	= C	70 to 73 points	=C-
68 to 69 points	= D+	64 to 67 points	=D	60 to 63 points	=D-
0 to 59 points	= F				

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### **Students with Disabilities**

If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-40 Van Hoesen Hall or call (607) 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.

### **Course Schedule and Activities**

Online participation is self-paced. The recommended dates are provided here for your reference.

Recommended Date of Online Discussion	Readings/Assignments DUE	Major Topics
Wednesday May 21	<b>Learning Module 1</b> 1) Read: EDU524 Online Course Introduction 2) Read: EDU524 Online Discussion Directions 3) Reflection Essay #1 DUE May 23 4) View PPT slides: Course overview and community building 5) View PPT slides: Alfie Kohn Teaching Children to Care 6) Practice using Discussion board: Introduce yourself and learn about others in our online classroom	Course Overview Community Building
Thursday May 22, 2008	Complete Self-Introduction (BioPoem) through Discussion Board	
Friday May 23	<p style="text-align: center;"><b>Reflection Essay #1 Due on Friday, May 23, 2008</b></p> <b>Learning Module 2</b> READ 1. Education for Democracy, from <i>American Educator</i> Fall 2003, (23 pages) available at <a href="http://www.aft.org/pubs-reports/american_educator/fall2003/Democracy.pdf">http://www.aft.org/pubs-reports/american_educator/fall2003/Democracy.pdf</a> 2. Macedo, D. (2005). “Apparatus of Lies USA: Introduction”, from Zinn, H.’s Howard Zinn on Democratic Education. pp. 1-25. 3. Can American history tell us? By Paul Gagnon at <a href="http://www.aft.org/pubs-reports/american_educator/issues/summer2005/gagnon.htm">http://www.aft.org/pubs-reports/american_educator/issues/summer2005/gagnon.htm</a>	Authentic Democracy  Traditional Social Studies Curriculum  Democratic Citizenship as core Curriculum
Tuesday May 27	<b>Respond to Discussion Topics in Learning Module 2</b>	
Wednesday May 28	<b>Reply to Discussion Topics in Learning Module 2</b>  <b>Learning Module 3</b> View <b>Teaching In the Time of War</b> PPT slides Work on students’ worksheet Check your own answer using provided answer sheet	Teaching in the Time of War
Thursday May 29	<b>Respond to Discussion Topics in Learning Module 3</b>  <b>Learning Module 4</b> 1. Introduction & Chapter 1 from Toxic sludge is good for you, pp.1-16  2. <i>How Free is Higher Education</i> , from Zinn’s Howard Zinn on Democratic Education, chapter 4, pp. 87-95  Susan E. Noffke, “Identify, Community, and Democracy in the “New Social Order” from D.W.	Information & Democracy  Legitimization of Knowledge in Higher Education

	Hursh & E. W. Ross (Eds.), <i>Democratic social education: Social studies for social change.</i> pp.73-83	Censorship & Democracy
Friday May 30	<i>Response to Discussion Topics of Learning Module 4</i>	
Monday June 2 to Friday June 6	<p><i>Reply to Discussion Topics of Learning Module 4</i></p> <p><i>Lin Lin will be in Washington DC attending a workshop at the U.S. Holocaust Memorial Museum</i></p> <p>Work on your Children’s Literature-based Lesson Plan</p>	<p><b>Contact Chris Widdall</b></p> <p>Call me at 716-348-0186 (cell) or contact Prof. Chris Widdall at <a href="mailto:widdallc@cortland.edu">widdallc@cortland.edu</a> in time of emergency</p>
Friday, June 6	<p><b>Learning Module 5</b></p> <p>Be Aware of multiple perspectives of a news story of a current event</p>	Multiple Perspectives Media Bias
Monday June 9	<p><b>Following a news story to complete TASK for Learning Module 5</b></p> <p><b>Children’s Literature-based Lesson Plan DUE Saturday, June 8, 2008</b></p> <p><b>One-Page Proposal for the Final Mini-Unit Plan DUE on WebCt, Today (Timely Submission gets 1 point)</b></p>	Current Events
Tuesday June 10	<b>Task for Learning Module 5 Continued</b>	Current Events
Wednesday June 11	<p><b>Learning Module 6</b></p> <p>Read The Language Police chapter 6 and 7 PPT slides and Discussion Topics</p> <p><b>Continue to follow the news story</b></p>	Textbook Censorship
Thursday June 12	<p><i>Respond to Discussion Topics of Learning Module 6</i></p> <p><b>Learning Module 7</b></p> <p><i>PPT slides: Media in Middle East</i> <i>PPT slides: Learning About Arab Countries in the Middle East</i></p> <p><i>Response to Discussion Questions of Learning Module 7</i></p>	<p>Diversity</p> <p>Tolerance &amp; Acceptance</p>

<p>Friday June 13</p>	<p><b>Learning Module 8</b> Watch two video clips Video Clip 1: The Monsters Are Due on Maple Street Video Clip 2: Eye of the Beholder</p> <p><i>Response to Discussion Questions of Learning Module 8</i></p> <p><b>Post your TASK for Learning Module 5 today on WebCt.</b></p>	<p>Using Media Materials to teach concepts:</p> <p>Tolerance, Acceptance Discrimination, Scapegoat and the Holocaust</p> <p>Connecting to Other Historical Events and Current Events</p>
<p>Monday June 16</p>	<p><i>Reply to Discussion Questions of Learning Module 8</i></p> <p><b>The first draft of the UNIT PLAN RATIONALE</b> <b>And</b> <b>The Outline of the four connected lessons in your final unit plan DUE today</b></p> <p><b>(Timely Submission gets 1 point)</b></p>	
<p>Tuesday June 17</p>	<p><b>Learning Module 9</b> Watch a video: Eye of the Storm Also known as “Brown Eyes and Blue Eyes”</p> <p><i>Response to Discussion Topics of Learning Module 9</i></p>	<p>Diversity Discrimination Prejudice</p>
<p>Wednesday June 18</p>	<p><i>Reply to Discussion Topics of Learning Module 9</i></p> <p><b>Learning Module 10</b></p> <ol style="list-style-type: none"> <li>Lewis, Catherine C. and I. Tsuchida. "A Lesson is Like a Swiftly Flowing River: Research Lessons and the Improvement of Japanese Education." American Educator, Winter, 1998. 14-17 &amp; 50-52.</li> <li>James Hiebert, Ronald Gallimore, and James W. Stigler. "Opening Classroom Doors: Heroes for the good of the profession." American Educator, Spring 2004, Retrieved on Jan. 11, 2004 at <a href="http://www.aft.org/pubs-reports/american_educator/spring2004/doors.html">http://www.aft.org/pubs-reports/american_educator/spring2004/doors.html</a></li> </ol>	<p>Democratic practices in classrooms and schools</p> <p>Transformative pedagogical practice</p>
<p>Thursday June 19</p>	<p><i>Respond to Discussion Topics of Learning Module 10</i> Work on Final Mini-Unit Plan</p> <p><b>Two Lesson Plans in your Final Unit Plan Should be Ready by Today.</b></p> <p><b>At this point, you should have three lessons</b></p>	



	<b>(with Children’s Literature Lesson Plan as one of them) ready in your Unit Plan.</b>	
Friday June 20	<i>Reply to Discussion Topics of Learning Module 10</i> Work on Final Mini-Unit Plan	Practice Transformative Pedagogy In Your Own Classroom or Community
Monday June 23	<b>Work on Final Mini-Unit Plan</b>	Practice Transformative Pedagogy In Your Own Classroom or Community
Tuesday June 24	<b>Mini-Unit Plan DUE Today</b>	Practice Teaching for Democracy
Wednesday June 25	<b>Reflection Essay #2 DUE Today</b>	Reflections

\*This syllabus is tentative and may be modified at the discretion of the instructor and at the reasonable requests of the students.

**Recommended Readings**

Counts, G.S. (1978). Dare the school build a new social order? Carbondale, IL: Southern Illinois University Press.

Friere, P. (1970). Pedagogy of the oppressed. New York: Continuum.

Giroux, H.A. (1994). Disturbing pleasures: Learning popular culture. New York: Routledge.

Symcox, Linda. (2002). Whose history? The struggle for National Standards in American classrooms. Teachers College, Columbia University. New York.