

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 2009
Email: lin.lin@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
Office: New Education Building
Rm.1250

Suggested Text: (All handouts will be provided on eLearning/WebCt for class discussion)

Ladson-Billings, G. (2009). *The Dream-Keepers: Successful teachers of African American children*. 2nd ed. Jossey-Bass, A Wiley Imprint.

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 and participate in meaningful and thoughtful discussions 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. While you have the freedom to pace your learning at your will in this online classroom, I would like to remind all of us that it is crucial to keep up with the topics and the discussion related to each topic. For example, if the class is now talking about using culturally responsive teaching, you are expected to participate in this ongoing topic. It is a good idea, therefore, that you speed up a little bit to catch up with the rest of us if you are still with the topic(s) we discussed in the previous learning module.

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 eLearning/WebCt or email me (at lin.lin@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 and appreciated.

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

Altogether, you will complete the following course assignments, which are graded. All due dates are posted on eLearning/WebCt. All assignments must be submitted by midnight of the due dates posted on eLearning/WebCt. There is always a one-day cut-off grace period. In the real world and online classrooms, deadlines are hard deadlines. I appreciate your understanding and support.

For example, if the assignment is due on May 21, you can turn it by midnight on May 22 without losing any points. If you turn your course assignment in past midnight of May 22, the course assignment will lost 10% of each course assignment grade for each day it is late. For example, if your first reflection essay is one day late, you will lose 0.5 point. I hate to go that direction and trust that you will all honor the deadlines. I will try my best to keep up with grading of each assignment.

The summer session goes by faster than we all think. Your timely submission of each assignment is highly appreciated and will be greatly rewarded.

- 1) Reflection Essay #1 (5 points)
- 2) Reflection Essay #2 (5 points)
- 3) Children’s Literature-based Lesson Plan (10 points)
- 4) Integrated Mini-Unit Plan (40 points)

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

- Children’s Literature-Based Lesson Plan (10 points)

You are going to develop a lesson plan of your own or share a lesson plan you have used or found. You should specify whether the lesson plan you submit is your own lesson plan or a lesson plan that was created by others. 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 students of the grade level you are teaching, or you are most likely to teach or want to teach; 3) have at least two Children’s books/young adult literature to help you teach the selected democratic civic/values/themes; 4) meet the requirements of New York State Social Studies Learning Standards and Curriculum or National Council for the Social Studies 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 and you will be able to use this lesson as one of the lessons in your final unit plan. It's not required, however. Some of you might want to create a totally new unit plan for the final course project. Please submit your lesson plan and supplementary materials on eLearning/WebCt.

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.

- **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 with at least four connected lessons 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, materials needed, New York Learning Standards/NCSS themes addressed, differentiated instructional strategies for students with special needs.

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
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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				

Academic Integrity

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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. It is highly recommended, encouraged, and appreciated that we all keep up with the topics we are discussing in each module. It is very easy to fall behind the discussions particularly when you are teaching in the last few weeks of the semester, or when you are working on other jobs, taking other courses at the same time. I appreciate that you manage your time well and make efforts to keep up with the class in this virtual classroom. Please print out the course calendar in the following for your convenience.

(This calendar should be the same with the Calendar on eLearning/WebCt. All reading assignments and questions are available on eLearning/WebCt. Should you have any questions, please do not hesitate to email me at lin.lin@cortland.edu or use the email within eLearning/WebCt.)

Recommended Date of Online Discussion	Readings/Assignments DUE	Major Topics
Wednesday May 20	<p>Learning Module 1 Starts</p> <p>1) Read: EDU524 Online Course Introduction 2) Read: EDU524 Online Discussion Directions 3) Reflection Essay #1 DUE May 21 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</p>	<p>Course Overview</p> <p>Community Building</p> <p>Democracy as the Purpose of Social Education</p>
Thursday May 21	<p><i>Respond to Learning Module 1</i></p> <p>Complete Self-Introduction (BioPoem) through Discussion Board</p> <p>Work on the Reflection Essay #1. It's highly recommended that you get it done before the Memorial Day Weekend. Have a thoughtful and meaningful Memorial Day Weekend! Be outdoor as the summer kicks off.</p> <p style="text-align: center;">Reflection Essay #1 Due</p>	
<i>Happy Memorial Day Weekend!</i>		
Tuesday May 26	<p><i>Reply to Learning Module 1</i></p> <p>Learning Module 2 Starts</p> <p>READ</p> <p>1. Education for Democracy, from <i>American Educator</i> Fall 2003, (23 pages) available at http://www.aft.org/pubs-reports/american_educator/fall2003/Democracy.pdf</p> <p>2. Macedo, D. (2005). "Apparatus of Lies USA: Introduction", from Zinn, H.'s Howard Zinn on Democratic Education. pp. 1-25.</p> <p>3. Can American history tell us? By Paul Gagnon at http://www.aft.org/pubs-reports/american_educator/issues/summer2005/gagnon.htm</p>	<p>Authentic Democracy</p> <p>Traditional Social Studies Curriculum</p> <p>Democratic Citizenship as core Curriculum</p>
Wednesday May 27	<p><i>Respond to Discussion Topics in Learning Module 2</i></p>	
Thursday May 28	<p><i>Reply to Discussion Topics in Learning Module 2</i></p> <p>Learning Module 3 Starts</p> <p>View Teaching In the Time of War PPT slides Work on students' worksheet Check your own answer using provided answer sheet</p>	<p>Teaching in the Time of War</p>

Friday May 29	<i>Respond to Discussion Topics in Learning Module 3</i>	
Monday June 1	<p><i>Reply to Discussion Topics in Learning Module 3</i></p> <p>Learning Module 4 Starts</p> <ol style="list-style-type: none"> 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 3. Susan E. Noffke, “Identify, Community, and Democracy in the “New Social Order” from D.W. Hursh & E. W. Ross (Eds.), <i>Democratic social education: Social studies for social change</i>. pp.73-83 	<p>Information & Democracy</p> <p>Legitimization of Knowledge in Higher Education</p> <p>Censorship & Democracy</p>
Tuesday June 2	<p><i>Respond to Discussion Topics of Learning Module 4</i></p> <p>One-page proposal of a topic/theme/concept for your final unit plan is DUE today. (Timely Submission gets 1 point)</p>	
Wednesday June 3	<p><i>Reply to Discussion Topics in Learning Module 4</i></p> <p>Learning Module 5 Starts Be Aware of multiple perspectives of a news story of a current event</p>	<p>Multiple Perspectives</p> <p>Media Bias</p> <p>Current Events</p>
Thursday June 4	<p><i>Following a news story to complete TASK for Learning Module 5</i></p> <p>Children’s Literature-based Lesson Plan Assignment Starts Today (Recommended)</p>	
Friday June 5	<p><i>Following a news story to complete TASK for Learning Module 5</i></p> <p>Learning Module 6 Starts PPT slides: Media in Middle East PPT slides: Learning About Arab Countries in the Middle East</p> <p>Keep working on your Children’s Literature-based Lesson Plan</p>	<p>Knowledge about Others</p> <p>Tolerance</p> <p>Acceptance</p>
Monday June 8	<p><i>Respond to Discussion Topics in Learning Module 6</i></p> <p>Following a news story to complete TASK for Learning Module 5</p> <p>Keep working on your Children’s Literature-based Lesson Plan</p>	

<p>Tuesday June 9</p>	<p><i>Reply to Discussion Topics in Learning Module 6</i></p> <p>Learning Module 7 Starts Watch two video clips Video Clip 1: The Monsters Are Due on Maple Street Video Clip 2: Eye of the Beholder</p> <p>Draft of Rationale and Outline for the Final Unit Plan DUE (Timely Submission gets 1 point)</p>	<p>Discrimination</p> <p>Segregation</p> <p>Conformity</p> <p>Scapegoat and the Holocaust</p>
<p>Wednesday June 10</p>	<p><i>Respond to Discussion Topics in Learning Module 7</i></p>	
<p>Thursday June 11</p>	<p><i>Reply to Discussion Topics of Learning Module 7</i></p> <p>Learning Module 8 Starts Watch a video: Eye of the Storm Also known as “Brown Eyes and Blue Eyes”</p>	<p>Prejudice and Discrimination</p> <p>Diversity</p>
<p>Friday June 12</p>	<p><i>Response to Discussion Questions of Learning Module 8</i></p> <p>TASK for Learning Module 5 DUE Today</p>	
<p>Monday June 15</p>	<p><i>Reply to Discussion Questions of Learning Module 8</i></p> <p>Learning Module 9 Starts</p> <p>Read chapters 3, 4, and 5 from <i>“The Dreamkeepers: Successful Teachers of African American Children”</i>, written by Gloria Ladson-Billings</p>	<p>Culturally Relevant Teaching</p>
<p>Tuesday June 16</p>	<p><i>Response to Discussion Topics of Learning Module 9</i></p> <p>Children’s Literature-based Lesson Plan DUE Today</p>	
<p>Wednesday June 17</p>	<p><i>Reply to Discussion Topics of Learning Module 9</i></p> <p>Learning Module 10 Starts</p> <ol style="list-style-type: none"> Lewis, Catherine C. and I. Tsuchida. "A Lesson is Like a Swiftly Flowing River: Research Lessons and the Improvement of Japanese Education." <i>American Educator</i>, Winter, 1998. 14-17 & 50-52. James Hiebert, Ronald Gallimore, and James W. Stigler. "Opening Classroom Doors: Heroes for the good of the profession." <i>American Educator</i>, Spring 2004, Retrieved on Jan. 11, 2004 at http://www.aft.org/pubs- 	<p>Democratic practices in classrooms and schools</p> <p>Transformative pedagogical practice</p>

	reports/american_educator/spring2004/doors.html	
Thursday June 18	Respond to Discussion Topics of Learning Module 10 Work on Final Mini-Unit Plan	Practice Transformative Pedagogy
Friday June 19	Reply to Discussion Topics of Learning Module 10 Work on Final Mini-Unit Plan Two Lesson Plans in your Final Unit Plan Should be Ready by Today. At this point, you should have three lessons (Option: with Children’s Literature Lesson Plan as one of them) ready in your Unit Plan.	
Monday June 22	Integrative Mini-Unit Plan DUE Today	Transformative Pedagogy
Tuesday June 23	Start working on Reflection Essay#2	
Wednesday June 24	Reflection Essay #2 DUE Today	Reflections Start Practising Teaching for Democracy

*This syllabus is tentative and may be modified at the discretion of the instructor and at the reasonable requests of the students. If there is any conflict between this syllabus and eLearning’s calendar, please follow eLearning’s calendar.

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.