

State University of New York College at Cortland
School of Education
Department of Childhood/Early Childhood Education
EDU 524: Democracy and Social Education
Spring, 2010

Course Information:

Credit Hours: 3
Online
Email: lin.lin@cortland.edu

Instructor Information:

Dr. Lin Lin
Office Phone: 607-753-4234
Office: Education Building Rm.1250

Suggested Text: (All handouts will be provided on eLearning/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.

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

Levistik, L. & Tyson, C. (2009). Handbook of research in social studies education. Routledge.

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 *Rethinking Schools*, *Social Education*, *Social Studies for the Young Learners*, *American Teacher*, and other journals.

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. Each week, you must plan at least 5.5 hours for

online activities. If you take a regular face-to-face course, you will come to class for at least 2.5 hours a week. Then you must take at least three hours to study for the course. This online course requires each of you to plan at least 5.5 hours each week for online work. Taking this course and staying in this course mean that you are accepting this course attendance policy.

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: Indoctrination or Democratization
Teach for social change
Role of classroom conservatism
Social activism

Theme II: Social Purposes of Education
Traditional social studies instruction
Multicultural democracy
Tolerance or Acceptance
Neutrality or Objectivity

Theme III: Social Studies Curriculum Defined
Authentic Democracy
Legitimization of knowledge within colleges of education
Transformative pedagogical practice

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, thoughtful, and insightful participation in online discussions
2. Completion, analysis and reflection of all course readings
3. Satisfactory completion of all assignments

1) Professionalism: Online Participation (50%)

*Professionalism means active and timely participation in the online classroom. Participation online means your participation in reading all materials within each Learning Module on WebCt/Elearning **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 eLearning 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) in a **timely** fashion.

I highlighted “timely” here for a good reason. Different from a regular traditional classroom discussion that requires spontaneous responses from all of us, online discussion requires timely discussion in a different way. You have a couple of days to respond or reply to discussion questions and our classmates’ thoughts and ideas, but you have to participate in the online discussion **at least twice a week**. First, please respond to discussion questions or course materials. Second, read other classmates’ responses and reply with your thoughtful comments.

If you read the following course calendar, you will find that responses and replies to each learning module’s discussion board are recommended to be submitted during the week when that particular learning module is presented and discussed. Responses and replies submitted later than the following Tuesday after each Learning Module starts a week earlier will be considered LATE, and lose 1 point. Responses and replies submitted later than the following Friday after each Learning Module starts a week earlier will not be reviewed and graded, and therefore will lose all the four points.

For example, learning module 3 will start on Feb. 15, Monday. The course calendar recommends that all students respond by Wednesday, Feb. 17. We read the classmates' thoughts and ideas, and then we reply to each other's postings by Friday, Feb. 19. Voila! You get 4 points so long as you share thoughtful insights and demonstrate that you have read the course materials.

If you respond by Tuesday, Feb. 23, you will lose 1 point regardless of your thoughtful ideas. If you respond after Tuesday, Feb. 23, you will lose all points for this learning module.

Responses such as "I agree"; "Good question"; or "Good answer" are incomplete, and will not get points for discussion of any 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 4 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 4 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 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 50% of your course grade. There are other types of course assignments beyond readings and online discussion. I understand that some of you will go much faster than the rest of the class in this online course. I would like to caution you, however, that you should not get far too ahead of everyone else. Online discussion can only be meaningful if EVERYONE is there to share ideas with each other. Please do not feel offended if you receive an email from the instructor to ask you to slow down for the rest of us.

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 a whole week.

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 (50%)**

*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 two-day cut-off grace period. Cut-off date means submissions are still acceptable, but will be marked LATE. **Late assignments lose 2 points. Submissions after the cut-off dates are not accepted. If you***

have a specific reason for submitting later than two days, please contact the instructor and please understand that submission more than two days late will lose 5 points.

For example, if the assignment is due on May 21, you turn it by midnight on May 21 without losing any points. If you turn your course assignment in past midnight of May 23, the course assignment will lose 2 points. For example, if your first reflection essay is one day late, you will lose 0.5 point.

In the real world and online classrooms, deadlines are hard deadlines. Your timely submission of each assignment is highly appreciated and will be greatly rewarded. Trust me that I do not enjoy deducting any points from your hard work, so I appreciate your understanding and support. I trust that all of you will honor the deadlines. I will try my best to keep up with grading of each assignment.

- 1) Reflection Essay #1 (5 points)
- 2) Reflection Essay #2 (5 points)
- 3) Children’s Literature-based Lesson Plan (10 points)
- 4) **Final Project of your Choice** (30 points)

- Reflection Essays (Altogether two essays with 5 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. A lesson plan template will be provided. You are welcome to use other formats, but all the required elements in the provided lesson plan template must be included.

The lesson plan you are going to share with us **must**

- 1) Focus on social justice as a theme in democratic 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) Use children’s books/young adult literature in this lesson to teach the selected social justice/democratic values/themes in social education

If you teach or plan to teach grades third grade or below, you must have at least three books with similar themes. If you teach or plan to teach grades 4 through 6 grades, you must select at least two books with similar themes. If you teach each grades 7 and above, you must select at least one adult literature book with the required theme.

- 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 for the selected books in your lesson plan and give credits to the authors of the lesson plan if you use other people’s lesson plans.

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 use your proposed project as an alternative for this assignment.

- ONE Authentic Final Project (of your own choice: 30 points)

A proposal of **your** final course project (3 points) must be submitted by March 12, 2010. It has to be YOUR project, created and designed by you. The authenticity and creativity of the project are highly appreciated and will be graded. Late submission of the proposal loses 2 points. The proposal must describe clearly and specifically the focus of your project, which must be on topics, themes, issues, and concepts such as social justice, diversity, multicultural education, and democratic citizenship education, or any other themes related to this course.

You are required to complete ONE final project. All options of the projects will be published in our eLearning classroom. Each option has detailed instruction and grading rubrics on eLearning.

- Option A: An Integrative Mini-Unit Plan that is to be submitted and presented at the Annual Conference of New York State Council for the Social Studies
- Option B: An Issue-based WebQuest of Social Inquiry that is actually uploaded on the Internet and everyone can view
- Option C: A Research Paper that is to be submitted as a presentation at the Scholar's Day of SUNY Cortland
- Option D: A Podcast on a controversial issue in social education that is actually uploaded on the Internet and everyone can view
- Option E: A YouTube Video clip on a controversial issue in social education that is actually uploaded on the Internet and everyone can view

Grading

Online Discussion Participation	50%	} 50%
Reflection Essay #1	5 points	
Children's Literature-based Lesson Plan	10 points	
Integrated Mini-Unit Plan	30 points	
Reflection Essay #2	5 points	
<u>TOTAL</u>	<u>100 points</u>	

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 Participation and Discussion	Readings/Assignments DUE	Major Topics
Week 1 1/25-1/29	Learning Module 1 Starts 1) Read: EDU524 Syllabus 2) Read: EDU524 Online Course Introduction 3) Read: EDU524 Online Discussion Directions 3) Reflection Essay #1 DUE Jan. 29 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 Democracy as the Purpose of Social Education
Wednesday 1/27	<i>Respond to Learning Module 1</i> Complete Self-Introduction (BioPoem) through Discussion Board . Work on the Reflection Essay #1.	
Friday 1/29	<i>Reply to Learning Module 1</i> Reflection Essay #1 Due on Friday, Jan. 29	
Week 2 2/1-2/5	Learning Module 2 Starts READ 1. <i>Knowing and doing in democratic citizenship education</i> , by Walter Parker from Handbook of Research in social studies education. Pp. 66-80. Available on elearning. 2. 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	Democratic Citizenship as core Curriculum
Wednesday 2/3	<i>Respond to Discussion Topics in Learning Module 2</i>	
Friday 2/5	<i>Reply to Discussion Topics in Learning Module 2</i>	
Week 3 2/8-2/12	Learning Module 2 Continues 3. Macedo, D. (2005). “ <i>Apparatus of Lies USA: Introduction</i> ”, from Zinn, H.’s Howard Zinn on Democratic Education. pp. 1-25. 4. Can American history tell us? By Paul Gagnon at http://www.aft.org/pubs-reports/american_educator/issues/summer2005/gagnon.htm	Authentic Democracy Legitimization of Knowledge in Higher Education
Wednesday 2/10	<i>Continue to Respond to Discussion Topics in Learning Module 2</i>	Traditional Social Studies Curriculum
Friday 2/12	<i>Continue to Reply to Discussion Topics in Learning Module 2</i>	

Week 4 2/15-2/19	<p>Learning Module 3 Starts View Teaching In the Time of War PPT slides Work on students' worksheet Check your own answer using provided answer sheet</p> <p><i>Children's Literature-based Lesson Plan Assignment Starts This Week</i></p> <p>Starts Final Project Proposal Assignment Today, 2/19</p>	<p>Teaching in the Time of War</p> <p>Information & Democracy</p> <p>Multiple Perspectives</p>
Wednesday 2/17	<i>Respond to Discussion Topics of Learning Module 3</i>	Current Events
Friday 2/19	<i>Reply to Discussion Topics in Learning Module 3</i>	
Week 5 2/22 – 2/26	<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>Media Bias</p> <p>Censorship & Democracy</p>
Wednesday 2/24	<i>Respond to Discussion Topics of Learning Module 4</i>	
Friday 2/26	<i>Reply to Discussion Topics in Learning Module 4</i>	
Week 6 3/1-3/5	<p>Learning Module 5 Starts</p> <p>PPT slides: Media about the Middle East PPT slides: Learning About Arab Countries in the Middle East</p>	<p>Knowledge about Others</p> <p>Tolerance</p> <p>Acceptance</p>
Wednesday 3/3	<i>Respond by sharing comments on Learning Module 5</i>	
Friday 3/3	<i>Reply to comments on Learning Module 5</i>	
Week 7 3/8-3/12	<p>Learning Module 6 Starts</p> <p>Select two of the three articles to read for this week. You will like all. (-)</p> <ol style="list-style-type: none"> 1. Controversial issues and democratic discourse, by Diana Hess 2. Diversity and citizenship education, by James Banks and Diem Nguyen 3. Social justice and the social studies, by Kathy Bickmore <p><i>All three articles are selected from <u>Handbook of Research in Social Studies Education</u>, (2009). Edited by</i></p>	<p>Research in Social Studies education</p> <p>Democratic practices in classrooms and schools</p> <p>Transformative pedagogical practice</p>

	Linda Levstik and Cynthia Tyson.	
Wednesday 3/10	<i>Respond by Sharing Comments on Learning Module 6</i>	
Friday 3/12	<i>Reply to Discussion Topics in Learning Module 6</i> Final Project Proposal Due Today, March 12, 2010	
Week 8 3/15- 3/19 Enjoy the Spring Break!		
Week 9 3/22-26	Learning Module 7 Starts Watch a video: Eye of the Storm Also known as “Brown Eyes and Blue Eyes”	
Wednesday 3/24	<i>Response to Discussion Questions of Learning Module 7</i>	
Friday 3/26	<i>Reply to Discussion Questions of Learning Module 7</i>	
Week 10 3/29-4/2	Learning Module 8 Starts Read chapters 3, 4, and 5 from “ <i>The Dreamkeepers: Successful Teachers of African American Children</i> ”, written by Gloria Ladson-Billings Available on eLearning in Learning Module 8	
Wednesday 3/31	<i>Response to Discussion Topics of Learning Module 8</i>	
Friday 4/2	<i>Reply to Discussion Topics of Learning Module 8</i> Children’s Literature Lesson Plan DUE Friday, April 2 on eLearning	
Week 11 4/5-4/9	Learning Module 9 Starts Watch two video clips in Twilight Zone Series Video Clip 1: The Monsters Are Due on Maple Street Video Clip 2: Eye of the Beholder	
Wednesday 4/7	<i>Response to Discussion Topics of Learning Module 9</i>	
Friday 4/9	<i>Reply to Discussion Topics of Learning Module 9</i>	
Week 12 4/12-4/16	<p>You must do the following <u>three</u> things no later than this week.</p> <ol style="list-style-type: none"> 1. Visit a historical society or museum in your local community. 2. Come to campus and attend the Scholar’s Day this Friday at SUNY Cortland <p>(If you are only taking this online course and do not usually come to SUNY Cortland campus, please contact the instructor for this assignment. I have an alternative assignment for you.)</p>	

Wednesday 4/14	Visit a local historical society (for example, Cortland Historical Society on Homer Street) Respond today on Elearning your activity.	
Friday 4/16	Attend at least one session at the Scholar's Day, April 16, 2010, SUNY Cortland Respond today on elearning what you have learned from the Scholar's Day	
Week 13 4/19-23	Learning Module 10 Starts 1. 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 & 50-52. 2. 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 http://www.aft.org/pubs-reports/american_educator/spring2004/doors.html	Reflections on Transformative Pedagogy
Wednesday 4/21	<i>Respond to Discussion Topics of Learning Module 10</i>	
Friday 4/23	<i>Reply to Discussion Topics of Learning Module 10</i>	
Week 14 4/26-4/30	Continue to work on your final course project.	Start Practicing Teaching for Democracy
Week 15 5/3-7	Final Course Project Due Friday 5/7	
Week 16 Wednesday 5/12	Reflection Essay #2 DUE Wednesday 5/12	

*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.