

**University of New Orleans**  
**College of Liberal Arts, Education, and Human Development**  
**EDFR 5990: Special Topics in Education**  
**(Socio-Cultural Foundations in Education)**  
**Glories of France program**  
**Summer 2019**

Professor: Elizabeth K. Jeffers, M.Ed.+ 30, PhD  
Office: 348-J Bicentennial Education Center  
Office Hours: Summer 2019: by appointment  
Phone: (504) 280-6451  
E-mail: [ekjeffe1@uno.edu](mailto:ekjeffe1@uno.edu)  
Class Twitter: @EDFranceUNO @ekjeffe1  
Meetings: 1:05 p.m. – 3:05 p.m. (July 3, 4, 8, 9, 15, 16, 22, 23, 29, 30)  
8:00 – 10:00 a.m. (July 11 & 25)  
No Class Meetings: July 10, 17, 18, 24, 31

**Course Materials**

**Required Texts**

Love, B. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Boston, MA: Beacon Press.

Print ISBN: 9780807069158, 0807069159

eText ISBN: 9780807069165, 0807069167

[VitalSource](#)

[Kindle](#)

Perry, T., Moses, R. P., Cortes Jr., E., Delpit, L., & Wynne, J. T. (2010). *Quality education as a constitutional right: Creating a grassroots movement to transform public schools*. Boston, MA: Beacon Press.

Print ISBN: 9780807032824, 0807032824

eText ISBN: 9780807095461, 080709546X

[VitalSource](#)

[Kindle](#)

Said, E. W. (2012). *Out of place: A memoir*. Vintage.

ISBN-10: 9780679730675

ISBN-13: 978-0679730675

[Kindle](#)

**Required Resources**

Students are responsible for registering for [Dropbox](#) and [Twitter](#) accounts. Students are also responsible for bringing two composition books or notebooks to France.

**Book Symposium (select one)**

- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. The New Press.
- Bernal, D. D., Burciaga, R., & Carmona, J. F. (Eds.). (2017). *Chicana/Latina testimonios as pedagogical, methodological, and activist approaches to social justice*. New York: Routledge.
- Bourdieu, P. (1998). *Acts of resistance: Against the tyranny of the market*. NY: The New Press.
- Bourdieu, P., & Passeron, J. C. (1990). *Reproduction in education, society and culture*. Sage Publications.
- Cho, A., Gee, H., Holody, K. J., Li, K., Lu, A., Mendez, G., ... & Zhang, X. (2016). *Asian/Americans, education, and crime: The model minority as victim and perpetrator*. Lanham, MD: Lexington Books.
- Evans-Winters, V. E. (2011). *Teaching black girls: Resiliency in urban classrooms*. New York: Peter Lang.
- Ewing, E. L. (2018). *Ghosts in the schoolyard: Racism and school closings on Chicago's south side*. University of Chicago Press.
- Ferguson, A. A. (2001). *Bad boys: Public schools and the making of black masculinity (law, meaning & violence)*. Ann Arbor: MI, University of Michigan Press.
- Foucault, M. (2012). *Discipline and punish: The birth of the prison*. Vintage Books.
- Freire, P. (2018). *Pedagogy of the oppressed*. New York: Bloomsbury Publishing.
- Gallagher-Geurtsen, T. (2012). *(Un) knowing diversity: Researching narratives of neocolonial classrooms through youth's testimonios*. New York, NY: Peter Lang.
- Giroux, H. A. (2007). *Border crossings: Cultural workers and the politics of education*. New York: Routledge.
- Gonzales, N. & Moll, L. (2005). *Funds of knowledge: Theorizing practices in households and classrooms*. Mahwah, NJ: Erlbaum.
- Gorski, P. C. (2017). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*. Teachers College Press.
- Greer, B., Mukhopadhyay, S., Powell, A., & Nelson-Barber, S. (2009). *Culturally responsive mathematics education*. New York: Routledge.
- Hooks, b. (2014). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.

- Ignatiev, N. (2015). *How the Irish became white*. New York: Routledge.
- Khalifa, M. (2018). *Culturally responsive school leadership. Race and education series*. Cambridge, MA: Harvard Education Press.
- King, J. E., & Swartz, E. E. (2018). *Heritage knowledge in the curriculum: Retrieving an African episteme*. New York: Routledge.
- Ladson-Billings, G. (2001). *Crossing over to Canaan: The journey of new teachers in diverse classrooms*. Jossey Bass, Inc.
- Laura, C. T., Ayers, W., & Meiners, E. R. (2014). *Being bad: My baby brother and the school-to-prison pipeline*. New York: Teachers College Press.
- López, M. P., & López, G. R. (2009). *Persistent inequality: Contemporary realities in the education of undocumented Latina/o students*. New York: Routledge.
- Moses, R., & Cobb, C. E. (2002). *Radical equations: Civil rights from Mississippi to the Algebra Project*. Boston, MA: Beacon Press.
- Nichols, S. L. & Berliner, D. C. (2007). *Collateral damage: How high-stakes testing corrupts America's schools*. Cambridge: Harvard Education Press.
- Paris, D. (2011). *Language across difference: Ethnicity, communication and youth identities in changing urban schools*. Cambridge: Cambridge University Press.
- Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. New York: Teachers College Press.
- Perry, T., Steele, C., & Hilliard, A. G. (2003). *Young, gifted, and Black: Promoting high achievement among African-American students*. Boston: Beacon Press.
- Rodriguez, L. F. (2019). *Community-based participatory research: Testimonios from Chicana/o studies*. University of Arizona Press.
- Sankofa-Waters, M.B., Evans-Winters, V. E., & Love, B. (Eds.), (2019). *Celebrating twenty years of black girlhood: The Lauryn Hill reader*. New York: Peter Lang.
- Smith, L. T., Tuck, E., & Yang, K. W. (Eds.). (2018). *Indigenous and decolonizing studies in education: Mapping the long view*. New York: Routledge.
- Tatum, B. D. (1997/2017). *Why are all the Black kids sitting together in the cafeteria?: And other conversations about race*. New York: Basic Books.
- Tuck, E., & Yang, K. W. (Eds.). (2018). *Toward what justice?: Describing diverse dreams of justice in education*. New York: Routledge.

Valenzuela, A. (Ed.). (2016). *Growing critically conscious teachers: A social justice curriculum for educators of Latino/a youth*. New York: Teachers College Press.

Walker, V. S. (2009). *Hello, professor: A black principal and professional leadership in the segregated south*. Chapel Hill: Univ. of North Carolina Press.

## Student Learning

### **Course Description**

From the perspectives of the humanities and social sciences, this course exposes students to the idea of education as a social phenomenon and leads students to concepts of sociology, socialization, cultural contexts of educational systems, issues of education and social stratification, social criticism of trends in modern education, and educational innovation and reforms. Key subjects of study will include the recent immigration crisis experienced in much of Europe (including France), assimilation, enculturation, cultural heritage, and the longstanding challenges of integrating displaced and marginalized communities into state-run schooling.

### **Course Objectives**

At the close of this course, students should be able to:

- demonstrate an understanding of how certain sets of determinant conditions influence group and individual behavior.
- employ, where necessary, appropriate sociological terms, concepts, and principles and draw on theoretical orientations and a critical understanding of research to communicate that they have acquired a level of sociological reasoning which, it is hoped, is more precise than "common sense" observations and "folk theories."
- detect the distinctive and common qualities between their perspective and perspectives of others concerning education and understand how their beliefs about education reflect their political, social-economic and socio-historic backgrounds;
- understand the role placed by cultural identities in modern societies and the contextual factors that affect the construction of cultural identities;
- identify and understand the nature and role of culture, cultural groups, and cultural identities; and
- discuss contemporary sociological and philosophical views on education and draw connections between specific schools of thought and the contexts in which they are situated.

In addition, each student will develop a personal/professional learning objective for this course that focuses on a specific problematic area:

---

---

---

---

## Classroom Climate

Let me first say that I am very passionate about many topics related to education! My undergraduate degree was in Sociology from Loyola University, my masters' degrees were in education from UNO, and my doctoral work was in Social Foundations of Education from Georgia State University. I also spent 11 years of my life as a teacher in New Orleans public schools and as a teacher tutor for Atlanta Public Schools' Neglected and Delinquent Youth Services Program. Education scholars who have influenced me, include Lisa Delpit, Joyce E. King, Adrienne D. Dixon, and Gloria Ladson-Billings (Dr. King and Dr. Dixon were members of my dissertation committee), legal scholar Derrick Bell, as well as great philosophers like Franz Fanon, Sylvia Wynter, and W. E. B. DuBois.

I intend to create a classroom community where we can respectfully consider multiple theories, philosophies, and perspectives on education. But for this to work, every member of our community has to remain respectful. Being respectful to others means that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might disagree.

Further, the open exchange of ideas is necessary for learning. Thus, you may find that some of the class readings and discussions challenge your views. I expect openness to difference and a willingness to interpret issues from frameworks that may not be quite so comfortable for you.

While I have opinions and will express those, you are free to express either agreement or disagreement without fear of consequences. You will experience no consequences for disagreeing with me. If you feel that I am violating this commitment, please arrange an appointment to discuss the issue.

## Format and Procedures

Assignments are designed to support the course learning goals. Students will participate in online/in-class discussions and critical analysis of course readings. Our weekend field trip to Paris and other program field trips will incorporate required course activities and assignments. More information is forthcoming.

This course will rely on Twitter accounts @ekjeffe1 @EDFrance5990

Purchasing or renting of e-texts is highly recommended. See p. 1 for direct links. Texts are available via Kindle and VitalSource. Excellent and affordable resources that will allow you to highlight and take notes. Kindle is downloadable for free through Amazon. ***If you are purchasing hard copies, please purchase them before you leave and bring them with you. They cannot be purchased in France or shipped to you once you arrive. This includes your symposium book!***

Also, the professor will upload readings and assignments into a Dropbox folder that will be shared with students before the semester. *Your flight is an excellent time to get an early start on course readings!* This will afford you more free time in Montpellier.

*Note:* When saving and uploading a document, please ensure that the name of the file also contains your first and last name (e.g., Elizabeth\_Jeffers\_Journal1). Email all assignments to the professor at [ekjeff1@uno.edu](mailto:ekjeff1@uno.edu).

## Course Policies

### **Attendance/Participation**

Due to the abbreviated length of the course (2 hrs x 13 days), students are expected to attend all classes regularly and punctually. A student not in class will be marked absent. Only with prior instructor approval, in rare exceptions (such as documented medical or family emergency), will absences be excused. Any unexcused absence will result in your final grade being dropped a letter (for each day that you are absent).

Class attendance/participation includes all assigned activities, including online assignments. Students are expected to attend class punctually, which means attendance for the full class period. Habitually arriving late for class will result in a deduction of one point from the student's final grade.

*Students may use laptops in class only with the permission of the instructor.* Students taking notes using a laptop during class may be asked to share a summary of these notes at various points during the class or at the end of class.

### **Late Work**

The instructor will not typically accept late work without extenuating circumstances. The acceptance of late work will be solely at the discretion of the instructor and may result in the automatic deduction of one full letter grade for each calendar day the assignment is late. Please inform the instructor of any potential conflicts with class assignments as soon as possible.

### **Grading Policy and Appeals of Grades**

The assignment of grades in this course is the exclusive province of the instructor. It is customary and expected for instructors to provide prompt and constructive feedback to students. **However, the professor will grade any late assignments or revisions at her convenience.** Students seeking to dispute an assignment grade or a final grade are strongly encouraged to contact the instructor and set up an appointment with her.

*Reminder:* Multiple errors in punctuation, grammar, and spelling will result in deductions from your grade. **Please proofread carefully.** The professor will return papers *ungraded* if they do not meet acceptable writing standards (e.g., grammar, spelling, phrasing), organization and clarity of expression. In this case, students will be required to revise.

### **Writing Resources**

[UNO's Writing Center](#)

[Purdue Online Writing Lab](#)

[Grammarly](#)

### **Other Course Policies and Expectations**

University of New Orleans' policies as articulated in the UNO Student Policy Manual apply in this course. Policies concerning Academic Dishonesty are of particular importance. As such, it is critical that you adhere to the following:

*Statement on Academic Integrity:* Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer [here](#) for further information.

*Disability Statement:* Regarding the accommodations of students with disabilities, the Office of Disability Services (ODS) in conjunction with the Office of Academic Affairs campus-wide administrative policy has two primary objectives: (1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and (2) to uphold the academic integrity of UNO. When these two objectives are met, students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled. **If you have a disability, please contact the professor and the Program Coordinator, Robyn White ([RLWhite3@uno.edu](mailto:RLWhite3@uno.edu)) as soon as possible so that we can best accommodate you.**

*Communication:* Make sure to take down contact information for at least one classmate, and if you have questions throughout the semester, first contact him or her to ask for help. If your classmate is not able to answer your question or address your concern, please expect at least one professional day for an email response from the instructor.

Students should use the following email to contact the professor: [ekjeffe1@uno.edu](mailto:ekjeffe1@uno.edu). I strive to respond to emails daily and routinely check email during the day. Emails sent after 5 p.m. will usually be answered on the following day. Emails sent on Saturdays and Sundays will be answered on Mondays.

### **Assessments and Grading**

<b>ACTIVITIES AND ASSIGNMENTS</b>	
Class Participation	= 20 points
Book Symposium and Presentation	= 30 points
Dialogic Journals	= 20 points
Final Paper and Presentation	= 30 points
Total Possible Points = 100 points	

### **Grading Scale**

90-100 - A

80-90 - B

70-80 - C  
60-70 - D  
Below 60 – F

### **Class Participation / Discussion Topics / Homework (20 points)**

This class is dialogic and participatory. Students will engage in interdisciplinary dialogue and inquiry both online and in-person. Readings function as the foundation. You are expected to take leadership roles in discussions and to contribute your perspectives on readings. Periodically, the professor may assign homework to assure that students are keeping up with readings.

You must also serve as a discussion leader. Students will select two or more specific required readings and then *facilitate* a 15-20-minute *discussion* on the assigned reading. This should not be a presentation or a summary of the reading. Students should use the handout template in Dropbox and email it to the class 24 hours before their discussion topics. Serving as a discussion leader is not a letter grade, but it constitutes a requirement for your class participation. The professor may provide occasional feedback about your performance (i.e., critical thinking, facilitation skills).

*Note:* Before arriving in Montpellier, the professor will email a sign-up sheet to students so that you will have a chance to get an early start! This will afford you more free time in Montpellier.

Students taking the course for upper-level credit will be responsible for helping to coordinate field trip activities.

Please also review requirements on pp. 2-3.

### **Dialogue Journals (5 x 4 = 20 points)**

As a part of the Glories of France program, you will be working in another culture (or cultures), which will be an educative experience in itself. On our first day of class, you will write down your learning objective for the course. Throughout the semester, you will keep a dialogue journal where you will write about your thoughts on readings, films, and class discussions; your experiences and how you are dealing with differences; new ideas; challenging concepts, and any cognitive dissonance. Your journal should connect to your personal goal for the course, and it should incorporate specific citations from texts we have read. Other things you should consider are:

- how has your background (race, socioeconomic class, immigration status, nationality, gender, family background, sexuality, academic discipline) influenced your perspective and understanding of education;
- how has this course and your time in France expanded your thinking and challenged your assumptions; and
- what have your observations of and interactions with residents of France been like and has this impacted your thinking?

At four different points in the semester, you will be required to submit your journal. Journals are due each Thursday, except for week 5. Please bring your journal with you to class and on field trips. On the day that your journal is due (weeks 1, 2 & 4), be prepared to share with your classmates. Each submission will be typed, revised, and emailed to the professor that night.



### **Book Symposium Presentation and Critique (30 points)**

This is a presentation and critique of an approved book (see list below). Throughout the semester, group talks will be assembled for presentations, or you can pair up with others. This is an opportunity to probe into course themes. Your book may connect to your final paper.

Further explanation and paper requirements will be placed in the course Dropbox folder.

### **Final Artifact (30 points)**

Each student will turn in a 5-7-page critical reflection on a philosopher/theorist whose work has influenced the field of educational foundations. This may include authors that we have read in class or an author of a symposium book. Your theorist must be pre-approved by the designated date. Selections will be granted on a first- come, first serve basis; however, approval will not be granted to multiple theorists with similar lineages. Your paper should include the following sections:

1. a brief biography of the theorist, and a discussion of how his/her social location, cultural location, and educational background influenced his/her thinking and his/her impact on educational thought;
2. a description of the theory, and a discussion of other theorists and theories that influenced his/her thinking (where did the theory come from? what is the history behind the theory?);
3. an analysis and critique of the theory (what have the critics said? You may consider academic book reviews access through ERIC);
4. a discussion about how the theory relates to current trends in education;
5. a discussion on how the theory has impacted your own thinking; and
6. a works cited page.

Students will also present a 10 to 12 min. summation and 1-page handout. While you may choose to create PowerPoint/Prezi slides, it is not necessary.

### **Potential Theorists**

Asa Hilliard  
Gloria Anzaldúa  
Henry Giroux  
Jean Anyon  
Daniel Solorzano  
John Dewey  
Bob Moses  
W.E.B DuBois  
Antonio Gramsci  
Michel Foucault

Michael Apple  
Linda T. Smith  
Leigh Patel  
Paolo Freire  
bell hooks  
Vincent Harding  
John Gaventa  
Lois Weis  
Paul Gorski

Gloria Ladson-Billings  
Sylvia Wynter  
Michelle Alexander  
Patricia Hill Collins  
Pierre Bourdieu  
Carter G. Woodson  
Jeanie Oakes  
Derrick Bell  
Cheryl Harris

## Tentative Schedule \*

Week	Readings	Due Dates
<b>Introduction</b>		
<p>Week 1</p> <p>Tuesday, July 2<sup>nd</sup>: brief course overview (30 min. class)</p> <p>July 5<sup>th</sup> – 7<sup>th</sup>: Field trip to Paris</p>	<p><i>The Ways Schools Work</i>, Ch. 1</p> <p>Course Introduction and Personal Goals</p> <p>Terminology</p> <p>Sign up for Class Discussions Topics</p> <p><i>Out of Place</i></p>	<p>Wednesday, July 3<sup>rd</sup>: submit book symposium title</p> <p>Thursday, July 4<sup>th</sup>: Journal 1 due</p>
<b>The Social Organization of Schooling &amp; Hegemony</b>		
<p>Week 2</p> <p>Wednesday, July 10<sup>th</sup> – No class meeting (field trip to Palavas)</p> <p>Thursday, July 11<sup>th</sup> – 8-10 a.m.</p>	<p><i>Out of Place</i></p> <p><i>The Ways Schools Work</i>, Ch. 2 &amp; 6</p> <p>Lee, S. J. (2008). The ideological blackening of Hmong American youth. In L. Weiss (Ed.), <i>The way class works: Readings on school, family and the economy</i>. (Ch. 20)</p>	<p>Tuesday, July 9<sup>th</sup>: Name of theorist for final artifact paper due</p> <p>Thursday, July 11<sup>th</sup>: Journal 2 (Paris Assignment)</p>
<b>Can the Constitution Guarantee Quality Education?</b>		
<p>Week 3</p> <p>Wednesday, July 17<sup>th</sup>: field trip to Arles</p> <p>Thursday, July 18<sup>th</sup>: No class meeting</p>	<p><i>Quality Education: Intro, Part I &amp; II</i></p>	<p>Thursday, July 18<sup>th</sup>: Journal 3 due (Arles Assignment)</p>

<b>Pursuing Educational Justice and Beyond</b>		
<p>Week 4</p> <p>No class meeting Wednesday, July 24<sup>th</sup> (field trip to St. Guilhem)</p> <p>Thursday, July 25<sup>th</sup>, 8-10 a.m.</p>	<p><i>Quality Education: Part II &amp; Part III</i></p> <p><i>The Way Schools Work, Ch. 7</i></p>	<p>Tuesday, July 23<sup>rd</sup>: Book symposium papers due</p> <p>Thursday, July 25<sup>th</sup>: Journal 4 due</p>
<p>Week 5</p> <p>No class meeting Wed., July 31</p>	<p>Love, B. (2019). <i>We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom.</i></p>	<p>Tuesday, July 30<sup>th</sup>: Presentation of Final Artifact</p> <p>Wednesday, July 31<sup>st</sup>: Final Critical Artifact due by 5 p.m.</p>

**\*This course outline provides a general plan for the course: deviation may be necessary.**