

**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**

I entered the classroom with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer... education as the practice of freedom.... education that connects the will to know with the will to become. Learning is a place where paradise can be created. — bell hooks

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Class Twitter: @EDFranceUNO @ekjeffe1  
Meetings: 1:05 p.m. – 3:05 p.m. (Period 3)  
July 11 & 25: 8:00 – 10:00 a.m.  
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](#)

#### **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.

### **Optional Texts**

DeMarrais, K. B., & LeCompte, M. D. (1995). *The way schools work: A sociological analysis of education*. Longman Publishing Group.

ISBN-13: 978-0801319563

ISBN-10: 0801319560

Weiss, L. (Ed.). (2008). *The way schools work: Readings on school, family, and the economy*. New York: Taylor & Francis.

Print ISBN: 9780415957076, 0415957079

eText ISBN: 9781135909178, 1135909172

[VitalSource](#)

### **Book Symposium (select one)**

Anderson, J. D. (1988). *The education of Blacks in the South, 1860-1935*: Chapel Hill: University of North Carolina 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.

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.

Freire, P. (2018). *Pedagogy of the oppressed*. New York: Bloomsbury Publishing.

Gonzales, N. & Moll, L. (2005). *Funds of knowledge: Theorizing practices in households and classrooms*. Mahwah, NJ: Erlbaum.

Greer, B., Mukhopadhyay, S., Powell, A., & Nelson-Barber, S. (2009). *Culturally responsive mathematics education*. New York: Routledge.

Hartlep, N. D., & Porfilio, B. J. (Eds.). (2015). *Killing the model minority stereotype: Asian American counterstories and complicity*. Information Age Publishing.

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.
- 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.
- Patillo-McCoy, M. (1999). *Black picket fences: Privilege and peril among the black middle class.* Chicago, IL: University of Chicago 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.
- Payne, C. (2008). *So much reform—so little change: The persistence of failure in urban schools.* Boston, MA: Harvard Education 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 in order 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 own 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 individual 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:

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## 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 master's degrees in education are 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. I have been influenced by education scholars: Lisa Delpit, Joyce E. King, Adrienne D. Dixson, and Gloria Ladson-Billings (several of whom 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 believe the open exchange of ideas is necessary for learning. You may find that some of the class readings and discussions challenge your views and theoretical frameworks. I expect openness to difference and a willingness to interpret issues from frameworks that may not be quite so comfortable for you.

I have opinions and will express those. You are free to express either agreement or disagreement without fear of consequences. This does not mean of course, that I may not challenge your views or disagree with them. But it does mean that 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.

Please be respectful to others in both face-to-face and online class discussions. My goal is to create a psychologically safe space in which everyone feels that they can participate in discussions. This does not mean people cannot disagree. This does not mean people cannot have emotions connected to their words. What it does mean is that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might disagree.

It is my intent to build a classroom community where we can respectfully consider multiple theories, philosophies and perspectives on education. In this class, you will consider contemporary and historical dilemmas/problems in education and consider how you and your classmates may become agents of change.

## 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. Both texts are available via VitalSource, and it is an excellent and affordable resource that will allow you to highlight and take notes. You may also consider using the Kindle app., which is downloadable for free through Amazon. **PLEASE PURCHASE ALL TEXTS AND BRING THEM WITH YOU**

## **BEFORE DEPARTING FOR FRANCE—THEY CANNOT BE PURCHASED IN FRANCE OR SHIPPED TO YOU ONCE YOU ARRIVE.**

In addition, the professor will upload readings and assignments into a Dropbox folder that will be shared with students prior to 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 [ekjeffel@uno.edu](mailto:ekjeffel@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 who is not present 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 and to arrive on time, 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 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, any late assignments or revisions will be graded at the instructor's convenience.** Students seeking to dispute a grade assigned to a specific assessment or a final grade in the course 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.** Papers that do not meet acceptable writing standards (e.g., grammar, spelling, phrasing), organization and clarity of expression will be returned *ungraded* for re-writing.

## 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:* I will do my best to accommodate the needs of students with disabilities. Please feel free to contact me about your needs. **If you have a disability, please contact 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

ACTIVITIES AND ASSIGNMENTS	
Class Participation	= 20 points
Book Symposium and Presentation	= 20 points
Dialogic Journals	= 20 points
Précis Paper	= 10 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 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 as a requirement for your class participation. The professor may provide occasional feedback about your performance (i.e. critical thinking, facilitation skills).

*Note:* Prior to 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 personal 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.

### **Précis Paper (10 points)**

The précis paper will draw upon the course texts and films as well as an *empirical* article/book chapter approved by the instructor (not on the assigned reading list). Your article should be identified and approved one week prior to the due date. It should be 600 to 700 words. A student may be asked to re-write a paper to satisfactorily fulfill this assignment.

A précis is a concise summary of essential points of the article or book chapter you have read with the focus on reproducing the “logic, organization and emphasis of the original text” in your own words. It begins with an accurate (and “objective”) representation of the work in a condensed form and concludes with a discussion of the implications of the work. The central purpose is to inform the reader of what the summarized reading is about and to identify the author’s main argument/themes. In other words, you should concentrate on identifying the main points and conclusions of the research article or book chapter and surmising the implications of the research findings or the authors’ analysis. A précis need not include your personal reaction to the ideas of the author but addresses your assessment of how well the author’s argument is conveyed and supported.

See handout in Dropbox.

### **Book Symposium Presentation and Critique (20 points)**

This is a presentation and critique of an approved book (see list below). Throughout the semester, group talks will be assembled together for presentations, or you can pair up with others. This is an opportunity to deeply probe into specific themes of this course. 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 7-8-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 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	Michael Apple
Gloria Ladson-Billings	Gloria Anzaldúa
Linda T. Smith	Sylvia Wynter
Henry Giroux	Leigh Patel
Michelle Alexander	Jean Anyon
Paolo Freire	bell hooks
Daniel Solorzano	Patricia Hill Collins
Pierre Bordieu	John Dewey
Vincent Harding	Carter G. Woodson
Bob Moses	W.E.B DuBois
John Gaventa	Lois Weis
Jeanie Oakes	Joyce E. King
Derrick Bell	Cheryl Harris
Antonio Gramsci	

### Tentative Schedule \*

Introduction		
Week 1	<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>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 2<sup>nd</sup>: -brief course overview, 30 min. class meeting</p> <p>Wednesday, July 3<sup>rd</sup>: - submit title book - symposium title</p> <p>Thursday, July 4<sup>th</sup>: - Journal 1 due</p> <p style="background-color: #90ee90;">July 5<sup>th</sup> – 7<sup>th</sup>: Field trip to Paris</p>

<b>The Youth Shall Lead the Way</b>		
Week 2	<p><i>The Ways Schools Work</i>, Ch. 2 &amp; Ch. 3</p> <p><i>Quality Education</i>: Introduction &amp; Part I</p>	<p>Monday, July 8<sup>th</sup>: class</p> <p>Tuesday, July 9<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>- Title of empirical article/chapter for review due</li> <li>- Name of theorist for final artifact paper due</li> </ul> <p>Wednesday, July 10<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>- No class meeting (field trip to Palavas)</li> </ul> <p>Thursday, July 11<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>- Class meets 8-10 a.m.</li> <li>- Journal 2 (Paris Assignment)</li> </ul>
<b>Can the Constitution Guarantee Quality Education?</b>		
Week 3	<p><i>The Way Schools Work</i>, Ch. 5 &amp; 6</p> <p><i>Quality Education</i>: Part II</p>	<p>Monday, July 15<sup>th</sup>: class</p> <p>Tuesday, July 16<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>- Article Critique due</li> <li>- visit to Flaugergues Chateau</li> </ul> <p>Wednesday, July 17<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>- No class meeting (field trip to Arles)</li> </ul> <p>Thursday, July 18<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>- No class meeting</li> <li>- Journal 3 due (Arles Assignment)</li> </ul>
<b>Persuing Excellence in a Context of Inequities</b>		
Week 4	<p><i>The Way Schools Work</i>, Ch. 7</p>	<p>Monday, July 22<sup>nd</sup>: class</p> <p>Tuesday, July 23<sup>rd</sup>:</p> <ul style="list-style-type: none"> <li>- Book symposium papers due</li> <li>- (field trip to Musee Fabre)</li> </ul>

	<i>Quality Education: Part III</i>	<p>Wednesday, July 24<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>- No class meeting (field trip to St. Guilhem)</li> </ul> <p>Thursday, July 25<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>- Class meets 8-10 a.m.</li> <li>- Journal 4 due</li> </ul>
<b>Persuing Educational Justice and Beyond</b>		
Week 5	Love, B. (2019). <i>We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom.</i>	<p>Monday, July 29<sup>th</sup>: class</p> <p>Tuesday, July 30<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>- Presentation of Final Artifact</li> </ul> <p>Wednesday, July 31<sup>st</sup>:</p> <ul style="list-style-type: none"> <li>- No class meeting</li> <li>- Final Critical Artifact due</li> </ul>

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