EDUC 5005G Social and Cultural Context of Education

1. Course Details & Important Dates*

<table>
<thead>
<tr>
<th>Term</th>
<th>Section</th>
<th>Status</th>
<th>Course Type</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>1</td>
<td>Graduate</td>
<td>Wednesdays</td>
<td>6:00 pm- 9:00 pm</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>CRN #</th>
<th>Classes Start</th>
<th>Classes End</th>
<th>Last Day to Drop Courses</th>
<th>Final Exam Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual classroom</td>
<td>72221</td>
<td>Jan 11, 2012</td>
<td>April 2012</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

* For other important dates go to: [www.uoit.ca > Current Students > Important Dates]

Prerequisite(s): none

2. Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allyson Eamer</td>
<td>EDU 528</td>
<td>905.721.8668 ext. 3821</td>
<td>Please contact me via WebCT email</td>
</tr>
</tbody>
</table>

Virtual or On-Site Office Hours: (by appointment scheduled via WebCT email)

3. Course Description

*The students, when they come to school, they come with their bodies, and their bodies are raced, they are classed, they are gendered, they are sexualized. There are questions of ability and disability. The students do not leave these bodies at home. They bring them to school.*

George Dei

Students will be asked to examine critically their own teaching practice and its context. Issues of power and privilege as they intersect and operate in the field of education are central unifying themes of the course. The investigative approach includes ethical reasoning, autobiographical reflection, deconstruction and sociological analysis. Students will attempt to work through a series of questions in order to understand the complexities in schooling, and in education in general. This course will include sociological explorations that help to focus on issues of schooling. Lived experiences and burning issues will be used as ways of exploring personal experiences. Educators will draw as well upon professional experiences and will be asked to examine these experiences with the light of concepts introduced in course readings. There will be a conscious attempt, through autobiographical and experiential learning, to
examine the social and cultural foundations of education. As a foundations course in the Masters program, this course will relate course learning to educational research in order to assist students in thinking about their own platforms for educational research.

4. Course Outcomes

This course is essentially an exploration of our identities as educators and our purpose in the schooling of our students and ourselves. Three major outcomes of this course are to determine:

- What is my individual position in schools in particular, and in life in general?
- What does my current practice look like in terms of my attitudes, beliefs and knowledge?
- What is the context of schooling in which I work and how will I improve my practice?

5. Course Design

Students will be expected to demonstrate a willingness to critically examine their own school experiences and assumptions in relation to class, gender, sexuality, ability, ethnicity, language, culture, faith, socioeconomic status, and race; and a willingness to reflect upon how their own assumptions might shape their pedagogy (for practicing teachers) and/or their educational/career journeys. Each class will consist of two parts. Half of each 3 hour class will be spent In-Session (see A below) meaning that all students meet in the virtual classroom with the instructor. The other half of each 3 hour class will be spent off-line on Individual Tasks (see B below).

A) one 90 minute in-session for which all students are in attendance in the virtual classroom for a instructor-guided examination of a specific topic.

B) An additional 90 minutes which individuals allot in accordance with their own personal schedules to prepare and post their WebCT discussion response and their Wiki contributions in advance of the following class.

For example, Class 1 will consist of a whole-class session in the virtual classroom during which the instructor will guide the students through an examination of Privilege between 6 and 7:30 p.m. After that students will be free to exit the virtual classroom and spend the following 90 minutes preparing their Discussion posting for WebCT (required for a total of 6 classes) and preparing their contribution to the class wiki. (required for a total of 6 classes). Students are free to choose whether they would like to work on these tasks between 7:30 and 9 pm each class, or during a different time slot that better fits their personal schedules, so long as the work is done before the following class.

Students are required to express their views in class and in WebCT postings in order to meet professionalism requirements and to contribute to the scholarly discussion. The first three classes will consist of an instructor-led presentation followed by a discussion of the readings and topic content. The following nine classes will consist of student led- seminars (usually two seminars per class), along with large and small group discussion. Resources (including films, books, articles, web sites and assignment exemplars) will be posted periodically on WebCT to help students to achieve the learning outcomes. Students are invited and encouraged to post their own suggestions with respect to resources for teaching topics related to social justice and critical multiculturalism.

6. Outline of Topics in the Course
Topics include:
Recognizing Privilege
Diversity and Cultural Capital
Language and Social Capital
Social Class
Gender and Sexism
Colonial legacies and Cultural Capital
Ableism
Sexual Orientation
Immigration and Belonging
Youth Culture
Globalization and the Hegemony of English and Anglo culture
Bullying/Safe Schools

7. Required Texts/Readings

See table below for list of topics and readings by class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>-------</td>
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</tbody>
</table>
### Class 11 Asynch Date?

**Globalization and the hegemony of English and Anglo culture**


**Seminar**

### Class 12 Date?

**Bullying/Safe Schools**

Safe Schools Action Team (2008). Shaping a culture of respect in our schools: Promoting safe and healthy relationships. Toronto: Queens Printer (especially pages 1-43)


http://www.counterpunch.org/giroux04212009.html

**Seminar**

**PAPER DUE**

### 8. Evaluation Method

Grades for this course will be determined through 4 assessment areas: Contributions to Scholarly Discussion (6 postings on WebCT), a Seminar Presentation, a Short Paper; and a Participation component which is comprised of 6 contributions to the Wiki (30%) and Ongoing Professionalism (punctuality, attendance) throughout the course (5%)

*Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.*

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>Scholarly Discussion</td>
<td>30% (6 out of a possible 11 WebCT postings)</td>
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<tr>
<td>Seminar</td>
<td>15% (one of Classes 4-12)</td>
</tr>
<tr>
<td>Lived Experience Paper</td>
<td>20% (due final class)</td>
</tr>
<tr>
<td>Participation</td>
<td>35% (6 out of a possible 11 Wiki contributions)</td>
</tr>
<tr>
<td></td>
<td>(Ongoing professionalism throughout the course)</td>
</tr>
<tr>
<td></td>
<td>100% Final Mark converted to a letter grade for transcript</td>
</tr>
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</table>

### 9. Assignments and Tests

**Scholarly Discussion 30%**

Students are expected to post reflections and responses to colleagues in WebCT on 6 (out of a possible 11) class topics (see class by class table on previous page). The reflection will consist of about 8-10 lines
or one-half page and must clearly engage with the question posed by the instructor. In addition to the reflection, students are requested to respond to the posting of a colleague on any 6 occasions. Responses to colleagues will include comments, insights, connections or observations related to the colleague’s posting and should be about one paragraph in length. Every effort should be made to direct replies to a different colleague for each of the 6 weeks selected in order to build community. Postings can be done between Class 1 and Class 11.

Seminar 15%
Students will be responsible for effectively conveying the content of a specific reading to the rest of the class i.e. function as the expert on the article’s content and as facilitator of a discussion of relevant topics. The student will be expected to be highly familiar with the assigned article, and to make a 15 minute presentation on the article, connecting its content with themes raised in this course, followed by 10 minutes of student-led discussion. Seminars will take place on Class 4-12.

Lived experience Paper 20% due on the date of the final class
Drawing on the course content, students will prepare a 5-7 page paper, in which they describe at length an issue related to this course that is of personal relevance. Your paper should make reference to at least two readings from this course. At least two references to a reading from outside this course are also required. References must be documented according to APA style. Students are encouraged to approach this paper as a critical and personal interrogation of their memories of experiences with issues of equity, discrimination, or one of the ‘isms’. You must make links to course content. For example you may wish to explore your memories of how your own social class impacted on your schooling experience by considering whether or not:

- the pictures in your reading materials showed families and homes that looked like yours
- finding money for school trips was challenging
- you had all the requisite equipment (calculator, backpack, geometry kit, markers and pencils)
- your home had a private quiet space to complete homework

Alternatively, you may wish to examine your own experience of privilege and what kinds of capital you brought to your educational experiences by covering some of the topics listed below:

- Country of birth
- Language proficiencies/Linguistic markers
- Social class
- First name, Surname
- Neighbourhood
- International experience/travel
- Intelligences (athletic, musical, artistic)
- Phenotype (body size, shape, skin colour, hair colour)

Or you may wish to explore how gender roles and expectations in your family of origin, shaped your educational choices and experiences by thinking about whether or not there were gendered expectations in your family with respect to:

- Overall academic achievement
- Subject specific achievement
- Work habits
- Recreational time
- Household chores
- Career goals and educational trajectories
IF YOU ARE AT ALL CONCERNED ABOUT THE APPROPRIATENESS OF YOUR TOPIC, PLEASE BE SURE TO DISCUSS YOUR PROPOSED PAPER’S TOPIC WITH ME BEFORE YOU BEGIN TO UNDERTAKE RESEARCHING OR WRITING.

Participation 35%
Students are expected to make 6 contributions to the course wiki http://socialandculturalcontexts.wikispaces.com/. The contribution will consist of defining a term, notion or concept which emerged through the assigned reading. Extra grades will be given to those contributions which include a graphic, a link to a related article, website, video etc. Students may choose to post an entry on a term drawn from an outside reading provided that it is relevant to the designated topic. Entries should be posted in alphabetical order on each page to simulate a Wikipedia. Sample contributions can be found on the wiki page entitled Privilege. Ongoing professional conduct throughout the course is expected. The professionalism mark reflects attendance, respect for deadlines, timely discussion postings and level of engagement with the readings and discussions.

PLEASE ATTEND TO THE FOLLOWING ASSIGNMENT POLICIES AND PRACTICES.

Returning Assignments
Most assignments will be returned in class within a time frame that is suitable for the professor to mark a large number of submissions.

Re-Write Policy
Students who receive a grade of C or lower on an assignment are eligible one time only to re-write the assignment making use of the feedback provided on the first attempt to improve their grade. The due date for the re-write will be negotiated between the student and the professor.

Presentation of Assignments
Assignments must always reflect a professional form (margins, pagination, headings, subheadings, correct grammar, and mechanics). Please use APA style for all papers (http://www.apastyle.org OR http://www.uoit.ca/assets/Section~specific/Current~students/Academic~resources/Library/PDF/APA.pdf). Supporting references and documentation should be given where appropriate. Assignments must be professionally presented in a digital form and submitted via email on WebCT. Assignments must include the following information:

title / name of assignment
your name & student number
course name and number
instructor's name
date submitted

Submitting Assignments
Assignment criteria are specified in the detailed assignment descriptions above. Additional recommendations and helpful information about assignments may be posted on Web CT. Read all the provided information carefully to be sure that you have fulfilled all aspects of the requirements. Keep a copy of all assignments that you have submitted (hard and soft copy) as good practice.
Assignments are DUE ON THE DAY INDICATED unless the following occurs:

Non-negotiated Late Assignment

This is an assignment that has been handed in late, after the 1st ten minutes of class, and there has not been a verbal, contractual agreement between the student and the professor to extend the time for the assignment to be handed in. This assignment is considered late and will be assigned a grade of zero.

Negotiated Late Assignment

This is an assignment that has been handed in late, but with the permission of the professor. The professor and student, through discussion, have mutually agreed on the time/extension and penalty (if applicable) that the student will receive to hand in the assignment.

Extenuating Circumstances

The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. The student must provide documentation to validate the extenuating circumstance, which might include hospitalization, death of family member or significant other. It will be at the professor’s discretion to work out the extension in this situation.

10. Accessibility

To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with their instructor as soon as possible. Students who require alternative testing and examination arrangements or other academic accommodations must contact the Centre for Students with Disabilities (B297) as early as possible to ensure that your needs can be met.

11. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education.

Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action. Students are expected to be familiar with UOIT’s regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one’s own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT’s regulations on academic conduct does not constitute a defense against its application.

Further information on academic integrity is available at: www.uoit.ca/EN/academicintegritystudent
12. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT’s programs and instructional effectiveness. To that end, course evaluations will be made available. Instructions for completing the evaluation will be provided by the instructor.