This course is designed to provide an introduction to the themes and theories that undergird the cultural foundations of education. The course analyzes the interdisciplinary nature of the cultural foundations of education with a focus on the intersections of culture, knowledge and power. Themes include: the history of cultural foundations of education, particularly its relationship to the politics of disciplinarity; nationhood and global culture; colonialism and postcolonialism; race and ethnicity; gender and sexuality; identity politics; popular culture, media studies; science, culture and technology; and ethnography and cultural studies.

Course Objectives:

1. Students will have an introductory understanding of the cultural foundations of education as an interdisciplinary field: its underlying theories, political investments and historical development.
2. Students will develop an understanding of how the themes and theories of cultural foundations of education are related to the study of education, technology, and qualitative inquiry.
3. Students will be able to sketch the implications of a cultural foundations framework for an interdisciplinary area of scholarly interest.

Required Texts:


Recommended:

Student Requirements:

1. By midterm, prepare a brief (2-3pp.) description of an interdisciplinary area of scholarly interest, working Cavallaro and Saukko texts for their usefulness in articulating your project. For final, prepare an annotated bibliography that maps the history and the current directions of the research into this area. Preface bibliography with 3-5 pp. that sketch a cultural foundational approach to studying the area in more depth. Make a presentation to the class of the most significant themes and issues in this area. (60 points possible) **Note that presentations are scheduled for finals week, Wednesday December 9, regular class time.**

2. Options: Pick one of the following (30-40 points possible):

- Working in teams of 2, either sign up to co-lead class discussion OR line up some sort of media experience for the class that is related to one of the themes and/or theories. This can be video, audio, visual, or internet. Then lead a class discussion on how this experience helped flesh out our understanding of cultural foundations. 20 minutes total.

- Compile a listing of journals in your field and write a 6-8 p. analysis of how the course readings and discussion are/are not reflected in these journals. Attach listing of journals to paper.

- Pick one article from each week’s reading and write a one page evaluation of its usefulness in context of course objectives. November 18 MUST focus on Randy Bass as I made deal with him to provide some feedback.

- Design a collective knowledge project for the class that is structured around adding some entries to Cavallaro. I’m thinking wikipedia-ish, but what do I know? For those (beyond the organizer[s]) who participate in this, I would give 5-10 points and you could cut back a bit on the optional assignment.

**Regardless of option, for final, write up an evaluation of how your option "worked" within the context of an evaluation of how the course as a whole "worked" to help you develop a cultural foundational perspective on issues in your field of study.**

Grading
A: 95-100
A-: 90-94
B+: 87-89
B: 84-86
B-: 80-83
C+: 77-79
C: 74-76
C-: 70-73
D: 60-70

Policies and Procedures:

Absences: You are expected to attend each class. If this is impossible, it is your responsibility to contact the instructor in order to arrange make-up work.

Incompletes: Written requests no later than last week of November which includes phone number and email. Include time-line for getting work done within next quarter. Incompletes are evaluated with higher expectations (given additional time to do work) and receive minimal feedback.

Late work: Late work will not be accepted without prior arrangements and will receive sketchy comments.

Course Outline:

Sept 23: What is Cultural Foundations and what is its place in Schools of Education? Overview of course. Discussion: The history of foundational studies and current issues that define the field. Research interests? Theoretical persuasions and questions?

Sept 30: Cultural Foundations as Disciplinary Formation
-Cavallaro, pp. 3-37
-Saukko, Intro and ch. 1, Parts I and II (1-38)

Oct 7: Cultural Foundations, Critical Theory and the Culture of Schools of Education


- Cavallaro, pp. 38-69
- Saukko, ch 2&3, (39-73)

Oct 14: Whither Cultural Foundations?
- Cavallaro, pp. 71-107
- Saukko, ch 4 (74-96)

Oct 21: Foucault: Whither Critical Theory?
- Cavallaro, pp. 108-140
- Saukko ch 5&6 (97-134)

Oct 28: Popular Culture, Media, and Identity
- Jean Baudrillard, Simulations. NY: Semiotext(e), 1983.

Nov 4: The Postcolonial Condition
- Cavallaro, pp. 141-166
- Saukko, ch 8 (153-175)

Nov 11: NO SCHOOL: Veteran’s Day

Nov 18: Science, Culture and Technology
- Cavallaro, 167-213
- Saukko, ch 9 (176-197)

Nov 25: No Class: Turkey Break.

Dec 2: Qualitative Research and Cultural Foundations of Education
Dec 9: Student presentations, Work due. Bring xmas goodies to share.

Academic Misconduct –The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

ODS Statement –Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department. “

Statement on Diversity –The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.