

**Pan African Studies 392**  
***Sociological Foundations of Elementary Education***  
Pan African Studies Department  
California State University Northridge  
Fall 2009

**Instructor:** Ogo Okoye-Johnson, Ph.D.  
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**Classroom Location:** Sierra Hall, Room 268  
**Class Meeting Day & Time:** Fridays at 8 a.m.  
**Ticket No:** 18886

**Required Textbooks:**

1. Butin, D.W. *Teaching Social Foundations of Education: Contexts, Theories, and Issues*. Lawrence Erlbaum Associates, Inc., Publishers: Mahway, New Jersey, 2005
2. Hale, Janice. *Black Children: Their Roots, Culture, and Learning Styles*, Revised Edition. The Johns Hopkins University Press: Baltimore, Maryland, 1986.
3. Harris, Y. R., and Graham, J. A. *The African American Child: Development and Challenges*. Springer Publishing Company: New York, New York, 2007.

**Strongly Recommended:**

Gibaldi, John. *The MLA Handbook for Writers of Research Papers*, Sixth Edition. The Modern Language Association of America, New York, NY, 2003.

**Course Description:**

***The Sociological Foundations of Education (Elementary)***

introduces the social and philosophical foundations of elementary education through analysis of various proposals regarding the purpose, structure, and conduct of elementary education. It places emphasis on African-American children as their particular situation differs from other ethnic and racial groups. **A minimum of 30 hours of field activities is included in the course.**

**Course Prerequisite:** Completion of the Lower-Division writing requirement.

## STUDENT LEARNING OUTCOMES:

Through readings, film viewing, class discussions, research, and personal reflection/writing, students will be able, hopefully, to achieve the following learning outcomes:

1. The course will expose students to a Pan African conceptual and cultural approach for understanding the structures, dynamics and diversity of the social and philosophical foundations of elementary education.

**How Met:** 1) Definition of Critical Terms; 2) *Black Children: Their Roots, Culture, and Learning Styles*; 2) *Teaching Social Foundations of Education: Contexts, Theories, and Issues*; 3) *The African American Child: Development and Challenges*; 4) All Films / Documentaries; 5) Class Discussions; 6) Research Paper; 7) Final Examination

2. The course will develop in the students, through diverse readings, a competent African-centered knowledge base.

**How Met:** 1) Definition of Critical Terms; 2) *Black Children: Their Roots, Culture, and Learning Styles*; 2) *Teaching Social Foundations of Education: Contexts, Theories, and Issues*; 3) *The African American Child: Development and Challenges*; 4) All Films / Documentaries; 5) Class Discussions; 6) Research Paper; 7) Final Examination

3. The course will increase the critical reasoning skills of students as they examine the theories of social development and achievement.

**How Met:** 1) Definition of Critical Terms; 2) *Black Children: Their Roots, Culture, and Learning Styles*; 2) *Teaching Social Foundations of Education: Contexts, Theories, and Issues*; 3) *The African American Child: Development and Challenges*; 4) All Films / Documentaries; 5) Class Discussions; 6) Research Paper; 7) Final Examination

4. The course will promote the identification of the influence of personal values on one's and others' interpretations of the meanings of social processes.

**How Met:** 1) Response Papers 1-11; 2) Class Discussions; 3) Presentations; 4) All Films / Documentaries; 5) Research Paper

5. The course will facilitate a cooperative learning experience corresponding to the learning styles of African American students.

**How Met:** 1) Class Discussions; 2) Group Presentations;

6. The course will promote the articulation and use of effective strategies that the African American community can use to utilize its unique socio-cultural values and resources to meet the contemporary challenges facing African American children.

**How Met:** 1) Definition of Critical Terms; 2) *Black Children: Their Roots, Culture, and Learning Styles*; 2) *Teaching Social Foundations of Education: Contexts, Theories, and Issues*; 3) *The African American Child: Development and Challenges*; 4) All Films / Documentaries; 5) Class Discussions; 6) Research Paper; 7) Final Examination

7. The course will develop proficiency in culturally appropriate research techniques in primary data gathering and interpretation of the Black child's development process.

**How Met:** 1) The syllabus clearly identifies the types of information needed; 2) relevant sources for information retrieval such as websites to be visited - [.library.csun.edu/ \(Social Sciences and Education/Black Studies Center\)](http://library.csun.edu/Social_Sciences_and_Education/Black_Studies_Center); and likely print and electronic journals to be consulted; 3) as well as the Research Paper; 4) Library presentations on collecting and utilizing information

8. The course will promote the location, retrieval and evaluation of a variety of relevant information including print and electronic formats.

**How Met:** 1) The syllabus clearly identifies the types of information needed; 2) relevant sources for information retrieval such as samples of data bases to be examined, websites to be visited, and likely print and electronic journals to be consulted; 3) as well as the Research Paper.

9. The course will promote the demonstration of effective search strategies for finding information using a variety of sources and methods.

**How Met:** 1) The syllabus clearly identifies the types of information needed; 2) relevant sources for information retrieval such as samples of data bases to be examined, websites to be visited, and likely print and electronic journals to be consulted; 3) as well as the Research Paper; 4) Library presentations on collecting and utilizing information

## **Classroom Etiquette, Policies & Requirements:**

**Indicate your name, the Response Number and Title on each paper.**

1. **Attendance:** You are expected to attend class regularly and to participate in class activities and discussions on the assigned readings and course topics.
2. **Reading Assignments:** You should complete the reading assignments by the week they are scheduled for discussion. Your ability to participate effectively in class requires that you keep up with the reading assignments. You are responsible for all material covered in the assigned readings.
3. **Response Papers:** Short one-page typed responses to assigned readings must be submitted weekly (see Course Schedule). These responses are expected to

show critical engagement with readings and will provide material for class discussions. Your response will be graded based on its substance. **PLEASE WRITE YOUR NAME, RESPONSE NUMBER AND DATE!**

4. Position Research Paper: You will strengthen your understanding of the course topics and readings by (i) researching, writing and presenting an extended position paper on your choice of topic on social and philosophical foundations of elementary education. The paper should be at least **5** and **no more than 10** double-spaced pages with an **additional citation page using the MLA research style**. References to at least **two texts** for this course and the films in addition to personal research material should be made. You should have at least **5** citations from **other sources** in addition to the class texts.
5. Field Placement and Presentation: Students will be placed in a chosen or assigned preschool or elementary school for **7 weeks for 5 hours per week or a total of 35 hours**. Students will be required to keep daily journals of their activities during field placement which will be turned in at the end of the placement. At the end of the field placement, students will present and submit a two page summary of their experiences.
6. Final Examination (Take Home Final): A final examination will be given to test your ability to integrate, synthesize, critique and apply the knowledge you have gained. There are two parts to the final examination. Preparation of a lesson plan on a topic of your choice based on instructor's guidelines will count as **40%** of the final examination. Using your research and field experience, students will develop strategies that are conducive for black children in an elementary school which will be **60%** of the final examination.
7. Current News Articles relevant to some class topics will be required to be read.
8. Late Papers and Plagiarism: Late assignments without valid reasons will be penalized and will not be accepted unless you speak with me beforehand. Medical emergencies, family crises, and other problems should be brought to my attention as soon as it is practical for you to do so. Plagiarized work will be failed, and a penalty will be applied to the course grade. Also, you may be reported for disciplinary action.
9. **Do Things Right – The First Time!**
10. **Cell Phones and Pagers:** Out of consideration for others please turn your cell phones and pagers to the silent mode. If you do not have a silent mode, please turn them off. These items are annoying distractions when they ring during the class lectures/discussion. **DO NOT ANSWER YOUR PHONE IN THE CLASSROOM.**

11. **Inappropriate Behavior:** Will result in low or failing grades. Examples of inappropriate behavior include coming to class late and/or leaving early; failing to take assigned work seriously; speaking to the instructor or to your peers in a disrespectful tone; and engaging in “side bars” while the lecture/discussion is going on.
12. **Use of Computers in the Classroom:** Students should note that personal computers would only be used for recording lectures or other in-class activities.
13. Documentation style is MLA.

**Recommended Website:**

<http://www.nbcdi.org>

<http://www.socialgrantmakers.org>

<http://www.casey.org>

<http://www.wkkf.org> (Kellogg Foundation)

[library.csun.edu/](http://library.csun.edu/) (Social Sciences and Education/Black Studies Center)

**Course Grading Criteria:**

Grading is on a scale of A to F as follows:

**20%** Response Papers;                      **25%** Research Paper;  
**25%** Placement & Presentation;      **5%** Participation      **25%** Final Examination.

A (96.5 and above)	A- (92.5 – 96.4)	B+ (86.5 - 92.4)	B (82.5 – 86.4)
B- (79.5 – 82.4)	C+ (76.5 - 79.4)	C (72.5 - 76.4)	C- (69.5 - 72.4)
D+ (66.5 - 69.4)	D (62.5 – 66.4)	D- (59.5 – 62.4)	F (0 - 59.4)

**Rubric for Response Papers**

Students are required to complete weekly reading assignments and contribute to class discussions. Every week, students must come prepared with a typed response (one page) to the reading(s) assigned for that week. The response must include the following in an **ESSAY** format (Do not number your response):

- (i) questions which the readings have raised for you;
- (ii) critical reactions to points raised in the readings with which you disagree if any;
- (iii) striking quotations/insights with which you wholeheartedly agree if any (explain why you think they are important);
- (iv) reflections on how the readings/insights connect to your own experience or other readings you have done.

The purpose of this exercise is to encourage engagement with the readings, as well as to help members of the class (individually and collectively) explore feelings, ideas, and opinions about a variety of issues.

## SCHEDULE OF TOPICS

### WEEK 1 (8/28)

Review syllabus and discuss assignments.

Review definitions of critical terms: Race, Class, Culture, Ethnicity, Multiculturalism, Diversity, Acculturation, Culturally Competent Services and Cultural Identity.

Black Child Development Quiz

Read by next class and complete the “Response Paper 1” for Chapters 1 & 2 of Part I: “Defining and Contextualizing Social Foundations” of *Teaching Social Foundations of Education: Contexts, Theories, and Issues* and “Response Paper 2” for the Preface, Foreword, Introduction and Chapter 1- “The African Background Considered” and Chapter 2- “How Culture Shapes Cognition” of *Black Children: Their Roots, Culture, and Learning Styles*.

### WEEK 2 (9/4)

Review Project and Fieldwork Assignments

Review Lesson Plan Requirements (40% of Final Exam)

Discussion of Responses 1 and 2.

Read by next class and complete the “Response Paper 3” for Chapters 3, 4 & 5 of Part II: “Models of Social Foundations Practice” of *Teaching Social Foundations of Education: Contexts, Theories, and Issues* and “Response Paper 4” for Chapter 3- “Culture and Child Rearing” and Chapter 4- “Play Behavior as an Indicator of Cognitive Style” of *Black Children: Their Roots, Culture, and Learning Styles*

### WEEK 3 (9/11)

Discussion of Responses 3 and 4.

Read by next class and complete the “Response Paper 5” for Chapters 6, 7, 8 & 9 of Part III: “Developing Teacher Educators With/In Social Foundations” of *Teaching Social Foundations of Education: Contexts, Theories, and Issues* and “Response Paper 6” for Chapters 5- “The Humanities as a Source of Black Culture” and Chapter 6- “Afro-American Roots: Interviews with Grandmothers” of *Black Children: Their Roots, Culture, and Learning Styles*

### WEEK 4 (9/18)

Discussion of Responses 5 and 6.

Read by next class and complete the “Response Paper 7” for Chapter 10 of Part IV: “Social Foundations and the Engagement of Contested Positions” of *Teaching Social Foundations of Education: Contexts, Theories, and Issues* and “Response Paper 8” for Chapters 7- “Toward a Curriculum Relevant to Afro-Americans: Implications for Early Childhood Education” and the Epilogue of *Black Children: Their Roots, Culture, and Learning Styles*

Documentary: **I am a Promise: The Children of Stanton Elementary** (1998, Produced and Directed by Susan and Alan Raymond).

**WEEK 5 (9/25)**

Discussion of Responses 7 and 8.

Documentary: **I am a Promise: The Children of Stanton Elementary** (1998, Produced and Directed by Susan and Alan Raymond).

Discussion of the documentary.

Come to class ready with a chosen research topic for the Oviatt Library visit.

**WEEK 6 (10/2)**

Meet at the Library

**Oviatt Library** -Tour of the new Black Studies Center and Research Resources.

**WEEK 7 (10/9)**

Field Assignment

Read Harris, Y. R., and Graham, J. A. *The African American Child: Development and Challenges*.

Contact Professor weekly by e-mail about progress with field work.

Complete daily journals of activities during field placement which will be turned in at the end of the placement.

At the end of the field placement, be ready to present and submit a two page summary of field experience.

**WEEK 8 (10/16)**

Field Assignment

Read Harris, Y. R., and Graham, J. A. *The African American Child: Development and Challenges*.

Contact Professor weekly by e-mail about progress with field work.

Complete daily journals of activities during field placement which will be turned in at the end of the placement.

At the end of the field placement, be ready to present and submit a two page summary of field experience.

**WEEK 9 (10/23)**

Field Assignment

Read Harris, Y. R., and Graham, J. A. *The African American Child: Development and Challenges*.

Contact Professor weekly by e-mail about progress with field work.

Complete daily journals of activities during field placement which will be turned in at the end of the placement.

At the end of the field placement, be ready to present and submit a two page summary of field experience.

**WEEK 10** (10/30)

Field Assignment

Read Harris, Y. R., and Graham, J. A. *The African American Child: Development and Challenges*.

Contact Professor weekly by e-mail about progress with field work.

Complete daily journals of activities during field placement which will be turned in at the end of the placement.

At the end of the field placement, be ready to present and submit a two page summary of field experience.

**WEEK 11** (11/6)

Field Assignment

Read Harris, Y. R., and Graham, J. A. *The African American Child: Development and Challenges*.

Contact Professor weekly by e-mail about progress with field work.

Complete daily journals of activities during field placement which will be turned in at the end of the placement.

At the end of the field placement, be ready to present and submit a two page summary of field experience.

**WEEK 12** (11/13)

Field Assignment

Read Harris, Y. R., and Graham, J. A. *The African American Child: Development and Challenges*.

Contact Professor weekly by e-mail about progress with field work.

Complete daily journals of activities during field placement which will be turned in at the end of the placement.

At the end of the field placement, be ready to present and submit a two page summary of field experience.

**WEEK 13** (11/20)

Field Assignment

Read Harris, Y. R., and Graham, J. A. *The African American Child: Development and Challenges*.

Contact Professor weekly by e-mail about progress with field work.

Complete daily journals of activities during field placement which will be turned in at the end of the placement.

At the end of the field placement, be ready to present and submit a two page summary of field experience.

**WEEK 14** (12/4)

Field Presentations

All assignments and Research paper are due.

Review for and Assign Final Examination

**WEEK 15** (12/11)

Final Examination

**08:00 AM - 10:00 AM**