

ORIGINATOR'S SECTION:	
1. College: X CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2015
2. Current Course abbreviation and Number: LBST100	

TYPE OF CHANGE(S). Check all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	X	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	X	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. ALREADY HAS GE CREDIT	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section— both current and new – is required only for items checked () above.

NEW INFORMATION:

CURRENT INFORMATION:			Course abbreviation and Number: LBST100		
3. Title: Order and Change: Multiple Perspectives I			Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i> An Introduction to Critical Education		
4. Abbreviated Title for Banner <i>(no more than 25 characters):</i>			Abbreviated Title for PeopleSoft: <i>(no more than 25 characters, including spaces)</i> Intro to Critical Ed		
5. Number of Units: 3			Number of Units: 3		
6. Catalog Description: Through the interdisciplinary analysis of one social issue in depth, students learn the components of the scientific method (variable, hypothesis formation and testing), explore methods and objectives of at least four social science disciplines, and examine multiple perspectives such as gender, race, and class. Students learn about the social construction of community, regional, national, and/or global problems, the interconnections between those levels, and how social change occurs over time. May not be taken for credit by students who received credit for GESS 101.			Catalog Description: <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)</i> Interdisciplinary analysis of public education in the United States, and California specifically. Introduces the historical and philosophical conceptions of education, current education policy, reform efforts and the privatization of public education. Overview of California policy on education, the requirements for becoming a teacher in California and the rationale for multi-disciplinary knowledge. Race, class, gender, sexuality, citizenship, culture and dis/ability are considered in understanding how these determine access to quality public education, in the past and present. <i>May not be taken for credit if students have already taken LBST 300.</i>		
7. Mode of Instruction* <i>(See pages 17-23 at http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf for definitions of the Course Classification Numbers)</i>					
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3		Lecture	3	
Activity			Activity		
Lab			Lab		
8. Grading Method:*			Grading Method:*		

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:

NEW INFORMATION:

<input checked="" type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)	<input checked="" type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)
<p>9. If the NP or CP grading system was selected, please explain the need for this grade option.</p>	
<p>10. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair Liberal Studies/Jocelyn Ahlers</p>	<p>Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair Liberal Studies/Jocelyn Ahlers</p>
<p>11. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times (including first offering)</p>	<p>Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times (including first offering)</p>
<p>12. Is Course Cross Listed: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course</p>	<p>Is Course Cross-listed? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course <i>This course should be dual-listed with LBST 300 (see Cform included with this packet).</i> and check "yes" in item #17 below.</p>
<p>13. Prerequisite(s): None</p>	<p>Prerequisite(s): None</p>
<p>14. Corequisite(s): None</p>	<p>Corequisite(s): None</p>
<p>15. Documentation attached: <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Detailed Course Outline</p>	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? Yes No
 If yes, please specify:
 This course will fulfill a requirement for the LBST major (see attached P2 form). It is dual-listed with LBST 300 (see attached C form) so that transfer students have an opportunity to cover the same critical material.

17. Does this course change impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed. Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

 Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

 Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

18. Reason(s) for changing this course:
 The original description of this course allowed us to focus on any one of a number of social phenomena from an interdisciplinary perspective. In recent years, this course has been taught with a focus on critical education theory and on gaining an understanding of the public education system in the United States, and California specifically, through an interdisciplinary lens. Because this understanding is so critical to Liberal Studies students, we have decided to make this a major requirement, and to change the course description to reflect this more specific focus.

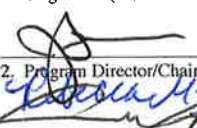
SIGNATURES : (COLLEGE LEVEL) :

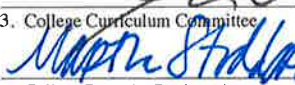
(UNIVERSITY LEVEL)


**CURRENT INFORMATION:
SIGNATURES : (COLLEGE LEVEL) :**

**NEW INFORMATION:
(UNIVERSITY LEVEL)**

Martha Gonzales 2/2/15
 1. Originator (Please Print) Date

 2/2/15
 2. Program Director/Chair Date

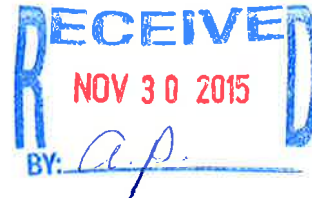
 11/23/15
 3. College Curriculum Committee Date

 11/23/15
 4. College Dean (or Designee) Date

5. UCC Committee Chair Date

6. Vice President for Academic Affairs (or Designee) Date

7. President (or Designee) Date



California State University, San Marcos
College of Humanities and Behavioral Social Sciences
Department of Liberal Studies

Instructor: Martha R. Gonzales
E-mail: magonzales@csusm.edu

Office: SBSB 4236

Liberal Studies 100: An Introduction to Critical Education

Through the interdisciplinary analysis of public education in the United States generally, and California specifically, we will explore and discuss the historical and philosophical conceptions of education and become acquainted with current education policy, reform efforts and the privatization of public education. Developing an understanding of California policy on education will include an overview of the requirements for becoming a teacher in California and of the rationale for multi-disciplinary knowledge. We will also consider how race, class, gender, sexuality, citizenship, culture and dis/ability determines and/or shapes who has access to quality public education, both in the past and the present.

Student Learning Objectives:

By the end of this course students will be able to:

- Demonstrate critical thinking skills relevant to understanding education policy and practice;
- Apply a foundational interdisciplinary methodological approach to the study of education policy and practice;
- Summarize and describe the complexities of public education in the United States;
- Summarize the recent history of public education in both the United States and in California;
- Recognize the multiple constituencies served by the public education system;
- Describe some of the challenges faced by the public education system in the United States generally and California specifically;
- Differentiate between the ESM and ICP options in the Liberal Studies major

REQUIRED TEXTS:

Ravitch, Diane. *Reign of Error: The Hoax of the Privatization of Movement and the Danger to America's Public School.*

ISBN-10: 0345806352

Kozol, Jonathan *Savage Inequalities: Children in America's Schools*

ISBN-10: 0770435688

Rose, Mike. *Why School? Reclaiming Education for All of Us*

ISBN-10: 1595589384

Ladson-Billings. *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms.*

ISBN-10: 0787950017

Giroux, Henry. *Education and the Crisis of Public Values*

ISBN-10: 1433112167

**Additional required readings listed in the course outline will be posted to Cougar Courses. There may be an occasional handout distributed in class.*

Organization of the Course: LBST100 emphasizes reading, writing, critical thinking and student participation. It will be structured through a combination of lectures, discussions, and in class writing workshops, using materials reflecting the current debates on public education. Student learning will be assessed through a combination of quizzes, writing assignments, small group and large discussions, writing workshops and in class examinations. Participation in the course is valued highly; the strategy is one of learning through our collective engagement with the course materials.

Class Structure and Student Responsibilities:

*This course will be guided by lectures and class discussion therefore student attendance and participation are important aspects of the course; background information on the readings will be provided in class lectures. Understanding of this material should be reflected in all quizzes, exams, written and homework assignments.

*Student is responsible for doing all assigned reading, homework, writing assignments, participation in writing workshops and is expected to come to class having actively read assigned readings by due date and/or with prepared writing and or homework assignments. Student should be prepared to share thoughts, ideas and questions concerning the readings and or writing assignments. Since an important aspect of this class is the close reading of texts, you should consistently consult a dictionary while reading. *Asking questions and presenting questions for discussion, when appropriate, is an excellent strategy for success in this class.*

*Bring required texts to relevant class meetings. Bring your syllabus with you to every class meeting, as we may find the need to amend the assignments as we go.

Class Guidelines:

*Roll is taken at the beginning of class. Absenteeism, tardiness and departing early from class will have a negative bearing on the participation and attendance portion of your class grade. If you are late to class it is your responsibility to bring it to my attention at the end of class, so that you are marked tardy (not absent). *Excessive absenteeism will result in a failing grade.*

*Turn off or silence cell phones during class. Laptop computers may be used in class only for taking notes. In other words, emailing or searching the Internet for any reason other than assigned group work is not permissible in-class activity.

*Everyone will be respectful of each class member's viewpoints and perspectives.

**Cheating and plagiarism* are in violation of the California State University codes. The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction:

It is unethical to use as your own any material prepared in whole or in part by someone else. It is unethical to abstract a paper in part or totally from a source and pretend that it is your own work. If you use material that is not your own, from any source whatsoever, you must provide proper citation – a footnote or endnote – to the source of the material. Material taken verbatim from another source must be enclosed in quotation marks and attributed as described above. Material not taken verbatim from a text, but paraphrased must also be attributed as above. If you use material that is your own (from previous presentations, papers, etc.), it must be significantly altered and you must seek permission of your instructor before using said material – not doing so qualifies as a violation of the honor code. It is unethical to cheat on a test – whether it be cheating off another or letting someone cheat off of you.

Persons violating the Academic Honor Code on any paper, test, assignment or presentation will receive a minimum penalty of a grade of zero (0) for the assignment in question and possible additional penalties—including a failing grade in the course, indication of the infraction in one's permanent file, and possible expulsion from the University.

***ADA Statement:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to "reasonable accommodations." Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by

DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality. Please notify the instructor during the first week of class regarding any accommodations needed for the course.

The links below also provide access to other important codes that protect your rights as students of this institution.

NOTE: Please see Title IX Notice of Non-Discrimination

<http://www.csusm.edu/title9/Notice%20of%20Non-discrimination.html>
for information on sexual harassment and

<http://www.csusm.edu/dos/conduct/studentconduct.html>
for information and guidelines on **Student Conduct**.

Course Requirements:

Reading: Students are responsible for doing all reading assignments. You should establish a good note taking method that works for you both for when you are reading and in lecture.

Quizzes: Questions to be answered will reflect any assigned reading, concepts and terms covered in class.

Writing Assignments: You are responsible for completing all writing assignments assigned throughout the semester.

In-Class Midterm: The midterm exam will require you to be familiar with the readings and concepts studied up until day of the midterm. Student will be required to analyze, interpret and define concepts learned via the assigned course readings and in lecture. A study guide will be provided. *Bluebook required.*

Critical Essay: Student will write one critical essay (8-10 pages) on approved topic. The critical essay will be written over the course of seven weeks, assigned at the end of week 7 it will be due week 15 of the semester. Several in class writing workshops will be held in order to facilitate the development of your argument as well as the drafting and revision process.

Final Exam: The final exam is cumulative and will require you to be familiar with the readings and concepts studied up until day of the final exam. Student will be required to analyze, interpret and define concepts learned via the assigned course readings and in lecture. A study guide will be provided. *Bluebook required.*

Class Participation and Attendance: Participation and attendance is extremely important. Absences, arriving late to class, immature, disrespectful and disorderly conduct and lack of participation will have a considerable effect on your grade. (See Above)

Grade Breakdown by Assignments

Quizzes	100
Writing Assignments	100
In-Class Midterm	100
Critical Essay	100
Final Exam	100
Attendance	100
Total Points	600 (not based on curve)

Course Outline

Week 1 and 2 Introduction to the field of Critical Education

Assigned Reading:

Rose, *Why School?* Introduction-Chapter 2;
Ravitch *Reign of Horror* Chapters 1-4;
Ladson-Billings, *Crossing Over to Canaan* Introduction and Chapter 1;
Giroux, *Education and the Crisis of Public Values* Chapter 1 "In Defense of Public School Teachers in a Time of Crisis"

Assigned Reading Posted to Cougar Courses:

Greene, "In Search of a Critical Pedagogy"

Assigned Web Article:

Giroux, Henry. "Rethinking Education as the Practice of Freedom: Paulo Freire and the Promise of Critical Pedagogy"
<http://truth-out.org/archive/component/k2/item/87456:rethinking-education-as-the-practice-of-freedom-paulo-freire-and-the-promise-of-critical-pedagogy>

Writing Assignment: Response Paper 1 (3-4 pages) due at the end of third week.

Week 3 Overview of Public Education in the United States (*a short history of public education and education generally in the United States*)

Response Paper 1 Due

Assigned Reading:

Kozol, *Savage Inequalities* To the Reader, Looking Backward & Chapters 1-3

Assigned Reading Posted to Cougar Courses:

Darder and Torres, "After Race: An Introduction"

Week 4 Nation and California Wide Educational Policies K-12 (*a short history of educational policies and their effects in the last 30 years, No Child Left Behind, The Common Core, an overview of Required Certification for Teaching in California, Options for obtaining Certification offered by LBST Department at CSUSM*)

Quiz: end of fourth week

Assigned Reading:

Ravitch, *Reign of Error* Chapters 5-7;

Ross, *Why School?* Chapter 3

Writing Assignment: Response Paper 2 (3-4 pages) due in week 6

Week 5 Education and the Hidden Curriculum

Assigned Reading:

Ross, *Why School?* Chapters 4-7;

Ladson-Billings, *Crossing Over to Canaan* Chapter 4

Assigned Reading Posted to Cougar Courses:

bell hooks, "Confronting Class in the Classroom"

Week 6 Reflections on Higher Learning in the 21st Century

Response Paper 2 Due

Assigned Reading:

Ravitch, *Reign of Error* Chapters 8-10;

Ross, *Why School?* Chapters 9-11;

Giroux, *Education and the Crisis of Public Values* Chapter 5 "Dumbing Down Teachers"

Weeks 7 and 8 Reflections on Teaching and Teaching Careers in the 21st Century

In-Class Midterm

Assigned Reading:

Ravitch, *Reign of Error* Chapters 11-15;
Ross, *Why School?* Chapter 8;
Ladson-Billings, *Crossing Over to Canaan* Chapters 2, 3;
Giroux, *Education and the Crisis of Public Values* Chapter 2 “When Generosity Hurts” and 3 “Teachers Without Jobs and Education Without Hope”;
Darder, *Culture and Power in the Classroom* Chapter 6 “Creating the Conditions for Cultural Democracy in the Classroom”

Assigned Web Article:

<http://www.dailykos.com/story/2014/11/10/1343935/-Teacher-s-resignation-letter-My-profession-no-longer-exists?detail=email#>

Week 9 Charter Schools

Quiz: end of ninth week

Assigned Reading:

Ravitch *Reign of Error* Chapters 16-21;
Giroux, *Education and the Crisis of Public Values* Chapter 4 “Chartering Disaster”

Week 10 and 11 Bilingual Education

Quiz: end of eleventh week

Assigned Reading Posted to Cougar Courses:

Olivos and De Valladolid. “Entre la Espada y la Pared: Critical Educators, Bilingual Education, and Education Reform”;
Bartolome, Lilia. “The Struggle for Language Rights: Naming and Interrogating the Colonial Legacy of “English Only”

Week 12 What Does Privatization Look Like?

In Class Writing Workshop 2, Draft 1 of Research Paper Due (8 pages)

Assigned Reading:

Ravitch, *Reign of Error* Chapters 30-Afterword;
Giroux, *Education and the Crisis of Public Values* Chapter 6 “Business Culture and the Death of Public Education”

Assigned Reading Posted to Cougar Courses:

Sanchez, Rosaura and Pita, Beatrice “The Privatization of Education and its Implications for Latinos/as”

Week 13 and 14 Interventions: Pedagogy and Methods

Quiz: end of thirteenth week

In Class Writing Workshop 3, Draft 2 of Research Paper Due (8-10 pages)

View:

Ted Talks on Understanding Our World and Democratizing Learning Through Online Education

Assigned Reading:

Ravitch *Reign of Error* Chapters 21-29;

Ross, *Why School?* Chapters 12-Conclusion;

Giroux, *Education and the Crisis of Public Values* Chapter 7 "Public Intellectuals, the Politics of Clarity and the Crisis of Language" and Chapter 8 "Paulo Freire and the Pedagogy of Bearing Witness";

Ladson-Billings, *Crossing Over to Canaan* Chapter 5 -6 and Appendix A and B

Assigned Reading Posted to Cougar Courses:

Darder, Antonia. "Teaching as an Act of Love: Reflections on Paulo Freire and His Contributions to Our Lives and Our Work"

Writing Assignment: Finish Critical Essay due week 15

Week 15 Education in a Global Context

View:

Ted Talks on Understanding Our World and Democratizing Learning Through Online Education

Critical Essay Due

Review for Final Exam

Week 16 Final Exams