

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):													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* LBST300														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) An Introduction to Critical Education														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Intro to Critical Ed														
7. Number of Units: 3														
8. Catalog Description: (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 <u>not</u> count toward the 80-word limit.)  Upper-division 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 100.</i>														
9. Why is this course being proposed?  This course will be dual-listed with LBST 100 (which already exists). This allows us to ensure that transfer students who have declared Liberal Studies as their major have an opportunity to acquire this valuable knowledge; it can also be taken by upper-division native students who declared Liberal Studies late in their careers and missed the opportunity to take LBST 100 as lower-division students. This upper-division course, while it has essentially the same course description, includes additional requirements that ensure that students are approaching the material at a level that is commensurate with its UD status; these requirements focus specifically on the final course paper, in which students will be expected to conduct a more advanced interdisciplinary analysis of a topic of their choice related to the course content, and to present their research and analysis to the class during the final section of the semester. This course will NOT carry UDGE credit (its dual-listed partner, LBST 100, does carry LDGE D and D7 credit), and will only be open to LBST majors.														
10. Mode of Instruction* <i>For definitions of the Course Classification Numbers:</i> <a href="http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf</a>														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C2	Activity			Lab			
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Lecture	3	C2												
Activity														
Lab														
11. Grading Method:* X Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input checked="" type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes X No														

Faculty  Credential Analyst  Dean  Program/Department - Director/Chair

**14. Course Can be Taken for Credit More than Once?**  Yes  No  
 If yes, how many times? (including first offering)

**15. Is Course Crosslisted:**  Yes  No  
 If yes, indicate which course *This course is, however, to be dual-listed with LBST 100* and check "yes" in item #22 below.

**16. Prerequisite(s):**  Yes  No

**17. Corequisite(s):**  Yes  No

**18. Documentation attached:**  
 Syllabus  Detailed Course Outline

**19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\***

**20. How often will this course be offered once established?\*** Once every semester.

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information – all items in this section must be completed.)*

**21. 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 fulfills a requirement for the Liberal Studies major; it will be dual-listed with LBST 100 (also a major requirement), so that transfer students have the ability to meet that requirement. **Please note: A C2 form has been filed to change the course number of the current LBST 300 to LBST 305, so that the course number LBST 300 can be used to apply to this course. It is our intention that this change in numbering will allow LBST 100 and 300 to appear as a clearer dual-listing pair to our students.**

**22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)**  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 _____

**SIGNATURES : (COLLEGE LEVEL) :**

1. Martha Gonzales 2/2/15  
 1. Originator (please print or type name) Date  
*see attached* *2-2-15*

2. [Signature] 4/23/15  
 2. Program Director/Chair Date  
*[Signature]* *11/23/15*

3. [Signature] 11/23/15  
 3. College Curriculum Committee Date  
*[Signature]* *11/23/15*

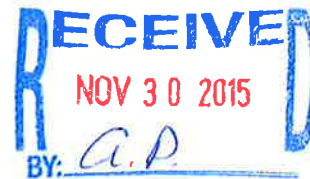
4. \_\_\_\_\_  
 4. College Dean (or Designee) Date

**(UNIVERSITY LEVEL)**

5. \_\_\_\_\_ Date  
 5. UCC Committee Chair

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

7. \_\_\_\_\_ Date  
 7. President (or Designee)



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

Faculty  Credential Analyst  Dean  Program/Department - Director/Chair

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Revised

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21. 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

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	Signature	Date	Support _____ Oppose _____
Discipline _____	_____	_____	_____
	Signature	Date	Support _____ Oppose _____

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

1. Martha Gonzales 2/2/15  
 Originator (please print or type name) Date

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

3. \_\_\_\_\_  
 College Curriculum Committee Date

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

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**California State University, San Marcos**  
**College of Humanities and Behavioral Social Sciences**  
**Liberal Studies 300**

Instructor: Martha R. Gonzales  
E-mail: [magonzales@csusm.edu](mailto:magonzales@csusm.edu)

Office: SBSB 4236

**Liberal Studies 300: An Introduction to Critical Education**

**LBST 300 (3 Units)**

Course Description: Upper-Division course for transfer and upper-division native students who have not had a chance to take LBST 100. 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 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

Darder, Antonia. *Culture and Power in the Classroom 20th Anniversary Edition*

ISBN-10: 1612050700

*\*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:** LBST300 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 practice 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 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, problems and concepts studied up until day of the given midterm. Student will be required to analyze, interpret and define concepts learned via the assigned course readings and in lecture. Blue book required.

*Critical Essay:* Student will write one critical essay (12-15 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. For this upper-division class, students will be expected to show a deeper understanding and application of interdisciplinarity to the analysis of their

chosen topic. Students at the upper-division level will also present their research and conclusions to the class as part of their course requirements. Presentations will be scheduled during class time throughout the final section of the course.

*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
In-class presentation	100
Final Exam	100
Attendance	100
Total Points	700 (not based on curve)

### ***Course Outline***

#### **Week 1 and 2 Introduction to the field of Critical Education**

*Quiz:* end of second week

*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"  
Darder, *Culture and Power in the Classroom* Chapter 1 "The Problem With Traditional American Pedagogy and Practice"

*Assigned Reading Posted to Cougar Courses:*

Darder, Baltodano and Torres, "Critical Pedagogy: An Introduction"



Greene, "In Search of a Critical Pedagogy" (CC)

*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  
Darder, *Culture and Power in the Classroom* Chapter 2 "The Link Between Culture and Power"

*Assigned Reading Posted to Cougar Courses:*

Darder and Torres, "After Race: An Introduction" (CC); Ladson Billings and William F. Tate IV "Toward a Critical Race Theory of Education" (CC)

**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  
Darder, *Culture and Power in the Classroom* Chapter 3 "A Critical Theory of Cultural Democracy" and Chapter 4 "Testing, Inequality and the Brain"

*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;  
Darder, *Culture and Power in the Classroom* Chapter 5 "The Foundation for a

## Critical Bicultural Pedagogy”

*Assigned Reading Posted to Cougar Courses:*

bell hooks, “Confronting Class in the Classroom”

### **Week 6 Reflections on Higher Learning in the 21<sup>st</sup> Century**

*Quiz:* end of sixth week

*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”

*Assigned Reading Posted to Cougar Courses:*

Darder, Antonia. “Neoliberalism in the Academic Borderlands: An On-going Struggle for Equality and Human Rights”

### **Weeks 7 and 8 Reflections on Teaching and Teaching Careers in the 21<sup>st</sup> 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#>

*Writing Assignment:* Critical Essay (12-15 pages) assigned

### **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"

### **Weeks 10 and 11 Bilingual Education**

*Quiz:* end of eleventh week

*Assigned Reading:*

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'";

Darder and Uriarte, "The Politics of Restrictive Language Policies: A Postcolonial Analysis of Language and Schooling"

### **Week 12 What Does Privatization Look Like?**

*In Class Writing Workshop 2, Draft 1 of Critical Essay 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";

Holland and others, "Public Goods for Private Ends: The Redirection of Schooling"

### **Week 13 and 14 Interventions: Pedagogy and Methods**

*Quiz:* end of thirteenth week

*In Class Writing Workshop 3, Draft 2 of Critical Essay Due* (12-15 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* Chapters 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"

*Assigned Web Article:*

Giroux, Henry "Academic Madness and the Politics of Exile"

<http://truth-out.org/opinion/item/27501-henry-a-giroux-academic-madness-and-the-politics-of-exile>

*Writing Assignment:* Finish Research Paper

**Week 15 Education in Global Context**

*View:*

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

*Assigned Reading Posted to Cougar Courses:*

McLaren and Farahmandpur, "Teaching Against Globalization and the New Imperialism: Toward a Revolutionary Pedagogy"

*Research Paper Due*

*Review for Final Exam*

**Week 16 Final Exams**