Department of Education Studies  
SEED 3370.002  
Sociocultural and Historic Perspectives in American Education  
Fall 2023

Instructor: Dr. Heather Olson Beal  
Course Time: TTh, 11:00-12:15  
Credits: 3 hours

Pronouns: she/her/hers  
Office: ECRC 201-O  
Prerequisites: None

Office Hours: M, 3-5: online  
T/Th: 12:15-1:15  
Meeting room: ECRC 205

Or by appointment  
Email: email through D2L, not my @sfasu.edu email address

Prerequisites: None

I. Course Description: This course focuses on a critical perspective of American education rooted in historical and sociocultural issues. Power, race, culture, and the struggle for identity are integrated with the overarching themes of the purpose of education, equity, equality, and the promise of democratic education so that preservice candidates may develop a professional identity that reflects the richness and complexity of American education.

Course Justification: SEED 3370 (3 credits) meets twice each week in 75-minute segments for 16 weeks. Outside of class work includes reading assignments, written reflections, critical evaluations, preparation of instructional materials for use in class and for community education settings. Outside of class activities average a minimum of six hours each week for 15 weeks.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course fulfills the following college and program learning outcomes:

College of Education Core Values
  In the College of Education at Stephen F. Austin State University, we value and are committed to the following core values, which are reflected in course assignments:
  • Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior, and
• Service that enriches the community.

Program Learning Outcomes:

1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
3. The candidate will design an effective classroom management plan for diverse learner centered educational settings.
4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.

Student Learning Outcomes:

1. The candidate will analyze a historical or critical issue in American education.
2. The candidate will design and present a lesson related to an issue in American education.
3. The candidates will critically analyze and evaluate current issues and research in American education.

STANDARDS:

A complete listing of the standards associated with this course and the secondary education certification sequence is located on the Perkins College of Education (PCOE) website.

COMMISSIONER STANDARDS: ASSESSMENT FOR CONTEMPORARY CLASSROOMS

1C(i). Teachers differentiate instruction, aligning methods and techniques to diverse student needs.
1C(ii). Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
1D(iii). Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
1F(i). Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
1F(ii). Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
1F(iii). Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
2A(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

2A(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

2B(ii). Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

2C. Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

4A(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

4B(iv). Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

5A(i). Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

5A(ii). Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

5C(i). Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

**PPR TEST FRAMEWORK**

1E. Recognizes factors affecting the social and emotional development of students in early childhood through adolescence (e.g., lack of affection and attention, parental divorce, homelessness) and knows that students' social and emotional development impacts their development in other domains (i.e., cognitive and physical).

1M. Knows the rationale for appropriate middle-level education and how middle-level schools are structured to address characteristics and needs of young adolescents.

1O. Understands ways in which student involvement in risky behaviors (e.g., drug and alcohol use, gang involvement) impacts development and learning.

2D. Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs.

13A. Knows legal requirements for educators (e.g., those related to special education, students' and families' rights student discipline, equity, child abuse) and adheres to legal guidelines in education-related situations.

**ESL STANDARDS:**

5G. Knows personal factors that affect ESL students' English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.

8A. Knows the historical, theoretical and policy foundations of ESL education and uses this knowledge to plan, implement and advocate for effective ESL programs.
8B. Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals and research findings on their effectiveness.

8D. Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

9A. Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students’ learning of academic content, language and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).

9C. Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. **Evidence of Learning (EOL) (25%)**: Each student will reflect on course topics and submit artifacts that demonstrate learning / professional growth. In each submission, explicitly connect your artifact to class readings and discussions.

   You must submit 5 of 7 possible. You can choose from a range of ways through which to document your learning: write a reflection, create a comic strip, write a poem, make an infographic, create a slide deck, create a TikTok video, etc. If you have another idea, email me (through D2L) to get permission before proceeding.

2. **Class Attendance & Engagement (30%)**:

   25%: Students will complete in-class engagement activities designed to document attendance, prompt class discussion, and demonstrate knowledge, understanding, and skill development throughout the semester. Professors will identify engagement activities throughout the semester. Failure to complete engagement activities may adversely impact students’ final course grade.

   Each class period, each student will earn 0-3 points for their class engagement.
   
   - 3 = correct responses to questions/activities, demonstrated thorough understanding and preparation
   - 2 = some correct responses, some demonstration of understanding and preparation
   - 1 = incorrect responses, little demonstration of understanding and preparation
   - 0 = did not attend

   5%: On the last day of class, students will complete a written reflection based on all the class engagement activities in their class folder.

3. **Identity Assignment (15%)**: Candidates will complete several assignments related to their identity as learners and as future teachers. Details will be provided in D2L.
   
   - Identity wheel reflection
- Social media educator reflection & presentation

4. **Community-based Field Experience Hours & Reflections (15%)**: Candidates will engage in 5 hours of community show-ups and community education activities / settings. Details will be provided in class.

5. **Development of Educational Materials for Community Partner (15%)**: Candidates will apply their knowledge to a project wherein they create educational materials for community partners.

**QUALITY OF ASSIGNMENTS:**

High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proof read your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors. Poorly written papers will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor.

**USE OF GENERATIVE AI TOOLS:**

Using artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance has the potential to undermine your ability to develop critical thinking, writing, or research skills that are essential for this course, for your academic success, and for your future career as an educator.

Therefore, students may use AI as part of their research and preparation for assignments, or as a text editor, but **text that is submitted must be written by the student**. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, and cite properly. If you use AI in any way for work associated with this course, you must cite it properly using APA. See how to do so [here](#).

Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. **Violations of this policy may be treated as academic misconduct.** If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.
IV. Evaluation and Assessment (Grading):

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

Late Work
Late work may be accepted at the discretion of the instructor, with points taken off for lateness. As a future educator, it is not acceptable behavior to turn in lesson plans, student grades, or other official required paperwork late. This professional expectation is upheld within this course.
### V. Tentative Course Outline/Calendar. Additional details in D2L.

<table>
<thead>
<tr>
<th>Class Meeting Day</th>
<th>Reading Assignment for Class</th>
<th>Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Tues., Aug. 29</td>
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<td>Thurs., Aug. 31</td>
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<tr>
<td><strong>Southlake Podcast</strong></td>
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<tr>
<td>Tues., Sept. 5</td>
<td>Series Foreword (pgs. xi-xiv) Preface (pgs. xix-xxiv) Prologue (pgs. xxv-xxvii)</td>
<td>Engaging Constructively in Courses that Take a Critical Social Justice Approach</td>
<td>Bring your notes from the readings. Come prepared to teach the class about your assigned reading section.</td>
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<tr>
<td>Thurs., Sept. 7</td>
<td>Chapter 1</td>
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<td>Thurs., Sept. 14</td>
<td>Chapter 3</td>
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<td><strong>Thurs., Sept. 14</strong></td>
<td><strong>Fri., Sept. 15</strong></td>
<td>5-7PM, ONLINE 3-5PM, ECRC 212</td>
<td><strong>MANDATORY EPP ORIENTATION</strong></td>
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<tr>
<td>Fri., Sept. 15</td>
<td>Identity Wheel – D2L</td>
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<td><strong>ADMISSION TO EPP APPLICATION DUE</strong></td>
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<td>Tues., Sept. 19</td>
<td>Identity Wheel – D2L</td>
<td>Identity</td>
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<td>Thurs., Sept. 21</td>
<td>Chapter 4</td>
<td>Prejudice and Discrimination</td>
<td>Social Identity Wheel Reflection</td>
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<tr>
<td>Tues., Sept. 26</td>
<td>Relevant Court Cases – D2L</td>
<td>Relevant Court Cases</td>
<td>Important Legal Concepts Lesson Presentation</td>
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<tr>
<td>Thurs., Sept. 28</td>
<td>TBD</td>
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<tr>
<td>Tues., Oct. 3</td>
<td>Chapter 5</td>
<td>Oppression and Power</td>
<td>EOL #2</td>
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Readings = Sensoy + DiAngelo book / other readings as assigned in D2L
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Thurs., Oct. 5</td>
<td>Learning Theories – D2L</td>
<td>Learning Theories</td>
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<tr>
<td>Tues., Oct. 10</td>
<td>Southlake Episode 1</td>
<td>Learning Theories</td>
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<tr>
<td>Thurs., Oct. 12</td>
<td>Chapter 6</td>
<td>Understanding Privilege through Ableism</td>
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<td>Tues., Oct. 17</td>
<td>Southlake Episode 2</td>
<td>Understanding the Invisibility of Oppression through Sexism</td>
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<tr>
<td>Thurs., Oct. 19</td>
<td>Chapter 7</td>
<td>EOL #3</td>
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<td>Tues., Oct. 24</td>
<td>Southlake Episode 3</td>
<td>EOL #3</td>
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<tr>
<td>Thurs., Oct. 26</td>
<td>Chapter 8</td>
<td>Understanding the Structural Nature of Oppression through Racism</td>
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<tr>
<td>Tues., Oct. 31</td>
<td>Southlake Episode 4</td>
<td>EOL #4</td>
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<td>Thurs., Nov. 2</td>
<td>CRT – D2L</td>
<td>Understanding the Global Organization of Racism through White Supremacy</td>
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<td>Tues., Nov. 7</td>
<td>Southlake Episode 5</td>
<td>EOL #5</td>
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<tr>
<td>Thurs., Nov. 9</td>
<td>Chapter 9</td>
<td>Understanding Intersectionality through Classism</td>
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<tr>
<td>Tues., Nov. 14</td>
<td>Southlake Episode 6</td>
<td>EOL #6</td>
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<tr>
<td>Thurs., Nov. 16</td>
<td>Chapter 10</td>
<td>FALL BREAK (no class Nov. 21 and 23)</td>
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<tr>
<td>Tues., Nov. 28</td>
<td>Southlake Episode Bonus Episode: Beyond the Bubble</td>
<td>Library Materials Due</td>
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<tr>
<td>Thurs., Nov. 30</td>
<td>Chapter 11</td>
<td>“Yeah, but . . .”: Common Rebuttals</td>
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<td>Tues., Dec. 5</td>
<td>Southlake Bonus Episode: Books and Backlash</td>
<td>Social Media Follow Reflection</td>
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<tr>
<td>Thurs., Dec. 7</td>
<td>Chapter 12</td>
<td>Putting It All Together</td>
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<tr>
<td>Thurs., Dec. 12 10:30-12:30</td>
<td>ASSIGNED FINAL EXAM TIME</td>
<td>5 X 5 PRESENTATIONS</td>
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</tbody>
</table>
VI. Required Text:


Southlake Podcast: [https://southlake.simplecast.com/](https://southlake.simplecast.com/)

*Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor in D2L.*

VII. Policy Information

A. Class Attendance: [Policy 6.7](#)

Due to the social constructivist nature of our course, it is expected that all students arrive on time, attend, remain for the entirety of the meeting, and fully engage in all class meetings and scheduled activities.

Candidates will be allowed **TWO absences per semester (known as “personal days”);** advance notice of absence is expected, when possible. For every absence from a class meeting/required activity (after the first two), candidates will earn a full letter grade deduction from their final course grade. After two absences (not including your “personal day”), a program continuation meeting will be called between professors and the teacher candidate and failure of the course may be warranted.

Arriving 15 minutes after the start of class or leaving 15 minutes prior to the end of class will also constitute an absence.

B. Student Code of Conduct and Academic Integrity: [Policy 10.4](#)

See especially the policy’s definition of *plagiarism:* Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

C. Course Grades: [Policy 5.5](#)

D. Final Course Grade Appeals by Students: [Policy 6.3](#)

E. Academic Accommodations for Students with Disabilities: [Policy 6.1](#)
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

F. Appeal Procedure Relating to the Provision of Accommodations for Students with Disabilities: Policy 6.6

G. Course Evaluations: Near the conclusion of each semester, students electronically evaluate courses taken.

Evaluation data is used for a variety of important purposes including:
   1. Course and program improvement, planning, and accreditation;
   2. Instruction evaluation purposes; and
   3. Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

The course evaluation process is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.

H. Other SFA Policy Information

VIII. Resources

A. Mental Health Considerations: SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

   On-campus Resources:
   SFASU Counseling Services
   www.sfasu.edu/counselingservices
   3rd Floor Rusk Building
   936-468-2401
B. Students experiencing food insecurity

The Pantry is a food pantry at SFA to help alleviate hunger among students. The Pantry is located in Room 315 of the Rusk building.

C. Students who are Parents

Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitments to students, staff, and faculty parents.

1) All exclusively breastfeeding babies are welcome in class as often as is necessary.
2) For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. Please communicate with me via email as soon as the need to bring a child to class arises.
   Based on the course content, age of the child, and needs of other students, I reserve the right to ask you to not bring the child to class. In this case, we will make other arrangements for you to make up the missed material.
3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4) In all cases where babies and children come to class, please sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their needs have been met.
5) While I maintain the same high expectations for all students in my classes regardless of parenting status, as a parent, I understand the demands of parenting. Therefore, I am happy to problem-solve with you about time management, course work, or course assignments in a way that makes you feel supported as you strive for school-parenting balance.
6) This policy might not be extended to students caring for babies and children that are not their own (e.g., babysitting).
Additional Information Specific to Educator Preparation:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.
In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.