

Course & Section Nos.	EDUC 643
Course Title	Critical Ethnography in Education
Class Roster No.	CRN 20407
Course Day(s)	Wednesday
Time	4-7 pm official time, but we will meet 5-8 pm most weeks
Course Location	UH 444
Semester / Year	Spring 2018
Instructor	Anne René Elsbree, Ph.D.
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Office	UH 414
Office Hours	Wednesday 3-4 pm, after class, & by appointment

WELCOME

Welcome to Critical Ethnography. This course will help you conduct research in your classrooms.

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

TABLE OF CONTENTS

COURSE DESCRIPTION	1
Course Prerequisites	1
Course Objectives	1
Enduring Understandings.....	1
Essential Questions	1
Unique Course Requirements	1
REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS	1
Required Texts	1
Cougar Courses.....	2
EDUC 698 Culminating Activity Supports.....	2
COURSE & PROGRAM STUDENT LEARNING OUTCOMES.....	2
Course Learning Outcomes (PSLO).....	2
MA in Education Program Student Learning Outcomes (PSLO).....	2
SCHEDULE/COURSE OUTLINE	3
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS.....	6
Course Assignments.....	6
Grading Standards – Grading Scale.....	6
Final Exam Statement	6
School of Education/Course Attendance Policy	7
Policy on Late/Missed Work	7
Student Collaboration Policy.....	7
GENERAL CONSIDERATIONS.....	7
CSUSM Academic Honesty Policy	7
Plagiarism	7
Credit Hour Policy Statement	8
All University Writing Requirement	8
Course Format.....	8
Necessary Technical Competency Required of Students	8
Contact Information for Technical Support Assistance.....	8
Electronic Communication Protocol.....	8

COURSE DESCRIPTION

Examines the nature of ethnography as a standard tool of investigation in describing, understanding, and explaining the behavior of individuals. Uses ethnography as a tool to examine and explore public school classrooms and teaching practice from a critical pedagogy perspective.

<http://www.csusm.edu/catalog/documents/2016-2018/CSUSM-2016-2018-Catalog.pdf>

Course Prerequisites

Admission to the MA in Education program is considered a prerequisite.

Course Objectives

Enduring Understandings

Students will understand the complexity of human learning by making familiar the activities of “other” people and thus, make “strange” our own familiar teaching/learning practices when placed against the “eyes” of other people.

- Use: Ethnography can be a useful tool for understanding behaviors of individuals (answering research questions).
- Ethics: Ethical ethnographic research is reciprocal, harmless, and socially just.
- Process:
 - Differentiate between inductive versus deductive research.
 - Differentiate between emic/insider and etic/outsider perspectives and its impact.
- Product: Since art can be more expressive than words, then art-based research can be a useful strategy for collecting data, analyzing data, and disseminating research findings.

Essential Questions

- Use: How can ethnography help educators (you) conduct research in schools and communities and ultimately improve education?
- Ethics: How do we predict consequences or evaluate our own potential to do harm? How do we reflect upon and evaluate our own purpose, intentions, and frames of analysis as researchers?
- Process: How do we create and maintain a dialogue of collaboration in our research projects between ourselves and Others? How is the specificity of the local story relevant to the broader meanings and operations of the human condition? How – in what location or through what intervention – will our work make the greatest contributions to equity, freedom, and justice? Will your research question best be answered inductively or deductively? How are you an emic/insider or etic/outsider in your research? And how can you make sense of the perspective? And how does your perspective position you as a researcher?
- Product: How can educators (you) use art-based research?

Unique Course Requirements

This course will be team taught with EDUC 628: Applied Research Methods. Some sessions will be online, separate, joint and staggered. Online session may include tasks to complete online through cougar courses, some will require meeting with classmates, and some will be devoted to independent writing. Separate sessions will dedicate time for EDUC 643 or EDUC 628. Joint sessions will include both classes and will be held at an assigned time, typically 5-8 pm in UH 444. Staggered sessions will provide some time for EDUC 643, some time for both classes, and some time for EDUC 628.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

1. North, Connie. (2009). *Teaching for Social Justice? Voices from the Front Lines*. Boulder, CO: Paradigm Publishers. ISBN 978-1-59451-618-4
2. American Psychological Association. (2009). *Publication Manual of the American Psychological Association, 6th Ed.* Washington, DC: APA. ISBN-13: 978-1433805615, ISBN-10: 143395068

Online Readings

Art Integration in Curriculum, Instruction, and Research

<https://sites.google.com/site/integratedthematicdesign/edss-555>

This website provides resources for designing curriculum with art as well as using art as a tool for arts-based research. The Visual and Performing Arts (VAPA) curriculum includes: fiction & graphic novels, textual art, visual art that addresses social justice, theatre, music, and dance.

Cougar Courses

cc.csusm.edu

EDUC 698 Culminating Activity Supports

<http://community.csusm.edu/course/view.php?id=33>

Recommended Research Books

Knowles, J. Gary. & Cole, Ardria L. (2007). *Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues and Art-based Research*. Thousand Oaks, CA: SAGE Publishers.

Leavy, Patricia. (2017). Introduction to Arts-Based Research, *Handbook of Arts-Based Research*. New York, NY: The Guilford Press. Retrieved from <https://www.guilford.com/excerpts/leavy3.pdf>

Leavy, Patricia. (2015) *Method Meets Art*, 2nd Edition. New York, NY: The Guilford Press. Preface retrieved from <https://www.guilford.com/excerpts/leavy.pdf>

COURSE & PROGRAM STUDENT LEARNING OUTCOMES

Course Learning Outcomes (PSLO)

Upon completion of EDUC 643 candidates will meet three Course Learning Outcomes:

1. Candidates will identify the critical ethnographic methods and evaluate the ethical .
2. Candidates will be able to design a research plan that uses critical ethnography.
3. Candidates will be able to use art as a tool for implementing critical ethnography in data collection, analysis, and presentation.

MA in Education Program Student Learning Outcomes (PSLO)

The Master of Arts in Education Program assesses 4 Program Student Learning Outcomes (PSLO):

- **PSLO 1: Professional Dispositions** (EDUC 622)

Demonstrate interaction and communication skills that reflect professional dispositions and ethics, such as respect for diversity, educational equity, collaboration, and social justice.

- **PSLO 2: Leadership Skills** (EDUC 602 or EDAD 618B)

Apply leadership skills in social justice and equity to advance the profession.

- **PSLO 3: Analyze Research** (EDUC 622)

Analyze educational and/or professional research.

- **PSLO 4: Integrate Research** (EDUC 698)

Integrate research and evidence-based practices into educational and professional settings.

SCHEDULE/COURSE OUTLINE

This outline is tentative - schedule may change to meet student needs.
Items in green are the online sessions.

Date	Topic & Assignments
Session 1 Jan 24 Course Introduction & Chapter One: Statement of the Problem Joint Session	Do Before Class <ol style="list-style-type: none"> 1. Purchase & bring to 1st class <i>Teaching for Social Justice?</i> & <i>APA Manual</i> 2. Read the class schedule 3. Read the assignments descriptions 4. Identify thesis/project goals for this semester 5. Read Chapter one template, outline, sample chapter, and rubric 6. Draft & bring a copy of you Chapter 1 to class 7. Complete the google form survey: https://goo.gl/forms/YrHEDGtFZmaHfiTq1 Do In Class <ol style="list-style-type: none"> 1. Evaluate the sample chapter 1 2. Self-Assess your chapter 1 3. Identify what needs to be revised for your chapter 1
Session 2 Jan 31 Chapter 2: Literature Review Joint Session	Do Before to Class <ol style="list-style-type: none"> 1. By Saturday, Jan 27, send you Chapter 1 to your writing partner 2. By Tuesday, Jan 30, provide feedback to your writing partner for Ch 1 3. Read Chapter 2 template, outline, sample chapter, and rubric 4. Draft & bring Chapter 2 to class 5. <i>Read Critical Ethnography PPT</i> 6. <i>Read Teaching for Social Justice? (TSJ) p. ix-7 & 167-171</i> Do In Class <ol style="list-style-type: none"> 1. Evaluate the sample chapter 2 2. Self-Assess your chapter 2 3. Identify what needs to be revised for your chapter 2 4. <i>Complete the Kahoot on Critical Ethnography</i>
Session 3 Feb 7 Chapter 3: Methodology Joint Session	Do Before to Class <ol style="list-style-type: none"> 1. By Saturday, Feb 3, send you Chapter 2 to your writing partner 2. By Tuesday, Feb 6, provide feedback to your writing partner for Ch 2 3. Read Chapter 2 template, outline, sample chapter, and rubric 4. Draft & bring Chapter 3 to class 5. <i>Read Teaching for Social Justice? p. 10-42</i> Do In Class <ol style="list-style-type: none"> 1. Evaluate the sample chapter 2. Self-Assess your chapter 3. Identify what needs to be revised for your chapter
Session 4 Feb 14 Chapter 4: Research Data or Project Presentation Joint Session	Do Before to Class <ol style="list-style-type: none"> 1. By Saturday, Feb 10, send you Chapter 3 to your writing partner 2. By Tuesday, Feb 13, provide feedback to your writing partner for Ch 3 3. Read Chapter 3 template, outline, sample chapter, and rubric 4. Draft & bring Chapter 4 to class 5. <i>Read Teaching for Social Justice? p. 44-75</i> Do In Class <ol style="list-style-type: none"> 1. Evaluate the sample chapter 2. Self-Assess your chapter 3. Identify what needs to be revised for your chapter

Date	Topic & Assignments
Session 5 Feb 21 Chapter 5: Recommendations Joint Session	Do Before to Class 1. By Saturday, Feb 17 send you Chapter 4 to your writing partner 2. By Tuesday, Feb 20, provide feedback to your writing partner for Ch 4 3. Read Chapter 4 template, outline, sample chapter, and rubric 4. Draft & bring Chapter 5 to class 5. <i>Read Teaching for Social Justice? p. 78-109</i> Do In Class 1. Evaluate the sample chapter 2. Self-Assess your chapter 3. Identify what needs to be revised for your chapter
Session 6 Feb 28 Separate Session Ethnography Workshop	Do Before to Class 1. By Saturday Feb 24, share your chapter 5 with your partner 2. Provide feedback to chapter 5 to your partner by Feb 27. 3. <i>Read Teaching for Social Justice? p. 112-147</i> Do In Class 1. <i>Prepare TSJ Presentation</i>
Session 7 March 7 Separate Session Teaching for Social Justice Presentation	Do Prior to Class 1. <i>Meet with your TSJ team and prepare your presentation</i> 2. <i>Read Teaching for Social Justice? p. 150-166</i> 3. Revise Ch 5 Do In Class 4. <i>Present Teaching for Social Justice?</i> 5. <i>Form Art Team</i> 6. <i>Assign the VAPA for each VAPA team</i>
Session 8/9 March 14 & 21 Online Session Apply Ethnography	Do by March 16th - Online 1. <i>Read Falk, B. & Blumenreich, M. (2005). The Power of Questions: A guide to teacher and student research. Portsmouth: NH: Heineman. Pp. 91-132.</i> 2. <i>Meet with your Ethnography Team to prepare Ethnography Application</i> 3. <i>Post Ethnography Application Draft</i> 4. <i>Send revised chapters to your committee chairperson & cc to instructor.</i> Do by March 23rd– Online 1. <i>Read 2 Ethnography Application Draft postings and provide feedback:</i> a. <i>Identify what was done well and why you make that evaluation.</i> b. <i>Identify what you have questions about.</i> c. <i>Identify what could be improved and how.</i> 2. <i>Meet with chairperson to determine what needs to be revised.</i>

Date	Topic & Assignments
Session 10/11 Mar 28 & April 4 Online Session Art as a Tool for Research	<p>Do by March 30th - Online</p> <ol style="list-style-type: none"> 1. Review how the VAPA you were assigned can be a tool for teaching, learning and research: https://sites.google.com/site/integratedthematicdesign/edss-555 2. Watch King, Alanna. (2013). <i>Arts-Based Research Screencast & PPT</i>, YouTube video. Retrieved from https://youtu.be/s91PRFB6PXs 3. Read Knowles, Gary. & Cole, Andra L. (2012). 44 Using an Arts Methodology to Create a Thesis or Dissertation, <i>Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues</i>. Sage Publications. Retrieved from http://www.scribd.com/doc/174224902/Using-an-Arts-Methodology-to-Create-a-Thesis-or-Dissertation 4. Meet with your Art Team to prepare Art as a Tool for Research 5. Post Art as a Tool for Research Draft 6. Send revised thesis/project to committee and cc the email to your instructors. <p>Do by April 6th– Online</p> <ol style="list-style-type: none"> 1. Read 2 Art as a Tool for Research Draft postings and provide feedback: <ol style="list-style-type: none"> a. Identify what was done well and why you make that evaluation. b. Identify what you have questions about. c. Identify what could be improved and how. 2. Meet with second reader to identify needed revisions. 3. Make a ppt or poster for Open House Poster Session 4. Optional - Individual Writing Conferences with instructors 5. Recommended - ADA Compliance Workshop
Session 12 April 11 Joint Session ADA Compliance	<p>Do Before Class</p> <ol style="list-style-type: none"> 1. Watch ADA Compliance Workshop https://biblio.csusm.edu/content/ada-workshop <p>Do in Class</p> <ol style="list-style-type: none"> 1. Ask questions on ADA formatting process. 2. Revise thesis/project using ADA format.
Session 13 April 18 Separate Session	<p>Do Before Class</p> <ol style="list-style-type: none"> 1. Revise Ethnography Application based on peer feedback. 2. Prepare 2-minute presentation about how you apply critical ethnography. <p>Due In Class</p> <ol style="list-style-type: none"> 1. Ethnography Application Presentation
Session 14 April 25 Separate Session	<p>Do Before Class</p> <ol style="list-style-type: none"> 1. Revise Art As a Research Tool based on peer feedback. 2. Prepare 2-minute presentation about how you use Art as a Research Tool. <p>Due In Class</p> <ol style="list-style-type: none"> 1. Art as a Research Tool Presentation
Session 15 May 1st 5-7 pm not May 2nd Joint Session SOE Open House	<p>TUESDAY, MAY 1st 5-7 pm not Wednesday May 2nd SOE Open House @ McMahan House Instead of meeting on Wednesday we will meet Tuesday for the SOE Open House where MA candidates will present their posters for their culminating activity. <i>If you are presenting, plan to be at least 30 minutes early to set up your poster.</i></p>
Session 16 May 9 Separate Sessions	<p>Do Before Class</p> <ol style="list-style-type: none"> 1. Identify what you learned this semester <p>Do in Class</p> <ol style="list-style-type: none"> 1. Review learning 2. Identify next steps 3. Complete course evaluations

* Sessions 8-11 March 14th to April 4th are online to provide flexibility with local district spring breaks.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

Social Justice Teaching Presentation 40 points Due Week 7 – March 7th

This assignment is a collaborative presentation. Each group will be assigned an ethnography case study participant in Connie North's (2009) *Teaching for Social Justice? Voices from the Front Lines* study: Margaret, Joe, Julia, or Paul. Each participant represents different approaches to literacy: functional, relational, critical, and democratic.

Each team will present:

1. Participant's identity, teaching position, school setting/population, experiences as a teacher
2. Participant's position in terms of philosophy, politics, research, insider/outsider researcher, and other areas of that apply
3. Participant's evidence of teaching for social justice: actions, words, and objects that represent their approach to literacy: functional, relational, critical, and/or democratic literacy
4. How the data was collected, analyzed, and presented for their participant.

Ethnography Application 30 points Week 8: March 16th online & Week 13: April 18th presentation

This assignment can be done individually or as a group assignment. Describe in a 1-2 page essay/list or 2 minute video how you will apply the use of critical ethnography to your:

1. Culminating Experience – Conduction Research for Thesis and/or Curriculum Project Design
2. Teaching Curriculum – content material
3. Teaching Instruction Activity – teaching strategies and learning processes
4. Student Assessment – data collection, feedback, revisions

There are two deadlines for this assignment: draft and presentation. You will post draft for peer feedback online Week 9: March 16th & then you will make revisions to present in class Week 13: April 18th.

Art as a Tool for Research 30 points Week 10: March 30th online & Week 14th April 25th presentation

This assignment can be done individually or as a group assignment. Address in 1-2 pages or 1-2 minute video in the form of visual or performing art: an essay, list, narrative, poem, music, dance/movement, theatrical performance, photo essay, or visual art. Assignment should use artful ways to demonstrate how art is a tool for research and address the following:

1. Collect data
2. Analyze data
3. Present data

Identify if the art is used for consumption or production to construct knowledge.

There are two deadlines for this assignment: draft and presentation. You will post this for feedback online Week 11: March 30th and then you will make revisions and present in class Week 14: April 25th.

Grading Standards – Grading Scale

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D = 60-69

F = 0-59

You will not earn credit toward your MA if you do not earn a C or higher.

Final Exam Statement

There is no final exam for this course.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

You are allowed one free absence with no consequences. Other absences will require make-up work.

Policy on Late/Missed Work

Late assignments are not encouraged, but life happens. A 2% per day penalty will be applied to late work.

Student Collaboration Policy

MA candidates may collaborate, but will need to identify each member's contribution for the assignment.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy we will cover 45 hours of instruction as a Hybrid course. There will be some face-to-face session, online sessions (Weeks 8 - 11), joint sessions with EDUC 628, and the Open House Session (Week 15 - May 1st 5-7 pm). The online sessions are designed to accommodate the spring break schedules of the local school districts.

All University Writing Requirement

The All-University Writing Requirement of 2500 words is satisfied in this 3 unit course.

Course Format

This is a hybrid (HY) course with 4 online sessions (Weeks 8-11). To earn attendance credit for those sessions you will need to complete all tasks assigned, lack of task completion result in an absence.

Necessary Technical Competency Required of Students

Candidates are expected to demonstrate competency in the use of word processing, electronic mail, Moodle, use of the Internet, multimedia presentations and social media.

Contact Information for Technical Support Assistance

CSUSM Help Desk, 2nd Floor of Kellogg Library, (760) 750-6505.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.