ELCL 651
SOCIAL FOUNDATIONS OF CURRICULUM AND INSTRUCTION: A GLOBAL AND MULTICULTURAL PERSPECTIVE

COURSE OF STUDY

Preparing Inquiring Educators: Knowledge, Understanding and Application

1. **Course Title and Number of Credits:** ELCL 651. Social Foundations of Curriculum and Instruction: A Global and Multicultural Perspective. Three (3) Graduate Credits.

2. **Course Description:** The course explores the social foundations of curriculum and instruction, incorporating a global and multicultural perspective of the social, cultural, historical, philosophical, economic, political, and institutional influences on educational practices in America. Using a variety of social science methods to analyze the curricula design, instructional techniques and organizational structures of American schools, the course encourages teachers to reflect on their social and cultural backgrounds, their teaching theories and methods, and the institutions in which they teach.

3. **Prerequisites:** None.

4. **Course Objectives:** Students will develop knowledge, understanding and applicable skills so that they can:
   
a. Comprehend the nature and methods of the various social science disciplines, including history, geography, sociology, economics, anthropology and political science, and their influence on curriculum design.
b. Discuss the social, cultural, philosophical, technological, political and institutional foundations of different educational systems in Western society.
c. Comprehend perspectives and theories of society, education, curriculum and instruction developed in non-Western societies throughout history.
d. Explore current scholarly debates about the social foundations of teaching methods, curriculum design and institutional organization in the United States and other countries.
e. Explore the cultural and ethical implications of different methods of teaching and curriculum design.
f. Apply social studies perspectives to the problems of teaching, learning and designing methods of curriculum and instruction in a diverse society.
g. Reflect on their own social ideas and their own places in the world.
h. Examine the curricula design and organizational structures of their schools.
i. Reflect on their own teaching theories, methods and curriculum choices.
j. Examine the influence of technological changes on educational practices.
5. **Student Learning Outcomes:** Students will demonstrate knowledge, understanding and application of the social foundations of curriculum and instruction through research papers, dramatic presentations, oral reports and classroom discussions in which they:

   a. Critically examine the social, philosophical, cultural, technological and political foundations of education in Western society; discuss perspectives and theories of society and education developed in non-Western societies; and discuss current scholarly debates about the social foundations of curriculum and instruction.

   b. Comprehend the nature, methods and rationale of doing social studies research on curriculum design and instructional methods; discuss global and multicultural methods of dealing with social and historical issues; discuss the cultural and ethical implications of doing social science research and teaching; and apply global and multicultural perspectives to problems of teaching, learning and designing curricula and instructional methods in a diverse and pluralistic society.

   c. Use global and multicultural perspectives in reflecting on their own ideas about society and education; reflect on their own teaching and the institutions in which they teach; develop a rationale of their own for teaching, learning and designing curricula; and communicate social issues and ideas effectively through listening, speaking, reading, writing and other forms of representation.

6. **Course Content:** Subjects covered in the course will include the following:

   a. Current theories and practices of curriculum design, instructional methods and institutional organization.

   b. The history of the education in Western societies and theories and practices of education in non-Western societies.

   c. Theories of social science and history, including positivism, relativism, pragmatism, modernism, postmodernism, structuralism, and post-Structuralism, and their influence on curriculum design.

   d. Current social problems, such as racism, sexism, chauvinism, economic inequality, environmentalism, war, and the role of technology in society, and their influence on curriculum and instruction.

   e. Theories and practices of economics and society, including capitalism, socialism, and communism, and their influence on education.

   f. Theories of politics and society, including anarchism, monarchism, authoritarianism, and democracy, and their implications for education.

   g. Theories of the individual and society, including individualism, communalism and totalitarianism, and their implications for education.

   h. Theories of culture and society, including chauvinism, pluralism and assimilation, and their implications for curriculum design and instructional methods.

   i. The influence of technology on educational theories and practices.
7. **Teaching/Learning Methods:** The course will be taught through methods that include the following:
   a. Lectures and whole-class discussions.
   b. Small-group discussions.
   c. Practice teaching.
   d. Library research.
   e. School research.
   f. Community research.
   g. Internet research.
   h. Videos, CD Roms and films.
   i. Recorded and live music.
   j. Guest speakers.
   k. Community service and social action.

8. **Evaluation Methods:**
   Students will be evaluated through written and oral presentations that demonstrate their knowledge, understanding and application of social theories and social studies methods, including the following:
   a. Portfolios of class work.
   b. Research papers and reflective papers.
   c. Lesson plans and practice lessons.
   d. School and community projects.
   e. Stories, songs and plays.
   f. Works of art.
   g. Social service and social action.
   h. Class participation.

9. **Suggested Texts:**


10. **Reviser’s Name and Date:** Burton Weltman, Fall 2003

11. **Department Revision Approval Date:**
12. Bibliography:


