



**Chaminade**  
**University**  
OF HONOLULU

**EDUC 790 Course Syllabus**

3140 Waiālae Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** EDUC 790

**Course Title:** Issues of Peace, Social Justice, and Educational Reform

**School/Division:** School of Education and Behavioral Sciences

**Term:** Spring 2019 / April 8 – June 15

**Credits:** 3

**Instructor Name:** Dr. Hans Chun

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**Virtual Office Hours:** M.W.F 1:00 pm – 2:15 pm / T.Th 11:30 am – 1:00 pm and by appointment

**University Course Catalog Description**

Exploration of influences on educational change at classroom, school, community, state, and national levels. Focus on critical examination of peace and justice theories, principles, and research related to educational reform.

**Conceptual Framework**

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community.

**Education Division Mission Statement**

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

**Marianist Values**

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

**Program Learning Outcomes (PLO)**

1. Demonstrate and analyze his/her own professional and intellectual development and its relationship to best practices in education (Reflective Practice).
2. Differentiate between and critique major learning theories currently driving the field as important empirical, historical, philosophical, and conceptual studies (Theory).
3. Apply research-based practice characterized by caring and mutual respect for diverse populations (Diversity).
4. Design and assess learning activities that allow for the construction of meaning and promotion of self-responsibility for learning (Design).
5. Critique and analyze academic literature and research methodologies (Scholarship).

- Demonstrate the ability to compose academic prose for a variety of audiences including peers, professors, and the larger professional community (Communication).
- Demonstrate the ability to engage in and facilitate academic and professional dialogue within a community of learners (Leadership).

### Course Learning Outcomes (CLO)

- Develop an understanding of the different paradigms of social justice and peace together with their relationship to reform and transformation.
- Demonstrate the ability to identify opportunities and strategies for educational leadership to improve equity and social justice in educational environments.
- Develop an understanding of educational curricula that model issues of peace, social justice and educational reform.
- Demonstrate an ability to investigate current issues in the theory of peace, social justice and educational reform consistent with the Marianist philosophy and Catholic Social Justice Principles.

### Learning Materials

- Darling-Hammond, L. (2010). The Flat World & Education: How America's commitment to equity will determine our future. Teachers College Press. ISBN: 978-0-8077-4962-3
- Theoharis, G. (2009). The school leaders our children deserve, seven keys to equity, social justice, and school reform. Teachers College Press. ISBN: 978-0-8077-4951-7
- Other learning materials will be provided.

### Assessment

| Assignments                                      | Max Points |
|--------------------------------------------------|------------|
| Critical thinking exercises (5 x 14 points each) | 70         |
| Discussions (3 – 1 point, 2 points, 2 points)    | 5          |
| Signature assignment                             | 25         |
| <b>Total</b>                                     | <b>100</b> |

May be subject to change based on the dynamics of current events. Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. No late assignments will be accepted after. If there is an emergency, make sure to contact me before the due date of an assignment. No work will be accepted after the last day of the course.

### Grading scale

|         |   |
|---------|---|
| 100-90% | A |
| 89-80%  | B |
| 79-70%  | C |
| 69-60%  | D |
| 59-0%   | F |

### Schedule

| Week                 | Topic                                                                                               | Review/Do                                                                                                                                                                                                                                                                     |
|----------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1<br>4/8 – 4/14 | The Flat World, Educational Inequality, and America's Future / School Leadership and Social Justice | *Read Darling-Hammond: Chapter 1<br>*Read Theoharis: Chapter 1<br>*Discussion #1<br>*View: Every kid needs a champion (7:44)<br><a href="http://www.ted.com/talks/rita_pieron_every_kid_needs_a_champion">http://www.ted.com/talks/rita_pieron_every_kid_needs_a_champion</a> |

| Week                   | Topic                                                                                                                                                                                             | Review/Do                                                                                                                                                                                                                                                                             |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 2<br>4/15 – 4/21  | The Anatomy of Inequality: How the Opportunity Gap Is Constructed / The Seven Social Justice Principals and Their Schools                                                                         | *Read Darling-Hammond: Chapter 2<br>*Read Theoharis: Chapters 2<br>*Critical thinking exercise #1                                                                                                                                                                                     |
| Week 3<br>4/22 – 4/28  | New Standards and Old Inequalities: How Testing Narrows and Expands the Opportunity Gap / Inclusion and Social Justice                                                                            | *Read Darling-Hammond: Chapter 3<br>*Read Theoharis: Chapter 3<br>*Discussion #2<br>*View: Do schools kill creativity? (19:21)<br><a href="http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity">http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity</a> |
| Week 4<br>4/29 – 5/5   | Inequality on Trial: Does Money Make a Difference? / Improving the Core Learning Context                                                                                                          | *Read Darling-Hammond: Chapter 4<br>*Read Theoharis: Chapter 4<br>*Critical thinking exercise #2                                                                                                                                                                                      |
| Week 5<br>5/6 – 5/12   | A Tale of Three States: What Happens When States Invest Strategically (or Don't) / Creating a Climate of Belonging                                                                                | *Read Darling-Hammond: Chapters 5<br>*Read Theoharis: Chapters 5<br>*Critical thinking exercise #3<br>*View: Changing education paradigms (11:40)<br><a href="https://youtu.be/zDZFcdGpL4U">https://youtu.be/zDZFcdGpL4U</a>                                                          |
| Week 6<br>5/13 – 5/19  | Steady Work: How Countries Build Successful Systems / Closing the Achievement Gap                                                                                                                 | *Read Darling-Hammond: Chapters 6<br>*Read Theoharis: Chapters 6<br>*View: How to change education (24:02)<br><a href="https://youtu.be/BEsZOnyQzxQ">https://youtu.be/BEsZOnyQzxQ</a>                                                                                                 |
| Week 7<br>5/20 – 5/26  | Doing What Matters Most: Developing Competent Teaching / Barriers Faced by Principals                                                                                                             | *Read Darling-Hammond: Chapter 7<br>*Read Theoharis: Chapters 7<br>*Critical thinking exercise #4<br>*View: The real experts of education reform (12:51)<br><a href="https://youtu.be/NqCGzmaMx70">https://youtu.be/NqCGzmaMx70</a>                                                   |
| Week 8<br>5/27 – 6/2   | Organizing for Success: From Inequality to Quality / Strategies to Sustain Justice & Equity                                                                                                       | *Read Darling-Hammond: Chapter 8<br>*Read Theoharis: Chapters 8<br>*Discussion #3<br>*Critical thinking exercise #5<br>*View: Toxic culture of education (17:01)<br><a href="https://youtu.be/BnC6IABJXOI">https://youtu.be/BnC6IABJXOI</a>                                           |
| Week 9<br>6/3 – 6/9    | Policy for Quality and Equality: Toward Genuine School Reform / Consciousness, Knowledge, Skills, and Core Traits of Social Justice Leaders / Lesson and Directions for Social Justice Leadership | *Read Darling-Hammond: Chapter 9<br>*Read Theoharis: Chapters 9 & 10<br>*View: Education is broken (16:54)<br><a href="https://youtu.be/tS2IPfWZQM4">https://youtu.be/tS2IPfWZQM4</a>                                                                                                 |
| Week 10<br>6/10 – 6/15 | Signature Assignment                                                                                                                                                                              | Signature Assignment due by 6/14                                                                                                                                                                                                                                                      |

May be subject to change based on the dynamics of current events.

## **Writing Standards**

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

## **Academic Honesty**

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

## **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

## **Disability Access**

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be

registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

### **Attendance Policy**

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

#### **1. Excused Absences.**

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

#### **2. Unexcused Absences.**

Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.

Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.