

**EFND 2030**  
**Foundations of American Education**  
**Contextual Teaching and Learning**  
**Fall Semester, 2000**  
**10:10-11:00 AM**  
**Room 100 Forest Resources**  
**Section Classrooms: TBA**

**Faculty Instructor**

Prof. D. Alridge  
542-8113  
dalridge@coe.uga.edu  
630E Aderhold

**Teaching Assistants**

Kevin B. Williams/Senior TA  
Brent Allison  
Keith Danns  
Nisha Thapliyal  
Dwayne Wright

**COURSE DESCRIPTION**

This course explores key developments and issues in American education and schooling. We will focus primarily on the social, economic, and political role of American education and schooling in the democratization of American people and society. As a result, we will critically examine issues of race, class, gender, and sexual orientation in American educational practice. In fact, such issues will be the foundation of our examination of education.

As much as possible, I will adhere to a chronological framework as a reference point for my class lectures. However, because of developing news, current events, and the constant generation of knowledge, I will raise contemporary issues in education when appropriate. EFND 2030 is NOT an education methods course. For the most part, we will not focus on teaching individuals how to teach; how to manage a classroom; or assess learning. We will, however, discuss issues that have implications for methods.

This course is also a special section of EFND 2030 that is grounded in the idea of contextual teaching and learning (CTL). CTL encourages us to 1) examine the relevance of school-based learning to students' everyday lives, 2) develop an understanding of everyday life experiences in the learning process, 3) explore the role of the teacher in providing experiential and real world experiences in classroom teaching, and 4) examine the role of teachers in helping facilitate democracy in the education and lives of students.

To reach these objectives, we will focus primarily on how social, economic, and political issues affect both American society and education. As a result, race, class, gender, democracy, and capitalism are but a few issues that will be topics of discussion throughout the semester.

While the objectives of CTL are central to our examination of American education and schooling, the philosophical, historical, and sociological dimension of the social foundations of education shall also guide us. Together, CTL and the social foundations of education encourage us to also answer the following questions:

- Does education and schooling facilitate the ideal of democracy in American society?
- Do schools and communities interact with one another in the education and schooling process? If so, how?
- How does American education and schooling link students with the American and global workforce?
- How can teachers help schools better facilitate the ideals of democracy, equality, and equity in American society, communities, and the workplace?
- How does economics and politics affect what is emphasized in schools as “vital” knowledge?

**Texts:**

Travers, P. D. & Rebore, R. W. (2000). *Foundations of education: Becoming a teacher*. Boston: Allyn and Bacon.

Noll, J. M. (Ed.). (2001). *Taking sides: Clashing views on controversial educational issues*. Guilford, Connecticut: Dushkin/McGraw-Hill.

\*\*\*The Travers and Rebore book can be purchased at the University Bookstore or at various textbook bookstores around town. The Noll book is available only at the FTX bookstore on Baxter Street.

**Attendance:**

You are allowed only three unexcused absences from class. After that, one point will be subtracted from your final numerical grade. We will be very meticulous in our roll taking and will not make any exceptions for unexcused absences.

It is also important to be on time for class! If you come to class more than 15 minutes late, you will not receive credit for that class meeting. It is also, your responsibility to make sure that you are counted present for each class. Please do not call me after class to tell me that you did not sign the roll. You need to be sure that you check with the TA after class about coming in late and making sure your name is on the roll.

Excused absences include illness and the death of an immediate family member. Excused absences pertaining to illness must be accompanied with documentation from a doctor.

**Notetaking:**

Taking good notes is an important and critical part of the learning process, especially in college. In fact, a person who takes good notes will likely do better on exams. Please do not look at notetaking as a task. Instead, consider it an initial means of learning how to organize your thoughts in your own words. Often when taking notes, students try to get every word down exactly as the professor stated it. While it is important to get the correct information, it defeats the purpose of learning how to take notes and think critically if I have to stop my lecture to repeat to you verbatim a sentence over and over again. By all

means, ask me to slow down and restate and clarify a point if necessary, but always be attentive enough to get the major points to write down in shorthand or in your own words. While I make out notes for each lecture, I do not give them out to students who miss class. Part of the learning process is to make arrangements to get notes if you miss a class, so please be responsible, come to class on time, and take good notes.

### **Discussion Groups and TAs:**

- You will be required to meet with your TA and group at 10:10 am in your designated room every Thursday or Friday.
- Students may not change TAs or discussion groups under any circumstances. If I allow one student to change sections, it will begin a domino effect, which requires too much energy and time on your and my behalf.
- Each TA will have autonomy to expand upon the Monday and Wednesday lectures and to discuss additional issues in their discussion groups.
- Each TA will be responsible for making out the exam for her or his group and will be free to include material discussed in their individual sections. Therefore, each group will have a different exam. Each TA will review the material that they will require you to know for each exam. About 75% of the exam material will come from Monday and Wednesday lectures. The remaining 25% may come from TAs' discussion groups.

### **Course Requirements:**

|                                 |     |
|---------------------------------|-----|
| 1) Exam #1                      | 20% |
| 2) Exam #2                      | 20% |
| 3) Exam #3                      | 20% |
| 4) CTL Group Projects           | 20% |
| 5) TA Research Paper Assignment | 20% |

### **Grading Scale:**

A-Excellent (90-100)  
B-Good (80-89)  
C-Satisfactory (70-79)  
D-Passing (60-69)  
F-Failure (Below 60)

### **AN IMPORTANT NOTE ABOUT EXAMS:**

With a class of this size, it is nearly impossible to provide the same exam to a group of 300 without compromising the integrity of the exam. Therefore, each group will have different exams and different assignments depending on whom you have as a teaching

assistant. Moreover, each TA brings her or his own areas of interest and expertise, which will inevitably make aspects of your exam different from the students in other discussion groups. As a result, please do not approach me about other groups having different exams or different assignments. Instead, accept it as a given. However, the TAs and I will try our best to make the exams and assignments as equitable as possible.

### **LEARNING ENVIRONMENT:**

**THIS IS AN OPEN CLASSROOM. EVERYONE HAS A RIGHT TO HER OR HIS OPINION.** Many of you, I am sure, have heard nightmares about this class. You may have heard that the topics are too controversial, that the professor uses “big” words, that students are not allowed to express their views, that the professor is racist, or that the course requirements are too rigorous. For the next few weeks, I ask you to suspend such thoughts and come to class with an open mind. At the same time, I have to be honest with you and tell you that this class will be rigorous, fast-paced, and will challenge some of your beliefs and views about the world. I believe that this is what college is all about! So come to class prepared to engage in critical dialogue on education related to issues of race, class, gender, sexuality, democracy, power, and other issues.

**I make a special effort to make everybody comfortable in my classes, regardless of their political views.** In fact, I want every person in this class to make at least one comment during the class. My hope is that this class will challenge you intellectually, help you to learn from your classmates, and help you make new friends in the process. I do not know how to teach any other way. **If you do not like this type of class environment, you may want to consider dropping this class and take it with a different professor. If you do like this type of class, this is the place for you☺.**

### **CONCEPTUAL FRAMEWORK:**

The conceptual lens that I will use to examine education will come primarily from historical methods and perspectives that have influenced my life and scholarly work. I make no claims of being a totally “objective” researcher, but rather assert that my teaching and research are influenced heavily by my own experience as an African American male from the American south, born in the 1960s who is currently teaching at a predominately white institution in the south. As a result, my perspective on most issues will reflect these experiences. At the same time, African American historians such as W.E.B. Du Bois, Carter G. Woodson, and others who focused their study on the history of African American education, equally influence me. Despite these inherent subjectivities, we will cover the major highlights in American education, and I encourage each of you to express your views.

## **INTRODUCTION TO THE COURSE**

**August 21**

**Introduction: Syllabus, Goals, and Assignments**

**August 23**

**Lecture/Discussion:** The teaching profession and contextual teaching and learning

**August 24/25**

Group Discussion with TA

## **THE PHILOSOPHY OF EDUCATION**

**August 28**

**Lecture/Discussion:** Teaching as a Profession (cont.), Introduction to Philosophy of Education

**Assignments:** Read Travers and Rebore, Chapter 1

**August 30**

**Lecture/Discussion:** Philosophy of Ed. (continued). Plato, Aristotle, Dewey, Du Bois and others

**Assignments:** Read Travers and Rebore, Chapter 4

**August 31/September 1**

TAs will give out their syllabi

Group Discussion with TA

**September 4**

**Labor Day Holiday**

**September 6**

**Lecture/Discussion:** Contemporary Philosophies of Education. Molefi Asante, Paulo Freire, Maxine Green, Henry Giroux and others

**September 7/8**

Group Discussion with TAs

**September 11**

**Lecture/Discussion:** Kevin will lead lecture on how philosophies of education inform pedagogy and the curriculum (cont.)

## **THE HISTORY OF AMERICAN EDUCATION**

**September 13**

**Lecture/Discussion:** History of Education. The Colonial Period.

**Assignment:** Read Travers, Chapter 2. GIVE OUT REVIEW SHEET FOR EXAM #1

**September 14/15**

Group Discussion and Review Session with TA

**September 18**

**Lecture/Discussion:** History of Ed. (cont.). Common Schools

**Assignment:** Read Travers and Rebore, Chapter 3

**September 20**

**Film:** Native American Education. *In the White Man's Image*

**September 21/22**

**EXAM #1, Meet in TA Sections**

**September 25**

**Lecture/Discussion:** Brent will lead lecture on the history of African American Education

**September 27**

**Lecture/Discussion:** History of Ed. (cont.). Education in the 20<sup>th</sup> Century. W.W.II, Cold War, and Civil Rights

**September 28/29**

Group Discussion with TA

**October 2**

**Lecture/Discussion:** Education in the 20<sup>th</sup> Century (cont.). 1970-Present.

**October 4**

**Lecture/Discussion:** Notes on Contextual Teaching and Learning (CTL). What is it?

**October 5/6**

Group Discussion with TA

**SOCIAL ISSUES IN AMERICAN EDUCATION**

**October 9**

**Lecture/Discussion:** CTL and the Social Context: Race, Class, and Gender in Education and Schooling. The Issue of Tracking

**Film:** CBS documentary on tracking

**Assignment:** Read Travers and Rebore, Chapter 9

**October 11**

**Lecture/Discussion:** Nisha will lead discussion on tracking in American public schools

**October 12/13**

Groups Discussions with TA

**October 16**

**Lecture/Discussion:** Teen suicide and homophobia in the public schools

**Assignment:** Read handout on teen suicide among gay and lesbian students

GIVE OUT REVIEW SHEETS FOR EXAM #2

**October 18**

**Lecture/Discussion:** Keith will lead discussion on academic freedom and censorship in the public schools

**Assignment:** Read Travers and Rebore, Chapter 7

**October 19/20**

Group Discussion Review for EXAM #2 with TA

**October 23**

**Lecture/Discussion:** Dwayne will lead discussion on the controversy of religion in public schools

**Assignment:** Read Travers and Rebore, Chapter 8

**October 25**

**Lecture/Discussion:** Review for exam

**October 26/27**

**Fall Break**

**CONTEXTUALIZING TEACHING AND LEARNING**

**October 30**

**Lecture/Discussion:** Contextual Teaching and Learning and the community

**Assignment:** Read CTL grant proposal to Department of Education (handout)

**November 1**

**Lecture/Discussion:** Teaching for democracy in the workplace

**November 2/3**

**EXAM #2 given in TA sections**

**November 6**

**Lecture/Discussion:** Local business leader (TBA) will lead class discussion of what businesses are looking for from workers

**Assignment:** Read chapter from *Toil and Trouble* (handout)

**November 8**

**Lecture/Discussion:** Local community leader (TBA) will lead discussion about the role of teachers in the community

**November 9/10**

Group Discussion with TA

**November 13**

**Lecture/Discussion:** Professionalism and the Teaching Profession. Film on the status of the teaching profession

**Assignment:** Read Travers, Chapter 13

**November 15**

**Lecture/Discussion:** Discuss Monday's film and continue conversation on professionalization of teaching.

**Assignment:** Read Travers, Chapter 14

**November 16/17**

Group Discussion with TA

**November 20**

**Lecture and Discussion:** Lecture/Discussion: The Role of the School Administrator

**Assignment:** Read Travers, Chapter 11

**November 22**

**THANSKGIVNG BREAK**

**November 27**

**Lecture/Discussion:** Teaching in Context. Using Music and Audio-Visuals.

**Give out Review Guide for Final Exam**

**November 29**

**Lecture/Discussion:** Continue Monday Lecture

**November 30/Dec. 1**

**Group Discussions:** Give out review guide for Final Exam

**December 4**

**Lecture/Discussion:** Overview of Class and Evaluations

**December 6**

**RESEARCH DAY WITH GROUPS/LAST DAY OF CLASS BEFORE FINAL EXAM**

**December 11-15**

**EXAM ON SCHEDULED DATE**

**Note:** While we will adhere as much as possible to this course outline, I reserve the right to change or add course readings and assignments throughout the semester.

**About the Instructor:**

Dr. Derrick P. Alridge is an assistant professor in the Department of Social Foundations of Education at the University of Georgia. He completed a Ph. D. in Educational Theory and Policy at the Pennsylvania State University in 1997 with emphases in the history and philosophy of education and American intellectual history. Today, Dr. Alridge writes and teaches in the fields of African American and American educational history and philosophy with interests in Du Boisian educational thought, intellectual history, and educational policy. His recent publications include articles in *Educational Theory and The Educational Forum* and forthcoming articles in *The Journal of Negro Education* and *The Journal of Human Behavior in the Social Environment*. His most recent projects include work on a civil rights documentary examining the desegregation of the University of Georgia, which has aired several times on Georgia Public Television.