

EFND 2030
Judith Preissle, George Darden,
and Thomas Williford
Fall 2003
8/16/03

Monday-Wednesday, 2:30-3:20 pm
Student Learning Center 0148
Thursday, Blue (02979), 2:30-3:20, SLC 245
Friday, Green (12974), 2:30-3:20, SLC 253
Darden Version

The School in U.S. Society Course Syllabus

Investigation of the role of formal education within American society and of the forces within society that shape and constrain schools and their effectiveness. Drawing on the disciplines of history, sociology, anthropology, comparative education, philosophy, and others, the course considers competing social and personal purposes for schools, the impact of race, class, gender, technology, and other social forces on the problems and possibilities of schools, contemporary issues in education, the rights and responsibilities of citizens, teachers, and students, among other topics. Relationships among education, schooling, and teaching and learning within the U.S. context are the focus. Students will reflect on their own education, schooling, and learning and on the teaching and education they expect to provide to others.

Course Objectives: In this course, students will:

1. Discuss the conflicting personal, social, and national purposes for education, and how the dominant purpose shapes the experiences and achievement of students and teachers;
2. Examine the historical and contemporary economic, political, cultural, and social functions of schools within their contexts;
3. Understand schools as embedded institutions rather than autonomous agencies;
4. Examine school reform efforts historically and contemporaneously;
5. Analyze the influences of race, social class, sexual orientation, ethnicity, immigrant status, and gender on school experiences and achievement;
6. Begin to articulate an ethically defensible philosophy of education;
7. Understand the rights and responsibilities of teachers and students;
8. Describe the politics of education, curriculum, teaching, and school organization;
9. Understand the nature and influence of social power in educational opportunity and meaning;
10. Consider the relationship between the ideal of public education and democratic aspirations;
11. Explore the influence of technology on learning.

Topical Outline:

1. Historical development of the American school: Ideals and realities; Historical forces that influence institutional structures and practices; Prologue to contemporary issues (Johnson et al. Chs. 8 & 9)
2. Sociological and anthropological considerations: Race, class, gender, sexual orientation, ethnicity, immigrant status, and formal schooling; Power and education; Cultural diversity, forms of cultural capital, and providing public education for all constituents; Teaching and classroom life. (Spring, Chs. 2-5)

3. Teaching: Teaching as craft, occupation, and profession; Constraints and freedoms; Rights and responsibilities of teachers and students; Codes of ethics; Teacher associations and unions (Spring, Ch. 8; Metzger)
4. Philosophical and political considerations: Civic purposes, democracy, the state, and business; The politics of curriculum, classroom organization, and pedagogy; Who controls schools? For what purposes? What are the preferred ways of achieving various educational purposes? (Spring, Ch. 1 & 7; Ackerman)
5. Education and economics (Spring, Ch. 6)
6. Conflicting ends: private, civic, human capital (Spring, Ch.1)
7. Contemporary issues: School reform, charter schools, vouchers, privatization, declining tax support, standards, testing, curriculum, and other challenges (Spring, Chs. 6, 7, & 9; Glickman)
8. Law and education (Spring, Ch. 10)

Large Group Meeting Schedule:

- | | |
|---------|--|
| 8-18-03 | Introduction and goal setting |
| 8-20-03 | Educational purposes and philosophies
*Ackerman |
| 8-25-03 | Educational purposes and philosophies
Spring, Ch. 1 |
| 8-27-03 | Educational purposes and educational equity |
| 9-1-03 | LABOR DAY HOLIDAY |
| 9-3-03 | Educational purposes and educational equity
Spring, Ch. 2 |
| 9-8-03 | History of Schooling in the U.S.
Speaker, Ronald Butchart
Johnson, et al. Ch. 8* |
| 9-10-03 | History of Schooling in the U.S. |
| 9-15-03 | History of Schooling in the U.S.
Johnson, et al. Ch. 9* |
| 9-17-03 | History of Schooling in the U.S.
Speaker, Derrick Alridge |
| 9-22-03 | Students and Equity
Spring, Ch. 3
*Wright |
| 9-24-03 | Students and Equity |

- 9-29-03 Student Diversity
Spring, Ch. 4
- 10-1-03 Student Diversity
- 10-6-03 Teaching across Similarities and Differences
Spring, Ch. 5
- 10-8-03 Teaching across Similarities and Differences
- 10-13-03 Educational Change and Reform
Spring, Ch. 6
- 10-15-03 Educational Change and Reform
- 10-20-03 Educational Change and Reform
*Glickman
- 10-22-03 Educational Power and Control
Speaker, Thomas Williford
- 10-27-03 Educational Power and Control
Spring, Ch. 7
- 10-29-03 Educational Power and Control
Video: *In the White Man's Image*
- 11-3-03 Teaching and Teachers
Spring, Ch. 8
- 11-5-03 Teaching and Teachers
- 11-10-03 Curriculum and Instruction
Spring, Ch. 9
- 11-12-03 Curriculum and Instruction
- 11-17-03 Classroom Relationships
*Metzger
- 11-19-03 Classroom Relationships
Video: TBA
- 11-24-03 Classroom Relationships
Speaker: George Darden
- 11-25-03 **Essays due on WEB-CT site by 11:55 pm (no class meeting)**

- 11-26-03 **THANKSGIVING BREAK**
- 12-1-03 Education and the Law
Spring, Ch. 10
- 12-3-02 Education and the Law
Speaker: Katherine Babka
- 12-8-03 The Life-Long Learning and Reflective Teacher (GSTEP)
*hooks

Discussion Group Meeting Schedule for Darden:

- 8-21/22-03 Introduction to Discussion Group
- 8-28/29-03 Purposes and Philosophies--Why schools?
Maran: Introduction, Prologue, and September
Meier: Chapter One
- 9-4/5-03 School Organization for Purpose and Equity
Maran: October and November
- 9-11/12-03 How is the history of schooling reflected in the modern school?
Maran: December and January
- 9-18/19-03 **Exam #1**
- 9-25/26-03 Students and Equity, Berkeley's "Dirty Little Secret"
Maran: February, March, and April
- 10-2/3-03 The challenges of diversity at "America's Most Diverse High School"
Maran: May, June, Afterword
- 10-9/10-03 Reflecting on the Lessons of Berkeley High School
- 10-16/17-03 Change and Reform, A Different Kind of School
Meier: Chapters 2, 3, and 5
- 10-23/24-03 **Exam #2**
- 10-30/31-03 **FALL BREAK**
- 11-6/7-03 What does it mean to "teach?"
Meier: Chapters 4 and 8
- 11-13/14-03 Approaching Curriculum Differently
Meier: Chapters 6 and 7

11-20/21-03 Relationships
Meier: Chapters 9 and 10

11-27/28-03 **THANKSGIVING BREAK**

12-4/5-03 **Exam #3**

Required Textbook for Lectures:

Spring, Joel

2004 *American Education*. 11th ed. Boston: McGraw-Hill.

***Lecture Material on WebCT and on Library Reserve** (for electronic reserves, the password is edfound)

Ackerman, David B.

2003 Taproots for a New Century: Tapping the Best of Traditional and Progressive Education. *Phi Delta Kappan* 84(5): 344-349.

Glickman, Carl D.

2001 Dichotomizing Education: Why No One Wins and America Loses. *Phi Delta Kappan* 83(2): 147-152.

hooks, bell

1994 Theory As Liberatory Practice. From bell hooks, *Teaching to Transgress: Education as the Practice of Freedom* (New York: Routledge).

Johnson, James A., Victor L. Dupuis, Diann Musial, Gene E. Hall, and Donna M. Gollnick

2002 *Introduction to the Foundations of American Education*. 12th ed. Chapters 8 & 9. Boston: Allyn and Bacon.

Metzger, Margaret

2002 Learning to Discipline. *Phi Delta Kappan* 84(1): 77-84.

Wright, Richard

1937 The Ethics of Living Jim Crowe: An Autobiographical Sketch. From Richard Wright, *Uncle Tom's Children* (New York: Harper & Row).

Required Textbooks for Darden Sections:

Maren, Meredith

2000 *Class Dismissed: A Year in the Life of an American High School, a Glimpse into the Heart of a Nation*. New York: St. Martin's Griffin.

Meier, Deborah

2002 *The Power of Their Ideas: Lessons for American from a Small School in Harlem*. Boston: Beacon Press.

Course Requirements:

1. We expect regular attendance and will take excessive absences (missing more than 6 hours of a 3-credit course) into account in the final course grade. We will take roll in the lecture sessions with color-coded sign-in sheets (it is your responsibility to sign the line next to your name and initial it; otherwise you will be counted absent for that day) and in the discussion sections as the

instructors designate. It is your responsibility to make arrangements to get notes and other information from a fellow student for any classes missed.

2. We expect people to come to class prepared and to contribute to group discussions and activities. Frequent lack of preparation or failure to contribute in discussion groups will also be taken into account in the final course grade.

3. All students are required to use the WebCT services that support this course. Some course material will be available only on the course WebCT site. We will be emailing one another for individual and group purposes using this site. Some assignments may be submitted only on the WebCT site. The WebCt site is <https://webct.uga.edu/>. To logon you need your UGA Myid and password. Please contact your discussion group instructor with any difficulties with this.

4. You are required to meet with your discussion group at 2:30 pm in your designated room every Thursday or Friday. Students may not change discussion groups under any circumstances. Mr. Darden and Mr. Williford will expand on the Monday and Wednesday lectures and discuss additional issues in their discussion groups. Mr. Darden and Mr. Williford will be devising the exams and essays for their discussion groups and will be including material discussed in their individual sections. Therefore, each group will have a different exam. Mr. Darden and Mr. Williford 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 meetings. The remaining 25% may come from material arising in each particular discussion group. Mr. Williford, Mr. Darden, and Dr. Preissle will be working together to make the exams and assignments as equitable as possible across sections.

5. All students are required to complete the following tasks. The final grade will be based on the following distribution:

a.	Attendance, preparation, and discussion: (5 attendance and 15 discussion group)	20
b.	Test # 1 (9-18/19)	20
c.	Test # 2 (10-30/31)	20
d.	Test # 3 (12-4/5)	20
e.	Essay (11-27/28)	20
	Total Points	100

Grading follows the University of Georgia policy:

100-90% = A	79-70% = C	below 60% = F
89-80% = B	69-60% = D	

Disclaimer:

Although we will follow this course outline as much as possible, we do reserve the right to change or add course readings and assignments throughout the semester. Note the date at the top of the syllabus, and be sure you are working from the most recent version. These are kept up to date on the WebCT site.

Accommodations for Qualified Individuals with Disabilities:

University of Georgia policy is to make reasonable accommodations for qualified individuals with disabilities. Please let us know if you have a disability request.

University of Georgia Academic Honesty Policy:

All of us are expected to abide by the standards for academic honesty adopted by the university. Learning to appropriately quote and paraphrase and to cite and attribute sources is a skill that is key to honest and creative scholarship. We expect all students to review the guidelines at the website http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm. If you have questions about what would be considered violations of the standards, please raise them in class or ask us.

Need for Editorial Assistance:

Requirements for any teacher preparation course depend on competence in writing. Students who need editorial assistance, such as some individuals who are not native English speakers, are encouraged to make such arrangements. A good place to start is the UGA Writing Center: <http://www.english.uga.edu/~writingcenter/home.html>.

Nature of This Course:

Education, schooling, and teaching involve controversial topics. People have strong feelings, values, and beliefs that affect how they view these subjects. Although diversity of opinions is central to the reflection encouraged in this course, everyone is expected to accurately represent the variety of views discussed. We may agree to disagree, but we must be able to express the viewpoint with which we disagree. Sound thinking depends, then, on respectful listening and sometimes respectful disagreement. It depends on what the philosopher Hannah Arendt called “visiting”; visiting is listening carefully to what others have to say, engaging in interactive dialogue with others, and respecting differences in perspectives.

Instructors:

I, George Darden, can be reached by telephone at 542-6499 or 353-0338. You may also reach me via e-mail in WebCT or at gwdiv@uga.edu I will be in my office, Aderhold 624B, from 10:00-11:00, Monday-Thursday. I hold a B.S. in International Affairs from the Georgia Institute of Technology and an M.A. in Secondary Education from the University of Michigan. I am now pursuing a PhD here at UGA in the Department of Social Foundations of Education. I have taught Social Studies for six years in five very different schools: Dunleith Elementary School in Marietta, GA; Huron High School in Ann Arbor, MI; Souhegan High School in Amherst, NH; Walton High School in Cobb County, GA; and most recently, Henry W. Grady High School in Atlanta. I also coach cross-country and track, and you'll often see me running through town.

I, Judith Preissle, can be reached by telephone at 542-6489, by e-mail preferably through WebCT but also at preissle@coe.uga.edu, and in my office, Aderhold 624E, from 12-1:30 pm on Mondays and Wednesdays and by appointment. Preissle is pronounced price-lee with the accent on the first syllable. I work in the social foundations of education program here at the University of Georgia as well as in the College of Education's qualitative and ethnographic research program.

My degrees are an A.B. in history from Grinnell College in 1964 and an M.A. (University of Minnesota) in 1971 and an Ed.D. (Indiana University) in 1975, concentrating in anthropology and education. I taught social studies and language arts to middle school students for six years. My scholarly interests and publications focus on sociocultural theory, gender studies, classroom social life, immigration and education, and qualitative research design. My personal interests include books, music, gardening, birding, miniature schnauzers, and ballroom dancing.

Tommy Williford--If you need to reach me, I prefer WebCt email, but if this does not work you may email me at chelives@uga.edu. I am currently in my second year in the Social Foundations of Education doctoral program concentrating on comparative and international education. My doctoral research centers around Sweden and the effects of belief systems on the governance of the citizenry. I assist Dr. Preissle in the teaching of this section of EFND 2030 as well as teach my own section of EFND 2030 on Tuesday and Thursday. I have a BA in English from The Citadel, the Military College of South Carolina, as well as an MA in English from Appalachian State University. I have taught at both the secondary and collegiate levels, teaching composition and literature classes at Appalachian State University and Gainesville College as well as 11th grade English at Salem High School in Conyers, GA. My Scholarly interests center around socialism in society and education, democracy within and outside of the classroom, notions of identity, as well as constructivist teaching practices. My personal interests are dominated by school, but when I can I write, spend time with my beagle and girlfriend, and work for the World Socialist Party of the United States.