

**University of Georgia
College of Education
Social Foundations of Education
Fall 2004**

EFND 2030: The School in U.S. Society

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Course Description

This course will critique how the American school and the teaching profession are often organized and influenced by US society. We will examine the ways in which teachers who teach in K-12 school settings use curriculum materials to impart knowledge that will be useful in maintaining societal aims toward good citizenship. Instead of focusing primarily on abstract models of education, we will address specific problems faced by teachers as they interface with school administrators and their students. We will look at US society and discuss how school learning is organized around a community's economic resources and parental involvement. Finally, we will look at how a teacher's philosophy of education is shaped by social, economic, and cultural experience.

Course Objectives:

To understand the multi-functional role schools play in preparing future US citizens.

Examine curriculum materials used in the classroom that are often tied to political interests and community demands.

Explore how to develop a teaching philosophy that can be used to teach in diverse classroom settings.

Required Texts:

Newman, J.W. (2002). *America's teachers*. Boston: Allyn and Bacon

Rodriguez, R. (1982). *Hunger of memory*. New York: Bantam Books.

Course Requirements:

Students are expected to attend all classes. All assignments are due on the dates specified.

Grading Policy Distribution

Grading for EFND 2030 is on the University approved, A,B,C,D,F system. Specific criteria are set forth in each assignment. These should serve as a guideline.

A Grade: This grade is awarded to students who (1) meet all criteria for all tasks, and do so on time; (2) contribute meaningfully and effectively in class and group meetings; (3) “A” students are exceptional, and go well beyond minimal requirements.

B Grade: This grade is awarded to students who (1) meet all criteria for all tasks in a timely fashion; (2) contribute meaningfully and effectively in class and group meetings; (3) demonstrate a reasonable level of scholarship in written work.

C Grade: This grade is awarded to students who (1) meet all criteria for all tasks within the time frame of the course; (2) demonstrate functional literacy for a graduate student in written and oral work.

D Grade: This grade is awarded to students who (1) achieve 70% of class assignments, discussions; (2) have 3 or more absences.

F Grade: This grade is awarded to the student who does not meet any of the above.

Grading Distribution

Assignment #1	5%	your philosophy of education
Assignment #2	10%	A reading critique
Assignment #3	10%	A reading critique
Midterm Exam	40%	
Final Exam	30%	
Participation	5%	Assigned at the professor’s discretion

Examinations:

There will be two formal examinations, a mid-term exam and a final exam. The midterm will

consist of short answer and essay questions. Exam material will come from the readings, class discussions, and group discussions. The final will be a take home exam. In the examinations, students will be expected to synthesize their readings and their learning from the course, and must explicitly cite the books and articles they have read to support their ideas, and all parts of the questions must be addressed in the answer.

Additional Assignments:

There will also be assignments that will engage you as a member of a group as we embark together on our journey. These assignments will be announced at the appropriate time. They will include written assignments (2 short critiques of the readings and group work).

A Note on Plagiarism and Cheating: Plagiarism and other forms of academic dishonesty are extremely grave ethical violations. All students are to be aware of the University Academic Honesty Policy. In this course, any instance of academic dishonesty will result in referral to the administration for disciplinary action in accordance with university policies.

Course Schedule

For August 25

1. Course Introduction
2. **Assignment #1**

For September 1

1. Read Newman, Chapter 1 & 2 & 3, 4, 5

For September 8 & 15

1. Discuss readings and group work

For September 22 History of American Education

1. Read: Newman, Chapters 6 & 7

For September 29 Philosophy of Education

1. Read: Chapter 7
2. Group Work

For October 6 Sociology of Education

1. Read: Newman's Chapter 8
2. Review for Midterm

For October 13 - Midterm Exam

Readings and Lecture Notes

For October 20

For October 27 Instructions for Assignment #2

1. Read Rodriguez's *Hunger of Memory*

For November 3 - Notable Readings

1. Historical Perspective of Multicultural ED. - Takaki
2. Advocating for Hispanic Students - Scribner
3. Asian-American Children: A Diverse Population - Pang
4. The Great Civil Rights Movement and the New Culture Wars - Spring
5. Adapting Culture to Change – Dyhle, K. and Swisher, K.
6. The Dynamics of Cultural Transmission – Trueba, H.R.

For November 10 - Assignment #2 Due 31

1. Read Newman Chapters 9 & 10
2. Group Activity

For November 17

1. Assigned Reading Handout **Instructions for Assignment #3**

For November 24

- 1 Assigned Reading Handout **For December 1 - Assignment #3 Due**

1. Discuss Paley
2. Instructions for the final

For December 8

1. Final Exam