

# EFND 2030

## Schools in U.S. Society

Section 33-995  
Fall Semester, 2005  
Tuesday/Thursday  
11:00-12:15, Aderhold 581

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### *Introduction*

All of you have had several years of American schooling. You have spent over 2000 days of your life in the classroom. You have devoted countless hours to your studies. You have stayed up late preparing for tests or finishing papers. You have stressed over grades. You have cursed and praised your teachers. Judging by the fact that you are at the University of Georgia, you have been mostly successful in navigating the difficulties of formal education in the United States. School was undoubtedly the most defining endeavor of your childhood. Now, what was the point?

Why did you have to do it all? What was the purpose of all that schooling? Why did your schools look and operate the way that they did? What are you now educated to do and to be?

These questions form the core of this class. The answers can be found at the intersection of philosophy, history, psychology, sociology, and anthropology. All of these disciplines are combined into a single field called Social Foundations of Education.

In many ways, an awareness of Social Foundations is essential to your being an effective educator. There are ideas at work in every part of the school day—even in the physical structure of the buildings. Throughout the course of this semester, we will explore those ideas together, and we will work to help you become the sort of teacher that you want to be. I am excited to get started with you, and I look forward to all that we will learn together.

### *Readings*

**Required Course Texts:** All students are required to obtain and read the assigned books according to the schedule noted in the Calendar. There are three required books:

- *“Doing School”* by Denise Clark Pope (Yale University Press, 2001)
- *Experience and Education* by John Dewey (Free Press, 1997)
- *Letters to the Next President: What We Can Do About the Real Crisis in Public Education* edited by Carl Glickman (Teachers College Press, 2004)

In selecting the books, I have followed the guidelines recently published by the Georgia Board of Regents regarding cost and use of books. In addition to the readings listed above, students will have several book chapters and articles to read that will be distributed in class and/or posted on WebCT.

**Supplemental Readings:** In addition to the required texts, I will be supplying you with several book chapters, articles, and excerpts that are to be completed before class. Each reading is available on WebCT and/or in Room 232 of the Aderhold building. The readings will include articles from the *New York Times*, the *Washington Post*, the *Atlanta Journal-Constitution*, Rethinking Schools.org, Stateline.org, CNN.com, the *Christian Science Monitor*, and excerpts from the following articles and books:

- *Schools and Society* by Tozer and Violas
- *The Transformation of the School* by Lawrence Cremin
- “My Pedagogic Creed” by John Dewey
- “Creative Democracy—The Task Before Us” by John Dewey
- *Cultural Literacy* by E.D. Hirsch
- “Why Traditional Education is More Progressive” by E.D. Hirsch
- *Pedagogy of the Oppressed* by Paulo Freire
- “American Constitutional Democracy: Implications for Public School Curriculum Development” by John Dayton and Carl Glickman
- “Taproots for a New Century” by David B. Ackerman
- *The Big Picture* by Dennis Littky
- *High Schools on a Human Scale* by Michael Toch
- *The Students Are Watching* by Theodore and Nancy
- *Will Standards Save Public Education* by Deborah Meier
- *Savage Inequalities* by Jonathan Kozol
- Focused and Unafraid: The Story of Sanford Edwards
- *We Shall Not Be Moved* by Robert Pratt
- “Does the Negro Need Separate Schools” by W.E.B. DuBois
- *Why Are All the Black Kids Sitting Together in the Cafeteria?* by Beverly Daniel-Tatum
- “Just what is critical race theory and what’s it doing in a nice field like education?” by Gloria Ladson-Billings

**Additional Resources:** In addition to what is listed above, you should strive to remain abreast of what’s happening in the world of education. In addition to the major newspapers, magazines, and networks, you should consult periodicals like *Social Education*, *Phi Delta Kappa*, and the *Harvard Educational Review*. The web sites of Education Week ([www.edweek.org](http://www.edweek.org)), the Association for Supervision and Curriculum Development ([www.ascd.org](http://www.ascd.org)), the Georgia Department of Education ([www.doe.k12.ga.us](http://www.doe.k12.ga.us)), and the Georgia Professional Standards Commission ([www.gapsc.org](http://www.gapsc.org)) may also be helpful.

## *Class Requirements*

**Assignments:** The following assignments are expected, in addition to the midterm and final exam. Further instructions and specific due dates will be announced in class:

1. A formal essay in which the student will assess her or his own schooling.
2. Informal writings that reflect your thoughts on our class, the issues we have discussed, and the books we have read. I will take these up on three occasions throughout the semester.
3. A formal essay that reviews a book of your choice.
4. A group presentation in which you describe your research into an educational issue of your choice.

**Your Experience:** A key component of the learning process in this class is the experience that everyone here has already had with formal schooling. Thus, in addition to drawing on the readings and class discussions, I expect you to pull greatly from what you personally experienced in school. Do not shy away from the sort of deep reflection and introspection that is necessary to create a profound learning experience. If you address the issues we confront on only a superficial level, you will betray the humanity of the learning experience and you will not take from the class all that you can.

**Educational Philosophy:** One of the most important things I hope that you gain from your time in this class is a solid sense of why we have schools and what they should be trying to accomplish. Over the course of the semester, we will be working together to ensure that you are pulling together a coherent philosophy of education that, if necessary, will become a part of your job portfolio. The philosophy will be written in four steps: three drafts and an appointment with me. We will talk about what is involved in each step as we draw near to the due dates, but you should be thinking throughout this semester about the structure and shape of your educational philosophy.

**Examinations:** There will be two formal examinations: a mid-term exam and a final exam. Both will be essay, and both will be taken home. In the examinations, students will be expected to synthesize their readings and their learning from the course. The midterm will be due on Thursday, October 13, 2005—the day before the midpoint withdrawal deadline. The final is due on Tuesday, December 13, 2005, at 3:00 p.m. (our assigned exam period). I will be in Aderhold 581 to collect the final.

**Due Dates:** All work is to be completed by the dates agreed upon in class; this includes readings. Late work or missed assignments may be accepted at a 10% point deduction for each day late. If something prevents you from giving your work to me on time, please contact me immediately.

### *Key Dates*

Thursday, 8/18/05—First Day of Class  
Thursday, 8/18/05 to Thursday, 8/25/05—Drop/Add  
Thursday, 10/13/05—Midterm Due  
Friday, 10/14/05—Midterm withdrawal deadline  
Thursday, 10/27—Fall Break, No Class  
Thursday, 11/24—Thanksgiving Break, No Class  
Tuesday, 12/13—Final Exam Due at 3:00!

### *Tentative Sequence of Topics*

A good class will confront issues as they arise and deal with any difficulties that present themselves. Thus, I have designed this syllabus to be flexible. We will work out due dates and specific reading assignments together.

**Introduction/Background:** syllabus, introductions, fundamentals of social foundations, reflecting on our own schooling, developing a critical eye and a “double-track mind.”

**Origins of schools and philosophy:** early history of American schooling, development of educational progressivism, critical literacy, cultural literacy.

**Modern-day challenges and issues:** The modern progressive ideal, small schools, projects, relationships, standards and accountability, testing, the No Child Left Behind Act, poverty and inequality, integration, critical race theory, and multicultural education.

### *Assessment*

**Grading:** All grading is done by me in close consultation with my colleagues in this department and in the College of Education at large. If ever you are unhappy with a grade, you should contact me immediately in order that we may address the issue together.

**Course Evaluation:** Final grades will be based on my assessment of your ability to communicate, to think clearly and critically, and to integrate knowledge as demonstrated in class discussions, writing assignments, and examinations. Grades will be weighted as follows:

Class reflections—12%  
Independent Reading assignment—15%  
Group Issue Project—15%  
Educational Philosophy—10% (process and product)  
School Assessment Paper—15%  
Midterm—13%  
Final Exam—20%

**Attendance:** The nature of this course is such that daily attendance is essential for learning. This course is designed for people who come to class; the discussion and dialogue process is central to your intellectual growth. Absences will be reflected in your depth and breadth of understanding of the issues we confront which will in turn be reflected in your grades, even though absences are not a specific part of the grading scheme. If you miss class, you should contact me immediately, or else expect to be contacted by me.

### *Final Considerations*

**Writing:** Anyone contemplating teaching should be a proficient, graceful writer. Students who have difficulties with writing are urged to make use of the expertise at the University's Learning Center—132 Milledge Hall. The phone number is 542-8455.

**An Obligatory 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*. If you are unclear on what is contained in the code, you should consult the website of the Office of the Vice President for Instruction: ([www.uga.edu/ovpi](http://www.uga.edu/ovpi)).

**Problems:** I have been hired to promote your intellectual and ethical growth; do not let any questions, anxieties or problems fester without my knowledge. I am committed to ensuring that you get the most out of this class that you can. Good luck!