

# EFND 2030

## Schools in U.S. Society

Section 34645  
Summer Session I, 2005: June 9-July 7  
Monday, Tuesday, Wednesday, Thursday, and Friday  
11:45-2:00, Aderhold G5

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### *Introduction*

All of you have endured 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? For what reason were you forced to go through those particular motions? 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. Over the course of the semester, we plan to look deeply into the procedures and goals of American formal schooling, such as all of you have experienced. In the process, I hope that you will begin to consider why it was that you had to do all that you were forced to do. Was your schooling all that it claimed to be? Did it really teach you all the things that it was purported to teach you? How did it shape you? What attitudes and mindsets do you have as a result of the day-in, day-out process of American schooling? Is this what formal schooling is supposed to be in a free, democratic, egalitarian society?

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. Unlike other educational courses of study, the purpose here is not to teach students *how* schools do their work, but rather *why* they do their work. For what purpose? To what end? Only when you have a clear idea of what schools are supposed to do can you assess how well schools are doing their job. More importantly, only when you have a lucid vision of what you as a teacher are trying to accomplish can you be an effective educator.

Schools do not look and operate the way they do by accident. There are ideas at work in every part of the school day—even in the physical structure of the buildings. Our goal

this semester is to uncover those ideas and assess their legitimacy. I am excited to get started with you, and I look forward to all that we will learn together.

### ***Course Requirements***

The course will be dialogical. Our goal will be the collective construction of complex insights into the form, function, and meaning of formal schooling. That will require the full, and fully informed, engagement of all members of the class at every session. Thus, all participants in the course must come to every class having completed the assignments as indicated in the calendar, and being ready to share their insights and questions.

**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)
- *Teaching Through the Storm* by Karen Hale Hankins (Teachers College Press, 2003)

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.

**Schedule:** As you all will soon learn, the schedule is the strongest institutional determinant of teaching and learning in any school. Because this class meets during a shortened summer session, we are required to cover a significant amount of material very quickly. Thus, the schedule is intense, and it is different from the schedule in the fall or spring semesters. I have written this schedule specially for this semester to allow for the realities of schooling in June, but please be aware that covering an entire semester’s worth of material in four weeks—and an entire week’s worth of material each day—will require you to do a great deal of work in a very short amount of time.

**Writing Assignments:** The following assignments are expected, in addition to the midterm and final exam:

1. A formal essay in which the student will assess her or his own schooling. Instructions will be given in class. This essay is due on Friday, June 17, 2005, at the start of class.
2. Informal responses to all three required books. Further instructions will be given in class. The response to “*Doing School*” is due on Thursday, June 16, 2005. The response to *Experience and Education* is due on Thursday, June 23, 2005. The response to *Teaching Through the Storm* is due on Tuesday, July 5, 2005.
3. A written journal (typed or handwritten) that includes at least one substantive entry per week. It should reflect your thought processes and reflections on the

issues that we are confronting in class. Your journal entries will be collected on each Wednesday (June 15, June 22, June 29, July 6).

4. A formal essay on the educational issue of your choice. Instructions will be given in class. This essay is due on Tuesday, July 5, 2005.

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.

**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 exam will be due in class on Monday, June 27, 2005. The final is due on Thursday, July 7, at 2:00 p.m. (our assigned exam period). I will be in Aderhold G5 to collect the final.

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

### *Calendar*

A good class will confront issues as they arise and deal with any difficulties that present themselves. Thus, this is a proposed schedule. I will make you aware of any changes that must be made, and oftentimes, I will provide you with readings that are not on this syllabus that I expect to be read. As I will be flexible, I expect that you will be, too.

The readings that are listed for each date are to be completed prior to coming to class. Those with an asterisk (\*) are available on WebCT and/or in Room 232 of the Aderhold building.

#### **Thursday, 6/9**

**Class:** Introductions, Syllabus; Some basic assumptions

**Friday, 6/10**

Reading: Chapter from *Schools and Society* by Tozer, Violas, and Senese\*

Class: Continued Introductions  
Clip from *Lean on Me*  
The Basics of EFND  
\*\*Pass out School Assessment assignment sheets  
\*\*Pass out Issue Paper assignment sheets

**Monday, 6/13**

Reading: “*Doing School*,” Chapters 1, 2, and 3

Class: Discussion of Chapters 1, 2, and 3  
Grades, rules, hierarchies, authority, quality of work, etc.

**Tuesday, 6/14**

Reading: “*Doing School*,” Chapters 4 and 5

Class: Discussion of Chapters 4 and 5  
Clip from *Mean Girls*  
Moral dilemmas, issues that affect school performance, etc.

**Wednesday, 6/15**

Reading: “*Doing School*,” Chapters 6, 7, and Epilogue

Class: Discussion of Chapters 6, 7, and Epilogue

Due: Journal #1

**Thursday, 6/16**

Reading: Chapter from *The Transformation of the School* by Lawrence Cremin

Class: History of Public Schooling in the United States  
Film: *Only a Teacher*, Part One

Due: Informal Response to “*Doing School*”  
\*\*Pass out Educational Philosophy assignment sheets

**Friday, 6/17**

Reading: “My Pedagogic Creed” by John Dewey\*

“Creative Democracy—The Task Before Us” by John Dewey\*

Class: The beginnings of an Educational Philosophy

**Monday, 6/20**

Reading: *Experience and Education*, Chapters 1, 2, and 3

Class: Discussion of Dewey  
\*\*Pass out midterms

Due: Part One of Educational Philosophy

**Tuesday, 6/21**

Reading: *Experience and Education*, Chapters 4-8

Class: Continued discussion of Dewey

[Note: The midpoint withdrawal deadline is 6/22/2005.]

**Wednesday, 6/22**

Reading: Excerpt from *Pedagogy of the Oppressed* by Paulo Freire\*  
Chapter from *Cultural Literacy* by E.D. Hirsch\*

Class: Discussion of Freire and Hirsch

Due: Journal #2

**Thursday, 6/23**

Reading: "American Constitutional Democracy: Implications for Public School Curriculum Development" by John Dayton and Carl Glickman\*  
Chapter from *Let My People Go* by Chief Albert Luthuli\*

Class: The Comparative Perspective: Schooling in South Africa  
Start of film *Cry Freedom*

Due: Informal Response to *Experience and Education*  
[Feel free to include thoughts on other philosophers]

**Friday, 6/24**

Reading: Excerpt from *Kaffir Boy* by Mark Mathabane\*  
Chapter from *Power Lines* by Jason Carter\*  
Chapter from *Long Walk to Freedom* by Nelson Mandela\*

Class: Continue film *Cry Freedom*  
The Soweto Student Uprising, Nkosi Silkeleli Afrika, Black Consciousness

Due: Midterm exam

**Monday, 6/27**

Reading: Excerpt from *The Students are Watching* by Ted and Nancy Sizer\*  
"The Student-Teacher Relationship: Our Most Important 'Data' Source" by Deborah Meier, from the *Harvard Education Letter*\*  
[Note: You should start reading *Teaching Through the Storm* by Karen Hale Hankins]

Class: Issue: Classroom Relationships

Due: Part Two of Educational Philosophy

**Tuesday, 6/28**

Reading: Excerpt from *The Big Picture* by Dennis Littky\*  
Chapter from *The Power of Their Ideas* by Deborah Meier\*  
Chicago Hope: Maybe This Will Work\*

Class: Issue: Small Schools  
Clip from *Only a Teacher*, Part Three

**Wednesday, 6/29**

Reading: "The No-Win Accountability Game" by James Popham, from *Letters to the Next President* by Carl Glickman (ed.)\*

Class: Issue: Testing

Due: PBS Video on Testing  
Journal #3

**Thursday, 6/30**

Reading: Readings Packet from “Rethinking Schools”  
The President’s Statements on the No Child Left Behind Act\*  
Class: Issue: No Child Left Behind

**Friday, 7/1**

Reading: Chapter One of *Savage Inequalities* by Jonathan Kozol\*  
“Financing America’s Future—How Money Counts” by William J. Mathis, from *Letters to the Next President* by Carl Glickman (ed.)\*  
Class: Issue: Poverty and Inequality  
Excerpt from *Lalee’s Kin*  
\*\*Pass out final exam

**Monday, 7/4—No Class!**

**Tuesday, 7/5**

Reading: Continue reading *Teaching Through the Storm*  
Class Issue: Poverty and Inequality, cont’d.  
Guest Speaker: Matt Bishop  
Due: Issue Paper

**Wednesday, 7/6**

Class: Complete *Teaching Through the Storm*  
Wrapping things up: what does all of this mean for you?  
Course Evaluation  
Due: Informal response to Teaching Through the Storm  
Journal #4

**Thursday, 7/7**

Due: Final Exam due in Room G5 by 2:00  
Final Draft of Educational Philosophy  
All re-writes

*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. Further, two of your assignments (the school assessment paper and the independent reading review essay) can be re-submitted after they are returned for a

potentially higher grade. I strongly encourage you to take advantage of the opportunity to resubmit work throughout the semester as you grow and learn.

**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:

Journal—8%  
Educational Philosophy—12% (process and product)  
School Assessment Paper—20%  
Midterm—20%  
Issue Paper—15%  
Final Exam—25%

**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.*

**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 as you can. Good luck!