

University of Georgia
College of Education
Social Foundations of Education
Spring 2005

EFND 2030: The School in U.S. Society

Dr. M. Wilder
Tel. 542-6488

Office Hours: Tuesdays 10 am to 12 pm & by appointment
E-mail: mwilder@uga.edu

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 ideas used in classrooms 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

Paley, V.G. (2000). *White teacher*. Cambridge MA: Harvard University Press.

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

Course Requirements:

Students are expected to attend all classes. You may not tape any portion of the lectures. **If you are absent, it is up to you to get the notes and assignments from a classmate. I will not go over class assignments because you were absent or late for class.** Please make every effort to get to class on time. Please turn your cell phone off while in class.

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. There will be four (4) exams. Your grade will be calculated based on the test scores.

Grading Distribution

Examination #1 = 25%

Examination #2 = 25%

Examination #3 = 25%

Examination #4 = 25%

Examinations:

There will be four formal examinations which include a mid-term exam and a final exam. All exams will consist of short answer and essay questions. Exam material will come from the readings, class discussions, and guest presentations. In the examinations, students will be expected to synthesize their readings and their learning from the course, and must refer to the books and articles they have read to support their ideas. All parts of the questions must be addressed in the answer.

Additional Assignments:

Please Note: I may change the assignments to reflect topics that emerge from current events and class discussions. Additional reading may also be added. The course activities will include lectures, readings, discussions, presentations, website visits and guest presentations.

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. All students should review the guidelines at the website:

http://www.uga.edu/ovpi/academic_hoesty/culture_honesty.htm.

Course Schedule

For January 10

1. Course Introduction

For January 12

1. Student Introductions

For January 14

1. Web Assignment – Teacher Demographics

January 17 - MLK Holiday

For January 19, 21, 24

- Read Newman, Chapter 1 & 2 & 3

For January 26 & 28

1. Read: Newman, Chapters 4, 5

For January 31 & Feb 2

1. Guest Speaker

For February 4

1. Exam Review

For February 7

1. Examination #1

For February 9, 11, 14, 16, 18 History of American Education

1. Read Newman, Chapters 6 & 7

For February 21, 23, 25, 28 Philosophy of Education

1. Read: Newman's Chapter 7

For March 2, 4, 7, Sociology of Education

1. Read: Chapter 8

For March 9 & 11

1. Review for Exam (9)
2. Administer Exam (11) **Examination #2**

For March 14-18 Spring Break

For March 21, 23, 25, 28 Diversity in Schools

1. Rodriguez's *Hunger of Memory and Notable Readings*

For March 21

1. Review of Rodriguez/ & film

For March 23

1. Film & Discussion

For March 25

1. Guest Speaker

For March 28

1. Exam Review

For March 30 Examination #3

For April 1, 4, 6, 8 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 April 1

1. Film: How to teach about Diversity

For April 4

1. Film: How to teach about Equity

For April 6

1. Review for Exam #3

For April 8

1. Exam #3

For April 11

1. Discussion of Social Learning Theories

For April 13

1. Social Learning Theories – Guest Speaker

For April 15

1. Guest Speaker

For April 18

1. Reading Day

For April 20, 22, 25, 27

1. Read Paley and Notable Readings

For April 29

1. Review for Exam #4

For May 2

1. Exam #4