

EFND 2030 Social Foundations of Education Spring 2004

Instructor:

Dr. Diane Brook Napier,

Dept. of Social Foundations of Education

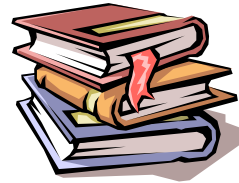
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Office Hours: Before/after class or by appointment.

Class Meetings: Tuesdays, Aderhold 625, 5:00-7:45pm



Overview of the Course, Purposes:

This course is an examination of education in the United States, particularly public school education, to provide insights into the history of development of American education as well as the contemporary reform landscape of imperatives, persistent problems, dilemmas, and opportunities that are most pertinent to students planning to enter the teaching profession. We shall examine historical, sociocultural, political, economic, and philosophical aspects of American education, considering its unique and universal features, in global perspective. We shall survey the different periods in the development history, and the different perspectives on whose interests are served by American education. A major thrust of the course will be to examine issues and dilemmas in past, present, and future education and the roles of teachers, students, communities, government, and special interests. Issues and challenges related to the dominant culture, dominated and dispossessed groups, equality/ inequality, and diversity will be other major threads running through the course.

Objectives for the course: a) Cultivate an awareness of the complexities of education in the United States; b) Examine the diverse roles, purposes, and outcomes of education; considering the impacts of educational experiences on different groups in American society; and c) Contemplate realities facing teachers, students, and communities.

Activities in the course:

Class meetings will form the backbone of the course in the form of lectures and discussions of questions based on the principal texts for the course *as well as* other material in selected video/film showings; discussion of data on key websites. Reading and reflecting, writing on your own will be an essential part of the course. Keep abreast of the readings as they are scheduled through the term; also allot time for your generation of the assignments for the course

Required Texts, Readings:

1. **Spring, J. (2002) *American Education*** Tenth Edition. Read whole text, all chapters. Note Spring's "suggestions for additional reading" and websites. **Sign up** for a chapter, take responsibility for leading the discussion in class.
2. **Sizer, T.R. (1997) (originally published 1984). *Horace's Compromise***. Read whole text (discussed in class after midterm), use for developing your reflective essay due at end of semester (see below). **Sign up for a chapter** and lead the discussion in class.
3. **Additional readings distributed in class** (see "Taking Sides" below, as well as other readings pertinent to the issues under discussion in class at various stages). All members of class are required to read these.

Additional Readings/Sources:

4. **School: The Story of American Public Education (2001-2)**. Text/PBS series and www.pbs.org/kcet/publicschool website with links and pictures. Information and visuals from this source will feature prominently. Download your own materials.
5. Noll, J.W. (2002) **Taking Sides: Clashing Views on Controversial Issues**, 12th. Ed. Go to www.dushkin.com . Copies of selected issues will be used in class, as required readings and handouts.
6. Periodicals (*Chronicle of Higher Ed.*, *Ed. Leadership*, *Social Education*, *Phi Delta Kappan*, *Harvard Educational Review*, *Education Week*) and newspapers/ magazines (*Atlanta J&C*, *NYTimes*, *Washington Post*, *Time*, *Newsweek*, *Economist*)
7. Websites: *For example* Georgia education stats in www.doe.k12.ga.us; census data from <http://factfinder.census.gov> and www.census.org; educational reform data and issues in www.ets.org and www.nces.org ; suggestions for using Taking Sides issues in www.dushkin.com

Assignments/Projects:

- A. **Attend all classes!** Take notes, keep up with the readings as scheduled and announced. Topics and related readings, due dates for assignments will be announced in advance (**10% for attendance and participation**).
- B. **Write 3 focused opinion pieces on selected issues** as portrayed in "Taking Sides" and in other text readings and class discussions. These short essays will be your own personal analysis and reflections (**5% apiece = 15%**).
- C. **Timeline:** Develop an annotated timeline for the content covered in the course, through the whole term. This will be *due with your essay at the end of the term* and its successful development will require that you attend all lectures, read and reflect, integrate class material, and then portray your own individual version of a timeline showing key periods of development, critical turning points, key players, dates, threads and patterns, etc. *Examples will be shown in class (25%)*
- D. **Essay:** Write an analytical and reflective essay as the *end of term project* for the course. You will be given specific instructions for this essay, but it will be

framed around your reflections on the issues in the course (particularly those in Sizer's *Horace*) AND your personal reflections on *your own* high school experience in comparison (25%).

Examinations: There will be **no midterm** examination in this course.

The final examination will be due on exam Tuesday May 4th, this will be a cumulative, take home exam covering material in the entire course and requiring you to reflect on your own experience relative to content in the course.. No exam exemptions are given.

Attendance and Participation: Attendance at all sessions is required. Information and notes will NOT be posted on the web. The final exam will directly address **material presented in class**, not just material in the texts. Notify your instructor and provide documentation (doctor's note, court summons, etc.) for an excused absence or for failure to submit an assignment on its due date.

Grade Determination: Your final grade will be determined as follows:

- 10% Attendance and participation, including presentation of chapters.
- 15% Response pieces on Taking Sides issues (3)
- 25% Timeline
- 25% Essay/Analysis
- 25% Final Examination

Academic Honesty Code at UGA: There will be strict adherence to the UGA Academic Honesty Code in this course. You are required to be familiar with the specifics and provisions of the UGA Academic Honesty Code (consult the website under Office of the Vice President for Instruction, www.uga.edu/ovpi) on cheating, plagiarism (including use of downloaded web information without referencing), signing in for another student, and other forms of dishonesty and unauthorized assistance. You will be asked to sign a Pledge that your written assignments are your own work, alone **Note:** In this course "*authorized assistance*" is assistance from Dr. Diane Brook Napier

Help, Other General Considerations:

- ** Attend all sessions, notify instructor in advance of excusable absences, non-attendance will compromise your grade (see above); each class = I WEEK!
- ** Grade Policy: A = truly excellent work; B = above average work
C = mediocre work; D = below average, unsatisfactory work
- ** **PLEASE!** No food, caps or hats in class
- ** Consult with your instructor on all projects, seek only authorized help and advice.

Key Dates: * to be confirmed

January 8-13	Drop/Add, Late Registration
January 13	First Class Meeting
January 19 Mon	No class: MLK holiday
March 2 Tues	Midterm
March 5 Fri	W/WF cutoff point
March 8 – 14 (Mon-Sun)	SPRING BREAK!

April 27 Tues*
April 30 Fri
May 4 Tuesday*

Last class*
Reading Day
Exam night, turn in projects & exams; dinner @ home

Tentative Sequence of Topics, Readings, Timeframe

Introduction, Background, Features of American education: unique & universal features, key problems and challenges, model for other countries (Spring Chapter 1, selected websites with Georgia, USA statistics).

Origins, historical development of education in USA

Roles, purposes of education; education and development. Precolonial, colonial, 19th century educational expansion, early twentieth century progressive ed. (Spring Chapter 1, “School”, Taking Sides Issues , Part 1)

Historical and Contemporary developments in American education:

Developments to 1950, post1950 developments/expansion/democratization of education, status of American education in the contemporary period (Spring Chapter 1, “School” text/website, Taking Sides Issues Part 1,2)

Education, Diversity, and Domination: Development Issues:

Dominant culture elements in education, equality/inequality issues; Social Class, Race, Gender, Special Needs Issues; Dispossessed, Disadvantaged Groups; Homogeneous versus Heterogeneous Schools; Multiculturalism, multiracialism, multilingualism Issues, Dilemmas, and Challenges (Spring Chapters 4, 5, 6, 7; “School” text/website; Census and other statistics; “Taking Sides” Part 2).

+/- *Midterm here*

Reform Issues, Contemporary:

Current Reform Imperatives, overview (Spring chapters listed below; ETS summary of Bush reform plan, Taking Sides part 2, 3), Two key videos (*Lalee’s Kin* {HBO}, and *Tracking* {CBS})

Teaching profession, teacher issues, your concerns/issues (Spring Chapters 2, 3; Taking Sides Issues part 2, 3).; Sizer (Horace’s Compromise)

Control and administration of schools (Spring Chapters 8, 9; Taking Sides part 2, 3)

Curriculum, Testing, Standards, Technology z (Spring Ch 10; Taking Sides part 2,3).

Violence, Security, Courts ,Schools, LGBTQ issues, Legal Issues (Spring Ch 9, 11; Taking Sides part 3).

Other current issues and concerns, challenges for you