

Social Foundations of Education

EFND 2030 Schools in U.S. Society

Fall 2005

EFND 2030 # 03887

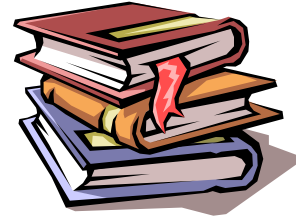
Class meets 12:20-1:10 MWF in 150 SLC

Instructor:

Dr. Diane Brook Napier,

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Teaching Assistants:

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Office Hours: Before/after class or by appointment (Dr. Napier or your assigned TA).

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. For students contemplating a career in teaching, in any field, this pre-education course provides a broad overview of the evolution of the American public education system, and of the issues and challenges - the realities that teachers face in schools in Georgia and elsewhere, in light of contemporary developments in society and local realities that impact schools and teaching, and an overview of teacher-issues and reform mandates that impact teaching. The course is NOT a methods course focusing on teaching methods and curriculum (these are part of the various teacher education programs). **Students should view this course as an opportunity to reflect on teaching as a career and to begin reflecting on the challenges and opportunities they will face in the classroom as teachers.**

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 in historical context;
- c) Consider the diverse educational experiences on different groups in American society;
- d) Contemplate realities facing teachers, students, and communities regarding reform mandates, local development and change issues, and aspects of the teaching profession.

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; and consideration 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 work on the assignments for the course

Required Texts, Readings:

- a) **Spring, J. H. (2005) *American Education*** Twelfth Edition. Read whole text, all chapters. Note Spring's "suggestions for additional reading" and websites. This is the main text for the course; consider the content in conjunction with lectures/presentations and with the secondary text by Spring. IN BOOKSTORE
- b) **Spring, J. H. (2004) *Deculturalization and the Struggle for Equality***. Fourth Edition. Read whole text, all chapters, consider the contents in conjunction with the main text *American Education* and all lectures/presentations. IN BOOKSTORE
- c) **Sizer, T.R. (1997) (originally published 1984). *Horace's Compromise***. Read whole text (discussed in class after midterm), also use the text for developing your reflective essay due at end of semester (see below). IN BOOKSTORE
- d) **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).

Additional Readings/Sources:

- a) **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.
- b) 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.
- c) Periodicals (*Chronicle of Higher Ed.*, *Ed. Leadership*, *Social Education*, *Phi Delta Kappa*, *Harvard Educational Review*, *Education Week*) and newspapers/magazines (*Atlanta J&C*, *NYTimes*, *Washington Post*, *Time*, *Newsweek*, *Economist*)
- d) 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; Georgia Professional Standards Commission website (for teacher rights, student rights, legal questions) www.gapsc.org/ ; suggestions for using *Taking Sides* issues in www.dushkin.com

You will need to obtain information from these sites to complete assignments in the course. Also plan to conduct online searches.

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 weekly in class, in advance. NOTE: Midterm and final exams will draw heavily on class lectures and presentations.
- B. Write 1 focused opinion piece on a selected issue** as portrayed in “*Taking Sides*” and in other text readings and class discussions. This short essay will be your own personal analysis and reflections, due before midterm (10%).
- C Develop a profile of one minority group in GA/USA**, using one of the minority group chapters in Spring's *Deculturalization...and other sources*. This profile will include some historical background, current data, and reflections on how this minority group fares in school, with your own personal reflections added.
Due after midterm (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%).

* Assignments submitted late will be penalized per day

Examinations: There will be a **midterm examination** in this course, worth **20%** of the final grade, held in class on **Wed. October 12 (to be confirmed)**, based on lectures/presentations and all readings to date.

The **final examination** will be a cumulative exam in class on **Wed. December 14, 12:00-3:00pm**, covering material in the entire course and requiring you to reflect on your own experience relative to content in the course, worth **20%** of the final grade. *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% Response piece on *Taking Sides* issue
- 25% Minority Group Profile and analysis
- 20% Midterm Examination
- 25% Final Project: Essay/Analysis on Horace,..and your experience
- 20% Final Examination

Total 100%

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 or from your assigned teaching assistant.

Help, Other General Considerations:

- ** Attend all sessions, notify instructor in advance of excusable absences; non-attendance and failure to submit assignments on due dates will hurt your grade.
- ** 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
- ** Cell Phones OFF or on vibrate!
- ** Consult with your instructor and TA on all projects, seek only *authorized* help.

Key Dates: * to be confirmed

August 19	First class
August 18-25	Drop/Add
September 5	Monday: Labor Day NO CLASS
October 11	Official Midterm day
October 12*	Midterm Exam in this class
October 18	W/WF cutoff date
October 27-30	Fall Break: NO class Friday 11/28
November 23-27	Thanksgiving Break: NO class Wed 11/23 or 11/25
Nov. 30-Dec. 4	Dr. Napier in Washington, D.C.: class will meet Wed/Fri
December 5, 6, 7	Last 3 classes, note Tues 6 th is a Friday class!
December 9	Reading Day
December 14	Final Exam in this class, Wed. 12/14, 12:00-300 pm
December 19	Grades Due

Tentative Sequence of Topics, Readings: Timeframe

Introduction, Background, Features of American education: unique & universal features, key problems and challenges, model for other countries (Spring Chapters 1 & 2; Deculturalization, 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, both texts, Chapter 1, “School”)

Historical and Contemporary developments in American education:

Developments to 1950, post 1950 developments/expansion/democratization of education, status of American education in the contemporary period (Spring, both texts chapter 1, Deculturalization chapter 6, “School” text/website)

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 3, 4, 5; Deculturalization chapter 6 and chapters 3-5 (minority groups); “School” text/website; Census and other statistics).

+/- *Midterm here*

Reform Issues, Contemporary:

Poverty, Diversity Challenges: overview of the big issues, related to race/ethnicity, language, culture, influx of immigrants/migrants/refugees, etc. Two key videos (*Lalee’s Kin* {HBO}, and *Tracking* {CBS}). Refer to Spring both texts, relevant chapters, and current websites/statistics.

Current Reform Imperatives, overview (Spring chapters listed below; ETS summary of Bush reform plan NCLB), Spring chapters 6, 7, 9).

Teaching profession, teacher issues, your concerns/issues (Spring Chapters 6-8); Sizer (Horace’s Compromise)

Control and administration of schools (Spring Chapters 6, 7, 10)

Curriculum, Testing, Standards, Technology z (Spring Chapter 9, Georgia Performance Standards and Georgia Report Cards for school performance {see GA. Dept. of Ed. Website and links).

Violence & Security issues, LGBTQ issues, Courts, Schools & Legal Issues (Spring Chapter 10; GA. Professional Standards Commission website).

Other current issues and concerns, challenges for you

