

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

EFND 2030: The School in U.S. Society

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Office Hours: Wednesday 2-3:30 pm and by appointment
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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*, 4th ed. Boston: Allyn and Bacon

Pope, D.C. (2001). *Doing school*. Yale University Press.

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

Course Requirements:

Students are expected to attend all classes. 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.

Grading Distribution

| | |
|---------------------|-----|
| Group Assignment #1 | 10% |
| Group Assignment #2 | 10% |
| Group Assignment #3 | 10% |
| Midterm Exam | 40% |
| Final Exam | 30% |

Examinations:

There will be two formal examinations, a mid-term exam and a final exam. The mid-term will consist of short answer and essay questions. Exam material will come from the readings, class and group 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. **Students who miss the exam must bring a medical note from a physician.**

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, group 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 August 23, 30

1. Course Introduction/ Web Assignment

For September 6

1. Guest Speaker

For September 8 Teacher and School Demographics in U.S. Society

1. Read: Newman, Chapters 1,2,3,
2. Group Assignments

For September 13, 15

1. Group Presentations

For September 20, 22 Teacher/School & Community Politics

1. Read: Newman, 4,5,9,

For September 27, 29

1. Group Presentations

For October 4 Teacher Rights and Responsibilities

1. Guest Speaker

For October 6 -

1. Review for Midterm

For October 18, 20 - History of American Education

1. Read: Newman's Chapter 6

For October 25, 26 The Social Context of Schools

Read: Newman's Chapter 8

November 1, 3, 8

1. Read: Pope's Doing School

For November 10

1. Read: Newman's 10, 11
2. Group Assignment

For November 15, 17

1. Group Presentations

For November 22, 24

Thanksgiving Holiday

Read: Rodriguez's Hunger of Memory

Teaching For Diverse Learners

November 29, Dec. 1

1. Review Hunger of Memory

December 6

Review for the Final