

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: Tuesdays 2:30–4 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

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

Cochran-Smith, M. (2004). *Walking the road: Race, diversity and social justice in teacher education*. New York: Teachers College Press.

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%
Midterm Exam	40%
Final Exam	40%

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 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 24

1. Course Introduction/ Web Assignment

For August 31 Teacher and School Demographics in U.S. Society

1. Read Newman, Chapter 1, 2, 3,
2. Group Assignment #1

For September 7

1. Group Presentation

For September 14

1. Guest Speaker
2. Read: Newman, Chapters 4, 5, 9

For September 21 Teacher/School & Community Politics

1. Group Presentation

For September 28

1. Guest Speaker
2. Read: Newman, Chapters 10, 11

For October 5

1. Midterm Exam

For October 12 - History of American Education

1. Read Newman, Chapters 6

For October 19 - Philosophy of Education

1. Read: Newman's Chapter 7

For October 26 - Sociology of Education

1. Read: Newman's Chapter 8

For November 2 Teaching For Social Justice

1. Read Cochran-Smith's Chapter 1, 2, 3

For November 9

1. Read Cochran-Smith's Chapter 4, 5, 6

For November 16

1. Read Cochran-Smith's Chapter 7, 8, 9

For November 23 - Thanksgiving Break

1. Read Paley's White Teacher

For November 30 **Teaching For Diverse Learners**

- 1 . Discuss Paley

December 7

1. Review for Final