

Social Foundations of Education
EFND 2030 Schools in U.S. Society
Fall 2005

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Office hours: 11:30-2:30 Monday or by appointment

Overview of Course:

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 perspectives. 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 this 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 are the most important aspect of this course as conversation and debate over the issues that will arise will provide you the best opportunity to develop your own thinking within the context of the information that will be provided by myself and members of the class.

Although I will not quiz you everyday, **your reading, reflecting, and the daily writing that is assigned will allow you to get the most out of this course.**

As the facilitator of the class, I will adhere to strict time constraints to ensure that class time is maximized. The first fifteen (10) minutes will be reserved for student presentations of their journals (see below). The next twenty-five (30) minutes will be used for lecture/presentation of the material. The last ten (10) minutes of class will be reserved for conversation surrounding the issues presented and their relationship to practical/contemporary classroom issues.

Required Texts, Readings:

a) Beatty, Paul. *White Boy Shuffle*. (ISBN: 0 312 28019 X). This novel will be read in the second half of the class. This novel concerns race, issues of diversity, class, gender, as well as informal and formal sites of education. Please order this text via the web or through your preferred book store.

b) Mill, J.S. *On Liberty*. This is a central political and philosophical work and will be used to discuss the role of education and society. I have located an online version of the text, but feel free to order a hard copy of the book if you desire.

c) Additional Texts: Almost everyday there is assigned reading. Look for these to be given in class. They will be located on the Web, on library reserve, or on Galileo (Library database)

Recommended Readings:

a) Spring, J.H. *American Education. Twelfth Edition*. This text is a good reference for those of you that like a structured examination of the education system in the United States. I will cover most of this material in class as well as provide references to you if you desire further and more in depth readings.

b) Noll, J.W. *Taking Sides: Clashing Views on Controversial Issues, Twelfth Edition*. We will discuss many educational issues in class; however, this is an excellent source for further investigation of these issues from various points of view.

c) Websites: 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 (for teacher rights, student rights, legal questions) www.gapsc.org/.

Assignments/Projects*:

a) **Journal:** I am asking that you write in a journal before every class. You must bring these to class and be prepared, if asked, to read your entry to the class. These must be ½ page to 1 page in length, address the assigned reading as well as refer to another reading that you have found that relates to the topic that will be discussed. In every entry you must compare the assigned reading and the one that you have found (full citation at the top of the page) reaching a definite

conclusion as to the significance of the issue, the way it affects a teacher within the classroom, or a recommendation for future inquiry. This is not a formal paper, however, be concise and careful with your words. Those asked to read their response will receive double credit; however, if you are absent you will receive no credit for that assignment unless it is an excused absence. I will collect these periodically to check on your progress as well as grade the entries for completion and effort. These begin August 26th and are required for every class meeting after that (35%)

b) **Educational History Essay:** You must look back over your education and discuss at least three formal and informal lessons you learned throughout your life in school. Discuss what you took from these experiences as well as the possible reasons this was taught or allowed to be experienced, who or what might have benefited from these lessons, and an overall impression of your education within the context of these experiences. This will be graded for sincerity and thoughtfulness of the essay. (5%)

c) **Personal Philosophy of Teaching/ Statement of Your Purpose as a Potential Educator:** You need to state why you want to be a teacher, the positive and negative aspects of being a teacher, your concerns about the teaching profession, and how your personal philosophy of life will affect these. This is a formal paper, 3-5 pages in length, and will be graded for clarity of writing, content, logic, and thoughtfulness of the essay. (15%)

d) **Issue Paper:** Everyone must select an issue relating to education and write a paper discussing the varying sides of the issue, *coming to a conclusion and defending their position*. You must use at least 3 outside sources, citing them within the text of the paper as well as include a works cited page. This must be 3-5 pages in length and will be graded for clarity of the writing, content, logical conclusions, and thoughtfulness of the essay. (15%)

*All late work will be penalized a letter grade per day it is late.

**All work must be typed, double-spaced, in Times New Roman, in 12pt font, with 1 inch margins.

Examinations:

There will be both a midterm and a final in this class. The midterm will be held on October 7, 2005. This will be comprehensive, covering both in class discussions, the readings that are assigned, and the lectures given. The final will be on December 14th or 16th from 8:00am to 11:00am and will also be comprehensive in nature.

Attendance and Participation:

Attendance at all sessions is required. No notes or assignments will be posted on the web, so consult me if you will be absent from class. Please bring documentation for any absence to me upon your return. Unless documentation is given absences will be treated as unexcused and deductions will be taken from any assignments that are late.

Grade Determination:

35% Journals

5%	Educational History Essay (Due: August 24, 2005)
15%	Personal Philosophy of Education (Due: September 7, 2005)
15%	Issue Paper (November 11, 2005)
10%	Midterm (October 7, 2005)
20%	Final (December 14th and 16th, 2005)
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 the use of downloading web information without references), and other forms of dishonesty and unauthorized assistance. You will be asked to sign a pledge that your written assignments are your own work.

Note: Authorized assistance is from Tommy Williford unless specific consent is given by me in advance.

General Rules:

- **Respect all people, all ideas, at all times
- **No food in class at any time
- **Turn in everything on time

Tentative Sequence of Topics, Readings: Timeframe

Introduction and Background: Purposes of Education, Philosophies of Education, Principles of Democracy, Features of American education: unique and universal, key problems and challenges, a model for other countries.

Origins, Historical Development of Education in USA: Overview of Western Philosophy, European Influences, Colonial Period, Christianity and Education, Early National Period, Common Schools, African and Native American Education, Progressive Education

Historical and Contemporary Developments in American Education: Developments before and after 1950, expansion of and democratization of education, American education today

Midterm

Current Issues in Education:

Poverty and Diversity Challenges: Influx of immigrants, migrants, and refugees, class, race (White, Black, Latino/a, Native American, Hmong, etc.), GLBTQ issues

Current Reform Imperatives: Overview of NCLB, school choice, bilingual education.

Teaching Profession: Teaching issues, pre-teacher concerns, professional status, logistics of the profession

Curriculum, Testing, Standards, and Technology: Stake holders in Education, current debates

Violence, Security, and Legal Issues: Student and Teacher rights, court cases, Fears of teaching.

Schedule for the Class: NOT TO BE PASSED OUT TO STUDENTS

First day of Class: August 19th, 2005

Week 1:

August 22, 2005—Introductions and memories from school

August 24, 2005—Purposes of Education

Due: Educational History Essay

August 26, 2005—Authority, Power, and Fact

Reading: Plato's Cave analogy (found at www.historyguide.org/intellect/allegory.html)

Week 2: Philosophy and Education

August 29, 2005—What Can Schools Teach?

Reading: J.S. Mill *On Liberty* Chapters 1 & 2 (found at www.utilitarianism.com/ol/one.html and www.utilitarianism.com/ol/two.html)

August 31, 2005—Democracy, the Individual, and Education

Reading: J.S. Mill *On Liberty* Chapter 3 (found at www.utilitarianism.com/ol/three.html)

September 2, 2005—State Power and Education

Reading: J.S. Mill *On Liberty* Chapter 4 (found at www.utilitarianism.com/ol/four.html)

Week 3:

September 5, 2005

No class—Labor Day Holiday

September 7, 2005—Philosophies of Education

Reading: Five Educational Philosophies (found at <http://edweb.sdsu.edu/LShaw/f95syll/philos/phintro.html>)

Due: Personal Philosophy of Education

September 9, 2005—Philosophies of Education

Reading: John Dewey's *My Pedagogical Creed* (found at <http://www.infed.org/archives/e-texts/e-dew-pc.htm>)

Historical Developments of American Education

Week 4:

September 12, 2005—Overview of Western Philosophy

September 14, 2005—Overview of American Education

September 16, 2005—European Influences and Colonial Period

Reading: see title at www.nd.edu/nrbarger/www7/

Week 5:

September 19, 2005— Christianity and American Education

Reading: see title at www.nd.edu/nrbarger/www7/

Reading: “Religion in American Education” by Elliot Wright in Phi Delta Kappan, Vol. 81, Issue 1, 17-20. (found in Galileo)

September 21, 2005—Early National Period

Reading: see title at www.nd.edu/nrbarger/www7/

September 23, 2005—Origins of Race in American Society

Readings: Look at PBS’s special “Race: the power of Illusion” (found at http://www.pbs.org/race/000_About/002_04-background-02.htm). Make sure to read “Race Timeline—Go Deeper”

Week 6:

September 26, 2005— Common School Period

Reading: see title at www.nd.edu/nrbarger/www7/

Recommended Reading: Communist Manifesto—Marx and Engles

September 28, 2005—Native American Education

Viewing of *In the White Man’s Image*

September 30, 2005—Native American Education then and now

Reading: American Indian and Alaskan Native Education (found at http://jan.ucc.nau.edu/~jar/AIE/Ind_Ed.html)

Week 7:

October 3, 2005— Progressive Education

Reading: see title at www.nd.edu/nrbarger/www7/

October 5, 2005— Modern Education

Reading: No Child Left Behind (found at www.whitehouse.gov/news/reports/no-child-left-behind.html) and see title at www.nd.edu/nrbarger/www7/

October 7, 2005—Midterm

Week 8:

October 10, 2005— Capitalism

Reading: “Marx on Capitalism” (found at <http://www.humanities.mq.edu.au/Ockham/y64l06.html>)

October 12, 2005—Capitalism and Education

Reading: Look through the New York Time's special issue of class entitled "Class Matters" (found at <http://www.nytimes.com/pages/national/class/>)

October 14, 2005—Gender

Reading: Read the definitions of gender (http://www.gender.org.uk/about/00_defin.htm) and then read "Rhetorical Pathologies and Gender Difference: An Ideological Examination of Cultural Discourse in Faulkner v. The Citadel" (Reserve)

Week 9:

October 17, 2005— Gender and Sexuality in the Classroom

Reading: *Hostile Hallways: Bullying, Teasing, and Sexual Harrassment in School* (found at www.aauw.org/member_center/publications/HostileHallways/hostilehallways.pdf)
Read 1-42 and 45-50 (Pay attention to the findings and methodology sections)

October 19, 2005— Race and Education

Reading: *White Boy Shuffle* (Pages TBA) and Negro Rural Schools in Leon County Florida Prior to Desegregation (found at <http://www.leon.k12.fl.us/Public/History/NegroRuralSchools.html>)

October 21, 2005— Race and Education

Reading: *White Boy Shuffle* (Pages TBA)

Week 10:

October 24, 2005— Race and Education

Reading: *White Boy Shuffle* (Pages TBA)

October 26, 2005—Immigration in Georgia/U.S.

Reading: Look at the North Western Regional Educational Laboratory's "Meeting the needs of Immigrant Students" at <http://www.nwrel.org/cnorse/booklets/immigration/5.html>

October 28, 2005—Minority Cultures in Georgia

Reading: Look at Census data from <http://factfinder.census.gov> and www.census.org

Week 11:

October 31, 2005—Globalization and Education

Reading: Globalization and the Incorporation of Education (found at http://www.infed.org/biblio/globalization_and_education.htm)

November 2, 2005— Popular Culture and Education

Reading: (no Reading) watch a film with education as a focus (list given in class) or look at a television show that centers around education.

November 4, 2005— Cultural Capital and the Production of Space

Reading: “Cultural Capital” (found at <http://www.williambowles.info/mimo/refs/tece1ef.htm>) and then “Education and Cultural Capital: The Implications of Changing Trends in Education Policies” by Diane Reay in Cultural Trends, Vol. 13, Issue 2, 73-86. (found on Galileo)

Week 12:

November 7, 2005—Profession of Teaching

Reading: Visit Georgia’s Professional Standards Commission (<http://www.gapsc.com/>) and Georgia’s Department of Education (<http://www.doe.k12.ga.us/>)

November 9, 2005— Profession of Teaching/Issues Georgia Educators Face

Reading: “Teacher Bashing” by Chris Zirkle in Connecting Education and Careers, Vol. 77, Issue 7, 60. (found in Galileo) [look at the specific questions he asks]; DOE website (<http://www.doe.k12.ga.us/>), School Report Card (<http://techservices.doe.k12.ga.us/reportcard/>)

November 11, 2005—Issues in Education—Bilingual Education

Reading: “Bilingual Education” by Peter Duignan (found at <http://www-hoover.stanford.edu/publications/he/22/22a.html>)

Due: Issue Papers

Week 13:

November 14, 2005— Issues in Education—School Choice

Reading: Look over PBS’s coverage of the School choice debate. (Search through the site at <http://www.pbs.org/wgbh/pages/frontline/shows/vouchers/>)

November 16, 2005— Issues in Education—Tests, Standards, and Curriculum

Readings: Look at the following sites: (<http://www.fairtest.org/facts/whatwron.htm> and <http://www.enc.org/features/focus/archive/assessment/document.shtm?input=FOC-001558-index>)

November 18, 2005— Issues in Education—Racial Tracking and Education

Viewing of 60min video

Week 14:

November 21, 2005— Issues in Education—Tracking and Education

Reading: “Closing the Achievement Gap by Detracking” by Carol Burris and Kevin Welner in Phi Delta Kappan, Vol. 86, Issue 8, 594-598. (found in Galileo)

November 23 and 25, 2005

No Class—Thanksgiving Holiday

Week 15:

November 28, 2005— Issues in Education—Multiculturalism

Reading: “Effective Multicultural Curriculum Transformation Across Disciplines” by Christine Clarke in *Multicultural Perspectives*, Vol. 4, Issue 3, 10-46. (found in Galileo)

November 30, 2005— Issues in Education—Religion and Public Education

Reading: “Religion in the Public Schools” (found at <http://www.ed.gov/Speeches/04-1995/prayer.html>) and “Religion in Public Schools” (<http://pewforum.org/religion-schools/>).

December 2, 2005—Educational Law in the United States

Reading: Look through 1-6 at (http://www.teach-nology.com/policymakers/student_rights/)

Week 16:

December 5, 2005— Educational Law in the United States

Reading: Look through 7-12 at (http://www.teach-nology.com/policymakers/student_rights/)

December 6, 2005—Subject Examination: History, Literature, Math and Sciences, Early Childhood Education—Incorporating Class into future curriculum

December 7, 2005— Subject Examination: History, Literature, Math and Sciences, Early Childhood Education—Incorporating Class into future curriculum