

Social Foundations of Education
EFND 2030 Schools in U.S. Society
Spring 2006

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Classes: Tuesday and Thursday, 11:00-12:15 (85-418) Room 520 Aderhold
Tuesday and Thursday, 2:00-3:15 (05-419) Room 430 Aderhold

Office hours: 12:15-2:00 Tuesday and Thursday in Aderhold (Please ask me where I will be) 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.

Grades:

Initial paper/statement of philosophy (10%)

This paper is an informal statement of your basic beliefs in life, what you value, and how that that might affect education. This paper should give basic biographical information, but not be a complete history. Call on your experiences that have helped shape the way you view things, especially your views on education (did you have a bad experience in the classroom?, etc.). I am looking for a thoughtful essay that helped me understand you, so remember that this should be a personal sharing experience that allows a complete stranger know about your life. Remember never be ashamed or embarrassed about what you believe and why. This should be 4-5 pages, in Times New Roman, and in 12pt font with normal margins. (DUE January 17, 2006)

Midterm (20%)

The midterm is a comprehensive exam. There will be an in-class section that will be short answer and a take home essay that will be due at the time of the midterm. Midterm date: February 21, 2006. I will hand out the essay February 16, 2006 and it is dues on February 21, 2006 when you turn in your midterm.

Four papers (45%)

These papers are short critical reflections on issues presented or discussed in class or the readings assigned in class. I expect these to be around 2 pages in length. They should show critical thinking and an argument based on what you believe. Do not just present the topic. These may be turned in at any time during the semester, but they must follow the subject that you are writing about (example: If you write something about the "Origins of American Education" I expect that you will turn this in within a week of the class , by January 31, 2006)

Final (25%)

The final is a project that will show your understanding of the issues throughout the semester. You are to construct your ideal school. I expect that you will address everything from the physical structure of the school, how it would be funded, the curriculum, how to address social issues that manifest and are reproduced in the classroom, teach qualifications, etc. There should be a written component to this (8-10 pages) as well as a visual element (your choice). You may turn this in any time you wish, but it must be due by the time of the final.

Attendance:

Coming to this class is an integral part of the experience. You are required to attend every class. If you are going to miss class you must let me know before class. If it is an excused absence, you must bring a note the class following the class that you miss; however, no absence (NONE) excuses you from turning work when it is due. If you are going to miss a class, turn the work in before that class.

After three absences, three (3) points will be taken off your final grade for everyday that you miss. These points can not be made up. I will have a sign in sheet for every class. To be present, you must sign the sheet. If you forget to sign the sheet, then I will count you absent. If you sign in for another student, I will consider this an honor violation and it will be treated as such.

Honor Code at the University of Georgia:

I will strictly enforce Georgia’s honor code. Please review this at <http://www.uga.edu/ovpi/honesty/ah.pdf>. When you submit anything in writing, please know that any material that is taken from another source must be cited in an appropriate citation format with an attached works cited page. If you have any questions about this, please ask me.

Special Needs:

If you have any special testing needs or any disability that needs to be addressed to allow you to have a good experience in class, please let me know, and I will do everything within my power to meet your needs.

Respect:

This class investigates issues that make many uncomfortable; however, I expect that will you treat all people, all ideas, with respect. Any instance of disrespect, abuse, or violence against someone within the classroom community, I will deal with these in a harsh and swift manner. I will do everything within my power to create a safe space in which to promote conversation and a caring environment.

Important Dates:

- First Day of Class—January 10, 2006
- Drop/Add ends—January 12, 2006
- Midterm—March 12, 2006
- Midterm withdrawal date—March 7, 2006
- Spring Break—March 13-17, 2006
- Classes End May 1, 2006

SCHEDULE

Day	Date of Class	Subject	Assigned Reading	Suggested Readings
1	January 10, 2006	Introduction		
2	January 12, 2006	Introduction	Chapter 1, Spring	
3	January 17, 2006	Overview of Western Philosophy	Plato’s Cave analogy (found at www.historyguide.org/intellect/allegory.html)	
4	January 19, 2006	Educational Philosophy	Five Educational Philosophies (found at http://edweb.sdsu.edu/LShaw/f95syll/philos/p)	John Dewey’s <i>My Pedagogical Creed</i>

			hintro.html)	(found at http://www.infed.org/archives/e-texts/e-dew-pc.htm)
5	January 24, 2006	Origins of the United States	Read “European Influences” and “Christianity and American Education” at http://www.nd.edu/~rbarger/www7/	
6	January 26, 2006	Colonial America	Read “Early National Period” at http://www.nd.edu/~rbarger/www7/	
7	January 31, 2006	Foundations of the American State	Selection from: “America: The New Imperialism” by V.G. Kiernan. Read pages 1-46 ***	
8	February 2, 2006	Native American Education “In the White Man’s Image”	Selection from: “Education for Extinction” by David Wallace Adams. Read Chapter 1, pp 5-27. ***	Selection from: “Education for Extinction” by David Wallace Adams. Read Chapter 2, pp 28-59.
9	February 7, 2006	Common Schools	“Common School Period” at http://www.nd.edu/~rbarger/www7/	Read “Communist Manifesto” by Marx and Engels at http://www.anu.edu.au/polsci/marx/classics/manifesto.html
10	February 9, 2006	Early Twentieth Century	“Progressive Period” at http://www.nd.edu/~rbarger/www7/	
11	February 14, 2006	Mid-century	“Modern Period” at http://www.nd.edu/~rbarger/www7/	
12	February 16, 2006	No Child Left Behind	No Child Left Behind at www.whitehouse.gov/news/reports/no-child-left-behind.html)	
13	February 21, 2006	Midterm		
14	February 23, 2006	No Class		
15	February 28, 2006	International Education	Choose a country to examine. Find information about that country and bring it to class	
16	March 2, 2006	Globalization, Popular Culture, and Cultural Capital	Globalization and the Incorporation of Education (found at http://www.infed.org/biblio/globalization_and_education.htm), “Cultural Capital” at http://www.williambowles.info/mimo/refs/tec	

			e1ef.htm and then “Education and Cultural Capital: The Implications of Changing Trends in Education Policies” by Diane Reay in <i>Cultural Trends</i> , Vol. 13, Issue 2, 73-86. (found on Galileo)	
17	March 7, 2006	Overview of Class	“Marx on Capitalism” at http://www.humanities.mq.edu.au/Ockham/y64l06.html)	Chapter 2, Spring
18	March 9, 2006	Class	Look through the New York Time’s special issue of class entitled “Class Matters” at http://www.nytimes.com/pages/national/class/	Chapter 2, Spring
19	March 14, 2006	Spring Break		
20	March 16, 2006	Spring Break		
21	March 21, 2006	Overview of Race	Look at PBS’s special “Race: the power of Illusion” (found at http://www.pbs.org/race/000_About/002_04-background-02.htm).	Chapter 3, Spring
22	March 23, 2006	Race	“White Privilege: Unpacking the Invisible Knapsack” by McIntosh, Peggy, <i>Independent School</i> , Winter90, Vol. 49, Issue 2 (in Galileo)	Chapter 3, Spring
23	March 28, 2006	Overview of Gender	Read the definitions of gender (http://www.gender.org.uk/about/00_defin.htm) and then	Chapter 3, Spring
24	March 30, 2006	Gender	“Rhetorical Pathologies and Gender Difference: An Ideological Examination of Cultural Discourse in Faulkner v. The Citadel” ***	Chapter 3, Spring
25	April 4, 2006	Bullying and Abuse	<i>Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School</i> (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)	
26	April 6, 2006	Profession of Teaching	Visit Georgia’s Professional Standards Commission http://www.gapsc.com/ and Georgia’s Department of Education at http://www.doe.k12.ga.us/ “Teacher Bashing” by Chris Zirkle in <i>Connecting Education and Careers</i> , 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	Chapter 8, Spring

			(http://techservices.doe.k12.ga.us/reportcard/)	
27	April 11, 2006	Tracking	“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)	
28	April 13, 2006	School Choice	Look over PBS’s coverage of the School choice debate. (Search through the site at http://www.pbs.org/wgbh/pages/frontline/shows/vouchers/)	Chapter 6, Spring
29	April 18, 2006	Religion and Education	“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/)	
30	April 20, 2006	Immigration and Bilingual Education	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 and “Bilingual Education” by Peter Duignan (found at http://www-hoover.stanford.edu/publications/he/22/22a.html)	Look at Census data from http://factfinder.census.gov and www.census.org Chapter 5, Spring
31	April 25, 2006	Testing	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	
32	April 27, 2006	Multiculturalism	“Effective Multicultural Curriculum Transformation Across Disciplines” by Christine Clarke in Multicultural Perspectives, Vol. 4, Issue 3, 10-46. (found in Galileo)	Chapter 5, Spring

Readings with “****” are those that are on reserve in Aderhold on the second floor in the resource library