

EFND 2030 Social Foundations of Education Spring Session 2003

Instructor:

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Purpose of the Course:

This course has many purposes, but its overriding goal is to help you develop into an educator who critically examines the political, social, economic, ideological, and cultural landscape in which you will carry out your work. Unlike most teacher education courses which instruct prospective teachers in the ways of pedagogy (i.e. how to teach), this course is driven more by asking questions and coming up with solutions to ways in which the school has been transformed by – and how it can transform – the “social foundations” upon which it rests. To do so requires that we read thoroughly, discuss broadly, and write tightly – all in the span of 15 weeks.

Objectives of the Course:

- 1) Students will contemplate, understand, and analyze ideas and concepts related to the social, cultural, political, economic, and legal foundations of schooling in the United States.
- 2) Students will understand the impact of the foundations of education on classroom teaching.
- 3) Students will communicate their knowledge, understanding, and analysis of the **Social Foundations** upon which U.S. schooling rests.
- 4) Students will use the knowledge gained in this course to develop their own philosophies that will guide their decisions about the meaning and direction of schooling as teachers, administrators, students, and parents.
- 5) Students will be able to contemplate and judge the dynamics of schooling from the vantage point of the teacher, the administrator, the parent, and most importantly, the student.

Required Texts:

- Savage Inequalities by Jonathan Kozol
- Separate Pasts: Growing Up White in the Segregated South by Melton A. McLaurin
- American Education by Joel Spring
- Their Highest Potential by Vanessa Siddle Walker

Handouts to be distributed in class.

Regular Activities in the Course:

This course meets every Tuesday, and participation in both being here and in contributing to the class discussion is required to obtain an A, which all of you can do. There will inevitably be deviations from what is listed here, but the class activities will generally break down as follows:

- 1) Lecture and discussion on the material in and related to Joel Spring's American Education
- 2) A debate between two students on a relevant educational issue.
- 3) A book circle, or small-group discussion between 4 or 5 students on readings by McLaurin, Walker, and Spring.

Assignments:

- 1) **Participation.** This cannot be stressed enough. You must participate in every class session in order to keep up with the demands of this class. **You will miss one (1) point off your final grade for each unexcused absence!** If you know that you will miss class time, please see me in advance so that we can work something out. Participation includes thoughtful discussion and listening during lectures, book circles, and debates.
 - a. For book circles, everyone will read McLaurin at the beginning of the semester. You will have some choice between reading Kozol and Walker later in the semester. However, half of the class must chose Kozol, and the other must chose Walker so that these authors can receive equal discussion time and effort in the book circles. Those who have read Walker will inform those who have read Kozol of what Walker is trying to say and what their commentary on Walker is, and vice-versa.
- 2) **Debate.** Each of you will debate one topic relevant to the field of Social Foundations of Education with one other classmate. I will hand out material to you that will help you make an argument for your side, but you are also encouraged to search out extra material on your own that will help bolster your case. If for some reason you find yourself arguing a side you personally disagree with – great! Arguing your opponent's position is one of the best ways that you can understand and strengthen your own argument for future discussions.
- 3) **Midterm.** This will cover the material and class discussions up to the midpoint of the semester. Details will be given about this later in the course.
- 4) **Final Project.** Students will be required to turn in a critical and reflective essay (7 – 10 pages) at the end of the semester. You will be given specific instructions for this essay, but it will be framed around a key issue, dilemma, period of development, or societal group related to education that YOU identify as being highly significant. Your essay will require additional reading and research, as well as reflection on the course readings, discussions, and lectures. Your grade will also include a first draft and a 5 – 10 minute presentation given to the class towards the end of the semester on your topic.
- 5) **Final Exam.** Details will be given about this later in the course, but the exam date will be Monday, May 5, 7:00 – 10:00 p.m., in class.

Grade Determination:

- **15% Participation**
- **15% Debate**
- **20% Midterm**
- **30% Final Project**
 - o **10 % First Draft**
 - o **5 % Presentation**
 - o **15% Final Paper**
- **20% Final Exam**

Academic Honesty

Strict adherence to the Academic Honesty code will be enforced in this course. All students 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). Cheating, plagiarism (including use of downloaded web information without referencing), signing in for another student, and other forms of dishonesty and unauthorized assistance will precipitate an Academic Honesty Violation procedure.

Help, Other General Considerations:

- Consult with Mr. Brent Allison on all projects, and seek only authorized help and advice.
- Notify me in advance of any excused absences, if possible. It is your duty to catch up on topics missed due to absence.
- Use email or office hour visits for contact with me. Do not rely on telephone messages; remember email is not foolproof, and I am not on call 24/7, although I will try to keep abreast of any messages you send me as much as possible.

Schedule of Activities, Readings, Dates

Date/Class:	Topic/Activities	Readings
Jan 14 #1	Introduction to Course, Syllabus and Expectations Sign-up for debate topics and dates	
Jan 21 #2	The political, economic, and social purposes of schooling BC: Prologue, The Village in <u>Separate Past</u> s	Spring 3 - 21 McLaurin 1 – 26
Jan 28 #3	Teacher licensing and career ladders BC: Bobo in <u>Separate Past</u> s	Spring 24 – 45 McLaurin 27 – 41
Feb 04 #4	Local control and alternative schooling BC: Street in <u>Separate Past</u> s	Spring 177 – 197 McLaurin 42 – 64
Feb 11 #5	State and federal control of schooling BC: Betty Jo in <u>Separate Past</u> s <i>Abstracts Due</i>	Spring 200 – 225 McLaurin 65 – 88

Feb 18	#6	Textbooks, curriculum, Dewey and critical pedagogy BC: Sam in <u>Separate Pasts</u>	Spring 226 – 253 McLaurin 89 – 110
Feb 25	#7	Equality of opportunity and social reproduction BC: Granddaddy and Vinny Love in <u>Separate Pasts</u>	Spring 69 – 95 McLaurin 111 – 132
Mar 04	#8	Midterm Exam BC: Jerry and Miss Carrie in <u>Separate Pasts</u>	McLaurin 133 – 157
Mar 11	#9	Student diversity and schools BC: Looking Backward, Ch. 1 in <u>Savage Inequalities</u> Remembering the Good, Ch. 1 in <u>Highest Potential</u>	Spring 126 – 152 Kozol 1 – 39 Walker 1 – 40
Mar 18		Spring Break – NO CLASS	
Mar 25	#10	Race, gender, and special needs education BC: Ch. 2 in <u>Savage Inequalities</u> Ch. 2 in <u>Highest Potential</u> <i>First Drafts Due</i>	Spring 97 – 125 Kozol 40 – 82 Walker 41 – 64
Apr 01	#11	Multicultural education BC: Ch. 3 in <u>Savage Inequalities</u> Ch. 3 in <u>Highest Potential</u>	Spring 155 – 174 Kozol 83 – 132 Walker 65 – 92
Apr 08	#12	Informal education BC: Ch. 4 in <u>Savage Inequalities</u> Ch. 4 & 5 in <u>Highest Potential</u>	<i>Handouts</i> Kozol 133 – 174 Walker 93 – 140
Apr 15	#13	Student Presentations BC: Ch. 5 in <u>Savage Inequalities</u> Ch. 6 in <u>Highest Potential</u>	Kozol 175 – 205 Walker 141 – 170
Apr 22	#14	Student Presentations BC: Ch. 6 in <u>Savage Inequalities</u> Ch. 7 & Afterward in <u>Highest Potential</u>	Kozol 206 – 233 Walker 171 – 219
Apr 29	#15	Review for the final	
May 05		<i>Final Exam</i> , 7:00 – 10:00 p.m. in Aderhold 625 <i>Final Projects Due</i>	