

EFND 2030 Social Foundations of Education: Spring 2003

Mon/Wed/Friday 2:30-3:20 404E Biosciences Auditorium

Instructor:

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Co-Instructors / Teaching Assistants:

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Overview of the Course, Purposes:

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 perspective. 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 the 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.

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; considering the impacts of educational experiences on different groups in American society; and c) Contemplate realities facing teachers, students, and communities.

Activities in the course:

- a) Class meetings on Mon/Wed/Fri will form the backbone of the course in the form of general but intense lectures and some discussion of questions based on the principal texts for the course *as well as* other material. Presentations will be by the instructors or a guest speaker.

- b) Reading and reflecting, writing on your own will be an essential part of the course. Keep abreast of the readings as they are scheduled through the term; also allot time for your generation of the assignments for the course
- c) You will be assigned a co-instructor or TA. Make direct contact, obtain help/clarifications on lecture notes and assignments from your TA, submit your written assignments to your assigned TA. Consult with Dr. Napier and your TA.

Required Texts, Readings:

- a) **Spring, J. (2002) *American Education*** Tenth Edition. Read whole text, all chapters. Note Spring's "suggestions for additional reading" and websites.
- b) **Noll, J.W. (2002) *Taking Sides: Clashing Views on Controversial Educational Issues***, Twelfth Edition. Consult whole text, select issues to write on for your assignment/projects (see below).
- c) **Sizer, T.R. (1997) (originally published 1984). *Horace's Compromise***. Read whole text (discussed in class after midterm), use for developing your reflective essay due at end of semester (see below).

Additional Readings/Sources:

- a) *School: The Story of American Public Education* (2001-2). Text/PBS series and www.pbs.org/kcet/publicschool website with links and pictures. Information and visuals from this source will be used in several lectures. Download your own materials.
- b) Consult periodicals (*Chronicle of Higher Ed., Ed. Leadership, Social Education, Phi Delta Kappan, Harvard Educational Review, Education Week*) and newspapers/magazines (*Atlanta J&C, NYTimes, Washington Post, Time, Newsweek, Economist*)
- c) Websites: For example 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; suggestions for using Taking Sides issues in www.dushkin.com

Assignments/Projects:

1. **Attend all lecture sessions.** Take notes, keep up with the readings as scheduled and announced. Topics and related readings, due dates for assignments will be announced weekly, in advance.
2. **Select at least 4 Issues in the text "Taking Sides," write an opinion piece** (max. 500 words, or 2pp) on each, summarizing the two sides of the issue and providing your own position on the issue with justification/evidence/support. Submit 2 of these assignments before midterm (see Dates) and 2 after midterm.
3. **Timeline:** Develop an annotated timeline for the content covered in the course, through the whole term. This will be due with your essay at the end of the term and its successful development will require that you attend all lectures, read and reflect, integrate lecture material, and then portray your own individual version of a timeline showing key periods of development, critical

turning points, key players, dates, threads and patterns, etc. *Examples will be shown in class*

4. **Essay:** Write a reflective essay as the *end of term project* for the course. You will be given specific instructions for this essay, but it will be framed around your reflections on the issues in the course (particularly those in Sizer's *Horace*) AND your personal reflections on *your own* high school experience in comparison.

Examinations: The midterm examination and final examination will be in-class and closed book exams. The midterm exam will be administered over two class periods (a short answer exam, then an essay question) tentatively scheduled on Mon. March 3 and Wed. March 5. The final examination will be in exam week, Wed. May 7th. No exam exemptions will be given.

Attendance and Participation: Attendance at all sessions is required. Information and notes will NOT be posted on the web. Exams will directly address **material presented in class**, not just material in the texts. Notify your instructor and provide documentation (doctor's note, court summons, etc.) for an excused absence or for failure to submit an assignment on its due date.

Grade Determination: Your instructor (Dr. Brook Napier) as well as your co-instructor (see listing) will be working together to determine your grade; grading will be done by all instructors. Your final grade will be determined as follows:

- 20% 4 Opinion Pieces on issues (Taking Sides), 5% apiece**
- 25% Midterm Examination**
- 15% Timeline**
- 20% Essay**
- 20% Final Examination**

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 use of downloaded web information without referencing), signing in for another student, and other forms of dishonesty and unauthorized assistance. Remember that all instructors are obliged to report and document alleged Academic Honesty Violations. You will be asked to sign a Pledge that your written assignments are your own work, alone. Learn your rights and responsibilities, for your own protection. **Note:** In this course "authorized assistance" is assistance from Dr. Diane Brook Napier or from your assigned TA

Confused?? Unsure?? ASK for clarification, confirmation, and reassurance.

Help, Other General Considerations:

- Please observe the campus regulations regarding NO food or drink in classrooms

- Please, no hats or caps, or sleeping in class. This is a professional setting
- Consult with your instructors on all projects, seek only authorized help and advice
- Notify your instructors in advance of any excused absence, if possible. It is your duty to catch up with things missed due to absence.
- Use email or office hour visits for contact with instructors, NOT voicemail.

Key Dates:

Jan. 10, 13:	<i>Introduction</i> to Course, Instructors, Syllabus and Expectations
Jan. 14	Drop/Add Ends
Jan. 21	MLK Holiday, no class
Date TBA	*2 Opinion Pieces on “Taking Sides” Issues due before Midterm** Exact due date to be announced (approx. 3rd week in Feb.)
March 4	Midterm
March 3, 5	Midterm exam, two class periods
March 7	W/WF deadline
March 12, 14	Dr. Napier away, CIES Conference, New Orleans
March 17-21	<i>Spring Break ---no classes</i>
April 18	Good Friday --no class
Date TBA	** Opinion Pieces 3 & 4 due after midterm (approx. mid April)**
April 23	Honors Day – no class
April 24	UVA Graduation: Dr. Napier in Va., -- no class
April 30	Second last class
May 1 (Thurs)	Real last class **(Timelines and Essays due)**
May 7 (Wed/)	Final Exam

Tentative Sequence of Topics, Readings, Timeframe

Introduction, Background, Features of American education: unique & universal features, key problems and challenges, model for other countries (Spring Chapter 1).

Origins, historical development of education in USA

Roles, purposes of education; education and development. Precolonial, colonial, 19th century educational expansion, early twentieth century progressive ed. (Spring Chapter 1, “School”, Taking Sides Issues , Part 1)

Historical and Contemporary developments in American education:

Developments to 1950, post1950 developments/expansion/democratization of education, status of American education in the contemporary period (Spring Chapter 1, “School” text/website, Taking Sides Issues Part 1,2)

Education, Diversity, and Domination: Development Issues:

Dominant culture elements in education, equality/inequality issues; Social Class, Race, Gender, Special Needs Issues; Dispossessed, Disadvantaged Groups; Homogeneous versus Heterogeneous Schools; Multiculturalism, multiracialism, multilingualism Issues, Dilemmas, and Challenges (Spring Chapters 4, 5, 6, 7; “School” text/website; Census and other statistics; “Taking Sides” Part 2).

+/- *Midterm here*

Reform Issues, Contemporary:

Current Reform Imperatives, overview (Spring chapters listed below; ETS summary of Bush reform plan, Taking Sides part 2, 3)

Teaching profession, teacher issues, your concerns/issues (Spring Chapters 2, 3; Taking Sides Issues part 2, 3).; Sizer (Horace's Compromise)

Control and administration of schools (Spring Chapters 8, 9; Taking Sides part 2, 3)

Curriculum, Testing, Standards, Technology z (Spring Ch 10; Taking Sides part 2,3).

Violence, Security, Courts, Schools, Legal Issues (Spring Ch 9, 11; Taking Sides part 3).

Other current issues and concerns, challenges for you.