

EFND 2110:
Contemporary & Critical Issues in Education
Class Schedule for Spring 2008
Hamblin-Larkins

Instructor: Dr. A. G. Hamblin-Larkins
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Texts: Joel Spring, AMERICAN EDUCATION: 12TH EDITION
Peter Irons, GOD ON TRIAL

Class meets 9:05 – 9:55 M W F

January

M 07

W 09 Spring, Chapter 10: The Courts and the Schools, pages 286-291

Students will memorize the Due Process Clause and the Equal Protection Clause of the Fourteenth Amendment, the First Amendment, and the Fourth Amendment. Identify Tinder v. Des Moines, Hazelwood v. Kuhlmeier, Bethel v. Fraser and TLO v. New Jersey.

F 11 Spring, Chapter 10, pages 291-296

Students will be able to explain the difference between an open forum, a closed forum and a limited open forum. Students will be able to explain whether public schools may forbid organizations such as the Boy Scouts from using their facilities. Students will identify Franklin v. Gwinnett, Island Free School v. Pico, Goss v. Lopez, and Ingraham v. Wright. Students will be able to explain the circumstances under which public schools may censor library books, the protections afforded to students who face suspension or dismissal from school, the content of the Eighth Amendment, and whether public schools may paddle students.

M 14 Spring, Chapter 10, pages 296-302

Students will be able to identify the following U.S. Supreme Court cases: Gobitis, Barnette, Yoder, Pierce, Lemon, Everson, and Zelman. Students will be able to explain the Child-Benefit Theory and whether vouchers may be used to pay for education at religious Schools.

W 16 Spring, Chapter 10, pages 302-309

Students will be able to identify the following cases: Engle v. Vitale, Abington v. Schempp, Lee v. Weisman, Doe v. Santa Fe, Edwards v. Aguillard. Students will be able to explain when the Bible may or may not be read in public schools, when a moment of silence may or may not be required, whether public prayers may be said at high school graduations and sports events, whether secular humanism is a religion and whether it is practiced in public

schools, whether states may ban the teaching of evolution or require the teaching of creationism or intelligent design.

- F 18 Irons, God on Trial: Preface, pages xi-xx and Chapter One: Respecting an Establishment of Religion, pages 1-15.

Students will explain what Irons meant when he said: “Those who denounce church-state separation as a ‘myth’ have turned history on its head. Summarize the evidence Irons gives to support his claim. Summarize punishments given in colonial Massachusetts for sin or religious dissent. Identify Mary Dyer, Madison’s position on establishment of religion, and explain how we came to have a Bill of Rights. Explain Irons’ religious background and why he wrote this book.

- M 21 MLK Holiday

- W 23 Irons, Chapter Two: A Wall Between Church and State, pages 16-43

Students will explain why the U.S. Supreme Court did not decide an Establishment Clause case until 1947. Explain the importance of Gitlow v. New York, the role of Jehovah’s Witnesses in shaping Establishment Clause law, the Bible riots of 1844, the background of Everson. State Black’s interpretation of the meaning of the Establishment Clause, Page 23. Identify McCollum and Zorach. Review Engle and Abington and the Lemon test. Identify Lynch and Allegheny County, the Scopes trial, Epperson and Lee.

- F 25 Spring, Chapter 10, pages 311-318

Explain whether parents have the right to withhold their children from instruction which violates the parents deeply held religious beliefs, such as sex education or AIDS-prevention education. Explain the conditions under which teachers’ freedom of speech is or is not protected by the First Amendment. Identify Pickering v. Board of Education. Explain the importance of Keyishian v. Board of Education.

- M 28 Spring, Chapter 10, pages 318-321

Explain the importance of Lau and how that case is related to the Fourteenth Amendment. Explain the extent to which public schools might be required to recognize black English as relevant to classroom instruction. Give examples of inequality of school finances and how that might affect equality of educational opportunity. Identify Serrano v. Priest and Rodriguez v. San Antonio.

- W 30 Spring, Chapter 8: The Profession of Teaching, pages 217-234

The major question that you should answer for yourself is: Should I become a teacher? Consider (1) the status of teachers – how they are viewed by others, (2) the material and nonmaterial rewards of teaching, and (3) the conditions under which teachers work..

What is meant by the “feminization of teaching”? When did it occur? What effects does it have on the teaching profession today? Identify Horace Mann and the term “normal school.” How have events such as the Civil War, World War I, and the Cold War affected the profession of teaching? How has teacher certification changed since the 19th Century? How much money do beginning teachers make in Georgia? Compared to other professions? Will that affect your decision to

teach? How has “No Child Left Behind” affected teaching? State reasons that teaching give for leaving the profession. Explain Horace’s Compromise. State positive and negative conditions associated with teaching.

February

F 01 Spring, Chapter 8, pages 235-244 and pages 249-251

Compare the NEA to the AFT. Give a thumbnail sketch of their histories. Do Unions harm or benefit American public schooling? Provide evidence to support your claim. Are there times when teachers should go on strike, either for their own welfare or the welfare of their students. Give examples. (Georgia forbids collective bargaining and strikes by teachers.)

M 04 Spring, Chapter 2: Education and Equality of Opportunity, pages 34 - 50

W 06 Spring, Chapter 2, pages 50 - 65

F 08 Spring, Chapter 3: Equality of Education Opportunity – Race, Gender, and Special Needs, pages 67 -77

M 11 Spring, Chapter 3, pages 77- 90 (The material on pages 90 -97 is covered in another course.) and bottom of page 97 – 99.

W 13 Spring, Chapter 4: Student Diversity, pages 103 - 113

F 15 Spring, Chapter 4, pages 113 - 123

M 18 Spring, Chapter 4, pages 123 - 129

W 20 Spring, Chapter 5: Multicultural Education, pages 132 - 141

F 22 Spring, Chapter 5, pages 141- 151

M 25 Midterm

W 27 Spring, Chapter 1: The Goals of Public Schooling, pages 3 -10

F 29 Spring, Chapter 1, pages 11 - 19

March

M 03 (Withdrawal date is the 4th) Spring, Chapter 1, pages 19 – 30

W 05 Spring, Chapter 6: Local Control, Choice, Charter Schools, and Commercialism, pages 155 - 167

F 07 Spring, Chapter 6, pages 167 - 181

- M – F 10 – 14 Spring Break
- M 17 Spring, Chapter 7: Power and Control at the State and National Levels
Pages 186 - 195
- W 19 Spring, Chapter 7, pages 195 - 205
- F 21 Spring, Chapter 7, pages 205 - 213
- M 24 Spring, Chapter 9: Textbooks, Curriculum, E-Learning, and Instruction
Pages 254 - 265
- W 26 Spring, Chapter 9, pages 265 - 272
- F 28 Spring, Chapter 9, pages 272 - 282
- M 31 (No reading. Finish field experience reports.)
- April
- W 02 (No reading. Finish field experience reports.)
- F 04 (Field experience forms and reports are due. Reports not turned in on time
will be penalized. Completion of the field experience report, including all of the
forms that were handed out in class, is required in order to pass this course.
Failure to do so will result in a grade of F for the course.)
- M 07 Irons, God on Trial: Chapter 3, We Can Never Give Up
Pages 44-62
- W 09 Irons, pages 62 -82
- F 11 Irons, God on Trial: Chapter 5, No Pray – No Play
Pages 136 - 159
- M 14 Irons, pages 159 - 181
- W 16 Irons, God on Trial: Chapter 7, One Nation, Under God
Pages 234 – 260
- F 18 Irons, pages 260 - 280
- M 21 Irons, God on Trial: Chapter 8, In the Beginning
Pages 281 - 302
- W 23 Irons, pages 302 – 318

F 25 Irons, pages 319 - 338

M 28 Last day of class.

Irons, God on Trial: Conclusion, pages 339 - 350

Final Exams

Tu 13 Grades due.

Daily quizzes will be given. Content of those quizzes may cover the information from any previous lecture or assigned readings. Readings are due the day that they are listed in the syllabus. Students are expected to come to class prepared to discuss the readings.

Grades will be calculated 30% quizzes, 30% midterm, 30% final exam, 10% field experience.

All forms for the field experience must be completed and turned in with your written report. Failure to complete the field experience, including completion of all of the forms will result in a grade of F for the course.

Faithful attendance is expected. Students may miss two class periods with no penalty.