

Social Foundations of Education
EFND 2110 Schools in U.S. Society/Critical Issues in Education
Spring 2008

EFND 2110

Class meets Tues/Thurs 12:30-1:45 SLC - Room #248

Instructor:

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Assistant:

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Office Hours: after class or by appt.

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 a 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. 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 lights of contemporary developments in society and locale 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 your own schooling experience, 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; drawing from personal experience and course material.
- 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 the realities facing teachers, students, and communities regarding reform mandates, local development and change issues, and aspects of the teaching profession.

Course Activities:

Class meetings will form the backbone of the course in the form of lecture discussions and group presentation of questions/issues raised by the principal texts for the course *as well as* other material in selected video/film showings; and considerations of data on key websites.

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 work on the assignments for the course.

Required Texts, Readings:

- a) **Spring, J.H. (2005) *American Education*** Twelfth Edition. Read whole text, all chapters. Also note Spring's suggestions for additional readings and websites. This is the main text for the course; consider the content in conjunction with lectures/presentations. IN BOOKSTORE
- b) **Carter, Forrest. (2001) *The Education of Little Tree***. Selected excerpts provided in class.
- c) **Own Choice Book**. Students will be required to read a non-fiction education themed book of their own choice (with prior approval from instructor) in order to prepare an analytical and reflective essay about education and their own school experiences. Students can use personal collections, UGA libraries, to include the curriculum library, second floor Aderhold, and commercial book stores to locate a book that interests them.

Additional Readings/Sources:

- a) ***School: the Story of American Public Education (2001-2)***. Text/PBS series and the www.pbs.org/kcet/publicschool website with links and pictures.
- b) **Noll, J.W.(2002) *Taking Sides: Clashing Views on Controversial Issues***. 12th Ed. Go to www.dushkin.com. Copies of selected articles will be used in class, as required readings and handouts.
- c) **Schultz, Fred, ed. (2008) *Education***. Thirty-fifth Edition.
- d) **Johnson, James, Diann Musial, Gene F. Hall, Donna M. Gollnick, Victor L. Dupuis. (2008) *Foundations of American Education: Perspectives on Education in a Changing World***.
- e) **Periodicals** such as (*Chronicle of Higher Ed., Ed. Leadership, Social Education, Phi Delta Kappa, Harvard Educational review, Education Week*) and newspapers/magazines (*Atlanta J&C, NY Times, Washington Post, Time, Newsweek*).
- d) **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 and www.nces.org; Georgia Professional Standards Commission website (for teacher rights, student rights, legal questions) www.gapsc.org/; suggestions for using Taking Sides issues in www.dushkin.com. You will need to obtain information from these sites to complete assignments in the course. Also plan to conduct online searches.

Assignments/Projects:

A. Attend all classes! Take notes, keep up with the readings as scheduled and announced. Topics and related readings, due dates for assignments will be announced weekly in class, in advance and also on the syllabus. NOTE: Midterm and final exams will draw heavily from class discussions and presentations. Attendance will be taken regularly.

B. Write a focused opinion piece on selected issue as portrayed in “Taking Sides” and in other text readings and class discussions. This short essay will be your own personal analysis and reflections, due before midterm.

C. Own Choice Book Review: Write a review of an education themed book to include a summary/overview, critique, and own personal reflections of the topics explored in this book.

D. Required Field Experience- Students need to do a minimum of 10 hours of community based field experience. Students will select a placement as outlined in the Field Experience instruction pamphlet.

E. Report summarizing your Field Experience.

*Rubrics and grading standards will be provided for each of the above written assignments and the group class facilitation. Assignments submitted late will be penalized per day.

Examinations:

A) Quiz over *The Education of Little Tree*

B) Midterm: Tuesday Feb. 26 (tentative), held in class, based on lectures/presentations and all readings to date.

C) Final Examination: (date to be confirmed) will be cumulative covering material in the entire course and requiring students to reflect on their own experience relative to the content of this course. No exam exemptions are given.

Attendance and Participation: Attendance at all sessions is required. Information and notes will NOT be posted on the web. The final exam 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. All students will begin the semester with 100 attendance points. Each unexcused absence will result in a deduction of 5 points.

Grade Determination: Your final grade will be determined as follows:

10% Attendance
15% Focused Opinion Piece
15% Choice Book Review
10% Field Experience (10 hour observation and 4 page written summary of experience)
10% Quiz *Little Tree*
20% Midterm
20% Final Examination
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 use of downloaded web information without referencing), signing in for another student 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: in this course, “authorized assistance” is from Ms. Oliver only.

Help, Other Considerations:

**Attend all sessions, notify instructor in advance of excusable absences; non-attendance and failure to submit assignments on due dates will hurt your grade.

**Grade Policy: A=superior work/95 and above; A- =excellent work/90-94; B+=87-89; B=84-86; B- =80-83; C+=77-79; C=74-76;C- =70-73; D=below average, unsatisfactory work

****PLEASE!** No food in class

Cell phones **Off or on vibrate!

**No laptop use during class time.

**No hats or caps permitted during exams

Key Dates: *to be confirmed

Jan.8 - First Class
Jan. 7-10 Drop/Add
Jan. 21 - MLK
Feb. 26*- Mid-term Exam
Mar. 4 - W/WF Cutoff Date
Mar. 10–14 Spring Break
Apr. 24 - Last Class
Apr. 29 - Reading Day
May* - Final Exam
May 13 - Grades Due

Tentative Sequence of Topics, readings: Time frame (tentative)

***denotes homework reading for the following class session**

- January 8 Introduction- to include required text; syllabus; attendance policy; student/teacher icebreaker “a trip back home”
*(Spring: Chapter 1)
- January 10 Complete beginning of the course questionnaire; go over field experience requirement; begin unique and universal features of American education Spring
Chapter 1: The Goals of Public Schooling (funding %s)
- January 15 Continue unique and universal features of American education; Origins, historical development of education in USA part 1
*(Spring: Chapter 2)
- January 17 Break into discussion pods – “The Purposes of Public Schooling”
- January 22 Spring Chapter 2: Education and Equality of Opportunity; origins of US education part 2
*(Spring: Chapter 3)
- January 24 Spring Chapter 3: Equality of Opportunity of Educational Opportunity: Race, Gender, and Special Needs; Origins of US education part 3
*(Spring: Chapter 4)
- January 29 Education of the Cherokee; origins of US education part 4
- February 5 Begin viewing film *Little Tree*
- February 7 View *Little Tree*
- February 12 Spring: Chapter 4 Student Diversity; issues of class and poverty; review for *Little Tree* Quiz

- February 14 Quiz over *Little Tree*
*(Spring Chapter 5)
- February 19 Spring; Chapter 5 Multicultural Education and Seculturalization
- February 21 Review for the Mid-term exam
- February 26 Mid-term exam
- February 28
- March 4
- March 6
- March 18 Fourth class presentation-Should Bilingual Education Programs be abandoned?
*(Spring: Chapter 6, Local control, Choice, Charter Schools, and Commercialism)
****focused opinion paper due****
- March 20 Spring: Chapter 6, Local control, Charter Schools, and Commercialism
- March 25 Fifth class presentation-Should the Curriculum be Standardized for all?
*(Spring: Chapter Seven)
- March 27 Spring: Chapter Seven: Power and Control at the State and National Levels
- April 1 Fall Break
- April 3 Sixth class presentation-Should National Goals, and Standards Guide School Reform?
*(Spring: Chapter Eight)
****own choice book review due****
- April 8 Spring: Chapter Eight: The Profession of Teaching; origins of U.S. education part 5
- April10 Seventh class presentation-Should Tracking and Ability Grouping be Eliminated?
*(Spring: Chapter Nine)
- April 15 Spring: Chapter Nine: Textbooks, etc.; origins of U.S. education part 6
- April 17 Eighth class presentation-Should Multiculturalism Permeate the Curriculum?
*(Spring: Chapter Ten)

April 22 Spring: Chapter Ten: The Courts and Schools; origins of U.S. education part 7

April 24