College of Charleston  
EDFS 201 (4): Foundations of Education  
Fall 2012

COURSE INFORMATION

Instructor: Jon N. Hale, Ph.D., Assistant Professor of Education  
Contact Information: halejn@cofc.edu; (843) 953–6354 (office); @jnhale2  
Office Location: Room 235, School of Education (86 Wentworth St)  
Office Hours: MWF: 9:00-11:00; and by appointment  
Meeting Location/Time: Education Center, 212, MWF 11:00-11:50  
Course Credit: 3 hours  
Prerequisites: None

COURSE DESCRIPTION

The Foundations of Education provides a rigorous examination of the American public school system with an emphasis on the history and philosophy of education, multicultural education, state and federal educational policy and law, an analysis of the intersection of power and privilege in education, comparative education, and teaching as a profession. This course is the first in a series of learning experiences for those who have chosen or are exploring education as their major and profession.

The Foundations of Education is a prerequisite to all other education courses and may be taken by students who hold the class rank of sophomore or above. While this course is primarily designed for those who are preparing to teach, it is open to all College of Charleston students who are interested in exploring the complexity of a public school system. Those of you who are taking this course as an elective are more than welcome.

This course must be completed with a grade of “C” or better for you to apply to the Teacher Education Program. In addition, the instructor will complete a Disposition Assessment Form about you at the end of the semester.

REQUIRED TEXT


Supplemental course readings will be posted on OAKS

<table>
<thead>
<tr>
<th>Standards</th>
<th>Standard Alignment</th>
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<tbody>
<tr>
<td>Explain the significance of historical events through a study of prominent</td>
<td>EHHP 1, 7;</td>
</tr>
<tr>
<td>leaders and general major movements as a foundational understanding of</td>
<td>SSCA; EEDA</td>
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<tr>
<td>contemporary educational thought and practice.</td>
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<td>Discuss and demonstrate an understanding of major, overarching educational</td>
<td>EHHP 7</td>
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<tr>
<td>philosophies.</td>
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<tr>
<td>Identify significant federal policy including No Child Left Behind</td>
<td>EHHP 2, 5, 6;</td>
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<tr>
<td>(2001), Race to the Top (2010) and the Dream Act, in addition to state</td>
<td>SSCA; EEDA</td>
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<td>policy including but not limited to the Safe School Climate Act.</td>
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<tr>
<td>Compare and contrast major philosophies of education in relationship to</td>
<td>EHHP 1, 3, 4, 5, 7;</td>
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<td>the aims of education, the curriculum, teacher-student relationships</td>
<td>SSCA; EEDA</td>
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<td>and methodology.</td>
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<tr>
<td>Develop a beginning personal philosophy of education.</td>
<td>EHHP 1, 3, 4, 5, 7;</td>
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<td>Apply multicultural educational concepts/ideas to personal and</td>
<td>SSCA; EEDA</td>
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<td>educational philosophies.</td>
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<td>Apply reflective practices to strengthen an understanding of educational</td>
<td>EHHP 7</td>
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<td>issues and self.</td>
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Demonstrate an emerging understanding of the teaching competencies (found below).  

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<tr>
<th>Requirement</th>
<th>Course Codes</th>
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<tr>
<td>Become knowledgeable of the processes and requirements for a teaching certificate/license in South Carolina including but not limited to certification, EEDA, technology and safe schools</td>
<td>EHHP 3, 5, 7; SSCA; EEDA; ISTE</td>
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<td>Identify and explain the legal rights and responsibilities currently governing all members of the school community.</td>
<td>EHHP 3, 5, 7; EEDA; SSCA</td>
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<tr>
<td>Demonstrate understanding of the dignity and worth of students from diverse cultural, social, ethnic and racial backgrounds. (SSCA)</td>
<td>EHHP 1, 2, 3, 4, 7; SSCA</td>
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**COURSE REQUIREMENTS**

1. Completion of all assigned readings and assignments on time
2. Reading all of the course reading assignments
3. Attending class regularly and demonstrating professional dispositions
4. Participate in discussion intelligently and demonstrate genuine respect for all students
5. Demonstration of SOE Dispositions (listed below)

I) We believe that all students can learn.
Understands that teachers' expectations impact student learning, Understands that people learn in many different ways. Avoids stereotyping and generalizing.

II) We value and respect individual difference.
Uses professional language to describe individual differences; Communicates in ways that demonstrate respect for the feelings, ideas, and contributions of others; Demonstrates an ability to give and take in discussions and work with others.

III) We value positive human interactions.
Communicates in ways that demonstrate respect for the feelings, ideas, and contributions of others; Demonstrates an ability to give and take in discussions and work with others.

IV) We share an intellectual curiosity, enthusiasm about learning and willingness to learn new ideas
Reads and completes assignments adequately; Seeks new experiences that broaden knowledge; Attends intellectual events on and off campus.

V) We are committed to inquiry, reflection, and self-assessment.
Asks questions derived from personal reflection and scholarly readings; Uses language of inquiry and discovery; Accepts divergent viewpoints as opportunities for personal and professional development.

VI) We value collaborative and cooperative work.
Participates actively with classmates and/or co-workers in a respectful and productive manner; Assumes fair share of responsibilities.

VII) We are sensitive to community and cultural contexts.
Uses professional language to discuss characteristics of families, communities, and cultures; Examines self as a culture bearer.

VIII) We demonstrate responsible and ethical practice.
Adheres to the statements governing academic integrity as published in the Student Handbook; Demonstrates punctual and reliable attendance; Completes assignments on time; Understands that laws and codes of ethics guide the teaching profession.

**COURSE ASSIGNMENTS**

Several of these assignments (marked with an *) will be required in your electronic portfolio. It is your
responsibility to save a copy of each assignment in both electronic form and a hard copy that has been graded. All assignments must be submitted in the OAKS dropbox function for this course.

**Assignment 1: Topics Presentation: Current Issues in Education (ETCs 1, 2, 3)**
Good teachers and good citizens stay current about issues in education. Each of you will be responsible for presenting on a topic or event in education. A list of potential topics related to educational issues will be distributed in class or you may choose a topic of interest to you with instructor approval. **Sign ups will occur on August 24. Presentations will begin on Monday September 3.**

Assessment criteria:
1. You were able to engage the class in a productive discussion/presentation lasting 5 minutes.
2. You had a thorough understanding of the topic/event discussed.
3. You engaged all students at multiple levels of learning and learning styles.
4. Information provided during the presentation is thorough, well researched, and referenced appropriately.
5. Technology is incorporated throughout the presentation.
6. Submit a one-two page summary of your presentation in OAKS (main themes, findings, reflection, and bibliography).

**Critical Autobiography Paper (ETCs 1, 2, & 3)**
An important focus of this course is to understand the intersection of culture and society in schools, classrooms, and individuals. This assignment provides an opportunity for you to reflect on yourself as a culture bearer and on the influence of education in your life. In your thinking address the following: **Due September 13**

1. How long has your family been in the United States? When (approximately) did they arrive? From where did they come? Did they come voluntarily?

2. What is considered your family’s home base in this country? How did the family happen to settle there? What other places did your family live before settling in that location?

3. What is the economic history of your family? In what kinds of work have members of your family engaged?

4. What is the educational history of your family? When did family members first begin to avail themselves of formal schooling?

5. How do you identify with regards to race, class, gender, sexual orientation, language, and/or ability? How do you benefit and struggle because of these identities?

6. What is your goal as a teacher (or parent, taxpayer, etc) and does this connect in anyway to your culture and background?

**Assignment 3: Critical Book Review (ETCs 1 & 3)**
This assignment will be a response to the additional reading book for the course. This review should include a thorough summary of the main points of the book, your evaluation of the book, and discussion of how this book makes a contribution to the field of education. **Due October 5.**

Please choose one of the following books for outside reading:

Other books referenced in class or approved by the instructor

**Assignment 4: Midterm Exam**
A blue book exam will be given on the topics discussed in the first half of the course. **Midterm Exam is on October 12.**

**Assignment 5: Teacher Interview. (ETC 2, 3)**
One important way to gain information about the teaching profession is to talk with teachers currently in the field. For this reason students in this class will visit local, urban schools to observe and conduct a structured interview with a teacher, record his/her responses, and share what is learned with classmates. The teacher to be interviewed must be currently teaching (preferably in the grade level/subject area/special area in which you are interested) in the urban elementary, middle or secondary school in which the class has been observing. The interview must be conducted in person. You must receive permission of the teacher to conduct the interview. Potential questions to be asked will be developed as an in-class activity so that all students in the class will have responses to the same questions. Specific directions as to the format of this assignment will be discussed in detail in class. **Due November 19.**

**Assignment 6: Philosophy of Education (ETCs 1, 2, 3)**
As part of our study of the philosophy of American education, each student will prepare a personal philosophy of education. Your philosophy of education will continue to evolve throughout your career. This assignment affords you an opportunity to wrestle with some of the difficult questions such as the status of equality in a democratic society and the role of education within this society, which translate into your teaching behavior in the classroom. You will assess your beliefs about knowledge, learning, students, and teaching. **Due December 3 (Last day of class).**
*Be sure to keep this assignment. It will be used in your next semester’s work and will serve as important part of your professional portfolio and job applications.*

**Assignment 7: OAKS Discussion Prompts (ETCs 1, 2, 3)**
Students will respond to seven different discussion prompts throughout the semester. Each response
should consist of a one to two page response to a question posed on OAKS. Responses must be completed prior to class on Monday.

**Assignment 8: Final (ETC 1, 2, 3)**
The final exam provides an opportunity for you to demonstrate your understanding of key concepts and ideas explored in the class. The exam will draw from class discussions and readings. **Date to be announced.**

Attendance and participation is worth up to 50 points in your final grade. Students missing fewer than four classes, who participate actively in class discussions, will earn the points assigned by the instructor in this category. (ETC 3)

**EVALUATION CRITERIA**
On March 31, 2006 the faculty of The School of Education adopted a grading scale for all courses in EDEE, EDFS and PEHD. That scale is attached to the syllabus for this course. In addition, other policies and procedures were adopted at this meeting. Again, please review the attached document for details.

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Point Values</th>
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<tbody>
<tr>
<td>Critical Autobiography Paper</td>
<td>50</td>
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<tr>
<td>Topics Presentation</td>
<td>50</td>
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<tr>
<td>Critical Book Review</td>
<td>100</td>
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<tr>
<td>Midterm</td>
<td>100</td>
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<tr>
<td>OAKS Discussion Prompts (10 pts each)</td>
<td>70</td>
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<tr>
<td>Teacher Interview</td>
<td>50</td>
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<tr>
<td>Philosophy of Education</td>
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<td>Final Exam</td>
<td>100</td>
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<td>Attendance and Participation</td>
<td>50</td>
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<td><strong>Total</strong></td>
<td><strong>670</strong></td>
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<tr>
<th>Grade</th>
<th>Percent Range</th>
<th>GPA</th>
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<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>91-92</td>
<td>3.7</td>
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<td>B+</td>
<td>89-90</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>86-88</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>84-85</td>
<td>2.7</td>
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<td>C+</td>
<td>82-83</td>
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<tr>
<td>C</td>
<td>79-81</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>77-78</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>75-76</td>
<td>1.3</td>
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<td>72-74</td>
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<td>D-</td>
<td>70-71</td>
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<td>F</td>
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**ATTENDANCE**

Attendance will be taken. Policies and procedures for EDFS 201 correspond to the policies and procedures statement developed and approved by the faculty of the School of Education. Students who miss more than three classes will be dropped from this course regardless of the time of the semester. Absences beyond the three will only be excused with a medical note, a formal discussion with the instructor, and documenting the absence with an Absence Memo through Student Affairs. Moreover, students with more than three absences will not be awarded points for attendance and participation. In the event that a student misses a class with a legitimate, documentable reason, that student may bring documentation to Office of the Associate Dean of Students at 67 George Street where the student may fill out a brief form with a schedule of missed class(es), dates missed and the names of the appropriate
professors and advisor.

**HONOR SYSTEM**

All students are expected to comply with the honor code of the College of Charleston. Violations of the honor code, in particular plagiarism (including the first offense) will result in a grade of XF for the course.

**AMERICANS WITH DISABILITIES ACT (ADA)**

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of any accommodations needed for the course. We are here to work with you and invite you to inform us of any accommodations you need. You can also contact the Office of Disability Services at 843.953.1431.

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**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>Week 1: Goals of American Education</strong></td>
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</table>
| August 22  | ■ Introductions  
■ Syllabus Review  
■ Research Topic Selection                                              | ■ Syllabus (In Class handout) *OAKS                                      |
| August 24  | ■ Pedagogy  
■ Early American Social, Political and Economic Context of Education  
■ Plato and *The Republic*  
■ The Enlightenment                                                      | ■ Labaree, “Public Schools for Private Advantage,” 15-52. *OAKS  
| **Week 2: Nation Building and Political-Economic Goals of American Education**                     |
| August 27  | ■ American Revolution  
■ OAKS discussion prompt #1                                              |
| August 29  | ■ Education for Servitude  
■ Nation-Building and the “Other”                                        | ■ Span, *From Cotton Field to Schoolhouse*, pp. 84-114 *OAKS             |
| August 31  | ■ Common Schools, 1840 – 1880  
■ Religion and education  
| **Week 3: Segregation and Access to Public Education**                                               |
| September 3 | ■ *Roberts v. Boston* (1848)  
■ Black Education in the South                                            | ■ Anderson, James. *Education of Blacks in the South*, 4-32, *OAKS  
■ OAKS discussion prompt #2                                              |
<p>| September 5 | ■ <em>Tape v. Hurley</em> (1885)                                               | ■ Nakanishi, <em>The Asian American</em>                                       |</p>
<table>
<thead>
<tr>
<th>Week 4: Americanization and Social and Economic Reproduction</th>
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<tbody>
<tr>
<td><strong>September 6</strong></td>
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<tr>
<td>- Brown v. Board of Education (1954)</td>
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<tr>
<td>- Social and Political Construction of Race</td>
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<td>- Equality and Education</td>
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<td><strong>September 9</strong></td>
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<tr>
<td>- Manifest Destiny</td>
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<td>- Boarding Schools</td>
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<td><strong>September 11</strong></td>
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<td>- Subtractive Curriculum</td>
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<td>- Immigration</td>
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<tr>
<td><strong>September 13</strong></td>
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<tr>
<td>- Assimilation – Dominant Culture</td>
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<td>- Anglo-Centrism</td>
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<tr>
<th>Week 5: Brown and Equality of Educational Opportunity?</th>
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<tbody>
<tr>
<td><strong>September 17</strong></td>
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<tr>
<td>- Briggs v. Elliot (1952)</td>
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<tr>
<td>- Brown v. Board of Education (1954)</td>
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<tr>
<td>- Luther Standing Bear, in Major Problems in American Indian History, 375-377. *OAKS</td>
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<tr>
<td><strong>September 19</strong></td>
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<tr>
<td>- “Brown II” Decision</td>
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<td>- White Flight</td>
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<td>- Massive Resistance</td>
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<td><strong>September 21</strong></td>
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<tr>
<td>- Busing</td>
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<tr>
<td>- Re-segregation</td>
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<tr>
<td>- Irons, Jim Crow’s Children, 315-347 *OAKS</td>
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<tr>
<th>Week 6: Educational Reform and the Civil Rights Movement</th>
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<tbody>
<tr>
<td><strong>September 24</strong></td>
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<tr>
<td>- Progressive Education</td>
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<tr>
<td>- Schools and social change</td>
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<tr>
<td>- Counts, Dare the Schools Build a New Social Order? 27-56 *OAKS</td>
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<tr>
<td><strong>September 26</strong></td>
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<tr>
<td>- Highlander Folk School</td>
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<td>- Citizenship Schools</td>
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<tr>
<td>- Septima Clark and Esau Jenkins</td>
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<tr>
<td>- Jacobs, The Myles Horton Reader; 211-218; 229-230; 251-278 *OAKS</td>
</tr>
<tr>
<td><strong>September 28</strong></td>
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<tr>
<td>- Freedom Schools</td>
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<tr>
<td>- Student and Teacher Activists</td>
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<tr>
<td>- Hale, “Students as a Force for Social Change,” OAKS</td>
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<thead>
<tr>
<th>Week 7: Federal Involvement in Education 1957–1980</th>
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</table>
| October 1 | - NDEA (1957)  
- ESEA Executive Summary *OAKS* |
| October 3 | - Head Start  
- Busing  
- PL 94-142 | - Vinovskis, “Implementing, Evaluating, and Improving Head Start Programs,” in *The Birth of Head Start*, pp. 87-118 *OAKS* |
| October 5 | - Title IX  
- Critical Book Review Due |

**Week 8: Standards and No Child Left Behind 1980-2010**

| October 8 | - *A Nation at Risk* (1983)  
| October 10 | - No Child Left Behind (2001)  
- Race to the Top  
- Safe School Climate Act (SC - 2006) | - Darling-Hammond, “Evaluating No Child Left Behind” *OAKS*  
- NCLB, executive summary *OAKS* |
| October 12 | - ID terms and short essay questions based on course readings, lectures and discussions | - Midterm |

**Week 9: School Governance and Educational Funding**

| October 17 | - Educational Decision Making  
- 10th Amendment  
- OAKS discussion prompt #5 |

**Week 10: School Choice and Charter Schools**

| October 22 | - School Choice  
| October 24 | - Competition and Education  
| October 26 | - Equality v. Equity  

**Week 11: Historical Implications of Segregation: Tracking and the Achievement Gap**

| October 29 | - Tracking – “sorting machine model” | - LaPrade, “Removing Instructional Barriers”; 740-752. *OAKS* |
# EDFS 201 Syllabus

## October 31
- Affirmative Action
- The Achievement Gap
- Intelligence Testing
- Cultural Deficit Theory
- Cultural Difference Theory

### OAKS Discussion Prompt #6

## November 2
- Bilingual Education

### OAKS Discussion Prompt #6
- Gonzalez, *Chicano Education in the Era of Segregation*; 30-45 *OAKS

## Week 12: Multicultural Education and Critical Pedagogy

### November 5
- Goals of Multicultural Education
- Culturally Relevant Teaching
- Whiteness

### OAKS Discussion Prompt #7
- Banks, *An Introduction to Multicultural Education*; 1-29 *OAKS
- Tatum, “Defining Racism,” and “The Early Years,” in *Why Are All the Black Kids Sitting Together?*, pp. 3-17; 31-51 *OAKS

### November 7
- Structural Critique of Education
- Banking Education
- Emancipatory Education

### Freire, *Pedagogy of the Oppressed*, pp. 43-86 *OAKS

### November 9
- The Algebra Project
- Education and Civil Rights in the twenty-first century
- Call me MISTER

### Bob Moses and Charles Cobb, Jr., *Radical Equations*, 3-22 *OAKS

## Week 13: Student-Centered Education and Effective Teaching Strategies

### November 12
- Student – Centered Education
- Collaborative Learning

### Dewey, John, *My Pedagogic Creed*, 1-9 *OAKS

### November 14
- Problem-Based Learning
- Experiential Education
- Differentiated Learning


### November 16
- Culturally Relevant Teaching
- Community and Service Learning

### Ladson-Billings, Gloria. “But That’s Just Good Teaching!” pp. 159-165 *OAKS

## Week 14: Education and the Law (Thanksgiving break)

### November 19
- Educational Law
- Education and Ethics
- Legal Rights and Responsibilities
- EEDA
- Safe Schools Climate Act (SC – 2006)

### Valente, “Education Under the American Legal System: An Overview,” in *Law in the Schools*, pp. 2-30 *OAKS

### Teacher Interviews Due

## Week 15: The Role of the Teacher in American Education

### November 26
- Normal Schools
- Curriculum
- Teaching Philosophy

### “General Philosophies of Education” – Class Handout (In class)

### November 28
- Social, Political, Economic

November 30
- Participatory Democracy
- Teacher Unions

Week 16: Future Directions in American Education

December 3
- International Rankings
- International Content Standards
- Globalization and Education
- Race to the Top


Teaching Philosophies Due

COURSE BIBLIOGRAPHY


Banks, James A. An Introduction to Multicultural Education (Boston: Allyn and Bacon, 1994), 1-29.


-------. The Flat World and Education: How America’s Commitment to Equity will Determine our Future (New York: Teachers College Press, 2010).


Freire, Paulo. Pedagogy of the Oppressed, translated by Myra Bergman Ramos. (New


Madaus, George and Marguerite Clarke: The Adverse Impact of High-Stakes Testing on Minority Students: Evidence from One Hundred Years of Test Data.” In


