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: MW: 2:00-5:00; F: 1:00-3:00 and by appointment
Meeting Location/Time: Education Center, 212, T,TH 12:15-1:30 pm
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 Texts:


Supplemental course readings will be posted on OAKS

Course Objectives:

Students will:

- Examine the historical origins of American education in the eighteenth century and delineate the major historical trends and tensions through No Child Left Behind (2001)
- Connect knowledge of the history of American education with contemporary issues and trends.
- Discuss and demonstrate an understanding of major, overarching educational philosophies.
• Identify significant federal policy including No Child Left Behind (2001), Race to the Top (2010) and the Dream Act, in addition to state policy including but not limited to the Education and Economic Development Act (2005) and the Safe School Climate Act (2006).

• Apply multicultural educational concepts/ideas to personal and educational philosophies.

• Discuss and demonstrate a working knowledge of major trends and issues in contemporary American public education.

• Participate, civilly, in discussions of controversial educational issues.

• Apply reflective practices to strengthen an understanding of educational issues and self.

• Demonstrate an emerging understanding of the teaching competencies.

• Develop a beginning personal philosophy of education.

• 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.

• Demonstrate positive dispositions for teaching.

The exit outcomes may be demonstrated through writing assignments, by the development of presentations, by being prepared for and participating in classroom discussions, by observing and reflecting on field experiences, and by demonstrating mastery of information on exams and quizzes. *(Meeting all objectives are required for completion of EDFS 201):*

**Course Exit Outcomes:**

All courses in the teacher preparation programs in the School of Education (SOE) are guided by a commitment to "Making the Teaching Learning Connection" through three Elements of Teacher Competency (ETCs) which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and, 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

Competencies and objectives to be mastered and demonstrated by participants in the class that have been aligned with professional competencies include:

1. **Outcomes related to understanding and valuing the learner.**

   Candidates will:

   • Demonstrate understanding of the dignity and worth of students from diverse cultural, social, ethnic and racial backgrounds. 1, 3, 4

   • Compare and contrast major philosophies of education in relationship to the aims of education, the curriculum, teacher-student relationships and methodology. 1, 3, 4, 5, 7

2. **Outcomes related to knowing what and how to teach, access, and create environments where learning occurs.**

   Candidates will:

   • Describe the functions of education and schooling as reflected in sociological forces associated with the diverse characteristics of a multicultural society. 1, 7
Demonstrate understanding of the beliefs, values and assumptions which contribute to your understanding of schooling.  
Begin identification of pedagogical strategies that are suitable for learners of diverse abilities and backgrounds.

3. **Outcomes related to understanding yourself as a professional.**

Candidates will:

- Explain the significance of historical events through a study of prominent leaders and general major movements as a prerequisite to contemporary educational thought and practice.  
- Describe the major historical events which have contributed to the overall development and organization of education in the U.S.  
- Identify major political and economic issues which have influenced policy decisions in education as determined by federal, state, and local agencies.  
- Identify and explain the legal rights and responsibilities currently governing all members of the school community.  
- Appraise individual interest and commitment to the profession.  
- Predict some future outcomes of American education in the United States.  
- Demonstrate consistently the communication skills of reading, writing, speaking, listening and interpreting.

**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

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:

All writing assignments must be submitted in the OAKS dropbox 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 January 15. Presentations will begin on Tuesday January 15.

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).

Assignment 2: 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: January 29.

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: Academic 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 February 19.

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 February 28.**

**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 April 9.**

**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 April 23 (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 eight 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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<tr>
<td>Critical Autobiography Paper</td>
<td>50</td>
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<td>Topics Presentation</td>
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<td>Academic Book Review</td>
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<td>Midterm</td>
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<tr>
<td>OAKS Discussion Prompts (10 pts each)</td>
<td>80</td>
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<td>Teacher Interview</td>
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<td>Philosophy of Education</td>
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<td>Final Exam</td>
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<td>Attendance and Participation</td>
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<td><strong>Total</strong></td>
<td><strong>630</strong></td>
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**Attendance and Participation:**

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. **No texting or use of social media in class.**

**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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<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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<tr>
<td>Week 1: Goals of American Education</td>
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</table>
| **January 10** | • Introductions  
• Syllabus Review  
• Research Topic Selection  
• Syllabus (In Class handout) *OAKS | **Week 2: Nation Building and Political-Economic Goals of American Education**  
**January 15** | • Pedagogy  
• Early American Social, Political and Economic Context of Education  
• Plato and *The Republic*  
• The Enlightenment  
• American Revolution  
• Republicanism and Education  
• Labaree, “Public Schools for Private Advantage,” 15-52. *OAKS  
• Jefferson, “Notes on the state of Virginia,” 92-97. *OAKS  
• OAKS discussion prompt #1 |
| **January 17** | • Common Schools, 1840 – 1880  
• Religion and education  
• Progressive Education  
• Education for Servitude  
• Nation-Building and the “Other”  
• Span, *From Cotton Field to Schoolhouse*, pp. 84-114 *OAKS | **Week 3: Segregation and Access to Public Education**  
**January 22** | • *Roberts v. Boston* (1848)  
• Black Education in the South  
• *Tape v. Hurley* (1885)  
• *Plessy v. Ferguson* (1896)  
• Jim Crow  
• *de facto* and *de jure* segregation  
• Immigration and the Asian American Experience  
• Anderson, James. *Education of Blacks in the South*, 4-32, *OAKS  
• Nakanishi, *The Asian American Educational Experience; 3-29, *OAKS  
• OAKS discussion prompt #2  
| **January 24** | • *Brown v. Board of Education* (1954)  
• Social and Political Construction of Race  
• Equality and Education | **Week 4: Americanization and Social and Economic Reproduction**  
**January 29** | • Manifest Destiny  
• Boarding Schools  
• Subtractive Curriculum  
• Immigration  
• Luther Standing Bear, in *Major Problems in American Indian History*, 375-377. *OAKS  
• Guadalupe, Jr; *Brown, Not White: School Integration and the Chicano Movement in History*, 19-34. *OAKS  
• Critical Autobiography Due  
| **January 31** | • Teacher Education  
• Required Attendance at a professional |                                |
| Week 5: Brown and Equality of Educational Opportunity? |
|---------------------------------|---------------------------------|
| **February 5**                  | **February 7**                  |
| Briggs v. Elliot (1952)         | “Brown II” Decision             |
|                                 | Massive Resistance              |
|                                 | Busing                          |
|                                 | Re-segregation                  |
|                                 | Moynihan Report                 |
|                                 | OAKS discussion prompts #3      |
|                                 | Irons, Jim Crow’s Children, 315-347 *OAKS |

| Week 6: Educational Reform and the Civil Rights Movement |
|---------------------------------|---------------------------------|
| **February 12**                 | **February 14**                 |
| Progressive Education           | Freedom Schools                 |
| Schools and social change       | Student and Teacher Activists   |
| Highlander Folk School          |                                |
| Citizenship Schools             |                                |
| Septima Clark and Esau Jenkins  |                                |
|                                 | Counts, Dare the Schools Build a New Social Order? 27-56 *OAKS |
|                                 | Jacobs, The Myles Horton Reader, 211-218; 229-230; 251-278 *OAKS |
|                                 | OAKS discussion prompt #4       |
|                                 | Hale, “Students as a Force for Social Change,” OAKS |

| Week 7: Federal Involvement in Education 1957–1980 |
|---------------------------------|---------------------------------|
| **February 19**                 | **February 21**                 |
| NDEA (1958)                     | Desegregation in Charleston     |
| ESEA (1965)                     | Affirmative Action              |
| Head Start                      | Required Attendance at a professional conference presentation (details to be announced) |
| Busing                          |                                |
| PL 94-142                       |                                |
| Title IX                        |                                |
| Department of Education         |                                |
| ESEA Executive Summary *OAKS    |                                |
| Vinovskis, “Implementing, Evaluating, and Improving Head Start Programs,” in The Birth of Head Start, pp. 87-118 *OAKS |
| Academic Book Review Due       |                                |

<p>| Week 8: Standards and No Child Left Behind 1980-2010 |
|---------------------------------|---------------------------------|
| <strong>February 26</strong>                 | <strong>February 21</strong>                 |
| A Nation at Risk (1983)         | Desegregation in Charleston     |
| Standards Based Reform Movement | Affirmative Action              |
| No Child Left Behind (2001)     | Required Attendance at a professional conference presentation (details to be announced) |
| Race to the Top                 |                                |
| Safe School Climate Act (SC - 2006) |                                |
| Darling-Hammond, “Evaluating No Child Left Behind” *OAKS |
| NCLB, executive summary *OAKS   |                                |
| OAKS discussion prompt #5       |                                |</p>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Notes</th>
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<tr>
<td>February 28</td>
<td>ID terms and short essay questions based on course readings, lectures and discussions</td>
<td>Midterm</td>
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<td>March 19</td>
<td>School Choice</td>
<td>Spring, American Education,</td>
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<td>Charter Schools / Magnet Schools</td>
<td>OAKS discussion prompt #5</td>
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<tr>
<td>March 21</td>
<td>Equality v. Equity</td>
<td>Ravitch, Diane. The Death and Life of the Great American School System; 113-147</td>
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<td>Waiting for Superman</td>
<td>&quot;OAKS</td>
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<td>March 26</td>
<td>Tracking – &quot;sorting machine model&quot;</td>
<td>Oakes, &quot;Detracking: The Social Construction of Ability”; 482-510 “OAKS</td>
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<td>Bilingual Education</td>
<td>Gonzalez, Chicano Education in the Era of Segregation; 30-45 “OAKS</td>
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<td>March 28</td>
<td>The Achievement Gap</td>
<td>LaPrade, “Removing Instructional Barriers”; 740-752. “OAKS</td>
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<td>Intelligence Testing</td>
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<td>April 2</td>
<td>Goals of Multicultural Education</td>
<td>Banks, An Introduction to Multicultural Education; 1-29 “OAKS</td>
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<td>Culturally Relevant Teaching</td>
<td>Tatum, “Defining Racism,” and “The Early Years,” in Why Are All the Black Kids Sitting Together?, pp. 3-17; 31-51 “OAKS</td>
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<td>Whiteness</td>
<td>Freire, Pedagogy of the Oppressed, pp. 43-86 “OAKS</td>
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<td>Structural Critique of Education</td>
<td>OAKS discussion prompt #7</td>
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<td>Banking Education</td>
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<td>Emancipatory Education</td>
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<td>April 4</td>
<td>The Algebra Project</td>
<td>Bob Moses and Charles Cobb, Jr., Radical Equations, 3-22 “OAKS</td>
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<td>Education and Civil Rights in the twenty-first century</td>
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### Week 14: Student-Centered Education and Effective Teaching Strategies

**April 9**
- Student – Centered Education
- Collaborative Learning
- Problem-Based Learning
- Experiential Education
- Differentiated Learning
- Teacher Interviews Due

**April 11**
- Culturally Relevant Teaching
- Community and Service Learning
- Ladson-Billings, Gloria. “But That’s Just Good Teaching!” pp. 159-165
- General Philosophies of Education – Class Handout (In class)

### Week 15: Education and the Law

**April 16**
- Educational Law
- Education and Ethics
- Legal Rights and Responsibilities
- EEDA
- Safe Schools Climate Act (SC – 2006)
- OAKS discussion prompt #8

**April 17**
- Social, Political, Economic Context of Education
- Legal Rights and Responsibilities

### Week 16: The Role of the Teacher in American Education

**April 23**
- Normal Schools
- Curriculum
- Participatory Democracy
- Teacher Unions
- International Rankings
- International Content Standards
- Globalization and Education
- Teaching Philosophies Due

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**Bibliography**


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


