EDFS 201 Syllabus (DRAFT)

College of Charleston
EDFS 201 (3): Foundations of Education
Spring 2015
T, TH 12:15 – 1:30
Education Center, Room 212

Instructor Information:

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School of Education Building, Room 335
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Office Hours:
Thursdays: 1:30 to 3:30 and by appointment

Course Description:

The Foundations of Education provides a rigorous historical examination of cultural expressions that are ubiquitously manifest in the American public school system. This course examines the history of education from the eighteenth through the twenty-first centuries. This history examines the social, political, and economic goals of schooling, all of which includes an examination of how children were socialized as good citizens, productive employees, and advocates of American culture, politics, and business throughout the history of the United States. This course also analyzes the intellectual trajectory of education through the philosophies of education espoused by noted theorists John Locke, Jacques Roseau, Pestalozzi, Montessori, W.E.B. DuBois, John Dewey, Myles Horton, Paulo Freire, Howard Gardner and other influential schools of thought that shaped how we define childhood and how to best educate youth. Fundamental to this analysis is a framework of diversity and how communities of color experienced these ideals and the tensions associated with them. Finally, as this course concludes with an examination of the contemporary status of American education, concluding course topics interrogate the ethical dilemmas associated with American education. This examination includes issues such as the appropriate role of educators in a growing multiracial democracy, appreciating diversity in an era of re-segregation, the status of equal opportunity in education for all students, the role of school choice and charter schools in educational reform, and the shift toward the privatization of American public schools.

Required Texts:

- Supplemental course readings will be posted on OAKS
- Please note: iPads, tablets, or laptops are not required for this course, but their use is strongly encouraged. It is expected that students bring electronic or hard copies of the readings and PowerPoints to each class for lecture, discussion, and small group work.

General Education Student Learning Outcomes:
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1) Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

2) Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed through the History of the Common Schools paper (assignment 4).

Course Outcomes:

1) Students 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) through on-line discussion prompts and a midterm and final exam.

2) Students discuss and demonstrate an understanding of major, overarching educational philosophies in on-line discussion prompts and a philosophy of education paper.

3) Students identify significant federal policy including the National Defense Education Act (1958), the Elementary and Secondary Education Act (1965), the No Child Left Behind Act (2001), Race to the Top (2010) and the Dream Act in on-line discussion prompts and the final exam.

4) Students conduct primary source analysis through archival research, demonstrate an ability to interpret primary sources, and to construct an historical argument in a primary source analysis paper.

5) Students reflect upon their assumptions and beliefs about the field of education in relation to race, class, and gender in a critical autobiography paper.

6) Students professionally present and demonstrate effective communication skills in a student-led presentation on an assigned topic.

Course Assignments:

All writing assignments must be submitted in the OAKS dropbox for this course.

Assignment 1: OAKS Discussion Prompts
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 Tuesday (100 pts.); Note: Each student can receive 20 bonus points for strong class participation/discussion.

Assignment 2: Topics Presentation: Current Issues in Education
Each student is responsible for presenting their research 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. These may be done individually or in small groups. (100 pts) Sign ups will occur on January 22nd. Presentations will begin on Thursday January 29th.

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

Assignment 3: Critical Autobiography Assignment
An important focus of this course is to understand the intersection of culture and society in schools, classrooms, and individuals. The first part of the assignment provides an opportunity for you to reflect on yourself as a culture bearer and on the influence of education in your life. The second part of the assignment provides an opportunity to critically analyze the role of race, class and gender in education. In your thinking address the following: Due March 10 (100 pts)

The readings needed for this assignment are drawn from the following sources and are posted on OAKS:


Part I
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? Where did they settle?

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

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

Part II
1. Based on the readings from Tatum, McIntyre and McIntosh, what is race and what is racism? What is white privilege? Do you experience any advantages because of your race? What are the areas of privilege in your background (as you discuss in Part I)?

2. How do you identify with regards to class, gender, sexual orientation, language, and/or ability? How do you benefit and struggle because of these identities (as you discuss in Part I)? How do these identities affect the education of our students?

3. How do schools reflect these notions of race, gender, class, sexual orientation, privilege and discrimination? How can your pedagogy address such issues?

Assignment 4: The History of the Common Schools Paper (SLO 1 and 2)
The main goals of this primary source analysis paper are to give you experience analyzing primary sources related to the history of American education and to better acquaint you with 19th century debates on whether the United States should have a system of publicly funded Common Schools. The purpose of this assignment is to help you understand the multiple perspectives on Common School Reform and to use primary sources to achieve this.
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In EDFS 201, we will learn about Horace Mann, the father of American Education. We will read Horace Mann’s 12th Annual Report (1848) as our grounding primary source. We will discuss this document in class, and each of you will be expected to analyze this primary source document in the primary source analysis paper. In addition, you will be required to read and analyze three other primary sources selected from the list below.

It is to be a 1000-1800 words (4-6 page) analysis of the primary sources you selected. The paper should address the following four questions:

- How does Horace Mann frame the debate in his 12th report? What are his areas of concern about schooling, and how does he address those concerns in his 12th report.
- How does these particular documents fit into the broader context of the Common School debate in early-nineteenth-century America?
- What position or arguments are made in the text regarding free Common Schools, what they can accomplish / not accomplish, and/or what their advantages/disadvantages are?
- How do these documents reflect a range of perspectives and ideologies about the purpose of schooling for particular groups (race/ethnicity, class, gender, religion, ability, etc.).

Use three (3) of the primary sources below to write your essay. These primary sources are located on OAKS.

- Philadelphia Natl Gazette Editorials - July 1830 & August 1830
- Editorial from Richmond Examiner 1855
- Mr. Bowling's Remarks at Kentucky Constitutional Convention 1849
- Mr. Hardin's Remarks at Kentucky Constitutional Convention 1849
- Samuel Lewis First Annual Report Superintendent of Common Schools Ohio 1838
- Selection from Labaree's 1849 Lecture to American Institute of Instruction
- Calvin Stowe's Report on Education in Prussia 1837
- Address Given at Mechanics Union Convention 1830
- Open Letter Published in Raleigh Register 1829

The paper will be graded based on (a) how deeply and extensively you are able to analyze the primary source you selected, (b) how effectively you are able to connect it with larger themes and controversies in the Common School movement, (c) the rigor you put into analyzing the limitations of the particular document together with your discussion of the larger context, and (d) the clarity & organization of your writing. (100 pts) April 14th.

Assignment 5: Philosophy of Education Statement
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. In this assignment students must display cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the disciplines of History and Education. Students must demonstrate satisfactory composition skills in English (SLO 1) Due April 23 (100 pts)
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Assignment 6: Final Exam
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 (100 pts)

Attendance and participation
Attendance will be taken. Students who miss more than three classes will be dropped from this course regardless of the time of the semester. Absences will only be excused with a medical note or personal/family emergencies, a formal discussion with the instructor, and documenting the absence. Students with a legitimate, documentable reason may acquire and Absence Memo by bringing documentation to the 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. Students will not be awarded points for attendance and participation and they will lose 20 points from their total points for each absence beyond the allotted amount (if they remain in the course). No texting or use of social media in class, excessive use will result in points deducted from the final grade.

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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<th>Assignment</th>
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<td>Topics Presentation</td>
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<td>Critical Autobiography Paper</td>
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<td>Primary Source Paper</td>
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<td>Philosophy of Education</td>
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<td>Final Exam</td>
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<td>OAKS Discussion Prompts</td>
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<td><strong>Week 1: Goals of American Education</strong></td>
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<td>January 13</td>
<td>Introductions, Syllabus Review</td>
<td>Syllabus (In Class handout) *OAKS</td>
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<td><strong>Week 2: Nation Building and Political-Economic Goals of American Education</strong></td>
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<td>January 20</td>
<td>Noble Lie, Allegory of the Cave, Plato and The Republic, Rousseau and Locke, The Enlightenment</td>
<td>Plato, Republic (excerpts), OAKS discussion prompt #1</td>
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<td><strong>Week 3: “Common” Schools, Segregation and the Construction of Race</strong></td>
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<td>February 3</td>
<td>Black Education in the South, Tape v. Hurley (1885), Plessy v. Ferguson (1896), Jim Crow, de facto and de jure segregation, Education for Servitude</td>
<td>Anderson, James. Education of Blacks in the South, 4-32, *OAKS.</td>
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<td><strong>Week 4: Americanization, Immigration and Education, 1860-1920</strong></td>
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<td>February 10</td>
<td>Americanization and Bilingual Education, Subtractive Curriculum, Immigration and Education</td>
<td>Guadalupe, Jr; Brown, Not White: School Integration and the Chicano Movement in History, 19-34. *OAKS</td>
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### Week 5: “Progressive” Era of Education and the High School in Charleston

**February 12**
- John Dewey
- Progressive Education
- Social Reconstructionism
- Administrative Progressives
- Business and “rational” educational policy
- Urban, “Chapter 7: Educational Reform in the Progressive Era”

**February 17**
- History of Burke High School and the Avery Normal Institute
- Booker T. Washington
- W.E.B. DuBois
- Counts, *Dare the Schools Build a New Social Order?* 27-56 *OAKS*

### Week 6: Educational Reform and the Road to Brown

**February 19**
- Schools and social change
- Highlander Folk School
- Citizenship Schools
- Septima Clark and Esau Jenkins
- Jacobs, *The Myres Horton Reader*, 211-218; 229-230; 251-278 *OAKS*
- **OAKS discussion prompt #4**

**February 24**
- Briggs v. Elliot (1952)
- NAACP Legal Strategy
- Brown v. Board of Education (1954)
- Tushnet, “The Strategy of Delay and Direct Attack,” in *The NAACP’s Legal Strategy*, 105-138 *OAKS*

### Week 7: Brown and Equality of Educational Opportunity?

**February 26**
- “Brown II” Decision
- Little Rock Nine
- Desegregation Experiences
- Charleston Desegregation
- Beals, *Warriors Don’t Cry*, (excerpts) *OAKS*
- March 1-8; (Spring break)

**March 10**
- Freedom Schools
- Student and Teacher Activists
- **Critical Autobiography Paper Due**

### Week 8: Desegregation and the Illusions of Equality

**March 12**
- “Brown II” Decision
- White Flight
- Massive Resistance
- “Freedom of Choice”
- **OAKS discussion prompt #5**

**March 17**
- Boston Busing Riots
- Re-segregation
- Irons, *Jim Crow’s Children*, 315-347 *OAKS*

### Week 10: Federal Involvement in Education 1957–1980

**March 19**
- NDEA (1958)
- Education and the Cold War
- ESEA (1965)
- Civil Rights Act, Title VI
- Urban, “Chapter 10: Education During and After the Crucial Decade”
- **OAKS discussion prompt #6**

**March 24**
- Head Start
- PL 94-142
- Title IX
- Department of Education
- ESEA Executive Summary *OAKS*
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## Week 11: School Governance and Educational Funding

### March 26
- Educational Decision Making
- 10th Amendment
- *San Antonio v. Rodriguez* (1973)
- **OAKS discussion prompt #7**

### March 31
- Local v. Federal Control
- Darling-Hammond, *The Flat World and Education*, 99-130 *OAKS*

## Week 12: The Standards Movement and No Child Left Behind 1980-2010

### April 7
- *Department of Education*
- A Nation at Risk (1983)
- Standards Based Reform Movement
- Goals 2000
- America 2000
- NCLB, executive summary *OAKS*
- **OAKS discussion prompt #8**

### April 9
- No Child Left Behind (2001)
- Race to the Top (2010) International Rankings
- Darling-Hammond, “Evaluating No Child Left Behind” *OAKS*

## Week 13: School Choice and Charter Schools

### April 14
- School Choice
- Milton Friedman
- Charter Schools
- Magnet Schools
- *Waiting for Superman* (Clips)
- Ravitch, Diane. *The Death and Life of the Great American School System*; 113-147 *OAKS*
- **Primary Source Analysis Paper Due**

## Week 14: Historical Implications of Segregation: Tracking and the Achievement Gap

### April 16
- Tracking – “sorting machine model”
- Oakes, “Detracking: The Social Construction of Ability”; 482-510 *OAKS*
- **OAKS discussion prompt #9**
- The Achievement Gap
- Cultural Deficit Theory
- Cultural Difference Theory

## Week 15: Multicultural Education and Critical Pedagogy

### April 21
- Goals of Multicultural Education
- Structural Critique of Education
- Banking Education
- Emancipatory Education
- The Algebra Project
- Bob Moses and Charles Cobb, Jr., *Radical Equations*, 3-22 *OAKS*
- **OAKS discussion prompt #10**

### April 23
- LBGTQ-friendly education
- Anti-Bullying campaign
- Mayo, LGBTQ youth and education (excerpts)
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<td>April 23</td>
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<td>April 28 (Reading Day)</td>
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<td>Final Exams (April 29-May 6)</td>
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<td>- Student – Centered Education</td>
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<td>- Collaborative Learning</td>
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<td>- Multiple Intelligences Theory</td>
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<td>- Differentiated Learning</td>
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- Graves, And They Were Wonderful Teachers (excerpts)


- Philosophy of Education Due (April 23rd)

Bibliography


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


http://www.thenation.com/article/evaluating-no-child-left-behind

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


---------. “Does the Negro Need Separate Schools?” The Journal of Negro Education vol. 4, no. 3 (July 1935), pp. 328-335.


Fosnot, Catherine Twomey (ed.) Constructivism. Theory, Perspectives, and Practice. (New York: Teachers College
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Press, 1996); 3-7.


Gonzalez, Gilbert G. Chicano Education in the Era of Segregation (Philadelphia: The Balch Institute Press, 1990);


Ladson-Billings, Gloria. “But That’s Just Good Teaching! The Case for Culturally Relevant Teaching.” Theory Into Practice 34, number 3. (Summer 1995), pp. 195-165


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Madaus, George and Marguerite Clarke: The Adverse Impact of High-Stakes Testing on Minority Students: Evidence from One Hundred Years of Test Data.” In Raising Standards or Raising Barriers? Inequality and High-Stakes Testing in Public Education, edited by Gary Orfield and Mindy L. Kornhaber (New York: The Centru Foundation Press, 2001); 85-106.


