College of Charleston
EDFS 201 (All Sections): Foundations of Education
Spring 2015
Education Center, Room 212

Instructor Information:

Sophia Rodriguez, Ph.D.
Department of Teacher Education
School of Education Building, Room 326
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Office Hours:
Tuesdays 12:30-4pm and by appointment

Course Description:

The Foundations of Education provides a rigorous philosophical, historical, and sociological examination of schooling and society from the early Colonial period in America through contemporary issues in the American public school system. We begin the course with the philosophical foundations of education, specifically examining notions of democracy and community in relation to the purpose of schooling. We will also begin by asking questions such as: Who or what does schooling serve? Who gets ahead in society and why? Why are some cultural groups more likely to achieve than others? 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. Such processes of socialization varied across groups, e.g. Native Americans, African Americans and Immigrants. This course also analyzes the intellectual trajectory of education in relation to the social and political context through the philosophies of education espoused by noted theorists Thomas Jefferson, Montessori, W.E.B. DuBois, John Dewey, and Paulo Freire 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. Use of your College of Charleston email is required for the course.

**General Education Student Learning Outcomes:**

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**

**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 by due dates via email to the Professor: rodriguezs1@cofc.edu

**OVERVIEW OF KEY DATES FOR ASSIGNMENTS AND EXAMS**
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Key Due Date</th>
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<tbody>
<tr>
<td>Assignment 1: Presentation</td>
<td>Varies</td>
</tr>
<tr>
<td>Assignment 2: Primary Source Exercise on Booker T. Washington and W.E.B. Dubious</td>
<td>Saturday, February 7, 2015 by 11:59 pm</td>
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<tr>
<td>Assignment 3: Primary Source Analysis paper on Common School and Horace Mann</td>
<td>Sunday, February 15, 2015 by 11:59 pm</td>
</tr>
<tr>
<td>Midterm Exam in class</td>
<td>Thursday, February 26, 2015</td>
</tr>
<tr>
<td>Assignment 5: philosophy of Education Paper</td>
<td>Due Sunday, April 26, 2015 by 11:59pm</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Week of May 5, 2015 TBA</td>
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**Assignment 1: Topics Presentation: Current Issues in Education**
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 Thursday, February 5, 2015.**

Assessment criteria:
- You were able to engage the class in a productive discussion/presentation lasting 7-10 minutes.
- You had a thorough understanding of the topic/event discussed.
- You engaged all students at multiple levels of learning and learning styles.
- 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 (main themes, findings, reflection, and bibliography).

**Assignment 2: Primary Source Exercise**
As we will discuss in class, Booker T. Washington believed that African Americans should gradually earn full political, social, and economic rights. Washington argued that this long process should begin with vocational education or schooling designed to train students to become employees, most often manual laborers. Though the idea was challenged by many people in the black community, most notably Dr. W.E.B. DuBois, Washington’s notion of vocational training was very influential in the development of education for African Americans.

For this primary source exercise, read Booker T. Washington’s “Atlanta Compromise Speech” (due for class also), and on your own time, the online digital exhibit on the history of Burke High School in Charleston, SC: [http://ldhi.library.cofc.edu/exhibits/show/history_burke_high_school/introduction](http://ldhi.library.cofc.edu/exhibits/show/history_burke_high_school/introduction)
Then, address the following questions in a 2-page response **Due Saturday, February 7, 2015 by 11:59pm**. This exercise will be turned in after we read these texts for class as well.
1. According to Washington, what is the best path toward progress in the South, in regards to African Americans? What types of employment does Washington envision for African Americans? What does Washington mean when he said that “the agitation of questions of social equality is the extremest folly”?

2. How and where is Washington’s philosophy evident in the history of Burke High School? In what ways are his ideas manifest in the curriculum, objectives, and purpose of Burke High School?

Assignment 3: Primary Source 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. You will receive a full description of the assignment in class. 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 1000-1500 words (4-6page) 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.

(SLO 2) Sunday, February 15, 2015 by 11:59pm.

Assignment 4: 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 in education. In your thinking address the following: Due Monday, March 16, 2015_by 11:59pm

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


Choose ONE additional reading:


- Eduardo Bonila-Silva’s “Racism without Racists” chapter 1, pdf will be provided.

Part I

1. What is the economic history of your family? In what kinds of work have members of your family engaged?
2. What is the educational history of your family? When did family members first begin to avail themselves of formal schooling?
3. What advantages and/or disadvantages has your family faced?

Part II

4. Based on the readings from Tatum, McIntyre and McIntosh, what is race and what is racism? What is white privilege?
5. Do you experience any advantages because of your race? How do schools reflect these notions of race, privilege and discrimination?
6. 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? How do these identities affect the education of our students?

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. Specifically, you will read a section from bell hooks, *Teaching to Transgress* and a selection from Paulo Freire’s *Pedagogy of the Oppressed* for this paper. You are expected to demonstrate an understanding of the authors’ arguments and also how these authors influence your own burgeoning philosophy of education. You are expected to also draw from two other authors we’ve studied in the course (Dewey, Jefferson, etc). The paper should be double spaced, 12pt size and Times New Roman font. Students are expected to
follow APA guidelines and include a reference list. Your paper should be between 4-6 pages. Students must demonstrate satisfactory composition skills in English (SLO 1) Due Sunday, April 26, 2015 by 11:59pm

Assignment 6: Discussion Prompts
Students will respond to five 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.

Assignment 7: 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

Assignment 8: 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 or students will also receive no points for participation.

Readings: All readings will be posted on OAKS. It is strongly encouraged that you print out the readings in order to fully analyze, engage, and critique course readings during our discussions. Our discussions and all course assignments require that you draw from the text.

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.

In addition, Dr. Rodriguez will provide rubrics with the evaluation criteria on OAKS for major course assignments. Expect feedback on major assignments within two weeks due date for assignments. Feedback will be provided to students who seek extensive comments on papers beyond the rubric.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Topics Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Critical Autobiography Paper</td>
<td>100</td>
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<tr>
<td>Primary Source Exercise</td>
<td>10</td>
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<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Primary Source Paper</td>
<td>100</td>
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<tr>
<td>Philosophy of Education Paper</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Prompts</td>
<td>10 each</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>640</strong></td>
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**Grading Scale from the School of Education Health and Human Performance:**

[http://ehhp.cofc.edu/student-resources/PP042911.pdf](http://ehhp.cofc.edu/student-resources/PP042911.pdf)

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<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
<th>GPA</th>
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<tbody>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82-83</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>79-81</td>
<td>2.0</td>
</tr>
<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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<tr>
<td>D</td>
<td>72-74</td>
<td>1.0</td>
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<tr>
<td>D-</td>
<td>70-71</td>
<td>0.7</td>
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<tr>
<td>F</td>
<td>0-69</td>
<td>0</td>
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**Course Schedule and Readings**
** Reading due at the start of class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading Due</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 1/13</td>
<td>Course Introduction and Syllabus</td>
<td>What is the Foundations of Education?</td>
<td></td>
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</tbody>
</table>
| Thursday 1/15 | Nation Building and Political-Economic Goals of American Education | What is the Foundations of Education? Who is the purpose of schooling in America?  
● Selections from Foundations of Education (ed) Sadnovik, p.12-18  
● **In class handout:** Selections from Pierre Bourdieu and John Rury on cultural and capital |              |
| Tuesday 1/20 | Philosophical foundations of American Education                     | Philosophical Foundations of American Education  
● Cotton Mather, "The Education of Children" (1699)  
● **IN CLASS:** Massachusetts' Education Laws (1642, 1647, 1648)  
● Jefferson, “A Bill for the More General Diffusion of Knowledge” (1779)  
● Horace Mann, "Twelfth Annual Report" (1848)  
In-class: Mini-lecture on Common school |              |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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</table>
| Thursday  | The Common School in the early 19th century | ● Common School Primary Source Documents (Sign up sheet)  
● Debate Preparation and In class reading of primary source documents  
● Students share out initial reactions to their documents  
| 1/29      |                                            |                                                                                                                                          |
| Tuesday   | The Common School in the early 19th century | ● Common School Debate  
● One page summary of Horace Mann’s “Twelfth Report” due in class |
| 2/3       |                                            |                                                                                                                                          |
| Thursday  | Black Education in the South               | ● Booker T. Washington, "Speech at Atlanta Exposition" (1895)  
● W.E.B. Dubois, "The Talented Tenth" (1903) selections from *Souls of the Black Folk*  
● In class reading: Booker T. and Dubois poem |
| 2/5       |                                            | **Primary Source Exercise on Booker T. and Dubois due Saturday, February, 7, 2015 at 5pm.**                                            |
● Frederick Douglas "An American Slave" (1845)  
● Robinson, H. “The M Street School, 1891-1916”  

**Frederick Douglass M Street School** |
| 2/10      |                                            |                                                                                                                                          |
| Thursday  | Native American Schooling                 | ● The Lewis Merriam Report (1928)  

**Carlisle Boarding Schools** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading Material</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td>In class: Current Case Studies/Information distributed in class regarding current boarding schools (DC SEED)</td>
</tr>
<tr>
<td></td>
<td>Primary Source Paper Analysis Draft Option or Final due Sunday, February, 15, 2015 at 5pm</td>
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</tbody>
</table>
| 2/19    | Education of “others”; Immigrants and education                          | Mary Antin (1912)  
|         |                                                                           | In class: Abbott, G. (1917). Selections from The Immigrant and the Community  
|         |                                                                           | Selections from Richard Rodriguez’s Hunger for Memory  
|         |                                                                         | Hunger for Memory  
|         |                                                                         | Lemon Grove Incident and Westminster  
| 2/19    | Education of “others”; Immigrants and education                          | Rury, “Chapter 3: Ethnicity, Esau Jenkins  

*Educational Review, 58, 1, 1-28.*
2/24
“others”; Race, Immigrant experiences of education and segregation
Gender and Race” [optional for context]
- DuBois, “Does the Negro Need Separate Schools?”
- San Miguel’s Brown, Not White: School Integration and the Chicano Movement in Houston, p. 1-34 chapters 1 and 2

Thursday 2/26
MIDTERM EXAM
Spring Break March 1-8
In class exam

Tuesday 3/10
Progressive Education (Possibly On-Line Discussion, Dr. Rodriguez in Washington DC for The Comparative and International Education Society Annual Conference)
- John Dewey "Child and the Curriculum" (1902)
- Dewey, John. My Pedagogic Creed, 1-9 *

Thursday 3/12
Progressivism II: Early 20th Century and School Organization (Social Efficiency versus Progressive education)
Progressivism meets challenges of racism
- Selections from William Reese’s, America’s Public Schools: From the Common School to ‘No Child Left Behind’ chapter 6, “The People’s College”
- Committee of Ten Report (1896)
- Cardinal Principals (1917-1918)

Tuesday 3/17
Education and Civil Rights
- Brown v Board Supreme Court decision (1954)
- Briggs v. Elliot (1952)

Thursday 3/19
Continued issues in desegregation (1970s)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Homework</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>Tuesday 3/31</td>
<td>Federal Role in Education and Standards movement</td>
<td>• A Nation at Risk&lt;br&gt;• Selection from Diane Ravitch’s Death and Life of the American School System&lt;br&gt;• Darling-Hammond, “Evaluating No Child Left Behind”&lt;br&gt;• No Child Left Behind legislature: Executive summary (accessible online at <a href="http://www.ed.gov/nclb/overview/intro/execsumm.pdf">http://www.ed.gov/nclb/overview/intro/execsumm.pdf</a>).</td>
<td>No Child Left Behind</td>
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<tr>
<td>Thursday 4/2</td>
<td>How Schools Structure</td>
<td>• Lowe, R. “The Perils of School Vouchers, in Rethinking Schools: An</td>
<td>Milwaukee Voucher</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Options</td>
<td>Notes</td>
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<td>4/7</td>
<td>How Schools Structure Inequality: Tracking</td>
<td>● Jeannie Oaks: Detracking: The social construction of ability&lt;br&gt;● Pro Tracking: Hallinan&lt;br&gt;Email your Discussion Prompt response before class on 4/7 and bring to class&lt;br&gt;1. What are the main arguments for and against tracking?&lt;br&gt;2. Which author do you agree with and why?&lt;br&gt;(2 pages double spaced)</td>
<td>Heff v. O’Neill</td>
</tr>
<tr>
<td>4/14</td>
<td>Explanations for the achievement gap of minorities</td>
<td>Each student will read one of these, assigned in class&lt;br&gt;● Rodriguez, S. (2014). “I Hate My Own Race. The Teachers Just Always Think We’re Smart”: Re-Conceptualizing the Model: Minority Stereotype as a Racial Epithet” In Hartlep, Nicholas (ed.) Modern Societal Impacts of the Model Minority Stereotype.&lt;br&gt;● Portes, A., &amp; Fernandez-Kelly, P. (January 01, 2008). No Margin for Error: Educational and Occupational Achievement among</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<tr>
<td>Thursday 4/16</td>
<td><strong>LISTEN ONLINE TO THIS PROGRAM</strong> on School Discipline and School to Prison Pipeline (60 minutes)</td>
<td><a href="http://www.thisamericanlife.org/radio-archives/episode/538/is-this-working">http://www.thisamericanlife.org/radio-archives/episode/538/is-this-working</a></td>
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<tr>
<td><strong>Due:</strong></td>
<td>One page response to the program in connection to course readings from the previous two weeks. How do race, class, and poverty matter to the educational experiences of minorities?</td>
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</tbody>
</table>
- hooks, b. “Teaching to Transgress” and Engaged Pedagogy  
- Freire, Pedagogy of the Oppressed, chapters 1 and 2. |
| Thursday 4/23 | **Multicultural Education and Teacher Student Relationships**             | - Continuation from 4/21  
- Course wrap-up |
| Tuesday 4/28 | No class: Reading Day                                                      |                                                                       |
| Thursday 4/30 | Final exams                                                              |                                                                       |
| Tuesday 5/5  | Final exams                                                              | Final Exam week                                                        |