Instructor Information:

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(240) 699-4136 (mobile)  
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Office Hours:
Mondays and Wednesdays: 1:00 p.m. – 5:00 p.m.  
Tues. and Thurs: by appointment (preferred)

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 Roseseau, 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:

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 Primary Source 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:

The scheduling of assignments is subject to change based on the discretion of the professor.

Assignment 1: OAKS Discussion Prompts
Students will respond to ten 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. Discussion questions may be posted on a secured Facebook page which will be created by the professor. You will instructions in advance. (10 pts each)

Assignment 2: 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. (100 pts) Sign ups will occur on August 21. Presentations will begin on Thursday August 28.

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.
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 in education. In your thinking address the following: **Due October 2 (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**
4. 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? How do schools reflect these notions of race, privilege and discrimination?

5. 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 4: Primary Source Paper (SLO 1 and 2)
Students will examine the primary documents set aside at the Avery Research Center (125 Bull Street) to address the following questions: How did educator and activists like Septima Clark, Esau Jenkins, and Bernice Robinson advance the Civil Rights Movement in Charleston and the Lowcountry? What role did the Citizenship Schools play in the Civil Rights Movement? Papers must be between 5 and 7 pages and based on these primary documents and other secondary sources students find to support their essays. Students
description of education during the Civil Rights Movement must be accurate and adequately detailed, the primary sources are reasonably contextualized; and in more than one context; and the interpretation must reasonably connect to the description and contextualization (SLO 2) (100 pts) November 6.

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 November 25 (100 pts)

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 (50 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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<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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Course Reading and Assignment Schedule

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<tr>
<th>Date</th>
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<tr>
<td>Week 1: Goals of American Education</td>
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<td>August 20</td>
<td><strong>Introductions</strong></td>
<td>Syllabus (In Class handout) *OAKS</td>
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<td><strong>Syllabus Review</strong></td>
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<td>Week 2: Nation Building and Political-Economic Goals of American Education</td>
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<td>September 1</td>
<td><strong>Pedagogy</strong></td>
<td>Plato, <em>Republic</em> (excerpts)</td>
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<td><strong>Noble Lie</strong></td>
<td>Rousseau, <em>Emile</em> 1-34. *OAKS</td>
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<td><strong>Allegory of the Cave</strong></td>
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<td><strong>Plato and The Republic</strong></td>
<td><strong>OAKS discussion prompt #1</strong></td>
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<td><strong>Rousseau and Locke</strong></td>
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<td><strong>The Enlightenment</strong></td>
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<td>September 3</td>
<td><strong>Early American Education</strong></td>
<td>*Cotton Mather, &quot;The Education of Children&quot; (1699)</td>
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<td><strong>“Old Deluder Satan Act”</strong></td>
<td>Rury, “Chapter 1: Colonial America”</td>
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<td>Week 3: “Common” Schools, Segregation and the Construction of Race</td>
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<td><strong>Roberts v. Boston</strong> (1848)</td>
<td>Rury, “Chapter 2: Emergence of a Modern School System”</td>
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<td><strong>Social and Political Construction of Race</strong></td>
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<td><strong>Nation-Building and the “Other”</strong></td>
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<td>September 10</td>
<td><strong>Black Education in the South</strong></td>
<td>Anderson, James. <em>Education of Blacks in the South</em>, 4-32, *OAKS.</td>
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<td><strong>Tape v. Hurley</strong> (1885)</td>
<td>Span, <em>From Cotton Field to Schoolhouse</em>, pp. 84-114 *OAKS</td>
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<td><strong>Plessy v. Ferguson</strong> (1896)</td>
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<td><strong>Education for Servitude</strong></td>
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## Week 4: Americanization, Immigration and Education, 1860-1920

| September 15 | Manifest Destiny  
| Native American Boarding Schools | Luther Standing Bear, in *Major Problems in American Indian History*, 375-377. *OAKS  
| OAKS discussion prompt #3 |
| September 17 | Americanization and Bilingual Education  
| Subtractive Curriculum  
| Immigration and Education | Guadalupe, Jr; *Brown, Not White: School Integration and the Chicano Movement in History*, 19-34. *OAKS  
| Rury, “Chapter 3: Ethnicity, Gender and Race”  

## Week 5: “Progressive” Era of Education and the High School in Charleston

| September 22 | John Dewey  
| Progressive Education  
| Social Reconstructionism  
| Administrative Progressives  
| Counts, *Dare the Schools Build a New Social Order?* 27-56 *OAKS  
| Rury, “Chapter 4: The Progressive Era” |
| September 24 | History of Burke High School and the Avery Normal Institute  
| Booker T. Washington  
| Du Bois, “The Talented Tenth” *OAKS  
| Booker T. Washington, "Speech at Atlanta Exposition" (1895) *OAKS |

## Week 6: Educational Reform and the Civil Rights Movement

| September 29 | Schools and social change  
| Highlander Folk School  
| Citizenship Schools  
| Septima Clark and Esau Jenkins | Jacobs, *The Myles Horton Reader*, 211-218; 229-230; 251-278 *OAKS  
| OAKS discussion prompt #4 |
| October 1 | Freedom Schools  
| Student and Teacher Activists | Cobb, “Freedom School Prospectus,” pp. 1-4 *OAKS  
| Hale, “Students as a Force for Social Change,” OAKS |

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

| October 8 | *Briggs v. Elliot* (1952)  
| NAACP Legal Strategy  
| October 13 | “Brown II” Decision  
| Little Rock Nine  
| Desegregation Experiences  
| Charleston Desegregation | Beals, *Warriors Don’t Cry*, (excerpts) *OAKS  
| Clarice Hines-Lewis interview transcript *OAKS – I have a copy  
| Critical Autobiography Paper Due |
### Week 8: Desegregation and the Illusions of Equality

**October 15**
- “Brown II” Decision
- White Flight
- Massive Resistance
- “Freedom of Choice”
- **OAKS discussion prompt #5**

**October 22**
- Boston Busing Riots
- Re-segregation
- Irons, Jim Crow’s Children, 315-347 *OAKS

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

**October 24**
- NDEA (1958)
- Education and the Cold War
- ESEA (1965)
- Civil Rights Act, Title VI
- Urban, *More than Science*, 73-100 *OAKS
- ESEA Executive Summary *OAKS
- **OAKS discussion prompt #6**

**October 27**
- Head Start
- PL 94-142
- Title IX
- Department of Education
- Vinovskis, “Implementing, Evaluating, and Improving Head Start Programs,” in *The Birth of Head Start*, pp. 87-118 *OAKS*

### Week 11: School Governance and Educational Funding

**October 29**
- Educational Decision Making
- 10th Amendment
- *San Antonio v. Rodriguez* (1973)
- **OAKS discussion prompt #7**

**November 3**
- 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

**November 5**
- A Nation at Risk (1983)
- Standards Based Reform Movement
- Goals 2000
- America 2000
- NCLB, executive summary *OAKS
- Rury, “Chapter 6: Globalization and Human Capital”
- **OAKS discussion prompt #8**

**November 10**
- 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

**November 12**
- School Choice
- Milton Friedman
- Charter Schools
- Magnet Schools
- Waiting for Superman (Clips)
- Primary Source Analysis Paper Due

### Week 14: Historical Implications of Segregation: Tracking and the Achievement Gap
OAKS discussion prompt #9 |
| November 19 | The Achievement Gap  
Cultural Deficit Theory  
Susan Eaton and Steven Rivkin, "Is Desegregation Dead," *Education Next* 10 (Fall 2010). |

**Week 15: Multicultural Education and Critical Pedagogy**

| November 24 | Goals of Multicultural Education  
Structural Critique of Education  
Banking Education  
Emancipatory Education  
The Algebra Project | Banks, *An Introduction to Multicultural Education*; 1-29 *OAKS  
Freire, *Pedagogy of the Oppressed*, pp. 43-86 *OAKS  
Bob Moses and Charles Cobb, Jr., *Radical Equations*, 3-22 *OAKS  
OAKS discussion prompt #10 |
| November 26 Thanksgiving holiday assignments online. | LGBTQ-friendly education  
Anti-Bullying campaign | Mayo, LGBTQ youth and education (excerpts)  
Graves, *And They Were Wonderful Teachers* (excerpts) |

**Week 16: Student-Centered Education and Evidence-Based Best Practices**

| December 1 | Student – Centered Education  
Collaborative Learning  
Multiple Intelligences Theory  
Differentiated Learning | Gardner, *Frames of Mind*; 1-27*OAKS  
*Philosophy of Education Due |

**Bibliography**


*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:


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


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


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.


