Instructor: Beth Lloyd, Ph.D.
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Office Phone: 953-7432
Email: LloydB@cofc.edu
Office Hours: M and W: 9:15-11:15 am or by appointment
Email Hours: T and Th of a given week: Latest check and response 4 pm
Home Hours: T and Th: 10-4; call: 843.873.8090; if not home, leave a message with #

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 emphasis on 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 schools in 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 Text

Additional Sources
Additional readings and/or information will be drawn from additional sources throughout the semester and 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.

Course Requirements
Demonstration of SOEHHP Professional Behavior and Dispositions
Examples of how dispositions are evident are provided in italics.

- Belief that all students can learn, participation and attitudes expressed about students and learning
- Value and respect for individual differences, interactions in class discussions and participation in group work
- Value of positive human interactions, participation in class and group discussions
- Exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas, participation in class and group discussions and performance on assessments
- Dedication to inquiry, reflection, and self-assessment, participation in class and group discussions; performance on assessments
- Value of collaborative and cooperative work, thoughtful, constructive critiques of others’ work, participation in class activities
- Sensitivity toward community and cultural contexts, participation in class and group discussions, tolerating, discussing, and respectfully listening to differing points of views
Engagement in responsible and ethical practice, performance on assessments, class attendance, and participation in group activities

Development of professional mastery over time, performance over time in writing, thinking, and expression of knowledge

Utilization of Computer Applications (Available in the CofC managed computer labs located in JC Long, Library, and other campus sites. If unfamiliar with these applications, set up a time for tutoring with me.)
- Internet
- Word processing
- Email
- OAKs

Completion of all assigned readings and assignments ON TIME.
See Course Assignments below for detailed descriptions.

Responsibility for ALL course content
Including lecture, text, outside reading, handouts, research, etc.

Responsibility for keeping up with grades and attendance
If you miss a class, ask a classmate for the missed assignments and notes.

Course Assignments:
Due dates for course assignments, as well as scheduled exams, are listed in the tentative schedule at the end of the syllabus. Any changes will be announced in class. All assignments must be turned in during the class or to OAKS on the date due. Please make sure to pay attention to how each assignment should be submitted. If, for medical or serious personal reasons, an assignment is late, the instructor should be informed of the reasons. Otherwise, each late course assignment – excluding classwork assignments and reading reflections - will receive a FIVE-PERCENT deduction per day that it is late. Classwork assignments and reading reflections will not be accepted late. DO NOT give assignments to School of Education personnel. Assignments will NOT be accepted via email (unless specified explicitly).

All assignments must be typed and follow APA style guidelines. Because of the nature of the Primary Source Paper, APA style guidelines may not be as appropriate. As such, more guidance will be given on how to cite this assignment.

Attendance, Preparation, & Participation
Preparation and Participation
During class, there will be a number of activities. TCs will be expected to participate in these activities and in general class discussions. Many of these require out-of-class work and readings that must be completed in order to be able to fully participate. Failure to come to class prepared will result in a deduction of participation points. Simply put, in order to earn credit for classwork activities and discussions, TCs must be present and prepared.

Every week TCs have the opportunity to earn participation points. Points will be awarded for responses to relevant readings (15 points), out-of-class preparation for in-class activities (30 points), and a general willingness to contribute knowledgeably to class discussions (15 points). Failure to be prepared will result in TCs not earning these points. Participation points will be deducted for cell phone use in class and disrespectful conduct. If an emergency, TCs may be excused to the hallway to talk or text. Otherwise, I should not see fingers typing on phones underneath tables.

In an effort to help TCs in their synthesis of the vast amount of information acquired throughout this semester, at the culmination of the semester, TCs, in groups, will submit a time/theme “line” (40 points of their Attendance, Preparation, & Participation grade). This “line” must include implications for education starting with Plato and including the philosophers discussed in class, but may focus then on the history of the US starting in 1776 through the present; may be creative and use media, art work, etc.; must include main events throughout history discussed in the readings (and in class) and their implications on the American public school system; and must indicate/make note of common themes that emerge throughout history relevant to education.
TEDU Attendance Policy

**Excessive absences (i.e., more than 15% - approximately 5 hours/4 classes) may result in receiving a “WA/F.”**

Students will be tardy if they arrive 10 minutes after class has started. Three tardies result in one absence. Students will be absent if they arrive after 20 minutes or if they leave class early. Regarding being tardy or having to leave class early, exceptions will be made on an individual basis, but students must speak with me about extenuating circumstances for such exceptions. Regarding absences, if a student exceeds allowable absences due to extenuating circumstances beyond the student’s control, a panel of professors from that semester will review the circumstances and make a final decision.

**SNAP students,** if they wish special accommodations, must see the professor within the first two weeks of the course or as soon as they find out about potential accommodations if determined mid semester. **Athletes** who will miss class due to athletic events must see the professor within the first two weeks of the course and submit athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

**Critical Autobiography Assignment**

Part of the focus for this course is to better understand the interplay of culture in schools, classrooms, and individuals. The first assignment will help each TC reflect upon (1) himself/herself as a bearer/disseminator of a culture and (2) the influence education has had on his/her life. The second part of the assignment provides an opportunity to critically analyze the role of race in education.

**Part I:**

A. In order to do this, TCs should consider the following questions:

1. To your knowledge, approximately, 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 our family engaged?
4. What is the educational history of your family? When did family members first begin to avail themselves to formal schooling?
5. What ethnic label does your family use to describe itself? What adjustments have family members had to make in order to be accepted in the wider American society?
6. Consider other sources of influence on your cultural background (for example, the development of your political affiliation, your religious affiliation, and your views on society’s ideals, etc.). What role do these influences play on your views of yourself as a cultural being? What relationship, whether contradictorily or complimentary, have these developing views had with your experiences throughout your pre-K through college education?

**Source for Part I:**


**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?

**Sources for Part II:**

Contemporary Issues Lesson
As this is an education course, it is important that TCs are actively engaged in the teaching and learning process. Therefore, a major assignment for the semester is to learn and, subsequently, teach your classmates about a contemporary educational issue. TCs will use the historical lens to understand how the past has influenced the current situation; an anthropological/social lens to understand the voices heard or silenced, the unintended consequences, etc. related to the issue; and any other lenses, such as political, economic, legal, or philosophical that may help TCs’ peers understanding of the complexity of the contemporary issue. TCs will be a part of a three- to five-person group. Each group will be given some guidance about the issue and should plan to stay after class or attend office hours in preparation of beginning the project. A list of potential topics related to educational issues will be distributed in class or TCs may choose a topic of interest with instructor approval.

As a group, TCs will be responsible for teaching a one-class-period lesson on the issue(s). Coverage of the issue(s) should include a critical focus on the tensions related to the issue(s), that is, TCs should use multiple disciplinary lenses and consider multiple perspectives as they think and present about the issue. TCs will be responsible for leading the class discussion around the issue(s). TCs are responsible for preparing an engaging lesson with thought-provoking discussion questions.

In order to become an expert on the issue(s), research should include scholarly articles and texts, at least one local example related to the issue from a reputable magazine or newspaper so to show the relevance of the issue, and at least one international example from a reputable source to show the global significance of the issue. TCs are expected to read all of the sources in preparation of writing the lesson plan.

On the day of the lesson, the group must submit ONE neatly organized packet/folder, including the following:
1. A detailed lesson plan, including discussion questions,
2. A copy of all materials used in the lesson – presentation, handouts (must at least have a handout with major points discussed in lesson for classmates which I want with your electronic submission as well to be posted on OAKs), etc.
3. A copy of all of the sources utilized in preparation for the lesson, indicating which specific issue is addressed in the given source if applicable

No later than a week after the lesson, the group must submit all lesson materials (including a reference list, a copy of the sources that do not have a link on the reference list, presentation, handouts, etc.) and follow-up information in a GROUP electronic portfolio. I will then post everything on OAKs under the class content module for the entire class. Follow up may have to do with answering questions that were unresolved during the class discussion.

A week after the lesson, each individual group member must submit a one- to three-page critical reflection on the project which should include:

Content reflection: What is the historical context related to this issue? What are the tensions regarding your specific issue (include those who benefit and those who do not; those who have a voice and those who are marginalized; unintended consequences)? Were you aware of these tensions prior to studying this issue? Will this/these issues impact you as a future educator, parent, community member, etc.? If so, how do you think you will negotiate this/these?

Teaching reflection: Do you think your group adequately taught the lesson, getting across the most important information and tensions related to the issue(s) from multiple disciplinary lenses and multiple perspectives? If applicable, was the lesson planned in a cohesive manner? Were your classmates engaged in your lesson? What might you have done differently in teaching this lesson in the future?
Group reflection: Do you feel as though everyone in the group contributed to the successful completion of the lesson? Explain.

Primary Source Analysis Paper: The History of the Common Schools Paper (General Education SLO 1 and 2)
The main goals of this primary source analysis paper are to give TCs the experience analyzing primary sources related to the history of American education and to better acquaint them 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 TCs understand the multiple perspectives on Common School Reform and to use primary sources to achieve this.

TCs will learn about Horace Mann, the father of American Education. TCs will read Horace Mann’s 12th Annual Report (1848) as the grounding primary source. TCs will discuss this document in class, and each TC will be expected to analyze this primary source document in the primary source analysis paper. In addition, TCs will be required to read and analyze three additional primary sources selected from the list below.

The paper is to be a 1200-1800 word (4-6page) analysis of the primary sources selected. The paper should address the following four questions:

- How does Horace Mann frame the goals of education in his 12th report? What are his areas of concern about schooling, and how does he address those concerns in his 12th report?
- How do 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.).

Possible primary sources (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 the TC was able to analyze the primary source selected, (b) how effectively the TC was able to connect it with larger themes and controversies in the Common School movement, (c) the rigor the TC put into analyzing the limitations of the particular document together with the discussion of the larger context, and (d) the clarity & organization of the TC’s writing.

Philosophy of Education Statement
As part of our study of the philosophy of education, TCs will articulate a personal philosophy of education. TC’s philosophy of education will continue to evolve throughout his/her career. This assignment affords TCs an opportunity to wrestle with some difficult questions such as the meaning of life and reality which translate into how to teach and interact with students, colleagues, and families. The philosophy of education statement allows TCs to articulate beliefs about knowledge, learning, students, and teaching. TCs should keep an electronic and hard copy of this philosophy statement as it will be reviewed and revised in future courses.

Midterm and Final
These exams provide an opportunity for TCs to demonstrate an understanding of key concepts and ideas explored in and out of class. These exams will draw from class discussions, in- and out-of-class assignments, and readings (presented both by me and class peers).
**Written and Oral Communication**

TCs are expected to use correct grammar at all times. Points will be deducted on written assignments for grammatical errors. All references must follow the American Psychological Association (APA) Guidelines for Term Papers. For assistance with APA, guidelines and examples can easily be found on the web. The Writing Lab is located on the first floor of Addlestone Library (Monday through Thursday 9:00 am to 9:00 pm and Friday 9:00 am to noon). Further, it is imperative that TCs use correct grammar in all oral communication, especially during field experiences. Classroom teachers, student peers, and I will collaborate to eliminate all oral grammatical errors, using an approach of constructive criticism.

**Respectful Conduct**

TCs are expected to be respectful and considerate of one another. Cell phones should be turned off while in class. Laptops should only be used in class if they are facilitating the development of mathematical thinking; if they appear to be a distraction, I will ask that they be put away.

**CofC Honor System**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/2015-2016-student-handbook.pdf

**ADA Accommodations**

In compliance with the Americans Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodations within the first two weeks of the course or as soon as they find out about potential accommodations if determined mid semester.

**Evaluation**

It will be possible to earn 500 points during the semester. They will be distributed as follows:

- Out-of-Class Prep (3x10pts each), Participation and Attendance (15 pts), Reading Reflections (3 checkedx5pts each), & Final Time-line (40pts) 100 points (20%)
- Critical Autobiography 60 points (12%)
- Contemporary Issues Lesson 100 points (20%)
- Primary Source Paper 80 points (16%)
- Philosophy of Education Statement 60 points (12%)
- Midterm 40 points (8%)
Evaluation Scale

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<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</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>
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<tr>
<td>B+</td>
<td>89-90%</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>86-88%</td>
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<tr>
<td>B-</td>
<td>84-85%</td>
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<tr>
<td>C+</td>
<td>82-83%</td>
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<tr>
<td>C</td>
<td>79-81%</td>
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<tr>
<td>C-</td>
<td>77-78%</td>
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<tr>
<td>D+</td>
<td>75-76%</td>
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<td>D</td>
<td>72-74%</td>
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<td>D-</td>
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Course Exit Outcomes

All teacher preparation programs in College of Charleston’s School of Education, Health, and Human Performance (SOEHHP) are guided by a commitment to the conceptual framework of “Making the Teaching and Learning Connection.” Three Elements of Teacher Competency (ETCs) are fundamental to this framework; teachers must (1) understand and value the learner, (2) know what and how to teach and assess within a conducive learning environment, and (3) understand themselves as professionals. In addition, these competencies are foundational to the learning and assessment in this course, facilitating the development of knowledge, skills, and dispositions necessary for becoming an effective teacher.

Below are the specific end-of-course outcomes, derived from the (1) ETCs, (2) standards set forth by SOEHHP, (3) CAEP standards, and (4) State Standards for Teacher Education (SC). Additionally, the final outcomes listed are specific to meeting the requirements of a humanities general education course.

Outcomes related to the first ETC – understanding and valuing the learner:

- Demonstrate understanding of the dignity and worth of students from diverse cultural, social, ethnic, and racial backgrounds (SOEHHP I, II, IV; SC 6).
- Compare and contrast major philosophies of education in relationship to the aims of education, the curriculum, teacher-student relationships, and methodology (SOEHHP I, III, IV, V, and VII).

Outcomes related to the second ETC – Knowing what and how to teach and assess within a conducive learning environment

- Demonstrate understanding of the beliefs, values, and assumptions which contribute to your understanding of schooling (SOEHHP VII; SC 5).
- Describe the functions of education and schooling as reflected in sociological forces associated with the diverse characteristics of a multicultural society (SOEHHP I and VII; SC 4).
- Begin identification of pedagogical strategies that are suitable for learners of diverse abilities and backgrounds (SOEHHP I and II; SC 4).

Outcomes related to the third ETC – Understanding oneself as a professional.

- Describe the major historical events which have contributed to the overall development and organization of education in the United States (SOEHHP VII).
- 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 (SOEHHP VII).
- Identify major political and economic issues which have influenced policy decisions in education as determined by federal, state, and local agencies (SOEHHP II, VI, and V).
- Identify and explain the legal rights and responsibilities currently governing all members of the school community (SOEHHP III, V, and VII).
- Appraise individual interest and commitment to the profession (SOEHHP IV).
- Predict some future outcomes of education in the United States and internationally (SOEHHP IV and VII).
Demonstrate consistently the communication skills of reading, writing, speaking, listening, and interpreting (SOEHHHP – ALL).

General education student learning outcomes:
- Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
- 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.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS*</th>
<th>DUE</th>
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<tbody>
<tr>
<td>1 Aug. 26</td>
<td>Introduction to course Using the SF lens Purpose of the class Explanation of Reading Reflections/ Participation/ Timeline Project (group)</td>
<td>“Introduction” Ogbu – in class</td>
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<tr>
<td>2 Aug. 31 &amp; Sept. 2</td>
<td>Explanation of Critical Autobiography Assignment (individual) Anthropological lens: Making the familiar strange Anthropological lens: Unintended consequences</td>
<td>Ch 1 “Foundations of Multicultural Education” from <em>Multicultural Education in a Pluralistic Society; Why Are All the Black Kids Sitting Together in the Cafeteria?</em> Tatum; <em>Making Meaning of Whiteness</em> McIntyre; “White Privilege” McIntosh; “Social organization of classes and schools” Florio-Ruane</td>
<td>Begin work on Critical Autobiography – First four readings relate to this assignment Outline Florio-Ruane reading</td>
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<td>3 Sept. 7 &amp; 9</td>
<td>Explanation of Issue Project (group) Historical &amp; philosophical lenses: The Great Debate Historical &amp; philosophical lenses: Nation building – VIDEO 1</td>
<td>“Public Schools for Private Advantage,” 15-52 Labaree; <em>Republic</em> (excerpts) Plato; “Notes on the state of Virginia,” 92-97 Jefferson; Ch. 3 – Urban</td>
<td>While completing the readings, keep a history time/theme line related – consider how related to in-class videos</td>
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<td>6 Sept. 28 &amp; 30</td>
<td>Historical &amp; philosophical lenses: Progressivism and other philosophies (Philosophy jigsaw part I – 15 minutes; Philosophy jigsaw part II – 50 minutes) Discuss philosophy statement (individual)</td>
<td>9/28 Ch 7 – Urban; <em>Political Foundations</em> excerpts, 60-69, 92-93; Assigned philosophy Jigsaw readings, plus reliable/credible readings as needed for Jigsaw preparation (must cite)</td>
<td>9/28 Prepare for Jigsaw</td>
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<td>Date</td>
<td>Topic</td>
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<td>9/30</td>
<td>Answer questions given for Tyack &amp; Cuban</td>
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<td>9/30</td>
<td>Ch. 11 – Urban; Tinkering toward utopia excerpts -- Tyack &amp; Cubin</td>
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<td>10/5</td>
<td>“Understanding minority education” – Jacob &amp; Jordan; “Frameworks” Ogbu;</td>
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<td>10/5</td>
<td>Critical Autobiography</td>
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<td>10/7</td>
<td>Take notes on different theorists in MacLeod; answer specific questions given for Lareau</td>
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<td>10/12</td>
<td>“Achieving school failure” McDermott</td>
<td>10/14</td>
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<td>10/14</td>
<td>Study for midterm</td>
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<td>10/21</td>
<td>Introduction, Ch. 1 -- Delpit; How people learn excerpt NRC; “But that’s just good teaching!” Ladson-Billings</td>
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<td>11/2</td>
<td>Primary Source Paper</td>
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<td>11/2</td>
<td>Ch. 12 -- Urban</td>
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<td>7 Oct. 5 &amp; 7</td>
<td>Contemporary Issue through a Foundational Lens: School Failure Part I (Race)</td>
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<td>8 Oct 12 &amp; 14</td>
<td>Contemporary Issue through a Foundational Lens: Failure Part II</td>
<td>10/7</td>
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<td>9 Oct. 19 &amp; 21</td>
<td>Contemporary Issue through a Foundational Lens: School Failure Part IV (10/21)</td>
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<tr>
<td>11 Nov. 2 &amp; 4</td>
<td>Issue 2: Meeting the Needs of Individuals (10/28)</td>
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<td>12 Nov. 9 &amp; 11</td>
<td>Political and economic lenses: Power, control, and influence at different levels (federal, state, local) – Video 4</td>
<td>10/21</td>
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<tr>
<td>13 Nov. 14 &amp; 18</td>
<td>Political and economic lenses: Power, control, and influence at different levels (federal, state, local) – Lecture</td>
<td>10/21</td>
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<td>12 Nov. 9 &amp; 11</td>
<td>Issue 3: Federal Control/Efforts/Education Improvement Policies and Initiatives (11/9)</td>
<td>11/2</td>
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<td>13 Nov. 14 &amp; 18</td>
<td>Issue 4: Local Control/Efforts/School Choice (11/11)</td>
<td>11/2</td>
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<td>11 Nov. 2 &amp; 4</td>
<td>Issue 5: Specific Efforts/Improvement Initiatives (11/14)</td>
<td>11/2</td>
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<tr>
<td>11 Nov. 2 &amp; 4</td>
<td>Issue 6: The profession of teaching (11/18)</td>
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<tr>
<td>12 Nov. 9 &amp; 11</td>
<td>Issues 3 &amp; 4 Presentations (Reflections &amp; follow-up questions/answers due the following class)</td>
<td>11/2</td>
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<tr>
<td>13 Nov. 14 &amp; 18</td>
<td>Issues 5 &amp; 6 Presentations (Reflections &amp; follow-up questions/answers due the following class)</td>
<td>11/2</td>
<td></td>
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| Nov. 23 & 25 | Leadership – *The Principal Story* (VIDEO)  
I have/who has game (11/23)  
Thanksgiving Break (11/25) | “Leaving the profession” – Lloyd | Philosophy Statement (11/23) |
| Nov. 30 & Dec. 2 | Legal lens: Lecture (11/30)  
Presentation of cases (12/2) | Additional reading TBD (11/30)  
Independent readings for case assignment (12/2) | Case partner assignment (12/2) |
| Dec. 7 | Evaluations  
Final exam review: Jeopardy | | Time/Theme/Implication Line |
| EXAM Dec. 9 12-3pm | Final exam | | Study for final |