Instructor Information:

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86 Wentworth St
halejn@cofc.edu; @jnhale2
(843) 953–6354 (office)

Office Hours:
T, TH: 8:30-9:00; 11:00-12:00; 4:00-5:00
M-F 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, 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 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 Race to the Top (2010) 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 ten different discussion prompts throughout the semester. Each response should consist of a 450-600 word response to a question posed on OAKS. Responses must be completed prior to class on Monday. (10 pts each)

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. (100 pts) Sign ups will occur on August 25. Presentations will begin on Tuesday September 5.

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: 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.

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 1200-1800 words (4-6page) analysis of the primary sources you 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.).

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) September 20.
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, class and gender in education. In your thinking address the following:

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?

Due October 18 (50 pts)

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 29 (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.

**Center for Student Learning:**

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu) or call (843)953-5635.

**Disability Services:**

We are happy to make accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Please see me as soon as possible if you are approved for accommodations.

**College of Charleston Honor Code and Academic Integrity:**

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 F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

**Writing Lab:**

I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library,
Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit http://csl.cofc.edu/labs/writing-lab/.

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<th>Assignment</th>
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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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<td><strong>Part I: Goals of American Education</strong></td>
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| August 23 | • Introductions  
             | • Syllabus Review            | • Syllabus (In Class handout) *OAKS                                          |
| August 25 | • Goals of American Education  
             | • Social Reproduction Theory      | • Labaree, “Public Schools for Private Advantage,” 15-52. *OAKS                |
|          | • Bowles and Gintis, *Schooling in Capitalist America*, Chpts. 1&9 *OAKS    |                                                                                          |
| **Part II: Nation Building and Political-Economic Goals of American Education**                                                                                                                                                                                                                                                                                                                                 |
| August 30 | • Noble Lie  
             | • Allegory of the Cave        | • Plato, *Republic* (excerpts)                                               |
|           | • Plato and *The Republic*  
             | • Early American Education   | • OAKS discussion prompt #1                                      |
|           | • Religion and education        | • “Old Deluder Satan Act”                                                 |
| September 1 | • Rousseau and Locke  
• The Enlightenment  
• American Revolution  
• Republicanism and Education | • Jefferson, “Notes on the state of Virginia,” 92-97. *OAKS  
• Urban, “Chapter 3: Education and the Building of a New Nation” |
| --- | --- | --- |
| **Part III: “Common” Schools, Segregation and the Construction of Race** | **September 6** | • Common Schools, 1840 – 1880  
• *Roberts v. Boston* (1848)  
• Social and Political Construction of Race  
• Nation-Building and the “Other” | • Urban, “Chapter 4: Common Man and the Common School”  
• OAKS discussion prompt #2 |
| **September 8** | • Black Education in the South  
• *Tape v. Hurley* (1885)  
• *Plessy v. Ferguson* (1896)  
• Jim Crow  
• *de facto* and *de jure* segregation  
• Education for Servitude | • Anderson, James. *Education of Blacks in the South*, 4-32, *OAKS.* |
| **Part IV: Americanization, Immigration and Education, 1860-1920** | **September 13** | • Manifest Destiny  
• Native American Boarding Schools | • Luther Standing Bear, in *Major Problems in American Indian History*, 375-377. *OAKS*  
• OAKS discussion prompt #3 |
| **September 15** | • Americanization and Bilingual Education  
• Subtractive Curriculum  
• Guadalupe, Jr, *Brown, Not White: School Integration and the Chicano Movement in History*, 19-34. *OAKS* |
| **Part V: “Progressive” Era of Education and the High School in Charleston, 1900-1940** | **September 20** | • John Dewey  
• Progressive Education  
• Social Reconstructionism  
• Administrative Progressives  
• Business and “rational” educational policy | • Urban, “Chapter 7: Educational Reform in the Progressive Era”  
• Malczewski, “Philanthropy and Progressive Era State Building through Agricultural Extension Work in the Jim Crow South,” *OAKS*  
• History of the Common Schools Paper due |
| **September 22** | • “Jim Crow”  
• History of Burke High School and the Avery Normal Institute  
• History of Southern Urban Black High Schools  
• Booker T. Washington  
• W.E.B. DuBois | • Counts, *Dare the Schools Build a New Social Order?* 27-56 *OAKS*  
• Driskell, *Schooling Jim Crow*, Chpt. 5 “A Satisfied Part of Our Composite Citizenship” *OAKS.* |
| **Part VI: *Brown v. Board of Education* and the Civil Rights Movement** | **September 27** | • Schools and social change  
• Highlander Folk School | • Jacobs, *The Myles Horton Reader*, 211-218; 229-230; 251-278 *OAKS* |
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<th>Date</th>
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<tr>
<td>September 29</td>
<td>Citizenship Schools, Septima Clark and Esau Jenkins</td>
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<td>October 6</td>
<td>Freedom Schools, Head Start, Student and Teacher Activists, Liberation Schools</td>
<td>Beals, Warriors Don’t Cry, (excerpts) *OAKS</td>
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<td>October 20</td>
<td>PL 94-142, Title IX, Department of Education, Lau v. Nichols (1974)</td>
<td>ESEA Executive Summary *OAKS</td>
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<td>Race to the Top (2010)</td>
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<td>November 10</td>
<td>School Choice</td>
<td>Ravitch, Diane. The Death and Life of the Great American School System; 113-147 OAKS</td>
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<td>Milton Friedman</td>
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<td>Fabricant and Fine, Charter Schools, 88-107. OAKS discussion prompt #9</td>
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<td>Part XII: Historical Implications of Segregation: Tracking, the Achievement Gap, and the School to Prison Pipeline</td>
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<td>November 22</td>
<td>School to Prison Pipeline</td>
<td>Tyrone Howard, “Who Really Cares?: The Disenfranchisement of African American Males” Teachers College Record OAKS</td>
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<td>The Achievement Gap and “Educational Debt”</td>
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<td>November 29</td>
<td>Multicultural Education</td>
<td>Bob Moses and Charles Cobb, Jr., Radical Equations, 3-22 OAKS</td>
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<td>The Algebra Project</td>
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<td>Multiple Intelligences Theory</td>
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<td>Differentiated Learning and Inclusive Classrooms</td>
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<td>December 1</td>
<td>LBGTQ-inclusive education</td>
<td>Mayo, LGBTQ youth and education, 17-33</td>
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<td>Anti-Bullying campaign</td>
<td>Graves, And They Were Wonderful Teachers, 120-143</td>
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<td>“White Saviors”</td>
<td>Emdin, For White Folks Who Teach in the Hood, 1-43</td>
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Bibliography


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-------. 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.


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