College of Charleston  
EDFS 201-04 (3): Foundations of Education  
Fall 2016  
Tuesday and Thursday 10:50 am-12:05 pm  
Education Center, Room 212

Instructor Information:

Brian K. Lanahan Ed.D.  
Associate Professor of Citizenship Education  
Department of Teacher Education  
School of Education Building, Room 228  
86 Wentworth St  
lanahanb@cofc.edu

Office Hours:  
T,TH: 2:00-4:00  
By appointment as needed

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—You are REQUIRED to have digital access to all posted readings and PPTs for class sessions. Tablets or laptop are required. Phones are not acceptable.

Attendance Policy:

Attendance will be taken at every class meeting via a sign-in sheet. Students are responsible to sign in. Two absences will be granted, either excused or unexcused. After two absences, the student's final grade will drop by five points. After four absences, the student will be dropped. If you know you are going to be absent, please notify the instructor. Tardy is more than five minutes late and two equals an absence.

Class Participation/Dispositions:

Positive, thoughtful and productive class participation is essential to this class. Students will be graded by the instructor based on their class participation and how well their behavior reflects the SOE dispositions. Any negative behavior will result in point loss. This behavior includes but is not limited to talking out of turn, excessive 'paper shuffling', violating the cell phone/smartphone/texting/internet policy and general disrespect to classmates, the professor and/or visitors. You are REQUIRED to have digital access to all posted readings and PPTs for class sessions. Tablets or laptop are required. Phones are not acceptable.

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

Course Outcomes:

1) Students examine the historical origins of American education in the eighteenth century and delineate the major historical trends and tensions.

2) Students discuss and demonstrate an understanding of major, overarching educational philosophies in 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.

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.

Course Assignments:

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

Assignment 1: Topics Presentation: Current Issue 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. Assignment of dates will occur on Tues 8/30. (100 pts)

Assessment Criteria:
- You were able to engage the class in a productive discussion/presentation lasting 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 on OAKS (main themes, findings, reflection, and bibliography).

Assignment 2: 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. Due Tuesday 9/6 (100 pts) 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, McIntryre and McIntosh, what is race and what is racism? What is white privilege? Do you experience any advantages because of your race? What are the areas of privilege in your background (as you discuss in Part I)?

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

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

**Assignment 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 provided in class and on OAKS. It is to be a 1000-1500 words (4-6 page) analysis of the primary sources you selected. The paper should address the
following four questions:

1. 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.
2. How does these particular documents fit into the broader context of the Common School debate in early-nineteenth-century America?
3. 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?
4. How do these documents reflect a range of perspectives and ideologies about the purpose of schooling for particular groups.

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. (200 pts) Due Thursday 9/29.

EDFS 652 (Graduate Student) Notation: All primary sources must be used in your research. Moreover, the recommended secondary sources must be consulted, in addition to secondary sources found in your own research. This paper must be 8-10 pages in length. Due Thursday 9/29.

Assignment 4: 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. (100 pts) Thursday 12/1

Assignment 5: Reading Quizzes
There will a total ten quizzes based on the nightly readings. These quizzes will be unannounced and can be on any of the assigned readings. (10 pts each=100pts total)

Assignment 6: Midterm 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. (200 pts) Tuesday 10/18
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. (200 pts) Date TBA

Assignment 7: Participation
Positive, thoughtful and productive class participation is essential to this class. Students will be graded by the instructor based on their class participation and how well their behavior reflects the SOE dispositions. Any negative behavior will result in point loss. This behavior includes but is not limited to talking out of turn, excessive ‘paper shuffling’, violating the cell phone/smartphone/texting/internet policy and general disrespect to classmates, the professor and/or visitors. You are REQUIRED to have digital access to all posted readings and PPTs for class sessions. Tablets or laptop are required. Phones are not acceptable. (300pts) Everyday

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>93–100%</td>
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<td>A-</td>
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<td>B+</td>
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Deadlines/Late Work:

Late work will not be accepted. If work is not posted by the stated deadline the student will not receive credit for the assignment. Failure to print out or post an assignment is not a valid excuse. If you know you will be unable to complete an assignment on time contact the instructor BEFORE the deadline to discuss the situation. Extensions will only be granted in extreme circumstance.

Cell phone/Smartphone/Texting/Internet Policy:

All personal communication devices are not to be out during class time. You are not allowed to engage in any form of digital personal communication during class time. This includes, but is not limited to, phone calls, texting, Tweeting, Facebook and/or Internet
browsing. **IF YOU ENGUAGE IN ANY FORM OF DIGITAL PERSONAL COMMUNICATION DURING CLASS YOU WILL BE ASKED TO LEAVE CLASS AND YOU WILL BE MARKED ABSENT.** If you have an emergency call/text you MUST take you can leave your phone on vibrate and leave the classroom to take the call and/or respond to the text.

**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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<tr>
<th>Assignment</th>
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<tr>
<td>Topics Presentation</td>
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<td>Critical Autobiography Paper</td>
<td>100</td>
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<tr>
<td>Primary Source Paper</td>
<td>200</td>
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<tr>
<td>Reading Quizzes</td>
<td>100</td>
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<tr>
<td>Midterm Exam</td>
<td>200</td>
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<tr>
<td>Philosophy of Education</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>200</td>
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<tr>
<td>Attendance and Participation</td>
<td>300</td>
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<td><strong>Total</strong></td>
<td><strong>1300</strong></td>
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**Course Reading and Assignment Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings and Assignments Due</th>
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<tbody>
<tr>
<td><strong>Week 1: Goals of American Education</strong></td>
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| Tuesday 8/23 and Thursday 8/25 | • Introductions  
• All About That Bass-Why Study the Past?  
• Syllabus Review | • Syllabus (In Class handout)  
*OAKS |
| **Week 2: Nation Building and Political-Economic Goals of American Education** |                                             |                                                        |
| Tuesday 8/30          | • Pedagogy  
• Plato and *The Republic*  
• Noble Lie | • Plato, *Republic* (excerpts)  
*OAKS  
• Rousseau, *Emile*; 1-34.  
*OAKS  
• Labaree, “Public Schools for
| Thursday 9/1 |  ▪ Allegory of the Cave  
 ▪ Rousseau and Locke  
 "OAKS  
 ▪ Explain: Current Issues Presentation  
 ▪ Explain: Critical Autobiography Assignment  |
|-----------|------------------|---------------------------------|
| Thursday 9/8 | ▪ Early American Education  
 ▪ Religion and education  
 ▪ Progressive Education  
 ▪ American Revolution  
 ▪ Urban and Wagoner, Ch. 2  |
| Week 3: “Common” Schools, Segregation and Access to Public Education |  |
| Tuesday 9/6 | ▪ Discuss Critical Autobiography Papers  
 ▪ Horace Mann’s 12th Annual Report (1848) Common Schools, 1840 – 1880  
 ▪ *Roberts v. Boston* (1848)  
 ▪ Social and Political Construction of Race  | Urban and Wagoner, Ch. 4  |
| Thursday 9/8 | ▪ Black Education in the South  
 ▪ *Tape v. Hurley* (1885)  
 ▪ Plessy v. Ferguson (1896)  
 ▪ Jim Crow  
 ▪ *de facto* and *de jure* segregation  | Anderson, James. *Education of Blacks in the South*, 4-32, "OAKS.  
 ▪ Urban and Wagoner, Ch. 5  
 ▪ Due: Critical Autobiography Paper  
 ▪ Explain: Primary Source Paper  |
| Week 4: Jim Crow, Americanization and Social and Economic Reproduction |  |
| Tuesday 9/13 | ▪ Education for Servitude  
 ▪ Manifest Destiny  
 ▪ Native American Boarding Schools  | Du Bois, *The Souls of Black Folk*, 1-36, 133-140 "OAKS  
 ▪ Luther Standing Bear, in *Major Problems in American Indian History*, 375-377. "OAKS  |
### Week 5: “Progressive” Era of Education and Challenging Jim Crow

**Tuesday 9/20**
- John Dewey
- Progressive Education
- Social Reconstructionism
- Administrative Progressives
- Business and “rational” educational policy

- Urban and Wagoner, Ch.7
- Counts, *Dare the Schools Build a New Social Order?* 27-56 *OAKS

**Thursday 9/22**
- Booker T. Washington
- W.E.B. DuBois
- DuBois, “Does the Negro Need Separate Schools?” *OAKS

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

**Tuesday 9/27**
- Schools and Social Change
- Highlander Folk School
- Citizenship Schools
- Septima Clark and Esau Jenkins

- Urban and Wagoner, Ch.10
- Jacobs, *The Myles Horton Reader*; 211-218; 229-230; 251-278 *OAKS

**Thursday 9/29**
- Freedom Schools
- Student and Teacher Activists

- Hale, “Students as a Force for Social Change,” *OAKS
- **Due-Primary Source Analysis Paper**

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

**Tuesday 10/4**
- *Briggs v. Elliot* (1952)
- NAACP Legal Strategy

- **Explain: Midterm Exam**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
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<tbody>
<tr>
<td><strong>Thursday 10/6</strong></td>
<td>▪ Brown and Everything After…. ▪ Little Rock Nine ▪ Desegregation Experience</td>
<td>▪ Beals, <em>Warriors Don’t Cry</em>, excerpts *OAKS ▪ Urban and Wagoner, Ch. 11</td>
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<td><strong>Week 9: Midterm</strong></td>
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<td><strong>Tuesday 10/18</strong></td>
<td>▪ Midterm In Class</td>
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<tr>
<td><strong>Thursday 10/20</strong></td>
<td>▪ No Class</td>
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*OAKS
• *DeRolph v. Ohio* (2004)  
• Local v. Federal Control | • Watch Corridor of Shame *OAKS |

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

| Tuesday 11/8 | • Election Date |
| Thursday 11/10 | • A Nation at Risk (1983)  
• Standards Based Reform Movement  
• Goals 2000  
• America 2000  
• No Child Left Behind (2001)  
• Race to the Top (2010) International Rankings | • NCLB, executive summary *OAKS  
• Urban and Wagoner, Ch. 12  
• Darling-Hammond, “Evaluating No Child Left Behind” *OAKS |

**Week 13: School Choice and Charter Schools**

| Tuesday 11/15 | • *Watch-Waiting for Superman?*  
• Charter Schools/ Magnet Schools | • Lubienski, C. “Charter School Innovation in Theory and Practice,” pp. 72-92 *OAKS |
| Thursday 11/17 | • School Choice  
• Milton Friedman  
• Homeschooling  

**Week 14:**

| Thursday 11/22 | No Class |
| Tuesday 11/24 | No Class |

**Week 15: LGBTQ Issues and Class Wrap Up**

• Judith Graham, Creating Safe Spaces for all Youth: Working with Gay, Lesbian, Bisexual, Transgender and Questioning Youth, p. 1-16 *OAKS |
| Thursday 12/1 | **Class Party!**
| | • What Teachers Make???
| | • In Class Course Evaluations |
| TBA | Final Exam |


**Due:** Philosophy of Education Statement