COLLEGE OF CHARLESTON
EDFS 201-05: Foundations of Education, Fall 2016
3 credit hours; 6-9 outside hours each week
Monday & Wednesday 11:00am -12:15pm, Education Center 212
Restrictions: Must be enrolled as sophomore, junior, or senior

Instructor: Beth Lloyd, Ph.D.
Office: School of Education, Health, and Human Performance (SOEHHP), Office 227
Office Phone: 953-7432
Email: LloydB@cofc.edu
Office Hours: Mon & Wed: 9:15 – 10:45am; 2:00 – 2:30 pm; or by appointment
Email Hours: MWF: latest check and response 2:00pm; T/Th: latest check and response 4 pm
Home Hours: T/Th: 10-4; call: 843.873.8090; if no answer, leave a message with #
Note: Do NOT hesitate to call; I am officially working during this time. Working from home allows me to minimize my commute time. Consider this my second office.

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

Course Materials
Composition notebook

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, and 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.

**Weekly Assignments: Reading Reflections AND Focus Questions**

*(Note: Specifics for each week will be posted at least a week in advance on OAKs under the Weekly Assignments and Grading Criteria content module)*

To maximize the development of thinking about education from a foundational lens, it is imperative that students engage in their readings. Some of the readings will be addressed in class, but due to the vast body of pertinent literature in this field, some of the topics covered in the out-of-class readings will not. Therefore, to ensure active engagement with the readings and maximum knowledge gained from this course, students will be responsible for reflecting on readings throughout the semester. These weekly assignments should be kept in a composition notebook. **They are to be hand written, labeled and dated appropriately. These may be collected periodically.**

Typically during the class indicated on the daily schedule, students will discuss the questions and reflections with their peers and/or with me and add insightful comments to their work as they see fit. Forms of assessment will vary related to this assignment (individual conferences, collection of responses and reflections per individual, collection per group, checklist based on responses during class discussion, site checking for completion, or open-notes/closed readings quiz – most definitely). Feedback will be provided either individually or to the class as a whole. **However, there will be some articles and chapters from the main text that will be outlined thoroughly and for which class discussion is minimal. This is based on the fact that these particular articles and chapters are dense with pertinent information, thorough, and easy to understand. Material from these**
chapters will be included on the tests and should be integrated into other class projects as appropriate. This information is meant to serve as a FOUNDATION for the instruction in class that day as well. This will ensure that students come to class with the same prior knowledge!

If late to class or not in class the day these are due, students WILL NOT receive credit for the assignment if I have already assessed the class.

Timeline
In an effort to help students in their synthesis of the vast amount of information acquired throughout this semester, at the culmination of the semester, students, in groups, will submit a time/theme “line” (30 points). 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.

Attendance, Preparation, & Participation
During class, there will be a number of activities. Students 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, students must be present and prepared.

Failure to be prepared will result in students not earning these points. Participation points will be deducted for cell phone use in class and disrespectful conduct. If an emergency, students may be excused to the hallway to talk or text. Otherwise, I should not see fingers typing on phones underneath tables.

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. This assignment will help students critically analyze components of culture such as race and class in education. Upon analysis, students should reflect on their own race, class, gender, etc. and how these aspects of their individual backgrounds have influenced their education and contributed to the ways in which they bear or disseminate particular aspects of culture (note: consider both ideas of cultural transmission and cultural production). Please write a 3-5 page critical autobiography revealing your reflection and critical analysis.

First, students are to read and take notes on the assigned articles. They may consider constructing a culture wheel if it helps. Then answer the following questions:
Your Identity
1. What racial and ethnic labels does your family use to describe itself? What is your family’s native language? Would you use these same racial and/or ethnic labels to describe yourself? Is this your first language? 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? 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? What adjustments
have family members had to make in order to be accepted in the wider American society?
2. What is the economic history of your family? In what kinds of work have members of our family engaged? How do you
identify with regard to class?
3. You have already considered your ethnicity, race, language, and class; consider how you identify with regards to gender,
sexual orientation, ability, and/or other aspects of your identity (such as your political affiliation, religious affiliation, and
views on society’s ideals, etc.).

Benefits and/or Struggles Based on Aspects of Identity: In General and Your Experiences
4. Based on the readings, what is race and what is racism? What is white privilege? Do you experience any advantages
and/or disadvantages because of your race or any other aspect of your identity (race, class, gender, sexual orientation,
language, ability, political affiliation, religious affiliation, etc.?)

Impact of Your Identity on Culture
5. What role do these parts of your identity play on your views of yourself as a cultural being? That is, how do these parts of
your identity impact how you disseminate culture (that is, what values, beliefs, ideas, etc. are you passing on)?

Impact of Identity on Education: Your Education and Students in General
6. Specific to education, what is the educational history of your family? When did family members first begin to avail
themselves to formal schooling? Think about your formal schooling and attitudes of success and failure, motivation,
perseverance, etc. Were your experiences in PK–college educational experiences influenced based on your aspects of your
identity or background? Explain. How have your educational experiences shaped/impacted your identity?
7. How do schools reflect notions of race, gender, class, sexual orientation, language, etc.? How are students affected by
this?

Implication as a Future Teacher
8. How can your pedagogy/teaching address such issues?

Articles to read and cite within the assignment:
of New York Press.
McIntosh, P. “White Privilege: Unpacking the Invisible Knapsack,” (working paper,
http://www.deanza.edu/faculty/lewisjulie/White%20Privileged%20Unpacking%20the%20Invisible%20Knapsack.pdf)

Contemporary Issues Lesson
As this is an education course, it is important that students 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. Students 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 students’ peers understanding of the complexity of the contemporary issue. Students 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 s may choose a topic of interest with instructor approval.

As a group, students 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, students should use multiple
disciplinary lenses and consider multiple perspectives as they think and present about the issue. Students will be
responsible for leading the class discussion around the issue(s). Students 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. Students 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 students 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 students understand the multiple perspectives on Common School Reform and to use primary sources to achieve this.

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

The paper is to be a 1200-1800 word (4-6 page) 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? How do they fit into the broader context of the public schooling debate in America today?
- What position or arguments are made in the text regarding free Common Schools: (1) What are the advantages? What can they accomplish? (2) What are the disadvantages? What can they not accomplish?
• 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
• A South Carolinian argues against public schools 1852
• Daniel Webster on Free Schools Plymouth, MA1820

The paper will be graded based on (a) how deeply and extensively the student was able to analyze the primary source selected, (b) how effectively the student was able to connect it with larger themes and controversies in the Common School movement, (c) the rigor the student put into analyzing the limitations of the particular document together with the discussion of the larger context, and (d) the clarity & organization of the student’s writing.

Philosophy of Education Statement
As part of our study of the philosophy of education, students will articulate a personal philosophy of education. Student’s philosophy of education will continue to evolve throughout his/her career. This assignment affords students 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 students to articulate beliefs about knowledge, learning, students, and teaching. Students should keep an electronic and hard copy of this philosophy statement as it will be reviewed and revised in future courses.

Final
These exams provide an opportunity for students 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
Students are expected to use correct grammar at all times. Points will be deducted on written assignments for grammatical errors. Students are encouraged to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). 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/.

Academic Support Services—The Center for Student Learning
The CSL, located on the first floor of the library, offers a wide variety of tutoring and other academic resources that support many courses offered at the College. Services include walk-in tutoring, by appointment tutoring, study strategies appointments, Peer Academic Coaching (PAC), and Supplemental Instruction (SI). All services are described and all lab schedules are posted on the CSL website http://csl.cofc.edu/, or call 843.953.5635 for information.

Respectful Conduct
Students 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.

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 be 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 XXF 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 XX 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 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/index.php

**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 400 points during the semester. They will be distributed as follows:

<table>
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<tr>
<th>Evaluation Category</th>
<th>Points Distribution</th>
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<tbody>
<tr>
<td>General Participation (1/2 point for general participation earned each class session, sans the first class, video days, days students present their own issues, review days, or days in which specific participation points are awarded, 18 classes; can earn up to 9 points, only need 8 points)</td>
<td>8 points (Note: 11 prior to 10/21= 5.5 pts; 7 after=3.5pts)</td>
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<tr>
<td>Specific Preparation and Participation (Common School Debate, Philosophy Jigsaw, Partner Case Assignment, 4 points each)</td>
<td>12 points (Note: 2 prior to 10/21=8pts; 1 after=4pts)</td>
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<tr>
<td>Philosophy of Education Statement</td>
<td>20 points (5%)</td>
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<td>Critical Autobiography</td>
<td>30 points (7.5%)</td>
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<tr>
<td>Timeline</td>
<td>30 points (7.5 %)</td>
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<tr>
<td>Primary Source Paper</td>
<td>60 points (15 %)</td>
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<td>Reading Reflections and Focus Questions (most likely in the form of open-notes quizzes but could also collect notebooks; 8 checks; 10 points each)</td>
<td>80 points (20%) (Note: 7 prior to 10/21=70pts; 1 after=10pts)</td>
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<tr>
<td>Final Exam</td>
<td>80 points (20%)</td>
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<tr>
<td>Contemporary Issues Lesson</td>
<td>80 points (20%)</td>
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**Evaluation Scale**

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<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>
</tr>
<tr>
<td>B</td>
<td>86-88%</td>
<td>3.0</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 (SOEHHP – 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.
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<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS*</th>
<th>DUE</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to course</td>
<td>“Introduction” Ogbu – in class</td>
<td>Begin work on Critical Autobiography – First four readings relate to this assignment</td>
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<td></td>
<td>Using the SF lens</td>
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<td>Purpose of the class</td>
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<td>Explanation of Reading Reflections (individual), Participation, and Timeline Project (group)</td>
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<tr>
<td>2</td>
<td>Explanation of Critical Autobiography Assignment (individual)</td>
<td>Ch 1 “Foundations of Multicultural Education” from <em>Multicultural Education in a Pluralistic Society</em>; <em>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</td>
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<td>Anthropological lens: Making the familiar strange</td>
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<td>Anthropological lens: Unintended consequences</td>
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<td>3</td>
<td>Historical &amp; philosophical lenses: The Great Debate</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 and taking notes on the readings, keep a history time/theme line and incorporate what is done during class as well</td>
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<td>Historical &amp; philosophical lenses: Nation building</td>
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<td>Explanation of Primary Source Paper (individual)</td>
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<td>4</td>
<td>Historical &amp; philosophical lenses (1830-1860): Preparing for the Common School Debate</td>
<td>9/12 Ch. 4 -- Urban 12th annual report – Mann</td>
<td>Continue time/theme line and taking notes on readings</td>
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<td>Historical &amp; philosophical lenses: Common School Debate</td>
<td>9/14 Assigned primary source reading – authors vary</td>
<td>9/14 Prepare for Common School debate</td>
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<td>5</td>
<td>Historical &amp; philosophical lenses: VIDEO 1 (1860-1880) of <em>School, the story of American public education</em> and Black Education in the South (WEB DuBois and Washington)</td>
<td>9/19 <em>Education of Blacks in the South</em>, 4-32 – Anderson</td>
<td>Continue time/theme line and taking notes on readings</td>
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<td>Historical &amp; philosophical lenses: Finish Black Education in the South; VIDEO 2 (1880-1930); and Progressivism</td>
<td>Booker T. Washington speech (attached to Weekly assignment document)</td>
<td>Work on Primary Source paper</td>
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<td>Explanation of Philosophy Jigsaw</td>
<td>9/21 <em>Education for Extinction</em>:</td>
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<td>6 Sept. 26 &amp; 28</td>
<td>Historical &amp; philosophical lenses: Finish Progressivism; VIDEO 3 (“A struggle for educational equality”); and Road to Brown and Education Post conflict (1940-1963); Explanation of Philosophy Jigsaw</td>
<td>“Landing on the Wrong Note” – Ladson-Billings; Brown, Not White: School Integration and the Chicano Movement in History, 19-34 – Guadalupe, Jr.</td>
<td>Continue time/theme line and taking notes on readings</td>
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<td>Finish Road to Brown Desegregation and the Illusions of Equality Explanation of Issue Project (group)</td>
<td>Ch. 7 – Urban</td>
<td>Primary Source Paper due Wednesday at beginning of Wednesday’s class (hard copy)</td>
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<td>7 Oct. 3 &amp; 5</td>
<td>Historical &amp; philosophical lenses: Finish jigsaw and notes if necessary; Wrap up history &amp; philosophy lenses with discussion questions: Progress? Contradictions to purposes? Explanation of philosophy statement (individual) NOTE: Depending on the need, this can be replaced with a midterm assignment.</td>
<td>10/3</td>
<td>Continue time/theme line and taking notes on readings</td>
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<td>10/3 Ch. 7 – Urban</td>
<td>Assigned philosophy Jigsaw readings, plus reliable/credible readings as needed for Jigsaw preparation (must cite)</td>
<td>Prepare for Jigsaw (Monday)</td>
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<td>Political Foundations excerpts, 60-69, 92-93</td>
<td>10/5</td>
<td>Turn in Weekly Assignment composition notebook (Wednesday)</td>
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<td>Tinkering toward utopia excerpts -- Tyack &amp; Cubin</td>
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<td>8 Oct 10 &amp; 12</td>
<td>Contemporary Issue through a Foundational Lens: Failure Part I (Race &amp; Ethnicity)</td>
<td>10/10</td>
<td>Continue time/theme line and taking notes on readings</td>
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<td>Contemporary Issue through a Foundational Lens: Failure Part II</td>
<td>“Understanding minority education” – Jacob &amp; Jordan; “Frameworks” Ogbu</td>
<td>WORK ON IP</td>
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<td>10/12 “Social reproduction in theoretical practice” MacLeod (only assigned pages based on your number); “Invisible inequality” Lareau</td>
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<td>9 Oct. 17 &amp; 19</td>
<td>Contemporary Issue through a Foundational Lens: Failure Part III</td>
<td>10/17</td>
<td>Continue time/theme line and taking notes on readings: Make sure to include notes on podcast</td>
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<td>Contemporary Issue through a Foundational Lens: School Failure Part IV</td>
<td>“Achieving school failure” McDermott</td>
<td>WORK ON IP</td>
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<td>10/19 Introduction, Ch. 1 -- Delpit; Listen to Podcast “The Problem We All Live With”: <a href="http://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with">http://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with</a></td>
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<td>Issue 2: Meeting the Needs of Individuals (10/26)</td>
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<td>Date</td>
<td>Event</td>
<td>Reading/Assignment</td>
<td>Notes</td>
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<td>Oct. 31 &amp; Nov. 2</td>
<td>Remind about Philosophy Statement Political and economic lenses: Power, control, and influence at different levels (federal, state, local) – Lecture</td>
<td>Ch. 12 -- Urban</td>
<td>Issues 3 Presentation (Reflections &amp; follow-up questions/answers due the following week)</td>
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<td>Nov. 7 &amp; 9</td>
<td>Fall Break (11/7)</td>
<td>NO READGINGS THIS WEEK – INTENTIONAL – USE THIS WEEK TO CATCH UP ON READINGS AND ASSIGNMENTS!</td>
<td>Issue 4 Presentation (Reflections &amp; follow-up questions/answers due the following week)</td>
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<td>Nov. 14 &amp; 16</td>
<td>Issue 5: Specific Efforts/Improvement Initiatives (11/14)</td>
<td>NO READGINGS THIS WEEK – INTENTIONAL – USE THIS WEEK TO CATCH UP ON READINGS AND ASSIGNMENTS!</td>
<td>Issues 5 &amp; 6 Presentations (Reflections &amp; follow-up questions/answers due the following week)</td>
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<td>Nov. 21 &amp; 23</td>
<td>Challenges in the Trenches: Leadership and the Profession – The Principal Story (VIDEO) I have/who has game (11/21) Thanksgiving Break (11/23)</td>
<td>“Leaving the profession” – Lloyd</td>
<td>Philosophy Statement due at beginning of Monday’s class (hard copy)</td>
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<td>Dec. 5</td>
<td>Evaluations</td>
<td>Independent readings for case assignment (11/30)</td>
<td>Time/Theme/Implication Line due at beginning of class</td>
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<td>Dec. 12 12-3pm</td>
<td>Final exam review: Jeopardy</td>
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<td>Study for final</td>
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