Instructor Information:

Jon N. Hale, Ph.D.
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86 Wentworth St
halejn@cofc.edu
(843) 953–6354 (office)

Office Hours:
T,TH: 9:00-10:30; 3:00-5:00
W: 2:00-4:00, and 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, 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

General Education Student Learning Outcomes:
1) Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

2) Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed through the Primary Source Paper (assignment 4).

Course Outcomes:

1) Students examine the historical origins of American education in the eighteenth century and delineate the major historical trends and tensions through No Child Left Behind (2001) through on-line discussion prompts and a midterm and final exam.

2) Students discuss and demonstrate an understanding of major, overarching educational philosophies in on-line discussion prompts and a philosophy of education paper.

3) Students identify significant federal policy including the National Defense Education Act (1958), the Elementary and Secondary Education Act (1965), the No Child Left Behind Act (2001), Race to the Top (2010) and the Dream Act in on-line discussion prompts and the final exam.

4) Students conduct primary source analysis through archival research, demonstrate an ability to interpret primary sources, and 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: Topics Presentation: Current Issues in Education
Good teachers and good citizens stay current about issues in education. Each of you will be responsible for presenting on a topic or event in education. A list of potential topics related to educational issues will be distributed in class or you may choose a topic of interest to you with instructor approval. (100 pts) Sign ups will occur on January 14. Presentations will begin on Thursday January 16.

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.
Assignment 2: Primary Source Exercise
As we will discuss in class, Booker T. Washington believed that African Americans should gradually earn full political, social, and economic rights. Washington argued that this long process should begin with vocational education or schooling designed to train students to become employees, most often manual laborers. Though the idea was challenged by many people in the black community, most notably Dr. W.E.B. DuBois, Washington’s notion of vocational training was very influential in the development of education for African Americans.

For this primary source exercise, read Booker T. Washington’s “Atlanta Compromise Speech” and the online digital exhibit on the history of Burke High School in Charleston, SC: http://ldhi.library.cofc.edu/exhibits/show/history_burke_high_school/introduction

Then, address the following questions in a 2-page response Due February 11 (50 pts)

1. According to Washington, what is the best path toward progress in the South, in regards to African Americans? What types of employment does Washington envision for African Americans? What does Washington mean when he said that “the agitation of questions of social equality is the extremest folly”?
2. How and where is Washington’s philosophy evident in the history of Burke High School? In what ways are his ideas manifest in the curriculum, objectives, and purpose of Burke High School?

Assignment 3: Critical Autobiography Assignment
An important focus of this course is to understand the intersection of culture and society in schools, classrooms, and individuals. The first part of the assignment provides an opportunity for you to reflect on yourself as a culture bearer and on the influence of education in your life. The second part of the assignment provides an opportunity to critically analyze the role of race in education. In your thinking address the following: Due February 25 (100 pts)

The readings needed for this assignment are drawn from the following sources and are posted on OAKS:


Part I
1. How long has your family been in the United States? When (approximately) did they arrive? From where did they come? Did they come voluntarily? Where did they settle?
2. What is the economic history of your family? In what kinds of work have members of your family engaged?

3. What is the educational history of your family? When did family members first begin to avail themselves of formal schooling?

Part II

4. Based on the readings from Tatum, McIntyre and Mcintosh, what is race and what is racism? What is white privilege? Do you experience any advantages because of your race? How do schools reflect these notions of race, privilege and discrimination?

5. How do you identify with regards to class, gender, sexual orientation, language, and/or ability? How do you benefit and struggle because of these identities? How do these identities affect the education of our students?

Assignment 4: Primary Source Paper (SLO 1 and 2)
Students will examine the primary documents set aside at the Avery Research Center (125 Bull Street) to address the following questions: What role did the Citizenship Schools play in the Civil Rights Movement? How did educator and activists like Septima Clark, Esau Jenkins, and Bernice Robinson advance the Civil Rights Movement in Charleston and the Lowcountry? Papers must be between 5 and 7 pages and based on these primary documents and other secondary sources students find to support their essays. Students description of education during the Civil Rights Movement must be accurate and adequately detailed, the primary sources are reasonably contextualized; and in more than one context; and the interpretation must reasonably connect to the description and contextualization (SLO 2) (100 pts) April 8.

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 10-15 pages in length. Due April 8.

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 April 22 (100 pts)

Assignment 6: OAKS Discussion Prompts
Students will respond to ten different discussion prompts throughout the semester. Each response should consist of a one to two page response to a question posed on OAKS. Responses must be completed prior to class on Monday. (10 pts each)

Assignment 7: 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)
**Assignment 8: Attendance and participation**

Attendance will be taken. Policies and procedures for EDFS 201 correspond to the policies and procedures statement developed and approved by the faculty of the School of Education. Students who miss more than three classes will be dropped from this course regardless of the time of the semester. Absences beyond the three will only be excused with a medical note, a formal discussion with the instructor, and documenting the absence with an Absence Memo through Student Affairs. Moreover, students with more than three absences will not be awarded points for attendance and participation. In the event that a student misses a class with a legitimate, documentable reason, that student may bring documentation to 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. **No texting or use of social media in class/ (50 pts)**

**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. That scale is attached to the syllabus for this course. In addition, other policies and procedures were adopted at this meeting. Again, please review the attached document for details.

**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>
<td>Topics Presentation</td>
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<td>Critical Autobiography Paper</td>
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<td>Primary Source Exercise</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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<td>Attendance and Participation</td>
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### Course Reading and Assignment Schedule

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#### Week 1: Goals of American Education

**January 9**
- Introductions
- Syllabus Review
- Presentation Topic Selection
- Pedagogy
- Syllabus (In Class handout) *OAKS

#### Week 2: Nation Building and Political-Economic Goals of American Education

**January 14**
- Pedagogy
- Noble Lie
- Allegory of the Cave
- Plato and *The Republic*
- Rousseau and Locke
- The Enlightenment
- Plato, *Republic* (excerpts)
- Rousseau, *Emile*; 1-34. *OAKS
- Labaree, “Public Schools for Private Advantage,” 15-52. *OAKS
- OAKS discussion prompt #1

**January 16**
- Early American Education
- Religion and education
- Progressive Education
- American Revolution
- Republicanism and Education
- Rury, “Chapter 1: Colonial America”

#### Week 3: “Common” Schools, Segregation and Access to Public Education

**January 21**
- Common Schools, 1840 — 1880
- *Roberts v. Boston* (1848)
- Social and Political Construction of Race
- Nation-Building and the “Other”
- Rury, “Chapter 2: Emergence of a Modern School System”
- OAKS discussion prompt #2

**January 23**
- Black Education in the South
- *Tape v. Hurley* (1885)
- Anderson, James. *Education of Blacks in the South*, 4-32, *OAKS.*
### Week 4: Jim Crow, Americanization and Social and Economic Reproduction

| January 28 | Education for Servitude  
Jim Crow  
de facto and de jure segregation  
Luther Standing Bear, in *Major Problems in American Indian History*, 375-377.  
**OAKS discussion prompt #3** |
| January 30 | Americanization and Bilingual Education  
Subtractive Curriculum  
Immigration and the Asian American Experience | Guadalupe, Jr; *Brown, Not White: School Integration and the Chicano Movement in History*, 19-34.  
Rury, “Chapter 3: Ethnicity, Gender and Race” |

### Week 5: “Progressive” Era of Education and Challenging Jim Crow

| February 4 | John Dewey  
Progressive Education  
Counts, *Dare the Schools Build a New Social Order*? 27-56  
**OAKS discussion prompt #4** |
| February 6 | History of Burke High School  
Booker T. Washington  
W.E.B. DuBois  
Administrative Progressives  
Business and “rational” educational policy | DuBois, “Does the Negro Need Separate Schools?”  
Rury, “Chapter 4: The Progressive Era” |

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

| February 11 | Schools and social change  
Highlander Folk School  
Citizenship Schools  
Septima Clark and Esau Jenkins | Jacobs, *The Myles Horton Reader*, 211-218; 229-230; 251-278  
**Primary Source Exercise Due** |
| February 13 | Freedom Schools  
Student and Teacher Activists | Cobb, “Freedom School Prospectus,” pp. 1-4  
Hale, “Students as a Force for Social Change,”  
**OAKS** |

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

| February 18 | *Briggs v. Elliot* (1952)  
NAACP Legal Strategy  
**OAKS discussion prompt #5** |
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<tr>
<th>Date</th>
<th>Topics</th>
<th>Required Reading</th>
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| February 18| • Briggs v. Elliot (1952)  
• NAACP Legal Strategy  
• Brown v. Board of Education (1954)  
• Tushnet, “The Strategy of Delay and Direct Attack,” in The NAACP’s Legal Strategy, 105-138 *OAKS  
• Baker, Paradoxes of Desegregation, 87-107.  
• OAKS discussion prompt #5 |                                                                                 |
| February 20| • “Brown II” Decision  
• Little Rock Nine  
• Desegregation Experiences  
• Charleston Desegregation  
• Beals, Warriors Don’t Cry, (excerpts) *OAKS  
• Millicent Brown, Interview *OAKS |                                                                                 |
| Week 8: Desegregation and the Illusions of Equality |                                                                                 |                                                                                 |
| February 25| • “Brown II” Decision  
• White Flight  
• Massive Resistance  
• “Freedom of Choice”  
• Critical Autobiography Paper Due |                                                                                 |
| February 27| • Miliken v. Bradley (1974)  
• Boston Busing Riots  
• Re-segregation  
• Irons, Jim Crow’s Children, 315-347 *OAKS  
• Rury, “Chapter 5: Education, Equity, and Social Policy” |                                                                                 |
| Week 9: SPRING BREAK |                                                                                 |                                                                                 |
| Week 10: Federal Involvement in Education 1957–1980 |                                                                                 |                                                                                 |
| March 11   | • NDEA (1958)  
• ESEA (1965)  
• Civil Rights Act, Title VII  
• Busing  
• ESEA Executive Summary *OAKS  
• OAKS discussion prompt #6 |                                                                                 |
| March 13   | • Head Start  
• PL 94-142  
• Title IX  
• Department of Education  
• Vinovskis, “Implementing, Evaluating, and Improving Head Start Programs,” in The Birth of Head Start, pp. 87-118 *OAKS |                                                                                 |
| Week 11: School Governance and Educational Funding |                                                                                 |                                                                                 |
| March 18   | • Educational Decision Making  
• 10th Amendment  
• OAKS discussion prompt #7 |                                                                                 |
| March 20   | • Abbeville v. South Carolina (2006)  
• DeRolph v. Ohio (2004)  
• Local v. Federal Control  
• Darling-Hammond, The Flat World and Education, 99-130 *OAKS |                                                                                 |
<p>| Week 12: The Standards Movement and No Child Left Behind 1980–2010 |                                                                                 |                                                                                 |</p>
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<td>March 27</td>
<td>No Child Left Behind (2001)</td>
<td>Darling-Hammond, &quot;Evaluating No Child Left Behind&quot; *OAKS</td>
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<td>Race to the Top (2010) International Rankings</td>
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<td>April 10</td>
<td>Commemoration of <em>Brown v. Board of Education</em> (1954)</td>
<td>Attendance of a professional development opportunity (one page reaction)</td>
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<td>April 17</td>
<td>The Algebra Project</td>
<td>Education and Civil Rights in the twenty-first century</td>
<td>Call me MISTER</td>
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<td>Week 16: Student-Centered Education and Evidence-Based Best Practices</td>
<td>Student – Centered Education</td>
<td>Collaborative Learning</td>
<td>Multiple Intelligences Theory</td>
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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.


Gonzalez, Gilbert G. *Chicano Education in the Era of Segregation* (Philadelphia: The
Balch Institute Press, 1990); 30-45.


Madaus, George and Marguerite Clarke: The Adverse Impact of High-Stakes Testing
on Minority Students: Evidence from One Hundred Years of Test Data.” In Raising Standards or Raising Barriers? Inequality and High-Stakes Testing in Public Education, edited by Gary Orfield and Mindy L. Kornhaber (New York: The Centru Foundation Press, 2001); 85-106.


