EDFS 201 Syllabus (DRAFT)

College of Charleston
EDFS 201 (6): Foundations of Education
Spring 2016
M,W 1:00-2:15
Education Center, Room 212

Instructor Information:

Kendall D. Deas, Ph.D
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School of Education Building, Room 226
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(843) 953–1718 (office); (803) 468-1121 (cell)

Office Hours:
Tuesdays and Thursdays: 1:00-3:00 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
- 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:
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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 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 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 eight 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 Tuesday (100 pts.); Note: Each student can receive 20 bonus points for strong class participation/discussion

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. These may be done individually or in small groups. (100 pts) Sign ups will begin the week of January 11th. Presentations will begin on Monday January 25th.

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.
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- 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: 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: Due February 1st (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
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?

Assignment 4: 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
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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 1000-1800 words (4-6 page) analysis of the primary sources you selected. The paper should address the following four questions:

- 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.
- How does 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) Due: March 2nd.

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. For non-education majors, there is the option to write from the perspective of a taxpayer and citizen to address
how you would like to see public school governed. Students must demonstrate satisfactory composition skills in English (SLO 1) Due: April 6th (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 (100 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.

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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<th>Assignment</th>
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<td>Topics Presentation</td>
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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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<td><strong>Total</strong></td>
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## Course Reading and Assignment Schedule

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<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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<tr>
<td><strong>Week 1: Goals of American Education</strong></td>
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| January 11th | • Introductions  
• Syllabus Review                                      | • Syllabus (In Class handout) *OAKS                                      |
| January 13th & 15th | • Goals of American Education  
• Discuss Topic selection  
• Pedagogy                      | • Labaree, “Public Schools for Private Advantage,” 15-52. *OAKS           |
| **Week 2: Nation Building and Political-Economic Goals of American Education** |                                                                        |                                                                         |
| January 18th (no class; King Holiday), 20th | • Noble Lie  
• Allegory of the Cave  
• Plato and *The Republic*  
• Rousseau and Locke  
• The Enlightenment    | • Plato, *Republic* (excerpts)                                                                 |
|           | • Early American Education  
• Religion and education  
• “Old Deluder Satan Act”  
• American Revolution  
• Republicanism and Education  
• Sign up for topic presentations | • Jefferson, “Notes on the state of Virginia,” 92-97. *OAKS  
• Urban, “Chapter 3: Education and the Building of a New Nation”  
• **OAKS discussion prompt #1** |
| **Week 3: “Common” Schools, Segregation and the Construction of Race** |                                                                        |                                                                         |
| January 25th & 27th | • 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,” 92-116. *OAKS  
• Topic presentations begin                                                                 |
|           | • 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.  
• **OAKS discussion prompt #2** |
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### Week 4: Americanization, Immigration and Education, 1860-1920

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<th>February 1st &amp; 3rd</th>
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<td>Manifest Destiny</td>
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<td>Native American Boarding Schools</td>
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<td>Luther Standing Bear, in Major Problems in American Indian History, 375-377. *OAKS</td>
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<td>Due: Critical autobiography paper</td>
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<td>Americanization and Bilingual Education</td>
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<td>Immigration and Education</td>
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<td>Guadalupe, Jr, Brown, Not White: School Integration and the Chicano Movement in History, 19-34. *OAKS</td>
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<td>OAKS discussion prompt #3</td>
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### Week 5: “Progressive” Era of Education and the High School in Charleston

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<th>February 8th &amp; 10th</th>
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<td>John Dewey</td>
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<td>Business and “rational” educational policy</td>
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<td>Urban, “Chapter 7: Educational Reform in the Progressive Era”</td>
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<td>History of Burke High School and the Avery Normal Institute</td>
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<td>Booker T. Washington</td>
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<td>W.E.B. DuBois</td>
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<td>Counts, Dare the Schools Build a New Social Order? 27-56 *OAKS</td>
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### Week 6: Educational Reform and the Road to Brown

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<th>February 15th &amp; 17th</th>
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<td>Schools and social change</td>
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<td>Highlander Folk School</td>
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<td>Citizenship Schools</td>
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<td>Septima Clark and Esau Jenkins</td>
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<td>Jacobs, The Myles Horton Reader, 211-218; 229-230; 251-278 *OAKS</td>
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<td>OAKS discussion prompt #4</td>
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<td>Briggs v. Elliot (1952)</td>
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<td>NAACP Legal Strategy</td>
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<td>Brown v. Board of Education (1954)</td>
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### Week 7: Brown and Equality of Educational Opportunity?

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<th>February 22nd &amp; 24th</th>
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<td>“Brown II” Decision</td>
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<td>Little Rock Nine</td>
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<td>Desegregation Experiences</td>
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<td>Charleston Desegregation</td>
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<td>Beals, Warriors Don’t Cry, (excerpts) *OAKS</td>
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<td>March 1-8; (Spring break)</td>
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<td>Freedom Schools</td>
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<td>Student and Teacher Activists</td>
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<td>Urban, “Chapter 11: The Pursuit of Equality”</td>
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### Week 8: Desegregation and the Illusions of Equality

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<td>“Brown II” Decision</td>
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<td>White Flight</td>
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<td>Massive Resistance</td>
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<td>“Freedom of Choice”</td>
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<td>Due: History of the Common Schools Paper</td>
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<td>Spring Break (March 6th-13th)</td>
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## Week 10: Federal Involvement in Education 1957–1980
### March 14th & 16th
- Boston Busing Riots
- Re-segregation
- Oakes discussion prompt #5

- NDEA (1958)
- Education and the Cold War
- ESEA (1965)
- Civil Rights Act, Title VI
- Urban, “Chapter 10: Education During and After the Crucial Decade”
- OAKS discussion prompt #6

- Head Start
- PL 94-142
- Title IX
- Department of Education
- ESEA Executive Summary *OAKS
- History of the Common Schools/Primary Source Paper Due Oct. 29th

## Week 11: School Governance and Educational Funding
### March 21st & 23rd
- Educational Decision Making
- 10th Amendment
- San Antonio v. Rodriguez (1973)

- Local v. Federal Control
- Darling-Hammond, The Flat World and Education, 99-130 *OAKS
- OAKS discussion prompt #7

## Week 12: The Standards Movement and No Child Left Behind 1980–2010
### March 28th & 30th
- Department of Education
- A Nation at Risk (1983)
- Standards Based Reform Movement
- Goals 2000
- America 2000
- NCLB, executive summary *OAKS
- OAKS discussion prompt #8

- No Child Left Behind (2001)
- Race to the Top (2010) International Rankings
- Darling-Hammond, “Evaluating No Child Left Behind” *OAKS

## Week 13: School Choice and Charter Schools
### April 4th & 6th
- School Choice
- Milton Friedman
- Charter Schools
- Magnet Schools
- Waiting for Superman (Clips)
- Ravitch, Diane. The Death and Life of the Great American School System; 113-147 *OAKS
- Due April 6th: Philosophy of Education Paper

## Week 14: Historical Implications of Segregation: Tracking and the Achievement Gap
### April 11th & 13th
- Tracking – “sorting machine model”
- OAKS discussion prompt #9

- The Achievement Gap
- Gloria Ladson-Billings (2007) "Pushing past
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### Bibliography


[Darling-Hammond's article](http://www.thenation.com/article/evaluating-no-child-left-behind)

---------. *The Flat World and Education: How America’s Commitment to Equity will Determine our Future* (New York: Teachers College Press, 2010).


### Week 15: Multicultural Education and Critical Pedagogy

| April 11th & 13th | Cultural Deficit Theory  
| Cultural Difference Theory  
| Goals of Multicultural Education  
| Structural Critique of Education  
| Banking Education  
| Emancipatory Education  
| The Algebra Project |
|---------------------|--------------------------------------------------
| Bob Moses and Charles Cobb, Jr., *Radical Equations*, 3-22 *OAKS  
| **OAKS discussion prompt #10** |

| April 18th & 20th | LBGTQ-friendly education  
| Anti-Bullying campaign |
|---------------------|--------------------------------------------------
| Mayo, LBGTQ youth and education (excerpts)  
| Graves, *And They Were Wonderful Teachers* (excerpts) |

### Week 16: Student-Centered Education and Evidence-Based Best Practices

| April 18th & 20th | Student – Centered Education  
| Collaborative Learning  
| Multiple Intelligences Theory  
| Differentiated Learning |
|---------------------|--------------------------------------------------

*OAKS
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-------. “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);


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.


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