College of Charleston
EDFS 201 (2): Foundations of Education
Spring 2017
T, TH  9:25 - 10:40 a.m.
Education Center, Room 212

Instructor Information:

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School of Education Building, Room 235
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Office Hours:
T, TH: 3:00-6:00 / by appointment

Course Description:
The Foundations of Education provides a rigorous historical examination of cultural expressions that are
ubiquitously manifest in the American public school system. This course examines the history of education
from the eighteenth through the twenty-first centuries. This history examines the social, political, and
economic goals of schooling, all of which includes an examination of how children were socialized as good
citizens, productive employees, and advocates of American culture, politics, and business throughout the
history of the United States. This course also analyzes the intellectual trajectory of education through the
philosophies of education espoused by noted theorists John Locke, Jacques Roseau, Montessori, W.E.B.
DuBois, John Dewey, Myles Horton, Paulo Freire, Howard Gardner and other influential schools of thought
that shaped how we define childhood and how to best educate youth. Fundamental to this analysis is a
framework of diversity and how communities of color experienced these ideals and the tensions associated
with them. Finally, as this course concludes with an examination of the contemporary status of American
education, concluding course topics interrogate the ethical dilemmas associated with American education.
This examination includes issues such as the appropriate role of educators in a growing multiracial
democracy, appreciating diversity in an era of re-segregation, the status of equal opportunity in education for
all students, the role of school choice and charter schools in educational reform, and the shift toward the
privatization of American public schools.

Required Texts:

- Supplemental course readings will be posted on OAKS

Please note: iPads, tablets, or laptops are not required for this course, but their use is strongly encouraged. It is
expected that students bring electronic or hard copies of the readings and PowerPoints to each class for
lecture, discussion, and small group work.

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

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

These outcomes will be assessed through the Progressive Era Primary Source paper (assignment 3).

Course Outcomes:

1) Students examine the historical origins of American education in the eighteenth century and delineate the major historical trends and tensions through Race to the Top (2010) through on-line discussion prompts and a midterm and final exam.

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

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

4) Students conduct primary source analysis through archival research, demonstrate an ability to interpret primary sources, and to construct an historical argument in a primary source analysis paper.

5) Students reflect upon their assumptions and beliefs about the field of education in relation to race, class, and gender in a critical autobiography paper.

6) Students professionally present and demonstrate effective communication skills in a student-led presentation on an assigned topic.

Course Assignments:

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

Assignment 1: OAKS Discussion Prompts
Students will respond to ten different discussion prompts throughout the semester. Each response should consist of a 700 word response to a question posed on OAKS. Responses must be completed prior to class on Monday. (10 pts each)

Assignment 2: Topics Presentation: Current Issues in Education
Each student is responsible for presenting their research on a topic or event in education. A list of potential topics related to educational issues will be distributed in class or you may choose a topic of interest to you with instructor approval. (100 pts) Sign ups will occur on January 17. Presentations will begin on Thursday January 26.

Assessment criteria:
- You were able to engage the class in a productive discussion/presentation lasting 5 minutes.
- You had a thorough understanding of the topic/event discussed.
- You engaged all students at multiple levels of learning and learning styles.
Information provided during the presentation is thorough, well researched, and referenced appropriately.

Technology is incorporated throughout the presentation.

Submit a one-two page summary of your presentation in OAKS (main themes, findings, reflection, and bibliography).

Assignment 3: Progressive Era of Education Primary Source Assignment (SLO 1 and 2)

One of the purposes of this primary source analysis paper is to develop your analysis through the use of primary sources related to the history of American education and to better acquaint you with the multifaceted nature of “Progressive” reform of the first decades of the twentieth century. As such, the purpose of this assignment is to help you understand the multiple perspectives on the Progressive Era of Education and to use numerous primary sources to achieve this.

In EDFS 201, we will learn about John Dewey, the “father” of Progressive Education, as well as a number of his contemporaries such as George Counts, Margaret Haley, W.E.B. Du Bois, and others. We will discuss in class John Dewey’s “My Pedagogic Creed” (1897) as a foundational document for what has since been defined as “Progressive Education.” In addition to this source, you will be required to read and analyze three other primary sources selected from the list below.

In a 1400-1800 words (4-6page) analysis of the primary sources you selected, your paper should address the following four questions:

• How does John Dewey frame his objectives and assumptions for a new “Progressive” era of education in his “Pedagogic Creed”? What are his areas of concern about education, and how does he see education connected to society?
• How do the documents you select fit into the broader context of the Progressive Era in early-twentieth century America?
• What position or ideas are expressed in the documents you selected that broaden our definition of Progressive Education? How are the ideas different from that of Dewey?
• 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.) during the Progressive Era?

Use four (4) of the primary sources below to write your essay. These primary sources are located on OAKS.

- Margaret Haley, “Why Teachers Should Organize” (1904)
- Grace C. Strachan, “Equal Pay for Equal Work” (1910)
- Cora Bigelow, “World Democracy and School Democracy” (1918)
- Lewis M. Terman, “National Intelligence Tests” (1919)
- George Counts, “Dare the School Build a New Social Order?” (1932)
- W.E.B. Du Bois, “The Talented Tenth” (1903)
- Booker T. Washington, “Industrial Education for the Negro” (1903)
- Ellwood Cubberly, “State Educational Organization” in Public School Administration (1916)
- “Cardinal Principles of Secondary Education” (1918)

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 the larger context of the Progressive Era of Education, (c) the rigor you put into analyzing each particular document (and assessing its limitations), and (d) the clarity & organization of your writing. Due February 21 (100 pts.)
Assignment 4: Critical Autobiography Assignment

An important focus of this course is to understand the intersection of culture and society in schools, classrooms, and individuals. The first part of the assignment provides an opportunity for you to reflect on yourself as a culture bearer and on the influence of education in your life. The second part of the assignment provides an opportunity to critically analyze the role of race, class and gender in education. In your thinking address the following in four or more pages:

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


In addition, choose one of the following readings to include in your paper


**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)? How do these issues relate to the reading by Ezekiel or Emdin?

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

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

Due March 21 (100 pts)

Assignment 5: Philosophy of Education Statement
As part of our study of the philosophy of American education, each student will prepare a personal philosophy of education. Your philosophy of education will continue to evolve throughout your career. This assignment affords you an opportunity to wrestle with some of the difficult questions such as the status of equality in a democratic society and the role of education within this society, which translate into your teaching behavior in the classroom. You will assess your beliefs about knowledge, learning, students, and teaching. In this assignment students must display cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the disciplines of History and Education. Students must demonstrate satisfactory composition skills in English (SLO 1) Due April 25 (100 pts)

Assignment 6: Final Exam
The final exam provides an opportunity for you to demonstrate your understanding of key concepts and ideas explored in the class. The exam will draw from class discussions and readings. Date to be announced (50 pts)

Attendance and participation
Attendance will be taken. Students who miss more than three classes will be dropped from this course regardless of the time of the semester. Absences will only be excused with a medical note or personal/family emergencies, a formal discussion with the instructor, and documenting the absence. Students with a legitimate, documentable reason may acquire and Absence Memo by bringing documentation to the Office of the Associate Dean of Students at 67 George Street, where the student may fill out a brief form with a schedule of missed class(es), dates missed and the names of the appropriate professors and advisor. Students will not be awarded points for attendance and participation and they will lose 20 points from their total points for each absence beyond the allotted amount (if they remain in the course). No texting or use of social media in class, excessive use will result in points deducted from the final grade.

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

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

College of Charleston Honor Code and Academic Integrity:
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.
Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary
probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

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

**Writing Lab:**

I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, 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/](http://csl.cofc.edu/labs/writing-lab/).

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**Course Reading and Assignment Schedule**

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<td><strong>Part I: Historic Origins and the Social, Political and Economic Goals of American Education</strong></td>
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<td>January 12</td>
<td>• Introductions</td>
<td>• Syllabus (In Class handout) *OAKS</td>
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<td>January 17</td>
<td>Noble Lie</td>
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<td>Black Education in the South</td>
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<td>Tape v. Hurley (1885)</td>
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<td><em>Plessy v. Ferguson</em> (1896)</td>
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<td>Immigration and Education</td>
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### February 9
- John Dewey
- Progressive Education
- Social Reconstructionism
- Administrative Progressives
- Business and “rational” educational policy
- Urban, “Chapter 7: Educational Reform in the Progressive Era”
- Malezewski, “Philanthropy and Progressive Era State Building through Agricultural Extension Work in the Jim Crow South,” *OAKS*

### Part III: The Road to the *Brown v. Board of Education* and the Civil Rights Movement, 1900 - 1975

#### February 14
- “Jim Crow”
- History of Burke High School and the Avery Normal Institute
- History of Southern Urban Black High Schools
- Booker T. Washington
- W.E.B. DuBois
- Counts, *Dare the Schools Build a New Social Order?* 27-56 *OAKS*
- Driskell, *Schooling Jim Crow*, Chpt. 5 “A Satisfied Part of Our Composite Citizenship” *OAKS*
- OAKS Discussion Prompt #4

#### February 16
- 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 *OAKS*

#### February 21
- GI Bill
- *Briggs v. Elliot* (1952)
- NAACP Legal Strategy
- Tushnet, “The Strategy of Delay and Direct Attack,” in *The NAACP’s Legal Strategy*, 105-138 *OAKS*
- Progressive Era Paper due

#### February 23
- “Brown II” Decision
- Little Rock Nine
- Desegregation Experiences
- Charleston Desegregation

#### February 28
- Freedom Schools
- Head Start
- Student and Teacher Activists
- Liberation Schools
- Beals, *Warriors Don't Cry*, (excerpts) *OAKS*
- OAKS Discussion Prompt #5

### March 2
- Privatization
- White Flight
- Massive Resistance
- “Freedom of Choice”

### *** SPRING BREAK (March 5 – March 11) --- STAY SMART & BE SAFE!!! ***

#### March 14
- Boston Busing Riots
- Re-segregation
- Irons, *Jim Crow’s Children*, 315-347 *OAKS*
- OAKS Discussion Prompt #6

### Part IV: Governance and Funding of American Education 1957-2015
### March 16
- NDEA (1958)
- Education and the Cold War
- ESEA (1965)
- Civil Rights Act, Title VI
- Urban, “Chapter 10: Education During and After the Crucial Decade”

### March 21
- PL 94-142
- Title IX
- Department of Education
- Affirmative Action
- ESEA Executive Summary *OAKS
- Critical Autobiography Due

### March 23
- Educational Decision Making
- 10th Amendment
- San Antonio v. Rodriguez (1973)

### March 28
- Local v. Federal Control
- Darling-Hammond, The Flat World and Education, 99-130 *OAKS
- OAKS discussion prompt #7

### March 30
- Department of Education
- A Nation at Risk (1983)
- Standards Based Reform Movement
- Goals 2000
- America 2000
- NCLB, executive summary *OAKS

### April 4
- No Child Left Behind (2001)
- Race to the Top (2010)
- International Rankings
- Darling-Hammond, “Evaluating No Child Left Behind” *OAKS
- OAKS discussion prompt #8

### April 6
- School Choice
- Milton Friedman
- Magnet Schools
- Ravitch, Diane. The Death and Life of the Great American School System; 113-147 *OAKS

### April 11
- Rationalism and Free Market Theory
- Charter Schools
- Innovation and Reform
- OAKS discussion prompt #9

### Part V: Historical Implications of Segregation: The Achievement Gap, School-to-Prison Pipeline and Multicultural Education

### April 13
- Tracking – “sorting machine model”
- Institutional Re-Segregation
- Oakes, “Detracking The Social Construction of Ability”; 482-510 *OAKS
- Audio
| April 18 | School to Prison Pipeline  
| “Disturbing Schools” Law  
| The Achievement Gap and “Educational Debt”  
| Cultural Deficit Theory  
| Cultural Difference Theory | Tyrone Howard, “Who Really Cares?: The Disenfranchisement of African American Males” Teachers College Record *OAKS  
| Ferguson, Bad Boys 49-100  
| Podcast, “Harper High School, Part 1”  
| OAKS discussion prompt #10 |
| April 20 | Multicultural Education  
| Structural Critique of Education  
| Multiple Intelligences Theory  
| Differentiated Learning and Inclusive Classrooms  
| Personalized Learning  
| The Algebra Project | Bob Moses and Charles Cobb, Jr., Radical Equations, 3-22 *OAKS  
| April 25 | LGBTQ-inclusive education  
| Critical Pedagogy  
| Anti-Bullying campaign  
| “White Saviors” (Freedom Writers)  
| Final Exam Study Guide | Mayo, LGBTQ youth and education, 17-33  
| Graves, And They Were Wonderful Teachers, 120-143  
| Emdin, For White Folks Who Teach in the Hood, 1-43 | Teaching Philosophy Paper Due |

*** Final Exam Thursday May 4, 8:00 – 11:00 a.m. ***

**Bibliography**


Banks, James A. An Introduction to Multicultural Education (Boston: Allyn and Bacon, 1994), 1-29.


----------. 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);


Kozol, Jonathon. “The Dream Deffered, Again, in San Antonio,” in *Savage Inequalities: Children in America’s*


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.


