Instructor Information:

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86 Wentworth St
rodriguezs1@cofc.edu

Course Description:

The Foundations of Education provides a rigorous philosophical, historical, and sociological examination of schooling and society from the early Colonial period in America through contemporary issues in the American public school system. We begin the course with the philosophical foundations of education, specifically examining notions of democracy and community in relation to the purpose of schooling. We will also begin by asking questions such as: Who or what does schooling serve? Who gets ahead in society and why? Why are some cultural groups more likely to achieve than others? 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. Such processes of socialization varied across groups, e.g. Native Americans, African Americans and Immigrants. This course also analyzes the intellectual trajectory of education in relation to the social and political context through the philosophies of education espoused by noted theorists Thomas Jefferson, Montessori, W.E.B. DuBois, John Dewey, and Paulo Freire 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, democracy, and justice, 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. Use of your College of Charleston email is required for the course.
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 History of the Common Schools paper

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.


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 by due dates via email to the Professor: rodriguez1@cofc.edu

OVERVIEW OF KEY DATES FOR ASSIGNMENTS AND EXAMS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Key Due Date</th>
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<tbody>
<tr>
<td>Assignment 1: Presentation</td>
<td>Varies</td>
</tr>
<tr>
<td>Assignment 2: Primary Source Analysis paper</td>
<td>Sunday 3/26 by 12pm</td>
</tr>
<tr>
<td>Midterm Exam in class</td>
<td>Thursday 3/2</td>
</tr>
<tr>
<td>Assignment 3: Critical Autobiography Paper</td>
<td>Saturday 4/15 by 11:59pm</td>
</tr>
<tr>
<td>Assignment 4: Philosophy of Education Exercise</td>
<td>TBD</td>
</tr>
<tr>
<td>Assignment 5: Final Exam</td>
<td>In class</td>
</tr>
<tr>
<td>Assignment 6: Attendance and Participation</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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. **Sign ups will occur in week one of class.**

Assessment criteria:
1. You were able to engage the class in a productive discussion/presentation lasting 7-10 minutes.
2. You had a thorough understanding of the topic/event discussed.
3. Presentation should include background of the topic, key controversial issue/debate, and importance/relevance for American educational history.
4. You engaged all students at multiple levels of learning and learning styles.
5. Information provided during the presentation is thorough, well researched, and referenced appropriately.
6. Technology is incorporated throughout the presentation. (Powerpoint, handout, and any primary source material is recommended)
7. Submit a one-two page summary of your presentation (main themes, findings, reflection, and bibliography).

**Assignment 2: Primary Source Paper (SLO 1 and 2)**

**Progressive Era of Education Primary Source Assignment**

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 three (3) of the primary sources below to write your essay. These primary sources are located on OAKS.
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: Primary Source Analysis Paper due Sunday 3/26 by 12pm

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:

Critical Autobiography Paper Due: Saturday 4/15 by 11:59pm

Other Guidelines:
1. 4-10 pages in length
2. 12pt, Times New Roman Font
3. APA citation style and include reference lists (abstract not required but recommended)

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

Required for the paper:


Questions to address in your paper based on the course readings:
1. Based on the readings listed for this assignment, what is race and what is racism? What is white privilege?
2. Do you experience any advantages because of your race? How do schools reflect these notions of race, privilege and discrimination?
3. 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?
4. How do schools reflect these notions of race, class, and gender, privilege, and discrimination? How can your pedagogy address these issues/be impacted by it?

Assignment 4: Philosophy of Education Exercise
Details for this assignment will be provided later in the semester. Due date: TBD

Assignment 5: 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.

Assignment 6: Attendance and participation
Attendance will be taken every class meeting via a sign-in sheet. Students are responsible for signing in each class. Policies and procedures for EDFS 201 correspond to the policies and procedures statement developed and approved by the faculty of the School of Education

1. One absence will be granted, either excused or unexcused. After one absence the student’s final grade will drop by 5 points. After two absences, the student’s final grade will be dropped by 10 points. Students who miss three classes will be dropped from this course regardless of the time of the semester. Students are responsible for documenting the absence with an Absence Memo through Student Affairs.

2. Tardiness: You get one tardy without penalty. If you are more than five minutes late to class two or more times, this will count as an absence for each tardy after the first one. Please arrive on time. Additionally, if you leave 15 minutes or more before class ends, it counts as an absence. If you need to leave class early in an emergency, please notify the professor.

3. No texting or use of social media in class. If you choose to engage in personal communication during class, you will be asked to leave and marked absent.

Participation:
You are responsible for completing all reading in preparation for class. This course will emphasize a seminar style that is very interactive and places high value on every student’s voice. The professor will provide structured lectures and planned activities for each course, but she will also expect shared, rigorous conversation. To accomplish this, students will need to engage in thoughtful, detailed reading of assigned texts and make multiple contributions in class each week. If you are using an electronic copy of the text, please make sure it is accessible to you at the beginning of class.

Students are responsible for:
1. Completing all assigned readings and projects on time. Late assignments are not accepted.
2. Attending to all course content (lecture, text, outside reading, handouts, research)
3. Retrieving all missed assignments/notes from someone in class, not the instructor
4. Utilizing internet, word processing, email and OAKS. Please consult with instructor to arrange tutoring if you are unfamiliar with any of these applications.
5. Attending regularly and on time and actively participating in class
6. Assuring that all work is their own and that sources are properly cited and credited (see http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml for examples of acceptable and unacceptable use of sources.
7. Abiding by the College of Charleston’s Honor Code (signed consent will be distributed during class)

The professor is responsible for:
8. Being prepared and actively engaged in all classes
9. Being accessible to students outside of class
10. Facilitating safe and stimulating classroom discussions
11. Providing timely and constructive feedback on student work

**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.

In addition, Dr. Rodriguez will provide rubrics with the evaluation criteria on OAKS for major course assignments. Expect feedback on major assignments within two weeks due date for assignments. Feedback will be provided to students who seek extensive comments on papers beyond the rubric. You are required to ask for extensive comments via email when you submit your papers.

**Revision:** All students are welcome to revise and resubmit any of the written assignments for the course. You are required to meet with me to discuss the feedback on your paper, and then revise the paper accordingly. Revisions are due one week after the date on which I return papers (with my feedback) to students. You are required to resubmit the paper using the track changes feature in Microsoft word to demonstrate where you revised the paper. No grade increases are guaranteed.

**Other Policies Related to Written Assignments:**

**Written Assignments:** Assignments are intended to assess your ability to synthesize key concepts and arguments from the course readings and apply/utilize what you’re read.

**Paper length:** Please adhere to the stated page length requirements (which do not include reference lists). Pages should be double-spaced with a 12-point font and 1-inch margins. I reserve the right to not grade material that exceeds the stated maximum length.

**Reference lists and citation:** Please prepare reference lists for all written assignments where you cite other published work. Please follow your academic discipline’s format for in-text citations and reference lists. In the field of education, this is usually APA. It is your responsibility to review the citation rules for APA. I recommend APA 6th Edition Reference Guide or Purdue OWL: https://owl.english.purdue.edu/owl/resource/560/01/

**Proofreading:** It is imperative that you proofread your work before turning it in. Papers that contain multiple errors within the first few pages will be returned without feedback.

**Preface to the papers/Abstract:** For each written assignment, you should turn in an abstract or preface to the paper that clearly articulates the argument in the paper and the significance of your work. This should not be more than 100 words and should appear after the title page and before the beginning of the paper. This is a requirement in APA and it’s good practice to give an overview of your paper.

**Submission of assignments:** Please submit all written assignments directly to me via email at rodriguezsl@cofc.edu from your cofc email addresses unless otherwise noted. Please save your assignment as your FIRST AND LAST NAME, and the name of the assignment.
**Drafts of written assignments:** Due to the nature of a busy semester, I can’t guarantee that I can read drafts of your papers. I am always happy to meet in person and you are welcome to bring drafts to office hours in advance of due dates.

**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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Topics Presentation Pass/Fail</td>
<td>10</td>
</tr>
<tr>
<td>Primary Source Paper</td>
<td>100</td>
</tr>
<tr>
<td>Critical Autobiography Paper</td>
<td>100</td>
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<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Philosophy of Education Exercise</td>
<td>10</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>520</strong></td>
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**Grading Scale from the School of Education Health and Human Performance:**

[http://ehhp.cofc.edu/student-resources/PP042911.pdf](http://ehhp.cofc.edu/student-resources/PP042911.pdf)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
<th>GPA</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91-92</td>
<td>3.7</td>
</tr>
<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>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82-83</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79-81</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>77-78</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>75-76</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>72-74</td>
<td>1.0</td>
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<tr>
<td>D-</td>
<td>70-71</td>
<td>.7</td>
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<tr>
<td>F</td>
<td>0-69</td>
<td>0</td>
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# Course Schedule and Readings

**Reading due at the start of class.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading Due</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday 1/17</strong></td>
<td>Course Introduction and Syllabus</td>
<td>What is the Foundations of Education?</td>
<td></td>
</tr>
</tbody>
</table>
| **Tuesday 1/24** | Philosophical foundations of American Education                       | Philosophical Foundations of American Education  
• Cotton Mather, "The Education of Children" (1699)  
**IN CLASS:**  
• Massachusetts' Education Laws (1642, 1647, 1648) |                                   |
| **Thursday 1/26** | American Revolution and Education                                      | • Jefferson, “A Bill for the More General Diffusion of Knowledge” (1779)  
(to support your reading of Jefferson’s bill.) |                                   |
• Horace Mann, "Twelfth Annual Report" (1848) | One page summary of Horace Mann’s “Twelfth Report” due in class. Bring a hard copy. |
| **Thursday 2/2** | The Common School in the early 19th century                           | In class: Document Analysis and activity                                             |                                   |
| **Tuesday 2/7**  | Black Education in the South                                         | • Booker T. Washington, "Speech at Atlanta Exposition" (1895)  
• W.E.B. Dubois, "The Talented Tenth" (1903) selections from *Souls of the Black Folk*  
**IN CLASS:** | Burke High School                                                       |
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Readings</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 2/9</td>
<td>In class film: <em>Bh</em></td>
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<td></td>
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</tbody>
</table>
● Frederick Douglas "An American Slave" (1845)  
● Robinson, H. “The M Street School, 1891-1916”  
**Recommended** (lecture will draw from this reading, too):  
| Thurs 2/16        | Education of “others”; Native American Schooling | ● The Lewis Merriam Report (1928)  
● Current Case Studies/Information distributed in class regarding current boarding schools (DC SEED)  
**Tentative;**  
Film: *Slavery by Another Name* | Carlisle boarding schools                  |
| Tuesday 2/21      | Education of “others”; Immigrants and education | ● Mary Antin (1912)  
● Abbott, G. (1917). Selections from *The Immigrant and the Community* | Lemon Grove Incident                          |
| Thursday 2/23     | Education of “others”; Immigrants and education | ● Rumbaut, R. (2011). “Assimilation’s Bumpy Road” in Chowkwanyun and Serhan (eds), *American Democracy and the Pursuit of Equality* (Please only read the first 8-10 pages of this piece)  
● Filindra, A., Blanding, D. & Garcia, | One page response to readings on immigrants and education due in class. Respond to the questions: What is assimilation? |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 2/28</td>
<td>Birth of social movements in the south</td>
<td>• DuBois, “Does the Negro Need Separate Schools?”</td>
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<td></td>
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<td>IN CLASS: Film selections from the <em>Corridor of Shame</em></td>
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<tr>
<td>Thursday 3/2</td>
<td>Midterm Exam</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>Tuesday and Thursday March 7 and March 9</td>
<td>Spring Break</td>
<td>No class</td>
</tr>
<tr>
<td>Tuesday 3/14</td>
<td><strong>Progressive Education</strong></td>
<td>• Introduction to Progressive Education</td>
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<td></td>
<td>• “The Traditional High School” <em>Edweek</em></td>
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<td>• John Dewey &quot;Child and the Curriculum&quot; (1902)</td>
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<td></td>
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<td>Child and the Curriculum</td>
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<td></td>
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<td>Montessori Methods</td>
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<td></td>
<td></td>
<td>In Class: Progressive Education document analysis activity</td>
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<tr>
<td>Tuesday 3/21</td>
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<td>• Committee of Ten Report (1896)</td>
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<td></td>
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<td>• Cardinal Principals (1917-1918)</td>
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<td></td>
<td></td>
<td>IN CLASS: Progressive Education document analysis activity</td>
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<tr>
<td>Thursday 3/23</td>
<td>Tentative no class</td>
<td>WRITE YOUR PAPER! IT'S DUE SOON! 😊</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Progressive Education Primary Source Analysis Due Sunday 3/26 by 12pm</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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</tbody>
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| Tuesday 3/28 | Desegregation and its Discontents         | Brown v Board Supreme Court decision (1954)  
Podcast, “The Problem We Live With”. This is a two-part podcast that will take 2 hours to listen to for class: http://www.thisamericanlife.org /radio-archives/episode/562/the-problem-we-all-live-with |
| Tuesday 4/4   | On Tracking in Schools by Jeannie Oakes   | On Tracking in Schools by Jeannie Oakes  
Selections from Emdin’s “For White Folks Who Teach in the Hood” |
Film: MACOS (watch in class) |
| Tuesday 4/11 | Multicultural Education                 | Freire, Pedagogy of the Oppressed, chapters 1 and 2.  
Film in class: Waiting for Superman |
| Thursday 4/13 | Explanations for the achievement gap     | A Nation at Risk (1983)  
Simpson, “No Child Left |
|                 |                                            | A Nation at Risk  
No Child Left Behind |
| Tuesday 4/18 | Experiences of diverse groups in schools | Required reading:  
Each student will read one of these, assigned in class  
| Thursday 4/20 | Teacher Student Relationships | School to Prison Pipeline  
- [http://www.thisamericanlife.org/radio-archives/episode/538/is-this-working](http://www.thisamericanlife.org/radio-archives/episode/538/is-this-working)  
### Mexican youth and the politics of caring. Chapter 3 (pp. 61-113).

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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</table>
| Tuesday 4/25 | • Revisit Freire  
Course Wrap Up! |
| Thursday 4/27 | Reading day!                                                             |
| Final Exam Week |                                                                 |