



EDF408 – Foundations of American Education

Summer 2011

Section 001C: T/R – 9:00-12:30, Clow 107

Section 002C: M/W – 1:00-4:30, N/E 221

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Office Hours: after class and by appt.

Course Description

This course explores the philosophical, social, legal, and historical foundations of American education and childhood. The course focuses on contemporary and historical issues in American education as they relate to the larger society. Course participants will engage in a critical study of the schooling system and social order and reflect on the legal and ethical obligations of teachers in a democratic society.

Required Texts

Foucault, Michel. *Discipline and Punish*. (New York: Vintage Books, 1977). Translated by Alan Sheridan.

Mintz, Steven. *Huck's Raft: A History of American Childhood*. (Cambridge, MA: Harvard University Press, 2004).

Salinger, J.D. 1951. *Catcher in the Rye*. (any edition will do)

Course Schedule

June 13/14: Introduction to the Course

June 15/16: Mintz, Chapter 1; Foucault, pp. 135-141

June 20/21: Mintz, Chapter 4; Foucault, pp. 141-156

June 22—Wednesday Class Only: Mintz, Chapter 5; Foucault, pp. 156-169 [no class on the 23rd]

June 28—Tuesday Class Only: Mintz, Chapter 5; Foucault, pp. 156-169 [no class on the 27th]

June 29/30: Mintz, Chapter 7; Foucault, pp. 170-184

July 4/5: **No Class – Fourth of July Holiday**

July 6/7: Mintz, Chapter 8; Foucault, pp. 184-194

July 11/12: Mintz, Chapter 9; Foucault, pp. 195-209

July 13/14: Mintz, Chapter 10; Foucault, pp. 209-228

July 18/19: Mintz, Chapter 11; Foucault, 231-244

July 20/21: Mintz, Chapter 14; Foucault, 244-256

July 25/26: Mintz, Chapter 15; Foucault, pp. 257-271

July 27/28: J.D. Salinger, *Catcher in the Rye*; Foucault, pp. 271-285

August 1/2: J.D. Salinger, *Catcher in the Rye* (cont'd); Foucault, pp. 285-292

August 3/4: Mintz, Chapter 16; Foucault, pp. 293-308

August 5: Final Essays Due on D2L by 5pm

Course Policies

Evaluation			
Course Component	Date	Percentage of Final Grade	Description
Engagement	Daily	20%	Class participation
Quizzes (Mintz)	Daily	20%	Short, multiple choice quizzes will be given for each chapter we read from Mintz's book <i>Huck's Raft</i> .
Homework (Foucault)	Daily	20%	Each Foucault reading has an accompanying homework assignment. Download these worksheets from D2L and complete prior to that day's class.
Salinger Essay	August 5	20%	Three pages; thesis-driven; submit via D2L dropbox by 5pm.
Media Literacy/Current Events	Once, date TBD.	20%	Current events presentation to class; the focus will be on childhood, education, and media literacy.

Grading Policy					
		A	94-100%	A-	90-93%
B+	87-89%	B	84-86%	B-	80-83%
C+	77-79%	C	74-77%	C-	70-73%
D+	67-69%	D	64-66%	D-	60-63%
F	<60%				

Submission of Student Work: The Foucault homework sheets must be submitted in hard copy at the beginning of each day's class. Bring a second copy to use during class discussions. The Salinger essay is to be submitted to the "Dropbox" on the course's D2L page. Late work will not be accepted.

Academic Honesty: "Academic honesty is fundamental to the integrity of the university, and academic misconduct is taken very seriously. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors." (From the University of Wisconsin-Oshkosh Student Discipline Code, 14.01) Academic misconduct will result in sanctions, as outlined in the Student Discipline Code, 14.04. If you are ever unsure about the specifics of UWO's policies on this matter, please see me!

Attendance: Missing class will negatively impact several areas of your final grade: engagement, quizzes, and homework. If you have an excused/documented absence (see UWO's policy on the matter) I will not deduct points for engagement; the Foucault homework can be submitted via email, so long as it is e-mailed *prior* to the beginning of that day's class. Missed quiz points cannot be made up for undocumented absences – I will accept a two-page, single spaced summary of the Mintz reading in lieu of a missed quiz, but only for excused, documented absences. Missing more than two classes will result in at least a 10% deduction from your final grade.

Course Policies – Assessment

Scoring Rubric: Participation and Engagement			
<i>NOTE: This is the rubric I will use in evaluating in-class participation.</i>			
	Strong (3)	Developing (2)	Unsatisfactory (1)
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Quality of Contributions	Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	Comments reflect little understanding of either the assignment or previous remarks in seminar
Impact on Class	Comments frequently help move class conversation forward	Comments sometimes advance the conversation, but sometimes do little to move it forward	Comments do not advance the conversation or are actively harmful to it
Frequency	Actively participates at appropriate times	Sometimes participates but at other times is “tuned out”	Seldom participates and is generally not engaged
Source: John Immerwahr (8/15/08) Copyright License: http://creativecommons.org/licenses/by-sa/3.0/us/			

The Larger Context – Learning Outcomes

EDF408 integrates professional standards and learning outcomes from three sources: (1) The Council for Social Foundations of Education provides learning goals specific to the foundations classroom; (2) UWO’s Essential Learning Outcomes focus on the expectations our university holds for all graduates; (3) Wisconsin’s DPI “Educator Standards” highlight state expectations for all teacher licensure candidates. All are unified under UWO-COEHS’ vision statement. Student learning will be assessed through these standards/outcomes.

I. Standards: Council for Social Foundations of Education

- The educator understands and can **apply disciplinary knowledge from the humanities and social sciences** to interpreting the meanings of education and schooling in diverse cultural contexts.
 - [EDF408 students apply this knowledge during class discussions on contemporary issues relating to education and childhood.]

- **4.** The educator understands how **moral principles** related to democratic institutions can inform and direct schooling practice, leadership, and governance.
- **6.** The educator understands how **philosophical and moral commitments** affect the process of evaluation at all levels of schooling practice, leadership, and governance.
 - Source: *Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies (1996)*
<http://www.uic.edu/educ/csfe/standard.htm>

II. University of Wisconsin Oshkosh Essential Learning Outcomes

- **3. Critical Thinking** involves engaging in appropriate inquiry, evaluation, and analysis of arguments, premises, evidence, and the strength of any logical connection between these items to defend or reject a given conclusion or decision.
- **5. Identification and Evaluation of Theories and Assumptions** requires first understanding and articulating hypotheses, policies, or principles as well as the beliefs on which they are based and then using appropriate modes of research and analysis to determine their relative utility and worth.
- **18. Integrated, Synthesized, and Advanced Learning** draws upon a variety of skills and knowledge gained during the college career and demonstrates the ability to see connections and adapt knowledge across general and specialized studies.
 - Source: *UWO's "Essential Learning Outcomes," adapted from the American Association of Colleges and Universities*

III. Wisconsin Educator Standards

- **Teachers know the subjects they are teaching:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline [in which] he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
 - [EDF408 conceives of education as a discipline, rooted in a complex social, political, and cultural context, and requiring study from a critical interdisciplinary approach.]
 - [EDF408 students approach the notion of education-as-discipline via a wide variety of texts.]
- **9. Teachers are able to evaluate themselves:** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on young people, parents, professionals, in the learning community and others and who actively seeks out opportunities to grow professionally.
 - [EDF408 supplies students with methodological strategies and theoretical frameworks that form a foundation for further intellectual and professional development.]
 - [EDF408 students exercise these skills in class notes and discussions.]
- **10. Teachers are connected with other teachers and the community:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.
 - [EDF408 examines the full social context in which schooling takes place, explores how schooling impacts ethnic, religious, political, economic, and cultural communities, and grapples with the ethical dilemmas inherent in 21st century life.]
 - [EDF408 students practice this skill by writing to an elected official.]
 - Source: *Wisconsin Department of Public Instruction. "Ten Standards for Teacher Development and Licensure."* URL:
<http://dpi.wi.gov/tepd/stand10.html>

"Visibility is a trap." – Michel Foucault