

University of Wisconsin Oshkosh, Spring 2011

EFD-408, Foundations of American Education

SECTION #: 002

Hours & Location: M & W, 3:00 – 5:00, Clow 43

Instructor:	Dr. Loucas Petronicolos Department of Educational Foundations 618 N/E	For announcements, assignments, etc check online at: http://www.uwosh.edu/faculty_staff/petronic/
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COURSE DESCRIPTION & OBJECTIVES

This is an upper level, 4 credit course. Basic knowledge of American history, completion of other education courses in PEP, and intellectual maturity are essential for success in it.

The course explores the philosophical, social, legal, and historical foundations of American education. Because of its interdisciplinary nature and level, one can say that it contributes, in one way or another, to all ten Standards for Teacher Development and Licensure of the State of Wisconsin. But its most direct contributions are in the areas of standards 4, 5, 9, and 10.

Although the term “education” is more inclusive than schooling, the focus of the course will be on the institutional role of schools in American society:

- the emergence of mass, public school systems as institutions of cultural transmission and socialization in the United States (i.e., past and present contributions of schooling to social system maintenance and change)
- the interaction between schooling and other institutions of the American society (e.g., economic, political, cultural institutions).

More specifically, 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. Students are expected to develop an understanding of the relationship between different theoretical perspectives and teaching practices in social and institutional contexts. In sum, the course will help students

1. understand the historical processes and trends that have affected the nature and scope of education in the United States
2. clarify the intellectual origins and assumptions of various educational theories and explore the applicability of these theories to present problems
3. understand how social relationships (such as relationships of race, class, or gender) influence educational processes

4. understand the legal and ethical obligations of teachers in a democratic society, which include the respect of student rights protected under federal and state law (e.g., rights protected under IDEA, ADA, FERPA, etc.)
5. learn about conflict resolution and peer mediation
6. develop an understanding of education as a catalyst for social change and maintenance
7. understand the methods of philosophers, historians, and sociologists
8. use such methods for the analysis of their own professional experiences
9. understand the theoretical standards on the basis of which recommendations about education can be made and evaluated
10. identify, research, and resolve ethical and legal issues about education.

INSTITUTIONAL MISSION: THE EDUCATOR AS CARING INTELLECTUAL

The broader goal of the course is to contribute to the mission of the College of Education and Human Services in preparing teachers who are *caring intellectuals*. Caring is a desirable moral orientation and teachers should engage themselves in the sort of work that encourages it. A *caring* teacher is one who understands the personal histories, attachments, commitments, and projects of his or her students. Caring teachers are able to create a classroom atmosphere of psychological safety, where students always have access to their teachers' considerable expertise and experience. Students are moved to the center of the education process and asked to take active responsibility for their ideas and their learning. As *intellectuals*, teachers ask critical questions and provide critical and constructive responses to their students' questions. Teachers introduce their students to the democratic ideals of liberty and equality and teach the values of humanity.

COURSE ACTIVITIES AND FORMAT

Class instruction will be a combination of lecture, discussion of issues, and hypothetical case/situation problem solving. Students are expected to be actively involved in all class activities and make positive contributions to the learning of their fellow students. *Careful and complete reading of assignments and class attendance are essential and will be rewarded in the course grade.*

COURSE READINGS

A. Required Text (available at the campus bookstore)

School and Society: Historical and Contemporary Perspectives, by Steven E. Tozer, Paul C. Violas & Guy Senese (Fifth Edition).

B. Online Readings

The required text will be used as a structural framework that relates the philosophical, social, legal, and historical foundations of American education. Other readings (to be posted on D2L) will complement each chapter.

ACADEMIC MISCONDUCT

Academic misconduct is not limited to plagiarism or exam cheating. It also includes every activity that is not supposed to occur in a learning environment. Examples of such activities may be: doing other work while pretending to take class notes; text messaging or using mobile phones during class; using electronic devices to surf the internet and email during class time; disturbing students or the instructor while in class, etc. Because true teaching and learning are only possible in an environment of mutual respect and safety, no form of academic misconduct will be tolerated. Please review the relevant class and university policies and conduct yourselves as professionals.

ASSIGNMENTS AND GRADES

Class attendance/participation/pop quizzes – 5% of the grade

The participation grade is the most subjective of the grades in this class, but in giving this grade the instructor will evaluate both the quality and quantity of all class participation, from discussions of the readings, to issue analyses, to in-class assignments. Careful preparation of reading assignments before class is essential for good participation. Unannounced /pop quizzes will be given by the instructor to motivate students do the reading before each meeting.

ATTENDANCE POLICY: Success in the course requires regular attendance. If you are forced by circumstance (family, social or professional obligations) to miss classes, please consider taking the course when your schedule permits your full participation in each class session. Absences are excused in cases of illness and other emergencies that can be verified, or participation in a University approved activity (in the second case the student's advisor should notify the instructor). A student can miss up to 4 hours of class time without any penalty. Other absences will negatively impact your grade. Absences that exceed twelve hours of class time without proper excuse will result in F course grade for reasons of "lack of attendance." **In cases of excused absences, it is the responsibility of the individual student to contact the instructor early and make arrangements to complete the work that he or she has missed ("work" means lecture, scheduled assignments, and any project/activity completed by other students during class time).**

Educational Autobiography Statement (Weeks 1 & 2) – 10% of the grade

A premise of being a reflective educator is the ability to articulate foundational experiences that have shaped your understanding of meaningful education. In a short essay consider what your experiences have been and how you have met your academic and social goals in the classroom. The expected length of the final draft is roughly 3-4 pages long, double-spaced. Late assignments will be accepted, but 5% of the assignment's final grade will be deducted for each day the assignment is late. *This assignment is due in class at the first meeting of week 3 – see guidelines and evaluation criteria.*

Personal Philosophy of Education Statement (Weeks 2, 3, & 4) – 10% of the grade

A Philosophy of Education statement is generally 1½ to 2 pages long, double-spaced, and illustrates an educator's beliefs about education, learning, and working with students. The statement covers numerous different issues, and therefore must be very concise, because you don't want to ramble on for more than two pages. *For the purposes of this course, your statement will be 2-3 pages long.* The writing of the statement can vary, but most use a straightforward, narrative essay approach. The creation of the statement will help you define classroom goals and it will increase emotional investment in teaching. It is a highly thought-provoking exercise, and you must be able to clearly articulate your goals and vision, as well as your road map to successfully reaching them. Late assignments will be accepted, but 5% of the assignment's final grade will be deducted for each day the assignment is late. *This assignment is due in class at the first meeting of week 5 – see guidelines and evaluation criteria.*

Research Paper (Weeks 6, 7, 8, 9, 10, & 11) – 25% of the grade

This is a team project (3-4 students in each team). Students are responsible for choosing teams and working collaboratively. In consultation with the instructor, each team will choose and study an educational reform period and/or a period characterized by major cultural/social changes (periods starting in late 19th century and ending in the 1980s). The team members will identify a significant educational issue during this period and investigate how the media and a local community have

dealt with it. For example, the 1960s is a period characterized by the Civil Rights movement and the War on Poverty. What was the reaction of the Oshkosh community to the call for equal educational opportunity for girls? How did religious groups, parents, students, teachers, etc. react to the feminist movement? How school boards and local authorities did address the concerns of the Civil Rights leaders? To find answers to such questions, team members will have to research several local and national newspapers and historical archives. The issues, research, and conclusions will be summarized in a 10-12 page paper. Extensive quotes (more than 40 words) should be avoided. Copies of all paper clips and archives used in the research will be submitted in a separate file. Late assignments will be accepted, but 5% of the assignment's final grade will be deducted for each day the assignment is late. *This assignment is due in class at first meeting of week 12.*

Two exams (combination of mc and essay) – 50% of the grade (25% each)

Exams will test the ability of students to think critically on issues concerning (1) the contribution of public education to social maintenance and change and (2) the interaction between schooling and other institutions of the American society.

NOTE: The exams will be based on materials and themes studied in the course, including all assignments and paper projects. Essays will be graded for accuracy of interpretation of ideas from the readings, creativity, rigor of argument, and clarity of expression.

Grading Scale

Points	95-100	90-94	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

COURSE SCHEDULE

WEEK 1 – Understanding school and society

Jan. 31

- Course introduction
- “The Amish” (Video, 55 minutes)

Feb. 2

- The U.S. Supreme Court decision of *Wisconsin v. Yoder*
- Philosophy of Education and Educational Policy
- Tozer, Chapter 1
- “Old Order Amish philosophy of education” by Marlow Ediger
- Educational autobiography

WEEK 2 – Philosophy & Philosophy of Education

Feb. 7

- Branches of Philosophy & Philosophical Perspectives
- Idealism: Notes & Selections from Plato’s *The Republic* (Book VII, 514a-521b, “The allegory of the cave”)

Feb. 9

- The Socratic Method: Plato’s *Meno*

WEEK 3 – Philosophy of Education

Feb. 14

Educational autobiography statement is due

- Realism: Notes & Selections from Aristotle's *Politics* (Part 4 of Book III and Book IIIX)

Feb. 16

- Selections from Jean-Jacques Rousseau's *Emile*.
- John Dewey *My Pedagogic Creed*

WEEK 4 – Educational Policy & Philosophy of Education

Feb. 21 & 23

- Philosophy of Education and State policies
- Wisconsin Standards for Teacher Development and Licensure (PI34)
- Wisconsin Statutes

WEEK 5 – The Jeffersonian Ideal

Feb. 28

Personal philosophy of education statement is due

March 2

- Tozer, Chapter 2

WEEK 6 – The Common School Era

March 7

- Tozer, Chapter 3

March 9

- Soëtard, M. (2000). Johann Heinrich Pestalozzi. *Thinkers on education*, Paris: UNESCO International Bureau of Education.

WEEK 7 – The Progressive Era

March 14

- Tozer, Chapter 4

March 16

- Westbrook, R. (1999). John Dewey. *Thinkers on education*, Paris: UNESCO International Bureau of Education.

WEEK 8 – Sources of Educational Law

March 28

EXAM 1

- Open book and notes – during the exam you are not allowed to borrow books or notes from other students, use your own material.
- Exam 1 will be on Tozer chapters 1, 2, 3, 4 and material discussed during weeks 1-7.

March 30

- The US Constitution, Case Law, State Law

WEEK 9 – Diversity and Equity

April 4

- Tozer, Chapter 5

April 6

- Tozer, Chapters 6 & 7

WEEK 10 – Diversity and Equity

April 11 & 13

Legal Issues

WEEK 11 – Ideological Perspectives

April 18

- Tozer, Chapter 9

April 20

- Gerhardt, H. (2000). Paulo Freire. *Thinkers on education*, Paris: UNESCO International Bureau of Education.

WEEK 12 – Ideological Perspectives

April 25

Research paper is due

- Anyon, J. (1980). Social Class & the Hidden Curriculum of Work. *Journal of Education*, 162(1)

April 27

- Dreeben, R. (1967). The Contribution of Schooling to the Learning of Norms. *Harvard Educational Review*, 37(2): 211-237.

WEEK 13 – Crisis and Reform in Education

May 2

- Tozer, Chapter 8
- Selections from Ivan Illich's *Deschooling Society*

May 4

- Tozer, Chapter 14

WEEK 14

May 9

EXAM 2

- Open book and notes – during the exam you are not allowed to borrow books or notes from other students, use your own material.
- One essay question will be based on the submitted research paper (have a copy of the paper with you during exam)
- Exam will cover material discussed during weeks 8-13 and from Tozer chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 14.