

Department of Educational Leadership**EDF 301W: School and Society*****Instructor Contact Information:*****Office location:****Phone:****E-mail:*****Office Hours:***

FULL-TIME LEAD FACULTY FOR THE FOUNDATIONS OF EDUCATION IN THE COLLEGE OF EDUCATION, NAU. -- Professors: Dr. Guy Senese, (Faculty Part-Time And Adjunct Mentor For 2009-10) Dr. Angelina Castagno, Dr. Gary Emanuel, Dr. Frances Riemer, Dr. Linda Shadiow, Dr. Gerald Wood. Lecturer: Dr. Scarlett Chopin

Course Description:

The mission of the College of Education at NAU:

Our mission is to prepare professionals to serve and lead education and human services organizations.

The vision statement of the College of Education at NAU:

We develop educational leaders who create tomorrow's opportunities.

EDF 301 CATELOG course description:

A study of the social, historical, and political context in the U.S. for schooling in a multicultural, democratic society.

Course objectives:

1. To extend awareness and appreciation of a range of social and educational issues.
2. To exercise the ability to analyze and articulate the context, content, and meaning of particular educational issues.

3. To exercise and expand the ability to understand, write, and speak in response to the social and historical contexts of critical educational issues.
4. To exercise the ability to respond as a citizen to real examples of critical issues as they present themselves in a democratic society.
5. To exercise the ability to synthesize and articulate the way different issues relate to each other.
6. To enhance writing skills. Keep in mind that this is a junior level writing course.

Course introduction:

What is the meaning and importance of public education in America? How should it work? How should we run school? How should we treat children of the public who attend these institutions? Tough questions? Welcome to the field of Educational Foundations. In this course EDF 301 you will be asked to reflect on the complex and difficult world of schooling in its social context. Throughout this course, we will examine the intellectual influences on the institutions of schooling in America. We will be asking questions about the life work of the educator and the relationship between educational work and institutions where teachers pursue their profession. We will be studying the relationship between some of the most important traditions underlying this vocation in light of some of the most recent phenomena affecting the work of teachers and how its boundaries are defined. We will always be testing our assumptions against the literature we read and the personal experiences we all bring to bear on this study. We have planned a course centered on the study of intellectual traditions grounded in a spirited critical debate over the political, economic and moral center of educational practice. We will be exploring these issues from several different perspectives, by comparing and contrasting current issues and problems with their historical and social roots. We will concentrate on differing and often competing explanations for the meaning of educational phenomena and institutions.

As we move through the course, we will be asking such questions as: What are the historical and social contexts of schooling? Who decides when educational change is necessary? Is school reform always useful, and if so, for who's good is it? Central to all of our discussion will be the issue of educational values in a democracy, the relationship between educational functions and social roles, and issues related to the coherence of educational purpose in a society challenged by the powerful issues surrounding language, culture, class, gender, race and ethnicity.

School and Society is first and foremost a place for students to reflect on the various and competing purposes of schooling in the United States; these purposes have, of course, been different for different groups of people and in different historical times in our nation's history. A primary goal of this course is to examine the ways in which

schools both support and challenge the dominant society of which they are a part. This course is designed to assist students in critically examining schooling in the United States and in articulating their own ideas about schooling and its purposes in our society. In all of our discussions, it will be important to keep in mind the distinction between “what is” and “what should be” with respect to schooling in the U.S. Questions we examine throughout the semester include:

What are “our” expectations for schools and schooling? How do “we” create and operate schools to meet those expectations? Is it working?

- What are the key issues impacting education in society?
- What is the relationship between schooling and social reform?
- What role do schools play in fostering equity?
- What types of educational institutions and practices and policies are most desirable in a diverse society?
- How do issues of race, gender, sexuality, social class, and privilege and oppression impact educational decisions and practices?

This class addresses specific standards that the Council of Chief State School Officers (CCSSO) recommends for teacher certification. Further, the course addresses selected knowledge, dispositions, and performances supporting those standards:

Knowledge:

The teacher

- Has a well-grounded framework for understanding the impact of cultural & community diversity...;
- knows how to use contextual considerations to frame questions in planning instruction that create an effective bridge between curriculum goals and students' experiences;
- Understands how students' learning is influenced by language, culture, family & community values.

Dispositions:

The teacher

- appreciates and values human diversity;
- is sensitive to the community and cultural norms;

Performances:

The teacher

- seeks to understand students' families, culture, and communities, and uses this information as a basis for connecting instruction to students' experiences;
- brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences & cultural norms;
- Creates a learning community in which individual differences are respected.

This class also addresses the following Arizona Professional Teacher Standards, which state that a teacher:

- 1.4 – Addresses any physical, mental, social, cultural, and community differences among learners.
- 2.4 – Respects the individual differences among learners.
- 2.8 – Listens thoughtfully and responsively.
- 3.3 – Links learning with students' prior knowledge, experiences, and backgrounds.
- 3.8 – Incorporates strategies which address the diverse needs of learners, and demonstrates multicultural sensitivity.
- 3.9 – Encourages critical thinking.
- 8.6 – Influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community on student learning.

Course policies:

- Late Papers: Late papers will not be accepted except in extreme situations that are discussed with the professor PRIOR to the actual due date.
- Attendance: I expect you will be in class in order to make regular and systematic progress in this class. Missing class on the day a paper is due does not exempt you from submitting the paper on time.
- What kind of time commitment is expected for this class? Arizona Board of Regent guidelines (which reflect national guidelines) state the expectation of 2 hours of study for EACH classroom hour. Each 3-credit university class equates to 45 face-to-face hours, with an expectation of 90 hours of homework study. What does this mean? For your weekly study, you should plan 5-6 hours of work on the class per week for each of the 16 weeks of the semester in addition to our class meeting times. The class has been planned with this expectation in mind.

- Incompletes: No incompletes will be granted except for the extenuating circumstances covered in the student handbook, and then only if you have made regular and systematic progress in class up to the time of the request (i.e., regular class attendance, participation in discussions, and completion of assigned work).
- Plagiarism & Cheating: In the case of plagiarism and of cheating, a zero may be given for the assignment/exam. The student may be administratively dropped from class.
- Extra credit: Extra work will not be assigned for additional points.
- Resubmission of Papers: Papers may not be re-submitted for extra points.
- Accommodations: If you need any special accommodations in order to fully participate in class, I will work with you and the learning support offices on campus. Please notify me as soon as possible about any special needs you have.
- Safe working environment: Discrimination on the basis of race, sex, national origin, language, religion, color, age, sexual orientation, disability, or veteran status will not be tolerated in this course. Sexual harassment, sexual assault, and retaliation will also not be tolerated.
- Cell phones: Cell phones or other similar technologies will not be allowed on your desk and must be muted during class time. On the first day of class, we will discuss whether the class wants to adopt a “you ring, you sing” policy for the semester.

Norms for this course:

- All students must be engaged participants.
- Respect others’ opinion and points of view.
- Questions represent opportunities to learn.
- We are all learners in this class.
- Students assume responsibility for their own learning and success.
- Respect each other’s time.
- Check your e-mail regularly.

THIS IS A WRITING INTENSIVE COURSE

Writing Rubric for All Papers:

Before being accepted for grading, each paper is expected to meet the number of required pages and needs to have an introduction with a clearly stated thesis statement, a body with clearly delineated examples, and a conclusion that extends the argument beyond the paper.

	Outstanding	Meets Expectations	Below
Content	Includes the topics identified in instructions and relates these to class readings and discussions; offers extensive analysis and examples of topics raised Full Credit	Provides some limited analysis of topics and offers examples of issues raised; relates these issues to course readings and discussions ¾ Credit	Makes no connections to class readings and discussions ¼ Credit
Reflection	Demonstrates superior ability to explore and work through personal assumptions; highlights students' thinking process Full Credit	Identifies some personal assumptions and some consistent reflection is present throughout ¾ Credit	Demonstrates a limited ability to explore personal assumptions ¼ Credit
Presentation	Includes all relevant and correct citations and list of references; demonstrates a high level of quality throughout in the correct use of spelling and syntax Full Credit	Includes citations and references, but these are incorrectly cited; demonstrates inconsistent use of correct spelling and syntax ¾ Credit	No citations are included; clear lack of proofreading in the use of correct spelling or syntax ¼ Credit

THE FOLLOWING TWO READING SERIES OPTIONS ARE AVAILABLE TO INSTRUCTORS. THEY OFFER A CHOICE THAT STILL MEETS COURSE REQUIREMENTS. HOWEVER THERE ARE TWO ASSIGNMENTS THAT ARE COMMON TO BOTH COURSES
1. BOOK REVIEW AND PRESENTATION OF REVIEW. AND

2. BUILDING YOUR PHILOSOPHY OF EDUCATION PAPER NCATE SIGNATURE ASSIGNMENT.

RECOMMENDED BOOKS FOR 2009-2010

Casella, R. (2001). *At zero tolerance: Punishment, prevention, and school violence*. New York: Peter Lang.

Ferguson, A.A. (2000). *Bad boys: Public schools in the making of Black masculinity*. Ann Arbor: The University of Michigan Press.

Fine, M. (1991). *Framing dropouts: Notes on the politics of an urban public high school*. Albany: State University of New York Press.

Lewis, A. E. (2003). *Race in the schoolyard: Negotiating the color line in classrooms and communities*. New Brunswick, NJ: Rutgers University Press.

Lomawaima, K. T. & McCarty, T. L. (2006). *To remain an Indian: Lessons in democracy from a century of Native American education*. New York: Teachers College Press.

Luttrell, W. (2003). *Pregnant bodies, fertile minds: Gender, race, and the schooling of pregnant teens*. New York: Routledge.

Orenstein, P. (1994). *Schoolgirls: Young women, self-esteem, and the confidence gap*. New York: Anchor Books.

Thorne, B. (1993). *Gender play: Girls and boys in school*. New Brunswick, NJ: Rutgers University Press.

Valdés, G. (2001). *Learning and not learning English: Latino students in American schools*. New York: Teachers College Press.

Two Reading Series Options:

OPTION ONE

Course Readings:

Olsen, Laurie. (1998). *Made in America: Immigrant students in our public schools*. New York: The New Press.

Lomawaima, Tsianina and Teresa McCarty. (2006). *To remain an Indian: Lessons in democracy from a century of Native American education*. New York: Teachers College Press.

ARTICLES and READINGS on Reserve at Cline Library, and available on Vista

CALENDAR (TBA)

John Gatto. (September 2003). *Against school: How public education cripples our kids, and why*. *Harper's Magazine*. Pgs. 33-38.

Carl Kaestle. (1983). *Pillars of the republic: Common schools and American society, 1780-1860*. New York: Hill and Wang. Prologue (pgs. 3-12) - The founding fathers and education.

Sonia Nieto. (2005). *Public education in the twentieth century and beyond: High hopes, broken promises, and an uncertain future*. *Harvard Educational Review*. 75(1). Pgs. 13-61.

Jonathon Kozol. (1992). *Savage inequalities: Children in America's schools*. New York: Harper Collins. Chapter 2 (pgs. 40-82) - Other people's children.

Jonathon Kozol. (1992). *Savage inequalities: Children in America's schools*. New York: Harper Collins. Chapter 6 (pgs. 206-234) - The dream deferred, again, in San Antonio.

Paulo Freire. (1970). *Pedagogy of the oppressed*. New York: Continuum.

Chapter 2 (pgs. 52-67)

bell hooks. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.

Introduction (pgs. 1-12) - Teaching to transgress.

Chapter 3 (pgs 35-44) - Embracing change: Teaching in a multicultural world.

E.D. Hirsch, Jr. (1987). *Cultural literacy: What every American needs to know*. New York: Vintage Books.

Chapter 1 (pgs. 1-32) - Literacy and cultural literacy.

E.D. Hirsch, Jr. (1987). *Cultural literacy: What every American needs to know*. New York: Vintage Books. .

Chapter 4 (pgs. 94-109) - American diversity and public discourse.

Chapter 5 (pgs. 110-133) - Cultural literacy and the schools.

Christine Sleeter and Carl Grant. (2003). *Making choices for multicultural education*. New York: John Wiley & Sons, Inc.

Chapter 1 (pgs. 1-31) - Illusions of progress: Business as usual.

R. Mickelson and S. Smith. (2004). Can education eliminate race, class, and gender inequality? In Andersen and Collins (Eds.) *Race, class, and gender: An anthology*. 5th Edition. New York: Wadsworth Publishing. (8 pages)

Center on Education Policy. A brief history of the federal role in education: Why it began and why it's still needed. Accessed on-line at www.ctredpol.org. (15 short pages)

Linda McNeil. (2000). Creating new inequalities: Contradictions of reform. *Phi Delta Kappa International*. June 2000. (6 pages)

Scheurich, Skrla, and Johnson. (2000). Thinking carefully about equity and accountability. *Phi Delta Kappan*. December 2000. (5 pages)

Anita Bohn and Christine Sleeter. (2001). Multicultural education and the standards movement: A report from the field. *Phi Delta Kappan*. October 2000.

Lisa Loutzenheiser. (1996). How schools play smear the queer. *Feminist Teacher*. 10(1).

Course Requirements & Grading:

Active class participation and regular attendance:

Because every class period will involve some amount of discussion, students are expected to be present and engaged. You should have the readings assigned for each day completed before class begins and be prepared to discuss them. Come with questions, confusions, disagreements, or examples from your own experiences in school. You are entitled one unexplained absence; after that, three participation points will be docked for every missed class period. In order to earn full participation credit, you must actively demonstrate that you are prepared for class and are engaged in class discussions. Please talk to the professor if you have any questions or concerns about this.

Response Papers:

Four 2 page (double-spaced) response papers are due as noted throughout the semester. These papers will be in response to a question or writing prompt provided to you by the professor at least one week prior to the due date. Each paper should include at least two references to readings from class and a bibliography of works cited (all using APA format). Late papers will not be accepted. If you are absent on the day a paper is due, you are still responsible for turning it in on time (you may send it with a classmate or put it in the professor's mailbox by the start of class that day).

NOTE: Movie Review and discussion. We may be illustrating ideas in the reading with portions, or time allowing, whole films. These may be documentaries, such as Eyes on the Prize, Weisman's High School, I and II, Stand and Deliver, Pay it Forward, etc. have been used. When

supplementing reading with films, we will expand the “reflection” papers to include ideas and scenes from these works. (TBA)

Educational Philosophy Essay:

Write an essay describing your educational philosophy in 5-6 pages (double spaced). You must reference at least three different readings used in class up to this point and use those readings in order to articulate your ideas. You can either agree or disagree with the readings. You must consider at least three of the following questions: What should be the central purpose of education? What should the curriculum of public schools look like in relation to these purposes? What kinds of people should schools seek to develop? What types of pedagogical strategies should be most frequently utilized? How can schools best be organized to meet the visions you described above? This paper must also utilize APA formatting for the in-text citations and the bibliography of works cited. Late papers will not be accepted. If you are absent on the day the essay is due, you are still responsible for turning it in on time (you may send it with a classmate or put it in the professor’s mailbox by the start of class that day).

Critical News Review Essay:

In 5-6 pages (double spaced), write an essay analyzing how at least 6 education-related news articles relate to the ideas we’ve discussed in class. Your paper should reference and be in conversation with at least four different authors from our course readings. Consider how the news stories support, contradict, illustrate, or otherwise relate to the concepts covered in class. This paper must utilize APA formatting for the in-text citations and the bibliography of works cited. Late papers will not be accepted. If you are absent on the day the essay is due, you are still responsible for turning it in on time (you may send it with a classmate or put it in the professor’s mailbox by the start of class that day).

Peer Review and Essay Revisions Process:

The “W” in this course title means that it satisfies the requirements for the university’s liberal studies writing intensive courses. The liberal studies writing requirements state that you must write 20 pages of text that are revised, and that the process and quality of your writing must figure prominently into your grade for the course. For the two longer essays, you will be assigned to small writing groups. The purpose of the group is to share drafts of your essays and receive feedback in order to make revisions prior to submitting the final draft to the professor. You will earn points for both completing peer

reviews of your group members' papers and revising your own papers based on the peer reviews you obtain.

Midterm and Final Exams:

Exams will be composed of matching, multiple choice, true/false, short answer identifications, and essay questions. These exams will be cumulative from the first half of the semester (midterm) and the entire semester (final). Make-up exams will not be given; you must be present on the days of the midterm and final. Midterm and Final Exam will be a 6-8 page paper each citing readings in discussing the influence our course has had on your Philosophy of Education.

Grading Breakdown:

Participation	20 points
4 response paper	40 points (10 points for each response paper)
2 essays	66 points (33 points for each essay)
Peer revision process	20 points (5 points for each of 4 parts)
Midterm exam	27 points
Final exam	27 points
TOTAL	200 points

READING SERIES OPTION TWO

COURSE REQUIREMENTS

BOOK REQUIRED

Steven Tozer, Guy Senese, Paul C. Violas. SCHOOL AND SOCIETY: HISTORICAL AND CONTEMPORARY PERSPECTIVES 6th ed. 2008.

NOTE: Only the 6th edition is acceptable for this course.

1. Chapter reactions - 140 pts. (12 points per chapter)

a. You will respond to ONE of the questions at the end of each chapter, OR one of the “thinking critically about the issues” questions embedded within each chapter. Do as follows: Complete an end of chapter question of your choice in the first chapter, then “thinking critically about the issues” in the second chapter. Then go back to the end chapter questions in the third chapter and “thinking critically” question in the fourth chapter, and so on alternately throughout the book. These should be about one page double-spaced. **THESE WILL BE COLLECTED EVERY TWO WEEKS. (6 points for full credit)**

b. Write a one-page reflection noting how the section at the end of each chapter: Building a Philosophy of Education might affect your thinking on how a teacher (YOU?) could build a philosophy of educational practice. For example, you might use the ideas and issues from the reading to discuss values, principles, and goals that teachers and schools would develop based on social, economic, philosophical/ideological, and historical developments that you have read and thought about. **BE SPECIFIC IN YOUR EXAMPLES FROM THE READING AND IN YOUR IDEAS FOR SCHOOLING. (6 Points)**

NOTE: Movie Review and discussion. We may be illustrating ideas in the reading with portions, or time allowing, whole films. These may be documentaries, such as Eyes on the Prize, Weisman’s High School, I and II, Stand and Deliver, Pay it Forward, etc. have been used. When supplementing reading with films, we will expand the “reflection” papers to include ideas and scenes from these works. (TBA)

3. Book Review. 5-6 pages. 16 points. Presentation of review to class- Instructor will develop guidelines for book review and presentation. *Note current book list above.* **Two submissions: First one is for revision, second is the final.**

4. Discussion participation IN CLASS PARTICIPATION. - 24 pts. (Participation will be assessed and distributed at midterm.) - Students are expected to participate in the Discussions. You should come to each class your Chapter Reactions #1, complete and include and 2 questions EACH for CLARIFICATION and for DISCUSSION. There is wide latitude here, pick your issues and responses according to your interest. NOTE: Please be as civil and respectful of other’s opinions as you would expect them to be to yours. Education issues can be controversial and sometimes provoke strong emotion. This is understood. Keep it in mind when reading and writing.

This is a place to exercise the professionalism you will need as future teachers. **NOTE: Instructor will develop an appropriate rubric for this and submit to faculty mentor.**

5. Midterm paper: 24 points. (Full credit) Building your Philosophy of Education. 7-9 pages, citing readings. To be done in two stages, first submission with peer revisions, second for instructor's revisions, and final.

6. Final Exam – 32 pts (full credit). A synthesis of your learning over the course, this will build on the paper you developed at midterm. Citing readings, review, and/or films, an essay summation of your Philosophy of Education as it has been informed by course. 32 (full credit) point multiple choice test of central concepts covered in the reading.

TOTAL POINTS: 252

NOTE

A. All writing MUST REFERENCE READINGS SPECIFICALLY.

B. AGAIN, THE (W) DESIGNATION OF THIS COURSE MEANS THAT THE QUALITY OF YOUR WRITING WILL BE IMPORTANT, AND PART OF THE EVALUATION OF YOUR WORK.

CALENDAR: Dates TBA

Chapters:

PART ONE: EDUCATIONAL AIMS IN HISTORICAL PERSPECTIVE

One: Understanding School and Society

Two: Liberty & Literacy: The Jeffersonian Ideal.

Three: School As a Public Institution: The Common School Era.

Four: Diversity And Equity: Schooling And African Americans

Five: Social Diversity And Differentiated Schooling: The Progressive Era

Six: Diversity And Equity: Schooling And American Indians

Seven: National School Reform: The Early Cold War Era

Eight: Diversity & Equity: Schooling Girls And Women

PART TWO: EDUCATIONAL AIMS IN CONTEMPORARY SOCIETY

Nine: Liberty & Literacy Today: Contemporary Perspectives

Ten: Teaching In a Public Institution: The Professionalization Movement

Eleven: Differentiated Schooling, Labor Market Preparation, and Contemporary School Reform: The Post-Cold War Era.

Twelve: Diversity And Equity Today: Defining the Challenge

Thirteen: Diversity And Equity Today: Meeting the Challenge

Fourteen: School and Society: Teaching and Teacher Leadership in the 21st Century.