

SYLLABUS
SCHOOLS IN COMMUNITIES (EDFN 300 03)
Spring Semester 2006
Tuesdays & Thursdays: 11:00-12:15 Wardlaw 029

Instructor: Dr. Kara Brown
Office: 136 Wardlaw
Office Phone: 777-0629

E-mail: brownk25@gwm.sc.edu
Office Hours: T & R 10-11am & 2-4pm

**Additional meeting times available
by appointment*

Required Texts:

- *The School in the United States: A Documentary History*, James W. Fraser (2001) Boston: McGraw Hill. Readings from this text are indicated on syllabus as “**Fraser**”
- *Preschool in Three Cultures: Japan, China, and the United States*, Joseph J. Tobin, David Y.H. Wu & Dana H. Davidson (1989) New Haven: Yale U. Press. Readings from this text are indicated on the syllabus as “**Three Cultures**”

Additional required readings are available as electronic files (**PDF**) (indicated on the syllabus by **PDF**) on our class Blackboard site.

- *Note: You must be familiar with the Blackboard site since it will be used throughout the semester for readings, announcements, discussion, postings, etc. I expect that you will check the Blackboard site at least a couple times a week. If you need help with Blackboard, contact the Office of Instructional Support at 777-4475*

Course Purpose:

This course aims to help you understand the broad context of teaching in the United States. This class is about WHY we teach and WHY schools exist. The goal of this course is to enable you, as future teachers, to become more aware and sensitive to the complex dynamics underlying American education.

As a diligent reader and participant in class, you should, by the end of the course,

- have a better understanding of schooling from historical, sociological, philosophical and anthropological perspectives. In effect, this means you will understand the key foundational *concepts* and *approaches* to understanding education.
- be more comfortable reading and using primary sources. You will become more attentive to the author’s voice in presenting arguments and perspectives.
- become more familiar with conducting and creating a basic educational biography.
- gain skills to become a more critical reader.
- be left with many important questions about education and society in South Carolina, the U.S. and the world.

Assignments & Evaluation:

- | | |
|--|----------------------------|
| 1. Attendance, Preparation (Bluebooks) & Participation: | 150 points |
| 2. Educational documentary: | 150 points |
| 3. Educational biography: | 150 points |
| 4. “Quarterlies”: | 90 points each (360 total) |
| 5. Final exam/paper | 140 points |

6. Discussion leader/enthusiast: 50 points

Grand Total: 1000 points

Grades: Past experience has shown that through conscientious preparation for class, active participation in class activities, and thoughtful preparation of written and oral assignments, most students are capable of developing the understanding, engagement, and judgment necessary for this course, that is to earn at least a grade of B. Those who are unable or unwilling to prepare carefully and participate actively will do worse. Those who show particular insight, involvement, and skill will do better.

Your final grade will be based on your total points during the semester: 900-1000= A, 870-900=B+, 800-870=B, 770-800=C+, 700-770=C, 600-700=D, below 600=F.

Breakdown of Assignments

1. **Attendance, Participation & Preparation:** YOU ARE RESPONSIBLE FOR YOUR EDUCATION! How much you and your classmates learn depends on how willing you are to share your perspectives and experiences for everyone's benefit. Your participation is desired and valuable: if you have any hesitation or discomfort, come see me so that we can change the atmosphere to include you better. There will also be weekly opportunities to participate in class discussions through our Blackboard site. I will be posting questions and threads of discussions from class on the site weekly. I will also post *every Friday evening* on our Blackboard site a "reading guide" to the following week's readings with at least three of the pertinent questions or topics that you should be able to answer or talk about during our discussion of the reading. If you follow this guide, then you should feel prepared to participate.

Points for preparation will be based on your bluebook responses. Once a week, I will ask you, at the start of class, to respond to one of the reading questions that I have chosen for the day. These will be short responses that take less than 5 minutes. These entries provide me with an opportunity to better understand how closely you are reading the course materials. There are no make-ups with the bluebooks; if you are absent from class on the day a bluebook is given, then you will receive

Points for participation will be based on how engaged you are, how willing you are to challenge me, civilly disagree with your colleagues, your response to readings, and especially how willing you are to challenge your own assumptions. If you are shy about speaking in class, you should see me so you don't suffer in your participation grade. If you do not speak or participate online, we cannot learn from you, and you have not participated in the growth of your colleagues. That would be a zero for participation for the day.

2. **Educational Documentary project:** (Due April 10th) You are required to view one documentary video related to the course themes (I will provide a list of five) and write a three-four page reaction paper to the film. You should link the issues discussed in the film and its presentation of material with what we have covered in class. We will then divide into groups and discuss these documentaries in class. More details to follow in class.

3. **Educational biography project.** (Due any time in the second half in the semester) This project can be media-based, written or a combination of the two. I ask you with this assignment to interview a family member, share key events in that person's educational life and locate these events and/or themes in the readings we have done for the semester. More details to follow in class.

4. **Quarterlies:** (Due February 6th, March 8th, March 29th & April 17th) About every four weeks, you will have a “quarterly” due in class. The format of these quarterlies will change with each one (e.g. 2-page papers), but the purpose is consistent -- to synthesize the material in the previous quarter of the class.
5. **Final Exam/Paper:** There will be a final exam/paper during the USC scheduled session during finals’ weeks.
6. **Class discussion Leader/Enthusiast::** Every student will sign up to be the class discussion leader and enthusiast for one class during the semester. I will pass the sign-up list around during the second class. I expect the leader to do an extra thorough reading of the week’s articles, introduce some type of outside materials that relate to the readings (e.g. share websites, additional resources) and prepare questions for discussion on one selected reading. The discussion leader should be in contact with me, preferably in person, at least two days before their assigned class. If, for some reason, you need to switch days with a classmate, it is your responsibility to make these arrangements. I will post the names of the students and their chosen classes on our Blackboard site.
7. **Extra-Credit:** If you keep a B average, you may do unlimited extra credit. These can be arranged with me.

POLICIES:

1. **Attendance:** In order for the class to benefit from your insights and reflections on the readings and course themes, you need to attend class. In many respects, you can think of attendance as part of your emerging professional obligations. I would like you to treat this class as you would your own; arrive early or on time, don’t use a cell phone in any capacity in class; and most of all, become the kind of student you would want to have in your own class some day.

The consequence of missing class is that you will not be able to participate in the day’s discussion; not only will the class miss your intellectual insights and contributions, this will also result in the drop of your participation and preparation grade. The University attendance policy guides my attendance expectations of you. According to USC, “absence from more than ten percent of class meetings, whether excused or unexcused, is excessive and will result in a grade penalty” of one grade (i.e. a B to a C+). This class meets 27 times this semester; so, missing more than two classes will result in a penalty. There are no excused or unexcused absences in this class AND you do not have to contact me with a reason if you must miss class within this two class limit. If there are truly extraordinary circumstances, arrangements will be made on a case-by-case basis.

2. **Submitting Papers:** I expect all papers to be in on time, but things come up (illnesses, printer jams, etc.). **YOU HAVE A TOTAL OF THREE FREE LATE DAYS FOR THE SEMESTER (NOT APPLICABLE TO THE TAKE-HOME FINAL ESSAY).** These days include the weekends and holidays. **Don’t** contact me about the reason or for an extension: I trust you. Use your late days wisely and keep track of them yourself – you don’t have to ask permission to use them. After that, a grade a day for each late day (i.e. a B to a C+). Do not turn in poor work – I will take off more for mediocre papers than for lateness. If you are just finishing when it is due, take one of your free days, proofread the paper, have a friend read it, tighten arguments, clean up expression. I do not want and will not accept careless work or first drafts.
3. **Exams:** Unless there is an emergency, there will be no retakes on the final exam.

4. **Plagiarism:** Plagiarism involves presenting someone else’s thought or words as your own. Whether intentional or unintentional, it is deceitful and unacceptable. According to University policies, a score of zero will be given to any work not properly cited or quotes and could result in failure of this course.

5. **Writing & Computer Services:** Papers should be spaced at one and a half with one-inch margins (or smaller) in Times font size 12. Whenever possible, papers should be printed on both sides and on recycled paper. These are requirements to save paper. Papers will be submitted via Blackboard dropbox.
 - If you need help with your writing, contact the College of Arts & Sciences Writing Center at 777-2078. For more information on the Center and the services they provide, see <http://www.cas.sc.edu/write/index.html> *ALL TEACHERS NEED TO BE GOOD, ERROR-FREE WRITERS.*

6. **Special Needs:** If you have a documented disability, I will appropriately accommodate your needs according to the Office of Student Disability guidelines. The first step in this accommodation is contacting me during the first week of class, so that we can start a discussion of your needs. The second step in this process is to contact the Office of Student Disability Services at 777-6142 to make arrangements for appropriate accommodations from the University end. For more information on this Office, please see www.sa.sc.edu/sds

7. **Class evaluation & making contact with me:** I strive to make this class stimulating, relevant and challenging. I am committed to making meaningful improvements to the class and invite students to contact me via e-mail, phone or through office hour visits throughout the semester with suggestions or concerns about the class. There will be a mid-semester and end-of-the semester anonymous evaluation of the course, which I will thoughtfully consider. I will respond to all e-mails sent to me during the week (M-F) within 24 hours. On the weekend (Friday evening through Sunday), I will respond within 35 hours.

8. **Syllabus:** We will closely follow the syllabus as it is below; I do, however, reserve the opportunity to change the syllabus as I see appropriate.

DATE	FOCUS	READING/PREPARATION
T 16 January	Introductions & Course Overview	
R 18 January	Purposes of Education & the Role of Teachers	PDF: Spring, “Goals” (pp. 11-28) & M. Greene “Wide-Awakeness”

T 23 January	Why do we need public education?: A View from the 19 th Century	Fraser: <u>Chapter 2:</u> Introduction (pp. 17-19), Jefferson (pp. 19-24) & Rush (pp. 31-35); <u>Chapter 3:</u> Intro (pp. 48-52), Mann (pp. 52-61) & Petition of the Catholics (pp. 74-80)
R 25 January	Who should teach? How should teachers be trained? Should teachers organize?: A View from the 19 th Century through today	Fraser: <u>Chapter 3:</u> Beecher (pp. 61-66), & <u>Chapter 7:</u> Haley (pp. 187-191) PDF: Spring, “The Profession of Teaching” (pp. 217- 237)
T 30 January	Expanding Educational Opportunity: The Education of African Americans in the North & South	Fraser: <u>Chapter 3:</u> Boston (pp. 80-88) & <u>Chapter 5:</u> Introduction (pp. 107-109), Douglass (pp. 109-113), Washington (pp. 122-128) & DuBois (pp. 129-139)
R 1 February	Expanding Educational Opportunity: The Rosenwald School & Education of African Americans in the South	PDF: Anderson, “Common Schools for Black Children,” (pp. 148-185)
T 6 February	Expanding Educational Opportunity: The Education of Native-Americans, Part I *Quarterly #1 Due*	Fraser: <u>Chapter 4:</u> Speech of Red Jacket (pp. 104-106) <u>Chapter 6:</u> Meriam (pp. 154-159) PDF: Spring, “Native Americans” (pgs. 131-148) In class: View “In the White Man’s Image” (1992)
R 8 February	Expanding Educational Opportunity: The Education of Native-Americans, Part II	
T 13 February	Expanding Educational Opportunity: Schooling New Immigrants & Kindergarten	Fraser: <u>Chapter 6:</u> Introduction (pp. 140-142), Antin (pp. 145-153), “The Asian Experience in California” (pp. 159-167) PDF: To be announced

R 15 February	Expanding Educational Opportunity: Schooling New Immigrants, Part II	PDF: “Delgado v. Bastrop” & to be announced
T 20 February	Segregation & Integration, I	PDF: Waring “Briggs’ Dissent” Fraser: <u>Chapter 9:</u> S. Clark (pp. 257-265), Kozol (pp. 280-288) & NAACP Boston (pp. 288-292)
R 22 February	Segregation & Integration, II	Fraser: <u>Chapter 9:</u> Introduction (pp. 255-257), Supreme Court (pp. 266-269) PDF: Selections from: G. Orfield & C. Lei, “ <i>Brown</i> at 50: King’s Dream or Plessy’s Nightmare?”
T 27 February	<i>CLASS CANCELLED Professor at Comparative & International Education Conference</i>	
R 1 March	Poverty & Education, Part I	Fraser: <u>Chapter 10:</u> Introduction, “Elementary & Secondary Education Act and the Great Society” Film: “America’s War on Poverty: Given A Chance” View in class
T 6 March	Poverty & Education, Part II	PDF: M. Harrington, “The Other America,” selections & additional readings to be announced
R 8 March	Class & Education *Quarterly #2 Due*	PDF: Rothstein, “Even the Best Schools...” & additional readings to be announced
11- 18th March	<i>SPRING BREAK</i>	
T 20 March	Thinking about Schooling & Culture: Preschool in Three Cultures, Part I	I will discuss in class how we are reading the <i>Preschool in Three Cultures</i> book
R 22 March	Thinking about Schooling & Culture: Preschool in Three Cultures, Part II	I will discuss in class how we are reading the <i>Preschool in Three Cultures</i> book

T 27 March	School Finance	PDF: “The Funding Gap” (pp. 1-17) & “Who Pays the Taxes” (pp. 28-30)
R 29 March	Business & Education *Quarterly #3 Due*	PDF: Selections from Spring, Kohn, “The 500 Pound Gorilla” (pp. 1-11) & Stille, “The Betrayal of History” (pp. 1-10)
T 3 April	Curriculum & Tracking	PDF: Oakes, “The Policy and Practice of Curriculum Inequality” & additional readings to be announced
R 5 April	Education & Language	PDF: Bilingual Education Act, Lau v. Nicols, Delpit, “Language, Diversity & Learning” and additional readings to be announced
T 10 April	Gender & Education <i>Discussion in class of documentaries</i> *Documentary Review Due*	Fraser: <u>Chapter 10</u> : “Title IX” PDF: Karen Karp (pp. 428-437) & Smith and Wilhelm “The Issue: Boys Underperform in Literacy”
R 12 April	Religion, Courts & Schools	Fraser: <u>Chapter 8</u> : “Supreme Court of the U.S., Engel v. Vitale, 1962” PDF: Fraser (note that this is NOT from the class text), “What’s Next? Prayers, Vouchers, and Creationism: The Battle for Schools in the Twenty-First Century”
T 17 April	“Failure” among students & schools	Fraser: <u>Chapter 8</u> : Holt “How Children Fail;” <u>Chapter 11</u> : National Commission on Excellence in Education, “A Nation at Risk” (pp. 321-328); Berliner & Biddle, “The Manufactured Crisis” (pp.342-347)

R 19 April	Spotlight: No Child Left Behind *Quarterly #4 Due*	PDF: Kronholz: “How ‘Qualified’ A Teacher is Varies By State,” and additional readings to be announced. Web: W. Mathis, “NCLB: Costs & Benefits” http://pdkintl.org/kappan/k0305mat.htm
T 24 April	What Can Be Done to Improve Schools: A Comparative/ International Perspective	Fraser: <u>Chapter 8</u> : Rickover PDF: “International Comparisons,” (pp. 209-215) & Alvarez, “Educators Flocking to Finland” & Jacobson, “Looking to France”
R 26 April	“Hope”	Fraser: <u>Chapter 11</u> : Kohl (pp. 347-349)
FINAL EXAM		