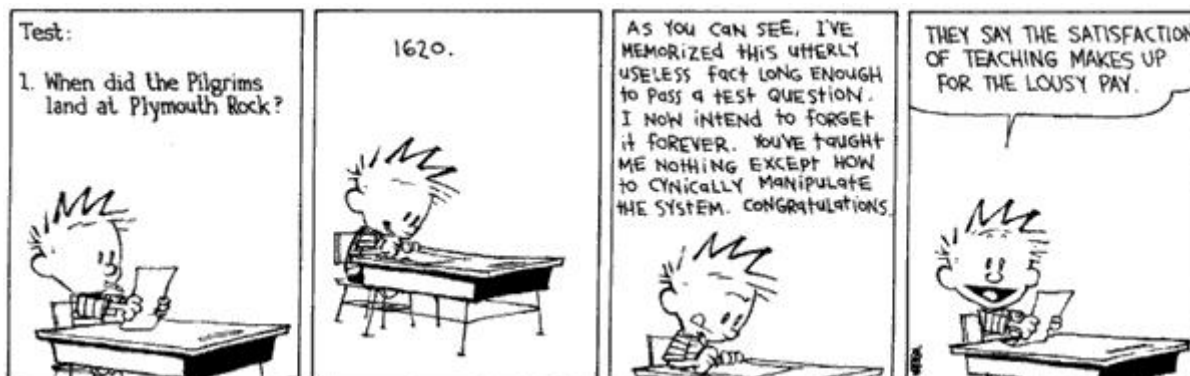


EDUC 2110: Investigating Critical and Contemporary Issues in Education



Purpose of Course: Michael Katz, a well-known education historian, declared, *“Not only were schools assigned key roles in the diffusion of democratic culture; they also had to mediate the contradictions between democratic ideals and the continuance of class and inequality.”*

Katz’s bold observation underscores the fact that public schooling in the United States, including its purposes and rationales, its structure and content, serves as a site of political, religious, economic, social, moral, and cultural conflict. In other words, public (or common) schooling in the United States was not simply the outcome of enlightened leaders seeking to create a literate citizenry. It was much more than this. Due to the nature of regional and local cultures and the federalist nature of the United States, public schooling developed sporadically, often haphazardly, and for various reasons and under different circumstances.

This course engages students in readings, observations, and **critical** analyses of educational issues influenced by the historical, social, and political contexts of educational settings (formal and informal) in the United States. As future educators, it is important for you to develop an understanding of these historical issues and political conflicts and how they have contributed to or limited educational opportunities and possibilities today. James W. Loewen, for instance, stresses the centrality in “understanding our past in order to understand ourselves and the world around us.” The belief that our contemporary educational systems developed naturally and progressively is to perpetuate a myth. Rather, as I stated above, public education transpired amidst political, religious, social, and economic conflicts, which we will examine in this course.

You should ask yourself a variety of questions including this sampling: Why is contemporary schooling the way it is? Why does it have the social, cultural and political structures it does? How did it get this way? How is the curriculum determined? What is left out of the curriculum? How are schools governed and organized? Why are certain social practices and rituals adopted and others ignored? Since schooling is a state responsibility, how and why is the federal government involved in education today? How has the history of schooling in America impacted

schools and various cultural groups today? What are students and teachers' constitutional rights and how are these determined?

You will quickly notice that the *public* nature of schooling inevitably results in political conflict as individuals and groups contest the goals of schooling. In other words, since schools are public institutions they serve as sites of political, ideological, social, religious, philosophical, historical, constitutional, and cultural conflicts while groups continually attempt to negotiate and impose their values in the construction of knowledge.

Course Objectives:

Analyze historical and philosophical influences as they have an impact on current school trends, policies, and practices.
Critique the constitutional, legal, and ethical requirements, and dispositions of the education profession.
Define, identify, and use the concept of academic language within the context of educator preparation and schooling.
Demonstrate reflective writing and critical thinking within the context of educator preparation.

Texts

~All articles, chapters, and books for this course are available by clicking on the following link, which will take you to a site created in part with funding from Affordable Learning Georgia. Some course materials are also available in ELC.

<http://rtt.ctl.uga.edu/openeduc/dev/>

EDUC 2110

Course Schedule - Spring 2016

Date	Topic	Assignment
1/12	<p>Introduction to Course</p> <p>Open EDUC Link: http://rttp.ctl.uga.edu/openeduc/dev/course/educ2110e-investigating-critical-and-contemporary-issues-in-education/ </p>	<p>~Review Syllabus</p> <p>~Sadovnik, Cookson, and Semel, <i>Exploring Education</i> </p>
EARLY HISTORY OF AMERICAN EDUCATION		
1/14	<p>The American Founding: Thomas Jefferson's Philosophy of Education</p> <p>Open EDUC Link: http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-10-american-revolutionary-era/ </p>	<p>~Holowchak, "<i>The Diffusion of Light</i>": <i>Jefferson's Philosophy of Education</i></p>
1/19	<p>The Development of the Common School: Horace Mann's Advocacy Battle Between Protestants and Catholics over Urban Schooling</p> <p>Open EDUC Link: http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-11-early-national-era/ </p>	<p>~Urban and Wagoner, <i>The Common Man and the Common School, 1820-1860</i></p>
1/21	<p>The Progressive Movement: Administrative and Pedagogical Progressives Social Reconstructionism Democracy and Education</p> <p>Open EDUC Link: http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-13-the-progressive-era/ </p>	<p>~Tyack & Cuban, <i>Progress or Regress?</i></p> <p>~Editorial Board, <i>Orientation</i></p> <p>~Dewey, <i>Can Education Share in Social Reconstruction?</i></p>
1/26	First Exam	In Class

IDEOLOGY & SCHOOLING

1/28	<p>Ideology: Market v. Democratic Values</p> <p>School Library Books</p> <p>Students' Free Speech & Press</p> <p>"God" and the Pledge of Allegiance</p> <p>Free Worship</p>	<p>~Engel, <i>The Struggle for Control of Public Education: Introduction</i></p> <p>~Board of Education, <i>Island Trees Union v. Pico</i></p> <p>~Tinker v. Des Moines</p> <p>~Hazelwood v. Kuhlmeier</p> <p>~Bethel v. Frazer</p> <p>~West Virginia v. Barnette</p>
2/2	<p>The Politics of Textbook Publishing:</p> <p>Texas as a Case Study:</p> <p>Film: <i>The Revisionaries</i></p>	<p>~Conan, <i>'Revisionaries' Tells Story Of Texas Textbook Battle</i> (NPR Audio Podcast)</p> <p>~Fernandez and Hauser, <i>Texas Mother Teaches Textbook Company a Lesson on Accuracy</i></p>

2/4	<p>Discussion of <i>The Revisionaries</i></p> <p>Discussion of <i>Judgment Day: Intelligent Design on Trial</i></p> <p>Evolution in Science Classes</p> <p>Textbook Warning Labels</p>	<p>~Adams, <i>Timeline: Remembering the Scopes Monkey Trial</i> (NPR Audio Podcast)</p> <p>~Film: <i>Judgment Day: Intelligent Design on Trial</i></p> <p>~National Center for Science Education, <i>Selman v. Cobb County</i></p> <p>~Miller, <i>Evolution Warning Labels and Scientific Theory</i></p>
THE SOCIAL GOALS OF SCHOOLING		
2/9	<p>Prayer and the Establishment Clause</p> <p>Sex Education and Abstinence</p> <p>The Rainbow Curriculum</p> <p>Fourth Amendment and the Right to Privacy</p>	<p>~Fraser, <i>What's Next? Prayers, Vouchers, and Creationism: The Battle for the Schools of the Twenty-First Century</i></p> <p>~Dayton, <i>First Amendment Freedoms and Religion</i></p> <p>~Board of Education v. Earls</p>
2/11	<p>Education and Equality of Opportunity:</p> <p>Equal Opportunity v. Equal Outcomes</p> <p>Cultural Capital</p> <p>Schooling as a Form of Social Control</p> <p>Social Reproduction</p>	<p>~Spring, <i>Education as a Form of Social Control</i></p> <p>~Lareau, <i>Concerted Cultivation and Accomplishment of Natural Growth</i></p>

THE ECONOMIC GOALS OF SCHOOLING

2/16	<p>Globalization Social Efficiency and the Factory Model of Schooling Compensatory Schooling <i>A Nation at Risk</i> Divergent Thinking</p> <p>Open EDUC Link: http://rttptl.uga.edu/openeduc/dev/module/part-2-chapter-15/</p>	<p>~Hursh, <i>Beyond the Justice of the Market</i></p>
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AFRICAN AMERICAN EDUCATION: INSTITUTIONALIZED DISCRIMINATION AND RESPONSES

2/18	<p>Naturalization and Federal Courts Institutional Discrimination Equal Protection Clause <i>Plessy v. Ferguson</i> <i>Cumming v. Richmond</i></p> <p>Open EDUC Link: http://rttptl.uga.edu/openeduc/dev/module/part-2-chapter-12-post-civil-war-and-reconstruction/</p>	<p>~Tyack et al, <i>The Constitutional Moment: Reconstruction and Black Education in the South, 1867-1954</i></p> <p>~Williams, <i>A Long and Tedious Road to Travel for Knowledge</i></p>
2/23	<p>1964 Civil Rights Act Elementary and Secondary Education Act of 1965 De Facto Segregation and Busing Title IX</p> <p>Open EDUC Link: http://rttptl.uga.edu/openeduc/dev/module/part-2-chapter-14-post-world-war-ii/</p>	<p>~Washington, 1895 <i>Atlanta Compromise Speech</i></p> <p>~Randall, Poem: <i>"Booker T. and W.E.B."</i></p> <p>~Rothstein, <i>Misteaching History on Racial Segregation</i></p>
2/25	<p>Film: <i>Simple Justice</i></p>	<p>~Warren, <i>Opinion of the Court in Brown v. Board of Education</i></p>

3/1	Film: <i>Simple Justice</i> , Resistance, and Discussion	~ <i>Brown v. Board of Education of Topeka II</i> – 349 U.S. 294 1955
3/3	Mid-Term Exam	In Class
3/8-3/10	Spring Break	
NATIVE AMERICAN EDUCATION & BOARDING SCHOOLS UNDOCUMENTED IMMIGRANTS AND PUBLIC EDUCATION		
3/15	Film: <i>Little Tree</i> Native American Boarding Schools	~Lomawaima, <i>Domesticity in the Federal Indian Schools</i>
3/17	Film: <i>Little Tree</i> and Discussion of Native American Boarding Schools	~PBS, Indian Boarding Schools
3/22	<i>Plyler v. Doe</i> Undocumented Immigrant Children and Public Education Open EDUC Link: http://rttl.ctl.uga.edu/openeduc/dev/module/part-2-chapter-14-post-world-war-ii/	~Brennan and Burger, <i>Are Undocumented Immigrants Entitled to Public Education?</i>
THE TEACHING PROFESSION, UNIONIZATION, AND TEACHER RIGHTS		
3/24	Teacher Unionization The Communist Scare and Witch Hunts Teachers' Association Rights Open EDUC Link: http://rttl.ctl.uga.edu/openeduc/dev/module/part-2-chapter-14-post-world-war-ii/	~Goldstein, <i>An Orgy of Investigation</i> ~President Harry S. Truman, <i>Executive Order 9835</i> ~ <i>Adler v. the Board of Education</i>
CONTEMPORARY POLICY ISSUES IN EDUCATION: PRIVATIZATION		

3/29	<p>School Board Representation Neo-Liberals and Neo-Conservatives Choice Plans Accountability</p> <p>Open EDUC Link: http://rttptl.uga.edu/openeduc/dev/module/part-2-chapter-15/</p>	<p>~Ravitch, <i>The Context for Corporate Reform</i></p> <p>~Rothstein and Jacobsen, <i>The Goals of Education</i></p>
3/31	<p>Educational Privatization Educational Management Organizations Charter Schools “Privatization Squared” ALEC Tax Credit Scholarships</p> <p>Open EDUC Link: http://rttptl.uga.edu/openeduc/dev/module/part-2-chapter-15/</p>	<p>~Klein, <i>Blank is Beautiful</i></p> <p>~Saltman, <i>Educational Privatization and the Assault on Public Schools</i></p>
CONTEMPORARY POLICY ISSUES IN EDUCATION: FEDERAL STATE RELATIONS		
4/5	<p>Federal and State Power Constitutional Provisions Are there Limits on Federal Power? Education Funding and the Equal Protection Clause Purposes of State Departments of Education Centralization and Decentralization No Child Left Behind</p> <p>Open EDUC Link: http://rttptl.uga.edu/openeduc/dev/module/part-2-chapter-15/</p>	<p>~Ryan, <i>The Tenth Amendment and Other Paper Tigers</i></p> <p>~San Antonio Independent School District v. Rodriguez</p> <p>~Virginia Department of Education v. Riley</p>
CONTEMPORARY POLICY ISSUES IN EDUCATION: STANDARDIZATION AND THE NATIONALIZATION OF EDUCATION		
4/7	<p>Nationalization and Standardization in Education</p> <p>Open EDUC Link: http://rttptl.uga.edu/openeduc/dev/module/part-2-chapter-15/</p>	<p>~DeBray, <i>The Politics of Passage: No Child Left Behind Becomes a Law</i></p> <p>~Noddings, <i>Standardized Curriculum and Loss of Creativity</i></p>

4/12	<p>Race-to-the-Top 2016 Reauthorization of No Child Left Behind</p> <p>Open EDUC Link: http://rttptl.uga.edu/openeduc/dev/module/part-2-chapter-15/</p>	<p>~Onosko, <i>Race to the Top Leaves Children and Future Citizens Behind</i></p> <p>~Brown, <i>How Schools would be Judged under 'Every Student Succeeds,' the New No Child Left Behind</i></p>
CONTEMPORARY POLICY ISSUES IN EDUCATION: COMPARATIVE EDUCATION SYSTEMS		
4/14	Finland, Cuba, and Elsewhere	<p>~Sahlberg, <i>The Finnish Advantage: The Teachers</i></p> <p>~Gomez and Hare, <i>How Education Shaped Communist Cuba</i></p> <p>~Schleicher, <i>Four Surprising Lessons</i></p>
CONTEMPORARY CONSTITUTIONAL ISSUES IN EDUCATION: DUE PROCESS, AFFIRMATIVE ACTION, AND VARIOUS RELIGIOUS ISSUES		
4/19	<p>Students' Due Process Rights</p> <p>Affirmative Action</p> <p>Equal Protection Clause</p>	<p>~<i>Safford v. Redding</i></p> <p>~<i>Goss v. Lopez</i></p> <p>~<i>Grutter v. Bollinger</i></p> <p>~<i>United States v. Virginia</i></p>
4/21	Additional Court Cases	<p>~<i>Lee v. Weisman</i></p> <p>~<i>Lynch v. Donnelly</i></p> <p>~<i>Wisconsin v. Yoder</i></p> <p>~<i>Pierce v. Society of Sisters</i></p> <p>~<i>Stone v. Graham</i></p> <p>~<i>Good News Club v. Milford</i></p> <p>~<i>Everson v. Board of Education</i></p>
LITERARY CRITICISM		

4/26	<p><i>Hard Times</i></p> <p>Web Link: https://ebooks.adelaide.edu.au/d/dickens/charles/d54ht/contents.html </p>	Book I
4/28	<p><i>Hard Times</i></p> <p>Web Link: https://ebooks.adelaide.edu.au/d/dickens/charles/d54ht/contents.html </p>	Books II and III
5/5	Final Exam: 8:00 a.m. – 11:00 a.m.	In Class

Reading assignments, which include journal articles, chapters, podcasts, and web-links, are all available on ELC.

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EDUC 2120: Exploring Socio-Cultural Perspectives on Diversity

Purpose of the Course:

The purpose of this course is to explore issues of diversity (the meaning of difference) that influence teaching, learning, and educational opportunities for disenfranchised cultural groups. In particular, we will be exploring issues of race, class, gender, sexual orientation, immigrant status, exceptionality, language, and religion. Part of our exploration of these issues involves seeing them in relation to the law, language and popular culture.

However, it is not simply exploration that we are trying to achieve. Instead, we are attempting to make a difference at the level of practice. To do so, we will consider how your individual views on diversity influence what you do in the classroom, how your teaching practice creates possibilities to further opportunities for disenfranchised groups, and finally how the issues discussed in class can expand your understanding of diversity and the possibilities for change.

Learning Objectives:

- Understand the personal and social implications of knowing about different groups' experiences in society and education
- Be able to relate the ideas of multicultural education to your specific discipline
- Develop an awareness of diverse experiences in schools and society
- Develop a personal vocabulary and voice for discussing and writing about difference
- Demonstrate a respect for beliefs different from your own

Anticipated Calendar & Topic Schedule:

Revisions may be made as necessary to the class calendar. **Readings and assignments should be completed BEFORE attending the class where they are listed.** Videos listed will be watched in class unless otherwise directed.

Topic	Readings & Assignments
Introduction to Course	
Multiculturalism	'Defining Multicultural Education for School Reform'
Multiculturalism	'Multiculturalism: Battleground or Meeting Ground?' & 'Multiculturalism: E Pluribus Plures'
Multiculturalism	http://rttp.ctl.uga.edu/openeduc/dev/module/module-1-multiculturalism/
Multiculturalism	TIB* - "Why I Close My Restaurant", "A Duty to Family, Heritage, & Country"
Race & Ethnicity	http://rttp.ctl.uga.edu/openeduc/dev/module/module-2-race-ethnicity/
Race & Ethnicity	Audio Assignment: This American Life Podcast, "512: House Rules"***
Race & Ethnicity	'Defining Racism', 'White Privilege', TIB - "I am a Racist and So Are You"
Race & Ethnicity	
Class & Socioeconomic Status	Video - 'Park Avenue: Money, Power, & the American Dream' http://rttp.ctl.uga.edu/openeduc/dev/module/module-3-class-socioeconomic-status/
Class & Socioeconomic Status	'Concerted Cultivation and the Accomplishment of Natural Growth'
Class & Socioeconomic Status	'The High Cost of Poverty', Video - 'Children of the Mountains'
Class & Socioeconomic Status	'At the Edge of Poverty'
Midterm Exam	
Gender	http://rttp.ctl.uga.edu/openeduc/dev/module/module-4-gender-sexual-identity/
Gender	'A Labor Market Punishing to Mothers', 'A Motherhood Penalty vs. a Fatherhood Bonus'
Sexual Identity	Guest Speakers: Lambda Alliance
Sexual Identity	'Generation LGBTQIA'
Exceptionality	'Disproportionate Representation of African American Students in Special Education' http://rttp.ctl.uga.edu/openeduc/dev/module/module-5-special-needs/

Exceptionality	Video – ‘Temple Grandin’
Exceptionality	Video – ‘Temple Grandin’, TIB – “Seeing in Beautiful, Precise Pictures”
Language	‘What Should Teachers Do?’ ‘In Arizona, Complaints of an Accent’ http://rttp.ctl.uga.edu/openeduc/dev/module/module-6-language-immigration-and-geography/
Language	Video – ‘Precious Knowledge’
Language/Geography	‘Pedagogy of the Oppressed – Chapter 2’
Language/Geography	‘Let Them In’, ‘My Life as an Undocumented Immigrant’
Geography	
Religion	http://rttp.ctl.uga.edu/openeduc/dev/module/module-7-religion/
Religion	‘Ramadan Poses Challenges’
Education that is Multicultural	http://rttp.ctl.uga.edu/openeduc/dev/module/module-7-conclusions/
Final Exam	

*TIB stands for *This I Believe* and references specific essays that have been aired as a part of the NPR program. You may search for these by name as they are listed in the syllabus at <http://thisibelieve.org/search/>. The website includes audio of the author reading the essay, as well as a transcript. Feel free to listen or read, just be sure to have done so prior to the class meeting where it is listed.

**To access this podcast, you can go to <http://thisamericanlife.org> and then use the search bar to search for “House Rules”. Please make sure you have listened to this podcast prior to attending class.