EDF 3609: Sociological/Historical Foundations of Education
FALL 2011
Section 1291
Class meeting times: M 3-4th periods W 3rd period
Classroom: NRNA 2327

Instructor: Amy Martinelli
Office: Norman Hall 2416
Office Hours: Wednesday 10:40am-12:30 pm
E-mail: acmart@gmail.com

Course Description:

Whether or not you are pursuing education as a career, the topics in this course have relevance to your life. It seems that almost everyone is concerned for the state of public schooling in America—students, teachers, politicians. Rarely, however, do most pause to consider the foundations of education in America. How can we decide what is best for education in the present if we do not understand the historical, sociological and philosophical roots of our present system? In this class we will address the following questions: How do we define “education?” What should be the goals of education? What should be the source of funds for education? How involved should the federal and local governments be in financing schools and determining curriculum? What is the role of the teacher? How do/should schools relate to their communities? Through philosophical, historical, and sociological perspectives, this course proposes to address these questions, assess the moral, economic and political influences on schools, and examine responses to various educational concerns from Colonial America to the present day.

The course is divided into three distinct, yet overlapping sections. In the first section, we will engage in philosophies of education that may or may not have influenced the education you have received so far in your academic career. The second will focus on the progression of American education from the Colonial time period to the mid-20th century. The third and final section will focus on contemporary issues that schools and educators deal with today. Throughout the course, we’ll continuously make connections between the past, the present, and estimate what the future of education in the United States might look like.

Office Hours and Letters of Recommendations:
The office hours listed above are intended solely for you and your classmates. If you cannot meet at that time I can schedule time outside of office hours to meet with you. Office hours are not only a good way for you to clarify any lingering questions from class but also to establish a relationship with your professor. I will only consider writing a letter of recommendation for any of you if you have come to my office hours at least three times and make the request in person. I will expect that you provide a resume, letter of intent and information about the internship, job or graduate program you aspire to take part in. I can only write a good letter of recommendation with at least these things.

Course Readings:
The course textbooks can be purchased in any bookstore in town and also online.

Jonathan Kozol’s *Shame of the Nation: the Restoration of Apartheid Schooling in America* (2005)


In an effort to save you money, I have compiled selected readings on the Sakai website furnished by the University of Florida. All readings available on the website are also available to you through the library website or the public Internet.

Course Requirements
There is a total of 500 points available. The breakdown of those points is as follows:

Participation (50 points)
The quality of your contributions to class discussion and your involvement in class activities will help to contribute to a positive learning environment. Please come to class prepared and having completed all readings or written assignments. This course relies heavily on participation in discussion and activities; you will all be expected to participate to the best of your ability. As such you will be expected to attend classes regularly and on time. Absences will be considered unexcused unless clarified beforehand. Excused absences consist of illness (verified by a doctor), death in the family/close friend, interview for job or internship. If you plan on being absent for any other reason, please make a friend in the class who can keep you up-to-date on in-class activities.
Examinations (Short Answer and Essay Format (200 points)

All exams will be administered during class time and students are expected to use a Blue Book, which can be purchased at the University Book Store. Failure to use a Blue Book will result in a 10 point penalty on exams. Exams will consist of short answer and essay questions.

Exam One (100 points) **Monday, September 19**
Exam Two (100 points) **Monday, November 14**

Synthesis Essay (100 points) **Due Monday December 12 by 5pm**
In lieu of a final examination, you will be required to write a final synthesis essay that details the culmination of all you learned throughout the course. You will be asked to address a current issue in education (whether it was covered in class or not) by using readings from the course and other readings. You will have to demonstrate the historic roots of the issue at hand, as well as the current approaches to the issue today. More details about this final essay will be given later in the semester.

In Class Writing Assignments (50 points)
Throughout the semester you will be assigned two in-class writing assignments that will correspond with the current topic of the course. Since these are in class assignments you must be present in order to complete them; they are listed in the syllabus. If you are absent on a day that we have an in-class writing assignment you may only make the assignment up if you have an acceptable excuse. Otherwise, plan to attend class on the days of In-Class writing assignments.

Daily Journals (100 points)
At the start and end of each class, you will be given five minutes of writing time that will take place in a notebook that you use for the entire semester. At the start of the class you will write a reflection of the days readings to demonstrate what you learned from the readings alone. At the end of the class you will reflect on the additional insights you gained and pose lingering questions for me. I will collect your journals at the end of each class and return them to you at the beginning of the next class. This will serve as a method of assessing attendance as well as your understanding of the readings.

Makeup Work:
Case-by-case basis; I will use my discretion when necessary but you are advised to attend class regularly to avoid having to make up any work.
Grading Scale:

The University of Florida is now implementing “minus” grades. The grading scale for this course is as follows:

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<td>83%-86%</td>
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<td>80%-82%</td>
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<td>77%-79%</td>
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General Course Policies:

• This class is structured as a seminar style discussion course. Therefore, it is of upmost importance that you attend class regularly and that you have finished readings and assignments by class time so that you may participate fully.
• Please refrain from the use of laptops and other devices that may prove distracting to the class. Inappropriate use of cell phones and laptops in class will impact your participation grade as you cannot engage in class if you are engaged in social media.
• Because this course is based primarily on discussion please come to class with an open mind and a willingness to share your thoughts on course content.

Academic Honesty

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall not represent as the student’s own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

a. Quoting oral or written materials, whether published or unpublished, without proper attribution.

b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. (University of Florida, Student Honor Code, 15 Aug. 2007 <http://www.dso.ufl.edu/judicial/honorcode.php>
University of Florida students are responsible for Reading, understanding, and abiding by the entire Student Honor Code.

Important Notes: Please note that plagiarism from the internet, from any published or unpublished manuscript, or from any current or former student’s work will be considered a violation of the UF Academic Honesty policy. If you are not certain of the definition of plagiarism, please speak with me

NOTE: Submission of work completed to fulfill requirements for other classes may not be used for assignments in this class UNLESS you have specific permission from the instructor.

You should never copy and paste something from the Internet without providing the exact location from which it came. All acts of plagiarism will result in failure of the assignment and may result in failure of the entire course. Plagiarism can occur even without any intention to deceive if the student fails to know and employ proper documentation techniques. Unless otherwise indicated by the instructor for class group work, all work must be your own. Nothing written for another course will be accepted.

If you are still unsure of what consists of plagiarism please speak to me privately. Any student who is in violation of the Academic Honest Policy in any way may be subject to: failure of the offending assignment, failure of the course, or even expulsion from the university. It brings me no pleasure to punish you, so please consider your writing carefully and only use your own work.

Students with Physical Disabilities

UF complies with the Americans with Disabilities Act. Students requesting classroom accommodation must register with the Dean of Students Office. The Dean of Students Office will then provide documentation to the student, which will then be presented to the instructor when requesting accommodations.

A Word on Writing: Assignments, Communication

Assignments
The assignments in this course rely heavily on your ability to critically examine texts and clearly communicate through writing. While I understand that not all enjoy the writing process it is an important skill that you should develop throughout your college
career and beyond. To that end, all written assignments will be graded heavily on content, but also for grammar, polish, clarity and thoughtfulness. In other words, I’d like you to carefully craft your writing to make the greatest impact. Remember, tools like spell check are useful, but not perfect. You and you alone are responsible for the quality and clarity of your writing. No one is perfect and we all make mistakes, but use this course as an opportunity to expand your mind and your writing abilities! Unless otherwise indicated, I expect that all written assignments be typed, double-spaced and 12 point font. When necessary, you will be expected to use correct citation methods.

Communication

Besides face-to-face interactions, e-mail will be the major form of communication that we have between one another during the course of the semester. When writing e-mails, please recall that you are communicating with your teacher, not your best friend. To that end, please use formal greetings, proper grammar and full sentences, at the very least. I will respond in kind.

Course Schedule

Week One: August 22 & 24

Monday: Introduction to syllabus and course

Wednesday: Reading: “Willing to Be Disturbed” (online)

Week Two: August 29 & 31: The Hidden Curriculum

Monday: Reading: Elliot Eisner, “The Three Curricula All Schools Teach.”; Phillip W. Jackson, “The Student’s World.” (online)

Wednesday: Video Response: First Writing Assignment

Week Three: September 5 & 7: Introduction to Philosophies of Education

Monday: LABOR DAY: No Class

Wednesday: Reading: Spiro, Long and Ihle, “Philosophies of Education,” (online)
Week Four: September 12 & 14: Philosophies of Education: Progressivism, Existentialism.

Monday: Reading: John Dewey, “My Pedagogic Creed,” (online)
Wednesday: Reading: A.S. Neill, “Summerhill” (online)

Week Five: September 19 & 20: Exam One, Introduction to History of Education

Monday: EXAM ONE IN CLASS: BRING BLUE BOOKS

Wednesday: Reading: Rury, Chapter One

Week Six: September 26 & 28: Colonial Education

Monday: Rury, Chapter Two

Wednesday: Samples of “New England Primer” and “McGuffy’s Readers” (online)

Week Seven: October 3 & 4: Education in the New Republic: Development of Common Schools

Monday: Reading: Rury, Chapter Three

Wednesday: Comparing Common School Proponents: Rush, Lancaster and Mann

Week Eight: Oct 10 & 11: Education for Blacks during and after Reconstruction


Wednesday: Teaching former slaves: Varied perspectives.

Week Nine: October 17 & 18: Education for Women in the 19th Century

Monday: Readings: Rury, Chapter 4, Anna Firor Scott, “The Ever Widening Circle,” (online).

Wednesday: Higher Education for Women
Week Ten: October 24 & 26: Education for Native Americans

Monday: Rury, Chapter 4: Video: Education for Extinction, Second Writing Assignment

Wednesday: Bring in Second Writing Assignment to share.

Week Eleven: October 31 & November 2: Education in the 20th Century

Monday: Readings: Rury, Chapter 6

Wednesday: Life Adjustment Education, “Mental Hygiene Films.”

Week Twelve: November 7 & 8: Education in the 20th Century: Civil Rights Movement and Education

Monday: Rury, Chapter six, Video: Eyes on the Prize

Wednesday: Discussion of Eyes on the Prize (come prepared to discuss the video)

Week Thirteen: November 14 & 16: Exam Two/ Contemporary Issues in Education

Monday: EXAM TWO IN CLASS: BRING BLUE BOOKS


Week Fourteen: November 21 & 23: Contemporary Issues in Education


Wednesday: Pacing Guides, Continued

Week Fifteen: November 28 & 30: Contemporary Issues in Education
Monday: Sexuality in Schools: Bullying; Readings: Gerald Walton, “H-Cubed: A Primer on Bullying and Sexuality Diversity for Educators,” Jeltova and Fish, “Creating Environments for LGBT Students,”

Wednesday: Video: *Tomboy*

**Week Sixteen: December 5 & 7: Contemporary Issues in Education**

Monday: Kozol, Chapters 1-3

Wednesday: Joanna Wald and Daniel J. Losen, “Defining and Redirecting the school-to-prison pipeline.”

**Monday, December 12: Synthesis Essays Due at 5pm in my office or Mailbox.**