

EDU 555.01

Education and Society

(Note: this syllabus is posted on the University Web Site)

Spring, 2009

Instructor:	Dr. Richard Reynolds	Phone: (h) 423-5329
Office:	Webb Hall, Room 152	(w) 465-5323
Class Meetings:	555.01: Webb 113	email: reynolds@easternct.edu
Office Hours	M: 11 - 12 noon & 1- 4.00pm. T: 2.00 - 5.00pm. R: 2.00 - 5.00pm. or by appointment	Class Times: M. 4 - 6.45pm.

Credit Hours: 3

Catalog Description: A critical study of the American education system and contemporary educational practices in relation to historical perspectives, societal issues, philosophical principles, ethical considerations, political and economic policies and current initiatives.

Course Prerequisite: Graduate standing

Purpose of the Course: To provide the opportunity for students to critically examine the context of the American education system in relation to historical antecedents, societal demands, philosophical principles, ethical considerations, and the political and economic policies that have shaped the system.

Course Objectives: By the end of the course students will:

1. Identify general historical periods and trends in American education along with an understanding of its European heritage.
2. Identify social issues as they pertain to education, but more importantly examine those issues by analyzing and synthesizing important historical, sociological, and governmental research references to provide a balanced treatment of controversial issues.
3. Understand the basic tenets of the various schools of educational philosophy as they relate to the nature of the goals of education, the learner, curriculum and classroom management.
4. Demonstrate competence in the problem-solving approach and the skills

necessary to identify a particular problem, collect evidence on it, share that evidence with the class in an oral presentation and report the research through a final term paper.

5. Apply what has been learned in the situation where he or she works.
6. Internalize a cognitive and affective frame of reference that is objective, draws references from a variety of relevant academic disciplines and demonstrate problem-solving, skills that are ethically sound as well as pragmatic.
7. Appreciate and respect diverse educational thoughts and practices and maintain a global understanding of their profession.
8. Be conscious of ethical considerations as they impact their thinking and judgment and as they answer the question "what should a teacher do in a situation like this?"

Class Texts: Rury, J. (2009) *Education and Social Change*. (3rd ed.). Mahwah, NJ: Lawrence Erlbaum.

McLaren, P. (2007). *Life in Schools*. (5th ed.) New York: Longman.

Kohn, Alfie (2000) *The Case against Standardized Testing*. Portsmouth, NH: Heinemann.

Suggested Texts

and/or References: Ballantine, J. & Spade, J. (2001). *Schools and Society: A Sociological Approach to Education*. Belmont, CA: Wadsworth/Thompson.

Gould, S.J. (1996) *The Mismeasure of Man*. New York: Norton.

Gutek, G.L. (2005). *Historical & Philosophical Foundations of Education: (4th ed.) A Biographical Introduction*. Columbus, OH: Merrill.

Gutek, G.L. (2004) *Philosophical & Ideological Voices in Education*. Boston, MA: Allyn & Bacon.

Gutek, G. (2000). *American Education 1945-2000: A History and Commentary*. Prospect Heights, IL: Waveland.

Johnson, J., Dupuis, V., Musial, D., Hall & G., Gollnick, D. (2002) *Introduction to the Foundations of American Education*. (12th ed.). Boston, MA: Allyn and Bacon

Levine, D. & Levine, R. (1996). *Society and Education*. (9th ed.). Boston, MA: Allyn and Bacon.

McNergney, R & Herbert, J. (2004). *Foundations of Education*. (4rd ed.). Boston MA: Allyn and Bacon.

Newman, J. W. (2006). *America's Teachers*. (5th ed.). New York: Longman.

- Ornstein, A. & Levine, D. (2006). *Foundations of Education*. (9th ed.). Boston: Houghton Mifflin.
- Pai, Y. & Adler, S. (1997). *Cultural Foundations of Education*. (2nd ed.). Columbus, OH: Merrill.
- Perkinson, H. (1995). *The Imperfect Panacea*. (4th ed.). New York: McGraw-Hill.
- Pulliam, J.D. and Van Patten, J. (1999). *History of Education in America*. (7th ed.). New York: Merrill.
- Sadker, M.P. and Sadker, D.M. (2005). *Teachers, Schools, and Society*. (7th ed.). New York: McGraw-Hill.
- Schultz, F. (Ed.) *Annual Edition: Education 06/07*. Guilford, CT: McGraw-Hill/Duskin.
- Serow, R., Castelli, P. & Castelli, V. (2000). *Social Foundations of American Education*. (2nd ed.). Durham, NC: Carolina Academic Press.
- Shipler, D. K. (2004). *The Working Poor: Invisible in America*. New York: Alfred A. Knopf.
- Spring, J. (1989) *The Sorting Machine Revisited*. New York: Longman.
- Spring, J. (1999). *Wheels in the head*. (2nd ed.). Boston, MA: McGraw-Hill.
- Spring, J. (2006). *American Education*. (12th ed.). Boston, MA: McGraw-Hill.
- Stevens, E., Wood, G. & Sheehan, J. (2002). *Justice, Ideology, and Education*. (4th ed.). New York, McGraw-Hill.
- Tozer, S.E., Violas, P.C. and Senese, G. (2002). *School and Society*. (4th ed.). Boston, MA: McGraw-Hill.
- Urban, W. & Wagoner, J. (2004). *American Education: A History*. (3rd ed.). New York: McGraw-Hill.
- Webb, L.D., Metha, A. and Jordan, K.F. (2003). *Foundations of American Education*. (4th ed.). New York: Merrill.

Education Journals

Phi Delta Kappan
 Educational Leadership
 Journal of Teacher Education
 History of Education Quarterly

**Newspapers/News
 Magazines**

Education Week
 Hartford Courant, New London Day, Norwich Bulletin, Manchester
 Journal Inquirer, East Hartford Gazette, Willimantic Chronicle

Useful Web Sites:

Association for Supervision and Curriculum Development (ASCD) www.ascd.org
 American Educational Research Association (AERA) www.aera.net

American Association of School Administrators (AASA) www.aasa.org
 National School Board Association (NSBA) www.nsba.org
Connecticut State Department of Education (CSDE) www.state.ct.us/sde
 U. S. Department of Education, Office of Research www.ed.gov/offices/OERI/ResCtr.html
 Connecticut General Statutes (CGS) www.csinet.cts.teu.edu/sta_tutes/
 National newspapers www.ajr.news.link.org/news.html
 Connecticut newspapers www.microzoo.com/ctnews.html
 Massachusetts newspapers www.microzoo.com/manews.html
 Phi Delta Kappa (PDK) www.pdkintl.org
 The Hartford Courant www.ctnow.com
 The New York Times www.nytimes.com
 The Boston Globe www.boston.com
 The Washington Post www.washingtonpost.com
 Education Week www.edweek.org
 Teachers College Record www.tcrecord.org

Schedule of Classes:

EDU 555.01 Mon. 4.00- 6.45pm.

Wk	DATE	TOPIC	For Discussion	What's due?
1	Jan. 26	"Getting to know you" Look thru' syllabus		Assign Topic Groups
2	Feb. 2	Introduction, Terminology. Meet Peter McLaren	Rury Ch. 1 McLaren pp.1-56	
3	Feb. 9	Colonial Education	Rury Ch. 2 McLaren pp. 61-102	Let's talk about the Group Presentations
4	Feb. 16	President's Birthday Holiday		
5	Feb. 23	19 th Century; the Common School	Rury Ch. 3 McLaren pp. 103-138	First Reaction Paper
6	Mar. 2	Ethnicity, Gender & Race. Contours of Social change in 19 th Century	Rury Ch. 4 McLaren pp. 139-181	
7	Mar. 9	The Progressive Era; Part One	Rury Ch. 5 Q.1-15 McLaren pp. 183-219 (see reading guide for questions for Chs. 4 & 5).	Second Reaction Paper
8	Mar. 16	The Progressive Era; Part Two	Rury Ch. 5 Q. 16-30 McLaren pp. 226-259 (see reading guide for questions for Chs. 6, 7, 8).	
9	Mar. 23	SPRING BREAK		
10	Mar. 30	Education in Postwar America	Rury Ch. 6 Q. 1-15 McLaren pp. 260-290 (see reading guide for questions for Ch. 10).	
11	Apr. 6	The future for US Education Standardized Testing	Rury Ch. 6 + Epilogue Alfie Kohn pp. 1-35	

12	Apr. 13	Work on Presentations		
13	Apr. 20	Group Presentations		Groups 1 & 2
14	Apr. 27	Group Presentations		Groups 3 & 4
15	May 4	Standardized Testing	Alfie Kohn pp. 35-66	
16	May 11	What does the future hold? Open mic. night		
	Exam Week			Hand in Final Paper

Reading Guides: Reading Study Guides are provided for the chapters covered in the Rury and the McLaren texts (some chapters) and are designed to encourage you to focus and gain as much as possible from the readings. These guides are posted on the university web site and are accessible as follows:

- Go to ECSU home page
- > Faculty Web Pages
- > Reynolds, Richard Education
- > the EDU 555 link
- > **Reading Study Guides**

Group Presentations: will consist of the study of selected educational issues from sociological, philosophical, historical, ethical, political, critical and comparative perspectives.

Individuals or groups of students will research the topic and present their findings in class. Specifically, class members may choose to present material and viewpoints derived from the following list of studies, initiatives, reforms and philosophical positions:

1. **Studies relating Social Class and Academic Achievement**
2. **Education of Minority Populations**
3. **Education of Women and Girls**
4. **Proposals to Help Potential Drop-Outs**
5. **Should U.S. Emulate Other Countries?**
6. **Cultural Literacy: The views of E.D. Hirsch**
7. **Moral Education: The riddle of religion in the schools**
8. **Magnet Schools/ Charter Schools**

9. The Role of Teachers' Unions
10. School-to-Work Programs
11. "No Child Left Behind" (2001)
12. The Influence of Corporate Capitalism on Education
13. Gay, Lesbian, Bisexual and Transgender Education
14. Evolution, Creationism, Intelligent Design
or
15. An appropriate topic of your own choosing

EDU 555	Rubric for Research/Presentation
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Evidence of Research

a. Class Handout: Table of Contents, Bibliography

Target 5 points	Acceptable 3-4 points	Unacceptable 0-2 points
a) Complete Table of Contents b) Full bibliography in APA format	a) Incomplete Table of Contents b) Incomplete bibliography in APA format or complete bibliography not in APA style	a) No Table of Contents b) No bibliography

b. Class Handout: Balance of your own and photocopied work

5 points	3-4 points	0-2 point
Minimum of five to six pages of your own work plus photocopy and graphics that you consider appropriate.	Heavy reliance on copied (photocopied) materials	Total or almost total absence of your own work

c. Sources

5 points	3-4 points	0-2 points
a) 3 types of data sources were used: books, journal articles, interviews, surveys, internet, newspaper articles, ERIC, case studies, personal videos etc. b) A total of at least 10 data sources	a) 2 types of data sources b) total of 5-9 resources	a) 1 type of data source b) less than 5 resources

d. Diverse Perspectives

5 points	3-4 points	0-2 points
Evidence that research has been done from differing viewpoints: e.g. historical, ethical, philosophical, sociological, statistical, legal, scientific or theoretical perspectives	Evidence that research has been done from an adequate coverage of differing viewpoints and acknowledges some of the criticisms with a limited	Evidence that research has been done through limited coverage of different viewpoints with little or no acknowledgement of criticisms and no treatment of

and acknowledges the various criticisms in addition to a thorough examination of the pros & cons on the topic presented	coverage of the pros & cons on the topic	pros and cons
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Presentation

a. Organization

5 points	3-4 points	0-2 points
a) The presentation is well organized with an introduction, followed by supporting evidence and closure b) The presentation is coherent and fully developed	a) The presentation is not well developed. It lacks an introduction, well-developed evidence or closure. b) Coherence is attempted but not achieved.	a) Little or nothing was presented. The whole lacks organization and coherence and is poorly developed. b) the presentation does not stay on topic

b. Evidence of Collaboration & Management of Time

5 points	3-4 points	0-2 points
+ Evidence of collaboration. Equal participation of group members in the presentation. + The presenters used their time wisely covering the material content of their presentation, the scheduled activities, closure and time for questions within the time allowed.	+ Evidence of collaboration with less than equal participation in the presentation + The presenters got part way through their presentation but ran out of time and did not allow for adequate closure or questions.	+ Little evidence of collaboration with extremely unequal participation in the presentation + The presentation essentially fell apart. The presenters did not follow a logical sequence and lost focus

c. Variety of Learning Styles

5 points	3-4 points	0-2 points
The presenters demonstrated the use of 3 or more modes of instruction: lecture, game, skit activity, discussion, group work, questioning, debate, guest lecturer etc.	The presenters demonstrated the use of 2 modes of instruction	The presenters relied almost entirely on lecture demonstrating the use of only one mode of instruction

d. Use of Audio/Visual Aids

5 points	3-4 points	0-2 points
Use of at least 2 types of audio/visual aids: Powerpoint, VCR/DVD, slide projector, charts, music/audio, document camera, picture books etc.	Use of at least 1 type of audio/visual aid.	No audio/visual aids

e. Engaged Interest of Class

5 points	3-4 points	0-2 points
High level of class engagement in the presentation	Lower level of class involvement or presentation was too confusing	Lecture only; presenters failed to engage the interest of the class.

f. Personal Critical Analysis

5 points	3-4 points	0-2 points
The presenters successfully built their personal critical analysis of the subject material into the presentation	Some attempt to build a personal critical analysis into the presentation	Presenters failed to include a personal critical analysis of the subject matter

EDU 555	Rubric for Final Research Paper
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Grade: A

1. # of pages, 10-12 (incl. Bibliography)
2. APA format is followed throughout
3. Main premise/theme is clearly stated and supported by at least 2 sources
4. The paper is well written and free of grammatical, syntactic and spelling errors
5. The paper is well organized and logically ordered
6. Opposing views are stated and examined
7. Major ideas are supported with quotes from the research literature
8. There is a strong conclusion

Grade: A-

1. # of pages, less than 10
2. APA format is followed on most occasions
3. Main premise/theme is clearly stated and supported by at least 1 source
4. The paper is reasonable well written; some grammatical, syntactic, spelling errors
5. The paper has some organizational flaws
6. At least one opposing view is stated and examined
7. Major ideas are supported with quotes from the research literature
8. There is a stated conclusion

Grade: B+

1. # of pages, less than 9
2. APA format is inconsistent
3. Main premise/theme is difficult to determine and unsupported
4. The paper has numerous grammatical, syntactic and spelling errors
5. The paper has numerous organizational flaws
6. Opposing views are not stated
7. Excessive original ideas and/or over reliance on quotes
8. The conclusion is weak or missing

Grade: B

1. # of pages, less than 8
2. APA format is inconsistent or non existent
3. Main premise/theme is not stated
4. The paper has numerous grammatical, syntactic and spelling errors
5. The paper is not organized
6. Opposing views are not stated
7. Excessive original ideas and/or over reliance on quotes predominate
8. The conclusion is missing

Marking & Grading:	Attendance and Participation in Class (see Disposition Rubric)	30 points
	Two Reaction papers (2x20)	40 points
	Research/Presentation	50 points
	Final Paper	60 points

	TOTAL	180 points

Your points will be converted to a % score and grades will be awarded as follows:

94% - 100%	A
90% - 93%	A-
86% - 89%	B+
82% - 85%	B
78% - 71%	B-
74% - 77%	C+
70% - 73%	C
66% - 69%	C-
64% - 65%	D+
62% - 63%	D

Assignments: All written work submitted for correction should be typed. Typed papers should be doubled spaced, 12 point font (22 lines/page) on standard 8 1/2" x 11" paper with a one inch margin all round. Papers should be stapled. Please ensure that your paper carries a title page on which your name, the course name and number, the date and the title of the assignment are clearly marked.

Deductions will be made for grammatical or mechanical errors.

A Pocket Style Manual (2004) (4rd ed.) by Diana Hacker may prove to be a useful reference when checking for correct grammar and syntax and details of the APA style of referencing.

Attendance and Participation: You are expected to be in attendance and to be punctual. If for some reason you are unable to attend class, then I would appreciate knowing this **PRIOR** to the event.

The attendance policy for this class allows for **ONE (1)** unexplained absence. A serious attendance problem, a student missing all or part of a second or third class will occasion the loss of points to be subtracted from the grade for attendance and participation (see details in **Disposition Rubric**, below). Missing all or part of four (or more) scheduled classes will result in the issuance of a failing grade for the course.

Participation in class will be judged in terms of students' ability to answer questions posed in the Reading Guides and general contributions to class discussions. Please speak up, you are among friends.

Disposition Rubric (30 points)

	Target (10)	Acceptable (7-3)	Unacceptable (0)
Attendance	Attended every class or missed one.	Missed two or three classes.	Missed more than three classes.
	Target (5)	Acceptable (4-3)	Unacceptable (2-0)
Punctuality	Always came to class on time.	Almost always came to class on time.	Often came late to class.
Assignments	Submitted all assignments by their due date.	Submitted nearly all assignments by their due date.	Was often late in submitting assignments.
Class Participation	+ was actively engaged in group and whole class discussions and activities. + Made strong contribution to group projects.	+ was moderately engaged in group and whole class discussions and activities. + Made limited contribution to group projects.	+ was inactive or distracted in group and whole class discussions and activities. + Made little or no contribution to group projects.
Professionalism	Completed the assigned readings. Displayed professional and ethical behavior in the class; paid attention and listened to peers and the instructor with respect.	Did not always do the assigned readings. Displayed professional and ethical behavior in the class; paid attention and listened to peers and the instructor with respect.	Did not do the assigned readings and did not display professional and ethical behavior in the class and/or did not pay attention to the ideas of peers and the instructor of the class.

Students with Disabilities: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-5573. To avoid any delay in the receipt of accommodations you should contact the Office as soon as possible. Please note that I cannot provide accommodations based upon disability until I have a letter from the Office of AccessAbility Services. Your cooperation is appreciated.

Portfolios: Keep in mind that copies of your written assignments should be kept for inclusion in the **Portfolio** that you will be expected to put together as you complete your graduate program. It is suggested that you make the necessary corrections to your script and keep 'clean' copies both on paper and on your hard drive.

You might also consider taking photographs during preparations for, and your actual Presentation. Such photographs can be considered as artifacts and included in the appendices that form part of the comprehensive portfolio.