



SOCIAL AND CULTURAL FOUNDATIONS OF EDUCATION
EPSF 7120 CRN 94796
Fall 2019, Tuesdays 4:30-7:00pm

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Course Description

Social and Cultural Foundations of Education. Students analyze the roles of schools in the social order from the perspectives of the humanities and the social sciences.

3.000 Credit hours

The course syllabus provides a general plan for the course; deviations may be necessary.

Required Textbooks

The core knowledge base for the course will be rooted in academic disciplines, the broad theoretical fields of government policy and education. The course has two (2) required textbooks on the syllabus.

- | Title | Author | Publisher | ISBN |
|---|--------|--------------|------------------------|
| 1. <i>American Education: A History</i> 6 th edition, by Wayne Urban, Jennings L. Wagoner, Jr., and Milton Gaither | | Routledge | ISBN 978-1-138-38757-7 |
| 2. <i>None of the Above: The Untold Story of the Atlanta Public Schools Cheating Scandal, Corporate Greed, and the Criminalization of Educators</i> by Shani Robinson and Anna Simonton | | Beacon Press | ISBN 978-0-8070-2220-7 |

Required Articles and Chapters

Assigned articles can be downloaded using the “find journal” or “find article” function on the GSU library homepage. Keep in mind that your professor loves hard copies (research studies show that students retain information better when read in print than on a computer), so every effort will be made to make sure students can have access to hard copies!

1. Plank & Turner, “Changing Patterns in Black School Politics: Atlanta, 1872-1973,” *American Journal of Education* 95, No. 4 (Aug., 1987), 584-608.
2. Kevin Kruse, *White Flight*, (Princeton University Press, 2005), ch. 5 & 6 (pp. 146-179).
3. Heather Vogel, (July 26, 2011). "Investigation into APS cheating finds unethical behavior across every level." *Atlanta Journal Constitution*. <https://www.ajc.com/news/local/investigation-into-aps-cheating-finds-unethical-behavior-across-every-level/bX4bEZDWbeOH33cDkod1FL/>
4. Rachel Aviv, (July 14, 2014). "Wrong Answer." *The New Yorker* <https://www.newyorker.com/magazine/2014/07/21/wrong-answer>

IN CLASS:

a. Staff Reports, (April 2, 2015). "A timeline of how the Atlanta Cheating Scandal unfolded." *Atlanta Journal Constitution*. <https://www.ajc.com/news/timeline-how-the-atlanta-school-cheating-scandal-unfolded/jn4vTk7GZUQoQRJTVR7UHK/> (In class – Good reference)

b. Rodney Ho, (Oct. 11, 2018). "New APS cheating scandal doc[umentary] 'One Child Left Behind' coming out." *Atlanta Journal Constitution*. <https://www.ajc.com/blog/radiotv/talk/new-aps-cheating-scandal-doc-one-child-left-behind-coming-out/rHrSL68XCKniJBiiLzFcKI/> (In Class)

Course Objectives & Design of the Course

The primary course objective is simple: students will develop advanced knowledge of the historical, social, and cultural foundations of education. Other course objectives include:

1. Exhibit written knowledge of the social, cultural, and historical foundations, as well as contemporary research on education.
2. Demonstrate an ability to synthesize research and think critically about the field of American education, particularly with respect to its history, both at the national, state, and local level.
3. Communicate ideas about education both in writing and orally.
4. Demonstrate an understanding of resources and practices related education both nationally, state-wide, and locally.
5. Draft, revise, produce, and present a well-written “building biography” of a local school.

Students with Disabilities

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. Please notify the instructor of your disability both in person and via email.

Cultural Diversity

This course reflects the College of Education and Human Development’s commitment to cultural diversity. The goal of professional education programs at Georgia State University is to prepare outstanding educators who are competent, capable, and caring in complex, diverse educational arenas. Such individuals are

- effective in their roles as culturally-responsive teachers, designing and implementing sound, meaningful and balanced instruction with the full range of learners;
- effective as they assist learners in their comprehension of issues surrounding diversity; effective in their contributions of thoughtful and informed discourse to their own educational communities as they work to build equitable and supportive environments for all learners.

Technology

This class will provide ample opportunities to engage technology for the purpose of facilitating learning. We will make use of web-based resources and internet based communications. All students are expected to have access to the internet, either at home or to avail themselves of access at the numerous public labs on campus.

Students who experience technological problems can send an email to help@gsu.edu.

Criteria on Academic and Professional Integrity

Georgia State University’s policy on academic honesty states that “...students be honest and that they submit for credit only the products of their own efforts.” Any questions related to academic honesty will be subject to the Policy on Academic Honesty as stated in the Georgia State University Catalog. The link to the policy is:

<http://education.gsu.edu/student-services/academic-honesty/>

Teaching Strategies

This course will consist of teacher and student-led discussion, short video and PowerPoint presentations, internet explorations, guest lecturers/visits from experts in the field, field trips, and readings from both academic books and journal articles. Students will complete several writing assignments and feedback will be provided.

Learning Opportunities / Assignments – See descriptions of assignments below. All assignments must be submitted in hard copy to Dr. Bohan in class or placed in her GSU mailbox. Please follow the guidelines of the *APA 6th* manual or *Chicago 17th* for formatting your submissions. Pay careful attention to title page, headings, and references. All manuscripts should be 12 point font, Times New Roman, 1-inch margins, and double-spaced.

1. **Founding Influences on Local Schools (Paper One) – 20%, Due September 24, 2019**
In this assessment apply specific concepts discussed in the first four classes and described in the *American Education* textbook to the history of the school you have selected for your building biography. Do you see the ideals of Jefferson, Mann, Beecher, DuBois, or Washington within the school building or source material related to the school? Consider sources such as mission statements, administration and faculty practices, and building layout. Paper should be approximately 5 pages in length.
2. **Progressive Era to White Flight (Paper Two)– 20%, Due October 29, 2019**
Similar to paper 1, apply concepts from the Progressive era through White flight to school histories, in particular to the school you have selected for your final project. Consider concepts such as child-centered learning, social efficiency, tracking, segregation and desegregation, funding, and other important educational ideas in the *American Education* textbook. Paper should be approximately 5 pages in length.
3. **Building Biography Project (Final Paper and Presentation)– 40%, Due December 3, 2019**
The culminating project is a 15-page history of a local school. See detailed description of the assignment that follows the section on Student Evaluation of Instruction. The section is titled, Building Biography Project.
4. **Participation - 20%**, Each week, one student will be a discussion leader (for a total of 2 times during the semester). Students will be expected to develop discussion topics and questions based on the weekly readings. Participation will be graded in terms of quality (demonstrating critical engagement with the assigned readings, course material, and discussion topic).

This is a graduate level class. Students are expected to complete the weekly readings and to participate in class activities and discussions. Students will be graded weekly on the quality of their participation. More than three absences from a week's discussion is unacceptable. Exceptions to this rule include absences for documented emergencies.

Evaluation

Classroom Policies:

Meeting assignments in a timely manner is important.

Policy on late work – As a teacher, you will not want to be burdened with grading late work. So, remember the golden rule, and turn assignments in on the due date. Assignments turned in late will be subject to a grade deduction. Writing style, grammar, and spelling will be evaluated and treated as meaningful components of written work. As you also teach students how to read and write, demonstration of your written abilities is critical.

Finally, please treat each individual (professor and students) with respect and dignity, so think before you speak ☺.

Assessment

Paper One 20%

Paper Two 20%

Building Biography 40%

Participation 20%

Total 100%

Grading Scale

A+ 98-100

A 94-97 percent

A- 90-93 percent

B+ 88-89 percent

B 84-87 percent

B- 80-83 percent

C+ 78-79 percent
C 74-77 percent
C- 70-73 percent

D+ 68-69 percent
D 64-67 percent
D- 60-63 percent

*Grades are assigned based on the instructors' evaluation of student performance on each element of the course. "A" grades indicates exceptional work (demonstrated by critical assessment of the readings, creative contributions to discussion, excellent written work that reflects strong analysis and command of technical aspects of written English). "B" grades indicate above average performance in the class (demonstrated by active participation in discussions and good written work). "C" grades or lower indicate that the student did not meet the expectations of the course (demonstrated by lack of participation, poor written work, and missed assignments).

Writing Center –

The GSU writing center provides assistance with writing to graduate students, master level through doctoral level. It is a wonderful resource and can be accessed at:

<http://www2.gsu.edu/~wwwcwr/services.html>

Student Withdrawal Policy –

All withdrawals must be completed no later than two weeks before the last day of scheduled classes for the term except in those cases where hardship status has been determined in accordance with university policy. A student who withdraws after the midpoint of the semester is assigned a grade of "WF," except in those cases in which (1) hardship status is determined by the Office of the Dean of Students because of emergency employment, or health reasons, and (2) the student is doing passing work, as determined by the student's instructor(s).

All questions concerning financial implications of the withdrawal of a student should be addressed to the Student Accounts Office, Financial Aid Office, and/or Veterans Administration Office. Students formally withdrawing from all classes may be entitled to a refund of a portion of their fees. Application for refund must be filed in the Student Accounts Office in a timely manner.

Effective Fall 2001, instructors must, on a date after the mid-point of the course to be set by the Provost (or his designee), 1) give a "WF" to all those students who are on their rolls but no longer taking the class and 2) report the last day the student attended or turned in an assignment. Students who are withdrawn may petition the department chair for reinstatement into their classes. (Approved by the University Senate 4/12/01)

Student Evaluation of Instruction –

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take the time to fill out the online course evaluation.

School Building Biography Project

The public schools are perhaps the most familiar but least understood institution in our society. Most Americans spend over 12 years attending public schools and later, as adults, confront a wide array of school-related issues.

(Tozer, Violas, and Senese, 2002, 4)

History is not disembodied. The past is implicit in the present, in each of us, and in the places we inhabit.

(Archibald, 1999, 9)

Schools are ubiquitous in people's lives. As the Tozer, Violas, and Senese state above, everyone has experience with schools. Because schools are such a common part of the milieu of life, many drive or walk past or in the buildings and fail to attend to changes in schools. In an attempt to bring to people's attention and encourage explorations of classrooms, Ian Grosvenor, along with Kate Rousmaniere and Martin Lawn edited *Silences and Images: The Social History of the Classroom* wherein authors such as the editors explored various ways of looking at classrooms; different lenses, different techniques, for different purposes.

In an attempt to "open the eyes" of students in this course, a school building biography will be completed. The final products will be a paper supplemented by a visual presentation to the class.

NOTE: Before you begin your work, think a bit about the idea of biography. If a biography were just a listing of events in a person's life, one might find the reading rather boring (such is the criticism of history as often taught in school - just a long list of events/people). So, as you prepare for and do your biography, think of the story you are attempting to tell. Remember the idea of a story arc - a beginning, a middle and an end. Identify one or two of the most important turning points in the life of the school building. Those turning points will be your argument in the final paper.

Here are the criteria for the assignment

Identify a building, in a school district, that is at least **40 years old**. Building may or may not be currently in use, but must have been used for instructional purposes at some time during its life. The building may not even exist in physical form now. Private schools meet the qualification of "building" for this project.

Building identification will be due on Sept. 17, 2019 - bring to class

You **must be able to visit the building or site of the building** and talk to people about the building and its use.

You may not complete this assignment using only electronically available or textual sources only.

This requirement does mean that you will have to do a building located within driving distance (or by visiting over a holiday break such as Labor Day or Thanksgiving).

A written biography consisting of at least **15 pages of text** (1 inch margins, Times New Roman 12 pt font, double spaced, and numbered - title page and references do not count towards 15 pages) supplemented by illustrations - illustrations should appear in the text where appropriate, NOT at the end of the paper. Use proper citations for all materials - check with *APA 6th* or 17th edition of the *Chicago Manual of Style* for format. Paper and presentation are due **Tuesday, Dec. 3, 2019, 4:30pm**

Collect data about the school building (listed below are some types of sources and data you might, or must, use for your school building biography).

Some possible sources

- Information from museums, school and public libraries, town and/or school histories and archives
- Newspapers, yearbooks, district reports (where available) should also be consulted for information on the school building.
- Photographs/documents related to the building - could be interior, exterior, groups of students, etc. Could be from private collections - teachers or former students

Required Elements of the Paper

1. Building date
2. Renovation date(s) if any

3. Closing date (if appropriate)
4. Construction materials description
5. Photographs of the building - contemporary and historic – **contemporary photos are required if the building still exists.**
6. Types of uses with years of those occupations (grade levels, number of students, student demographics, etc.) - for what grades and purposes has the building been used over its lifetime?
7. Photographs/documents related to the building - could be interior, exterior, groups of students, etc.
8. Google Earth Map of School location, aerial image, paper map with school marked on it, etc.

Optional items to be included, if available

1. Blue prints of the building (if available - otherwise measure and draw a footprint of the building) blueprints may be photographed and photograph(s) included. Given the current state of concern over security at schools, the school people may not be willing to provide this information to you.
2. Testimonials from teachers, students, administrators, staff, etc. who used the building.

Prepare a written biography of the building, including what is available of the above information. The biography, which should include images (maps, scans, photos, illustrations, tables), will have at **least** 15 pages of text in addition to the images. The building should be situated in the context of its organization - e.g., what part of the city/town is the building located? How does this school relate/interact with other schools in the district, if there are more than one or separate buildings? Include as part of your data at least one map showing the location of the school in the community. You can use Google Earth to create a map showing the location of your school.

Submitted assignment will include the written biography and copies of all important documents (this means you should make scans or take high resolution photographs of documents that cannot be scanned and include these as an appendix), and a powerpoint to be shown to the class - at most 15 minutes will be allowed for show and tell - depending on number of biographies prepared. You should plan on showing your powerpoint and then talking about your project.

Presentations of biographies will take place, depending on the number prepared, **December 3, 2019**. All biographies are due on **December 3, 2019** whether or not you present that evening.

References for School Building Biography Assignment.

- Archibald, Robert R. (1999). *A Place to Remember: Using History to Build Community*. Walnut Creek, CA: AltaMira Press.
- Grosvenor, Ian, Lawn, Martin, and Kate Rousmaniere (Ed.) (1999). *Silences and Images: The Social History of the Classroom*. NY: Peter Lang Publishing.
- Tozer, Steven E., Paul C. Violas, and Guy Senese. (2002). *School and Society*, 4th Ed. Boston: McGraw Hill.

2019 Course Outline

Course Calendar – On Campus Meetings: Tuesdays

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
1. August 27 –	Introduction/Jefferson and Enlightenment Thinking on Schooling	
2. September 3 –	Common Schools: Horace Mann & Catherine Beecher <i>DUE: Urban & Wagoner, Ch. 3: 52-53, 56-59, 66-69; Ch. 4: 83-84, 87-93, 98, 100-103</i>	
3. September 10 –	19th Century South <i>DUE: Urban & Wagoner, Ch. 5: 108-116, 120-135</i>	
4. September 17 –	African American Progressive Educators, DuBois and Washington <i>DUE: Plank & Turner, “Changing Patterns in Black School Politics: Atlanta, 1872-1973,” American Journal of Education 95, No. 4 (Aug., 1987), 584-608. Reader Submit the name of the school for building biography project.</i>	
5. September 24 –	Progressivism: John Dewey <i>DUE: Paper 1 Founding Influences on Local Schools</i>	
6. October 1 [AATC]	Depression & War <i>DUE: Urban & Wagoner, Ch. 7: 172-176, 188-192; Ch. 8: 211-214, 217-219; Ch. 9: 231-234, 248-250</i>	
7. October 8 –	The Post War World, 1945-1980 <i>DUE: Urban & Wagoner, Ch. 10: 258-259, 263-264, 267-272; Ch. 11: 292-299, 304-308</i>	
8. October 15 –	White Flight in Atlanta <i>DUE: Kevin Kruse, White Flight, 146-179 Reader</i>	
9. October 22 –	1980-2000 <i>DUE: Urban & Wagoner, Ch. 12: 312-330 Dr. Wayne Urban visit</i>	
10. October 29 –	Standards and High Stakes Testing, 1980-2000 <i>DUE: Paper 2 Progressive Era to White Flight</i>	
11. November 5 –	Education in the 21st Century: Charters and Neoliberal Influences <i>DUE: Urban & Wagoner, Ch. 13: 343-366</i>	
12. November 12 –	Atlanta Cheating Scandal <i>DUE: Rachel Aviv, “Wrong Answer: In an era of high-stakes testing, a struggling school made a shocking choice,” The New Yorker (July 14, 2014). Reader & Shani Robinson and Anna Simonton, None of the Above, Chapter 1.</i>	
13. November 19– [CUFA/NCSS]	Atlanta Cheating Scandal <i>DUE: Finish Robinson and Simonton, None of the Above</i>	
November 26 [THANKSGIVING]		
14. December 3 –	FINAL Paper & Presentations of School Biographies	