

**ED 216 - Purpose, Structure, and Function of Education in a
Democracy**

Summer Term 2021

Instructor: Betsy Dasenko

Email: dasenkb@linnbenton.edu

Course Times: Thursdays starting 7/1 from 9:00am to 10:20

Zoom Link:

<https://oregonstate.zoom.us/j/93494553287?pwd=OWVCOmVPL013RWJoQ2l0Wm5rVzNYQT09>

“Education is for improving the lives of others and for leaving your community and world better than you found it”.

Marian Wright Edelman

OFFICE HOURS: I will be available to discuss any questions or concerns. Send an email to schedule with instructor. We can do a zoom meeting or talk over email.

REQUIRED TEXT *Teachers, Schools, and Society: A Brief Introduction to Education* (3rd or 4th edition) by David Miller Sadker & Karen R. Zittleman.

COURSE DESCRIPTION Examines the system of education in a democratic society - past, present and future. Historical, social, philosophical, political, legal and economic foundations of education in Oregon, the USA, and other countries provide a framework for analyzing contemporary educational issues in schools, communities, and workplaces. (Matches OSU 2017 -2018 catalog).

COURSE LEARNING OUTCOMES

1. Analyze current issues in education through historical, sociological, political and philosophical lenses.
2. Identify the major philosophical orientations in education and relate them to contemporary issues and trends.
3. Identify the laws that impact education in schools, communities, and workplaces.

DPD OUTCOMES

1. Explain how difference is socially constructed.

2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

CLASS ESSENTIAL QUESTION: What is the purpose, structure, and function of education in an American democracy?

COURSE TOPICS:

- Access and equity issues in education in the United States
- The multicultural history of education in the United States
- Equity and school funding in the United States
- The business model of public education in the United States
- Accountability in the United States
- Schools, politics, and social change in the United States
- School reform in the United States
- School choice in the United States
- School law in the United States
- Philosophy and education in the United States
- Reflective practice as liberatory pedagogy
- Global issues and education
- International comparisons of students/systems

ASSIGNMENTS AND LATE ASSIGNMENTS (This includes quizzes)

- All assignments, must be turned in on time. Each day that they are late will receive 25% deduction. After 4 days, assignments will no longer be accepted. If you have an emergency or other pressing matter that prevents you from turning in an assignment on time, please contact me before the assignment is due and I will assist you.
- When you turn in assignments, I commit to grading them in a timely fashion and providing helpful feedback. It is to your benefit that all assignments be turned in on time. I will not apply the same

time or feedback standards to late assignments and I will grade late assignments in the order that I receive them.

COURSE REQUIREMENTS

MEASURABLE STUDENT LEARNING OUTCOMES: Performance Indicators	OUTCOMES	EVIDENCE: the candidate will:
Participation, Assignments, and Discussions (20%)	<p>You are expected to participate actively, share readings, and contribute to academic quality discussions. Your responses to discussions/assignments are just as important to the assignments that focus on reading and writing. Each week you will write a well-articulated paragraph/or answer questions on the Discussion Board/Moodle in response to a posted article, video and/or chapter from the book.</p>	<p><u>Be able to answer the following questions and more that will be posted on Moodle:</u></p> <ol style="list-style-type: none"> <u>1. How do difference, power, and discrimination impact education?</u> <u>2. What is it to be across-culturally competent student?</u> <u>3. How do we critically evaluate our disciplines from a diversity perspective?</u> <u>4. How do our unconscious prejudices impact our views of humanity?</u> <u>5. Why is a critical perspective needed when deconstructing education?</u> <u>6. How do equity in and access to education in its socio-cultural context (e.g. urban, rural, suburban, ethnicity, race, and gender) impact academic success?</u> <u>7. What are the major historical, social, cultural, economic, and political forces in educational history?</u> <u>8. What are the major laws that impact education in schools, communities, and workplaces?</u> <u>9. What are the major philosophical orientations in education and how do they</u>

		<p><u>impact contemporary issues and trends?</u></p> <p><u>10. How does the issue of global climate change impact educational curriculum?</u></p>
<p>Chapter Presentation (20%)</p>	<p>Each week, you will form a group and will briefly summarize 3 key points from the text (you may need backups in case other groups have already used your key points) and present them as questions in class. These questions should engage the class in discussion of significant ideas. Members will participate in a discussion in class and on Moodle that produce thoughtful, thorough inquiries or comments that employ critical analysis. In considering becoming educators, your goal is to be “teacherly” and engage the class in an interesting and thought-provoking discussion!</p>	<p>Groups will write three (3) thought-provoking quiz questions (why, rather than what or how) posted without answers on the class Google Doc, with answers (one/group) in a Word Doc. on Moodle, and make contributions to discussion posts. You will respond to at least 3 classmates’ questions from the chapter, agreeing, disagreeing, or presenting your own personal experiences on the topic. Each response should be thorough, using specific examples from the text and including personal experiences when appropriate. Submissions on discussion boards and group questions and model responses (answers) on a Word Doc. are to be turned in to instructor on Moodle Thursday night by 11:59pm.</p>
<p>Chapter/readings quizzes: 10 quizzes on chapters (10%)</p>	<p>The instructor will compile 3 questions from the discussion boards. Students will have Thursday until 11:59 pm to complete the quiz.</p>	<p>Students will respond to three quiz questions <i>based on the discussion board submissions and their own reading of the chapter.</i></p>

<p>Annotated Bibliography (25%)</p>	<p>A topic will be chosen (you can use the questions listed in “Evidence” under the heading “Participation, Assignments, and Discussion” at the top of this document to get some ideas) Use these questions/topics as a starting point and create your own question that is more focused/narrow. Find and cite a list of 10 reputable sources in APA format that support your statement or question. Submit in a word document on Moodle.</p>	<p>Students will be expected to submit a list of 10 sources that support your topic. These sources must be peer reviewed journals from a university or college libraries or other reputable sources (NOT Wikipedia, Yahoo news, etc.). Check with the instructor if you have questions.</p>
<p>Analytic Literature Book Review (25%)</p>	<p>Books for analytic literature review listed later in the syllabus. For the Book Reviews: a. What are the major themes examined in the text? b. How do these themes relate to education? c. How do these themes relate to <i>your</i> education? d. What do you think of the book?</p>	<p>Choose a book from the Book List at the end of the syllabus (this document). Only one book will be assigned/student so it is first come, first served. Email me your choice after you review the list ASAP. Students are expected to submit a 3-5 page paper of original work in a word document and complete an in-class presentation according to the assignment directions.</p>

Evaluation of Student Performance

- Attendance, Participation, Assignments and Discussion (20%)
- Chapter Presentation (20%)
- Chapter/readings quizzes: 10 quizzes on chapters (10% total)
- Annotated Bibliography (25%)
- Expository/Analytic Book Review (25%)

Grading Scale

- A=90-100
- B=80-89
- C=79-70
- D=69-60
- F=less than 60

Course Schedule

Class Sessions	Topics	Assignments
Week 1: Chapters 1 and 2	Access and equity issues in education in the United States	-Craft your initial philosophy of education statement -Choose a book from the reading list and let instructor know which one you chose -Look over book assignment -Quiz
Week 2: Chapters 3,4 and 5	-The multicultural history of education in the United States -Equity and school funding in the United States	- Fish Bowls and Sunglasses - Question/Answers from chapter Discussion -Weekly Quiz -Discussion
Week 3: Chapters 7 and 10	-The business model of public education in the United States -Accountability in the United States	- Question/Answers from chapter Discussion -Quiz -Discussion
Week 4: Nice White Parents Pod Cast	- Schools, politics, and social change in the United States	- Question/Answers from chapter Discussion -Quiz -Discussion https://podcasts.apple.com/us/podcast/1-the-book-of-statuses/id5?i=1000486589125

Week 5: Chapter 8	-Educational Law in the U.S.	-Activity: School law in the United States - Question/Answers from chapter Discussion -Quiz -Discussion
Week 6: Chapter 9	-School Reform/School Choice	- Discussion Forum Questions - Question/Answers from chapter Discussion -Quiz
Week 7: Chapter 6	-Philosophy of Education (5 Philosophies)	- Question/Answers from chapter Discussion -Quiz -Discussion --Essential Question Essay
Week 8: Education in a Changing World: https://www.psychologytoday.com/us/blog/freedom-learn/200808/brief-history-education	Historical perspectives in Education	- Question/Answers from chapter Discussion -Quiz -Discussion
Week 9: Chapter 11	-Effective Teaching (Pedagogical Cycle)	- Question/Answers from chapter Discussion -Quiz -Discussion -Final Philosophy Statement
Week 10: Future of Education https://www.businessinsider.com/how-coronavirus-pandemic-is-changing-education-future-2020-5	Where are we headed?	- Question/Answers from chapter Discussion -Quiz -Discussion -Annotated Bibliography due
Finals Week		-Book Synopsis due with Video presentation

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

VETERANS Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.

CAMPUS RESOURCES/DISABILITY LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please talk to

you instructor as soon as possible to discuss your needs. If you believe you may need accommodations, but are not yet registered with CFAR, please go to <http://linnbenton.edu/cfar> for steps on how to apply or call 541-917-4789.

Note: The instructor reserves the right to make changes to the course syllabus and schedule.

ED 216 Book List

Please notify the instructor of your book selection. **No more than one student may read the same book. Book selection is determined by who signs up first.** If you would like to choose a book that is not listed above, please see the instructor for approval.

Many of these books are located in the LBCC library. World cat is the world's largest library catalog. Go to www.worldcat.org to search surrounding libraries to determine if a copy of the book you are interested in is located close by.

1. Adler, Mortimer J. *The Paideia Proposal: An Educational Manifesto*. New York: Macmillan, 1982. Print.
2. Bissinger, H G. *Friday Night Lights: A Town, a Team, and a Dream*. Reading, Mass: Addison-Wesley Pub. Co, 1990. Print.
3. Bloom, Allan D. *The Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students*. New York: Simon and Schuster, 1987. Print.
4. Coates, Ta-Nehisi. *Between the World and Me*. Spiegel & Grau. 2015. New York. Print.
5. Crawford, Matthew B. *Shop Class As Soulcraft: An Inquiry into the Value of Work*. New York: Penguin Press, 2009. Print.
6. Cuban, Larry. *Hugging the Middle: How Teachers Teach in an Era of Testing and Accountability*. New York: Teachers College, Columbia University, 2009. Print.
7. Dewey, John. *Experience and Education*. New York: Macmillan, 1938. Print.

8. Duckworth, Angela. *Grit*. New York. Scribner. 2016. Print.
9. Duckworth, Eleanor R. *"The Having of Wonderful Ideas" & Other Essays on Teaching & Learning*. New York: Teachers College Press, 1987. Print.
10. Dweck, Carol S. *Mindset*. London: Robinson, 2012. Print.
11. Freire, Paulo. *Pedagogy of the Oppressed*. New York: Continuum, 2000. Print.
12. Gathercoal, Forrest. *Judicious Discipline*. San Francisco, Calif: Caddo Gap Press, 1993. Print.
13. Gatto, John T. *Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling*. Philadelphia: New Society Publishers, 1992. Print.
14. Gatto, John T. *Weapons of Mass Instruction: A Schoolteacher's Journey Through the Dark World of Compulsory Schooling*. Gabriola Island, B.C: New Society Publishers, 2009. Print.
15. Giroux, Henry A. *America's Education Deficit and the War on Youth*. , 2013. Print.
16. Gladwell, Malcolm. *Outliers: The Story of Success*. , 2008. Print.
17. Green, Elizabeth. *Building a Better Teacher: How Teaching Works (and How to Teach It to Everyone)*. , 2014. Print.
18. Greene, Maxine. *The Dialectic of Freedom*. New York: Teachers College Press, 1988. Print.
19. Darling-Hammond, Linda. *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future*. New York: Teachers College Press, 2010. Print.
20. Hirsch, E D, Joseph F. Kett, and James Trefil. *Cultural Literacy: What Every American Needs to Know*. Boston: Houghton Mifflin, 1987. Print.
21. Hirsch, E D. *The Making of Americans: Democracy and Our Schools*. New Haven: Yale University Press, 2009. Print.
22. Hirsch, E D. *The Schools We Need and Why We Don't Have Them*. New York: Doubleday, 1996. Print.

23. hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994. Print.
24. Khan, Salman. *The One World Schoolhouse: Education Reimagined*. New York: Twelve, 2012. Print.
25. Kohl, Herbert R. *I Won't Learn from You: And Other Thoughts on Creative Maladjustment*. New York, NY: New Press, 1994. Print.
26. Kohn, Alfie. *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes*. Boston: Houghton Mifflin Co, 1993. Print.
27. Kohn, Alfie. *The Schools Our Children Deserve: Moving Beyond Traditional Classrooms and "tougher Standards"*. Boston: Houghton Mifflin Co, 1999. Print.
28. Kozol, Jonathan. *Letters to a Young Teacher*. New York: Crown Publishers, 2007. Print.
29. Kozol, Jonathan. *Savage Inequalities: Children in America's Schools*. New York: Crown Pub, 1991. Print.
30. Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: New Press, 1995. Print.
31. Macedo, Donald P. *Literacies of Power: What Americans Are Not Allowed to Know*. Boulder: Westview Press, 1994. Print.
32. Meier, Deborah. *The Power of Their Ideas: Lessons for America from a Small School in Harlem*. Boston: Beacon Press, 1995. Print.
33. Meier, Deborah. *In Schools We Trust: Creating Communities of Learning in an Era of Testing and Standardization*. Boston: Beacon Press, 2002. Print.
34. Montessori, Maria, and M J. Costelloe. *The Secret of Childhood*. New York: Ballantine Books, 1972. Print.
35. Nieto, Sonia. *Why We Teach*. New York: Teachers College Press, 2005. Print.
36. Nerburn, Kent. *The Wolf at Twilight: An Indian Elder's Journey Through a Land of Ghosts and Shadows*. Novato, Calif: New World Library, 2009. Internet resource.

37. Palmer, Parker J. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, Calif: Jossey-Bass, 1998. Print.
38. Perkins, David N. *Making Learning Whole: How Seven Principles of Teaching Can Transform Education*. San Francisco, Calif: Jossey-Bass, 2009. Print.
39. Rhee, Michelle. *Radical: Fighting to Put Students First*. New York: Harper, 2013. Print.
40. Ravitch, Diane. *Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools*. New York. Alfred A. Knopf. 2013.
41. Ravitch, Diane. *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education*. New York: Basic Books, 2010. Print.
42. Ravitch, Diane. *The Language Police: How Pressure Groups Restrict What Students Learn*. New York: Knopf, 2003. Print.
43. Rhee, Michelle. *Radical: Fighting to Put Students First*. New York: Harper, 2013. Print.
44. Ripley, Amanda. *The Smartest Kids in the World: And How They Got That Way*. 2013. Print.
45. Robinson Ken. *Creative Schools: The Grassroots Revolution That's Transforming Education*. Viking. 2015. Print.
46. Robinson, Ken. *Out of Our Minds: Learning to Be Creative*. Oxford: Capstone, 2011. Print.
47. Rose, Mike. *Why School?: Reclaiming Education for All of Us*. New York: New Press, 2009. Print.
- 48.Sizer, Theodore R. *Horace's Compromise: The Dilemma of the American High School: the First Report from a Study of High Schools*, Co-Sponsored by the National Association of Secondary School Principals and the Commission on Educational Issues of the National Association of Independent Schools. Boston: Houghton Mifflin, 1984. Print.
49. Sizer, Theodore R. *Horace's School: Redesigning the American High School*. Boston: Houghton Mifflin Co, 1992. Print.

50. Sizer, Theodore R. *Horace's Hope: What Works for the American High School*. Boston: Houghton Mifflin Co, 1996. Print.
51. Derman-Sparks, Louise, Patricia G. Ramsey, and Julie O. Edwards. *What If All the Kids Are White?: Anti-bias Multicultural Education with Young Children and Families*. New York: Teachers College Press, 2006. Print.
52. Smith, Frank. *The Book of Learning and Forgetting*. New York: Teachers College Press, 1998. Print.
53. Tatum, Beverly D. *Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Conversations About Race*. New York: BasicBooks, 1997. Print.
54. Tough, Paul. *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*. 2012. Print.
55. Villaseñor, Victor. *Burro Genius: A Memoir*. New York: Rayo, 2004. Print.
56. Yousafzai, Malala, and Christina Lamb. *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. , 2013. Print.
57. Wagner, Tony, and Robert A. Compton. *Creating Innovators: The Making of Young People Who Will Change the World*. New York: Scribner, 2012. Print.
58. Zhao, Yong. *World Class Learners: Educating Creative and Entrepreneurial Students*. Thousand Oaks, Calif: Corwin Press, a Joint Publication with the National Association of Elementary School Principals, 2012. Print.
59. Zinn, Howard, and Donaldo P. Macedo. *Howard Zinn on Democratic Education*. Boulder, Colo: Paradigm Publishers, 2005. Print.