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

Fall Term 2020 -- online, no synchronous sessions

Instructor: June Morris

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*“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 am available via email (morrisju@linnbenton.edu) and will respond within 12-24 hours. I am happy to meet with you via a Zoom meeting, with 24 hours of advance notice.

E-MAIL: morrisju@linnbenton.edu

REQUIRED TEXT

Teachers, Schools, and Society: A Brief Introduction to Education (3rd or 4th edition) by David Miller Sadker & Karen R. Zittleman. This has automatically been added to your virtual bookshelf via enrollment in this class. You do not need to purchase a physical copy of this book.

COURSE DESCRIPTION

This course examines the system of education in a democratic society: past, present and future. Studying the historical, social, philosophical, political, legal and economic foundations of education in Oregon, the United States, and other countries provides a framework for analyzing contemporary educational issues in schools, communities, and workplaces.

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.

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

EVALUATION OF COURSE TOPICS

* Participation and Responses (30% total), including
	+ Weekly forum posts (discussion) and reactions to two other posts
	+ You will often be asked to do additional reading, research, or viewing in order to answer the forum questions (20%)
	+ 3-5 questions quizzes between Weeks 2-9 on assigned reading. (10%)
		- These will be posted on FRIDAY of each week and will be due by 11:59 pm SUNDAY of each week (Weeks 2-9).
		- Please use the questions at the end of each week’s assigned chapter(s) for review in preparation for each quiz.
		- Quizzes will be multiple choice. You will have 2 attempts for each quiz. Each attempt will be set for 10 minutes.
* Activities (20%): These are not weekly, but include:
	+ Initial Philosophy of Education statement
	+ Fishbowl and Sunglasses
	+ Education law
	+ International comparison of students and systems
* Final Philosophy of Education statement (10%)
* Literature Review (25%): Choose one of the course topics (listed above) and research 5-7 academic journal articles that relate to this topic.
	+ You will have 3 due dates:
		- By the end of Week 5, you must submit a 100-word rationale for why you chose a particular topic for further research. This rationale should do the following:
			* Identify the topic you want to research
			* Identify at least 1 reason why this topic interests you! This can be a personal or academic reason.
			* Identify at least 1 reason why this topic is of greater importance; for example, why does this topic matter to the topic of education?
		- By the end of Week 8, you must submit a list of 5-7 journal articles, with a summary of at least 3 articles that you have read. Each summary should be about 100 words. This summary should cover key points and an analysis of how it connects to your topic and why it is important overall to the study of education in the US.
		- By the end of Week 10, you will submit your final review of literature (5-7 articles) of the topic of your choice. Complete instructions and details on this assignment will be available by Week 5. I will schedule an optional Zoom meeting to explain and discuss this assignment.
* Take-Home Final (15%)

ASSIGNMENTS AND LATE ASSIGNMENTS

* All assignments must be turned in on time. The best that late work can earn is 80% of the assigned value. After 4 days, assignments will no longer be accepted and you will earn a zero in the gradebook. If you have an emergency or other pressing matters that prevents you from turning in an assignment on time, please contact me before the assignment is due and I will assist you.
* Read all chapters for the week before class. You will have weekly quizzes over reading after Week 1.
* 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

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| MEASURABLE STUDENT LEARNING OUTCOMES: Performance Indicators | OUTCOMES | EVIDENCEThe candidate will: |
| Participation and Discussions  | You are expected to participate actively and participate fully in online activities, including discussions. Each week you will write a well-articulated paragraph on the Discussion Board in response to a posted article, video and/or chapter from the book. You will complete all readings, in preparation for quizzes.  | Be able to effectively address the following questions and more that will be posted on Moodle: 1. How do difference, power, and discrimination impact education? 2. What is it to be across-culturally competent student? 3. How do we critically evaluate our disciplines from a diversity perspective? 4. How do our unconscious prejudices impact our views of humanity? 5. Why is a criticalist perspective needed when deconstructing education? 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? 7. What are the major historical, social, cultural, economic, and political forces in educational history? 8. What are the major laws that impact education in schools, communities, and workplaces? 9. What are the major philosophical orientations in education and how do they impact contemporary issues and trends? 10. How does the issue of global climate change impact educational curriculum?  |
| Philosophy of Education statement | Over the course of the term, you will -- through careful reading of all class resources and participation in discussion forums -- develop a growing sense of what education means to you and to society. You will develop an understanding of which existing philosophies and pedagogical approaches resonate with you.  | You will write a clear statement with academic language.  |
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| Review of Literature | A topic will be chosen by you from the list of course topics. Research 5-7 academic journal articles that relate to this topic. Submit in Moodle by the end of Week 10.  | Students will be expected to read and synthesize peer reviewed journals from the university or college libraries or other reputable sources (NOT Wikipedia, Yahoo news, etc.). |
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Grading Scale

A=90-100

B=80-89

C=79-70

D=69-60

F=less than 60

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| 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](https://docs.google.com/document/d/1ZDFmBh4B_n_QIKn-xbhqAXmQQnSXocON_WzhSgeCnYs/edit)*All assignments -- unless explicitly stated otherwise -- are due by 11:59 pm on each Sunday.* Answer question on the Forum (Weekly Discussion #1: Describe a time when you have experienced or witnessed a lack of equity in school). *All assignments -- unless explicitly stated otherwise -- are due by 11:59 pm on each Sunday.* |
| Week 2: Chapters 3,4 and 5 | The multicultural history of education in the United StatesEquity and school funding in the United States | [Fish Bowls and Sunglasses](https://docs.google.com/document/d/1KuC1vOVhKA7-p-0S2vroFAX72SXy-eUgVw_dagsTAMg/edit)[Answer question on the Forum (Weekly Discussion #2](https://docs.google.com/document/d/1TwaD5AIbvO5mBErL-19Sb8fumb4jBWOziRMvqZO6uLw/edit)Weekly Quiz based on assigned reading.  |
| Week 3: Chapters 7 and 10 | The business model of public education in the United StatesAccountability in the United States | Weekly Forum #3Weekly Quiz based on assigned reading.  |
| Week 4: [Nice White Parents podcast](https://www.nytimes.com/2020/07/23/podcasts/nice-white-parents-serial.html) (Part 1 is required; the remaining podcasts are encouraged, but optional).  | Schools, politics, and social change in the United States | Answer these questions on the weekly forum (Week 4). Two parts: What does the title of this podcast mean to you? Also, connect an element of this story to at least one idea presented earlier in the required reading for this course. Weekly quiz based on assigned listening |
| Week 5: Chapter 8 | Educational Law in the U.S. | Activity: [School law in the United States](https://docs.google.com/document/d/1Ygu2vqLbRpCPLSSFmMegRuKI9ZLaCeXbO8xj3njirRA/edit)Answer question on the weekly forum (Week 5)NO WEEKLY QUIZ this week since you are taking a deep look at School Law/Chapter 8. [100-word rationale for Literature Review due this week, too.](https://docs.google.com/document/d/17KfHs9H2D_L7AUKAogk_dBRkQCFG_OkQbQmxwXmq-Jw/edit)   |
| Week 6: Chapter 9 | School Reform/School Choice | [Discussion Forum Questions](https://docs.google.com/document/d/1oBhV3UPOOtwP_0mN698NFPcn62WO2y3k6VQ3wcYrPRY/edit)Weekly quiz based on assigned reading |
| Week 7: Chapter 6 | Philosophy of Education (5 Philosophies) | [Refine and submit Philosophy of Education statement.](https://docs.google.com/document/d/1Rcn19j2Ck5X_LjDfSqPb11OYBSqVe0w2sOXAMikohOA/edit) No Forum Post this week. Weekly quiz |
| Week 8: Education in a Changing World: [https://www.psychologytoday.com](https://www.psychologytoday.com/us/blog/freedom-learn/200808/brief-history-education)[/us/blog/freedom-learn/200808/brief-history-education](https://www.psychologytoday.com/us/blog/freedom-learn/200808/brief-history-education)View also: [Education in society](https://www.youtube.com/watch?v=S294zRodS_4)[Let’s teach for mastery, not test scores](https://www.youtube.com/watch?v=-MTRxRO5SRA) | Historical perspectives in Education | Answer question on the weekly forum (Week 8: What kind of change in education do you think has been or will be most important? Use your own experiences as well as drawing on this week’s reading/viewing in your response + 2 other responses. No quiz this week because Step 2 of your Lit Review is due.  |
| Week 9: Chapter 11Read pages 315-336And, also read: [Cult of Pedagogy: Do Something](https://www.cultofpedagogy.com/do-something/)[Teaching ideas from other countries](https://www.theguardian.com/teacher-network/2012/sep/28/teaching-education-ideas-from-other-countries)[Finland](https://www.weforum.org/agenda/2019/02/how-does-finland-s-top-ranking-education-system-work) | Effective Teaching (Pedagogical Cycle)International systems | [International comparisons of students/systems](https://docs.google.com/document/d/1CbXpAAJp85mSMf49vl_M5OJyzaPycmbswPCkfd-n-vc/edit) (assignment)No forum post this week. You have an assignment instead. **No quiz this week** |
| Week 10: Future of Education<https://www.businessinsider.com/how-coronavirus-pandemic-is-changing-education-future-2020-5>And also, [How will Covid change education in the long run?](https://www.brookings.edu/blog/brown-center-chalkboard/2020/04/24/how-will-covid-19-change-our-schools-in-the-long-run/)  | Where are we headed? | Discussion forumNo quiz this week. Final review of Literature is due.  |

Week 11: Final Exam

Final exam due by 11:59 pm December 9.

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 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 suggested readings -- **Not required** for this course, but you may find it helpful to explore many of these selections as you move through your education classes.

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, Donaldo 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 Eduction. 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.

1. Zinn, Howard, and Donaldo P. Macedo. Howard Zinn on Democratic Education. Boulder, Colo: Paradigm Publishers, 2005. Print.