EDUC 2110: Investigating Critical and Contemporary Issues in Education

**Purpose of Course:** Michael Katz, a well-known education historian, declared, “*Not only were schools assigned key roles in the diffusion of democratic culture; they also had to mediate the contradictions between democratic ideals and the continuance of class and inequality.*”

Katz’s bold observation underscores the fact that public schooling in the United States, including its purposes and rationales, its structure and content, serves as a site of political, religious, economic, social, moral, and cultural conflict. In other words, public (or common) schooling in the United States was not simply the outcome of enlightened leaders seeking to create a literate citizenry. It was much more than this. Due to the nature of regional and local cultures and the federalist nature of the United States, public schooling developed sporadically, often haphazardly, and for various reasons and under different circumstances.

This course engages students in readings, observations, and *critical* analyses of educational issues influenced by the historical, social, and political contexts of educational settings (formal and informal) in the United States. As future educators, it is important for you to develop an understanding of these historical issues and political conflicts and how they have contributed to or limited educational opportunities and possibilities today. James W. Loewen, for instance, stresses the centrality in “understanding our past in order to understand ourselves and the world around us.” The belief that our contemporary educational systems developed naturally and progressively is to perpetuate a myth. Rather, as I stated above, public education transpired amidst political, religious, social, and economic conflicts, which we will examine in this course.

You should ask yourself a variety of questions including this sampling: Why is contemporary schooling the way it is? Why does it have the social, cultural and political structures it does? How did it get this way? How is the curriculum determined? What is left out of the curriculum? How are schools governed and organized? Why are certain social practices and rituals adopted and others ignored? Since schooling is a state responsibility, how and why is the federal government involved in education today? How has the history of schooling in America impacted
schools and various cultural groups today? What are students and teachers’ constitutional rights and how are these determined?

You will quickly notice that the public nature of schooling inevitably results in political conflict as individuals and groups contest the goals of schooling. In other words, since schools are public institutions they serve as sites of political, ideological, social, religious, philosophical, historical, constitutional, and cultural conflicts while groups continually attempt to negotiate and impose their values in the construction of knowledge.

Course Objectives:

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<tbody>
<tr>
<td>Analyze historical and philosophical influences as they have an</td>
<td>Critique the constitutional, legal, and ethical requirements,</td>
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<td>impact on current school trends, policies, and practices.</td>
<td>and dispositions of the education profession.</td>
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<td>Define, identify, and use the concept of academic language</td>
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<td>within the context of educator preparation and schooling.</td>
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<td>Demonstrate reflective writing and critical thinking within the</td>
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<td>context of educator preparation.</td>
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Texts

~All articles, chapters, and books for this course are available by clicking on the following link, which will take you to a site created in part with funding from Affordable Learning Georgia. Some course materials are also available in ELC.

[http://rttp.ctl.uga.edu/openeduc/dev/](http://rttp.ctl.uga.edu/openeduc/dev/)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/12</td>
<td>Introduction to Course</td>
<td>~Review Syllabus ~Sadovnik, Cookson, and Semel, <em>Exploring Education</em></td>
</tr>
<tr>
<td></td>
<td>Open EDUC Link:</td>
<td></td>
</tr>
<tr>
<td>1/14</td>
<td><strong>The American Founding:</strong> Thomas Jefferson’s Philosophy of Education</td>
<td>~Holowchak, “The Diffusion of Light”: Jefferson’s Philosophy of Education</td>
</tr>
<tr>
<td></td>
<td>Open EDUC Link:</td>
<td></td>
</tr>
<tr>
<td>1/19</td>
<td><strong>The Development of the Common School:</strong> Horace Mann’s Advocacy</td>
<td>~Urban and Wagoner, <em>The Common Man and the Common School, 1820-1860</em></td>
</tr>
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<td></td>
<td>Battle Between Protestants and Catholics over Urban Schooling</td>
<td></td>
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<td>Open EDUC Link:</td>
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<tr>
<td>1/21</td>
<td><strong>The Progressive Movement:</strong> Administrative and Pedagogical Progressives</td>
<td>~Tyack &amp; Cuban, <em>Progress or Regress</em>?</td>
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<td></td>
<td>Social Reconstruction</td>
<td></td>
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<td></td>
<td>Democracy and Education</td>
<td>~Editorial Board, <em>Orientation</em></td>
</tr>
<tr>
<td></td>
<td>Open EDUC Link:</td>
<td></td>
</tr>
<tr>
<td>1/26</td>
<td><strong>First Exam</strong></td>
<td>In Class</td>
</tr>
</tbody>
</table>
| 1/28 | **Ideology:** Market v. Democratic Values  
School Library Books  
Students’ Free Speech & Press  
“God” and the Pledge of Allegiance  
Free Worship | ~Engel, *The Struggle for Control of Public Education: Introduction*  
~Board of Education, Island Trees Union v. Pico  
~Tinker v. Des Moines  
~Hazelwood v. Kuhlmeier  
~Bethel v. Frazer  
~West Virginia v. Barnette |
| 2/2 | **The Politics of Textbook Publishing:**  
Texas as a Case Study:  
Film: *The Revisionaries* | ~Conan, *Revisionaries’ Tells Story Of Texas Textbook Battle*  
(NPR Audio Podcast)  
~Fernandez and Hauser, *Texas Mother Teaches Textbook Company a Lesson on Accuracy* |
<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion Topics</th>
<th>References</th>
</tr>
</thead>
</table>
| 2/4  | Discussion of *The Revisionaries*  
Discussion of *Judgment Day: Intelligent Design on Trial*  
Evolution in Science Classes  
Textbook Warning Labels | ~Adams, *Timeline: Remembering the Scopes Monkey Trial* (NPR Audio Podcast)  
~Film: *Judgment Day: Intelligent Design on Trial*  
~National Center for Science Education, *Selman v. Cobb County*  
~Miller, *Evolution Warning Labels and Scientific Theory* |
| 2/9  | Prayer and the Establishment Clause  
Sex Education and Abstinence  
The Rainbow Curriculum  
Fourth Amendment and the Right to Privacy | ~Fraser, *What’s Next? Prayers, Vouchers, and Creationism: The Battle for the Schools of the Twenty-First Century*  
~Dayton, *First Amendment Freedoms and Religion*  
~Board of Education v. Earls |
| 2/11 | Education and Equality of Opportunity:  
Equal Opportunity v. Equal Outcomes  
Cultural Capital  
Schooling as a Form of Social Control  
Social Reproduction | ~Spring, *Education as a Form of Social Control*  
~Lareau, *Concerted Cultivation and Accomplishment of Natural Growth* |
# THE ECONOMIC GOALS OF SCHOOLING

| 2/16 | **Globalization**  
|       | Social Efficiency and the Factory Model of Schooling  
|       | Compensatory Schooling  
|       | *A Nation at Risk*  
|       | Divergent Thinking  
|       | Open EDUC Link:  
|       | ~Hursh, *Beyond the Justice of the Market*  

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# AFRICAN AMERICAN EDUCATION: INSTITUTIONALIZED DISCRIMINATION AND RESPONSES

| 2/18 | **Naturalization and Federal Courts**  
|       | Institutional Discrimination  
|       | Equal Protection Clause  
|       | *Plessy v. Ferguson*  
|       | *Cumming v. Richmond*  
|       | Open EDUC Link:  
|       | [http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-12-post-civil-war-and-reconstruction/](http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-12-post-civil-war-and-reconstruction/)  
|       | ~Tyack et al, *The Constitutional Moment: Reconstruction and Black Education in the South, 1867-1954*  
|       | ~Williams, *A Long and Tedious Road to Travel for Knowledge*  

| 2/23 | **1964 Civil Rights Act**  
|       | Elementary and Secondary Education Act of 1965  
|       | De Facto Segregation and Busing  
|       | Title IX  
|       | Open EDUC Link:  
|       | ~Washington, *1895 Atlanta Compromise Speech*  
|       | ~Randall, Poem: “*Booker T. and W.E.B.*”  
|       | ~Rothstein, *Misteaching History on Racial Segregation*  

| 2/25 | **Film: *Simple Justice***  
|       | ~Warren, *Opinion of the Court in Brown v. Board of Education*  

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<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/3</td>
<td>Mid-Term Exam</td>
<td>In Class</td>
</tr>
<tr>
<td>3/8-10</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>3/15</td>
<td>Film: <em>Little Tree</em></td>
<td>Lomawaima, Domesticity in the Federal Indian Schools</td>
</tr>
<tr>
<td>3/17</td>
<td>Film: <em>Little Tree</em> and Discussion of Native American Boarding Schools</td>
<td>PBS, Indian Boarding Schools</td>
</tr>
<tr>
<td>3/22</td>
<td><em>Plyler v. Doe</em></td>
<td>Brennan and Burger, *Are Undocumented Immigrants Entitled to Public Education?</td>
</tr>
<tr>
<td>3/24</td>
<td>Teacher Unionization</td>
<td>Goldstein, <em>An Orgy of Investigation</em></td>
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<td>The Communist Scare and Witch Hunts</td>
<td>President Harry S. Truman, <em>Executive Order 9835</em></td>
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<td>Teachers’ Association Rights</td>
<td>Adler v. the Board of Education</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Authors</td>
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</tbody>
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| 3/29 | School Board Representation, Neo-Liberals and Neo-Conservatives, Choice Plans, Accountability | - Ravitch, *The Context for Corporate Reform*  
- Rothstein and Jacobsen, *The Goals of Education*  
- Ravitch, *The Context for Corporate Reform*  
- Rothstein and Jacobsen, *The Goals of Education* | [Open EDUC Link](http://rttp.ctl.uga.edu/openduc/dev/module/part-2-chapter-15/) |
| 3/31 | Educational Privatization, Educational Management Organizations, Charter Schools, “Privatization Squared”, ALEC, Tax Credit Scholarships | - Klein, *Blank is Beautiful*  
- Saltman, *Educational Privatization and the Assault on Public Schools*  
- Klein, *Blank is Beautiful*  
- Saltman, *Educational Privatization and the Assault on Public Schools* | [Open EDUC Link](http://rttp.ctl.uga.edu/openduc/dev/module/part-2-chapter-15/) |
- San Antonio Independent School District v. Rodriguez  
- Virginia Department of Education v. Riley  
- Ryan, *The Tenth Amendment and Other Paper Tigers*  
- San Antonio Independent School District v. Rodriguez  
- Virginia Department of Education v. Riley | [Open EDUC Link](http://rttp.ctl.uga.edu/openduc/dev/module/part-2-chapter-15/) |
| 4/7  | Nationalization and Standardization in Education                       | - DeBray, *The Politics of Passage: No Child Left Behind Becomes a Law*  
- Noddings, *Standardized Curriculum and Loss of Creativity* | [Open EDUC Link](http://rttp.ctl.uga.edu/openduc/dev/module/part-2-chapter-15/) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Articles/Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/12</td>
<td>Race-to-the-Top 2016 Reauthorization of No Child Left Behind</td>
<td>~Onosko, <em>Race to the Top Leaves Children and Future Citizens Behind</em></td>
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<td></td>
<td>Open EDUC Link:</td>
<td>~Brown, <em>How Schools would be Judged under ‘Every Student Succeeds,’ the New No Child Left Behind</em></td>
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<td><a href="http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-15/">http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-15/</a></td>
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<tr>
<td>4/14</td>
<td>CONTEMPORARY POLICY ISSUES IN EDUCATION: COMPARATIVE EDUCATION SYSTEMS</td>
<td>~Sahlberg, <em>The Finnish Advantage: The Teachers</em></td>
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<td>Finland, Cuba, and Elsewhere</td>
<td>~Gomez and Hare, <em>How Education Shaped Communist Cuba</em></td>
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<td>~Schleicher, <em>Four Surprising Lessons</em></td>
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<tr>
<td>4/19</td>
<td>CONTEMPORARY CONSTITUTIONAL ISSUES IN EDUCATION: DUE PROCESS, AFFIRMATIVE ACTION, AND VARIOUS RELIGIOUS ISSUES</td>
<td>~Safford v. Redding</td>
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<td>Students’ Due Process Rights</td>
<td>~Goss v. Lopez</td>
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<td>Affirmative Action</td>
<td>~Grutter v. Bollinger</td>
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<td>Equal Protection Clause</td>
<td>~United States v. Virginia</td>
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<td>~Lee v. Weisman</td>
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<td>~Lynch v. Donnelly</td>
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<td>~Wisconsin v. Yoder</td>
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<td>~Pierce v. Society of Sisters</td>
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<td>~Stone v. Graham</td>
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<td>~Good News Club v. Milford</td>
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<td>~Everson v. Board of Education</td>
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<tr>
<td>4/21</td>
<td>Additional Court Cases</td>
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**LITERARY CRITICISM**
Reading assignments, which include journal articles, chapters, podcasts, and web-links, are all available on ELC.

**Bibliography of Articles, Chapters, and Podcasts Used in this section of EDUC 2110**


EDUC 2120: Exploring Socio-Cultural Perspectives on Diversity

Purpose of the Course:
The purpose of this course is to explore issues of diversity (the meaning of difference) that influence teaching, learning, and educational opportunities for disenfranchised cultural groups. In particular, we will be exploring issues of race, class, gender, sexual orientation, immigrant status, exceptionality, language, and religion. Part of our exploration of these issues involves seeing them in relation to the law, language and popular culture.

However, it is not simply exploration that we are trying to achieve. Instead, we are attempting to make a difference at the level of practice. To do so, we will consider how your individual views on diversity influence what you do in the classroom, how your teaching practice creates possibilities to further opportunities for disenfranchised groups, and finally how the issues discussed in class can expand your understanding of diversity and the possibilities for change.

Learning Objectives:

• Understand the personal and social implications of knowing about different groups’ experiences in society and education
• Be able to relate the ideas of multicultural education to your specific discipline
• Develop an awareness of diverse experiences in schools and society
• Develop a personal vocabulary and voice for discussing and writing about difference
• Demonstrate a respect for beliefs different from your own
**Anticipated Calendar & Topic Schedule:**
Revisions may be made as necessary to the class calendar. **Readings and assignments should be completed BEFORE attending the class where they are listed.** Videos listed will be watched in class unless otherwise directed.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Course</td>
<td></td>
</tr>
<tr>
<td>Multiculturalism</td>
<td>‘Defining Multicultural Education for School Reform’</td>
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<td>Multiculturalism</td>
<td>‘Multiculturalism: Battleground or Meeting Ground?’ &amp; ‘Multiculturalism: E Pluribus Plures’</td>
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<tr>
<td>Race &amp; Ethnicity</td>
<td>Audio Assignment: This American Life Podcast, “512: House Rules”**</td>
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<td>Race &amp; Ethnicity</td>
<td>‘Defining Racism’, ‘White Privilege’, TIB – “I am a Racist and So Are You”</td>
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<td>Race &amp; Ethnicity</td>
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<td>Class &amp; Socioeconomic Status</td>
<td>Video – ‘Park Avenue: Money, Power, &amp; the American Dream’</td>
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<td>Class &amp; Socioeconomic Status</td>
<td><a href="http://rttp.ctl.uga.edu/openeduc/dev/module/module-3-class-socioeconomic-status/">http://rttp.ctl.uga.edu/openeduc/dev/module/module-3-class-socioeconomic-status/</a></td>
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<td>Class &amp; Socioeconomic Status</td>
<td>‘Concerted Cultivation and the Accomplishment of Natural Growth’</td>
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<td>Class &amp; Socioeconomic Status</td>
<td>‘The High Cost of Poverty’, Video – ‘Children of the Mountains’</td>
</tr>
<tr>
<td>Class &amp; Socioeconomic Status</td>
<td>‘At the Edge of Poverty’</td>
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<tr>
<td>Midterm Exam</td>
<td></td>
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<tr>
<td>Gender</td>
<td>‘A Labor Market Punishing to Mothers’, ‘A Motherhood Penalty vs. a Fatherhood Bonus’</td>
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<tr>
<td>Sexual Identity</td>
<td>Guest Speakers: Lambda Alliance</td>
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<tr>
<td>Sexual Identity</td>
<td>‘Generation LGBTQIA’</td>
</tr>
<tr>
<td>Exceptionality</td>
<td>‘Disproportionate Representation of African American Students in Special Education’</td>
</tr>
<tr>
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<td><a href="http://rttp.ctl.uga.edu/openeduc/dev/module/module-5-special-needs/">http://rttp.ctl.uga.edu/openeduc/dev/module/module-5-special-needs/</a></td>
</tr>
<tr>
<td>Exceptionality</td>
<td>Video – ‘Temple Grandin’</td>
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<tr>
<td>Language</td>
<td>Video – ‘Precious Knowledge’</td>
</tr>
<tr>
<td>Language/Geography</td>
<td>‘Pedagogy of the Oppressed – Chapter 2’</td>
</tr>
<tr>
<td>Language/Geography</td>
<td>‘Let Them In’, ‘My Life as an Undocumented Immigrant’</td>
</tr>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>[<a href="http://rttp.ctl.uga.edu/openduc/dev/module/module-7-religion/">http://rttp.ctl.uga.edu/openduc/dev/module/module-7-religion/</a>] ‘Ramadan Poses Challenges’</td>
</tr>
<tr>
<td>Education that is Multicultural</td>
<td>[<a href="http://rttp.ctl.uga.edu/openduc/dev/module/module-7-conclusions/">http://rttp.ctl.uga.edu/openduc/dev/module/module-7-conclusions/</a>]</td>
</tr>
<tr>
<td>Final Exam</td>
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*TIB stands for *This I Believe* and references specific essays that have been aired as a part of the NPR program. You may search for these by name as they are listed in the syllabus at [http://thisibelieve.org/search/](http://thisibelieve.org/search/). The website includes audio of the author reading the essay, as well as a transcript. Feel free to listen or read, just be sure to have done so prior to the class meeting where it is listed.

**To access this podcast, you can go to [http://thisamericanlife.org](http://thisamericanlife.org) and then use the search bar to search for “House Rules”. Please make sure you have listened to this podcast prior to attending class.