

**EDUC 7300 HISTORICAL, SOCIAL, AND CULTURAL FOUNDATIONS OF EDUCATION,
FALL 2007 WEDNESDAY 4:30 - 7:00 EDUC 132**

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Office Hours: M 4:00 - 5:00; T 2:00 – 5:00; Th 1:00-4:00, or by appointment

Welcome to EDUC 7300. I am most enthusiastic about the time we will spend together. This is my tenth year in the Department of Elementary Education at Utah State University. Like many of you, my career in education has taken me down many interesting paths, including almost a decade of teaching at the elementary and middle school level. What drew me to the intense work of doctoral study was a love of ideas and a determination to be a part of expanding our thinking and practice in the field of education in ways that would result in lively and liberating educational opportunities for learners of all ages. I hope you share some of this passion and I look forward to learning about your reasons for being here and the goals you are setting for yourselves.

READING REQUIREMENTS

Schultz, F., (2001). SOURCES: NOTABLE SELECTIONS IN EDUCATION.
Guilford, CT: McGraw-Hill.

Additional required readings are available through Merrill Library Electronic Reserve. Password: whi7300.

COURSE INTRO

This course presents a wide range of contemporary perspectives within the field of education. Additionally, it raises important historical, socio-political and cultural issues about schooling in the United States. We will attempt to understand and critique the views of the authors as we examine and clarify our own ideas, values, and practices. Meaningful conversation, both spoken and written, will be the medium for much of what we will accomplish

It is essential that you read the assigned work thoroughly before each class session and come prepared to discuss the material. You should take notes as you read, noting ideas you would like to discuss in class or that you might want to pursue in more depth for one of your written assignments. Please study the suggestions for **Reading Critically** attached to the syllabus. Attendance and active participation are required. Shortcomings in either area can affect your grade. *Part of excellent participation is listening carefully to others and inviting them into the conversation. A high number of comments does not equal excellent participation.* All written assignments must be turned in on or ahead of the due date and will not be accepted after this time without prior consent of the instructor.

Guidelines for papers:

- Include a title page (course title, professor's name, semester and year, your name, paper title). Double space, use standard font (12), and one inch margins.
- Allow plenty of time to write, re-write, and polish your work. Expectations for organization, clarity, originality, careful editing, and appropriate referencing are standard in this program (APA guidelines).
- Please submit all papers electronically by class time on the due date.

Submitting work electronically adds a level of potential confusion to the experience. Please adhere to these guidelines:

- Use either Microsoft Word or WordPerfect.

- When naming your files, begin with **course and section number (7300_01)**, followed by the first **six letters** of your **last name (whitak)**, followed by a number to identify the **specific assignment (1)**. **Do not include any periods in the name.**

ASSIGNMENTS

- General class participation (15% of grade)
- 2 papers:
Paper One (5-7 pages) will be a letter to one of the authors of the readings in our text or supplemental readings. Choose an author whose ideas really get you thinking deeply and then talk back to that author in the letter, agreeing with some ideas, disagreeing with others, and extending the conversation in some way.
Paper Two (10-12 pages) should each be linked to an issue that is part of course content. You will be required to have a draft of your paper available for discussion with your colleagues one week prior to the due date.

Draft of Paper One	10/10	
Paper One	10/17	(30% of grade)
Draft of Paper Two	11/14	
Paper Two	11/28	(40% of grade)

For each reading :

- Identify the purpose of the author(s)' work
- List the author(s)' key points
- List questions about which you need clarification

While agreeing or disagreeing with the author(s) is inevitable, it is essential that you understand the purpose and assertions of the reading before attempting a critique. We will begin our discussion of each reading with a round robin sharing of the above requirements (15% of grade).

Written work will be assessed as follows:

- Assignment completed as required: C
- Assignment completed as required and represents thoughtful and articulate integration of ideas: B
- Assignment completed as required, represents thoughtful and articulate integration of ideas, and is surprisingly insightful: A

EDUC 7300 - CLASS SCHEDULE

- 8/29 Introductions
- 9/5 Chapter One - Conservative Traditions in Educational Thought
Sizer/Hirsch/Ravitch/Adler
Extra Reading - Jane Roland Martin
- 9/12 Chapter Two - Student Experience Centered - Progressive Education
Dewey/Kilpatrick/Montessori/Patterson
Extra Reading - Delpit
- 9/19 Chapter Three - Alternative Perspectives in Educational Thought
Spring/Giroux/Freire/Illich
Extra Reading - Belenky et al.
- 9/26 Chapters Four and Five - Schooling/Curriculum Theory and Practice

Optional: Kohl/Camp Mayhew, Camp Edwards

Required: Taba/Trueba

Extra Reading - MacLaren

10/3 Chapter Six - Curriculum Development and the Language of Educational Debate

Lasch/MacLaren

Extra Reading - Anyon

10/10 **Draft of Paper # 1 due**

Chapter Seven - The Struggle for Freedom in Education

West/Washington/DuBois/Baldwin

Extra Reading - Excerpts from Rethinking Classrooms

10/17 **Paper # 1 due**

Chapter Eight - Perspectives on the Struggle for Freedom in Education

Freire and Macedo/Barber

Extra Reading - hooks

10/24 Chapter Nine - Women and Education

Stanton/Luke

Extra Reading - Houston

10/31 Midterm Course Evaluation

Chapter Ten - The Struggle for Civil Liberties in the Schools

U.S. Supreme Court/U.S. Commission on Civil Rights/AAUW

Extra Readings: hooks/Eric Digest

11/7 Chapter Eleven - Testing and the Critical Response to It

Skinner/Bloom, et. al./Kratwohl et al.

Extra Readings - Stoskopf/Slee

11/14 **Draft of Paper #2 due**

Chapter Twelve - The Cognitive Revolution in Learning

Brown et al./Bransford et al./Gardner and Walters/Bruer

Extra Reading - Labaree

11/21 NO CLASS

11/28 **Paper # 2 due**

Chapter Thirteen - Social Change

Dewey/Kandel

Extra Reading - Excerpts from Rethinking Globalization

12/5 Last day of class

Chapter 14 - Culture and Education

Greene/Kozol/Kozol

Extra Readings - Lomawaima and McCarty/Rogat-Loeb