

408 – Foundations of American Education

Section 001C – Summer 2007

T/Th – 8:30-12:00, Clow 227

Instructor: Dr. Joshua Garrison

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Phone: 424-0346

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Office Hours: By appt.

Required Texts:

Steven Mintz, *Huck's Raft: A History of American Childhood* (Cambridge: Harvard University Press, 2004).

Wayne J. Urban and Jennings L. Wagoner, *American Education, A History* (New York: McGraw Hill, 2004).

Course Description: This course explores the philosophical, social, legal and historical foundations of American education. The course focuses on contemporary and historical thoughts and issues in American education as they relate to the larger society. Course participants will engage in a critical study of the schooling system and social order and reflect on the legal and ethical obligations of teachers in a democratic society.

Evaluation:

- 1) **Engagement (10%):** Here I evaluate your performance as a class member. Did you participate in class discussions? Was this participation of value to the class? How well did you engage with the texts and with your fellow classmates? Did you share your questions? Did you ever sleep or read the newspaper? Were you respectful to your colleagues? Did you think?
- 2) **Quizzes (20%):** Each class will begin with a brief, four question, multiple-choice quiz.
- 3) **Current Events (10%):** Classes will begin with individuals giving a brief presentation on a current event that is of interest/relevance to us—don't feel constrained by only "school-related" issues; rather, feel free to find articles in papers/news magazines/Internet sites that deal more broadly with problems facing children in contemporary society, American or otherwise. Through our discussions, we will attempt to discover the educational significance of these issues.
- 4) **Educational Autobiography (10%):** As required by the College of Education, students will write brief, 1-2 page educational autobiographies for their exit portfolios. These essays will focus on educational growth, significant professional/volunteering experiences, and evidence that the student is committed to the overall mission statement of the College. **07/10**

- 5) **Educational Philosophy Statement (10%):** As required by the College of Education, students will write brief, 1-2 page educational philosophy statements for their exit portfolios. **07/24**
- 6) **Group Project (10%):** Students will participate in group presentation that focus on legal issues in education—topics will be given by the professor.
- 7) **Final Exam (30%):** Will be given in-class; this exam will be comprehensive. **08/02**

Course Policies:

- **Academic Honesty:** Academic honesty is fundamental to the integrity of the university, and academic misconduct is taken very seriously. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. (From the University of Wisconsin-Oshkosh Student Discipline Code, 14.01) Academic misconduct will result in sanctions, as outlined in the Student Discipline Code, 14.04. If you are ever unsure about what rules guide academic honesty, please feel free to contact me.
- **Class Preparation:** All students are expected to come to class prepared—failure to do so will negatively impact your “Engagement” grade. Please check D2L for announcements; it is the responsibility of each student to examine these questions prior to each class.
- **Late Assignments:** Will be accepted, but 5% of the assignment’s final grade will be deducted for each day that the assignment is late. Quizzes and exams can be retaken only in the case of an excused absence—this means it must be documented..
- **Attendance:** Only *documented* absences will be excused—if you need to miss class it is up to you to present the professor with documentation, either from your physician, the dean of students, etc. Otherwise, absences will negatively impact your grade: you will miss quizzes (which cannot be made up) and your participation grade will suffer.
- **Grading Policy:**

Points	93-100	88-92	83-87	78-82	73-77	68-72	61-67	56-60
Grade	A	A/B	B	B/C	C	C/D	D	E

Course Schedule:

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| Tuesday, June 12 th – | Introduction |
| Thursday, June 14 th – | Mintz, Ch. 1
U&W, Ch. 2: “Pilgrims, Puritans, and the NE Perspective” |
| Tuesday, June 19 th – | Mintz, Ch. 3
U&W, Ch. 3: “Enlightenment, Education, and the Republican Experiment” |

Thursday, June 21 st –	Mintz, Ch. 4 U&W, Ch. 4: “Horace Mann”
Tuesday, June 26 th –	Group Work
Thursday, June 28 th –	Group Work
Tuesday, July 3 rd –	TBA
Thursday, July 5 th –	No Class – Holiday
Tuesday, July 10 th –	Educational Autobiographies Due Mintz, Ch. 5 U&W, Ch. 5: “The Struggle for Common Schools in the Antebellum Years” Group 1 – Presentation
Thursday, July 12 th –	Mintz, Ch. 7 U&W, Ch. 6: “Compulsion in American Education” & “Urban School Systems” Group 2 – Presentation
Tuesday, July 17 th –	Mintz., Ch. 10 U&W, Ch. 7: “Curricular Differentiation in the American High School” & “Immigrants Schools” Group 3 – Presentation
Thursday, July 19 th –	Mintz., Ch. 11 U& W, Ch. 8: “The Fully Modernized School System” Group 4 – Presentation
Tuesday, July 24 th –	Educational Philosophy Statements Due Mintz., Ch. 12 U&W, Ch. 9: “Educational Radicalism and the Depression” Group 5 – Presentation
Thursday, July 26 th –	Mintz, Ch. 14 U&W, Ch. 10: “Sputnik” & “Brown v. Board” Group 6 – Presentation
Tuesday, July 31 st –	Mintz., Ch. 15 U&W., Ch. 11”The Civil Rights Movement and the Schools” & “Poverty and its Consequences” Group 7 – Presentation
Thursday, August 2 nd –	EXAM