



ELDF 7601 Introduction to the Social Foundations of Education
Leadership, Foundations, and Policy

3 Credit Hours
Spring 2018

January 17 to May 4, 2018
Thursdays 3:30 - 6:00p
Ruffner Hall, Room 139

Instructor

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DESCRIPTION

What is foundational about education? What does thinking about education from a social foundations perspective add to our understanding of educational practice and policy in the United States and around the world? This course provides an introduction to these questions through readings and discussions centered on cultural, social, historical, and philosophical approaches to contemporary education. Throughout the course we will be considering issues related to the purposes of schooling, sources, processes, and effects of social contexts on schooling, and questions of teaching, learning, and classroom practices as they are informed by local, national, and global/international forces. The goal of the class is to encourage critical thinking concerning education and its purposes in the United States and around the world. Students should find their perspectives broadened and their ideas challenged as they interact with the readings and with each other during the course of the semester.

LEARNING OBJECTIVES

After completion of the course, students will be able to:

- Engage in intellectual reflection, critical questioning, and dialogue surrounding the purpose(s) of education, and the nature of our assumptions about education and the way we learn.
- Apply foundational perspectives to the examination of contemporary and historical educational issues.
- Demonstrate the ability to reflect on and critically question the relationships between education, cultures, and society.
- Defend the value of understanding social foundations of education and how the perspectives gleaned from the course can contribute to greater understanding and advocacy for teaching and learning.
- Continue studying education through a critical and reflective lens.

INSTRUCTIONAL METHODS

Social Foundations of Education is an interdisciplinary program of study that situates American education in the broader context of society, drawing upon the study and research of thinkers and authors in the fields of educational history, philosophy, sociology, psychology, comparative education, and educational studies. The course engages with this material through extensive readings, lectures, discussions, presentations, and papers requiring analysis. Every student will complete readings and papers independently and is expected to participate in all assigned collaborative learning experiences.

Discourse is critical to understanding the complex nature of education reform and the factors which contribute to the growth and development of schooling as an institution. Therefore, thoughtful participation throughout the course is essential to successfully meeting the requirements. Social Foundations requires students to read, reflect, analyze, probe, review, and evaluate education within a larger social and cultural context. Instructional methods encourage critical thinking and construction of knowledge through collaborative and interactive experience. This course depends for its success on your active participation. Students who fail to do the reading cannot contribute to small or large group activities in thoughtful ways and detract from the total learning experience of everyone.

COURSE TEXTS

Required (available for free online through UVA):

Tozer, S., Gallegos, B. P., Henry, A., Greiner, M. B., & Price, P. G. (Eds.). (2011). *Handbook of research in the social foundations of education*. New York, NY: Routledge.

<https://www-routledgehandbooks-com.proxy01.its.virginia.edu/doi/10.4324/9780203874837>

Required (available for purchase at UVA bookstore):

Labaree, D. F. (2017). *A perfect mess: The unlikely ascendancy of American higher education*. Chicago, IL: The University of Chicago Press.

Posselt, J. R. (2016). *Inside graduate admissions: Merit, diversity, and faculty gatekeeping*. Cambridge, MA: Harvard University Press.

Warikoo, N. K. (2016). *The diversity bargain: And other dilemmas of race, admissions, and meritocracy at elite universities*. Chicago, IL: The University of Chicago Press

Additional Readings will be made available on Collab under “resources”:

Apple, M. W, Au, W., & Gandin, L. A. (Eds.). (2009). Mapping critical education. In *The Routledge international handbook of critical education* (pp. 3-19). New York, NY: Routledge.

Autor, D. H. (2014). Skills, education, and the rise of earnings inequality among the other 99 percent. *Science*, 344(3186), 843-851.

Baicker, K. & Chandra, A. (2017). Evidence-based health policy. *The New England Journal of Medicine*, 377(25), 2413-2415.

- Barnhardt, R. (2005). Indigenous knowledge systems and Alaska Native ways of knowing. *Anthropology & Education Quarterly*, 36(1), 8-23.
- Barrera, M. (1979). A theory of racial inequality. In *Race and class in the Southwest: A theory of racial inequality* (pp. 174-219). Notre Dame, IN: University of Notre Dame Press.
- Beadie, N. (2008). Education and the creation of capital: Or what I have learned from following the money. *History of Education Quarterly*, 48(1), 1-29.
- Bray, M. & Thomas, R. M. (1995). Levels of comparison in educational studies: Different insights from different literatures and the value of multilevel analyses. *Harvard Education Review*, 65(3), 472-491.
- Bredo, E. (2009). Getting over the methodology wars. *Educational Researcher*, 38(6), 441-448.
- Bromley, P., Meyer, J. W., & Ramirez, F. O. (2011). The worldwide spread of environmental discourse in social studies, history, and civics textbooks, 1970-2008. *Comparative Education Review*, 55(4), 517-545.
- Cohodes, S., Setren, E., & Walters, C. R. (2016). Can successful schools replicate? Scaling up Boston's charter school sector. *School Effectiveness & Inequality Initiative*.
- Collins, R. (1971). Functional and conflict theories of educational stratification. *American Sociological Review*, 1002-1019.
- Coleman, J. S. (1988). Social capital in the creation of human capital. *The American Journal of Sociology*, 94, 95-120.
- Deming, D. J., Goldin, C., & Katz, L. F. (2012). The for-profit postsecondary school sector: Nimble critters or agile predators? *Journal of Economic Perspectives*, 26(1), 139-164.
- Farrell, J. P. (1979). The necessity of comparisons in the study of education: The salience of science and the problem of comparability. *Comparative Education Review*, 23(1), 3-16.
- Ferrare, J. J. (2009). Can critical education research be quantitative? In M. W. Apple, W. Au, & L. A. Gandin (Eds.), *The Routledge international handbook of critical education* (pp. 465-481). New York, NY: Routledge.
- Garcia, N. M. & Mayorga, O. J. (20017). The threat of unexamined secondary data: A critical race transformative convergent mixed methods. *Race Ethnicity and Education*, 21(2), 231-252.
- Giroux, H. (1983). Theories of reproduction and resistance in the new sociology of education: A critical analysis. *Harvard Educational Review*, 53(3), 257-293.

- Gruenewald, D. A. (2003). Foundations of place: A multidisciplinary framework for place-conscious education. *American Educational Research Journal*, 40(3), 619-654.
- Gundaker, G. (2007). Hidden education among African Americans during slavery. *Teachers College Record*, 109(7), 1591-1612.
- Hutt, E. L. & Stevens, M. L. (2017). From soldiers to students: The tests of general educational development (GED) as diplomatic measurement. *Social Science History*, 41(4), 731-755.
- Ladson-Billings, G. & Tate, W. F., IV. (1995). Toward a critical role theory of education. *Teachers College Record*, 97(1), 47-68.
- Lave, J. (1982). A comparative approach to educational forms and learning processes. *Anthropology & Education Quarterly*, 13(2), 181-187.
- Martuesewicz, R. A., Edmundson, J., & Lupinacci, J. (2014). Cultural foundations of the crisis: A cultural/ecological analysis. In *EcoJustice education: Toward diverse, democratic, and sustainable communities* (2nd ed., pp. 55-94). New York, NY: Routledge.
- Meyer, J. T. (1977). The effects of education as an institution. *The American Journal of Sociology*, 83(1), 55-77.
- Phillips, D. & Schweisfurth, M. (2008). How comparative education has developed. In *Comparative and international education: An introduction to theory, method, and practice* (2nd ed., pp. 25-40). New York, NY: Bloomsbury Publishing Plc.
- Plato. (2009). The republic. In S. M. Cahn (Ed.), *Philosophy of education: The essential texts* (pp. 30-93). New York: NY: Routledge. (Original work published ca. 380 B.C.).
- Scharfenberg, D. (2016). How many charter schools are too many? *The Boston Globe*.
- Soltis, J. F. (1990). A reconceptualization of educational foundations. *Teachers College Record*, 91(3), 311-321.
- Spindler, G. D. (1969). The transmission of American Culture. *Florida FL Rep*, 7(1) 1-9.
- Tyack, D. B. (1976). Ways of seeing: An essay on the history of compulsory schooling. *Harvard Educational Review*, 46(3), 355-389.
- Walter, P. (2009). Philosophies of adult environmental education. *Adult Education Quarterly*, 60(1), 3-15.
- Yossom T. J. & Solorzano, D. G. (2005). Conceptualizing a critical role theory in sociology. In M. Romero & E. Margolis (Eds.), *The Blackwell companion to social inequalities* (pp. 117-146). Malden, MA: Blackwell.

COURSE OUTLINE

Date	Topics	Readings/Exercises/Assignments
1/18	Week 1: Introduction & Overview (total pgs = 29)	<ul style="list-style-type: none"> • Preface to Handbook of Research in the Social Foundations of Education (p. xi-xiv) • SF Handbook Part I. - Original Foundational Disciplines (Tozer, p.1-3) • SF Handbook Ch. 1 - The Evolution of Social Foundations of Education (Tozer & Butts, 4-14) • A Reconceptualization of Educational Foundations (Soltis, 1990)
1/25	Week 2: Sociology I (total pgs = 93)	<ul style="list-style-type: none"> • SF Handbook - Sociology of Education in the US, 1966-2008 (Weis et al., 15-40) • Functional & Conflict Theories of Educational Stratification (Collins, 1971) • Social Capital in the Creation of Human Capital (Coleman, 1988) • The Effects of Education as an Institution (Meyer, 1977)
2/1	Week 3: Sociology II (total pgs = 191)	<ul style="list-style-type: none"> • INTERVIEW - Julie Posselt, University of Southern California • BOOK - <i>Inside Graduate Admissions</i> (Posselt, 2016)
2/8	Week 4: History I (total pgs = 109)	<ul style="list-style-type: none"> • SF Handbook - History of Education in a Future Tense (Warren, 41-60) • From Soldiers to Students (Hutt & Stevens, 2017) • Education and the Creation of Capital (Beadie, 2008) • Ways of Seeing (Tyack, 1976)
2/15	Week 5: History II (total pgs = 196)	<ul style="list-style-type: none"> • INTERVIEW - Ethan Hutt, University of Maryland • BOOK - <i>A Perfect Mess</i> (Labaree, 2017)
2/22	Week 6: Economics	<ul style="list-style-type: none"> • INTERVIEW - Sally Hudson, University of Virginia • SF Handbook - Economics, Education, & Capital (Leigh, 103-112) • The For-Profit Postsecondary School Sector (Deming et al., 2012)

	(total pgs = 104)	<ul style="list-style-type: none"> • Skills, education, and the rise of earnings inequality among the "other 99 percent." (Autor, 2014) • Evidence Based Health Policy (Baicker & Chandra, 2017) • How Many Charter Schools are Too Many? (Scharfenberg, 2016) • Can Successful Schools Replicate? Scaling Up Boston's Charter School Sector (Cohodes, Setren, & Walters, 2016)
3/1	Week 7: Anthropology (total pgs = 89)	<ul style="list-style-type: none"> • INTERVIEW – Diane Hoffman, University of Virginia • SF Handbook - Anthropology & Education (DeMarrais et al., 76-93) • Hidden Education Among African Americans During Slavery (Gundaker, 2007) • Indigenous Knowledge Systems and Alaska Native ways of Knowing (Barnhardt, 2005) • A Comparative Approach to Educational Forms and Learning Processes (Lave, 1982) • The Transmission of American Culture (Spindler, 1969)
3/8	Week 8: Spring Break	<ul style="list-style-type: none"> • Midterm due 3/11 by 11:59PM
3/15	Week 9: Philosophy (total pgs = 87)	<ul style="list-style-type: none"> • INTERVIEW – Eric Bredo, University of Toronto • SF Handbook - Philosophy of Education (Stone, 61-75) • <i>The Republic</i> by Plato (Cahn, 30-93) • Getting Over the Methodology Wars (Bredo, 2005)
3/22	Week 10: Comparative & International I (total pgs = 78)	<ul style="list-style-type: none"> • How Comparative Education has Developed (Phillips and Schweisfurth, 2008) • The Necessity of Comparisons in the Study of Education (Farrell, 1979) • Levels of Comparison in Educational Studies (Bray & Thomas, 1995) • The Worldwide Spread of Environmental Discourse (Bromley et al., 2011)
3/29	Week 11: Comparative & International II (total pgs = 218)	<ul style="list-style-type: none"> • INTERVIEW - Carol Anne Spreen, New York University • <i>The Diversity Bargain</i> (Warikoo, 2016)

<p>4/12</p>	<p>Week 12: Critical Theory</p> <p>(total pgs = 87)</p>	<ul style="list-style-type: none"> • SF Handbook - Emergent Perspectives (Henry, 163-164) • SF Handbook - Marxist Thought & Critical Theory (Brosio, 165-178) • Mapping Critical Education (Apple et al., 2009) • Can Critical Education Research be Quantitative? (Ferrare, 2009) • Theories of Reproduction & Resistance in the Sociology of Education (Giroux, 1983)
<p>4/19</p>	<p>Week 13: Critical Race Theory</p> <p>(total pgs = 133)</p>	<ul style="list-style-type: none"> • INTERVIEW - Nichole Garcia, University of Pennsylvania • SF Handbook - Critical Race Theory (Chapman, 220-232) • A Theory of Racial Inequality (Barerra, 1979) • Toward a Critical Theory of Education (Ladson-Billings & Tate, 1995) • Conceptualizing a Critical Race Theory in Sociology (Yosso & Solorzano, 2005) • The Threat of Unexamined Secondary Data (Garcia & Mayorga, 2017)
<p>4/26</p>	<p>Week 14: Ecology & Education</p> <p>(total pgs = 98)</p>	<ul style="list-style-type: none"> • INTERVIEW - John Mullen, Eastern Michigan University • SF Handbook - Environmentalism & Social Foundations of Education (Li, 283-291) • Foundations of Place (Gruenwald, 2003) • Philosophies of Adult Environmental Education (Walter, 2009) • Cultural Foundations of the Crisis (Martusewicz et al., 2014)
<p><i>[no class meeting: finals week]</i></p>		<ul style="list-style-type: none"> • Peer Review due April 27th by 11:59p • Final Project due May 4th by 11:59p

*Note: course schedule and readings are subject to change. Any changes will be announced via email and posted on Collab.

ASSESSMENTS

Students in the Introduction to the Social Foundations of Education are expected to complete all assignments and will be graded as follows:

- Active Engagement (15%)
- Class Activity/Discussion (15%)
- Midterm: Manuscript Introductions Part One (15%)
- Peer Review: Manuscript Introductions Part Two (15%)
- Final Paper: Manuscript Introductions Part Three (40%)

1. Active Engagement (15%).

Understanding challenges facing education and engaging competently in cross-disciplinary debates requires not only familiarity with the course material but an active engagement with it. Coming to class, being prepared to discuss the readings, and participating in class discussions and activities are thus crucial for the success of this course. Please bring assigned course readings to class. When articles are assigned, you are welcome to bring them on your computer, but any attention to matters not related to the course will severely impact your performance in this component of the course. Class meetings for this course are discussion-based seminars. You must do all assigned readings to be prepared to make contributions to discussions and participate in class meetings.

2. Class Activity/Discussion (15%).

An important aspect of learning is an ability to distill the essence of the argument and to apply ideas to new situations and contexts. In small groups, you will lead one class. Your task is to move beyond simply summarizing the readings and instead to actively engage with them. To do so, you will need to introduce new material for us to consider (e.g., other readings, reports, video clips, artifacts, etc.) and develop a thoughtful lesson plan for leading a discussion related to that week's readings. You are not required to but are welcome to discuss your ideas with the instructor ahead of time. A one page summary of the class activity is due two days before class (i.e., by 6pm on Tuesday) **via email**.

Students who select a presentation week with a scheduled interview will also be responsible for facilitating the Skype interview with the respective scholar (see course outline on pages 5-7). The interviews are to be conducted in a "**Six Questions**" approach. All of the interviews in the course will ask the same questions across each of the eight scholars. The questions are as follows:

1. How would you describe the unique worldview or paradigm that [Sociology] brings to the field of education?
2. How would you contrast the unique perspective [of Sociology] with other social science and humanities disciplines that also study education (e.g., anthropology, history, economics, philosophy, etc.)
3. What methodological approaches are most common for researchers in your field?
4. What do you feel are the pressing questions about education in the field of [Sociology]?
5. What three scholarly works have been most influential to your thinking about education research?
6. *Custom question generated by student.*

The purpose of the scheduled “*Six Questions*” interviews is to (1) allow students to directly engage with the authors of select readings in the course, (2) permit educational scholars to discuss the core frameworks within their respective paradigm, and (3) assist students in identifying the essential elements of a given paradigm that will strengthen their term paper for the course (e.g., manuscript introductions below).

3. Manuscript Introductions – Part One (15%)

Midterm Exam (Single Paradigm) due 3/11

The introduction to an academic article is an important feature of any scholarly manuscript. It succinctly summarizes the full work of the author(s) in a four-paragraph approach that is common across many academic disciplines. The writing emphasis for this course aims to provide students the opportunity to demonstrate their ability to communicate in this format through successive assignments that build upon one another. Moreover, the writing emphasis for the course aims to assess the ability of a student to compare multiple social foundations paradigms covered in the curriculum. To accomplish this, students will select one broad educational research topic or practice (e.g., tracking, assessment, testing, technology, etc.) to comparatively examine across four of the social foundations paradigms covered in the course (e.g., sociology, anthropology, history, etc.). By the end of the course, each student will have carefully crafted four separate scholarly introductions that examine the same educational topic from different vantage points.

For the midterm exam, students will write one introduction that employs one of the social foundations paradigms to examine a given educational topic or practice (e.g., examine school tracking using a sociological framework). An introduction should contain the essential elements covered in class, these include:

- Title that appropriately captures the uniqueness of the study.
- Opening paragraph that serves as a “hook” to get the reader’s attention and specify the unique educational context. Additionally, the “so what” of the study should be addressed for the reader.
- Second paragraph that succinctly describes the present literature on the topic from the chosen paradigm and sets up the main contribution of the study via the research question.
- A clear research question at the end of the second paragraph.
- Third paragraph that describes the analytical or methodological approach of the study as well as the data.
- Fourth paragraph that addresses the importance, contributions, or findings of the study. If findings are discussed, these would be created and not necessarily actual.
- References for a single introduction should range from 10-15 in order to demonstrate an understanding of three specific areas: educational topic/practice, chosen social foundations paradigm, and chosen method of analysis.
- The length of the introduction should not exceed one page if single spaced or two pages if double spaced. A references page should be included with the introduction.

The midterms will be graded and typically returned to students within a week. Students will be expected to (1) make corrections/edits to the one midterm introduction, and (2) utilize the feedback to inform the manuscript preparation for three additional introductions. In all, a total of four manuscript introductions will be submitted for the *final* paper. The midterm should be uploaded to Collab by Sunday 3/11 at 11:59pm in a MS Word file.

4. Manuscript Introductions – Part Two (15%)

Peer Review (Critique of Four Paradigms) due 4/27

Peer review is a foundational practice within the university, both in its curricular and co-curricular divisions. Scholars and higher education professionals are regularly expected to provide critically constructive feedback for the purpose of improving the ideas, communities, and the organization itself. This skill is expected of educators in their work on school committees, accreditation reports, and scholarship, among others.

In this vein, this course provides students the opportunity to display and further refine their critical thinking and constructive feedback skills through a peer review process aimed to improve the ideas presented in their final paper. Students are expected to exchange a complete electronic draft of the final paper with a classmate no later than 4/26. Reviewers are expected to provide feedback on the completed paper using the edit/comment features in MS Word or comment features in Adobe Reader. Reviewer comments should address the following aspects of a peer's paper:

- The extent to which the draft meets the “essential elements” of a four paragraph introduction (see midterm section above).
- Grammatical and typographical errors in the paper.
- The extent to which the literature or methods of analysis may be incomplete.
- Constructive feedback on the ideas of the proposed study (e.g., Did the data and method of analysis align? Were authors mischaracterized? How could the ideas be further aligned to improve flow or logic? How could the research question be further clarified? etc.).

Please note, *what is graded in this assignment is not the substance of the manuscript draft, but rather the substance of the reviewer feedback*. Student authors are expected to examine the reviews of their manuscript draft and give serious consideration as to which items should be incorporated for the final paper. Peer reviews should be uploaded to Collab by Friday 4/27 at 11:59pm.

5. Manuscript Introductions – Part Two (40%)

Final Paper (Final Draft of Four Paradigms) due 5/4

The final paper for the course will consist of four manuscript introductions each comprised of the essential elements (outlined above in midterm section). Students are expected to incorporate the two prior instances of feedback (midterm and peer review) into the final paper. The length of each individual introduction should not exceed one page if single spaced or two pages if double spaced. A references page (10-15 references) should be included with each introduction. The length of a typical final paper should be approximately 8 pages if single spaced or 16 pages if

double spaced. Final papers should be uploaded to Collab by Friday 5/4 at 11:59pm in a MS Word file.

UVA ACADEMIC POLICIES

Statement on Academic Fraud

According to the UVA Honor Committee, “All students at the University of Virginia are bound by the Honor Code not to commit Academic Fraud, which is a form of cheating. “ Consequently, it is required or implied that all work conducted by students conform to the following honor pledge: “On my honor as a student, I have neither given nor received aid on this assignment.” If you are not familiar with or require further information about the honor system, please see <http://www.virginia.edu/honor/>.

Accommodations for Students with Disabilities

All students with special needs requiring accommodations should present the appropriate paperwork from the Learning Needs and Evaluation Center (LNEC). It is the student’s responsibility to present this paperwork in a timely fashion and follow up with the instructor about the accommodations being offered. Accommodations for test-taking (e.g., extended time) should be arranged at least one week before an exam. The LNEC is located in the Department of Student Health and can be contacted at 243-5180/5181. For more information, please see <http://www.virginia.edu/studenthealth/lneec.htm>.

Class Attendance and Excused Absences

Regular attendance in all classes is expected. Absences traditionally excused are those that occur because of death in a student's family, important religious holidays, or authorized University activities. Students who anticipate absence for cause should obtain permission from the instructor in advance of the absence. Unforeseen absences resulting from sickness, or from other circumstances considered to be emergencies, may be excused by the instructor and arrangements may be made with the instructor to complete the assignments missed.

Students in Distress

Services for students in various forms of distress are offered by Counseling and Psychological Services (<http://www.virginia.edu/studenthealth/caps.html>) in the Elson Student Health Center. During evenings and weekends, emergency crisis assistance (434-972-7004) is available. In addition, if you are concerned about another student, call 434-243-5150 during business hours, and request the consulting clinician.

Classroom Civility Statement

Students are asked to refrain from conducting private conversations (both in-person and electronically) in class, and are requested to use appropriate language and behavior that are not demeaning or disruptive to either the instructor or the other members of the class. Failure to consistently abide by these attendance policies will have an adverse impact on one’s final grade.