The University of Akron	SOCIAL/PHILOSOPHICAL FOUNDATIONS
College of Education	OF EDUCATION
Department of Educational Foundations	5100:705
and Leadership	3 Credit Hours

I.   COURSE DESCRIPTION

This course involves an inquiry into selected ideological, social, economic, and philosophical factors affecting educational development in the United States and other countries.

II.   RATIONALE

The Faculty of the University of Akron has established this course as an integral part of the formal education of professional educators pursuing advanced degrees in education. For Spring 2002, this course invites professional educators to engage in a collective inquiry into the interconnections between democracy and education. In a democratic society, education is an important institution that prepares a citizenry who can govern and be governed in accordance with the principle of human equality and social justice. It is prudent to say that a democratic educational system is the cornerstone of democracy. Based on an interdisciplinary inquiry, this course aims at helping students develop an in-depth and systematic understanding of why and how professional educators ought to be committed to the pursuit of educational equality through their engagement in varied educational research projects.

This course will examine varied perspectives concerning the underlying assumptions about democracy, social order, race/ethnicity, class, abilities/disabilities, and gender relations. An understanding of these perspectives is essential to any study of the major educational movements. This seminar course is also designed to assist doctoral students in undertaking critical inquiries into the conceptual issues that pertain to their dissertation projects. Seminar participants will be able to collaborate with one another in selecting and determining the major themes and corresponding readings for group discussion.

III.   COURSE GOALS/OBJECTIVES

Knowledge

The student will be able to:

1. identify and interpret the ideological, social, cultural, economic, and philosophical factors which have influenced historical and current educational policies and practices.
2. articulate, define, and defend her/his own perspectives concerning the aims of public school education, counseling, administrative devices, pedagogical practices, and research methodology.

3. engage in a critical appraisal of the underlying arguments of major educational policies.

Skill

The student will be able to:

1. analyze and clarify divergent perspectives regarding human growth, social equality, and social justice.
2. undertake a systematic analysis of the educational implications of nationalism, democracy, race/ethnicity, gender, abilities/disabilities, and socioeconomic class.

Value

The student will be able to

1. develop a moral vision with respect to the role of professional educators in facilitating students' growth and in pursuing human equality and social justice.

IV.   COURSE OUTLINE

1/15   Introduction: Social/Philosophical Foundations of Education

1/22   Educational Researchers
Required Reading:
L. J. Young, "Border Crossing and Other Journeys: Re-envisioning the Doctoral Preparation of Educational Researchers"
A. M. Pallas, "Preparing Education Doctoral Students for Epistemological Diversity"
M. H. Metz, "Intellectual Border Crossing in Graduate Education"

1/29   Multicultural Education
Required Reading:
C. Bennett, "Genres of Research in Multicultural Education"

2/5   Literacy
Required Reading:
S. I. Meacham & E. Buendia, "Modernism, Postmodernism, and Post-Structuralism and their Impact on Literacy"

2/12   Critical Pedagogy
Required Reading:
R. Glass, "On Parade Freire's Philosophy of Praxis"

2/19 President's Day: No class.
     <u>Required Rending</u>:
     T. Luke, "Going to Cyberschool"

2/26 Gender and Leadership (Discussion Leader: Deborah Houchins)
     <u>Required Reading</u>:
     M. Tallerico & J. Burstyn, "Retaining Women in the Superintendency: The
      Location Matters"

3/5 Critical Thinking (Discussion Leader: Grace Chiuye)
     <u>Required Reading</u>
     V. C. Polit & A. H. Adams, "Critical Thinking and Values Clarification
      Through Socratic Seminars"

3/12 Classroom Assessment (Discussion Leader: Patti Eney)
     <u>Required Reading</u>
     M. Steadman, "Using Classroom Assessment to Change Both Teaching and
      Learning"

3/19 Ethics in Educational Leadership and Bioethics (Discussion Leaders: Eleanor
      Campbell & Tereza Katanic)
     <u>Required Reading</u>
     Judith Gaines, "A Test of Character with Paul Christopher Became Headmaster
      of the Berkshire School"
     C. M. Messikomer, R. C. Fox and J. P. Swazey, "The Presence and Influence of
      Religion in American Bioethics"

3/26 Spring Break

4/2 Virtual Seminar

4/9 Multiculturalism in Counseling (Discussion Leaders: Jami Bromky, Faith Wesolik,
      and MaryLynn Rockwood)
     <u>Required Reading</u>
     D. M. Bryand, R. M. Clifford, and F. S. Peisner, "Best Practices for Beginners:
      Developmental Appropriateness in Kindergarten"
     M. Fox, "Radical Surgery in the Writing Curriculum"

4/16 Disabilities Studies (Discussion Leader: Mindy Lautzenheiser)
     <u>Required Reading</u>
     S. R. Vaidya, "Metacognitive Learning Strategies for Students with Learning
      Disabilities"
     H. M. Preescott, "Helping Students Say Flow They Know What They Know"

4/23   Censorship and Intellectual Freedom
              <u>Required Reading</u>
              NCTE Position Statement: "The Student's Right to Read"
                <u>http://www.ncte.org/censorship/right2read.shtml</u> "The Right To Read:
                Censorship in the School Library"
              ERIC Digest http://www. indiana.edu/~eric rec/ieo/digests/d53html)
              "Defining and Defending Instructional Methods"
                http://www.ncte.org/censorship/defend.shtml

4/30   Politics of Education
              <u>Required Reading</u>
              M. Minami, "Crossing Borders: The Politics of Schooling Asian Students"

5/7   Educational Technology

V.   REQUIRED/OPTIONAL TEXTS

1. A required packet of articles is available on electronic reserve.

2. You are encouraged to select and review one of the books listed in "X: Bibliography."

VI.   INSTRUCTIONAL STRATEGIES/ACTIVITIES/TECHNOLOGY

In response to students' diverse learning styles and cultural differences, this course will be taught through varied methods and activities (i.e., lecture, discussion, videotapes, and small group work). Students and the instructor will collaborate with each other in exploring, determining, and implementing appropriate teaching methods and learning activities to facilitate learn and teaching.

1. You are required to attend and participate in all class sessions. Attendance is necessary for you to contribute your insights to our in-class discussion. If you must miss more than four sessions, please consider withdrawing from the class. The evaluation of your participation will be based on the instructor's observation and your written responses to study questions. Also, you are welcome to submit your journal writing that reflectively examines the objectives, attainments, and problems of the in-class learning activities.

2. You are required to lead an in-class discussion on one specific topic of your choice. You will be responsible for collaborating with the instructor in selecting the readings, designing your presentation, and facilitating the learning process in the class.

3. You are required to complete a <u>term paper</u> (15+ pages, typed, and double-spaced). The paper should focus on clarifying, explicating, and justifying the theoretical or conceptual framework of one of your research projects, preferably your dissertation project.

VII. EVALUATION/STUDENT ASSESSMENT

1. Attendance and Participation   40%
2. Leading In-Class Discussion   20%
3. Term Papers   40%

VIII. STUDENT ETHICS AND OTHER POLICY INFORMATION

For further information about The University of Akron's policies regarding student ethics and conduct, please consult the following sources: http://www3.uakron.edu/gradsch/gradbull.html, then select "General Information" (academic honesty); or www.uakron.edu/studdev/conduct.html (Student Code of Conduct). Any student who feels she/he may need an accommodation based on the impact of a disability please consult www.uakron.edu/access and the Office of Accessibility at (330) 972-7928.

The instructor is committed to complying with both the ADA and The University of Akron Office of Accessibility Recommendations for students with disabilities. If you need course adaptations or accommodations because of a disability, or if you have certain medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me within the first two weeks of class.

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* <u>The Journal of Men's studies</u>.	

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