

Education 110: Introduction to Educational Studies

Spring 2023

M, W: 950-11AM; F: 940-1040AM

Jeff Snyder

jsnyder@carleton.edu

Office Hours: Mondays, noon-1PM; Tuesdays, 10AM-noon; and by appointment. Sign up for regularly scheduled office hours via my Google calendar link at the top of our course Moodle site.

Course Description

Education is a dynamic, multidisciplinary field that encompasses a variety of perspectives, from philosophy and history to ethnography and psychology. How do authors working in different areas study, understand and write about the practice of teaching, life inside schools and the larger purposes of education? What kinds of questions do they pose? What methods do they use to search for answers?

This course examines education on both micro and macro-levels of analysis, ranging from detailed, narrative portraits of individual students to broad social science investigations of schools as large, complex systems. We will explore the following topics, among others: the historical development of the teaching profession, academic tracking and campus politics.

Course Readings

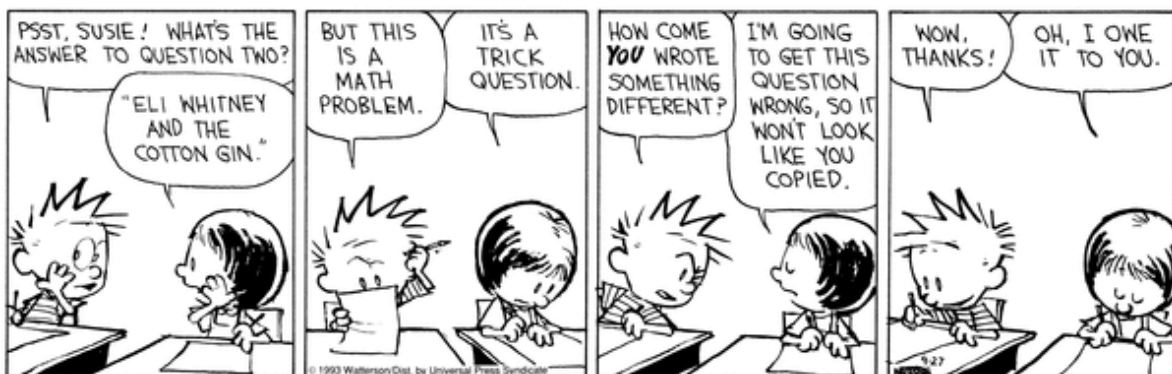
Goldstein, Dana. *The Teacher Wars: A History of America's Most Embattled Profession*. New York: Doubleday, 2015.

Lukianoff, Greg and Jonathan Haidt, *The Coddling of the American Mind: How Good Intentions and Bad Ideas Are Setting Up a Generation for Failure*. New York: Penguin, 2018.

MacLeod, Jay. *Ain't No Makin' It: Aspirations and Attainment in a Low-Income Neighborhood*. Boulder: Westview Press, 2008. Available as an e-book via Catalyst.

Willingham, Daniel T. *Why Don't Students Like School? A Cognitive Scientist Answers Questions about How the Mind Works and What It Means for the Classroom*. 2nd edition. San Francisco: Jossey-Bass, 2021.

* All additional readings will be available in a course reader/on Moodle *



Course Requirements

Assignment

Participation (15%)

Educational Autobiography Essay (20%)

Response Papers (3) (25%)

Critical Essay (20%)

Take Home Final Exam (20%)

Due Date

Every class

Wednesday, April 12 by 1159PM

Following dates by 930AM: Monday, April 24;
Friday, May 5; Monday, May 29

Monday, May 22 by 1159PM

Monday, June 5 by 5PM

Education 110 is a Writing-Rich course and you will have the opportunity to focus on your fundamental writing skills, with an emphasis on drafting and revision. All of you will have the opportunity to revise ONE of the two essays, if you so choose. Please note that the Writing Center has peer writing consultants who can work with you during any stage of the writing process, from brainstorming to final proofreading.

Course Outline (subject to minor revisions)

INTRODUCTIONS

M, March 27

- course syllabus
- complete online intro form

W, March 29

- Mary Antin bio
and selections from *Promised Land*
- Frederick Douglass bio
and selections from *Narrative*
- Benjamin Franklin bio
and selections from *Autobiography*



PHILOSOPHY

F, March 31

- *All Minus One*, excerpts from John Stuart Mill,
On Liberty
- Listen to Chimamanda Ngozi Adichie, “Freedom of Speech”



M, April 3

- Plato, selections from *The Republic*



W, April 5

- Jean-Jacques Rousseau, selections from *Émile*



F, April 7

- John Dewey, selections from *The School and Society*



M, April 10

- Paulo Freire, *Pedagogy of the Oppressed*, Chs.1 & 2

HISTORY

W, April 12

- David Labaree, “Public Goods, Private Goods”

Educational Autobiography Essay Due by 1159PM

F, April 14

- *Teacher Wars*, Introduction and Chs.1-3
- Catharine Beecher, “An Essay on the Education of Female Teachers for the United States”

M, April 17

- *Teacher Wars*, Chs.4-5
- Margaret Haley, “Why Teachers Should Organize”

W, April 19

- *Teacher Wars*, Chs.6-8

F, April 21: NO CLASS

M, April 24

- *Teacher Wars*, Chs.9-10 and Epilogue



Response Paper due by 930AM: One of your best friends texts you the following query: “would like to pursue teaching in a public school after graduation—please advise.” What does your friend need to know about the teaching profession in order to make an informed decision?

PSYCHOLOGY

W, April 26

- *Why Don't Students Like School?* Introduction and Chs.1-2

F, April 28

- *Why Don't Students Like School?* Chs.3-4

M, May 1: No Class (Midterm Break)

W, May 3

- *Why Don't Students Like School?* Chs.5-7

F, May 5

- *Why Don't Students Like School?* Chs.8-10 and Conclusion

Response Paper due by 930AM: Does Willingham convince you that applying his nine principles of psychology/cognitive science into classrooms would significantly improve student learning outcomes?

ETHNOGRAPHY & SOCIOLOGY

M, May 8

- *Ain't No Makin' It*, Chs.1-5

W, May 10

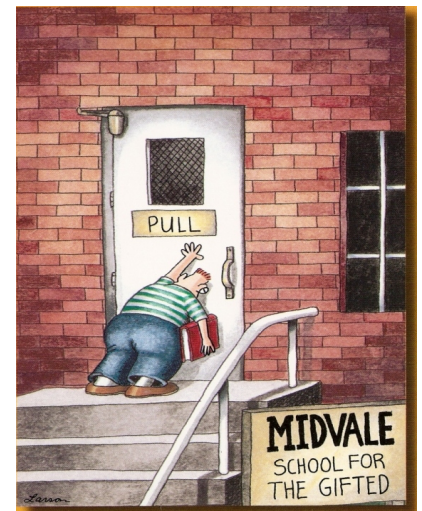
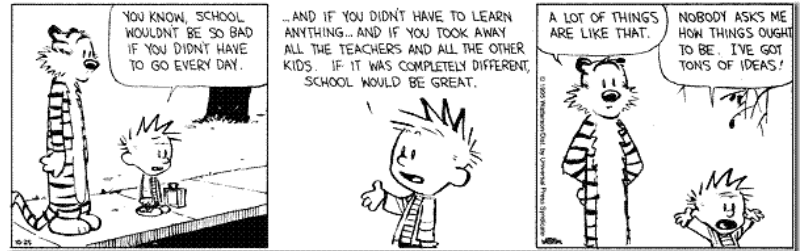
- *Ain't No Makin' It*, Ch.6
- Mike Rose, "I Just Wanna Be Average"

TH, May 11

José Vilson, "Teaching as Sites/Sights for Democracy and Shared Humanity" (Caswell Lecture), Sayles Hill 251, 430-530PM

F, May 12

- Readings TBD
- Vilson class visit



M, May 15

- *Ain't No Makin' It*, Ch.7

W, May 17

- *Ain't No Makin' It*, Ch.8; Part Two

F, May 19

- Amanda Lewis and John Diamond, *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools*, Introduction and Ch.4
- Jeannie Oakes, "The Distribution of Knowledge"

M, May 22

- *Despite the Best Intentions*, Ch.5
- Michael Petrilli, "College Isn't for Everyone"
- Jeffrey Aaron Snyder, "We Don't Need No Education?"

Critical Essay Due by 1159PM

THE JEREMIAD

W, May 24

- *Coddling of the American Mind*, Introduction and Chs.1-4

F, May 26

- *Coddling of the American Mind*, Chs.5-9

M, May 29

- *Coddling of the American Mind*, Chs.10-13 and Conclusion
- Additional Reading TBD

W, May 31

- Readings TBD
- Final Exam Distributed

Optional Essay Revision due by 1159PM

Monday, June 5: Final Exam due by 5PM



"We want you to have fun, as long as it's fun that enhances a college-admission application."

Course Assignments and Grading

Participation, 10%

“Be Prepared.” The Scout motto sums up the crux of participation. Because this course places a premium on classroom and small-group discussions, students are expected to come to every class on time with the assigned readings completed, ready to participate meaningfully in all class activities. Speaking up, while important, is not the only hallmark of participation. Active listening and engaging with others’ ideas respectfully are also key components of participation. *Air-time* is less important than the relevance and sincerity of your contributions. Please power down your electronic devices—laptops, cell phones, etc.—before the start of class.

Educational Autobiography Essay (1000 words), 20% Wednesday, April 12 by 1159PM

The goal of this essay is to examine your own educational career from a philosophical perspective. Choose a specific incident or experience from your K-12 schooling. Next, choose ONE of the philosophers we have studied (Dewey, Freire, Mill, Plato or Rousseau). How does *your* philosopher help you understand the significance of the incident/experience?

Response Papers (3), 20%

Following dates by 930AM: Monday, April 24; Friday, May 5; Monday, May 29

Write a brief response (750-1000 words) to the prompt that appears on the syllabus. Response papers should advance a specific argument and should cite relevant evidence from our course materials. When you are citing evidence, including when you are paraphrasing rather than quoting an author, please refer to specific page numbers from the text in parentheses.

Critical Essay (1,000 words), 20% Monday, May 22 by 1159PM

The goal of this essay is to present a critical analysis of one of the course texts we have read before the due date. (For inspiration, please see the Guidelines for Critical Reading below.) Choose a text that you think has one or more significant shortcomings. Your essay should explain how and why the author’s analysis falls short.

*** Essay Revision Option ***

You have the option to revise ONE of your two essays. If you choose to do so, you will need to hand in the revised paper along with a 1-paragraph description of how you addressed my comments. Revisions are due on the last day of class by 1159PM. The final grade for the paper will be the average of the original and revised essay grades.

Final Take-Home Exam, 20% Monday, June 5 by 5PM

The final exam will consist of several short essay questions. Exams will be distributed on the last day of class.

The Fine Print

Attendance:

Given the importance that all Educational Studies classes place on learning with peers through classroom discussions, students are expected to come to every class session. After two unexcused absences from class, each subsequent absence will result in the lowering of your course grade by a third (e.g. from an A to an A-).

Guidelines for Written Assignments:

1. All written assignments should be double-spaced and written in 12-point *Times* font
2. Include a word-count at the top of each assignment
3. Submit all of your assignments using the Google Assignment dropboxes on Moodle
4. No late assignments will be accepted without prior approval from the instructor

Guidelines for Critical Reading:

The following four questions encourage critical reading:

1. What are the author's main claims? This is the analysis issue—what is the author's angle?
2. Who says? This is the validity issue—what is the author's evidence?
3. What's new? This is the value-added issue—what does the author contribute that we don't already know?
4. Who cares? This is the significance issue—is the text worth reading?

Academic Honesty:

Sharing ideas with friends is central to the academic enterprise at Carleton. So too is availing yourself of the ever-expanding universe of print and digital resources available through the Libe. In your written work, of course, it is imperative that the words you present as your own are in fact original to you. When you borrow somebody else's ideas or words, make sure to cite the original author. For more on academic honesty at Carleton, including a helpful overview of citations, see: <http://apps.carleton.edu/campus/doc/honesty/>

Accommodations for Students with Disabilities:

Carleton College is committed to providing equitable access to learning opportunities for all students. The Office of Accessibility Resources (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility or speech impairments), please contact OAR@carleton.edu or call Sam Thayer ('10), Director of the Office of Accessibility Resources (x4464), to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Minnesota Standards of Effective Practice for Teachers:

This course addresses the following Minnesota Standards of Effective Practice for Teachers:

Standard 3: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

Standard 5: A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 6: A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 9: A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

Standard 10: A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.

Assignment	Standards of Effective Practice
Participation	6EFH
Educational Autobiography	3E, 5B, 10AB
Critical Essay	3E, 5B, 9A
Final Exam	3DEFH, 9A, 10AB

See <https://www.carleton.edu/educational-studies/teaching-licensure/>

Images Credits:

Calvin and Hobbes strip: Bill Watterson; Illustrations of Frederick Douglass, Benjamin Franklin, Plato, John Stuart Mill, Jean-Jacques Rousseau and John Dewey: David Levine, *New York Review of Books*; “Blackboard”: Winslow Homer, 1877; Calvin and Hobbes strip: Watterson; “Midvale School”: Gary Larson; “We Want You to Have Fun”: Barbara Smaller, *New Yorker*, 2/16/2004.