

EDP 610: Core Seminar I, Issues and Problems in Education Inquiry
University of Rhode Island/ Rhode Island College
Joint Ph.D. in Education Program

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Catalog Description (EDP 610-611)

Issues and problems related to philosophical and historical aspects of educational thought and the role of the school in society are examined. Empirical analysis of classroom settings is emphasized.

Extended Description (EDP 610)

The first semester of Core I is focused on the philosophical and historical foundations of education, with particular attention to the role of schools in maintaining, advancing, and/or obstructing the democratic way of life. The course begins with a brief but critical examination of current mainstream reform efforts, then moves back in time to consider some of the key ways in which educators have conceived the function of schooling, as well as the practical implications and consequences of those conceptions. Traditional, progressive, developmental, interactionist, critical, and feminist frameworks are considered.

Course Prerequisite

Admission to the Ph.D. in Education program

Relationship to Professional Program and Conceptual Framework

The first of three required Core courses in the Ph.D. in Education program, Core I provides a foundation in ways of thinking about and researching education, classrooms, and the role of schools in society. As the initial course in a “scholar-practitioner” doctoral program, this course is structured to provide knowledge and inquiry into how educators in all capacities engage in planning, action, and reflection as teachers and researchers seeking to influence teacher thinking, pedagogy, and curriculum. Multicultural impacts, global perspectives, and technological advances in education are addressed throughout the course within themes of equity, excellence, diversity, and reform.

This course addresses URI School of Education Graduate Program Themes 1 and 4

Course Objectives

- Develop a foundation in educational thought and inquiry, and consider purposes for, approaches to, and analysis of philosophical and historical research in education;
- Work extensively on improving academic reading, writing, thinking, and speaking skills;
- Read, write, reflect on, and discuss the following themes:
 - the extent to which schools support social reproduction versus individual and social transformation;
 - the balance of tensions, such as equity and excellence, student and curriculum, critical thinking and cultural transmission, freedom and authority, diversity and unity, and individualization and standardization;
 - how educational inquiry can help us clarify the purposes of schooling, the extent to which schools accomplish their mission, and the direction and means of reform;
 - the potential for facilitating lasting, significant, and positive change in schools.

Course Readings

- Adler, M. (1998). *The paideia proposal: An educational manifesto*. New York: Touchstone.
- Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York: New Press.
- Dewey, J. (1997). *Experience & education*. New York: Collier Books.
- Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum.
- Gardner, H. (2006). *Multiple intelligences: New horizons in theory and practice*. New York: Basic Books
- Gould, S. J. (1996). *The mismeasure of man (Revised and Expanded)*. New York: Norton.
- Kozol, J. (1991). *Savage inequalities: Children in America's schools*. New York: Harper Perennial.
- Piaget, J. & Inhelder, B. (2000). *The psychology of the child*. Basic Books.

** Additional readings to be distributed *

Professional Organization Membership

Students are encouraged to become members of professional organizations such as the American Educational Research Association (website: www.area.net)

Course Requirements:

You are expected to attend class, arrive on time, and actively participate in class discussions by sharing your questions and responses to readings, including how the ideas presented in the readings and discussion relate to your own knowledge, experience, and area of interest. Assigned readings must be completed prior to each class session. Short in-class activities may be assigned as appropriate

Writing Skill and Guidelines:

As members of the community of educational scholars, students in the joint PhD program are expected to demonstrate excellent written communication skills in all exams and papers. Common conventions of academic writing will be addressed in this course, and all written work must use proper formatting and citation procedures, as outlined in the American Psychological Association's (APA) *Publication Manual*. We will discuss these skills at further length during the semester.

Special Considerations:

If you have a documented disability that may require individual accommodations, please make an appointment to discuss this prior to the second class meeting. We will discuss how to meet your individual needs to ensure your full participation and fair assessment procedures.

Assignments

Three papers are assigned during the semester; each may be revised once, if you like. Papers should follow current APA format, be formatted to double-spaced, 12-point font, with at least 1" margins. Papers are submitted and returned electronically.

1. Paper #1 (2 – 3 pages): Answer the question „what is education?"
2. Paper #2 (1000 – 1500 words): Using the readings from the first five classes, develop an original response to current efforts to reform U.S. education.
3. Paper #3 (1500 – 2000 words): Using the readings from this class, and at least one other reading from your area of interest, revisit the first paper you wrote (*What is Education?*). Clearly specify your conceptual framework, and write a detailed philosophy of education that is supported by what you have read for this class.

Grading

Participation	20%
Paper #1	20%
Paper #2	30%
Paper #3	30%

Course Outline:

Meeting	Topic:	Assignment:
1	Course introduction	
2	Today's educational landscape – Standards and accountability	<p>Reading:</p> <ul style="list-style-type: none"> • <i>A Nation at Risk:</i> (http://www.ed.gov/pubs/NatAtRisk/index.html) • <i>Goals 2000:</i> (http://www.ed.gov/legislation/GOALS2000/TheAct/sec102.html) • ESEA: No Child Left Behind: <i>NCLB Summary; NCLB New Flexibility</i> • Darling-Hammond: <i>From “Separate but Equal” to “No Child Left Behind” ...</i> <p>Paper #1 due: “What is Education?”</p>
3	Roots of Progressivism	<p>Reading:</p> <ul style="list-style-type: none"> • Rousseau: <i>Emile</i> (Ch. 3) • Dewey: <i>Democracy & Education</i> (excerpts)
4	Student-centered pedagogy	<p>Reading:</p> <ul style="list-style-type: none"> • Montessori: <i>The Secret of Childhood</i> (Ch. 18, 19, & 20) • Neill: <i>Summerhill</i> (Ch. 1: pp. 3 – 34; 45 – 55; 75 – 88)
5	Contemporary Responses to Progressivism	<p>Reading:</p> <ul style="list-style-type: none"> • Hirsch: <i>Cultural Literacy</i> (excerpts) • Kohn: <i>What to Look for in a Classroom</i> (Ch. 18) • Delpit: Other's People Children (Introductions, Part 1, “Teachers’ Voices [p. 105], Part 3) <p>Paper #1 Rewrite due</p>
6	An Attempt to Integrate Liberal Arts Education	<p>Reading:</p> <ul style="list-style-type: none"> • Adler: <i>The Paideia Proposal</i> (complete book) <p>Paper #2 due</p>
7	Cognitive Developmental Theory	<p>Reading:</p> <ul style="list-style-type: none"> • Piaget and Inhelder: <i>The Psychology of the Child</i> (Ch. 1-4)

		<ul style="list-style-type: none"> • Donaldson: <i>Children's Minds</i> (Ch. 2-4)
8	Curriculum	<p>Reading:</p> <ul style="list-style-type: none"> • Tyler: <i>Basic Principles of Curriculum and Instruction</i> (Ch. 2-3) • Apple: <i>Official Knowledge</i> (Ch. 1, 3-4) • Doll: <i>A Post-modern Perspective on Curriculum</i> (Part 3) <p>For informational purposes:</p> <ul style="list-style-type: none"> • Aylesworth: <i>Postmodernism</i> (http://plato.stanford.edu/entries/postmodernism/) • Dawkins: <i>Post-modernism Disrobed</i> (http://physics.nyu.edu/faculty/sokal/dawkins.html)
9	Critical Pedagogy	<p>Reading:</p> <ul style="list-style-type: none"> • Freire: <i>Pedagogy of the Oppressed</i> • Shor: <i>Empowering Education</i> (Ch. 1-2) • Anyon: <i>Social Class and the Hidden Curriculum of Work</i> <p>Paper #2 Rewrite due</p>
10	Intelligence	<p>Reading:</p> <ul style="list-style-type: none"> • Gould: <i>The Mismeasure of Man</i> (pp. 176-390) • Gardner: <i>Multiple Intelligences</i> • Herrnstein & Murray: <i>The Bell Curve</i> (Introduction) <p>Paper #3 due</p>
11	Segregation and Equity	<p>Reading:</p> <p>Kozol: <i>Savage Inequalities</i></p>
12	Feminism and Moral Education	<p>Reading:</p> <ul style="list-style-type: none"> • Martin: <i>Reclaiming a Conversation</i> (Ch. 1-3) • Noddings: <i>The Challenge to Care in School</i> (Ch. 1-4) <p>Paper #3 Rewrite due</p>
13	Current Topics (or, what exactly do your professors do?)	<p>Reading:</p> <ul style="list-style-type: none"> • TBA

Suggested Reading

- American Psychological Association, (1994). *Publication manual of the American Psychological Association*, 5th ed. Washington, DC: American Psychological Association.
- Apple, M. (1996). *Cultural politics and education*. New York: Teachers College Press.
- Apple, M. (1990). *Ideology and curriculum*, 2nd ed. London: Routledge.
- Applebee, A. (1996). *Curriculum as conversation: Transforming traditions of teaching and learning*. Chicago: University of Chicago Press.
- Aristotle. *Nicomachean ethics*. (1962). Trans. Martin Ostwald. Indianapolis: Bobbs-Merrill.
- Armstrong, M. (1980). *Closely observed children: The diary of a primary classroom*. London: Writer and Readers.
- Aronowitz, S. & Giroux, H. A. (1988). Schooling, culture, and literacy in the age of broken dreams: A review of Bloom and Hirsch. *Harvard Educational Review*, 58, 172-194.
- Barnes, Douglas. (1975). *From communication to curriculum*. New York: Penguin.
- Belenky, M., Clinchy, B., Goldberger, N., & Tarule, J. (1986). *Women's ways of knowing: The development of self, voice, and mind*. New York: Basic Books.
- Bennett, W. (1988). *Our children and our country: Improving America's schools and affirming the common culture*. New York: Simon & Schuster.
- Berliner, D. C., and B. J. Biddle. (1995). *The Manufactured Crisis: Myths, Fraud, and the Attack on America's Public Schools*. Cambridge, MA: Perseus Books.
- Bloom, A. (1987). *The closing of the American mind*. New York: Simon & Schuster.
- Bowers, C.A. (1993). *Education, cultural myths, and the ecological crisis: Toward deep changes*. Albany: SUNY Press.
- Brookfield, S., ed. (1988). *Training educators of adults*. London: Routledge.
- Brophy, J. & Good, T. (1970). "Teachers' communication of differential expectations for children's classroom performance," *Journal of Educational Psychology*, 61, 5, pp. 365-374.
- Bruner, J. (1960). *The process of education*. New York: Random House.
- Bruner, J. (1978). *Towards a theory of instruction*. Cambridge, MA: Harvard University Press.
- Bruner, J. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University Press.
- Bruner, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.
- Bruner, J. (1996). *The culture of education*. Cambridge, MA: Harvard University Press.
- Cazden, C. (2001). *Classroom discourse: The language of teaching and learning*, 2nd ed. Portsmouth, NH: Heinemann.
- Cochran-Smith, M. & Lytle, S. (1993). *Inside outside: Teacher research and knowledge*. New York: Teachers College.
- Cochran-Smith, M. (1991). Learning to teach against the grain. *Harvard Educational Review*, 61, 279-310.
- Coles, R. (1994). *The call of service*. Boston: Houghton Mifflin.
- Cremin, Lawrence A. (1964). *The transformation of the school: Progressivism in American education, 1876-1957*. New York: Vintage Books.
- Cuban, L. (1993). *How teachers taught: Constancy and change in American classrooms 1880-1990*. NY: Teachers College Press.
- Dewey, J. (1909), *Child and the curriculum and School and society*.
- Dewey, J. (1916). *Democracy and education*, New York: Free Press.
- Dewey, J. (1938). *Experience and education*. Cambridge, MA: Harvard University Press.
- Dewey, J. (1966). *How we think*. Lexington, MA: D.C. Heath.
- Doll, W. (1993). *A Post-Modern Perspective on Curriculum*. New York: Teachers College Press.
- Donaldson, M. (1978). *Children's minds*. New York: W.W. Norton.
- Egan, K. (1986). *Teaching as storytelling: An alternative approach to teaching and curriculum in the elementary school*. Chicago: University of Chicago .

- Egan, K. (1997). *The educated mind: How cognitive tools shape our understanding*. Chicago: University of Chicago Press.
- Eisner, E. (1994). *Cognition and curriculum reconsidered*, 2nd ed. New York: Teachers College .
- Fosnot, C. (1996). *Constructivism: Theory, perspectives and practice*. New York: Teachers College .
- Freire, P. (1993). *Pedagogy of the oppressed*, 20th anniversary ed. New York: Continuum.
- Giboney, Richard A., and Clark D. Webb. (1998). *What every great teacher knows: Practical principles for effective teaching*. Brandon, VT: Holistic Education Press.
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- Gilyard, K. (1991). *Voices of the self: A study of language competency*. Detroit: Wayne State University.
- Ginsburg, M. (1995). *The politics of educator's work and lives*. New York: Garland.
- Glass, R. D. (2001). On Paulo Freire's philosophy of praxis and the foundations of liberation education. *Educational Researcher*, 30(3), 15-25.
- Glassman, M. (2001). Dewey and Vygotsky: Society, experience and inquiry in educational practice. *Educational Researcher*, 30(4), 3-14.
- Goodman, J. (1995). Change without difference. *Harvard Educational Review*, 65, 1-29.
- Gould, S. J. (1981). *The mismeasure of man*. New York: Norton.
- Greene, M. (1986). In search of a critical pedagogy. *Harvard Educational Review*, 56, 427-441.
- Greene, M. (1988). *The dialectic of freedom*. New York: Teachers College Press.
- Greene, M. (1995). *Releasing the imagination: Essays on education, the arts, and social change*. San Francisco: Jossey-Bass.
- Hawkins, D. (2002). *The informed vision: Essays on learning and human nature*. New York: Shocken.
- Heath, S. (1983). *Ways with words: Language, life and work in communities and classrooms*. New York: Cambridge University Press.
- Henry, J. (1968). "Docility, or giving the teacher what she wants." In Bell, R. & Stub, H. *The sociology of education: A sourcebook*. Homewood, IL: Dorsey Press.
- Hirsch, E.D., Jr. (1987). *Cultural literacy: What every American needs to know*. Boston: Houghton Mifflin.
- Hirsch, E.D., Jr. (1996). *The schools we need: And why we don't have them*. New York: Doubleday.
- Hitchcock, G. & Hughes, D. (1989). *Research and the teacher: A qualitative introduction to school-based research*. London: Routledge.
- hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.
- Jackson, P. (1968). *Life in classrooms*. New York: Holt, Rinehart & Winston. Ch. 1 (pp. 1-38) & Ch. 5 (pp. 157-177)
- James, W. (1958). *Talks to teachers on psychology*. New York: Norton.
- Jarvis, P. (1991). *Twentieth century thinkers in adult education*. London: Routledge.
- John –Steiner, V., Panofsky, C., & Smith, L. (1994). *Sociocultural approaches to language and literacy*. New York: Cambridge, University .
- Kanter, R. (1972). "The organization child: Experience management in a nursery school," *Sociology of Education*, 45, pp. 186-212.
- Kliebard, Herbert. (2004). *The struggle for the American curriculum*, 3rd ed. 1893-1958. New York: RoutledgeFalmer.
- Knowles, M., Holton, E., & Swanson, R. (2005). *The adult learner: The definitive classic in adult education and human resource development*, 6th Ed. Burlington, MA: Elsevier.
- Kohlberg, L. (1981). *The philosophy of moral development*. San Francisco: Harper and Row.
- Kohli, W. (ed.). (1995). *Critical conversations in the philosophy of education*. New York: Routledge.
- Kohn, A. (1999). *The schools our children deserve: Moving beyond traditional classrooms and "tougher standards."* Boston: Houghton Mifflin.
- Kozol, J. (1991). *Savage inequalities: Children in America's schools*. New York: Harper.
- Krishnamurti, J.(1981). *Education and the significance of life*. San Francisco: Harper Collins.

- Ladson-Billings, G. & Tate, W., Eds. (2006). *Education research in the public interest: Social justice, action, and policy*. New York: Teachers College Press.
- Lagemann, E. C. (2000). *An elusive science: The troubling history of education research*. Chicago: University of Chicago Press.
- Lazerson, M. (1987). *American education in the twentieth century: A documentary history*. New York: Teachers College Press.
- Levine, E. (2002). *One kid at a time: Big lessons from a small school*. New York: Teachers College Press.
- Long, H. (1991). *Early innovators in adult education*. London: Routledge.
- Mann, H. (1840,1989). *On the art of teaching*. Boston: Applewood Books. (handout)
- Martin, J. R. (1985). *Reclaiming a conversation: The ideal of the educated woman*. New Haven: Yale University Press.
- Martin, J. R.. (1992). *The schoolhome: Rethinking schools for changing families*. Cambridge, MA: Harvard University Press.
- Mayhew, K. C., & Edwards, A.C. (1966). *The Dewey school*. New York: Atherton.
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- McLaren, P. (1995). *Critical pedagogy and predatory culture: Oppositional politics in a postmodern era*. New York: Routledge.
- McMillan, J. & Schumacher, S. (1997). *Research in education: A conceptual introduction*, 4th ed. New York: Longman.
- Mehan, H. (1979). *Learning lessons: Social organization in the classroom*. Cambridge, MA; Harvard University.
- Meier, D. (1995). *The power of their ideas: Lessons for America from a small school in Harlem*. Boston: Beacon.
- Meier, D. (2002). *In schools we trust: Creating communities of learning in an era of testing and standardization*. Boston: Beacon.
- Meier, D. & Wood, G. (Eds.) (2004). *Many children left behind*. Boston: Beacon Press.
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- Miller, R. (1997). *What are schools for? Holistic education in American culture*, 3rd edition. Brandon, VT: Holistic Education Press.
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- Montessori, M. (1970). *The child in the family* (N.R. Cirillo, Trans.). New York: Avon Books.
- National Commission on Excellence in Education. (1983). *A nation at risk: The imperatives for educational reform*. Washington, DC: U.S. Department of Education.
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- Noddings, N. (1984). *Caring: A feminine approach to ethics and moral education*. Berkeley: University of California Press.
- Noddings, N. (1992). *The challenge to care in schools: An alternative approach to education*. New York: Teachers College Press.
- Noddings, N. (1993). *Educating for intelligent belief and unbelief*. New York: Teachers College Press.
- Noddings, N. (1995). *Philosophy of education*. Boulder, CO: Westview Press.
- Orr, D. W. (1994). *Earth in mind: On education, environment, and the human prospect*. Washington, DC: Island Press.
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- Paul, R. (1992). *Critical thinking: What every person needs to know to survive in a rapidly changing world*, 2nd ed. Santa Rosa, CA: Foundation for Critical Thinking.

- Perkins, D. (1981). *The mind's best work*. Cambridge: Harvard University.
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- Polanyi, M. (1958). *Personal knowledge: Towards a post-critical philosophy*. Chicago: University of Chicago .
- Power, F., Higgins, A., and Kohlberg, L. (1989). *Lawrence Kohlberg's approach to moral education*. New York: Columbia University Press.
- Purpel, D. E. (1989). *The moral and spiritual crisis in education: A curriculum for justice and compassion in education*. New York: Bergin and Garvey.
- Ravitch, D. (1983). *The troubled crusade: American education 1945-1980*. New York: Basic Books.
- Rist, R. (1970). "Student social class & teacher expectations: The self-fulfilling prophecy in ghetto education," *Harvard Educational Review*, 40, 3, pp. 411-451.
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- Tucker, M. S. & Coddling, J. B. (1998). *Standards for our nation's schools: How to set them, measure them, and reach them*. San Francisco: Jossey-Bass.
- Tyack, D. & Hansot, E. (1990). *Learning together: A history of coeducation in American public schools*. New Haven, CT: Yale University Press.
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cole, M., John-Steiner, V., Scribner, S., & Souberman, E., Eds. Cambridge, MA: Harvard University Press.
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