EDHI 600: Education and Society
CORE COURSE for Ph.D. in Education Leadership
Spring, 2012

Instructor:  Thomas E. Davis, Ph.D., davisth4@umd.edu
Office Hours:  Before class and by appointment.

COURSE DESCRIPTION

This course is an introductory course in the Department of Teaching and Learning, Policy and Leadership. In this course we will consider the social origins, purposes, and consequences of education in modern democratic societies from sociological, economic, political, historical, and philosophical perspectives. The broad scope of the course is designed to give students an introduction to some of the dominant issues in education so that they can identify the debates in which they would like to engage.

First, the course begins with some theories about society and education. We will examine two fundamental ideals that underlie education policy in the U.S., democracy and social justice. Next we will investigate theories more closely related to education and society: social order and functionalism, conflict theory, and institutionalism. Second, we turn to the role of education in our society, including: nation building; the accumulation of human, cultural, and social capital; and social mobility and social reproduction. Third, we will focus on the organization of education and schools, the policymaking process, and way in which the education system changes over time.

By looking at theories of society and education and key dimensions of schools and schooling, my aim is to help you develop a new understanding of the role of schools and show you different perspectives on and approaches to examining education issues. You will be asked to step back from your own experience and construct analytical bridges to the theories that surround scholarly debates about education. I do not set out to give you the answers, but rather, to help you develop some tools to pursue your own answers in the literature and beyond. In the end, these analytical tools will augment your rich personal experiences in education and help you to participate in new communities of discourse.

CANDIDATE LEARNING GOALS

Goal 1: Develop a deeper understanding of the ideals that underlie the U.S. education system.

Goal 2: Gain an appreciation for the role of education in promoting cultural values and beliefs, civic engagement, and personal well-being.
Goal 3: Develop an understanding of the debates surrounding the proper role of government in providing public education.

Goal 4: Learn how differences over school governance are resolved in a democratic society.

Goal 5: Develop an understanding of how the education system changes and the history of education reforms.

COURSE METHODS AND REQUIREMENTS

It is assumed that every class member will:

- Do the course reading,
- complete assignments in a timely fashion,
- contribute freely and meaningfully to activities including class discussions, Blackboard chats and as appropriate, and prepare presentations.

REQUIRED TEXT


All other course readings will be available on the Blackboard Web site.

COURSE ASSIGNMENTS

Student evaluation will be based on three types of assignments:

- Two three-page critical analyses of course readings (15 points each).
- A take-home midterm (20 points).
- Final paper and presentation (40 points):

In addition, class participation will count for 10 points. While this is the most nebulous part of your grade, it is meant to encourage you to attend class, participate in the discussions, and do the assigned reading. The course only meets one day per week, so missing one class is a significant
part of our time together.

In sum, your grade will be determined as follows:

- Critical analyses (2) 30%
- Take-home midterm 20%
- Final paper/presentation 40%
- Class participation 10%

All papers should be submitted double-spaced and adhere to the formatting outlined in APA 5th edition or later. The following link might be helpful if you have any questions and don’t own the APA 5th edition: [http://www.psychwww.com/resource/APA%20Research%20Style%20Crib%20Sheet.htm](http://www.psychwww.com/resource/APA%20Research%20Style%20Crib%20Sheet.htm). A page is approximately 250 words, if you prefer to think in terms of word counts. Late assignments will only be accepted with prior approval of the instructor. Electronic submissions in Microsoft Word are preferred.

**Critical Analyses**

Students will write two critical analyses of course readings. The papers should be approximately three pages (750 words) in length. Pick one of the articles on the reading list for the week in which the papers are due. Provide a brief critical response to a significant issue that you encounter in one of that week’s readings. You are not being asked to simply summarize the author’s argument, though you should demonstrate that you understood the author’s argument. Rather, you should react to the readings as a critical observer with frames of reference (derived from the course, your reading elsewhere, and your personal experience). You don’t need to cover the entire article. Pick one issue from the reading and briefly develop it. You will be graded on the basis of your thoughtfulness, depth of understanding, and the analytic insight that is reflected in your paper. Title your files with the following format: EDHI600-S12-CA1-Davis.doc, replacing “Davis” with your last name (and changing “CA1” to “CA2” for the second one). I will post more information regarding the critical analyses on the Blackboard Web site.

**Take-home Midterm**

The midterm will be based on the analysis of an article to be distributed to you. Title your files with the following format: EDHI600-S12-Midterm-Davis.doc, replacing “Davis” with your last name. More details will be provided about the midterm later in the course.

**Final Paper**

I will provide more information regarding the final paper later in the course including a grading rubric.

Students should do their own papers. A one-page summary of your idea for the final paper is due electronically by 4:00 p.m. on April 25, 2012. Title your files with the following format: EDHI600-S12-Final-Davis.doc, replacing “Davis” with your last name. Due to the deadline for submitting grades to the university, no late final papers will be accepted. The final papers are due on May 16, 2012 by 7:00 p.m. I will post more specific information regarding the final project on the Blackboard Web site later in the course.
EMERGENCIES AND CAMPUS CLOSURES
The main page for emergency preparedness is http://www.umd.edu/emergencypreparedness/. For things like inclement weather, I will use e-mail to notify you when the university is closed.

ACADEMIC INTEGRITY
All candidates are to abide by the university's code of academic integrity. Academic dishonesty, including cheating, fabrication, and plagiarism will be reported to the Student Honor Council. The full text of the Code of Academic Integrity can be found at http://www.president.umd.edu/policies/docs/III-100A.pdf.

Candidates are strongly encouraged to discuss the course material and paper assignments with one another. However, candidates should complete all written assignments individually and the ideas therein should be their own, unless duly cited.

CLASS CONDUCT
I encourage an open exchange of ideas. All candidates should feel comfortable voicing their opinions and sharing their interpretations of the readings. Moreover, no one candidate should dominate the discussions. The authors we will discuss espouse a variety of perspectives. I ask that you come to class with an open mind and a willingness to contribute to class discussions. Above all, I expect candidates to listen to what others have to say.

DISABILITY-BASED ACCOMMODATIONS
Any class member who has a documented disability and wishes to discuss academic accommodations should contact the instructor as soon as possible.

RELIGIOUS OBSERVANCES
Candidates will not be penalized because of observances of their religious beliefs. Whenever possible, candidates will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the candidate’s responsibility to inform the instructor as soon as possible of any intended absences for religious observances.
COURSE SCHEDULE

Introduction

Week 1. Wednesday, January 25, 2012
   Introductions
   Discuss the syllabus and the assignments
   Discuss writing analytical papers and making good arguments

   **Required Reading:**


I. Theories of Society and Education

Week 2. Wednesday, February 1, 2012
   A. Democracy

      **Required Reading:**
      Gutmann chaps 1-4

Week 3. Wednesday, February 8, 2012
   A. Democracy (cont’d)

      **Required Reading:**
      Gutmann chaps 5-8

Week 4. Wednesday, February 15, 2012
   B. Social justice

      **Required Reading:**
      Miller (all)
Week 5. Wednesday, February 22, 2012
C. Social order and functionalism

Required Reading:


* Critical analysis #1 due electronically by 4:00 p.m. *

Week 6. Wednesday, February 29, 2012
D. Conflict and resistance

Required Reading:


Week 7. Wednesday, March 7, 2012
E. Institutional theory

Required Reading:
II. The Role of Education in Society

Week 8. Wednesday, March 14, 2012
A. Nation building

Required Reading:


B. Human, cultural, and social capital

Required Reading:


*Take-home midterms due electronically by 4:00 p.m.*

Week 10. Wednesday, April 4, 2012
C. Social mobility and social reproduction

Required Reading:


III. The Organization of the Education System

Week 11. Wednesday, April 11, 2012
A. Government

**Required Reading:**
Hirshman

Hayek (chaps 1-6)


Week 12. Wednesday, April 18, 2012
B. Schools

**Required Reading:**


* Critical analysis #2 due electronically by 4:00 p.m. *

Week 13. Wednesday, April 25, 2012
C. Policymaking

**Required Reading:**


**Week 14. Wednesday, May 2, 2012**

D. Reform & Change

**Required Reading:**


**Week 15. Wednesday, May 9, 2012**

Student presentations

**FINAL: Wednesday, May 16, 2012**

***** FINAL PAPERS DUE ELECTRONICALLY BY 7:00 p.m. *****
**GRADING**

Grades will be determined based on the following scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>98-100</td>
<td>A+</td>
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<tr>
<td>93-97</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<td>88-89</td>
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<td>Event</td>
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<tr>
<td>First critical analysis due</td>
<td>Wed, Feb 22, 4:00 PM</td>
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<tr>
<td>SPRING BREAK (No class)</td>
<td>Wed, Mar 21</td>
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<tr>
<td>MIDTERM due</td>
<td>Wed, Mar 28, 4:00 PM</td>
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<td>Second critical analysis due</td>
<td>Wed, Apr 18, 4:00 PM</td>
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<tr>
<td>Student presentations in class</td>
<td>Wed, May 9</td>
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<tr>
<td>FINAL PAPERS due</td>
<td>Wed, May 16, 7:00 PM</td>
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