FSA 400-608: Foundations of Education: The School in American Society
SUNY Cortland - Foundations & Social Advocacy
Fall 2025

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Office Hours: Tuesday & Thursday: 11:30am-1pm and Wednesday: 1-3pm

Catalog Description

Critical assessments of effects of national and global economic, political, and social changes on education in the United States through the lens of educational foundations, including historical, philosophical and cultural perspectives. Focus on action research through theoretical and practical introduction to research methods, data analysis and researcher bias.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Articulate a critical understanding of the context, structure and function of schools and schooling in contemporary U.S. society.
2. Analyze complex problems of schools and their potential solutions by incorporating philosophical, social, political and historical perspectives.
3. Explore the role and impact of teacher agency in shaping effective curricular and pedagogical practice in a broader educational context.
4. Engage in teacher research through a practical introduction to research methods, data analysis and researcher bias.

Course Materials

Please note that all required texts may be obtained in one of two ways. First, you may purchase them online. Or second, you may purchase them at the campus bookstore.

- Ongoing: Selected articles and web resources are posted on the course Brightspace. You are responsible for bringing these articles to class each week. They must be either downloaded onto your computer or printed (no use of cellphones in class).

Course Policies

Attendance

As a professional expectation, you are requested to be present in class, arrive on time, and stay for the entire class session. If you are ill, then please do not attend class. Due to COVID-19, it is vital that we remain vigilant in not spreading germs this semester. If you are absent, it is your responsibility to get in touch with me (or another student) before the next class to find out what

you missed. As a general rule, each student is allowed 2 unexcused absences. More than 2 unexcused absences will result in a grade deduction.

- The best way to work with the attendance policy is to openly communicate with the professor.

Tardiness

Please note that you are expected to attend all course sessions on time. Arriving to class more than five minutes after start time without an excuse will constitute a lateness. Leaving early without an excuse will likewise constitute a lateness. A pattern of tardiness will result in a lowered participation grade.

Preparation

It is my expectation that each of us will be actively engaged in this course through effective class preparation and regular class participation. To that end, you should be prepared with all readings and class assignments prior to each class.

Participation

Students are expected to be active participants in all class activities. In this view, participation involves asking questions, making comments, participation in class activities, staying on task, and listening and responding to others in a respectful manner. This course emphasizes discussion and participation. Therefore, in order for this course to work, you must attend class and be prepared to participate.

Cell Phones

Do not check your cell phone or have your cell phone out in class. If for any reason (e.g. a family emergency) you need to keep your phone out during a class meeting, please mention this to me before class.

Laptops/Tablets

We will be using technology in class to look up information so I encourage you to bring a laptop or tablet for that purpose. You will be expected to use the devices for course purposes. You will lose participation points if you use laptops/tablets/phones for non-course purposes (i.e. texting, watching videos, etc.).

Due Dates and Times

- All assignments are due before the beginning of the class meeting and/or at the time specified on the syllabi or in class.
- If you are absent, the due date still applies.
- Late assignments will be penalized as follows: 5% off for the first 0-24 hours it is late; 3% off for additional days late to a maximum of 20% off, unless an extension has been

granted (Note: extensions will only be granted with reasonable notice prior to the deadline and not afterward, so you must plan ahead. Extensions are not automatic and are granted at my discretion). Except under extreme circumstances, please note that extensions will not be granted for online discussions or the final presentations.

Late Work Policy

Extensions may be granted with adequate reason and with at least 24 hours notice before the deadline.

Guidelines for Written Assignments (expect reductions to your grade if you choose not to follow the mechanics outlined below)

- Typed (12 point Cambria or Times Roman font in black ink),
- Double-spaced with one-inch margins on all sides,
- Numbered pages,
- Proper citation of paraphrasing and quotations,
- Meet the minimum page-length requirement, and
- Turned in at or before the start of the class period in which they are due.

Citing References with APA format

You must cite all paraphrasing and direct quotes using the American Psychological Association (APA) format.
Required APA reference Guide:
Purdue Online Writing Lab http://owl.english.purdue.edu/owl/resource/560/01/

- Paraphrasing. (Taking an idea from an author and putting it in your own words) Cite by showing the author's last name and year of publication in parentheses. Notice that the page number is not included in paraphrasing.

  Example: Adults who use concerted cultivation to raise children tend to have more influence over their children's experiences in school (Lareau, 2003).
  Example: Lareau (2003) reports that adults who use concerted cultivation tend to have more influence over children's experiences in school.
- Direct Quotes. Put the quoted material in quotation marks and cite by putting parentheses around the author's last name, year, and page number where the quote is found. Note that the end mark of the sentence goes after the citation.

  Example: "The unexamined prejudices of the parents are passed onto the children. It is not our fault, but it is our responsibility to interrupt this cycle" (Tatum, 2003, p. 7).

Assignments

Punctuality, Preparedness, and Participation: 15%

Please come to class having completed the readings, prepared to participate actively in discussions and activities, as well as to listen carefully and respectfully to your colleagues. When we begin discussions, it will be easy for certain voices to dominate class discussions. I will work diligently to encourage as many voices to speak, but I ask that you assist this effort by monitoring your own contributions. Speak up if you have spent more time listening. Listen if you have spent more time speaking. Controversial topics will undoubtedly rise throughout the semester. I ask that you listen and respect all opinions/perspectives presented. Finally, if at any time you feel silenced by the conversation, please make an appointment with me to discuss the issue.

Reading Responses: 15%

You will choose a reading from the week and write a reading response. Unless otherwise instructed, please address the following in your responses:

1. Identify a quote from the reading that you agree with or that struck you and explain why you chose the quote,
2. and identify a quote you disagree with or have a question about and explain why you chose the quote.

These must be typed and submitted on Brightspace by Friday @ 11:59pm.

Practitioner Inquiry Project: 70%

Assignment Breakdown:

Assignment stage	Points	Due date
Research Question and Context	5	9/19/25
Annotated Bibliography	15	10/3/25
Methodology and Researcher Bias	10	10/17/25
Data Collection Exhibition	10	11/11/25
Final PIP (Including Findings and Action Plan)	30	12/10/25

Summary of Assignments

Assignment	**Grade Percentage**	**Due Date**
Punctuality, Preparedness, and Participation	15%	Weekly
Brightspace Reading Response	15%	Friday @ 11:59pm
PIP	70%	Various Due Dates
	100%	

Grading Scale

I will base grades on a standard system which includes a sliding scale determined by points accumulated divided by the total number of points available:

A 100-94	A- 93-90	
B+ 89-87	B 86-84	B- 83-80
C+ 79-77	C 76-74	C- 73-70
D+ 69-67	D 66-64	D- 63-60
F Below 60		

COURSE LAYOUT AND READINGS SCHEDULE

***This syllabus is subject to change if necessary**

The following is a tentative outline of readings and subjects to be covered. We may advance at a different pace than this outline indicates and some readings will be more heavily emphasized than others.

Week 1 - Introduction & Exploring the Purpose of Education

Aug 26, 2025

- Introductions: review syllabus and class expectations; short lecture

Aug 28, 2025

- Robinson, S.K. & Robinson, K., (2024, August 25). What is Education For? Edutopia. Retrieved from: https://tinyurl.com/yc4ruec3

Week 2 - Goals of Education

Sept 2, 2025

- Tyack, D. (1976). Ways of Seeing: An Essay on the History of Compulsory Schooling. Harvard Educational Review Vol. 46, No. 5: 355-389.

Sept 4, 2025

- https://feaweb.org/eadvocate/history-standards-overlook-a-large-part-of-florida-history-thats-on-purpose/
- Harper, S. (2025). Leveraging research and demanding proof in response to legislative attacks on DEI in US higher education. *AERA Open*, *11*, 23328584251355514.

Reading Response Due: 9/5/25

Week 3 - What is Teacher Research?

Sept 9, 2025

- Rust, F. O. C. (2009). Teacher research and the problem of practice. Teachers college record, 111(8), 1882-1893.
- Hirsch, E. D. (1983). Cultural literacy. The American Scholar. (52)2. 159-169.

Sept 11, 2025

- Raquette Lake!

Week 4 - Research Question Prep

Sept 16, 2025

- https://research.com/research/how-to-write-a-research-question

Sept 18, 2025

- Ortiz, J. (under review). Exploring the Role Social and Political Structures Have in Shaping Emotions through Testimonios. *Current Issues in Education* journal.

Research Question Due: 9/19/25

Week 5 - Exploring the Research Already Out There

Sep 23, 2025

- Maxwell, J. A. (2006). Literature reviews of, and for, educational research: A commentary on Boote and Beile's "Scholars before Researchers". *Educational researcher*, *35*(9), 28-31.

Sep 25, 2025

- Xiao, Y., & Watson, M. (2019). Guidance on conducting a systematic literature review. Journal of planning education and research, 39(1), 93-112.

Reading Response Due: 9/26/25

Week 6 - Becoming a Responsible Researcher

Sept 30, 2025

- Govil, P. (2013). Ethical considerations in educational research. *International journal of advancement in education and social sciences*, *1*(2), 17-22.

Oct 2, 2025

- https://www.theguardian.com/teacher-network/2017/sep/28/how-can-teachers-support-vulnerable-children-at-school

Annotated Bibliography Due: 10/3/25

Week 7 - Fall Break & Conference

Oct 7, 2025

- Fall Break - No Class

Oct 9, 2025

- C&P/CORYMI Conference
- Alternate Assignment

Week 8 - Types of Data to Collect

Oct 14, 2025

- Phillippi, J., & Lauderdale, J. (2018). A guide to field notes for qualitative research: Context and conversation. *Qualitative health research*, *28*(3), 381-388.

Oct 16, 2025

- Bogdan, R., & Biklen, S. K. (1997). *Qualitative research for education* (Vol. 368). Boston, MA: Allyn & Bacon.
- https://innovaresip.com/resources/blog/types-of-data-in-education/

Methodology and Researcher Bias Due: 10/17/25

Week 9- 11

- Immersion

Week 12 - Data Collection

Nov 11, 2025

- Present a piece of data collected!

Nov 13, 2025

- Bogdan, R., & Biklen, S. K. (1997). *Qualitative research for education* (Vol. 368). Boston, MA: Allyn & Bacon.

Week 13 - CBR & PAR

Nov 18, 2025

- Stoecker, R. (2003). Community-based research: From practice to theory and back again. Michigan Journal of Community Service Learning, 9(2).

Nov 20, 2025

- Walker, M. L. (1993). Participatory action research. *Rehabilitation Counseling Bulletin*, *37*, 2-2.

Reading Response Due: 11/21/25

Week 14 - YPAR

Nov 25, 2025

- Cammarota, J., & Fine, M. (2010). Youth participatory action research: A pedagogy for transformational resistance. In Revolutionizing education (pp. 9-20). Routledge.
- Freire, P. Chapter 2. In Pedagogy of the Oppressed (pp. 71-86). New York, NY: Continuum.

Nov 27, 2025

- No class (Thanksgiving)

Week 15 - Importance of Research

Dec 2, 2025

- Stremmel, A. J. (2002). Teacher research: Nurturing professional and personal growth through inquiry. *YC Young Children*, 62-70.

Dec 4, 2025

- In-class workshop

Finals Week - PIP Presentations and Paper Due

SUNY CORTLAND POLICIES AND RESOURCES FOR STUDENTS

SUNY Cortland Code of Conduct
Students must adhere to the guidelines of the SUNY Cortland Code of Student Conduct that supports the College's values, goals and priorities. Please see the following for the Code of Conduct and Related College Policies: https://www2.cortland.edu/offices/judaffairs/index.dot.

Notice Regarding Disciplinary Violations
In order to maintain the high standards of professionalism required by SUNY Cortland, the NYS Education Department (NYSED), and our teacher education accreditation agency (CAEP), all Teacher Education Candidates must report any off-campus tickets, violations of the student code of conduct, violations of state/federal law, or academic integrity decisions to the associate dean within 5 business days. Likewise, students must report within 5 business days charges of any of the following: driving while intoxicated (DWI), drug possession, a crime against a child, or physical assault. You can contact your associate dean by calling 607-753-5431. Our Teacher Education Candidate Review Committee (TECRC) will review these violations and contact you. If you have any questions about this process, please contact the associate dean.

Teacher Candidate Dispositions
Candidates are expected to exhibit professional behaviors and dispositions at all times. Periodically throughout teacher candidates' programs, they will be assessed on the development of their professional dispositions. Character dispositions include: integrity, emotional maturity, work ethic and empathy. Pedagogy dispositions include the belief that all children can learn, appropriate and effective use of technology and other teaching materials and fairness. Professional dispositions include an understanding of the respect for policies and procedures. See:
https://www2.cortland.edu/dotAsset/6098a013-7ea6-4289-9b2e-9bdc82cb52e2.pdf

Academic Integrity
All students are expected to uphold academic integrity standards. Plagiarism is defined as taking the ideas of others and using them as one's own without due credit. Students who do not complete their own examinations, course assignments, or plagiarize in this course may be disciplined in accordance with university rules and regulations. (College Handbook, Chapter 340)

Disability Statement
As part of SUNY Cortland's commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in this course, please place a request with the Disability Resources Office at disability.resources@cortland.edu or call 607-753-2967. Please note that accommodations are generally not provided retroactively so timely contact with the Disability Resources Office is important. All students should consider meeting with their course instructor who may be helpful in other ways. (College Handbook, Chapter 745)

Diversity Statement
SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of

human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society. (College Handbook, Chapter 130)

Inclusive Learning Environment Statement

SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected to be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful, but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the Institutional Equity and Inclusion Office at 607-753-2263. (IEIO http://www2.cortland.edu/about/diversity/)

Title IX Statement

Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based in sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit cortland.edu/titleix to learn about all reporting options and resources. (Updated by SUNY Legal Feb. 1, 2018).
(Title IX http://www2.cortland.edu/titleix)

Cortland Cupboard

A substantial proportion of students on campus are worried about affording meals and basic care. If you are one of those students, you are not alone, and there are supports available. The SUNY Cortland Cupboard is stocked with food and personal care items, available at no cost to all students with valid SUNY Cortland ID card. They are located in Old Main, Room B-05 Mondays – Thursday from 8:00 AM – 8:00 PM and on Friday from 8:00 – 5:00 PM Visit their website for additional information:
at https://www2.cortland.edu/cupboard

Academic Help
If you are struggling with learning course content, even after completing the assigned readings and coming to class regularly, consider scheduling an appointment with **The Learning Center**: https://www2.cortland.edu/offices/asap/the-learning-center/
If you would like assistance with your written assignments, consider contacting **The Writing Center**. They will be able to help you best if you contact them early (e.g., two weeks before your assignment due date). You may schedule appointments at https://www2.cortland.edu/offices/writing-center/index.dot

Clothing Closet
If you need professional clothing for a field placement, internship, interview or a job, you are encouraged to look in the Clothing Closet for free clothing. At this time, the inventory racks are quite full with dress shirts, blouses, jackets and dress pants. It's located in Old Main, Room B-05, Mondays - Thursdays from 8:00 AM – 8:00 PM and on Friday from 8:00 AM - 5:00 PM). No appointment needed! Just stop in.
For more information, please see:
https://www2.cortland.edu/offices/career-services/events/dress-for-success

Generative AI
The use of Generative AI is not permitted in this course. Since this course emphasizes the writing as a process of your thinking, I am only interested in your own, original writing.