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### EECE 702 Social Foundations of Early Childhood Education

Andrew Aprile

aaprile@qc.cuny.edu

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**Social Foundations of Early Childhood Education – EECE 702-01 (48399)  
Fall 2020 – Mondays 7:15 – 9:45 pm – Online**

Instructor: Andrew Aprile, Ph.D

Email: [aaprile@qc.cuny.edu](mailto:aaprile@qc.cuny.edu)

Virtual Office Hours: by appointment

**A. COURSE DESCRIPTION**

3 hr.; 3 cr.; required course in B-2 MAT program

This course is an introduction to the social, historical, and philosophical foundations of early childhood education in the United States. Through critical analysis of required reading, class discussion, and writing, we will explore how the dynamics of schooling relate to larger social, cultural, economic, political and historical forces. Using a sociocultural lens, this course will investigate the ways that social class, race, gender, family, community, language, ability, ethnicity, immigration, and sexuality intersect and impact schools, student outcomes, and policies surrounding early childhood and childhood education. This course places emphasis on the separate and combined effects of race and class within the context of New York City's schools.

*What is the purpose of schooling? How do/should schools respond to diversity?* These questions will form the basis of our inquiry into the foundations of schooling. You will be encouraged to challenge your own assumptions and apply critical thinking skills to questions regarding who has the right to a free and public education, what content and pedagogy are appropriate for diverse classrooms, who should teach, how teachers should be certified, and the meaning of equality of opportunity. There are no simple or objective answers. Readings will reveal the variety of opinions about schooling, how they have evolved over time, and the extent to which these opinions have shaped school reforms. Coursework will help provide a guiding framework for you to develop your own philosophy of education, sensitive to the needs of diverse students.

**B. COURSE LEARNING GOALS & OBJECTIVES**

Students will be able to analyze and discuss educational issues, concepts, perspectives, policies, and theories in a public forum.

Student will understand how varying views of children and schools influence the purpose and nature of early childhood care and education.

Students will challenge their assumptions and apply critical thinking skills to complex contemporary issues within the fields of early childhood care education.

Students will connect reflection to action and theory to practice, forming their own philosophies of education.

### C. REQUIRED READINGS

John Dewey, *Experience and Education*, Simon & Schuster (1938/1997).

This is a ZTC (Zero Textbook Cost) course. All required readings will be available on Google Classroom, emailed to you in the form of a link or an attachment, or distributed in class. Students must bring readings to class for close reading.

**Please register for our class on Google Classroom using your QC CUNY email address and the password for your QC CAMS account. Request membership in our group “702 – Social Foundations of Early Childhood Education” by searching for the group and clicking the request link. Note that you must log out of your personal Gmail account (or add your QC account to your user profile in Chrome) to register for the class.**

### D. CLASS MEETINGS, DATES, TOPICS, READINGS, AND ASSIGNMENTS

#### Course Outline: Fall 2020

<b><u>Week 1: 8/31</u></b>	Introductions: What is the purpose of schooling?
<b><u>9/7 NO CLASS</u></b> <b>Labor Day</b>	
<b><u>Week 2: 9/14</u></b>  Myths & Principles: Historical Contexts of U.S. Public Schooling	<p><u>Read:</u> Carl Kaestle, <i>Pillars of the Republic</i>, “Ideology of Antebellum Common School Reform” (Ch. 5)</p> <p><u>Joel Spring, American Education</u>, “The History and Goals of Public Schooling” (Ch. 1, pp. 19-26); “Education and Equality of Opportunity” (Ch. 2, pp. 30-38)</p> <p>→ What other goals of schooling can you think of, besides those outlined by Spring?</p> <p>→ Are there any unmentioned models of educational equality of opportunity that you can think of?</p> <p><u>Watch:</u> Ken Robinson, <i>Changing Education Paradigms (RSA Animate)</i></p> <p><u>Write RR#1:</u> Responding to Kaestle, in what ways is current education ideology consistent with ideology of those who heralded the inception of the mass common school? What types of morality were advocated? Are they culturally universal?</p>
<b><u>Week 3: 9/21</u></b>  The Progressive Era: John Dewey	<p><u>Read:</u> John Dewey, <i>Experience and Education</i></p> <p>→ In what ways do current debates about education reflect the divisiveness to which Dewey alludes? Think about the current terms and catchwords that define these debates. → According to Dewey, what are the pitfalls of a purely traditional or progressive approach? → How might schools spur social progress?</p> <p><u>Watch:</u> “Another Brick in the Wall,” by Pink Floyd (In class)</p>

	<i>Write RR#2:</i> On the spectrum of traditional to progressive outlined by Dewey, how would you describe your own educational experiences in early childhood, childhood, and adolescence?
<b><u>9/28 NO CLASS</u></b> <b>Yom Kippur</b>	
<b><u>Week 4: Tuesday 9/29</u></b> <b>(CUNY Monday)</b> Progressive Ed. (cont.)	<b><u>Asynchronous Classwork</u></b>  <b>Paper #1:</b> Critical Film Review due online at 10pm
<b><u>Week 5: 10/5</u></b>  Trends and Trajectories in ECE	<i>Read:</i> Elizabeth Peabody, “Kindergarten—What is It?”  Caroline Winterer, “Avoiding a ‘Hothouse System of Education’: Nineteenth-Century Early Childhood Education from the Infant Schools to the Kindergartens”  Daphna Bassok, “Is Kindergarten the New First Grade?”  National Association for the Education of Young Children (2015). <i>Developmentally Appropriate Practice and the Common Core State Standards: Framing the issues</i> . NAEYC  <i>Listen:</i> Daphna Bassok, Scott Latham, and Anna Rorem, “Why Kindergarten is the New First Grade” [NPR Podcast]  <i>Write RR#3:</i> How have conceptions of early childhood education evolved (or not) over the past 150+ years since the advent of the kindergarten?
<b><u>10/12 NO CLASS</u></b> <b>Indigenous People’s Day</b>	
<b><u>Week 6: Wednesday 10/14</u></b> <b>(CUNY Monday)</b>  Human Capital Theory and the Economics/Politics of Education  +  Social Stratification in and Across Classrooms	<i>Read:</i> James Heckman and Alan Krueger, <i>Inequality in America</i> → According to economists, what investments in education yield the greatest returns?  James Heckman, “The Case for Investing in Disadvantaged Young Children”  Roundtable Jigsaw: Jean Anyon, “Social Class and School Knowledge”  Samuel Bowles and Herbert Gintis, <i>Schooling in Capitalist America</i> , “Education, Inequality, and the Meritocracy”  Ray Rist, “On Understanding the Processes of Schooling: The Contributions of Labeling Theory”  <i>Watch:</i> Obama’s 2013 State of the Union Address (In class)  <i>Write RR#4: Fieldwork Reflection:</i> Think about how the roundtable readings relate to your fieldwork observations (videos TBA). In particular, focus on how classroom characteristics, building properties, resources, overall climate, pedagogy, and punishment procedures might relate to

	<p>social variables such as SES (class), race/ethnicity, and/or gender. Do you notice a correlation between class/race/gender and school punishment or general interactions? → Have particular students been “labeled” by the teacher? How did this label come to be, how is it reinforced, and how does it reflect a student’s characteristics/temperament?</p> <p>→ Were the classroom procedures more democratic (i.e., progressive) or authoritarian (i.e., traditional), and how might this feature relate to Anyon’s observations about the connections between social class and curriculum?</p>
<p><b>Week 7: 10/19</b></p> <p>Culturally Responsive Pedagogy</p> <p>+</p> <p>Culture of Power</p>	<p><u>Read:</u> <a href="#">Lisa Delpit, <i>Other People’s Children</i>, Ch.1-2</a></p> <p><a href="#">Gloria Ladson-Billings, “But That’s Just Good Teaching”</a></p> <p>→ Revisit the structural/systemic barriers to equal opportunity for the working-class poor and people of color, and now think about them in the context of the diversity of the classroom(s) you have observed and been in. To what extent is the instruction relevant and relatable?</p> <p><u>Watch:</u> <a href="#">Jamila Lyiscott, “3 Ways to Speak English” (In Class)</a></p> <p><u>Write RR#5: Fieldwork Reflection:</u> What are the moral messages being taught? How do these messages relate to the “Culture of Power” (Delpit, 1995)? How does this morality relate to power structures in general? How are students being encouraged to treat one another? How are students treated and recognized by the teacher and what does this treatment convey to the student about his/her self-esteem? What are should/ought statements made by the teacher about student conduct/behavior and what are the implications for morality? Is s/he consistent and fair?</p>
<p><b>Week 8: 10/26</b></p> <p>Charter Schools: Race, “Culture” and School Reform</p>	<p><u>Read:</u> <a href="#">Paul Tough, from <i>Whatever it Takes</i></a></p> <p><a href="#">Michael Fabricant and Michelle Fine, <i>Charter Schools and the Corporate Makeover of Public Education</i>, “The Tension Between Promise and Evidence” + “Declaring ‘Crisis’”</a></p> <p><a href="#">Diane Ravitch, “When Public Goes Private, as Trump Wants: What Happens?”</a></p> <p><a href="#">Rebecca Mead, “Success Academy’s Radical Experiment”</a></p> <p><u>Watch:</u> <a href="#">“A Momentary Lapse or Abusive Teaching” (NYTimes)</a></p> <p><u>Write RR#6: Fieldwork Reflection:</u> Guiding Question TBA</p>
<p><b>Week 9: 11/2</b></p> <p>Culturally Responsive Pedagogy (cont.)</p>	<p><b><u>Asynchronous Classwork</u></b></p> <p>Quarantine Cookbook (5pts)</p> <p>Charter School Survey (5pts)</p>
<p><b>Week 10: 11/9</b></p> <p>Bilingualism and Sociocultural Theory</p>	<p><u>Read:</u> <a href="#">Ofelia Garcia, Jo Ann Kleifgen, Lorraine Falchi, <i>From ELL to Emergent Bilingual</i></a></p> <p><u>Watch:</u> <a href="#">The Benefits of a Bilingual Brain</a></p>

	<i>Write RR#7: <b>Fieldwork Reflection:</b></i> Describe type/s of bilingual program/s you have observed and/or experienced and explain its/their goals and methods in relation to the Garcia, et al., reading.
<b>Week 11: 11/16</b>  (Dis)Ability	<i>Read:</i> Baglieri et al., “Disability Studies in Education: The Need for Plurality”  Liz Crow, “On Our Terms” & “Disability in Children’s Literature”  <i>Watch:</i> <i>The Silent Child</i> (In Class)  <i>Write RR#8: <b>Fieldwork Reflection:</b></i> Describe the various ways that teachers account for the different skill levels and abilities of their students. Is the instruction differentiated? How are students grouped? Are the groupings malleable? Are the standards and expectations different for different students?
<b>Week 12: 11/23</b>  Pandemic Politics  +  History of Child Care Policy in the U.S.	<i>Asynchronous Classwork</i> <i>Read:</i> Patricia Cooper, “Fighting for the Unity of Care and Education in Early Childhood”  Zack Stanton, “How the Child Care Crisis Will Distort the Economy for a Generation”  <i>Listen:</i> Ari Shapiro, “How Politics Killed Universal Child Care in the 1970s”  <i>Write RR#9: TBA</i>
<b>Week 13: 11/30</b>  Gender and Sexuality in ECE	<i>Read:</i> Patti Swartz, “Bridging Multicultural Education: Bringing Sexual Orientation into the Children’s and Young Adult Literature Classrooms”  Gender: Early socialization. In <i>Encyclopedia on Early Child Development</i> . Centre of Excellence for Early Child Development & Strategic Knowledge Cluster on Early Child Development.  <i>Listen:</i> “How to Be a Girl” (Podcast, “Episode IX: School”)  <i>Write RR#10:</i> What unique role can/do schools play in socializing young children to gender norms?
<b>Week 14: 12/7</b>  E Pluribus Unum: Pluralism and Core Curricula	<i>Read:</i> Maxine Greene, “The Passions of Pluralism: Multiculturalism and the Expanding Community”  E.D. Hirsch, “Creating a Curriculum for the American People”  <i>Watch:</i> TBA  <i>Write RR#11:</i> For this final reading response, identify a salient theme across readings, and then write about how Greene and Hirsch differ with respect to that theme/issue.
<b>FINAL: 12/16</b>	<b>Paper #2:</b> Diversity Standpoint

\* Course outline is subject to change given the needs and interests of the students.

## **E. SUMMARY OF ASSIGNMENTS, DUE DATES, AND PERCENTAGE OF GRADES**

**Assessment:** Attendance and Class Participation (15%); Weekly Reading Responses (20%); Asynchronous Assignments (10%); Movement Facilitation (5%); Paper 1 (20%); Paper 2 (25%); Final Group Project: (5%).

### **1. Attendance and Class Participation (15 points)**

Students are expected to attend all classes on time. One absence over the course of the semester will be allowed without adversely affecting the student's grade. Consistent lateness will adversely affect the student's grade. In the case of serious illness or personal emergencies, please contact me before class via email or in person.

Consistent participation in class discussions is essential to our classroom community and vital to the goals of the course. Even virtually, the classroom atmosphere depends on your respect and mindfulness. In order to participate fully, **you must do all of the required readings for every class**. In order to receive full participation credit, you must actively participate in each class by contributing to our discussion. More than one absence will lead to a proportional reduction of your participation grade, whereby you will receive a 0 for the class dates on which you were absent.

**A note on Zoom etiquette:** To the best of your ability and within your means, please assign a designated space where you will participate in our online classes, that will allow you to work (seated or standing) with comfort and support, with minimal distractions, with the camera on, and on mute, prepared to unmute to respond to prompts. Dress professionally, as you would for school. Obviously, life circumstances (family responsibilities, emergencies, etc.) will arise. Do your best to manage these situations without distracting yourself or others, by briefly turning off the video, if necessary.

### **2. Weekly Reading Response (20 points)**

Students are required to submit a 300-400 word reading response (at least two paragraphs) to Google Classroom by Sunday evening before class, at 8PM. Responses are low-stakes, but should be formally written with appropriate references (parenthetical APA style) to the assigned readings. Responses should place the readings in relation to one or two salient issues framed by the specific class theme, contemporary issues affecting schools, your own experience as a teacher or student, and/or the observations that you make as part of your fieldwork. Some weeks you will be *required* to incorporate your fieldwork observations into your reading response posts. Posts can include comments, observations, or questions brought up by the reading. These responses should reflect your own opinions, thoughts, values, and critiques, and should not merely summarize the readings. Consider the perspective of the authors. Please note that all posts are public and can be viewed and read by other members of the class. You are encouraged to comment on the posts of your peers. To submit, type your response into a word processing program, click on the appropriate week, then the Question, and paste your response into the text box. Each post is worth 2 points (you will be required to submit 10 posts over the course of the semester, including required fieldwork reflections).

### **3. Asynchronous Assignments (10 points)**

Details TBA

#### **4. Movement Facilitation (5 points)**

Given the constraints of online early childhood education, each candidate will be asked to facilitate a short movement/dance/exercise over Zoom that one can do with young children virtually. Procedures for the activity should be posted to Google Classroom to be a shared resource.

#### **5. Critical Film Review (20 points) – Due 9/23**

For this assignment, watch a film about education. Write a 5-page review and analysis of the film using the John Dewey reading on progressive education to frame and inform your essay (use at least three quotations from the reading). Is the education depicted more traditional or progressive? Is the learning more teacher-centered or student-centered? How do you think the curriculum was created? Think about how the students and teacher(s) are depicted. Is there a teacher protagonist? How is s/he characterized? Is the school and/or school system portrayed through a particular philosophical lens or worldview? You might discuss topics such as promoting freedom, strengthening democracy, enforcing discipline, social control, acculturation, assimilation, and/or transforming society. Whatever issues you choose to discuss, be sure to group them into main themes, for which you provide evidence from both the film and the Dewey text.

Make sure to include an introductory paragraph, in which you present your thesis and outline the paper, as well as a brief conclusion that summarizes/crystallizes your essay. Also be sure to make explicit the connections between the film and the text, explaining the meaning and significance of excerpts as if your reader has not participated in our class discussions. When referencing the reading, introduce the quotation and its context, state its significance in your own words, and relate it to a moment from the film. Examine whether issues and assertions presented in the reading reflect or contradict aspects of the film.

Some ideas for films: *Stand and Deliver*, *Dead Poets Society*, *School of Rock*, *Half Nelson*, *Dangerous Minds*, *Freedom Writers*, *Mr. Holland's Opus*, *To Be and To Have*, *Ciao Professori*, *The Color of Paradise*, *Children of Heaven*, *Telling Lies in America*, *Buddha Collapses from Shame*, *The Class (Entre les Murs)*, *Conrack*, *Not One Less*, *Au Revoir les Enfants*, *Children of a Lesser God*, *Rabbit Proof Fence*, *Educating Rita*.

/5 Writing is coherent, with standard syntax and grammar

/5 APA format in-text citations

/5 Dewey analysis, with paraphrasing and statement of significance (ie., quote sandwich)

/5 Film analysis details aspects of film that are then clearly related to Dewey

Total: \_\_\_/20 points

#### **6. Diversity Standpoint Paper (25 points) – Due 12/16**

In this 7+ page paper will discuss your personal outlook on the purpose(s) of schooling and of the role of teachers, students, and the community in regards to that purpose. The guiding questions for this paper are:

1) What is the purpose of school, in reality and in your ideal? How does your own ideal differ from or relate to the reality that you've experienced/observed?

2) How do/should diversity fit into this purpose?

You will synthesize the course readings, citing at least three to frame your argument about how a variety of social factors (ie., race, ethnicity, cultural traditions, language, religion, gender, sexuality, class,



socioeconomic status and/or family structure/dynamics) shape your view/philosophy of education. You might discuss topics such as promoting freedom, strengthening democracy, enforcing discipline, social control, acculturation, assimilation, and/or transforming society. Write about how schools currently operate, based on your experience in them as a teacher, a student, and as an observer, and what it will take for you to teach .

## 7. Final Group Project (5 points) – Due 12/9

There are two main objectives for this assignment: collaboration and creativity. In groups of 3-5 people, you will identify and explore a local and/or current educational issue and give a short ~10-minute presentation on the topic during our last class meeting. The presentation can take the form of a PowerPoint/Slides deck, a film/skit/animation, or anything else you can identify as engaging. This semester will likely find us preoccupied with the effect of the pandemic on early childhood education. Groups will be assigned based on interest in a specific topic—one particular educational aspect of the pandemic's far-reaching consequences.

## F. FIELDWORK REQUIREMENTS

**Fieldwork Placement:** The College requires 7 hours of fieldwork as a partial fulfillment of the requirements in this course. All fieldwork for Fall 2020 will be conducted virtually. The fieldwork is tied into the writing assignments (1.5hrs per fieldwork reflection).

## G. OFFICIAL NOTICES

Candidates are responsible for **ALL** information conveyed through QC/CUNY email, including Google Classroom or other electronic reporting system. **NO EXCEPTIONS.**

**Academic Integrity Policy:** Do not plagiarize. You are encouraged to borrow ideas from others and from the authors we read, but doing so without appropriate, clear, and specific citation is plagiarism. For the purposes of this class, cite all sources in APA format with parentheses (Author's Last Name, Year, p. #). Quotation marks should come before the beginning parenthesis and the period should come after the end parenthesis.

According to the CUNY Policy on Academic Integrity: **Plagiarism** is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source;
- Presenting another person's ideas or theories in your own words without acknowledging the source;
- Using information that is not common knowledge without acknowledging the source;
- Failing to acknowledge collaborators on homework and laboratory assignments.

**Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

A complete copy of the CUNY Policy on Academic Integrity may be downloaded from the QC website: <http://www.qc.cuny.edu/StudentLife/services/studev/Documents/Academic%20Integrity%20Violation%20Form%20RV.pdf>

**Reasonable Accommodations for Candidates with Disabilities:** Candidates with disabilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office (718-997-5870); 2) submit a letter indicating the need for accommodation and what type. This should be done during the first week of class.