



**BALL STATE  
UNIVERSITY**

W E F L Y

## **EDFO 420: Social, Historical, and Philosophical Foundations of Education**

**Section: Online (Asynchronous)**

**Credit Hours: 3**

**Term: Spring, 2026**

**Lindsey Brown, Ph.D.**

**Contact Information:** [labrow38@bsu.edu](mailto:labrow38@bsu.edu)

**Office Hours:** By appointment only, via Zoom

### **Instructor Bio:**

Dr. Brown has a Ph.D. in Education Policy and Evaluation from Arizona State University. He is a methodological pragmatist whose research focuses on the effects of language policies on emergent bilingual student populations. Previously, he was an educator who taught social studies for two years in the Dominican Republic and four years at a public school in rural Indiana. In addition to this K-12 experience, Dr. Brown taught English to immigrants at a non-profit adult education program for two years and was a professional development facilitator for the Indiana Department of Workforce Development. He is also a professor in the Global Education M.Ed. program at Arizona State University. Dr. Brown is married with two daughters, ages 5 and 8, and enjoys spending time outdoors, making culinary creations, and playing board and card games with his friends and family.

### **BSU Mission Statement:**

The mission of the professional education program at Ball State University is to prepare engaged educational experts who are sensitive and responsive to the contextual bases of teaching, learning, and development.

## **Course Objectives:**

- 1) Demonstrate a general knowledge of historical, sociological and philosophical and other relevant discourses and methodologies as they are applied to the study of education.
- 2) Integrate their knowledge of the social foundations of education into their understanding of various pedagogical practices.
- 3) Interrogate their own subject positions, the ways in which their identities have been constructed in and out of the classroom, and the concomitant effects upon their decision-making habits.
- 4) Analyze normative, interpretive and critical perspectives on school and society.
- 5) Demonstrate literacy with various data sources and the ability to draw upon such sources to direct pedagogical decision-making.
- 6) Develop collaborative relationships with peers in an effort to promote communal inquiry.
- 7) (HIDP SLO #1) Students will explain (a) new or different perspective(s) as a result of learning from or with diverse communities or cultures.
- 8) (HIDP SLO #2) Students will create conclusions by combining examples, facts, or theories from more than one field of study or perspective.

## **Course Rationale:**

EDFO 420 - *Social, Historical and Philosophical Foundations of Education* is an academic study of the complex relationships between schools and society through the disciplines of sociology, history, and philosophy of education. The goal is to develop disciplines of normative, interpretive, and critical perspectives on education. This course is designed for students interested in entering the teaching profession. The course examines the history, philosophy, policies, and functions of education in the United States.

## **Course Description:**

Advanced examination of education and the teaching profession, including a focus on becoming a professional educator. Special focus on the historical, philosophical, and sociological aspects of education. Leads students through a reflective critique of our education system and the society of which it is an essential part. Consists of discussions regarding teacher organizations, teaching skills (or pedagogy), and curriculum from an ethical human rights framework in order to reflect upon why an individual may be committed to teaching as a profession.

## **University Core Curriculum:**

Beneficence Theme: (Social Responsibility) Engaging responsibly with historical and contemporary frameworks to build and sustain stronger communities.

## **Academic Integrity:**

Honesty, truth, and personal responsibility are fundamental attributes of the university community. Academic dishonesty by a student will not be tolerated, for it threatens the foundation of an institution dedicated to the pursuit of knowledge. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Any instance of alleged or suspected dishonesty will be processed through the established criteria. Specifically, plagiarism, the production of others' work as their own, or anything of a similar nature, will be addressed immediately and strictly. In short, you're paying for this course; be intelligent and do your own work. **This includes using AI (ChatGPT) to create your materials.**

<https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/academic-integrity>

## **Textbook/Required Readings:**

There is no required textbook for this course. All course readings will be digitally provided by the instructor.

### ***Required Course Readings:***

#### **Unit 1: The role and purpose of education in society**

##### **Week 1: Philosophical Perspectives 8/18-8/24**

Biesta, G. (2009). Good education in an age of measurement: On the need to reconnect with the question of purpose in education. *Educational Assessment, Evaluation and Accountability (formerly: Journal of Personnel Evaluation in Education)*, 21(1), 33-46.

Dewey, J. (2008). The need for a philosophy of education. In *Handbook of research on teacher education* (pp. 96-101). Routledge.

##### **Week 2: Economic and Critical Perspectives 8/25-8/31**

Freire, P. (2018). The banking concept of education. In *Thinking about schools* (pp. 117-127). Routledge.

Hanushek, E. A., & Woessmann, L. (2020). Education, knowledge capital, and economic growth. *The economics of education*, 171-182.

## **Unit 2: Education History and Law**

### **Week 3: The history of education in the U.S. 9/1-9/7**

Spring, J. (2018). *Thinking critically about history*. In *The American school: From the Puritans to the Trump era* (pp. 1-12). Routledge.

Spring, J. (2018). *Human Capital: High School, Junior High School, and Vocational Guidance and Education*. In *The American school: From the Puritans to the Trump era* (pp. 265-302). Routledge.

### **Week 4: Court cases shaping U.S. education 9/8-9/14**

U.S. National Archives and Records Administration. (2024). *Brown v. Board of Education (1954)*. National Archives. <https://www.archives.gov/milestone-documents/brown-v-board-of-education>.

Library of Congress. (n.d.). *1982: Plyler v. Doe*. In *A Latinx resource guide: Civil rights cases and events*. <https://guides.loc.gov/latinx-civil-rights/plyler-v-doe>

National Constitution Center. (n.d.). *Tinker v. Des Moines Independent Community School District (1969)*. In *Supreme Court Cases Library*. <https://constitutioncenter.org/the-constitution/supreme-court-case-library/tinker-v-des-moines-independent-community-school-district>

National Constitution Center. (n.d.). *Engel v. Vitale (1962)*. In *Supreme Court Case Library*. <https://constitutioncenter.org/the-constitution/supreme-court-case-library/engel-v-vitale>

## **Unit 3: “Teaching to and through cultural diversity”**

### **Week 5: The pedagogy of teaching culturally and racially diverse student populations 9/15-9/21**

Gay, G. (1993). Building cultural bridges: A bold proposal for teacher education. *Education and urban society*, 25(3), 285-299.

Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard educational review*, 84(1), 85-100.

### **Week 6: Family and cultural capital 9/22-9/28**

Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (2006). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. In *Funds of knowledge* (pp. 71-87). Routledge.

Nasir, N. I. S., de Royston, M. M., Barron, B., Bell, P., Pea, R., Stevens, R., & Goldman, S. (2020). Learning pathways: How learning is culturally organized. In *Handbook of the cultural foundations of learning* (pp. 195-211). Routledge.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, ethnicity, and education*, 8(1), 69-91.

#### **Unit 4: Educational Inequalities**

##### **Week 7: Immigrants 9/29-10/5**

Patel, S. G., Barrera, A. Z., Strambler, M. J., Muñoz, R. F., & Macciomei, E. (2024). The achievement gap among newcomer immigrant adolescents: Life stressors hinder Latina/o academic success. In *Advocacy and Policy Change for Undocumented Student Success* (pp. 94-108). Routledge.

Reese, L., Balzano, S., Gallimore, R., & Goldenberg, C. (2022). The concept of educación: Latino family values and American schooling. In *The new immigrants and American schools* (pp. 305-328). Routledge.

##### **Week 8: Women 10/6-10/12**

Cooray, A., & Potrafke, N. (2011). Gender inequality in education: Political institutions or culture and religion?. *European Journal of Political Economy*, 27(2), 268-280.

Stromquist, N. P. (1990). Gender inequality in education: accounting for women's subordination. *British Journal of Sociology of Education*, 11(2), 137-153.

##### **Week 9: Indigenous Peoples 10/13-10/19**

Brayboy, B. M. J., & Castagno, A. E. (2009). Self-determination through self-education: Culturally responsive schooling for Indigenous students in the USA. *Teaching Education*, 20(1), 31-53.

McKinley, E. (2013). Postcolonialism, indigenous students, and science education. In *Handbook of research on science education* (pp. 199-226). Routledge.

##### **Week 10: Hispanic/African American Students 10/20-10/26**

Ford, D. Y. (2014). Segregation and the underrepresentation of Blacks and Hispanics in gifted education: Social inequality and deficit paradigms. *Roeper Review*, 36(3), 143-154.

Ladson-Billings, G. (2017). Beyond Beats, Rhymes, & Beyoncé. In: Sirrakos, G., Emdin, C. (eds) *Between the World and the Urban Classroom. Transgressions: Cultural Studies and Education*. SensePublishers, Rotterdam. [https://doi.org/10.1007/978-94-6351-032-5\\_7](https://doi.org/10.1007/978-94-6351-032-5_7)

## **Unit 5: The school choice debate**

### **Week 11: Does school choice lead to greater academic achievement? 10/27-11/2**

Bosetti, L., & Pyryt, M. C. (2007). Parental motivation in school choice: Seeking the competitive edge. *Journal of School Choice*, 1(4), 89-108.

DeAngelis, C. A., & Erickson, H. H. (2018). What leads to successful school choice programs: A review of the theories and evidence. *Cato J.*, 38, 247.

### **Week 12: Private and Religious Schools 11/3-11/9**

Pianta, R. C., & Ansari, A. (2018). Does attendance in private schools predict student outcomes at age 15? Evidence from a longitudinal study. *Educational Researcher*, 47(7), 419-434.

Sikkink, D. (2012). Religious school differences in school climate and academic mission: A descriptive overview of school organization and student outcomes. *Journal of School Choice*, 6(1), 20-39.

## **Unit 6: Education for Sustainable Development**

### **Week 13: UNESCO's Sustainable Development Goals 11/10-11/16**

[UNESCO \(2016\). Download UNESCO \(2016\). Education for people and planet: Creating sustainable futures for all. Global Education Monitoring Report. United Nations Educational, Scientific, and Cultural Organization. \(Select 2 of the chapters between chapter 10 and chapter 21\)](#)

## **Unit 7: Standardized Testing**

### **Week 14: The Age of Accountability (Include I-Read 3<sup>rd</sup> grade reading) 11/11-11/23**

Hwang, N., & Koedel, C. (2025). Helping or hurting: The effects of retention in the third grade on student outcomes. *Educational Evaluation and Policy Analysis*, 47(1), 65-88.

Moses, M. S., & Nanna, M. J. (2007). The testing culture and the persistence of high-stakes testing reforms. *Education and Culture*, 55-72.

## **Unit 8: Education Policy**

### **Week 15: English-only in Arizona 11/24-11/30**

Brown, L. (2024). The (il) legitimacy of Arizona's English-only language policies: an analysis of legitimacy in language policy discourse. *Language Policy*, 1-24.

Gándara, P., & Orfield, G. (2012). Segregating Arizona's English learners: A return to the "Mexican room"? *Teachers College Record*, 114(9), 1-27.

## **HIDP (High Impact Diverse Perspectives):**

This course helps students to explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore differences such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power.

### **Online Attendance:**

Your regular participation and timeliness are important to your academic success and to the success of your fellow classmates. In online courses, this takes the form of participation in discussion via forums, chat, and other electronic means provided. As this is an online course, it is up to every student to stay on track and not fall behind. You must be self-motivated and disciplined to meet all due dates. Developing a routine is essential. All assignments are expected to be submitted by a specific time and date. Assignments submitted late may be subject to a reduction in points or no points at all. You may only submit assignments late with my permission. Attendance in Ball State University online classes is measured by your active participation in course activities at least once each week. Be sure to complete your coursework as assigned to ensure you are recorded as attending the course. You must be constantly aware of the deadlines and meet those deadlines. This is **NOT AN INDEPENDENT STUDY** course, so you **MUST** work at the pace set for the course. You may **NOT** work ahead. **ALL** due dates are **ENFORCED!!** **(The last part in all caps was pre-written for me to include in the syllabus. I find it overly dramatic, but you get the point. Don't work ahead (which you can't do anyway because I have the modules locked) and turn your work in on time. Please and thank you!)**

### **Course Assignments**

#### ***Weekly Discussion Posts and Peer Response:***

You will have weekly discussion post assignments (15 total) that will challenge you to critically engage with the readings. In addition to your personal discussion post, you will be asked to engage with two of your peers' submissions, offering points of agreement, points of disagreement (respectfully), points you found interesting, or offering an additional perspective. Discussion posts are worth up to 20 points each, with up to 10 points awarded for your own post and 5 points each for your peer responses. Discussion posts should be the rough equivalent of two pages, double-spaced, Times New Roman, 12-point font (between 250-550 words).

#### ***Unit Exploration Posts:***

In addition to your weekly discussion posts, each unit will have an exploration assignment. Please note that there is only one exploration post per unit, not per week. As some units span 2-3 weeks, these posts will ask you to reflect upon the key themes across the unit as a whole. Prompts will ask you to synthesize the readings and will often have you make connections between concepts, select a concept to investigate with more depth, or connect the themes with your lived experiences. There are eight exploration assignments in total (one for each unit), and

each assignment will be worth up to 20 points. Submissions will be 2-3 page double-spaced, Times New Roman, 12-point font (500-750 words, max).

***Disposition Assessment:***

Becoming an effective teacher includes demonstrating professional dispositions, which include attitudes, habits of action, and commitments that foster student learning and assist in elevating the education profession, as well as in interacting with families, community members, and colleagues. The Ball State Disposition Assessment System is a systematic, consistent approach to assessing and supporting teacher candidates' disposition growth throughout their preparation. This system has two components: (1) a disposition rubric system, and (2) a disposition alert system, which provide opportunities for deliberate feedback and guidance regarding teacher candidates' disposition development. Information about the rubric, procedures, and alert policy is available on the [OTES webpage](#)

*Explication of Professional Identity Rubric (Key Assessment)*

(+1)	Unsatisfactory (0-0.9)	Basic (1-2.9)	Proficient (3-4.9)	Distinguished (5-6 pts)
<b>Normative</b> (Understanding Values based on Norms/Values)  <b>Council of Learned Societies in Education</b> 1.K.1, 1.K.2  <b>INTASC</b> P9, P10.K.2 , P10.K.3  <b>NBPTS - 5 core principles</b> Proposition 4:	Does not demonstrate an understanding of education in the context of value or reasoning orientation	Demonstrates a recognition of normative values	Demonstrates the ability to probe the nature of assumptions about education and schooling	Demonstrates the ability to develop personal value positions based on critical study and one's own reflections
<b>Interpretive</b> (Understanding based on conceptual framework)  <b>Council of Learned Societies in Education</b> 1.K.1, 1.K.2  <b>INTASC</b> P9  <b>NBPTS - 5 core principles</b> Proposition 4:	Does not demonstrate an understanding of concepts and themes within humanities and social sciences	Identifies appropriate frameworks for the study of education	Demonstrates the ability to analyze the intent, meaning, and effects of schools	Demonstrates the ability to interpret within various historical, philosophical, and sociological perspectives
<b>Critical</b> (Development of a critical perspective)  <b>Council of Learned Societies in Education</b> 1.K.1, 1.K.2, 3.K.1  <b>INTASC</b> P10.D.1 , P10.D.2	Does not recognize or apply normative interpretations	Demonstrates the ability to identify and question normative interpretations	Demonstrates the ability to identify contradictions and inconsistencies among social and educational values,	Demonstrates the ability to apply democratic values and analyze educational beliefs, policies, and practices

<b>NBPTS - 5 core principles</b> Proposition 4:			narratives, and practices	
<b>Communication</b>	Grammar, spelling, or organization of thoughts limit communication  Does not follow APA, Chicago, or MLA style	Demonstrates knowledge of a conventional stylistic format (APA, Chicago, or MLA style)	Clearly communicated policy implications  Follows APA, Chicago, or MLA style	Effectively communicated  Closely follows APA, Chicago, or MLA style

### Diversity Statement:

*Ball State University aspires to attract and retain a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our <https://www.bsu.edu/about/beneficence> and university resources <https://www.bsu.edu/campuslife/multicultural-center/resources>”*

### Disabilities:

*If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's [Disability Services](#) office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or [dsd@bsu.edu](mailto:dsd@bsu.edu).*

### Artificial Intelligence (AI):

Ball State University has a thriving intellectual community. A hallmark of this community is that students and faculty uphold academic ethical standards, meaning that they are honest, trustworthy, and responsible in their educational endeavors. The **Office of the Vice Provost of Academic Affairs** is responsible for the overall administration of the Student Academic Ethics policy. Artificial intelligence is continuously changing and evolving, so we encourage you to keep up to date with learning resources and tools to stay on the precipice of innovation and development. More resources can be found here:

<https://www.bsu.edu/about/administrativeoffices/information-technology/services/ai-initiatives/ai-resources>

**Improper use of AI** → Having it generate responses/work for you. (This is plagiarism and, honestly, is a waste of your money. Higher education is expensive. Many graduate with some form of student debt. Don't go into debt and come out with nothing but a piece of paper! Value yourself and your personal and professional growth!)

**Proper use of AI** → Ask questions about specific terms in an article, how to cite something, to look for additional resources, to give you a motivational speech 😊

### **Counseling Center:**

The Ball State University Counseling Center provides free and confidential services to all students. It is located in Lucina Hall, Room 320. To make an appointment, contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, available at 765-285-HOPE (4673). The Crisis Line is a mental health resource for anyone struggling with mental health issues, including thoughts of self-harm or suicide.

At the Ball State Counseling Center, we see students for various reasons, including homesickness, relationship concerns, anxiety, and depression. During your first appointment, you will work with a therapist to develop a plan that connects you to resources that meet your needs. We help students access therapy at our Center and connect them to self-help resources, other on-campus services, and community-based options. All Ball State students also have access to several on-demand, self-help resources through different platforms. These resources, including a direct link to our website, can be found here.

### **Indiana's PL113 (formerly known as SB 202) related resources:**

BSU's Freedom of Expression: <https://www.bsu.edu/about/freedom-of-expression>

Other resources at University Libraries: <https://www.bsu.edu/academics/libraries>