Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: EDUC/SOCI 295 **Year: 2025-2026**
Course Title: Foundations of Education **Credit Hours: 3**

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course is designed to introduce students to the historical, sociological, and philosophical foundations of education. Students explore the philosophical aims and historical development of education; the relationship between education, society, and culture; the relationship between social stratification (e.g., race, gender, class, sexual orientation), and educational opportunities and outcomes; and the relationship between the state, public policy, and educational reform. In addition, students develop a personal philosophy of teaching that connects theory and practice, and addresses diversity and social justice. Prerequisites: ENGL 101; SOCI 101; MATH 090 and RDNG 116 if required by placement testing.
3 Cr. (3 Lec.) Spring semester.

Course Context/Audience

A required, final semester course for students enrolled in the Liberal Arts and Sciences: Early Childhood Education, Liberal Arts and Sciences: Childhood Education, or Liberal Arts and Sciences: Adolescence Education teacher education transfer programs. Social Science majors may also take this course with instructor permission. This course is intended to satisfy the SUNY foundations of education requirement for educational certification.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.
Math: M2 MATH 090 if required by placement testing.
Reading: R4 RDNG 116 if required by placement testing.

Course Goals

The aim of this course is to provide students with a comprehensive introduction to the historical, sociological, and philosophical foundations of education.

Course Objectives/Topics

Objective/Topic	% Course
The student will have an introductory understanding of the conflicting philosophical aims of education and the curriculum as they have emerged historically.	25%
The student will have an introductory understanding of the opportunities and constraints of teaching.	25%
The student will have an introductory understanding of the relationship between schooling and social stratification (e.g., by class, race, gender, ability, sexual orientation).	25%
The student will possess the ability to critically examine the role of education in promoting equality of opportunity, social justice, and democratic practices.	25%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	**HOW DOES THE COURSE ADDRESS THE OUTCOMES** (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
Students will be able to ➢ develop meaningful questions to address problems or issues. ➢ gather, interpret, and evaluate relevant sources of information. ➢ reach informed conclusions and solutions. ➢ consider analytically the viewpoints of self and others.	Students spend the entire semester reading and evaluating conflicting and competing aims of education, from the perspectives of a variety of authors in U.S. history. Based on these readings and class discussions, student produce an education philosophy paper that answers the question, "What should be the primary purpose of education?" In addition to requiring a critical analysis of contradictory aims, this paper requires students to reach and informed conclusion about the purpose of education, and to identify the social structural factors that stand in the way.
SOCIAL/GLOBAL AWARENESS OUTCOMES	**HOW DOES THE COURSE ADDRESS THE OUTCOMES** (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
➢ Students will begin to understand how their lives are shaped by the complex world in which they live. ➢ Students will understand that their actions have social, economic and environmental consequences.	Students planning to pursue teaching will begin to understand both the power that they have and the constraints that they face in classroom teaching. This goal is supported by all of the reading, writing, and discussion that occurs in the class.

Instructional Methods
This course includes the following instructional methods: lectures to provide content knowledge; discussions; student application of course concepts and theories; research; formal and/or informal collaborative work; and guest speakers.

Methods of Assessment/Evaluation

Method	**% Course Grade**
Oral presentations	0-20%
Attendance	0-20%
Written responses to required readings	0-20%
Educational Autoethnography	15-25%
Personal philosophy paper	20-40%
Annotated bibliography	0-20%
Essay exams	0-25%
Attendance and participation	0-15%

Text(s)

Education: Sources, Craig Kridel, McGraw Hill

Sources: Notable Selections in Education, Red Schultz, Latest Edition, Dushkin

The Limits and Possibilities of Schooling, Christopher J. Hurn, Latest Edition, Allyn and Bacon

The Sociology of Education: A Systematic Analysis, Jeanne H. Ballantine, Latest Edition, Prentice Hall

Exploring Socio-Cultural Themes in Education: Reading in Social Foundations, Joan H. Sprouse, Latest Edition, Prentice Hall

The Way Schools Work: A Sociological Analysis of Education, Kathleen Bennett deMarrais and Margaret LeCompte, Latest Edition, Longman

American Education, Joel Spring, Latest Edition, McGraw Hill

Schools and Society: A Sociological Approach to Education, Jeanne H. Ballantine and Joan Z. Spade, Latest Edition, Wadsworth

Society and Education, Daniel and Rayna Levine, Latest Edition, Prentice Hall

School and Society: Historical and Contemporary Perspectives, Steven E. Tozer, et al, Latest Edition, McGraw Hill

The Structure of Schooling: Reading in the Sociology of Education, Richard Arum and Irenee R. Beattie, Latest Edition, Mayfield

Bibliography

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Counts, George S. 1945. Education and the Promise of America. New York: Macmillan.
Counts, George S. 1952. Education and American Civilization. New York: Teachers College Press.
Counts, George S. 1962. Education and the Foundations of Human Freedom. Pittsburgh: University of Pittsburgh Press.
Counts, George S. 1971 [© 1930]. The American Road to Culture: A Social Interpretation of Education in the United States. New York: Arno Press.

Cremin, Lawrence Arthur. 1951. The American Common School: An Historic Conception. Teachers College Press.
Cremin, Lawrence Arthur. 1965. The Genius of American Education. University of Pittsburgh Press.
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Cremin, Lawrence Arthur and Freeman R. Butts. 1953. A History of Education in American Culture. New York: Holt.
Cremin, Lawrence Arthur and Merle L. Borrowman. 1956. Public Schools in Our Democracy. New York: Macmillan.

Dewey, John, 1938. Experience and Education. New York: Macmillan.
Dewey, John. 1961. Democracy and Education: An Introduction to the Philosophy of Education. New York: Macmillan.

Greene, Maxine. 1988. The Dialectic of Freedom. New York: Teachers College Press.
Greene, Maxine. 1995. Releasing the Imagination: Essays on Education, the Arts, and Social Change. San Francisco: Jossey-Bass Publishers.

Mills, C. Wright. 1959. The Sociological Imagination. Oxford University Press.

Other Learning Resources

Audiovisual: No resource specified
Electronic: No resources specified
Other: No resources specified