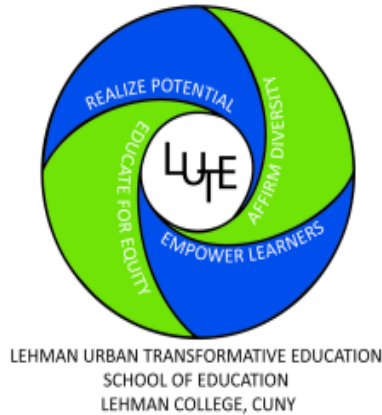


**Department of ...
School of Education
LEHMAN COLLEGE
City University of New York**



The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.

Semester and Year: Fall 2026

Course number and title: ECE 202, Foundations in Education in the United States

Instructor:

Office:

Phone:

E-mail:

FAX

Office hours and office Location: Carman Hall

Resources:

Computer Center Help Desk – 718-960-1111

Student Disability Services – 718-960-8441

Instructional Support Services – 718-960-8175

Counseling Center Services – 718-960-8761

1. Course description (*from the catalogue*)

Foundations in Education in the United States

NOTE: Required texts for this course:

This is an OER class; all readings will be posted on Blackboard/Brightspace.

Standards to be met for U.S. Experience in its Diversity:

• Gather, interpret, and assess information from a variety of sources and points of view.
• Evaluate evidence and arguments critically or analytically.
• Produce well-reasoned written or oral arguments using evidence to support conclusions.
• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
• Evaluate how indigenous populations, enslavement, or immigration have shaped the development of the United States.
• Explain and evaluate the role of the United States in international relations.
• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

4. Learning Outcomes

Students will be able to:

- Analyze the historical development of U.S. public education by exploring differing perspectives on whom schools were originally designed to serve, and trace how various demographic groups gained access over time.
- Apply historical, linguistic, and theoretical frameworks through the creation and presentation of personal written and oral narratives.
- Identify and explain key milestones in the history of U.S. public education, with a focus on the evolving relationship between schools and home/community environments.
- Evaluate the historical access to education among racial and ethnic groups in the U.S., and critically assess the ethical implications of that history on present-day educational practices and community relationships.
- Synthesize personal educational experiences, fieldwork in school and community settings, and scholarly texts to contextualize the role of education in shaping individual and collective identities within society.

5. Instructional methods implemented in the course example

- Engage in reflection on assigned readings through small group discussions in class and online discussions on Blackboard/Brightspace, using evidence to evaluate arguments and support your conclusions.

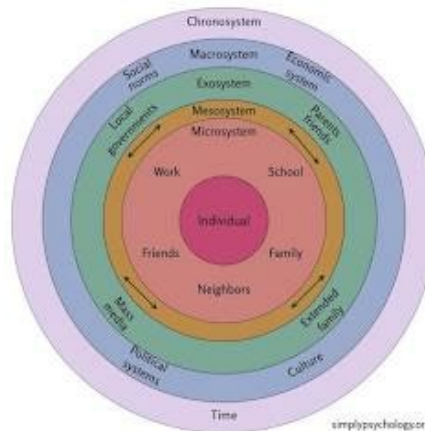
- Reflect on and research the connections between school, community, and personal experiences, examining how your background shapes your values, opportunities, and limitations.
- Participate in online reflections on Brightspace about the ethical decisions behind the creation of public schools and their foundational principles.
- Utilize media and technology tools specifically related to course content.
- Collaborate in small group activities.
- Receive ongoing formative feedback from the instructor throughout the course.

KEY ASSESSMENTS

PART 1: Educational Autobiography: Written Assignment (20 points)

You will complete an educational autobiography. This autobiography will be written as four-page double space paper. You will address the four components listed below: personal, school, historical alignment, and community context.

- a) *Personal*: Share your education story. Where were you born, and where were your parents born? Reflect on how your background has shaped your experiences in school. Using the Multicultural Identity Wheel, describe your identity in terms of language, ethnicity, race, gender, and any other aspects that are meaningful.
- b) *School*: What schools did you attend? Reflect on your best and worst memories from your school experiences. What languages did you hear spoken at school? Was the knowledge you brought from home used at school?
- c) *Historical Alignment*: Using the Tyack reading, analyze how your education story connects with the history of public schools. Were you among the first groups for whom public schools were created? If not, when were you "admitted," and how did that process unfold?
- d) *Community Context*: Drawing from Bronfenbrenner's Theory of Ecological Systems in your readings, create your own Ecological System, including the Individual, Microsystem, Mesosystem, Exosystem, and Macrosystem. Reflecting on the Moll and Gonzalez reading, consider your own and your family's Funds of Knowledge. Were these acknowledged during your school experience? If they were, how did this recognition shape your educational journey? If not, how did the lack of recognition affect your education?



PART 2: Community Walk: Written Assignment (20 points)

You will conduct a Community Walk to explore and better understand the neighborhood where your selected school is located. You may choose the time and day that works best for you, and you're welcome to bring friends, family members, or classmates along. The goal is to gather firsthand observations and begin to think critically about the social, linguistic, and historical context of the school community.

Walk through the neighborhood surrounding your chosen school. Take notes, photos (if appropriate), and reflect on what you see, hear, and notice. Use the guiding questions below to help shape your observations and any follow-up research.

- What is the name of the neighborhood? Identify the specific area where the school is located.
- Who lives in this neighborhood today? Describe the current residents in terms of language, culture, age, occupation, etc.
- Who lived in this neighborhood in the past? What historical or demographic shifts have taken place? Where did former residents go?
- Where did new residents come from? Are there signs of recent migration or gentrification?
- What languages are visible in public spaces? Look at signs, storefronts, flyers, graffiti, and other written or spoken language in the area. What does this suggest about language use and multilingualism?
- What are the racial, ethnic, religious, and economic characteristics of the neighborhood? Include any observable patterns as well as data you research.

In addition to your walk, consider how you'll gather more in-depth information. We'll discuss tools like NYC Open Data, local historical archives, and census data during class to support your research.

PART 3: School Research: Written Assignment (20 points)

For this assignment, you will select a school that you attended—elementary, middle, or high school—and conduct a research-based reflection on its background, community connections, and linguistic and cultural identity. Your goal is to better understand the relationship between the school and the community it serves by drawing on personal experience, interviews, and insights from your Community Walk.

Part I: School Background

- Identify the school and provide a brief overview of its history and context (e.g., grade levels served, location, demographic profile). Research who the school is named after. Who was this person, and why might the school community have chosen to honor them?

Part II: Language & Cultural Identity

- What languages are spoken or represented at the school? How do you know this? Consider school signage, classroom materials, student or staff languages, and communication with families.

Part III: School–Community Connection

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- Reflect on how the surrounding community influences the school. What elements of the neighborhood (e.g., businesses, organizations, local culture) shape the school's identity and resources? How does the school impact the broader community? Think about events, partnerships, or programs that may extend beyond the school walls.

Part IV: Interviews

- Interview two people connected to the school (e.g., former teachers, staff members, classmates, family members, or community leaders). Ask about their experiences with the school, their views on its role in the community, and any changes they have observed over time. Include brief summaries or key quotes from the interviews in your write-up.

FINAL: Research Project: Written, Visual and Oral Assignment: 25 points

This final project brings together the major components of your work this semester—your **educational autobiography**, the **community walk**, and your **school research**—into a comprehensive poster presentation.

You will synthesize your findings and personal reflections to tell the story of your own educational experience within the broader context of U.S. educational history. Your presentation should demonstrate how your personal, school, and community experiences align with or diverge from historical trends, policies, and patterns discussed in the course.

You will present your work in a **poster session** during the final class meeting. Class time will be provided to support poster development, and you will work with your instructor and small group to plan and revise your presentation.

1. Educational Autobiography (from Part 1 – 20 points)

Summarize your four-page written reflection in a concise and visual format:

- **Personal Background:** Where were you and your parents born? How have your identities (language, race, gender, etc.) shaped your schooling? Use the Multicultural Identity Wheel to guide your reflection.
- **School Experiences:** Name the schools you attended. Share your most significant positive and negative educational memories. What languages were spoken? Was knowledge from home valued in school?
- **Historical Alignment:** Use the Tyack reading to analyze how your school experience connects to U.S. public education history. Who were public schools designed for—and when did "your people" gain access?
- **Community Context:** Create your own Ecological System (based on Bronfenbrenner's theory). Use Moll & Gonzalez's "Funds of Knowledge" to evaluate whether your family's knowledge was acknowledged in your schooling.

2. Community Walk (from Part 2 – 20 points)

Incorporate your observations and research from your Community Walk:

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- Name and describe the neighborhood where your chosen school is located.
- Who lives there now? Who lived there in the past? How has the neighborhood changed?
- What languages and cultures are visible in public spaces?
- What demographic patterns (race, religion, income, etc.) did you observe or research?
- Use photos, maps, quotes, or data visuals to enhance this section.

3. School Research (from Part 3 – 20 points)

Provide key insights from your school-based investigation:

- **Background:** Name and describe the school (location, grades served, who it's named after and why).
- **Language & Culture:** What languages are spoken or represented at the school? How do you know?
- **Community Connection:** How does the neighborhood influence the school? How does the school impact the neighborhood?
- **Interviews:** Summarize insights from the two people you interviewed (teachers, staff, peers, etc.). Include key quotes that show their perspectives on the school-community relationship.

4. Historical Context & Course Connection

Finally, bring everything together by connecting your personal, school, and community experiences to what we've studied in class about the history of education in the U.S.

- How does your story reflect (or challenge) national narratives about access, equity, language, and identity in public education?
- Use key readings (e.g., Friere, Dewey Tyack, Moll & Gonzalez, Bronfenbrenner) and class discussions to support your analysis.

6. Online component of the course (*as applicable*)

7. Assessment/grading policy (*procedures, components, weights assigned to each component*)

Punctual Attendance & Class Participation: 15 points

Education Autobiography: 20 points (includes, a, b, c, d, 5 points each)

Community Walk: 20 points

School Research: 20 points

Research Project: 25 points

8. Detailed rubric/s for assessing course assignments (*with descriptions for each of the following*):

4-Exemplary (A range) 3 Satisfactory (B to A- range) 2-Developing (B- to C range) 1-Unsatisfactory (D/F range)	OR 4-Exceeds standards 3-Meets standards 2-Marginally meets standards 1-Does not meet standards
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Upon completing each assessment, candidates will demonstrate competency in the required outcomes (knowledge, skills, and dispositions) at one of four levels: Unsatisfactory, Developing, Satisfactory, or Exemplary.

Unsatisfactory (1)	Developing (2)	Satisfactory (3)	Exemplary (4)
Inadequate evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each. D/F	Partial evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each which requires further development. C+/C/C-	Adequate evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each. B+/B/B-	Exemplary evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each. A/A-

Note: Each assignment will be graded on a points system. For example, if an assignment is worth 10 points, an "Exemplary" grade would earn 9 or 10 points, "Satisfactory" would earn 6, 7, or 8 points, "Developing" would earn 3, 4, or 5 points, and "Unsatisfactory" would earn 1 or 2 points. Your final grade will be the total sum of all assignment points, with a maximum possible score of 100 points.

11. Academic and plagiarism policy (www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf)

12. Attendance policy;

You are expected to be prepared and to attend all sessions. Use e-mail to notify instructor prior to class if you are going to be absent. You are expected to attend all classes unless your ill. We need you to contribute to the learning of all in each class session.

13. Classroom Policies (Cell Phones, Lateness, Make-Up Work, Class Participation):

- If you need to use your cell phone (including texting), please step outside the classroom.
- You are responsible for any missed work while you are out.
- Absences do not excuse late submissions; all work must be turned in on time.

- Active participation in class discussions contributes to a higher grade and makes the class more engaging for everyone.

14. Calendar - Course topics (specification of in-class and online work with dates and times for both each week)

DATE	TOPIC (To be discussed in Class)	ASSIGNMENTS (To prepare for the NEXT week)
Session 1	Introducing the Conversation Course Overview Who are you? Who am I? Introductions What does it mean to be educated? What questions will be using to interrogate our readings? (Who's "at the table"? Whose voices are missing? What interests are being met by what is happening? Whose interests are not being addressed?) • Review syllabus • Brightspace as part of class time • What do you want to gain from this course experience?	WEEK ONE on Brightspace Read "Prologue: The Founding Fathers and Education" from <u>Pillars of the Republic: Common Schools and American Society: 1780-1860.</u> (You will find this, and all articles and chapters under "Course Materials".) Answer the questions on the Journal thread under Week One. Kaestle. Please integrate all answers into ONE 150-word paragraph. Use evidence in the readings to answer your questions.
Session 2	Education: History, Sociology, Politics and Philosophy. Why is this important? The Three Pillars of the Common School Movement Jamila Lyiscott: I Speak Three Languages	WEEK TWO on Brightspace Read "Black Teachers on Teachers Introduction" by Michele Foster and answer questions Read "Inside the System: The Character of Urban Schools, 1890-1940" by David Tyack Watch video - <i>The Story of American Public Education Part 1</i>
Session 3	Reconstruction and the loss of a generation of teachers Bronfenbrenner and Ecological Systems Theory: Part 1 VIDEO- <i>The Story of American Public Education Part 2</i>	WEEK THREE on Brightspace Submit Education Autobiography, Part a on Blackboard (detailed instructions under "assignments") Listen to: Podcast: How We Teach About Reconstruction
Session 4	Administrative Progressives (the "Scientific" method) How was thinking about Race embedded in NYC public schools? Bronfenbrenner: Part 2	WEEK FOUR on Brightspace Read bell hooks <i>Community</i> and answer questions Submit: Education Autobiography, Part b due on Blackboard by midnight

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		Watch video - <i>The Story of American Public Education, Part 3</i>
Session 5	Progressive Education: Readings from John Dewey & Francis Parker The History of Bilingualism in the US	WEEK FIVE on Brightspace Read John Dewey (Chapter 8) and answer questions on Bb Submit: Education Autobiography, Part c due on Brightspace by midnight Watch video - <i>The Story of American Public Education Part 4</i>
Session 6	Charlotte Hawkins Brown, Caroline Pratt, Harriet Johnson - “Founding Mothers”: Women of Progressive Education - Who and what was left out?	WEEK SIX on Brightspace Review Brown vs. BOE and timeline (and Lau vs. BOE) https://www.tolerance.org/magazine/spring-2004/brown-v-board-timeline-of-school-integration-in-the-us Education Autobiography, Part d due on Blackboard by midnight
Session 7	Brown vs. Board of Education: What is the legacy of Brown vs. BOE in the U.S, in NYC and in the Bronx? Community Walk assignment and School Research discussion	WEEK SEVEN: On Brightspace Read Paolo Freire (chapter 13) and answer questions on Bb MIDTERM Assignment: Use all feedback from the instructor to edit and resubmit all of Education Autobiography, Parts a, b, c d on Bb
Session 8	Freire philosophy “Saviorism” through the years “Brutal policies in the morning, charities in the afternoon, awards in the evening” (Teju Cole)	WEEK EIGHT on Brightspace Listen to: Episode 2: Planning for the Needs of Linguistically Diverse Families and Communities at: https://cunytedoer.commons.gc.cuny.edu/bilingual-beginnings-podcast/ Answer questions on Bb
Session 9	History of Multilingual Learning in the U.S Translanguaging: Ofelia Garcia and linguistic repertoires in the classroom https://www.cuny-nysieb.org What is Translanguaging by Dr. Ofelia Garcia (12:21) https://www.youtube.com/watch?v=Z_AnGU8jy4	WEEK NINE on Brightspace Read Jane Roland Martin (Chapter 11) and short article “How a Thirteen Year Old Girl Smashed the Gender Divide” by Laurie Gwen Shapiro Submit: Community Walk Project

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	o&list=PL72WgjD2ZG70k6MEOjQ8i_lbCJTQ1IsrW&index=3 Please come prepared to discuss your personal experiences with bi/multi-lingualism? How does history inform current practices?	
Session 10	School Research - Small group discussion	WEEK TEN on Brightspace Read “The Tracking Wars” by Jeannie Oakes and answer questions
Session 11	The Gender Divide Moll and Gonzalez: Funds of Knowledge; What funds of knowledge do you bring to campus?	WEEK ELEVEN on Brightspace Submit School Research project
Session 12	Tracking: Special Education, Gifted Education	WEEK TWELVE no assignments, work on putting all of your work together; I will provide feedback and opportunity to resubmit if you submit today
Session 13 & 14	Presentations	Putting it all together: Submit your entire project on Brightspace Celebration and sharing of work

15. Reading All readings will be posted on Blackboard under “Course Materials”.
