FYS 100 - EDUCATION AND SOCIETY
FALL 2025 - COURSE SYLLABUS CRN# 10974

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Office hours: By appointment

Section 33   Tuesday, Thursday12:00 p.m. – 1:15 p.m.
Space   Jepson 107

INTRODUCTION
This course explores K-12 education and its impact on a democratic society and citizenship.

COURSE LEARNING PLAN
Course Learning Objectives - The essential, overarching learning objectives of this course are the following
1. The student will learn about the history of schooling and education in America.
2. The student will be able to analyze the interaction of citizenship and democracy.
3. The student should have an enhanced understanding of the concepts and practices of education in a pluralistic and diverse society.
4. The student will understand the relationship between school reform and education policy.
5. The student should be familiar with the kinds of questions asked by education scholars.
6. The student will examine the importance of schooling in the global marketplace.
7. The student should have enhanced powers of critical thinking and increased capabilities of oral and written communication.
8. The student will develop the fundamentals of oral communication and critical thinking as outlined in the First Year Seminar Common Expectations.

FIRST YEAR SEMINAR - COMMON EXPECTATIONS
Your First-Year Seminar will form the foundation of your general education at the University of Richmond, introducing you to college-level reading, writing, and critical thinking. While each seminar will also have specific course goals tied to the subject matter of the seminar, you can expect this First-Year Seminar to pursue the five following shared goals:

1. Expand and deepen students' understanding of the world and of themselves
2. Enhance their ability to read and think critically
3. Enhance their ability to communicate effectively, in writing, speech, and other forms
4. Develop the fundamentals of information literacy and library research
5. Provide the opportunity for students to work closely with a faculty mentor

Library Lab Overview
An important aspect of this First Year Seminar is the work you will do to enhance information literacy/library research skills.

There are three phases you'll complete this term as part of your introduction to library research and information literacy strategies. The first two phases need to be completed by September 3rd.

1) Take the **Library FYS Pre- and Post-Test** to access your information literacy skills before and after the FYS program.

2) Complete a tutorial titled, **Top 13 Library Tips**. This tutorial will highlight the University's expectations for academic integrity and provide information on the importance of assuming responsibility for using information ethically.

3) Attend a Library Lab during class. This lab will be led by our FYS liaison librarian Kyle Jenkins, Social Sciences Librarian, kyle.jenkins@richmond.edu, University of Richmond, (804) 289-8262.

ADDITIONAL SUPPORT
If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

Academic Skills Center (asc.richmond.edu): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website**. Email** Roger Mancastroppa (rmancast@richmond.edu) **and** Hope Walton (hwalton@richmond.edu) **for coaching appointments in academic and life skills.**

Boatwright Library Research Librarians: (library.richmond.edu/help/ask/ or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide individual appointments, class library instruction, tutorials, and research guides (libguides.richmond.edu). Students can contact individual librarian (library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email (library@richmond.edu), text (804-277-9ASK), or chat (library.richmond.edu/chat.html).

Career Services: (careerservices.richmond.edu or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

Counseling and Psychological Services (caps.richmond.edu or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

Speech Center (speech.richmond.edu or 287-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by

teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

Writing Center (writing.richmond.edu or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.

Disability Services (disability.richmond.edu or disability@richmond.edu or 804-662-5001): The University of Richmond's office of Disability Services strives to ensure that students with disabilities and/or temporary conditions (i.e., concussions & injuries) are provided opportunity for full participation and equal access. Students who are experiencing a barrier to access due to a disability and/or temporary condition are encouraged to apply for accommodations. by visiting: Once accommodations have been approved, students must 1) Submit their Disability Accommodation Notice (DAN) to each of their professors via the Disability Services Student Portal available at this link: sl.richmond.edu/be. and 2) Request a meeting with each professor to create an accommodation implementation plan. It is important to complete these steps as soon as possible because accommodations are never retroactive, and professors are permitted a reasonable amount of time for implementation.

COURSE POLICIES AND STANDARDS
Class and Event Attendance and Participation
Attendance and participation in class and group activities/meetings are serious components of the class. Class attendance **is required**. Student absences due to illness will not be penalized. Students who are sick should not attend. In the event of excused absences, the instructor will support students to maintain progress toward the course learning goals. Please communicate with me about any extended absence. In addition, unless there are good reasons, lateness will not be tolerated. Chronic lateness will be penalized.

Technology
I am a strong believer in the role of technology in pedagogy and in schooling. However, it can also be distracting to the classroom environment. I will allow laptops and tablets in the classroom, but only for note taking purposes. **I will encourage you to put away your smartphones and not check them until after class.**

AI
The use of AI tools (such as ChatGPT) is permitted in this course with certain tasks and with attribution: You may use AI platforms to help prepare for assignments and projects (i.e. to help with brainstorming ideas). You may also use AI tools to help revise and edit your work (i.e. to help identify any flaws in reasoning, spot confusing or underdeveloped paragraphs, or to fix citations). Using any AI tools in any other manner outside of these specified tasks without explicit permission is a form of academic dishonesty and a violation of the UR Honor Code. If you are unsure about whether something may be plagiarism or academic dishonesty, please contact me to discuss the issue before the assignment is due.

If you choose to use AI tools for the tasks specified above, you must do so with caution and proper citation. Remember AI tools have flaws and their use is not a replacement for your own thinking and

research. When submitting each assignment, you must clearly attribute what part(s) of the assignment was generated by the AI tool. All statements containing AI-generated text must appear in a different colored font and use an in-text parenthetical citation in APA style. **If a student fails to properly follow this request for attribution and highlighting of AI, it will automatically result in a grade of F and a referral to the University's Honor Council.**

Absence During In-Class Graded Assignments
Unexcused absences from in-class graded assignments may not be made up. Any difficulties or problems should be brought to the instructor's attention as soon as possible (well before the assignment or exam is scheduled.) Requests for extensions will be granted only under dire circumstances.

Honor Code
Every piece of written work presented by individual students must have the honor pledge and the student's signature on it. The pledge is, *"I pledge that I have neither given nor received unauthorized assistance during the completion of this work."* If the code is not on the assignment, there will be a half grade deduction.

Religious Observance Policy
Students needing to miss class because of religious observance should contact me within the first two weeks of the semester to discuss the absence. The University's full religious observance policy may be found here (http://registrar.richmond.edu/services/policies/religiousobsv.html).

Addressing Microaggressions on Campus
Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.[1] Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.[2] Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).[3] A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.[4]

The University of Richmond is committed to building an inclusive community. To this end, the Student Center for Equity and Inclusion (SCEI) was created in 2021 and offers ongoing support and assistance for a diverse student body.[5] With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

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1 Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. Annual Review of Psychology, 60(1), 525–548. https://doi.org/10.1146/annurev.psych.60.110707.163651

2 Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting college student development through collaborative learning: A case study of hevruta. About Campus, 15: 19-25. https://doi.org/10.1002/abc.20044

3 Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. Journal of Counseling & Development, 92(1), 57–66. https://doi.org/10.1002/j.1556-6676.2014.00130.x

4 Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. NCID Currents, 1(1). http://dx.doi.org/10.3998/currents.17387731.0001.106

5 https://inclusion.richmond.edu/

The WEB Project
Students, faculty, and staff at the University of Richmond are responsible for **W**elcoming and taking care of one another and our institution, **E**ngaging respectfully with diverse ideas and experiences, and **B**uilding a vibrant learning community. The purpose of The WEB Project is to foster critical thinking and dialogue about these community priorities and the role that each of us plays in striving toward them.

On two occasions this semester, we will dedicate class time to discussing different student perspectives on these goals. Before each of these class meetings, you will be asked to watch a video and complete a short reflection exercise. During each of these class meetings, we will engage with the material and each other.

These activities are expected to:
- Enrich your experience as a student and UR community member
- Further develop your intellectual, communication, interpersonal, and civic readiness skills
- Prepare you for greater personal and professional success in an intercultural world

COURSE REQUIRED READINGS
The classroom work in this FYS course will center on the reading assignments. Since the course involves as much discussion as possible, and with minimum lecturing, it is **IMPERATIVE** that you complete the assigned readings prior to each class. *To be successful in this course you should devote 10 – 14 hours in class, reading and studying the material, and preparing assignments.*

Texts:
Green, K. (2015). *Something must be done about Prince Edward County: A family, a Virginia town, a Civil Rights battle.* Harper Collins Publishers.
Mondale, S. & Patton, S. (2001). *School: The story of American public education*. Beacon Press.
Ripley, A. (2014). *The smartest kids in the world: And how they got that way*. Simon & Schuster.

Articles:
In addition to these books, there will documentaries, articles, reports, websites, data sets, and other materials that you will be required to examine. You can access these other materials, labeled **Bb**, under the Content section on the course's **Blackboard website**.

COURSE ASSIGNMENTS
The assignments are designed to create a framework in which students are treated fairly and equally. Please remember that critical analysis of the assigned readings is necessary. The readings, articles, and ideas from the course will need to be incorporated into each assignment. Please utilize the *American Psychological Association (APA)* style in referencing material or other referencing sources such as the MLA or Chicago Style. **Every quote and non-original thought that is written by a student should have a reference citation. If there is no reference page at the end of each assignment, there will be a half grade deduction.** Please check the library's citing page for guidance: http://libguides.richmond.edu/citingsources.

The assignments for this class are:

Exam (15%)
Essay exam on history of early American education will be given in the early part of the semester.

Short Response Essays (2 at 15% = 30%)
Responses essays are reflection pieces on the books, discussions from class, and documentaries related to the topic. The response essay should *briefly* state the main point, or main points, made by the author, describe the evidence to support the main point(s), and offer an insight, or a response. The response part of the paper requires analysis or creative thinking, and can take one or more of a variety of forms: (1) you may indicate how you personally responded to the readings; (2) you may consider whether the evidence to support the main point is convincing; (3) you might compare the reading with something else you have read or experienced; or, (4) you might raise a question about the reading. Most importantly, the summary of the reading should be a small part of the paper (I have read the material); most of the paper should be devoted to your response: what do you think about the idea in the prompt and why?

Group Presentation (15%)
The presentation will be a joint exercise between students in University of Richmond's Education and Society First Year Seminar course and students in the Education, Culture, and Society course at the FHNW University Applied Sciences and Arts, Northwestern Switzerland.

Final Response Essay (10%)
The final response essay will be an individual reflection on the group presentation and interactions with the FHNW students.

Leadership (30%)
Class preparation, attendance and participation are expected and will help determine both your experience and success in the course. This we will call leadership because it will require you to act as leaders and followers in our course community.

Grading Scale

A+	98-100	A	94-97	A-	90-93
B+	87-89	B	84-86	B-	80-83
C+	77-79	C	74-76	C-	70-73
D+	67-69	D	64-66	D-	60-63
F	0-59				

COURSE SCHEDULE

Introduction and Why Public Schools

Week 1

Tues., Aug. 26   **Introduction to Syllabus**
Reading: There are no readings for the first day. Please review the syllabus.

Thur., Aug. 28   **What Americans Want from Schools**
                     WEB Research Project - Class Community Agreement
Reading: Bb, readings on the importance of schools and education to American democracy; the role of inequity in today's schooling

History of Schooling in America, 1770-1954

Week 2

Tues., Sep. 2   **Education and the Building of a New Nation**
Reading: Bb, Urban and Wagoner, "Education and the Building of a New Nation:1776-1830"

Thur., Sep. 4   **Jefferson's Vision of Education**
Reading: Bb, Wagoner, excerpt from *Jefferson and Education*

Week 3

Tues., Sep. 9   **The Educated Citizenry**
Reading: Mondale & Patton, "Part One: 1770-1900" and "The Educated Citizen"
                     Bb, Urban and Wagoner, "The Common Man and the Common School"

Thur., Sep. 11   **Class, Caste, and Education in the South**
Reading: Bb, Urban and Wagoner, "Class, Caste, and Education in the South: 1800-1900"

Week 4

Tues., Sep. 16   **WEB Project Discussion**

Thur., Sep. 18   **Immigrants and Progressivism**
Reading: Mondale & Patton, "Part Two: 1900-1950" and "You Are an American"
                     Bb, Urban and Wagoner, "Organizing the Modern School System"

Segregation of Schools: Looking Back, Moving Forward

Week 5
Tues., Sep. 23 ***Brown v. Board* and Reaction in Virginia**
Reading: Bb, reading on *Brown* decision in Virginia

Thur., Sep. 25 **Visit Black History Museum and Cultural Center**
Reading: Bb, readings on history of Richmond Public Schools and desegregation

Week 6
Tues., Sep. 30 **Separate, But Not Equal**
Reading: Green, Part I

Thur., Oct. 2 **The Lost Generation**
Reading: Green, Part II

Week 7
Tues., Oct. 7 **Segregated and Racially Isolated Schools Today**
Reading: Bb, readings on segregated schools today

Thur., Oct. 9 **Looking Back, Moving Forward in Richmond and Virginia**
Reading: Bb, readings on the changing demographics in K-12 schools in Richmond area

Week 8
Tues., Oct. 14 **NO CLASS – FALL BREAK**

Thur., Oct. 16 **Reference Librarian Visit to Class**

Impact of Immigration, Community, Housing and Socio-economic Status on Learning

Week 9
Tues., Oct. 21 **WEB Project Discussion**

Thur., Oct. 23 **Importance of Housing and Community SES Variables**
Reading: Bb, readings on the education-housing nexus and SES

Week 10

Tues., Oct. 28 **Visit Huguenot High School: Immigration Status and English Language Learners (ELL)**
Reading: Bb, readings on immigration status and ELL

Thur., Oct. 30 **Trauma and Toxic Stress Due to Poverty**
Reading: Bb, readings on trauma and toxic stress

Week 11

Tues., Nov. 4 **Wrap Around Services in Schools**
Reading: Bb, readings on wrap around services

International and Comparative Analysis of Schooling

Wed., Nov. 5 **Culture, Society, and Education – International Perspective**
10:30 am- 11:45 am – HUM 405

Thur., Nov. 6 **Comparison of Global Education Reform and PISA**
Reading: Bb, readings on comparison of education systems and PISA

Week 12

Tues., Nov. 11 **Comparative Structures of Schooling Across the Globe**
Reading: Ripley, part I fall

Wed., Nov. 12 **Culture, Society, and Education – International Perspective**
10:30 am- 11:45 am – HUM 405

Thur., Nov. 13 **Comparative Structures of Schooling in U.S. and Europe**
Reading: Ripley, part II winter

Week 13

Tues., Nov. 18 **Comparative Structures: Innovation and Creativity**
Reading: Ripley, part III spring

Thur., Nov. 20 **Visit Innovative Local School: CodeRVA High School**
Reading: Bb, information on CodeRVA High School

Week 14

Tues., Nov. 25 **NO CLASS – Happy Thanksgiving**

Thurs., Nov. 27   NO CLASS – Happy Thanksgiving

<u>Week 15</u>
Tues., Dec. 2   Catch Up and Work on Presentation

Wed., Dec. 5   Presentations
10:30 am- 11:45 am – HUM 405

Thur., Dec. 4   Presentations

Final Presentation

<u>Week 16</u>
DUE: Final response essay

GRADING RUBRIC	Strong	Acceptable	Weak
Thesis (very important)	Essay has a clean non-obvious, interesting thesis that neither restates the question nor asks one without answering it	Essay has a clear thesis but it may be obvious or a simple restatement of the question	Essay has no clear thesis
Scope	Topic is clearly defined and limited	Topic is defined but limits aren't clear	Topic is either undefined or tries to do too much
Topic sentences	Each paragraph has a topic sentence that clearly links back to the thesis	Paragraphs have topic sentences but relationship to thesis is not always clear	No or few topic sentences; paragraphs not logically ordered
EVIDENCE			
Choice of evidence (very important)	Thesis is supported with evidence drawn from the text that is analyzed creatively and thoughtfully	Thesis is supported with textual evidence but analysis is minimal or evidence is obvious	Thesis is either unsupported or evidence is irrelevant
Integration	Quotations are smoothly integrated into the text	Not all quotations fully integrated; some awkward moments	Quotations not integrated into sentences, introducing grammatical or logical errors
Analysis	Each quotation is preceded or followed by analysis—at least 2 lines per quotation	Quotations are analyzed but some logical breaks or missing steps	Limited to no analysis of quotations; analysis never moves beyond paraphrase
Academic Integrity (pass/fail)	Sources are properly referenced		Essay lacks attribution for sources, whether course materials, online sources, or others
FORMAT			
Grammar	Essay has been copy-edited and has no grammatical or spelling errors	Essay is largely error-free but some errors remain	Essay has not been copy-edited
Style	Essay is clear and graceful	Essay is usually clear and readable	Essay is awkward, repetitive, or hard to read.
Concision (very important)	Essay is concise and diction is well-chosen; style shows attention to revision	Essay is generally concise, though some wordiness may remain	Essay is wordy and vague

Student Essay/Papers
Standards of Evaluation

1). <u>Clearly written, carefully formed thesis statement.</u> The student should say what he or she is going to argue and how it will be argued. The thesis statement should be developed into a full (several sentences) paragraph. Briefly list the major points to be made in your essay, thus providing a general "road map" for your reader.

2) <u>Careful reasoning.</u> The student needs to respond to the "why" questions about his/her thesis. The instructor asks himself: Does this student support the major points of his/her essay by developed explanations of why his/her view is sound, important, relevant, and worth expressing? Does the student give reasons that are relatively complete or does he/she defend points with a single, short, choppy sentence or two? Does the student contradict himself/herself? Does the student develop a line of reasoning or does he/she present reasons randomly?

3. <u>Imaginative use of illustrations/examples.</u> Does the student show that he/she grasps the ideas/theories in question by providing his/her own examples or illustrations? Examples will always be used by instructor in an effort to make his lectures clear and it is therefore expected that the student will use examples to make his/her essays or papers clear.

4. <u>Accurate representation of theory.</u> If the student blatantly misconstrues a philosophical theory or shows little knowledge of the ideas of a thinker in question, the essay will receive a low grade. The student should take the time to define the "key terms" of the theory. The student should not assume that the reader of his/her essay is familiar with the definition of any concepts introduced in either the reading or lecture.

5. <u>Clear accurate and effective use of quotations.</u> The instructor asks: Does the student use sufficient quotations to support his/her claim about the ideas of a thinker? Does the student use relevant quotations? Are the quotations taken out of context? Does the student use too lengthy quotations to describe the writer's thoughts?

6. <u>Is the thesis original?</u> The creativity expressed in the paper's thesis is highly-valued, but it will be rewarded only insofar as the thesis is also plausible.

7. <u>Attentiveness to style and grammar.</u> Most anyone can make an occasional spelling or grammatical error. The instructor will not deduct points for an occasional mistake in spelling or grammar. However, consistent (several per page) and blatant spelling, typographical, or grammatical errors will strongly reduce the student's grade. <u>Proofread carefully.</u>