

EDU/HST

This does not mean that you are limited in your explorations to just issues about schools, schooling, and the schooling system. In your research, you may more broadly explore education as it pertains to your interests and desires. My hope is that these explorations are made easier by the construction of the course. In addition, I have chosen to look at two case studies to further explore the education system and how it has functioned. While this choice is deliberate, and will help deepen our understanding of the two cases, it inevitably limits time for exploring how schools have impacted other groups through categorization by race/ethnicity (e.g. Latinos, Asian Americans, etc.), gender, sexual orientation, dis/ability, etc. You will, however, have opportunities in this course to pursue in detail these topics and others of interest to you through course assignments.

I am forever indebted to colleagues and former professors, some of whom you will read in this course. While in graduate school I was fortunate enough to take a social foundations course with Michael Sedlak who provided us with several primary and secondary sources that we will use in this course. In addition, I have drawn readings and themes from previous syllabi produced at this institution by Deborah Michaels. These two, among countless others, have helped me shape this course into what it is.

Course Goals

- Describe and analyze some of the perennial challenges that public schools face and how those challenges have often arisen out of beliefs about the purposes of schooling;
- Evaluate current schooling controversies in an appropriate historical context;
- Analyze primary and secondary sources;
- Take informed positions on proposed school reforms and their likelihood of fulfilling the promise of public education based on historical data;
- Interrogate how your own schooling experiences have been shaped by past and current conceptions about whose interests schools should serve and how those interests are best served;
- Recognize how schools have reflected, and continue to reflect, historical forces.

Assessments and Grading

Attendance

You are expected to attend class regularly and on time. If you do miss class, you should notify of the absence and follow-up with a classmate about what you missed. Class begins promptly at 10:00am and does not end until 11:50am. You can anticipate a class occasionally getting out a little early, but this will not happen often. I will generally give you a 5-10-minute break in the middle of class. Class attendance, tardiness, and early departures will be noted and will impact your grade in the course. Missing more than 3 classes will lower your overall course grade a step (e.g. from B+ to B). Continued absences beyond the 3 will reduce your overall grade in the course accordingly.

Participation and Engagement (15%):

This course will proceed largely through discussion rather than lecture. For that reason, your attendance and punctuality count toward your final grade. I expect you to come to every class period

- How do my race/ethnicity, class, gender, and sexual orientation affect my response to

them to help us identify trends that we have previously noted in the course and to raise questions that we will look to explore as we continue to move throughout the course. You will be asked to submit these notes and answer a few questions.

Artifact Project: (25%)

This assignment will have two components: 1) a presentation and 2) a paper. The presentation is worth 5% of your overall grade and the paper is worth 20%. The presentation is your opportunity to present your ideas to the class so that you can get feedback on your ideas **before** you submit the paper. This does not mean that you have to have a final draft of your paper by the time of the conference, but you should have a rough draft of the paper so that you can use the platform of the presentations to get feedback from your peers and incorporate that into your artifact paper. The presentation should be thought of as a way to help you organize your ideas and present a mostly finished product for feedback to push your work forward. You can find a more detailed description of this assignment on P-web under the assignment description for the artifact assignment.

Final Paper (30%)

You will historically analyze an educational issue of interest to you and make an argument about why this issue continues to be significant today. You will write an essay that will be due the final week of class. If you choose to explore a topic we have covered in our course, you must provide evidence of scholarly exploration of that topic that extends beyond our course work, from both a historical and a current perspective. You will be given an opportunity to receive feedback throughout the semester: once with the proposal of your final paper and once the week before the assignment is due with a draft we will workshop in the final class.

Course Policies:

Use of Laptops/tablets, cell phones: I prefer that you print off articles/chapters and bring paper versions to class instead of bringing your laptops. If you do need to bring your laptop to class, I expect you to use it ONLY for class related purposes. If I see that you are surfing the web or responding to email, I will ask you not to bring the laptop to class again. Please turn off your cell phones and put them away in your backpack or pocket before class begins.

Late Policy: All assignments, unless otherwise noted are due by 4:59pm on the date specified in the syllabus. I try to be reasonable about late submissions on assignments. If an assignment will be late and you know in advance of it being due, please notify me via email at least 24 hours prior to the submission time. You will be allowed to do this once a semester without penalty. If more than one assignment is late or an assignment is late by more than 48 hours without my approval prior to submission, it will result in the max grade possible on that assignment

John Dewey's Artifact Paper would be titled:
DeweyJohn.ArtifactPaper.doc

This does not have to be the name the institution has listed. It can be what you preferred to be called as long as your name is clearly in the assignment description. The naming convention saves me time so that when I download the papers I do not have to rename them. It also has the added benefit of making them easily sortable.

Email Policy: The primary form of communication outside of the course between you and

Tenative Course Schedule1

Week 1: No course meeting

Week 2

Monday, August 28th: Introduction to the Course

Reading due: none

Wednesday, August 30th: Origins of US Public Education

Reading Due:

1. Rury, John L. *Education and social change: Contours in the history of American schooling*. Routledge, 2013. (4th edition). Chapter 1. (pp. 23-55).
2. Massachusetts School Law of 1647. Can be located at:
<http://www.mass.gov/courts/docs/lawlib/docs/deludersatan.pdf>
3. Thomas Jefferson, Bill 79: online at:
<https://founders.archives.gov/documents/Jefferson/01-02-02-0132-0004-0079>

Week 3

Monday, September 4th: Origins of US Public Education

Reading Due:

1. Kaestle, C. F. (1983). *Pillars of the republic: Common schools and American society 1780-1860*. (Chapter 3), pp. 30-61.
2. Bowles, S., & Gintis, H. (1976). *Schooling in capitalist America* (Vol. 57). New York: Basic Books. Chapter 6: The Origins of Mass Public Education (pp.151-179).

Wednesday, September 6th: The Common School Movement

Readings due:

1. Reese, *America's Public Schools*, Intro and Chp 1 (pp. 1-44)
2. Horace Mann: *The Fifth Annual Report, 1841 (excerpt)*
3. Horace Mann: *The Ninth Annual Report, 1845 (excerpt)*
4. Horace Mann (pdf): *The Twelfth Annual Report, 1848 (excerpt)*

Week 4

Monday, September 11th: Common School Accessibility

Reading due:

1. Fraser, James W., ed. *The school in the United States: A documentary history*. Routledge, 2010. (2nd edition) (Excerpts)
2. Martin, Waldo E., ed. *Brown v. Board of Education: A brief history with documents*. Vol. 1. Macmillan, 1998. (Chapter 1)

Wednesday, September 13th: Meeting in the Iowa Room

Reading due: none

Week 5

Monday, September 18th: More Analysis of the Common School Movement

Readings Due:

1. Reese, *America's Public Schools*, Chapter 2, (pp. 45-78)
2. Church, R. L., & Sedlak, M. W. (1976). *Education in the United States: An interpretive history*. Free Pr. (Chapter 3: The common School Movement)
3. Anderson, James D. (1988). *The Education of Blacks in the South, 1860-1935*. Chapel Hill, NC, The University of North Carolina Press. (Intro and Chapter 1)

Wednesday, September 20th: Progressive Reforms

Readings Due:

1. Reese, *America's Public Schools*, Chapter 3, (pp. 79-117);
2. Ripa, S. A. (1997). *Education in a free society: An American history* (8th edition). Chp. 7, (pp. 151-178)

1st short paper due Friday, September 20th.

Week 6

Monday, September 25th: Progressive ideas Continued

Readings Due:

1. Kliebard, H. M. (1995). *The struggle for the American curriculum, 1893-1958*. Routledge. Chapter 2:
2. Dewey J. (1902). *The Child and the Curriculum*.

A version can be accessed for free online at: http://www.sophia-project.org/uploads/1/3/9/5/13955288/dewey_child.pdf

Wednesday, September 27th: Schooling and Efficiency

Readings due:

1. Walter Lippmann, "The Mental Age of Americans,"

Wednesday, November 15th:

Readings due:

1. Anderson, *The Education of Blacks in the South*, Chapters 5-8 (pp. 148-278).

Final Paper check-in due: Friday, November 17th

Week 13

Monday, November 20th: Education Post-

Monday, December 4th: Course Wrap-up
Readings due: TBD

Wednesday, December 6th: Course wrap-up and final paper workshop
Readings due: None

Bring draft of final paper to class to present in groups for feedback.

Final Paper Due: Wednesday, December 13th before 5pm.