

Class Times:

Class #12346: Friday (8:30 – 11:30am) **Room:** FAC0120

Class #12345: Friday (12:50 – 3:50am) **Room:** FAC0127

Office Hours Fridays, by appointment

Course Description and Goals:

This course surveys the development of American schools and major problems in United States education, with particular emphasis on the relationships among schools, intellectual movements, and social institutions from Colonized Americas to the present day. Drawing from multiple perspectives, we will consider a number of questions:

- How have specific scholars defined the history of education as a field of study? How have they defined the aims of school?
- How does the history of education, teaching, and schools inform our understanding of schooling today? In what ways can we look to the past to tell us about our future?
- How has education's role, and the role of school, in the United States changed over time?
- What political, economic, sociocultural, and intellectual trends account for that change?
- How have/do/should schools relate to the diverse communities they serve?
- How can attention to various and intersecting identities—racial, ethnic, gender, sexual, socioeconomic, regional, etc.—inform our understanding of education's past, present, and future?

While all students will develop a critical understanding of the role schools play in a democratic society, **future teachers** will gain beneficial awareness of the past's imprint on the modern education system, with implications for their professional practice.

Course Readings:

❖ **Required** Textbooks:

Anderson, J. (1988). The Education of Blacks in the South, 1860-1935. Chapel Hill: University of North Carolina Press.

Fraser, J. (2014). The School in the United States: A Documentary History, 3rd Edition. New York: Routledge

Spring, Joel. 2016. Deculturation and the struggle for equality: A brief history of the education of dominated cultures in the United States, 8th ed. New York: Routledge

❖ Additional **Required** Readings (**available on Canvas**, elearning.ufl.edu/):

Grades:

Your grade in this class will reflect the following components:

- **Course Attendance and Participation** (40 points): prompt, consistent attendance & sustained engagement in class. This includes online participation as required.
- **Reading/Media Reflections** (5 points each) — **DUE selected Tuesdays at 11:59pm (submitted via Canvas):** prompt, valuable 2-page reflections submitted to the LMS or through our ONLINE discussions. Nearly every week, 3-4 students will be chosen to share their reflections with the class on Friday (or via Canvas discussion forums). These reflections, along with the week's lecture, will be the foundation of the Friday class dialogue.
- **Education Philosopher/Activist Profile Paper** (20 points) — **DUE on Canvas due March 29th, 2019.** Paper is apx. 5-page paper profiling a prominent Education Philosopher or Activist that has made an impact on the field of education theory, schooling, or education activism. Paper details will be made available the second week of the course. Students must propose their Thinker/Activist by submitting a proposal. This proposal is due February 1st.
- **A People's History of Education Paper/Presentation** (50 points [25 points for paper and 25 points for presentation]) — **Presentations will take place the last two weeks of class. Paper due on Canvas 4/26:** Paper is apx. a 7-page paper detailing the educational autobiography of a chosen community member. This autobiography must span a minimum two decades of schooling/education – formal or informal – and will explore the lived experience of schooling alongside the historical reforms/shifts of schooling.
 - Specific paper details will be made available the second week of class. These details will include a rubric and guidelines.
 - Students must propose their community member by submitting a brief request via email. This proposal is due March 1st.
 - Students will present a key piece of their paper/biography, a “critical educational event” during the final two weeks of the course.

Grading Scale (percentages)	
--	--

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	below 60

For additional information about UF grading policies, please visit:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

These objectives correspond with the Gen. Ed. student learning outcomes listed below, which have shaped the assignments comprising each student's final grade:

SLO #1: Content

Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area. To emphasize historical content knowledge, this course heavily relies on two texts, supplemented with periodic lectures, additional academic texts, and public speakers. Specifically, the **Education Thinker/Activist Profile Paper** and **A People's History of Education Paper/Presentation** assignments are designed to assess this outcome.

SLO #2: Critical Thinking

Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area. Face-to-face and online discussion activities will prompt students to articulate and entertain diverse perspectives throughout the semester. The **Weekly Reflections are specifically designed to assess this outcome.**

SLO #3: Communication

Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area. This course requires regular written contributions on Canvas and verbal contributions in class. In addition to the aforementioned assignments, the **A People's History of Education Presentation** will assess this outcome.

Please note that a minimum grade of C is required for general education credit.

While all students will develop a critical understanding of the role schools play in a democratic society, future teachers will gain beneficial awareness of the past's imprint on the modern education system, with implications for professional practice. Additionally, this course is designed to supplement preparation for the Elementary Education Florida Teacher Certification Exam (FTCE) in Social Science, namely by addressing these (and likely other) core competencies:

- 2.1 Identify and analyze historical events that are related by cause and effect.
- 2.2 Analyze the sequential nature of historical events using timelines.
- 2.3 Analyze examples of primary and secondary documents for historical perspective.
- 2.4 Analyze the impacts of the cultural contributions and technological developments of Africa; the Americas; Asia, including the Middle East; and Europe.
- 2.5 Identify the significant historical leaders and events that have influenced Western civilizations.
- 2.6 Determine the causes and consequences of exploration, settlements, and growth on various cultures.
- 2.7 Interpret the ways that individuals and events have influenced economic, social, and political institutions in the world, nation, or state.
- 2.8 Analyze immigration and settlements patterns that have shaped the history of the United States.
- 3.7 Identify and analyze physical, cultural, economic, and political reasons for the movement of people in the world, nation, or state.
- 3.9 Compare and contrast major regions of the world, nation, or state.
- 5.6 Identify human, natural, and capital resources and evaluate how these resources are used in the production of goods and services.

Expectations:

Attendance and Due Dates. The quality of your contributions to class discussions and your involvement in class activities are vital for a positive learning community. Thus, you will be expected to **attend classes regularly and on time**, having completed all assignments and readings.

Absences that are not discussed before the date, will be considered unexcused. Likewise, **late assignments may not receive full credit** unless an extension has been granted. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Learning Community Agreements: During our first session, our community will agree on a set of community learning agreements to be detailed here:

Academic Honesty. UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

Accommodations. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester

Evaluations. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Resources.**Campus Resources:**

- *Health and Wellness - U Matter, We Care:* If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- *Counseling and Wellness Center:* <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- *Sexual Assault Recovery Services (SARS)* Student Health Care Center, 392-1161.
- *University Police Department*, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources:

- *E-learning technical support*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- *Career Resource Center*, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>
- *Library Support*, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- *Writing Studio*, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- *Student Complaints Campus*: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- *On-Line Students Complaints*: <http://www.distance.ufl.edu/student-complaint-process>

Course Schedule

Please check Canvas (elearning.ufl.edu/) for periodic updates and revisions, as well as required discussion prompts (**DUE at 11:59pm on most Tuesdays**) Note that reading assignments should be completed *prior* to class on the day they appear. Students are expected to be able to refer to reading material in class—either in hard copy or on a laptop or tablet.

Week 1: Who are we? Where are we from? Why are we here? What are we bringing?

January 11, 2019

- Community Introductions
- Course Overview and Design
- Community Building and Community Agreements
- Class Dialogue and Creation of Class “Education Creed”

READ for THIS session:

- Dewey’s Creed (in class)
- Eisner, “The Three Curricula that All Schools Teach” (in class)

DUE 1/15: Reflection (Canvas)

Week 2: Colonized Americas, 1620-1820

January 18, 2019

Lecture: Colonized Americas/Peoples 2

READ for THIS session:

- SPRING: Chapter ONE
- FRASER: Chapter ONE and TWO

DUE 1/22: Reflection (Canvas)

Week 3: Colonized Americas, 1620-1820

January 25, 2019

Lecture: Colonized Americas/Peoples 2

READ for THIS session:

- SPRING: Chapter TWO
- FRASER: Chapter FOUR`

DUE 1/29: Reflection (Canvas)

Week 4: Common School Movement (North), 1820-1860

February 1, 2019

Lecture: The Common School Movement (North)

DUE: Activist/Thinker Profile Proposal Due

READ for THIS session:

- FRASER: Chapter THREE
- Selected Readings (Via Canvas)

Week 5: Learning in Slavery and Reconstruction, 1820-1937

February 8, 2019

- **CLASS ONLINE VIA CANVAS**

Lecture: Learning in Slavery and Reconstruction

- Reflection - Virtual Discussion

READ for THIS session:

- SPRING: Chapter THREE
- FRASER: Chapter FIVE
- ANDERSON: Introduction and Chapter ONE

Week 6: Growth and Diversity in Schools and Students, 1880 - 1960

February 15, 2019

Lecture:

DUE 2/12: Reflection (Canvas)

READ for THIS session:

- FRASER: Chapter SIX
- SPRING: Chapters FOUR and FIVE

Week 7: The Progressive Era, 1890 - 1950

February 22, 2019

Lecture: Progressivism

DUE 2/19: Reflection (Canvas)

READ for THIS session:

- Fraser: Chapter EIGHT
- ANDERSON: Chapters THREE and FIVE

Week 8: Schools in the Cold War, 1950-1967

March 1, 2019

- **CLASS ONLINE VIA CANVAS**

READ for THIS session:

- **FRASER: Chapter NINE**
- Selected Readings (Via Canvas)

- Reflection - Virtual Discussion

DUE: *A People's History of Education* Paper Proposal Due

Week 9: Spring Break

March 8, 2019

NO CLASS

Week 10: Civil Rights, Integration, and School Reform, 1954-1980**March 15, 2019****Lecture:** Education in Postwar United States 1**READ** for THIS session:

- FRASER: Chapter TEN
- SPRING: Chapter SIX

Week 11: Rights and Opportunities in American Education, 1965-1980**March 22, 2019****Lecture** Rights and Opportunities in American**DUE : 3/19 Reflection (Canvas)****READ** for THIS session:

- FRASER: Chapter ELEVEN
- SPRING: Chapter SIX

Week 12: Resistance to Schooling and Holistic and "Open" Education, 1970s**March 29, 2019****Lecture:** Mis-Education, Self-Direction, Homeschooling/Unschooling**DUE : 3/26 Reflection (Canvas)****READ** for THIS session:**DUE: A People's History of Education Paper**

- Miller, Excerpts from What are Schools For
- Selected Readings (Via Canvas)

Week 13: Reform Efforts of the 1980s and 1990s**April 5, 2019****Lecture:** Reform Efforts of the 1980s and 1990s**READ** for THIS session:

- FRASER: Chapter TWELVE
- Selected Readings (Via Canvas)

DUE : 4/2 Reflection (Canvas)**Week 14: Schooling Reform and Privatization 2001 - 2018****April 12, 2019****Lecture:** Schooling Reform and Privatization**READ** for THIS session:

- FRASER: Chapter THIRTEEN
- SPRING: Chapter SEVEN
- Selected Readings/Videos (Via Canvas)

DUE : 4/9 Reflection (Canvas)**A People's History of Education Presentations**

Week 15: Synthesizing and Sharing What We Have Learned and Where We Stand

April 19, 2019

A People's History of Education Presentations

Week 16: End-of-Year Reflections

April 26, 2019

DUE: *A People's History of Education Paper*