

History of Education in the United States
EDF 3514/AMH 3931, Fall 2019, Sections 01A6/027A
Fridays, 8:30 am to 11:30 am/ Norman 143

History never really says goodbye. History says “see you later”
Eduardo Galeano

Instructor: Carolyn Silva

Email: carolynsilva@ufl.edu

Office Hours: Thursdays from 10:00 am to 12:00 pm and from 1:30 to 3:00 pm.

Course Description and Objectives: EDF 3514/AMH 3931 traces the development of American schools and major problems in American education emphasizing the relationships among schools, intellectual movements, and social institutions. Throughout, we will discuss major events, key individuals and groups, social and intellectual movements, and political and cultural trends in American history through the lens of education. This course analyses the relationships among schools, intellectual movements, and social institutions from (pre-) Colonial America to the present day. Drawing from multiple perspectives, we will consider a number of questions:

- How has education’s role in America 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, etc.—inform our understanding of education’s past, present, and future?
- What sources—primary, secondary, and tertiary—yield answers to historical questions about education?
- How have scholars defined the history of education as a field of study?
- How should students approach that field? Do we agree, for instance, with Grace Lee Boggs, who declared, “History is not the past. It is the stories we tell about the past. How we tell these stories—triumphantly or self-critically, metaphysically or dialectically—has a lot to do with whether we cut short or advance our evolution as human beings.” What exactly is at stake for our study of American education?

Class Expectations:

The quality of your contributions to class discussions and your involvement in class activities are vital for a positive learning environment. Thus, you will be expected to **attend classes regularly and on time**, having completed all assignments. **Absences will be considered unexcused** unless clarified beforehand. Likewise,

late assignments will not receive full credit unless an extension has been granted ahead of time. For UF attendance policies, see catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

- Attend all class meetings and arrive on time.
- Have readings and assignments completed by the dates listed in the syllabus.
- Be prepared to discuss readings and actively participate during class.
- Silence all cell-phones/electronic devices during class.
- Students may use laptops/tablets for class and educational purposes only.
- Refrain from using social networking, emailing, or streaming video/music while in class.

Attendance: Attendance will be taken for all class meetings. In order for absences to be excused, students must provide the proper documentation (doctor's note, university documentation, etc.). Unexcused absences will incur a two-point grade deduction from the final average. Students are permitted ONE unexcused absence for the semester.

Electronic Devices: If you use wish to use a laptop, iPad, phone, etc. during class, please limit usage to activities related directly to that day's class, e.g., taking notes, access readings, etc. Appropriate use of electronic devices does not include instant or text messaging, using social networks, or accessing web sites unrelated to the activities of that day's class (e.g., social media).

Academic Honesty: Cheating (especially plagiarism) will not be tolerated. All work submitted implies the UF Honor Pledge:

"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: The University of Florida seeks to accommodate students with documented disabilities. Students requesting classroom accommodations must first

register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Resources: UF offers many services to help students succeed. Please do not hesitate to reach out for support via email or in person. Office hours are an ideal time to voice any needs or concerns.

Copyright Notice: This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Writing Studio: All students are encouraged to take advantage of the expert staff at UF's Writing Studio, who are committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at: <http://writing.ufl.edu/writing-studio/>. Note: The course syllabus is a general plan for the course, not a contract; deviations announced to the class by the instructor may be necessary.

Assignments:

1. Class Participation (15 points): The quality of your contributions to class discussions and your involvement in class activities are vital for a constructive learning environment. Therefore, it is expected that you not only read the required weekly assignments, but analyze, examine, pose questions, and carefully critique each reading. You will also be expected to fully participate in class discussion, both

small group and whole group. Absences or tardiness will be deduced from your participation grade.

2. Weekly posts (10 points total): You will be expected to write a brief post (no longer than 350 words) connecting the week's readings. Your posts must include the following:

1. A concise summary of the main argument of the work (addressing what the author is trying to say about the subject);
2. How do readings relate to each other (how do they complement, complicate or contradict one another);
3. Connections with a current educational issues.
4. Lingering questions you may have
5. **You will only need to do 5 (five) posts throughout our semester. You can choose the ones you wish to reply to.**

This weekly assignment is designed to help you think through the readings and current educational issues. It is also a preparation for the final assignment. **Your posts are due by Monday (11:59 pm) of each week.**

3. 2 Reflection Papers (20 points) (1000 words each): Introspection can be extremely valuable when discussing new, sensitive, and controversial topics. Therefore, reflection papers are a way to examine your beliefs and how new understanding may or may not influence your thoughts or beliefs. Each student is to submit three reflection papers on topics covered in class (race and ethnicity, class and socioeconomic status, religion, language and linguistics, exceptionality, intersectionality, and gender/sexual orientation). You will choose any of the readings to guide your reflection. This is to ensure that every student has an opportunity to voice, discuss and/or resolve inner conflict, express how the topic may or may not relate to your experiences, and assess your own personal understanding of sociocultural topics.

Guidelines for the reflection papers can be found on Canvas.

4. Guided Discussion (20 points): As part of your class participation, you will be expected to facilitate the discussion of one of our articles. Groups of 2-3 will be responsible for:

- Facilitating our class discussion.
- Preparing guiding questions that embody the topic, argument, and conclusion[s] of the text.
- Engage your peers with the text through significant quotes.

- **This is not a presentation.** Your peers are as much responsible for contributing to the discussion as you are.

Further instructions will be provided through Canvas.

5. Roundtable Discussions (5 points): This will be a chance to explain your final paper to the class. You will create a handout to help you, me, and your peers to visualize the topic you propose to cover for your final paper. This activity is designed to help you work on your paper by planning the handout, discussing it with your peers, and listening to their feedback.

Further instructions will be provided through Canvas.

6. Final Paper (30 points): This Final Paper is designed to give you an opportunity to investigate a current educational issue, phenomena, or trend related to either **race and ethnicity, class and socioeconomic status, religion, language and linguistics, exceptionality, intersectionality, and gender/sexual orientation** that is of interest to you through.

Papers should address the following:

- You will select one current educational dilemma, issue, and/or phenomena you feel is impacting American public education **or** Trace the history of this concept, person, and/or educational trend.
- Explore how the topic you selected has impacted not only schooling today, but also American society.
- You should then address the historical context of this current educational trend.
- Drawing across all of the readings, videos, and discussions, identify one societal factor you think was most powerful in relation to the issue/phenomena you have chosen. Is it related to race and ethnicity, class and socioeconomic status, religion, language and linguistics, exceptionality, intersectionality, and gender/sexual orientation?
- You'll need to use various readings we have covered in class. You can also bring in outside sources to complete this assignment if you chose to do so.
- Combine your sources to elaborate your argument.
- You must include direct quotes from the readings, in-text citations and a references page in a professional writing style format (APA/Chicago/MLA). Additional information will be provided to you via Canvas.
- Minimum of 2000 words.

Guidelines for the reflection papers can be found on Canvas.

Grades and Assignments: Your grade in this class will reflect the following components. More information on individual assignments will be provided at a later date.

Assignments	Points	Grading	
Class Participation	15	93%-100% A	70%-72% C
5 Weekly Posts	2 each/10 total	90%-92% A-	67%-69% D+
Reflection Papers	10 each/20 total	87%-89% B+	63%-66% D
Guided Discussions	20	83%-86% B	60%-62% D
Roundtable Discussion	5	80%-82% B-	59% -below E
Final Paper	30	77%-79% C+	
Total Points	100	73%-76% C	

Due Dates for Assignments: In fairness to everyone, papers must be submitted by the specified due date. Late assignments may not receive full credit unless an extension has been granted. However, students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.

Required Textbooks:

Urban, Wayne J., Wagoner, Jennings L., and Gaither, Milton. *American Education: a history* (6th edition). New York: Routledge.

- There are significant differences between the 6th edition and the older editions. Please, make sure to buy the 6th edition.

All the other courses materials will be posted by the instructor on canvas.

You will receive the full schedule in your first day of classes.