

EDF 3514/AMH 3931
History of Education in the United States

Instructor: Carolyn Silva
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Office Hours: by appointment.

Term: Summer C 2020
Meetings: Wednesdays, 9:35 am to 12:35 pm (synchronous online meetings)

Indigenous Acknowledgement: I acknowledge and honorably recognize that this course was developed and will be conducted on the ancestral Native homelands of those who walked here before us and continue to walk here. The course and the content wherein will be conducted in a manner that will respect the integrity of Native peoples, their epistemologies, and territory.

Course Description and Objectives: EDF 3514/AMH 3931 traces the development of schooling and educational practices in the land that became the United States and the interaction between educational practices and the larger cultural, social, economic, and political context. In particular, this course explores how issues of race, class, gender, exceptionality, sexual identity, language, geography, and religion have historically impacted U.S. education. Throughout the course we will seek to understand how the people who shaped schooling in the U.S. at various points in time understood four primary questions: What are the purposes of schooling? What institutional practices best fulfill these aims? Who is responsible for providing and monitoring education? Who is included and why? Since during much of the country's history the answers to these questions were contested, we will pay attention to the various answers to these questions and consider how these competing visions did and did not influence practice. We will explore whose priorities dominated and why and seek to understand the impact of these victories on contemporary education.

Drawing from multiple perspectives, we will consider a number of questions:

- How has education's role 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, etc.—inform our understanding of education's past, present, and future?¹
- What sources—primary, secondary, and tertiary—yield answers to historical questions about education?

Required Readings: All of the required readings are available as PDFs without cost through the course website.

¹ **Note:** Discussion about issues of diversity may cause explicit and/or implicit discomfort for everyone. This is a natural response by our organism's defense system. However, as ethical beings, we should go beyond this and learn how to deal with this discomfort. Learning is not always fun. Sometimes we need to feel other's pains and share our pains to learn. For the sake of this very excellent goal, everybody is expected to use their best judgment in their communications, discussion, presentation, etc. to maintain appropriate interactions with their peers, especially as we discuss controversial, sensitive, and often personal topics. Bullying, harassment, over-domination of discussion, and degradation of any kind will not be tolerated.

Evaluation Criteria for Written Assignments

1. For content, students must articulate and support vividly and convincingly a thesis that answers a significant question. Specifically:

a. Enlisting relevant evidence from appropriate sources.

Satisfactory: Papers convincingly communicate the meaning of written sources and incorporate them effectively in illustrating the meaning of ideas and supporting claims.

Unsatisfactory: Papers incorporate evidence from sources that is inaccurate or irrelevant.

b. Developing a reasoned and empirically supported argument.

Satisfactory: Responses establish logic and examples from appropriately selected written sources in crafting persuasive responses to assigned questions through a central claim and supporting evidence. Paragraph organization effectively facilitates the argument's development.

Unsatisfactory: Responses lack a clear central claim and use faulty reasoning and evidence in attempting to support it. Paragraph organization compromises the argument's development.

c. Citing relevant evidence properly and consistently: This entails utilizing proper conventions in the form of parenthetical citations to refer the reader to relevant examples that enliven the narrative and provide evidence in support of an argument.

Satisfactory: Papers present ideas confidently and persuasively through specific evidence from relevant sources.

Unsatisfactory: Papers incorporate insufficient, vague, and irrelevant evidence that compromises clear analysis.

2. For style, students must produce precise and engaging prose that facilitates the clear communication and development of their ideas appropriate to the context or genre.

a. Composing prose with careful diction.

Satisfactory: Responses reflect the deliberate selection of words to convey the precise meaning of an idea within a sentence or paragraph.

Unsatisfactory: Responses suffer from word usage that is inappropriate for the context or genre.

b. Crafting sentences with complexity and logical sentence structure.

Satisfactory: Papers incorporate syntax that conveys the clear and precise communication of ideas.

Unsatisfactory: Papers suffer from sentences that are overly long or short with awkward construction.

3. Mechanics:

Satisfactory: Responses reflect careful proofreading to ensure correct grammar, punctuation, and spelling. This also entails correct uses of American English in academic vernaculars.

Unsatisfactory: Responses contain grammatical errors that impede the reader's understanding or compromise the writer's credibility.

COURSE ASSIGNMENTS

| Assignments | Points |
|---|-------------------|
| Forum/Online Discussions: | 2 ea./10 total |
| Weekly Posts | 3 ea./30 total |
| Oral History Project | 20 |
| Progressive Project | 10 |
| 1-page Proposal + Outline of your final paper | 1.5 ea. / 3 total |
| Visual Representation of Final Paper | 2 |
| Final Paper | 25 |
| Total | 100 |

1) Forum/Online Discussions: Learning is a social process. You are entitled to share your opinion about readings and topics of discussion. Students will have 4 to 5 forums and online discussion board activities to complete over the course of the semester which will include discussion prompts related to the course readings. Our sources include discussion prompts, class discussions, readings, and current social issues related to the discussion. Sharing our thoughts can feel very risky; we all have felt the fear that we will ask some stupid question (there are no stupid questions!) or put forward some naïve interpretation or unpopular idea. But I expect you to take those risks anyway. You are not expected to necessarily agree with all authors' readings, instructor, and/or your classmates. *If you find yourself disagreeing (and I disagree with some of the ideas we will be discussing), you should disagree with respect for others' ideas and do your best to explain why you disagree—that is how you will help the rest of us learn.*

2) Weekly posts: 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. Each week, you will be expected to write a

post (no longer than 1000 words) discussing the week's readings and video/documentary. Your posts must include the following:

- A. **Understandings:** How do you understand the week's readings? What is the argument being made? What is the author trying to say about the subject?
- B. **Intersections:** How do readings relate to one another? How do they complement, complicate or contradict one another?
- C. **Connections:** Do you see any connections between the readings and your personal and/or professional experiences? How do the readings connect with current educational issues or important topics? Remember, this is your space to make sense of these articles, so make as many connections as you want (i.e. personal and professional experiences, podcasts, books, movies, articles, social media posts...you get the gist).
- D. **Wonderings:** Feel free to pose your own questions or contestations to the readings.
- E. **Teaching:** How would you teach this content? Enlist some techniques and strategies you would use to teach this week's content.

**Weekly posts are due every Tuesday no later than 5:00pm.*

3) **Oral History Project:** You will complete one assigned oral history interview as well as a partial transcript, index, and analytical introduction of your interviews. We will borrow from the methodology presented during our course to complete this project. **(more details will be made available on canvas).**

4) **Progressive Education Project:** When discussing the Progressive Era, your group will be asked to select a contemporary educational issue and address it from the perspective of a **pedagogical** and an administrative progressive educator **(more details will be made available on canvas).**

5) **One-page proposal and outline:** You'll be asked to elaborate on the topic you plan to discuss on your final paper.

6) **Final Partner Paper:** This Final Paper is designed to give you and a colleague (or colleagues, if you choose to do so) the opportunity to investigate a current educational issue, phenomenon, 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 educational trend (race and ethnicity, and socioeconomic status, religion, language and linguistics, exceptionality, intersectionality, and gender/sexual orientation) and trace the origins of this trend in education.
- Explore how the trend you selected has impacted not only schooling today, but also U.S. society.
- 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 choose 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). Additional information will be provided to you via Canvas.
- Minimum of 1500 words.

**Guidelines for the final paper can be found on Canvas.*

7) Visual Representation of your final paper: This will be a chance to explain your final paper to your colleagues. You will create a visual 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 creating a visual, discussing it with your peers, and listening to their feedback.

**All papers submitted should be typed, double spaced, in Times New Roman, 12pt font with one-inch margins in the APA professional writing style format. For citation help, see Purdue’s OWL website for information regarding APA professional writing style at https://owl.purdue.edu/owl/research_and_citation/resources.html. All papers must be submitted either in class on the scheduled day and time it is due.*

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.

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.

| Grading | |
|---------|------------|
| 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- | 60%-62% |
| E | 59% -below |

COURSE POLICY

Attendance and Class Participation: Your regular and thoughtful engagement throughout our semester is necessary for the success of our course. Therefore, you are expected to log in frequently to keep pace with the assignments and to communicate your ideas in the form of case studies, forums, presentations and projects. You are also expected to take great care in writing for this course. Reflection papers and essays should be clear, free of colloquialisms, and proofread carefully. Forum postings must always be respectful to others and void of sarcasm. Again, your effort and dedication to these guidelines are essential for a rewarding class.

Students Who Require 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 that must be presented to the instructor when requesting

Academic Honesty Policy: The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral to the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty's policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

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.ua.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.ua.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.

Tentative Schedule

**The course syllabus is a general plan for the course, not a contract; deviations announced to the class by the instructor may be necessary.*

Week 1: Overview

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| May 13 | <p>Introductions, Expectations, and Course Overview.</p> <p><i>Before Class, READ:</i></p> <ul style="list-style-type: none"> ● Glenn E. Singleton and Cyndie Hays, Beginning Courageous Conversations about Race. |
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Week 2: Pre-colonial Education and Indigenous Identities (Education vs. Schooling)

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| May 20 | <p><i>Before Class, READ:</i></p> <ul style="list-style-type: none"> ● Milton Gaither, The History of North American Education, 15,000 BCE to 1491, 2014. ● Roxanne Dunbar-Ortiz, An Indigenous People’s History of the United States, Introduction: This Land. ● Karina Martinez-Carter, What Does 'American' Actually Mean? ● Turtle Island. <p><i>* Weekly Post due Tuesday by 5:00 pm.</i></p> |
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Week 3: Spanish Colonization

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| May 27 | <p><i>Before Class, READ:</i></p> <ul style="list-style-type: none"> ● Daniel José Camacho, Unlearning the Doctrine of Discovery ● Victoria Maria MacDonald, The Colonial Era: Schooling Under Spanish Rule, 2004. <p><i>* Weekly Post due Tuesday by 5:00 pm.</i></p> <p><i>* Oral History Project Assigned</i></p> |
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Week 4: Anglo Colonization and Teaching during the Colonial Era

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| June 3 | <p><i>Before Class, READ:</i></p> <ul style="list-style-type: none"> ● John Rury, Education and Social Change, chapter 2. ● Heather A. Williams, (2005), “Self-Taught: African American Education in Slavery and Freedom,” chapter 1: In Secret Places, p. 7-29. ● Jo Anne Preston, (2003), “He lives as a Master” ● Documentary: Homeschooling (link on canvas) <p><i>* Weekly Post due Tuesday by 5:00 pm.</i></p> <p><i>** Online Forum 1: Black Women’s Fugitivity in America due by Monday (6/8)</i></p> |
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Week 5: Inside and Outside the Common School Era

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| | <p><i>Before Class, READ:</i></p> <ul style="list-style-type: none"> ● Carl Kaestle, The Ideology of Antebellum Common-School Reform, |
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| <p>June 10</p> | <p>1983.</p> <ul style="list-style-type: none"> ● Jennifer Wagoner & William Haarlow, Common School Movement ● Douglas C. Baynton, (1996), “Forbidden Signs: American Culture and the Campaign Against Sign Language,” chapter 1: Foreigners in Their Own Land (pages 15-22 only) ● Luther Standing Bear, in Major Problems in American Indian History, 375-377. ● Youtube Videos: Long Road Back to the Rez; What does “Two-Spirit” Mean?; Namwayut: We are all one. <p><i>* Weekly Post due Tuesday by 5:00 pm.</i> <i>** Online Forum 2: Native Protestant Ideology due by Sunday (6/7)</i></p> |
| <p>Week 6: African American Education and Agency</p> | |
| <p>June 17</p> | <p><i>Before Class, READ:</i></p> <ul style="list-style-type: none"> ● Heather A. Williams (2002) ”Clothing Themselves in Intelligence” ● Span, C. (2015). Post-Slavery? Post-Segregation? Post-Racial? ● Frederick Douglass, The Narrative of the Life of Frederick Douglass, 1845. ● Booker T. Washington, The Future of the American Negro,” 1899. ● Booker T. Washington, Atlanta Compromise Speech, 1895. ● W. E. B. DuBois, The Souls of Black Folk, 1903 ● Marcus Garvey, Lessons From the School of African Philosophy, 1937. <p><i>* Weekly Post due Tuesday by 5:00 pm.</i> <i>** Online Forum 3: Primary Source Discussion due on Canvas by Sunday 6/14</i></p> |
| <p>Weeks 7 and 8: Summer Break</p> | |
| <p>June 22 to July 3: No Classes! Stay home, rest, don’t study, enjoy it!</p> | |
| <p>Week 9 - Progressive Education</p> | |
| <p>July 8</p> | <p><i>Before Class, READ:</i></p> <ul style="list-style-type: none"> ● David F. Labaree, (2005) “Progressivism, Schools and Schools of Education: An American Romance.” ● John Dewey, A Policy of Industrial Education, 1914. ● Guadalupe, Jr; Brown, Not White: School Integration and the Chicano Movement in History, 19-34. <p><i>* Weekly Post due Tuesday by 5:00 pm.</i> <i>* Oral History Project due by 12:00am</i></p> |
| <p>Week 10: Progressive Education Depression, and Wars</p> | |
| <p>July</p> | <p><i>Before Class, READ:</i> (don’t panic! These are all small excerpts!)</p> <ul style="list-style-type: none"> ● Storrow. Son of New England, 1932. ● Haley. Why Teachers Should Organize, 1904. ● Young, Isolation in the School, 1901. ● Strachan, Equal Pay for Equal Work, 1910. |

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| 15 | <ul style="list-style-type: none"> ● Bigelow, World Democracy and School Democracy, 1918. ● Terman, National Intelligence Tests, 1919. ● Counts, Dare we build a New Order?, 1932. ● Jeffrey Mirel, “Americanization and the Public Schools,” in Patriotic Pluralism: Americanization Education and European Immigrants. <p><i>* Weekly Post due Tuesday by 5:00 pm.</i> <i>* Progressive Education Project Assigned.</i></p> |
| Week 11: Education During World War II | |
| July 22 | <p><i>Before Class, READ:</i></p> <ul style="list-style-type: none"> ● Zoe Burkholder, “From ‘Wops and Dagoes and Hunkies’ to ‘Caucasian’: Changing Racial Discourse in American Classrooms during World War II.” ● Todd McCardle (2017) A Promise Deferred: Black Veterans' Access to Higher Education Through the GI Bill at the University of Florida, 1944–1962 <p><i>* Weekly Post due Tuesday by 5:00 pm.</i> <i>*Topic of Final Paper Due</i></p> |
| Week 12: “Duck and Cover:” The Post Wars Climate | |
| July 29 | <p><i>Before Class, READ:</i></p> <ul style="list-style-type: none"> ● Gloria Ladson-Billings (2004). <i>Landing on the Wrong Note: The Price We Paid for Brown.</i> ● Jonathan Zimmerman (2005). The Cold War Assault on Textbooks, in: <i>Whose America? Culture Wars in the Public Schools</i>, p. 81-106. <p><i>* Weekly Post due Tuesday by 5:00 pm.</i> <i>** 1 page proposal and outline for final paper due.</i> <i>*** Online Forum 4: Education during the Cold War due on Canvas by Sunday 8/2</i></p> |
| Week 13: Gender and Sexuality | |
| August 5 | <p><i>Before Class, READ:</i></p> <ul style="list-style-type: none"> ● Karen Graves (2014). And They were Wonderful Teachers. ● Jessica Clawson (2014). Coming Out of the Campus Closet. ● Documentary: The Committee: Charley John is watching you <p><i>* Weekly Post due Tuesday by 5:00 pm.</i> <i>** Online Forum 5: due on Canvas by Sunday 8/9</i></p> |
| Week 14 | |
| August 12 | <p>No Classes: Work on Final Paper. <i>* Final paper due by 12:00 pm.</i></p> |
| <p><i>*Please check Canvas regularly for access to supplemental readings and discussion posts, as well as for additional information regarding major assignments. Note: All reading assignments are due the day they are listed on the syllabus. Check your canvas page regularly for more information.</i></p> | |

