

EDF 3514 (& AMH 3931): HISTORY OF EDUCATION IN THE UNITED STATES

Summer 2021

Online (Asynchronous)

Class Numbers 11780/16727

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Office Hours: Tuesdays from 12-1pm and by appointment
(Zoom link: <https://ufl.zoom.us/j/98414984336>)

I. Course description and objectives:

Historical perspectives offer valuable insights about enduring problems in American education. We cannot fully understand current problems in education without learning where they came from and why. Historical perspectives also help us see how schools have been situated in American society and shaped by political, economic, demographic, social, religious and moral contexts. By doing this, we can gain a better appreciation of how teachers and students are situated in society today, while gaining valuable insights about American history.

By the end of the course, you will be able to demonstrate expert knowledge and informed opinions of the following:

1. Why Americans in the past thought about education in the ways they did – and how that impacts us today.
2. What sorts of political, economic, demographic, social, religious, and moral issues have shaped American schools over time.
3. What directions should education take in this country in the future? How much can we count on schools to solve our social problems?
4. What sorts of privileges and responsibilities, freedoms and restrictions will you face as citizens and as future educators?

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.

II. **Class Time—Preparation and Interaction**

Because our class is asynchronous, I will be gauging your understanding of course content through discussions, brief reflection papers, and responses to reading questions class meetings in their entirety on Friday mornings from 8:30am-11:30am. I take attendance each class, because the success of class time depends on your active participation. You will note that 15% of your final grade is derived from the frequency and quality of your contributions to our class discussions and asking questions. Another 25% of your final grade comes from the quality and quantity of your contributions to our five forum assignments. This course is very time intensive. Please make sure you allocate enough time to successfully complete the required work for this course. It is important to be involved in *all* aspects of the learning experience. You will be notified of the minimal number of times you must interact in each learning situation.

It is also imperative that you come to class having completed the reading assignments and Canvas resources before our class begins each Friday. Good discussion relies on people having read and reflected on the assignments and being willing to let each other know what they thought. A free and open discourse means that everyone treats each other's views respectfully, and feels free to express opinions they know may be in the minority. Our aim is to create an atmosphere of mutual trust and a willingness to listen to and fairly evaluate ideas that we don't necessarily share. Please remember that the quality of your participation matters just as much as the quantity of participation.

III. **Required Texts:**

1. John Rury, Education and Social Change: Contours in the History of American Schooling (SIXTH EDITION) (2016).
2. Various articles provided by the instructor on Canvas.

****NOTE:** Rury's text is available from the UF Bookstore and other sellers (including a Kindle version through Amazon). **Please be sure to obtain the SIXTH edition of John Rury's book.**

IV. Graded Assignments:

1. Responses to Readings Questions:	5%	50 pts.
2. Brief Reflection Assignments (2):	5%	50 pts.
3. Syllabus Quiz (1) & Video Presentation Questions (11):	10%	100 pts.
4. Forum Assignments (5):	25%	250 pts.
5. Essay #1 (due on June 16):	15%	150 pts.
6. Essay #2 (due on July 14):	20%	200 pts.
7. Final Essay (due on August 4):	20%	200 pts.

In fairness to everyone, all assignments must be completed and submitted by the specified due dates. Each day an assignment is submitted late, it loses one full letter grade. 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.

Unless otherwise notified, you can expect to receive feedback on your graded assignments within 1-2 weeks of having submitted them.

Grading Scale:

930-1,000 pts. A	730-769 pts.: C
900-929 pts.: A-	700-729 pts.: C-
870-899 pts.: B+	670-699 pts.: D+
830-869 pts.: B	630-669 pts.: D
800-829 pts.: B-	600-629 pts.: D-
770-799 pts.: C+	599-below: E

The University of Florida's grading policy can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradetext>

V. Academic Integrity:

Cheating on assignments and plagiarism on written work is not tolerated. While it's often a good idea to study in groups and among friends, the work you hand in must be product of your own effort.

The University of Florida expects students to be honest in all of their coursework. In 1995, the UF student body enacted an honor code: "On all work submitted for credit by students at the university, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment. We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.'"

Because we, as educators and future educators, are held to a higher ethical standard as teachers, the School of Teaching & Learning takes infringements of academic honesty very seriously. For the first violation of academic dishonesty in a course, the student will receive a zero on that assignment and no opportunity to make up. If the student has an additional violation in the

course, the student will fail the course and meet with the Director to establish a Performance Improvement Plan that will need to be completed before the student can enroll in additional coursework.

VI. Minimum Technology Requirements:

- Internet access and current Internet browser (Google Chrome is preferred)
- Word processing software (such as Microsoft Word)
- Electronic access to the UF Libraries
- Access to course text and readings
- Gatorlink email account (for all instructor/student correspondence outside of class)

VII. Statement on Student Privacy:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

VIII. Students with Documented Disabilities:

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

IX. Course 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. [Click here for guidance on how to give feedback in a professional and respectful manner.](#) 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 ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here.](#)

X. Remember, whenever you have any questions, it's always best to ask. The best way to contact me is through e-mail (sagewright@ufl.edu). I will respond to you within 24-48 hours.

Course Outline

- May 10: Introductions
Introductory reading: Native American Education Before European Contact: 15,000 BC – 1491 AD.
- May 14:
(Week 1): Education in the Spanish and British American Colonies: 1565-1783
Readings for this week: Victoria-Maria MacDonald, "The Colonial Era: Schooling under Spanish Rule, 1513-1821," pp. 7-19; John Rury, Education and Social Change, pp. 1-18 & pp. 19-42.
Forum #1
- May 21:
(Week 2): Political Independence, Citizenship, and Education: 1783-1840
Readings for this week: Margaret Nash, Women's Education in the United States, 1780-1840, pp.15-33; John Rury, Education and Social Change, pp. 42-65.
Forum #2
- May 28:
(Week 3): The Creation of Common Schools: 1830-1860
Readings for this week: John Rury, Education and Social Change, pp. 65-79; Horace Mann, "Fourth Annual Report" (1841).
Forum #3
- June 4:
(Week 4): Impact of Common Schools: 1830-1860
Readings for this week: John Rury, Education and Social Change, pp. 81-97; Horace Mann, "Twelfth Annual Report" (1849).
Forum #3
Essay #1 Assigned (due by 11:59pm on June 16).
- June 11:
(Week 5): African Americans and Schooling in the South: 1860-1910
Readings for this week: John Rury, Education and Social Change, pp. 97-108; Booker T. Washington, "The Future of the American Negro" (1899); W.E.B. DuBois, "On Booker T. Washington" (1903); & W.E.B. DuBois, "The Talented Tenth" (1903).
- June 18:
(Week 6): Education for Extinction: Native Americans, 1880-1920
Readings for this week: John Rury, Education and Social Change, pp. 109-115.
- June 25:
(Week 7): Building the Modern School System, 1870-1920
Readings for this week: John Rury, Education and Social Change, pp. 117-137; John Dewey, "My Pedagogic Creed" (1897).
Forum #4

- July 2:
(Week 8): Limits of the Modern School System, 1918-1940
Readings for this week: John Rury, Education and Social Change, pp. 137-154; Allan Ornstein & Daniel Levine, "Governing and Administering Public Education."
Essay #2 Assigned (due by 11:59pm on Wed., July 14)
- July 9:
(Week 9): World War Two, The Cold War, and Schooling for National Security: 1940-1965
Readings for this week: JoAnne Brown, "A Is for Atom, B is for Bomb: Civil Defense in American Public Education, 1948-1963"; John Rury, Education and Social Change, pp. 155-169.
Forum #5
- July 16:
(Week 10): Sexuality and the American Teaching Profession, 1950-1965
Readings for this week: Karen Graves, "Doing the Public's Business: Florida's Purge of Gay and Lesbian Teachers, 1959-1964."
- July 23:
(Week 11): Civil Rights Movements and Public Education, 1945-1965
Readings for this week: John Rury, Education and Social Change, pp. 169-191.
Final Essay Assigned (due by 11:59pm on Wed., August 4).
- August 30:
(Week 12): Federal Growth and Changing Priorities in National School Reform, 1960-2020
Readings for this week: John Rury, Education and Social Change, pp. 193-221 & pp. 223-230; National Commission for Excellence in Education, "A Nation at Risk" (1983).