

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

Fall 2021

Class Number 12085

Norman Hall 1029

Canvas URL: <https://ufl.instructure.com/courses/398561>

Mondays, 8:30am-10:25am (periods 2-3)

Wednesdays, 8:30am-9:20am (period 2)

Instructor: Professor Sevan Terzian
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Office Hours: Wednesdays, 9:30am-11:30am in Norman Hall 2602-D. Or by appointment.

I. Course description and objectives:

Historical perspectives offer valuable insights about enduring issues 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 educators, students, and families 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

I expect you to attend and participate in each of our class meetings in their entirety. I take attendance daily, because the success of class time depends on your active participation. You will note that 20% of your final grade is derived from the frequency and quality of your contributions to our class discussions and asking questions. 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.

It is also imperative that you come to class having completed the reading assignments and Canvas resources before our class begins each day. 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 (2020) (SIXTH EDITION)
- 2. Karen Graves, And They Were Wonderful Teachers: Florida’s Purge of Gay and Lesbian Teachers (2009).
- 3. Articles provided by the instructor on Canvas or in class.

****PLEASE NOTE:** be sure to obtain the **SIXTH edition** of John Rury’s book published in 2020.

IV. Graded Assignments:

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| 1. Class Participation: | 20% |
| 2. Essay #1 (due on September 27) | 15% |
| 3. Essay #2 (due on October 18): | 20% |
| 4. Essay #3 (due on November 15): | 20% |
| 5. Final Essay (due on December 8): | 25% |

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 one week of having submitted them.

The University of Florida's grading policy can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>

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.'"

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 In-Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the

publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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 (sterzian@coe.ufl.edu). I will respond to you within 24-48 hours).

Course Outline

- August 23: Introductions
Defining “education,” “schooling,” and “American Culture”
Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 1-18.
- August 25: Schools and Society
Discuss Rury
Assigned Readings for Next Class: Milton Gaither, “Native American Education Before European Contact, 15,000 BC - 1491 AD,” pp. 323-348; Victoria-Maria MacDonald, “The Colonial Era: Schooling under Spanish Rule, 1513-1821,” pp. 7-19.
- August 30: Native American Education Before European Contact: 15,000 BC – 1491 AD;
Education in the Spanish American Colonies, 1565-1821
Discuss Gaither’s and MacDonald’s articles
Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 19-42.
- September 1: Education in the British American Colonies, 1607-1776 (part 1)
Discuss Rury
Assigned Readings for Next Class: Bernard Bailyn, “Education in the Forming of American Society”
- September 6: **NO CLASS MEETING: LABOR DAY**
- September 8: Education in the British American Colonies, 1607-1776 (part 2)
Discuss Bailyn

Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 42-65.

September 13: Political Independence, Citizenship, and Education: 1783-1840

Discuss Rury

Assigned Readings for Next Class: Margaret Nash, Women's Education in the United States, 1780-1840, pp.15-33

September 15: Women's Education and American Citizenship in the Early Republic, 1780-1840

Discuss Nash

Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 65-97

Essay #1 Assigned (due on September 27).

September 20: Origins of Common Schools, 1820-1860

Discuss Rury

Assigned Readings for Next Class: None. Prepare essay draft for writing workshop.

September 22: Writing Workshop for Essay #1

Assigned Readings for Next Class: Horace Mann, "Fourth Annual Report" (1841)

September 27: Common Schools and the Teaching Profession: 1830-1860

Discuss Mann

Assigned Readings for Next Class: Horace Mann, "Twelfth Annual Report" (1849).

Essay #1 Due at beginning of class

September 29: Common Schools and Economic Opportunity: 1830-1860

Discuss Mann

Assigned Readings for Next Class: Hilary Moss, "The Emergence of White Opposition to African American Education," pp. 21-43.

October 4: Opposition to Common Schools: 1830-1860

Discuss Moss

Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 97-108

October 6: African Americans and Schooling in the South: 1860-1910

Discuss Rury

Assigned Readings for Next Class: 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).

Essay #2 Assigned (due on October 18)

October 11: Competing Arguments for Black Education: 1890-1910

Discuss Washington and DuBois

Assigned Readings for Next Class: None. Prepare essay draft for writing workshop.

- October 13: Writing workshop for Essay #2
Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 108-115.
- October 18: Education for Extinction: Native Americans, 1880-1920
 Building the Modern School System, 1870-1920 (part 1)
 Film: "In the White Man's Image"
 Discuss Rury
Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 117-125.
Essay #2 Due at beginning of class
- October 20: Building the Modern School System, 1870-1920 (part 2)
Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 125-154; John Dewey, "My Pedagogic Creed" (1897)
- October 25: Building the Modern School System, 1870-1920 (part 3)
 Discuss Rury & Dewey.
Assigned Readings for Next Class: Allan Ornstein & Daniel Levine, "Governing and Administering Public Education"
- October 27: Limits of the Modern School System, 1918-1940
 Discuss Ornstein & Levine.
Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 155-169
- November 1: World War Two, the Cold War and Schooling for National Security, 1940-1965 (part 1)
 Discuss Rury
 Film, "Atomic Café"
Assigned Readings for Next Class: JoAnne Brown, "A Is for Atom, B is for Bomb: Civil Defense in American Public Education, 1948-1963"
Essay #3 Assigned (due on November 15)
- November 3: **NO SYNCHRONOUS CLASS MEETING**
- November 8: The Cold War and Schooling for National Security, 1945-1965 (part 2)
 Discuss Brown.
 Film, "The 1950s"
Assigned Readings for Next Class: None. Prepare essay draft for writing workshop.
- November 10: Writing Workshop for Essay #3
Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 170-191.

- November 15: Civil Rights Movements and Public Education, 1945-1965 (part 1)
Discuss Rury
Film, "Eyes on the Prize: Fighting Back, 1957-1972"
Essay #3 due at beginning of class.
Assigned Readings for Next Class: Supreme Court of the United States, *Brown v. Board of Education of Topeka, Kansas, 1954.*
- November 17: Civil Rights Movements and Public Education, 1945-1965 (part 2)
Discuss Supreme Court of the United States
Assigned Readings for Next Class: Karen Graves, And They Were Wonderful Teachers, pp. vii-97.
- November 22: Sexuality and the American Teaching Profession, 1950-1965 (part 1)
Discuss Graves
Film, "Behind Closed Doors: The Dark Legacy of the Johns Committee"
Assigned Readings for Next Class: Karen Graves, And They Were Wonderful Teachers, pp. 98-148.
- November 24: **THANKSGIVING HOLIDAY—NO CLASS MEETING**
- November 29: Sexuality and the American Teaching Profession, 1950-1965 (part 2)
Discuss Graves
Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 193-221
Final Essay Assigned (due on December 8)
- December 1: Federal Growth and Changing Priorities in National School Reform, 1960-2020 (part 1)
Discuss Rury
Assigned Readings for Next Class: National Commission for Excellence in Education, "A Nation at Risk: The Imperative for Educational Reform" (1983); U.S. Department of Education, "A Guide to Education and *No Child Left Behind*" (2004).
- December 6: Federal Growth and Changing Priorities in National School Reform, 1960-2020 (part 2)
Discuss "A Nation at Risk" and "No Child Left Behind"
Assigned Readings for Next Class : John Rury, Education and Social Change, pp. 223-230.
- December 8: Course Review and Evaluations
Final Essay due at beginning of class.