

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

Fall 2022

Class Number 11951

Norman Hall 1029

Canvas URL: <https://ufl.instructure.com/courses/468653>

Mondays, 9:35am-11:30am (periods 3-4)

Wednesdays, 9:35am-10:25am (period 3)

Instructor: Professor Sevan Terzian
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Office Hours: Wednesdays, 10:30am-noon 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?

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. 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 26) | 15% |
| 3. Essay #2 (due on October 17): | 20% |
| 4. Essay #3 (due on November 14): | 20% |
| 5. Final Essay (due on December 7): | 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 24:	Introductions Defining “education,” “schooling,” and “American Culture” Assigned Readings for Next Class: John Rury, <u>Education and Social Change</u> , pp. 1-18; Milton Gaither, “Native American Education Before European Contact, 15,000 BC - 1491 AD,” pp. 323-348.
August 29:	Schools and Society; Native American Education Before European Contact: 15,000 BC – 1491 AD

Discuss Rury & Gaither

Assigned Readings for Next Class: Victoria-Maria MacDonald, "The Colonial Era: Schooling under Spanish Rule, 1513-1821," pp. 7-19.

- August 31: Education in the Spanish American Colonies, 1565-1821
Discuss MacDonald
Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 19-42.
- September 5: **NO CLASS MEETING: LABOR DAY**
- September 7: 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 12: 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 14: Political Independence, Citizenship, and Education: 1783-1840
Discuss Rury
Assigned Readings for Next Class: Margaret Nash, "'Is Not Woman a Human Being?' Discourses on Education in the Early National Period," pp.15-33.
Essay #1 Assigned (due on September 26).
- September 19: Women's Education and American Citizenship in the Early Republic, 1780-1840
Discuss Nash
Assigned Readings for Next Class: None. Prepare essay draft for writing workshop.
- September 21: Writing Workshop for Essay #1
Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 65-97.
- September 26: Origins of Common Schools, 1800-1860
Discuss Rury
Assigned Readings for Next Class: Horace Mann, "Fourth Annual Report" (1841).
Essay #1 Due at beginning of class
- September 28: Common Schools and the Teaching Profession: 1830-1860
Discuss Mann
Assigned Readings for Next Class: Horace Mann, "Twelfth Annual Report" (1849).
- October 3: 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 5: Opposition to Common Schools: 1830-1860
Discuss Moss
Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 97-108.
Essay #2 Assigned (due on October 17)
- October 10: African Americans and Schooling in the South: 1860-1910
Discuss Rury
Assigned Readings for Next Class: None. Prepare essay draft for writing workshop.
- October 12: Writing workshop for Essay #2
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).
- October 17: Competing Arguments for Black Education: 1890-1910
Discuss Washington and DuBois
Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 108-115.
Essay #2 Due at beginning of class
- October 19: 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. 117-154.
- October 24: Building the Modern School System, 1870-1920 (part 2)
Discuss Rury.
Assigned Readings for Next Class: John Dewey, “My Pedagogic Creed” (1897).
- October 26: Building the Modern School System, 1870-1920 (part 3)
Discuss Dewey.
Assigned Readings for Next Class: Allan Ornstein & Daniel Levine, “Governing and Administering Public Education”
- October 31: Limits of the Modern School System, 1918-1940
Discuss Ornstein & Levine.
Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 155-165.
- November 2: 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 14)

- November 7: 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 9: Writing Workshop for Essay #3
Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 165-170; Supreme Court of the United States, *Brown v. Board of Education of Topeka, Kansas, 1954*.
- November 14: Civil Rights Movements and Public Education, 1945-1965 (part 1)
Discuss Rury & Supreme Court of the United States
Film, "Eyes on the Prize: Fighting Back, 1957-1962"
Essay #3 due at beginning of class.
Assigned Readings for Next Class: Numan Bartley, "The Civil Rights Movement," pp. 298-340.
- November 16: Civil Rights Movements and Public Education, 1945-1965 (part 2)
Discuss Bartley
Assigned Readings for Next Class: Karen Graves, "Doing the Public's Business: Florida's Purge of Gay and Lesbian Teachers, 1959-1964," pp. 7-32.
- November 21: Sexuality and the American Teaching Profession, 1950-1965
Discuss Graves
Film, "Behind Closed Doors: The Dark Legacy of the Johns Committee"
Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 170-191.
- November 23: **THANKSGIVING HOLIDAY—NO CLASS MEETING**
- November 28: Federal Growth and Changing Priorities in National School Reform, 1960-2022 (part 1)
Discuss Rury
Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 193-221
Final Essay Assigned (due on December 7)

- November 30: Federal Growth and Changing Priorities in National School Reform, 1960-2022 (part 2)
Discuss Rury
Assigned Readings for Next Class: Scott Baker, "Desegregation, Minimum Competency Testing, and the Origins of Accountability: North Carolina and the Nation," pp. 33-57; National Commission for Excellence in Education, "A Nation at Risk: The Imperative for Educational Reform" (1983).
- December 5: Federal Growth and Changing Priorities in National School Reform, 1960-2022 (part 3)
Discuss Baker; "A Nation at Risk."
Assigned Readings for Next Class: John Rury, Education and Social Change, pp. 223-230.
- December 7: Course Review and Evaluations
Final Essay due at beginning of class.