

TE 810: History of U.S. Education
Summer 2009
Michigan State University
Syllabus

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Course Rationale and Objectives

The principal aim of this online course is to give students an understanding of the origins and development of various issues and problems in contemporary U.S. public education. The course covers the history of U.S. public education from the colonial period to the present. Primarily, the course focuses on the common school era (1825-1850), the progressive education era (1890-1920), the Civil Rights era (1950-1970), and the modern era – often referred to as the era of academic excellence – (1980-to the present). Among the issues the course explores are religion, race, ethnicity, gender, social class, and language in schools; the role of education in developing American political and cultural identities; and the relationship between economics and education. The course also examines major historical interpretations of U.S. education and discusses the reasons behind those different interpretations in order to relate them to current issues. The unifying question posed throughout the course is: Do schools change society, or does society change schools?

Specifically, the goals for the course are for students to

- continue to develop advanced skills in critical reading and analytical writing;
- become familiar with fundamental issues in the history of U.S. education;
- apply historical knowledge of these fundamental issues to contemporary problems and challenges in the U.S. educational system; and
- pursue a topic of interest in the history of U.S. education in an in-depth manner

Format

TE810 is a condensed course –only five weeks instead of the usual semester of fourteen weeks. So it’s intense! Take the usual work load that goes into one semester-long course and triple it. Moreover, history is an intensively text-based discipline so it involves a large amount of reading and writing. I want you to be prepared for the work load.

The course follows a unit-based approach with eight units total – there will be two units per week for the first four weeks. During the remaining week, students will devote time toward completing the final project. Students must complete each unit before progressing to the next unit. The course is structured so as to keep students on schedule and to prevent a back-up of assignments due at the end of the semester. There is considerable interaction between each student and the Instructor as well as opportunities for students to interact with each other via the discussion boards. These discussion boards are asynchronous (that is, students need not be online at the same time, nor are there “online” chats). Rather, on their own schedules, students can respond to others’ comments in order to engage them interactively.

The course also uses *hypermedia*, a course-based network of links to Internet resources: text, video, audio, online exhibits, and more. The units offer, in the Instructor's writings and associated links, a course-based web of information, opinion, and resources of many kinds in various media. Students become *hypermedia readers* as they decide for themselves on the priority they give these various resources, many of which are designated as “opportunities” (for inquiry and learning) rather than as “assignments.” The course web operates as an anchored but mobile network of resources for learning. Thus, beyond its attention to questions of historical thinking, the course is intended to contribute to students’ abilities in “information [or digital] literacy.”

Reading, Viewing, and Listening to Assignments

Each course unit contains assignments in reading, listening, and viewing. Besides the primary text –a book or article –each unit has additional assignments. There are online exhibits and audio programs to complement the primary text. There are also resources designed as “Reading Opportunities” (as well as for “Viewing” and “Listening”).

A note on using the MSU Library electronically: As distance learning students, you may not have the opportunity to visit the MSU Library personally. To gain access electronically to the MSU Library, go to its homepage and follow the directions for re-setting your browser (click on the “Computers” tab at the top of the page and then on “Off Campus Access”). Many graduate and undergraduate students often find that browsing in the library journals is a good way to enrich their knowledge of a subject. As you locate the journals and assigned articles for each unit, you may wish occasionally to browse a bit to get a sense of what scholarship is like in the several domains of curricular inquiry. Using the MSU Library, and the other online resources in TE 810, will demonstrate how learning via the Internet can be an endlessly interactive activity limited only by your interests (as well, of course, as your time!). Again: Remember to reset your

browser if you want access to the MSU Library from an off campus computer. The final project will require you to look to the MSU library for resources.

Assignments

Educational Biography (5% of course grade)

This short assignment requires is designed for me to get to know each of you better, and for you to have practice downloading and uploading assignments. This is not officially due until Monday, June 29 – the day the course begins. However, I am strongly encouraging you to turn it in earlier, by Friday, June 26, since one purpose is to familiarize you with ANGEL before the course begins.

Short Essays (50% of course grade)

There are four essays (based on selected books and articles), one due per week. These essays (a **maximum** of 750 words each, minimum of 500 words) focus on responses to specific questions the Instructor has posed. Use the word count function on your work processing program. The maximum word limit on the essays requires you to be concise since it is often more challenging to write shorter pieces than longer ones. The four essays make up 50% of the course grade (each at 12.5%). Students post these essays in the appropriate drop box and the Instructor returns them with grades and comments.

The essays should reflect your work with the reading, listening, and viewing resources. A good essay represents an interactive and critical encounter with enough of the resources to give even a brief assignment some interpretive depth. How deep is “depth”? Let's say, deep enough to take us beyond what someone composing the essay who did not have access to unit resources might write. The student should thus make use of the unit resources as a critical reader, listener, and viewer. Being “critical” in this context does not, of course, mean finding fault with a resource. Rather, it means approaching it thoughtfully and analytically in order to probe its meaning and uses. For example, a brief essay displaying “interpretive depth” might reflect on the results of a student's ideas about a single but significant resource. Or, the essay might convey the student's thoughts about how different resources can be related. Or, the essay might reflect on the reasons for disagreeing with the perspective of a resource or group of resources, or with the Instructor's opinions in the unit sections. In short, a good essay provides evidence that the student has read, listened, and looked in a critical and reflective spirit and has then selected the best unit resources (including suitable parts of the primary text or film) that support the essay's argument.

All assignments should be typed, double spaced, with one inch margins and a standard 12 point font. Include your name and course section number. References to course readings or outside texts should be cited using APA style, the citation protocol for the social sciences (which includes the field of Education).

Scholarly work is more than opinion and the simple description of readings. It requires reflection and inquiry as well as citations of readings and the literature as evidence in support of your position(s). Good writing will be critical in communicating effectively to your own students and their families.

I encourage you to read interactively as you consider and reconsider the texts and to keep these questions in mind as you read:

- *What is the author trying to say?*
- *What is the author's purpose?*
- *What are your purposes in reading the selection?*
- *How do your own values and experiences shape your response to the text?*
- *How does the author's work contribute to our understanding of education?*
- *How might the author's work help improve education?*

You will be assigned to group 1, group 2, group 3, or group 4. Groups 1 and 2 will have their essays due on Thursdays; Groups 3 and 4 will have theirs due on Sundays.

Group designations are on the last page of the syllabus.

Participation (20% of course grade)

Participation is evaluated by your discussion board postings.

There are eight discussion boards (one for each unit), one due per week. These postings (a maximum of 300 words, minimum of 250 words) focus on students' responses to the readings. They are more "open-ended" than the short essays and are intended to provide a way for you to hear your classmates' thinking on the issues. The postings must draw upon the readings, but they can also have application to contemporary issues and dilemmas in education. (Students can use other course materials, but are not required to do so).

Following the first posting, students then post at least one follow up posting in response to others' questions, comments, and ideas. You can be critical, although you must do so civilly and you must back up your argument with evidence. Tone can be very difficult to decipher in this medium, so re-read your posting to be sure it's not only clear and easy to follow, but also respectful.

Groups 1 and 2 will have their discussion board postings due on Sundays; Groups 3 and 4 will have theirs due on Thursdays. There are separate discussion boards for each group.

Students in both groups are invited to read the other groups' postings, although this is not a requirement.

Note that these discussion boards are for student use so I as the instructor will not contribute to the discussion. I will read each entry and will contact you if I have questions or if I do not think your postings are meeting course expectations.

Final Project (25% of course grade)

For a final paper (1500-2000 words), students select a contemporary issue or problem in U.S. education and research its history. Students may include personal or other academic experiences concerning their topic, but the main focus of the project is research-based investigation. Detailed requirements for the paper are distributed at the beginning of the course.

Ordinarily, no make up assignments are permitted. Late submissions are allowed only in the case of formally documented situations that are serious enough to prevent a student from completing the work and are outside the student's control, such as documented medical emergencies. Extracurricular activities do not fall into this category. In the absence of a verifiable emergency, prompt notification to the Instructor is required well before the assignment due date.

Communication

Students should check their e-mail and their ANGEL accounts frequently for messages from the Instructor or from classmates. I welcome communication from each of you via email or phone. A word of caution, however, when using email: please re-read your messages for clarity and tone. If your questions are unclear, or if your questions and/or my responses are complicated, I may suggest a phone conversation in place of an email conversation. Also, do not email attachments of assignments requesting review. I may suggest you send me an excerpt from an assignment if I think your question can be best answered by a quick look at your work. However, as a principle, I do not review entire drafts of assignments.

Incomplete Grades

University policy: When special or unusual circumstances occur, the Instructor may postpone assignment of the student's final grade in a course by use of an I-Incomplete. *The I-Incomplete may be given in the following circumstances:* The student (a) has completed at least 12 weeks of the semester (in this case, three weeks), but is unable to complete the class work and/or take the final examination because of illness or other compelling reasons; (b) has completed satisfactory work in the course; and (c) in the Instructor's judgment can complete the required work without repeating the course.

Academic Honesty and Citations

I assume that the student is honest and that all course work and examinations represent the student's own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the University's student conduct code.

The principles of truth and honesty are recognized as fundamental to the community of teachers and scholars. This means that all academic work is prepared by the student to whom it is assigned, without unauthorized aid of any kind.

Incidents of plagiarism are taken very seriously and will be pursued and punishment can result in automatic failure of the course. Students are warned not to use any text verbatim on any class assignments without quotation marks and source citations. Warning: do not go to a site like Wikipedia (generally not a reliable or effective source anyway), copy and paste, and then “rearrange” words or sentences or replace a few words here and there – that constitutes plagiarism! If you are quoting verbatim, always use quotation marks and cite the page number. (Note, if you use block quotes, APA citation style does not use quotation marks, however, to be on the safe side of academic honesty, for this course, use quotation marks whenever you are citing verbatim). If you have any questions, please ask!

Directions for APA style for references and citations are available at http://webster.comnet.edu/apa/apa_index.htm and many other places on the web. Students may also wish to purchase the *Publication Manual of the American Psychological Association* (5th ed. American Psychological Association: New York, 2001).

For University regulations on academic dishonesty and plagiarism, refer to

<http://www.vps.msu.edu/SpLife/rule32.htm>

<http://www.msu.edu/unit/ombud/plagiarism.html>

General Grading Rubric

Points	4 Point Scale	Description
95-100	4.0	This represents outstanding and exemplary work. The student uses and integrates readings, classroom discussions, and field experiences (where appropriate) to inform his/her writing. The student meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support writing. The writing contains no errors in grammar, punctuation, and spelling.
90-94	3.5	This represents high quality work. The student uses many readings, classroom discussions, and field experiences (where appropriate) to inform the writing. The student meets all the requirements of the assignment, is thoughtful and provides some details and examples to support ideas. The writing contains very few errors in grammar, punctuation, and spelling.
85-89	3.0	This represents good quality work, performed at the expected level for graduate study. The student uses some readings, classroom discussions, and field experiences to inform writing. The student meets all requirements of assignment, attempts to engage with the purposes of the assignments, and provides details and examples to support ideas. The writing contains few errors in grammar, punctuation, and spelling.
80-84	2.5	This represents work below the expected level of quality for the TE program. The student does not include appropriate references to relevant readings, class discussions, and field experiences to inform writing. The student does not meet all requirements of assignment. The student's writing represents a limited attempt to engage with the purposes of the assignment, few details and examples to support writing. The writing includes many errors in grammar, punctuation, and spelling.
75-79	2.0	This represents work significantly below the expected level of quality. The student's writing includes many errors in grammar, punctuation, and spelling. The work shows little evidence of having read course readings, or of use of classroom discussions. The writing meets few of the assignment's requirements. The student demonstrates a minimal attempt to engage with the purposes of the assignment, with no details or examples to support the ideas.

IV. Course Readings*Books*

All books are available in paperback editions from the MSU bookstores or online merchants like Amazon and Barnes and Noble.

Beals, M.P. (1994). *Warriors don't cry: A searing memoir of the battle to integrate Little Rock's Central High*. New York: Washington Square Press.

Dewey, J. (1902/1990). *The school and society and the child and the curriculum*. Chicago: University of Chicago Press.

Reese, W. J. (2006). *America's public schools: From the common schools to "No Child Left Behind."* Baltimore, MD: Johns Hopkins University Press.

Siddle Walker, V. (1996). *Their highest potential*. Chapel Hill, NC: University of North Carolina Press.

Coursepack

TE810 Summer 2009 Coursepack – available at <http://isite3.alleganet.com/saline>

Films

Public Broadcasting System. *Only a Teacher*. Arlington, VA: Public Broadcasting System, 2000.

Public Broadcasting System. *School: The Story of American Public Education*. Arlington, VA: Public Broadcasting System, 2001.

Course Schedule
(subject to minor changes)

Unit No. and Date	Session Topic	Reading/Viewing/ Listening	Assignment Due (due by midnight on the day indicated)
Unit 1 (6/29 through 7/2)	Introduction/Why Study the History of U.S. Education?	View: <ul style="list-style-type: none"> • Podcast , Halvorsen (ANGEL) Read: <ul style="list-style-type: none"> • Rury (coursepack) • Rose (coursepack) 	Educational Biography: 6/26 Short Essay (Groups 1 and 2): 7/2 Discussion Board Response (Groups 3 and 4): 7/2
Unit 2 (7/3 through 7/5)	The Colonial Roots of American Public Education	View: <ul style="list-style-type: none"> • School, The Common School (1770-1890) (ANGEL) Read: <ul style="list-style-type: none"> • Baron (coursepack) • Reese, pp. 10-44 • Kaestle (coursepack) • Webster (coursepack) 	Short Essay (Groups 3 and 4): 7/6 Discussion Board Response (Groups 1 and 2): 7/6 *NOTE: these are due Monday instead of Sunday because of the holiday

Unit No. and Date	Session Topic	Reading/Viewing/ Listening	Assignment Due (due by midnight on the day indicated)
Unit 3 (7/6 through 7/9)	The Common School Movement	View: <ul style="list-style-type: none"> • Only a Teacher, Episode One (ANGEL) Read: <ul style="list-style-type: none"> • Reese, pp. 45-78 • Mann (coursepack) 	Short Essay: (Groups 1 and 2): 7/9 Discussion Board Response (Groups 3 and 4): 7/9
Unit 4 (7/10 through 7/12)	Retreat from the Common School: Race, Gender and Education in the 19 th c.	View: <ul style="list-style-type: none"> • Only a Teacher, Episode Two (ANGEL) Read: <ul style="list-style-type: none"> • Anderson (ANGEL) • DuBois (ANGEL) • Washington (ANGEL) 	Short Essay: (Groups 3 and 4): 7/12 Discussion Board Response (Groups 1 and 2): 7/12
Unit 5 (7/13 through 7/16)	The Progressive Era: The Politics of School Reform/Immigrant Education	View: <ul style="list-style-type: none"> • School , As American as Public School (1900-1950) (ANGEL) Read: <ul style="list-style-type: none"> • Reese, 117-148 • Guglielmo (coursepack) • Beals, pp. xix – 125 	Short Essay: (Groups 1 and 2): 7/16 Discussion Board Response (Groups 3 and 4): 7/16 Prospectus for Final Project Due 7/17

Unit No. and Date	Session Topic	Reading/Viewing/ Listening	Assignment Due (due by midnight on the day indicated)
Unit 6 (7/17 through 7/19)	The Progressive Era: The Transformation of the Curriculum	Read: <ul style="list-style-type: none"> • Halvorsen (coursepack) • Kliebard (coursepack) • Ravitch (coursepack) • Dewey (“The Child and the Curriculum”) Listen: <ul style="list-style-type: none"> • Ravitch (ANGEL) • Kohn (ANGEL) 	Short Essay: (Groups 3 and 4): 7/19 Discussion Board Response (Groups 1 and 2): 7/19
Unit 7 (7/20 through 7/23)	The Civil Rights Movement and Public Education	View: <ul style="list-style-type: none"> • School , A Struggle for Educational Equality (1950-1980) (ANGEL) Read: <ul style="list-style-type: none"> • Siddle Walker, pp. 1-92 • Reese, pp. 226-250 • Beals, 125 – 312 • Lau v. Nichols (coursepack) • Martin Luther King (coursepack) Listen: <ul style="list-style-type: none"> • PBS (ANGEL) • Eyes on the Prize (ANGEL) 	Short Essay: (Groups 1 and 2): 7/23 Discussion Board Response (Groups 3 and 4): 7/23

Unit No. and Date	Session Topic	Reading/Viewing/ Listening	Assignment Due (due by midnight on the day indicated)
Unit 8 (7/24 through 7/26)	A Nation at Risk: The Era of Educational Excellence	View: <ul style="list-style-type: none"> • School, The Bottom Line in Education (1980-Present) (ANGEL) • Only a Teacher, Episode Three (ANGEL) Read: <ul style="list-style-type: none"> • A Nation at Risk (ANGEL) – read everything EXCEPT for the appendices • Nelson (coursepack) • Reese, pp. 322-333 	Short Essay: (Groups 3 and 4): 7/26 Discussion Board Response (Groups 1 and 2): 7/26

Final Project Due Monday, August 3, by midnight. No extensions granted.

Group Designations

Group 1	Group 2	Group 3	Group 4
Sarah B.	Deborah	Ashleigh	Ryan
Susanne	Jacqueline	Latoya	Jessica
Trevor	Cherika	Matthew	Katherine
Mary	Nicholas	Jacob	Eileen
Elizabeth	Sarah R.	Alison	Chad