

TE 991: 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?

Additionally, this course will have a special focus on the history of under-represented groups in the U.S. educational system. These groups include but are not limited to African-Americans, Native Americans, Latino Americans, Asian Americans, girls and women, immigrants. These groups comprise a crucial part of the story of how the U.S. educational system evolved, and yet, they are often left out of histories of mainstream schooling. Fortunately, several first-rate accounts of the experiences of these groups of individuals exist that we will draw upon in the course. Other minor foci will be the history of post-secondary education and the history of teacher education.

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;

- develop an awareness of the experience of traditionally under-represented groups in the U.S. educational system
- 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

TE991 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 double 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 ten units total – there will be two units per week. During the last week, students will also 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 me as well as opportunities for students to interact with each other through our in class meetings.

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 my 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. 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 articles, online exhibits, and audio programs to complement the primary text (or film). 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 991, 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 five essays (based on selected books and articles). These essays (a **maximum** of 750 words each, minimum of 500 words) focus on responses to specific questions 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 five essays make up 50% of the course grade (each at 10%). Students post these essays in the appropriate drop box and I will return 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 my 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?*

Questions are posed for eight of the ten units. You may choose which units you wish to write your short essays on (although everyone must write an essay for unit two, and unit ten is not available). I encourage you to space them out throughout the semester (e.g., doing all the odd-numbered or all the even-numbered units), however you may also front-load or end-load the essays depending on your individual schedules.

Podcast (15% of course grade)

This course is taught in tandem with TE810, History of U.S. Education, for Masters' students. However, the doctoral level component is, logically, more advanced and with more responsibilities. One such responsibility links TE991 to TE810: the creation of a video podcast. Either individually, or in groups of two or three, students will create a podcast based upon a reading for the course (that was not required of TE810 students). Students will use a video-recorder to capture some kind of substantive conversation on the assigned reading. The format is flexible: a lecture, a discussion, a re-enactment. Video (from an archival site, for example) can also be inserted (but should comprise a minimal amount of the podcast). Students will then transfer the video to a quicktime file which they will then upload to the TE810 ANGEL site for those students to watch.

Final Project (30% 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.

Late Work

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 me is required well before the assignment due date.

Communication

Students should check their e-mail and their ANGEL accounts frequently for messages from me or from classmates. I welcome communication from each of you via email, phone, or skype. 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! Always cite the page number and source. Always use quotation marks, unless you are using block quotes (and in that case, be sure to indent the block quote to distinguish it from the rest of the text). If you have any questions, please ask!

Note: please see the following website for more information on what constitutes plagiarism: http://plagiarism.org/learning_center/paraphrase.html

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

| 4 Point Scale | Description |
|----------------------|--|
| 4.0 | This represents outstanding and exemplary work. The student uses and integrates readings, lectures, and other assigned sources (e.g., audio links, video links) 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. |
| 3.5 | This represents high quality work. The student uses readings, lectures, and other assigned sources (e.g., audio links, video links) to inform his/her 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. |
| 3.0 | This represents good quality work, performed at the expected level for graduate study. The student uses some readings, lectures, and other assigned sources (e.g., audio links, video links) to inform his/her 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 occasional errors in grammar, punctuation, and spelling. |
| 2.5 | This represents work below the expected level of quality for the TE doctoral program. The student does not include appropriate references to relevant readings, lectures, and other assigned sources (e.g., audio links, video links) to inform his/her 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 errors in grammar, punctuation, and spelling. |
| 2.0 | This represents work significantly below the expected level of quality. The work shows little use of course readings, lectures, and other assigned sources (e.g., audio links, video links) to inform his/her writing. 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. The student's writing includes many errors in grammar, punctuation, and spelling. |

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

TE991 Summer 2009 Coursepack

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

| Unit No. and Date | Session Topic | Reading/Viewing/Listening | Assignment Due (always due by midnight the day indicated) |
|---|--|--|---|
| Unit 1 (6/29 through 7/2) (Class Meeting, 7/1 in Room 310 Erickson Hall) – <i>see email for class preparation</i> | 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 |
| 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: 7/6 (required of all students) |
| 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: 7/9 |
| Unit 4 (7/10 through 7/12) | Retreat from the Common School: Race and Education in the 19 th century | Read: <ul style="list-style-type: none"> • Anderson (coursepack) • DuBois (coursepack) • Washington (coursepack) | Short Essay: 7/12 |

| Unit No. and Date | Session Topic | Reading/Viewing/Listening | Assignment Due (always due by midnight the day indicated) |
|-------------------------------|---|--|--|
| Unit 5 (7/13 through 7/16) | Retreat from the Common School: Gender and Education in the 19 th century/Secondary/Post-Secondary Links | View: <ul style="list-style-type: none"> • Only a Teacher, Episode Two (ANGEL) Read: <ul style="list-style-type: none"> • Tolley (coursepack) • Herbst (coursepack) • VanOverbeke (coursepack) | Short Essay: 7/16 Prospectus for Final Project Due 7/17 |
| Unit 6 (7/17 through 7/19) | 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) | Short Essay: 7/19 Podcast Due: 7/20 |
| Unit 7 (7/20 through 7/23) | 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: 7/23 |
| Unit 8 (7/24 through 7/26) | 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"> • Beals, pp. xix -- 125 • Reese, pp. 226-250 Listen: <ul style="list-style-type: none"> • PBS (ANGEL) • Eyes on the Prize | Short Essay: 7/26 |

| Unit No. and Date | Session Topic | Reading/Viewing/Listening | Assignment Due (always due by midnight the day indicated) |
|-------------------------------|--|--|---|
| | | (ANGEL) | |
| Unit 9 (7/27 through 7/30) | The Civil Rights Movement and Public Education: Focus on Immigrant Education | Read: <ul style="list-style-type: none"> • Donato (coursepack) • Baron (coursepack) • Lau v. Nichols (coursepack) • Martin Luther King (coursepack) • Siddle Walker, pp. 1-92 | Short Essay: 7/30 |
| Unit 10 (7/31 through 8/2) | 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 • Urban & Wagoner, Jr. (optional – on ANGEL) | No short essay |

* You are required to write five short essays. All students must write an essay for unit two. For the remaining four essays, chose between units three and nine (unit ten is not available in order to give you time to complete your final project).

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