In this course, students will gain a historical and philosophical understanding of change in American Education from the colonial times to the present. They will analyze the interdisciplinary nature of the foundations of education with a focus on the intersections of culture, knowledge, and power. The course will examine various schools of thought such as perennialism, essentialism, progressivism, social reconstructionism, and scientific management and their nexus with dynamics of change and innovation in American Education such as the politics of disciplinarity, comprehensive schooling, child-driven curriculum vs. society-driven interests, outcomes-driven curriculum, equality challenges, bilingual education, special education, school choice, vouchers, and homeschooling.

Prerequisite: None, but you should be generally familiar with the History of the United States.

Course Credits: 3 credits.

Required Text:


All other required readings will be listed weekly in the Learning Module and available online in the Blackboard course site.

Supplemental Readings:

Course Objectives

Upon successful completion of the course, the student will be able to:

- Demonstrate a historical and philosophical understanding and appreciation of change and innovation in American Education from the colonial times to the present.
- Analyze how various social forces, contexts, and schools of thought have shaped American Education over time.
- Explain major periods in the development of the U.S. educational system from the colonial times to the present.
- Trace the development of curricula since the colonial times and relate its history to education reform.
- Critically analyze how different philosophies have left an imprint on the American education system.
- Conduct an inquiry about the historical and philosophical antecedents of a school reform issue in contemporary American Education.

- Reese, William J. (2005). *America’s Public School: from the Common School to “No Child Left Behind”*; (Maryland: John Hopkins
Course Format and Methods of Instruction

This course is organized around 14 weekly sessions including the Thanksgiving week. On the Blackboard course page, you will see a folder for each week containing subfolders with content files and links to discussion forums, web resources, and additional materials such as supporting videos or other type of presentations. I expect you to visit the weekly folder at the beginning of the week, review the plan for the week, and complete the assigned readings and tasks.

a. **Time Considerations**

This is a 3-credit graduate course and as such it requires a considerable amount of work, time, and effort on your part (approximately 3 hours per credit each week). Many variables affect the amount of time you will spend weekly on the various activities—how fast you read, how easily you write and edit, how fast you type, how comfortable you are with the various computer programs you will be using, and how fast is your internet connection.

You should be prepared to spend a minimum of 6 hours a week reading, taking notes, posting comments in the discussion forums, and on two occasions working on course assignments. While you may feel that I’m displaying a lot of information to you on a weekly basis, please remember that in a traditional “face to face” graduate course you would be coming to class for 3 hours and then spend an additional 6 hours (at least) outside of class reading, preparing for the next class and working on assignments. In our online course environment my expectation is that you will be spending those 3 “class hours” on your own, working on the concepts that you would usually get in a live lecture or discussion. Please be sure to plan and manage your time accordingly!

b. **The Online Weekly Schedule**

Weekly sessions will start on Thursday at 5:00 pm (Eastern Time) and end the following Thursday at 11:59 pm. This practically means that you have 6 full days to complete all assigned readings and tasks. Work posted on Friday after 12:00 am will be considered “late and graded accordingly.

c. **Graded Class Participation and Virtual Attendance in the Discussion Forums**

Interaction with each other is a very important part of this course. The Discussion Forums area in Blackboard works as a virtual classroom. It is the area where we “meet” weekly to discuss, dialogue and, exchange views and ideas about the readings and other content related issues that emerge throughout the course. Participation in online discussions combines questions on assigned readings and application exercises that contextualize the readings and allow participants to reflect on their classroom practice.

c.1 **Format and Expectations**

The format of the discussions and thus the type of participation required from you may vary each week as specified in the session description for that week. For example:

- Questions may be assigned ahead of time to all students or to specific ones: some students may be asked to summarize the readings; others to define terms and concepts; others to provide examples;
- Students may be asked to participate in a debate and/or assigned to work in groups.
- Students may be asked to lead/moderate the discussion forums and write a summary;
**ATTENTION:** Every Friday @ 5pm I will post in the Discussion Forum a focus question or set of questions for analysis and discussion. Each student will respond a minimum of *two* times, one of which should be to reply or comment on another student’s posting. *In case you are assigned to answer a specific question you should post again a reply in yours and also post at least one reply or comment in each of the other questions/threads. Again, please plan and manage your time accordingly!*

Please try to double-check your text for content, coherence and grammar before posting. The more substantive and clear your comments/responses are, the easier it will be for the other students in the course to jump in and participate meaningfully.

Participation should be substantive and constructive. What follows are examples of what I expect from your participation in class:

- Give insights gained from readings that were assigned for the week. If you need more information, ask the participants a question about the week’s readings.

- Ask insightful questions. What fresh perspectives can you offer?

- Answer questions I post as well as questions or issues posted by your peers. Avoid simply repeating, agreeing or disagreeing without providing an explanation. Your postings should be *focused and relatively short.*

- Share another resource such as a Web link, a book, a journal article, etc. that you have used to address the focus question or in your answer to other participants’ questions and briefly explain its relevance.

**Online Etiquette and Norms**

Time spent reading your post should not be wasted, so please be succinct, post thoughtfully and stay on task. Don’t expect instant responses to all of your questions or comments and do not assume that everyone will agree with your positions. Keep in mind that you are interacting with other students and me in what I consider to be a professional environment.

Conflict is part of learning and is expected, but above all remain calm, be polite, civil and respectful of others’ opinions and statements. Avoid getting carried away, dominating or imposing your views on others.
c.2 Your Role as a Discussion Leader/Moderator

Each student in this course will be required to serve twice as a discussion leader/moderator. In one you will lead and in the other you will co-lead. As such you will need to do two things:

1. Lead or co-lead a discussion thread on one (or several) of the focus question(s) I have posted in the corresponding Discussion Forum.
   - You are responsible for getting the discussion started. This will require that you post an initial comment based on the question(s) and assigned readings to start the discussion off.
   - After the conversation is underway, you should comment on the responses, add additional information or conduct additional research (if warranted) in order to keep the discussion active, flowing, and coherent.
   - Once you and your participants have wrestled with the key elements, all of you should have a well-developed understanding of the focus question(s).

2. Write and post in a separate discussion thread at the end a 1–2 page summary of the discussion and major ideas in the readings in your week that pertain to the focus questions. In the week you are co-leading you may agree to post a joint summary or to post separate ones. Please let me know in advance.
   - This second thread will serve as a place where your peers and I can review your summary, clarify or expand what was written.
   - Be precise and to the point. The summary should not exceed 2 pages.
   - This counts as 10% (5% per session) of your grade, so please give this task your fullest attention. It is important that you post the summary by Thursdays@11:59 pm. Posting late will result in a 20% reduction of the grade per day (1 point out of 5).

NOTE: In week 2 I will ask you to choose which weeks you wish to lead and co-lead the two discussion forums. I will try to honor your requests as much as possible but in some cases I may have to assign you to a particular week that may not have been your choice.

c.3 Assessment and grading

I will assess your course participation by checking on the frequency, timeliness and content of your postings.

There are 13 Discussion forums. The forum in week 2 will not be graded but rather I will use it to give you feedback. You will be evaluated in 10 Discussion Forums (starting with the Discussion Forum in week 3 which I will lead). Each one will count 3% of the grade for a total of 30%. In two others you will serve as a leader and co-leader. Each one will count as 5% of the grade for a subtotal of 10%.
c.3.1 Grading Criteria/points distribution:
What follows is how I will assess and grade your participation in the course. My intention is not to be technical about grading but rather for you to use this as a guideline of what I look for.

- **Participation in the 10 Graded DFs:**
  - Frequency = 0.5
  - Timeliness = 0.5
  - Content = 2.0
  - Total = 3.0

- **Leader/Co-leader role in two DFs:**
  - Initial posting: 1.5
    - Timeliness: 0.5
    - Content: 1.0
  - Discussion: 2.5
    - Timeliness: 0.5
    - Content: 2.0
  - Summary: 1.0
    - Timeliness: 0.0
    - Content: 1.0
  - Total = 5.0

- **My role in the discussion forums:**
  - I will participate in online discussions primarily to clarify issues, refer to information, or re-direct the discussion when necessary. I may post additional materials to highlight main points and correct misunderstandings.
  - I will post often during the first weeks of the course and then drop off in activity while expecting the discussion leader(s) and participants to fill any void. I will continue to monitor the discussions though and participate tactically throughout the course. This is how I envision collaborative learning and constructing knowledge.

- **Graded Assignments**
  - There will be two (2) graded assignments (#3 and 4) in this course. Each will be worth 10% of your final grade. For every assignment you submit, you will receive individual feedback and a grade. Instructions for each assignment will be posted in the stipulated weekly folders in Blackboard. You will have 13 days to complete each assignment. Submitting late after the stipulated due date will result in a grade reduction of 20% of the grade per day.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Posting Date</th>
<th>Due Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td># 3</td>
<td>Wk.3 (09/23)</td>
<td>Wk. 4 (10/06)</td>
<td>10 points</td>
</tr>
<tr>
<td># 4</td>
<td>Wk. 6 (10/14)</td>
<td>Wk. 7 (10/27)</td>
<td>10 points</td>
</tr>
</tbody>
</table>

**Note:** Assignments 1 & 2 are not graded.
e. Final written essay

You will be asked to choose one (1) question from a set of two that I will provide and write an essay of 8-12 pages long (APA citations and references included, double spaced and 11” Arial typeface, with 1” margins). Longer submissions may have points deducted. Please remember that this is a formal written essay. You should proofread them before submitting it; it should contain minimal or no spelling or grammatical errors; and should include appropriate references.

TIMELINE: I will post the questions for your perusal at the beginning of Week 12(11/18). You will have up to 4 weeks to work on it. The absolute deadline for submissions is: Wednesday, December 16, 2015 @ 11.59 pm.

Evaluation and Grading Summary

Evaluation and Grade Breakdown:

- Class participation and virtual attendance (posting, level of engagement) 30%
- Discussion Leader/Moderator 10%
- Graded assignments 20%
- Final Essay 40%

Grading Scale:

- 90 - 100 A
- 80 – 89 B
- 70 – 79 C
- 60 – 69 D
- 00 - 59 F

Communication Plan

My expectations for electronic communication are as follows:

- Please use email *ONLY* when you have a personal question which you are not comfortable sharing with the rest of the class. I will respect your need for confidentiality.
  - If others in the class could benefit from your question, please post it in the appropriate discussion board forum.
  - If you have general questions about how the course operates, please post your inquiries in the Question & Answer section, which can be found on the course main page. Your classmates will welcome your questions, as they probably would like to pose them as well. I welcome your inquiries and try to respond as quickly as possible.
I don’t email my students after they submit an assignment. If you do not hear from me after submitting work, consider it a good thing. Still, I will email you within 24 hours after due dates for any missing work.

Incomplete Policy

An incomplete may be given only in exceptional circumstances at the instructor’s discretion. The incomplete policy for this course is that in order to qualify for an incomplete the student has to have:

- at least 60% of the course completed; and
- an exceptional circumstance such as a serious medical issue that effectively rendered him or her unable to meet the deadline. If you feel you require an incomplete you need to email me and stating your reasons for the incomplete. I will then decide on a course of action.

Student Academic Integrity Policy (Plagiarism)

The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure or as an act of intentional dishonesty.

All academic work must be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and deemed appropriate by the instructor of the course. Students are responsible for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course.

A student found responsible of academic dishonesty is subject to severe disciplinary action which may include dismissal from the University. The procedure for responding to incidents of academic dishonesty may be found in Section III of this document. You may also refer to the Student Handbook for information about the judicial process.

For additional information on violations, infractions, and consequences visit the UMass Dartmouth Student Academic Integrity Policy at the link below:

http://www.umassd.edu/studentaffairs/studenthandbook/

NOTE: Students should be aware that, at the discretion of the instructor, assignments and final papers may be submitted to plagiarism detection software programs for the purpose of detecting possible plagiarism.

Center for Access and Success

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with the instructor at the beginning of the semester and provide the appropriate paperwork from the Center for Access and Success. The necessary paperwork is obtained when you bring proper documentation to the Center, which is located in Liberal Arts, Room 016; phone: 508.999.8711.

http://www.umassd.edu/dss/
Additional Resources

a. Tutoring
If you are having difficulty with the class please:

- Post a message on the Discussion Board – be sure to use your classmates for troubleshooting and problem solving.
- Make an appointment to come in and meet with me during my office hours.
- Contact the Academic Resource Center (ARC) for support:

  Academic Resource Center, Liberal Arts – Room7
  Phone: 508.999.8708, Fax: 508.910.6404

b. Technical Help
If you are in need of technical assistance:

Self-Service Knowledge Base:
http://stuknowbase.umassd.wikispaces.net/Welcome

On-Campus myCourses Student Help Line
Monday – Friday
8am-5pm
508-999-8505
myCoursesHelp@UmassD.edu

Off-Hours and Holiday Help
Open 24hrs
888-989-7074
umd.echelp.org
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 09/08 -09/15</td>
<td>• Introductions, Syllabus Review</td>
<td>DF: 1: Introductions, Syllabus Review, questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 1: Self Assessment (non-graded)</td>
</tr>
<tr>
<td>2 09/16 –09/22</td>
<td>I. Beginnings of American Education: 1607-1820</td>
<td>Texts:</td>
</tr>
<tr>
<td></td>
<td>• The Colonial Experience 1607-1776</td>
<td>Gutek: C.1</td>
</tr>
<tr>
<td></td>
<td>o The Colonial Mentality and Education: Colonization, Cultural</td>
<td>Zais: pp. 22-32 (To be provided)</td>
</tr>
<tr>
<td></td>
<td>Transplantation, and Theocracy</td>
<td>W&amp;W: pp. 55-59</td>
</tr>
<tr>
<td></td>
<td>o Similarities and Variations among the Educational Patterns of the</td>
<td>Supplementary:</td>
</tr>
<tr>
<td></td>
<td>Colonies</td>
<td>W&amp;W: C1:2</td>
</tr>
<tr>
<td></td>
<td>o The Enlightenment and the Colonial Education Mindset</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2: Discussion Leaders Selection</td>
</tr>
<tr>
<td>3 09/23 – 09/29</td>
<td>• The American Revolution and the Building of a New Nation: 1776-1820</td>
<td>Texts:</td>
</tr>
<tr>
<td></td>
<td>o Benjamin Franklin, Education for Success in Life, and The Academy</td>
<td>W&amp;W: C. 3</td>
</tr>
<tr>
<td></td>
<td>o The Enlightenment, Education and the Republican Experiment</td>
<td>Review Zais: pp. 22-32</td>
</tr>
<tr>
<td></td>
<td>o Thomas Jefferson, Benjamin Rush and Noah Webster</td>
<td>Supplementary:</td>
</tr>
<tr>
<td></td>
<td>o Samuel Knox and the idea of a Uniform System of National Education</td>
<td>Gutek: C. 2</td>
</tr>
<tr>
<td></td>
<td>o The Social Foundations of Republican Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DF 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Posting of Assignment 3 (Graded)</td>
</tr>
<tr>
<td>4 09/30 – 10/06</td>
<td>II. Dvlp’t of a Modern School System 1820-1945</td>
<td>Texts:</td>
</tr>
<tr>
<td></td>
<td>• 1820-1865: The Formative Period</td>
<td>W&amp;W : C4</td>
</tr>
<tr>
<td></td>
<td>o The Common School Movement</td>
<td>Gutek: C. 3</td>
</tr>
<tr>
<td></td>
<td>o Historical Evolution of the Curriculum: From the Colonial beginnings to the Civil War</td>
<td>Zais: pp 32-41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplementary:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kaestle (1987). Pillars of the Republic c. 4,5 &amp; epilogue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DF: 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 3 due on 9/30</td>
</tr>
<tr>
<td>5 10/07 – 10/13</td>
<td>• Class, Caste and Education in the South 1800-1903</td>
<td>Texts:</td>
</tr>
<tr>
<td></td>
<td>o Slavery and the Education of African Americans</td>
<td>W&amp;W : C. 5,</td>
</tr>
<tr>
<td></td>
<td>o Native Americans, Other Immigrants and the politics of Assimilation /Americanization</td>
<td>Gutek</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplementary:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gutek: C. 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DF: 5</td>
</tr>
</tbody>
</table>
| 6 | 10/14 - 10/20 | • 1865-1915: Education in the Early Industrial Period  
  o The Building of a Modern Educational System: 1865-1890  
  o Organizing the Modern School System: Educational Reform in the Progressive Era: 1890-1915  
  o The Maturing Republic: Curriculum from 1865 to World War I  
  Supplementary:  
  Cuban: (1993) "Teaching at the turn of the Century: Tradition and Challenge"  
  Zais: pp.42-54  
  DF: 6  
  Posting of Assignment 4 (Graded) | Texts:  
  W&W: C. 6-7  
  Zais: pp.42-54  
  DF: 6  
  Assignment 4 due on 10/21 |
|---|---|---|---|
| 7 | 10/21 – 10/27 | • European Theorists in 19th Century and early 20th Century in American Education  
  o American Liberalism, Progressivism and Scientific Management in Education (Social-Vocational Efficiency)  
  Texts:  
  Gutek: C. 7-8  
  Gutek (2013): American Liberalism and Progressivism  
  Kliebard (1971) "Bureaucracy and Curriculum Theory"  
  Gutek, G. (2011)."Herbert Spencer: Advocate of Individualism, Science and Social Darwinism  
  DF: 7  
  Assignment 4 due on 10/21 | Texts:  
  W&W: C. 7-8  
  Zais: pp 54-69  
  Counts, G. (1932). "Dare the School Build a New Social Order? - section 2  
  Hutchins' extract (1936) from "Higher Learning in America"  
  DF: 8  
  Assignment 4 due on 10/21 |
| 8 | 10/28 – 11/03 | • 1915-1945: Education in Industrial America  
  o Completing the Modern School System and WWI 1915-1929  
  o The Effects of the Depression and WWII 1929-1945  
  o The Rise of Essentialism and resurgence of Perennialism in American Education: Bagley and Hutchins  
  o The Corporate State: Curriculum from World War I to Mid Century  
  Texts:  
  W&W: C. 8-9  
  Zais; pp 54-69  
  Counts, G. (1932). "Dare the School Build a New Social Order? - section 2  
  Hutchins' extract (1936) from "Higher Learning in America"  
  DF: 8  
  Assignment 4 due on 10/21 | Texts:  
  W&W: C. 10  
  Videos  
  DF: 9 |
  • 1945-1960::A Crucial and Uncertain Era  
  o Schools in Truman’s and Eisenhower’s America  
  o Brown v Board of Education and School Desegregation  
  o The Demise of Progressive Education Movement  
  o Sputnik and the National Defense Education Act  
  o Teachers and Unions | Texts:  
  W&W: C. 10  
  Videos  
  DF: 9 |
<table>
<thead>
<tr>
<th></th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1960-1980: Stakeholders’ Unrest, Social Engineering and the Pursuit of Equality</td>
<td>IV. From Equality to Excellence?: 1980-Present</td>
<td></td>
<td></td>
<td>V. Wrap up: Which Educational Issues Appear to be Historically Significant in the Next Decades?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Schools in Kennedy, Johnson and Nixon’s America</td>
<td></td>
<td>Thanksgiving Recess (Thanksgiving is on Thursday 11/24)</td>
<td>American Education in the 21st Century: From the NCLB to the Common Core</td>
<td>Period to be used finishing or submitting the final paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o The Civil Rights Movement and Schools</td>
<td></td>
<td></td>
<td>o The Bush Jr. Agenda: The No Child Left Behind Act of 2002</td>
<td>Submission of final essay Absolute Deadline: 12/16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Education, the Great Society and the War on Poverty</td>
<td></td>
<td></td>
<td>o Obama/Duncan Reforms of the NCLB</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Emerging Political Activism within the Schools</td>
<td></td>
<td></td>
<td>o From the NCLB to the Common Core Standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o A New Wave of Curriculum Experimentation and Public School Critics:</td>
<td></td>
<td></td>
<td>o Reauthorization issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTE: As the semester progresses, I may adjust this syllabus to include other readings and materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>