

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

School of Education
Educational Leadership and Cultural Foundations

ELC 679 HISTORY OF EDUCATION IN THE U.S.

Course Syllabus: Fall 2004
Three credits

- 1. For Whom Planned:** Elective course in the Masters of School Administration, the Ed.S. and Ed.D. in Educational Leadership, the Ph.D. in Cultural Foundations, and other departments in the school of education or across the university.
- 2. Instructor Information:** Dr. Leila E. Villaverde, 246 Curry Building, hours by appt., office: 334-3475, levillav@uncg.
- 3. Course Purpose/Catalog Description:** Historical foundations of the educational system in the U.S. Contributions of selected educational leaders and the responses of the educational system to the dilemmas posed by major events and movements in the history of the country.

This course uncovers the complex history of American education from the 17th century to a brief overview of the current condition of education. Presented in the readings and discussions are the historical foundations of the educational system in the U.S. including contributions of selected educational leaders and the responses of the educational system to the dilemmas posed by major events and movements in the history of the country. Education and schooling in specific have been regarded as the conduits for economic prosperity, higher quality of life, and increased self-worth. The course chronicles the various developments promising these ideals with acute attention to the institutionalization of education, major historical changes, and attempts in the establishment of justice, equity, and participation.

As you discover its history, education is exposed as a system used towards many ends, thus it is never neutral. A critical understanding of the past affords greater latitude in present or future pedagogical decisions and improved clarity of educational intentionality. Maximize this opportunity to reflect on the social and curricular issues that still plague student access to successful, as well as meaningful knowledge production. As the new century unfolds our attention turns to the necessity of greater global understanding, consequently society looks upon educational systems once again to reeducate younger generations. We can no longer afford to neglect the past, we can unlearn potential barriers and learn/ improve pragmatic discourses of hope to bring about democratic pedagogy.

This course also focuses on the construction of memory and remembrance, both shape our connections to the past and our identity in the present. Of particular interest is the connection between public memory and pedagogy, the impact of bearing witness to historical events whether literally, through reading, or visual means and how these affect the ways we think/ act/ learn. Traumatic historical memories have a considerable influence in building nationalism, patriotism, and criticism. The symbolism of these public and private memories cannot be underscored enough pedagogically as they provide a wealth of information for the practice of social justice, civil rights, and

humanity. Ethics are questioned as we uncover many historical documents/ events and the effects on students, teachers, and schooling.

As you read pay close attention to the educational aims in each reading. Consider the time period, the sociopolitical and cultural events, who was free and who wasn't, who was (not) privileged, who was regarded as needing what type of education, who was neglected, who needed to be controlled, what tracks or educational opportunities existed, how language was used/ interpreted, how lives were altered by others' decisions. As Dewey said, "history ought to be a sort of moral telescope through which we can gain a perspective on the present."¹ Regard history as a dynamic text inviting your interactive participation, sharpen your analytical skills, then exercise this in our classroom discussions and your research.

4. Teachers Academy Conceptual Framework Mission Statement: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

4. Course Goals and/or Objectives/Student Learning Outcomes:

1. To analyze, question, and discover multiple perspectives of history through the triangulation of historical documents.
2. To develop an understanding of how education in the United States has developed through various decades of social, cultural, and political changes.
3. To engage in active inquiry of past educational practices in order to promote a more active/ critical learner participation in the educational process and to act/ advocate/ produces changes in present and future educational realms.
4. To further develop a critical and reflexive understanding of who we are as educators and what education has the potential to do in this society.

5. Teaching Strategies: Lecture, class discussion, group work, conferences, student presentations, etc.

6. Evaluation Methods and Guidelines for Assignments: *All assignments must be typed. Please use APA style for any type of documentation and always exhibit the utmost degree of professionalism, and uphold the academic integrity policy set forth by the university.

participation: It is imperative to be prepared, deal with the content, its translation into practice, and your thoughts and feelings about the themes that arise in the readings and

class. Your participation is paramount, not only for your grade, but for the success and benefit of the entire class. The presentation of your findings, questions, comments each session is essential to the development of all our learning. Please be respectful of other's ideas, as well as when you challenge each other's ideas. Engage in an atmosphere that is conducive to dialogue.

due 10.14

historiography paper: In this paper you will have an opportunity to use as many primary sources as possible and triangulate between the information documented, analyze the perspective in which these were written, what was included and excluded, who was the intended audience, and so on. Choose a topic that you want to further investigate, for example; the role of a particular educator in an educational system, the practical life/ implementation of a theory or philosophy, aims of education, race/ ethnicity/ class/ gender/ ability/ language/ religion and education, region (geography) and educational practice, federal/ state/ local role in education, organization and control, curriculum and access, access denied and/ or privilege gained, teacher preparation, war and education, social change and education, or any other area of interest. Discuss your ideas with me before you begin.

Historiography is the writing and questioning of history, especially concerned with the critical examination of sources, primary materials in particular, in order to synthesize an analysis/ narrative that provides new insight into the circumstances of historic events. Do not restate someone else's point of view, discover your own, ask the unasked, search and search for the intricate details that matter, piece different sources together and push for a richer understanding.

due 12.2

photo-essay: For this project you will combine text and image (self-taken photographs which may be altered, i.e. collage, mixed media) in a way that constructs a narrative /commentary on a particular issue of interest in the history of education. This narrative is a critical synthesis and/ or exploration of your thoughts and the readings/discussions during the course. Take a stand, make a statement about what you have discovered this semester, how you see the system of schooling and education in the United States. How, where is learning experienced? How do you see yourself in this system? What is your role? What is seen through your eyes? How do you think your students and/or staff will see you? Reverse the gaze. Use this project to engage the public in educational issues that should matter to them. Use metaphors, allegories, satire, and/ or editorial styles to get your point across. Use all of your creativity and imagination, search for it (if you've misplaced it!). The content is open, but just because the parameters for this project are such, does not mean you shouldn't research, plan, and carefully think about its composition and message. The rigor is the same, if not more since you might not be comfortable with this medium. This is but another means to present both your professional and scholarly perspective. Pay close attention to how you present visual and textual data to inform/ alter/ question viewer's attitudes. Maintain a balance between image and text. In addition to the photos you can add other relevant images, visual data or documents. Expose, juxtapose, express ideas and opinions, don't hold back, share your passions. Dig beneath the surface of your statement or commentary in order to expand, complicate, and ground your argument. The sky is the limit on possible themes within the history of education; keep your eyes open through the semester, record when you experience idiosyncrasies in education, learning, or schooling as a system. Explore these further for potential ideas. Connect these to the readings and

discussions. When you are ready, start photographing, then select your images for the photo-essay. The last steps are putting both image and text together and asking yourself...what story do I tell, how well is it told, and make final editing decisions. Lets discuss potential ideas before you embark on your project. Appropriately document any quotes or sources you use.

Be creative, critical, thorough, and challenging in how your photo-essay is constructed. On the last day of □□class we will display your work for discussion.

grading rubric:

4.0= A
3.0= B
2.0= C
1.0= D
0.0= F

7. Required Text(s)/Readings/References:

Cobb, A. J. (2000). *Listening to Our Grandmothers' Stories: The Bloomfield Academy for Chickasaw Females 1825-1949*. NE: University of Nebraska Press. (LGS)

Fraser, J.W. (2001). *The School in the United States: A Documentary History*. NY: McGrawHill. (SUS)

Nasaw, D. (1979). *Schooled to Order: A Social History of Public Schooling in the United States*. NY: Oxford University Press. (SO)

Spring, J. (2005). *The American School 1642-2004*. NY: McGrawHill. (AS)

*Selected articles will be available online through ereserves.

8. Topical Outline:

*readings are to be read prior to the class in which they will be discussed

aug 19: introduction, overview, syllabus, discussion of different perspectives in the construction of history, timeline, questions, video: "*School: The Story of American Public Education*"

aug 26: ch.1+ 2 (AS), ch.1 (SUS)

sept 2: ch.2 + 3 (SUS), ch.3 + 4 (AS)

sept 9: ch.4 + 5 (SUS) + ch.5 (AS), ch.1 (LGS)

sept 17: ch.6 (SUS), ch.7 (AS), ch.2 (LGS)

sept 23: ch.3, 4 + 5 (LGS), (Spring, "Deculturalization and the Claim of Racial and Cultural Superiority by Anglo-Americans")

sept 30: ch.6 + 8 (AS), ch.7 + ch.8 pp.246-254 (SUS)

oct 7: ch.9 (AS), ch.6, ch.8, and pp.154-158 (SO)

oct 14: historiography due, ch.10 (AS), ch.9 + 10 (SUS)

oct 21: ch.11 (AS), ch.11 + ch.13 (SO)

oct 28: ch.14 + ch.15 (SO)

nov 4: ch.12 + 13 (AS)

nov 11: ch.14 +15 (AS), (Donato “Emergence of Grassroots Activism”)

nov 18: ch.15 (AS), (Hess “Deconstructing the Brown Myth”, Miner “Distorting the Civil Rights Legacy”, available at www.rethinkingschools.org/archive/18_03/18_03.shtml)

nov 25: no class, university closed, thanksgiving holiday

dec 2: photo-essay due, (Giroux, “Democracy, Freedom and Justice After September 11th: Rethinking the role of Education and the Politics of Schooling”, available at www.tcrecord.org)

*schedule is subject to change

10. Other Information: attendance/ tardy policy: Your attendance and participation are paramount in your success for this course. Not only do you miss out in case of an absence, but so does the entire class as each person’s participation contributes to the learning that takes place each session. Be present, on time, and prepared. If any problems arise, please feel free to discuss them with the professor.

special needs: please notify me of any special needs in order to best suit your learning experience

11. Recommended Text(s) and/or Readings:

www.lostmuseum.cuny.edu

www.educationanddemocracy.org

Harvard Educational Review

American Educational Research Journal

Peabody Journal of Education

Teachers College Record

The Columbia Journal of Historiography

end note:

1. Dewey, J. *Educational Lectures*, Brigham Young Academy Summer School.