



CALIFORNIA STATE UNIVERSITY, LONG BEACH
COLLEGE OF EDUCATION
Teacher Education Department

COURSE INFORMATION

- Course: EDCI 505: History of Education in the United States
- Term: Fall 2016
- Meeting Times: Thursday, 5 -7:45
- Location: LA 1-307

Note: This course will be offered as a hybrid course. Communication between instructor and student will be done in-person or through email and Beachboard Discussion board. On-line activities will be monitored via Beachboard. It is expected that all candidates will adhere to the online etiquette guidelines posted on Beachboard.

INSTRUCTOR INFORMATION

- Instructor: Felipe Golez, Ph.D.
- Office: ED 2 - 178
- Office Phone: 562.985.8792
- Email: felipe.golez@csulb.edu
- Office Hours: Thursday 3:45 to 4:45 and by appointment

COLLEGE OF EDUCATION MISSION STATEMENT

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

COURSE DESCRIPTION

Prerequisite: Admission to the Curriculum and Instruction Master's Program Linked Learning Cohort or consent of instructor. This course must be taken during the first semester of the Linked Learning C&I Master's Program. Exploration of the major historical and philosophical paradigms of elementary and secondary education in the United States from which contemporary educational reform movements, curricula, and instructional practices have emerged.

Letter grading only (A-F).

COURSE STRUCTURE

This course is designed to provide a hybrid experience, including both face-to-face and online activities.

Contact time will be divided in the following way:

About ? % face-to-face

About ? % online

Online sessions will be a blend of self-paced and group activities using Beachboard and other Web sites. Activities will consist of chat, blogs, discussion forums, email, journaling and/or web posting.

Face-to-face sessions will be held on the CSULB campus in LA 1 -307

During face-to-face sessions the class will be conducted as a seminar, which includes lecture, whole class and small group discussion where class members read, and critically analyze the required course materials. Participants should

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be prepared to work collaboratively with other class members.

BEACHBOARD ACCESS

This course will be delivered partially online through a course management system named BeachBoard.

To access this course on BeachBoard you will need access to the Internet and a supported Web browser (Internet Explorer, version 9, Firefox 6.0 or higher, Safari 5.0).

TECHNICAL ASSISTANCE

If you need technical assistance at any time during the course or to report a problem with BeachBoard you can visit the BeachBoard Help site:

http://www.csub.edu/divisions/aa/academic_technology/its/beachboard/d2l/tutorials/students/index.html

STUDENT-BASED LEARNING OUTCOMES

Program SLO:

SLO #1: Develop an understanding of the major historical and philosophical paradigms of elementary and secondary education from which contemporary educational reform movements, curricula and instructional practices have emerged.

Course SLO:

This course will involve the exploration of the purposes, possibilities, and realities of U.S. education as they are reflected in the prehistory and history of P-12 education. Specifically the course aims to cultivate an understanding of the contexts in which educational thought and practice originated, developed, became institutionalized, and changed over time. Through research, readings, discussions and lectures, students will have the opportunity to discover a usable past in search for understanding and growth as education professionals.

The following delineates the essential questions for this course:

- What are the purposes of public education in America?
- Who controls American education at various levels of government?
- What is the relationship between American education and American culture?
- How do political, economic, religious and demographic changes affect universities, community colleges, schools, curricula, and teacher practice?
- How have public schools, served as primary venues for racial, ethnic, religious, and gender equality?
- How have reform cycles played out throughout American history?
- What are the key traditional, progressive, and postmodern philosophical theories about education and the curriculum?
- How have historical and philosophical perspectives informed contemporary trends in educational practice?
- What are some of the major historical and philosophical perspectives that inform your own educational practice?

TEXTS

Required Text: A selection of primary and secondary readings available online.

Optional Texts: Spring, J. (2005). (6th Ed.). *The American school: 1642-2004*. Boston: McGraw Hill.

Additional readings will be posted and available via Beachboard.

? SHOULD I USE THIS TEXT: STAFF OF EDUCATION WEEK (2000). *LESSONS OF A CENTURY: A NATIONS' SCHOOLS COME OF AGE*. BETHESDA, MD: EDITORIAL PROJECTS IN EDUCATION.

COURSE POLICIES AND REQUIREMENTS

CLASS PARTICIPATION

This course is intended to be highly participatory and interactive. Your participation is critical to our collective success. I believe successful participation on the part of students includes:

- Attending all class meetings on time and in their entirety.
- Being prepared for each class meeting (completing readings, having questions in hand, etc.).
- Moving the conversation forward through asking questions, contributing examples/comments, constructively building on the ideas of others, and listening and responding to others' ideas.
- Being sensitive to your level of participation and to the engagement of your colleagues.

You should come to class *on time and prepared* to engage in activities related to the topics for the evening. Expect to share your work and your ideas with other students and me on a regular basis. I encourage you to ask questions and contribute to the content of the course.

ATTENDANCE

ATTENDANCE POLICY of the university approved by the President on Dec. 14, 2000 states that, students with more than two EXCUSED ABSENCES will be advised not to take the course for the semester. One excused absence is allowed without penalty. See current CSULB Class Schedule Attendance Policy for definitions of *excused* absences. Subsequent absences will be deducted 5 points each. Do notify the instructor prior to class either by phone or by e-mail. Make up work for an **excused** absence must be cleared with the instructor and turned in the following class meeting after its initial due date, unless otherwise pre-approved by the instructor.

REQUIREMENTS FOR WRITTEN ASSIGNMENTS

All written assignments must be typed, professionally written, spell-checked, double-spaced with a standard 12-point font, 1" margins, and submitted in hard copy at the beginning of class on the date due (unless otherwise indicated). When references are used, they must be properly cited using a standard and consistent format. American Psychological Association (APA) format (6th Edition) is required. Several online resources on this format are available. The university library has the full APA style guide in its reference collection.

Writing is a process. No one produces a final draft in one sitting. Therefore, I strongly encourage you to begin writing all assignments early and allow yourself plenty of time to get any additional support you may need (e.g., the Writing Center, peers) and go through the revision process. As you review and revise your work, ask yourself these questions in order:

- Does my paper contain all elements of the assignment? Is it clear, easy to understand?
- Is my paper coherent? Does it flow, with connections and transitions between paragraphs and sections? (Does it "hang together"?)
- How are the mechanics, spelling and grammar in the paper? Have I proofread for typos, extra spaces, misspelled words, etc.?

Late assignments may be penalized up to 25 percent of the possible points. If you have any concerns about your ability to meet a deadline, please speak with me well in advance of that date. I will do my best to accommodate you.

Written work must be original. The University Catalog defines plagiarism as: "...the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source." If you have any doubt about what constitutes plagiarism, please speak with me.

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BEACHBOARD

If you have not already done so, please familiarize yourself with Beachboard. This syllabus, readings, and electronic versions of course documents, and other relevant material will be posted there. I will also post announcements on Beachboard and plan to use the Grade Book function. You should check Beachboard regularly (at least once per week) for announcements.

EMAIL

Please make sure that your BeachBoard account has the most up-to-date email address available for you – the one that you check and use without fail. I intend to use these addresses as one of my main ways to communicate with you outside of class. Please check your email regularly and to keep your email address current.

COURSE ASSIGNMENTS

Reader Response Logs for in-class Discussions

Seminar Leaders

On-line Activity/Discussions

Synthesis Paper

Detailed Comments:

Ongoing Reader-Response Logs Based on Readings (Due via dropbox): This course is structured around a common group of readings that we will discuss in class each week. Together we will read a selection of primary and secondary readings. To focus your thoughts on the readings, you will write reader-response logs connecting the assigned readings to your classroom practice, or to contemporary issues/trends/debates in education. The purpose of these journals is to deepen your understanding of how historical and philosophical perspectives inform contemporary trends in Linked Learning educational practice, policy, leadership, and institutions. Your responses can range from formal to personal. Not only does it help you engage the texts in readiness for discussion, but will also assist you in discovering and developing themes for your synthesis paper. Reader-response logs should be submitted to the corresponding folders of Drop Box on Beachboard by 4:00pm on the due date.

Seminar Leaders: Each student will be asked to identify and work with a colleague to lead the discussion based on reading. Your group will be responsible for leading a class discussion, which explores the theory, research and implications of the assigned reading. You will be expected to provide some type of authentic learning activity for the class to engage in that will stretch our understanding and thinking about the assigned reading. You should target the seminar to be about 45 minutes. Please be reminded that each chapter is composed of several articles written by different authors.

On-line Activities/Discussions (*I like this for hybrid time, but not clear on how much hybrid time I have*)

The on-line activities/discussions will require you to post a comment, read classmates' posts and respond to at least 1 classmate. In some cases, you will be expected to complete an on-line activity, submit a post and write to at least two of your classmates. The key is to write enough to move the discussion forward. In general, I am looking for quality postings that are concise, grammatically correct and relevant to the topic. Quality postings are more than "Good job!" or "I agree with you." If you agree with a classmate, explain the reasons for this. If you disagree with a classmate, provide reasons to support your position. On-line activity/discussion topics will be available from Sunday at 4:00pm through Monday at 8:00pm on designated weeks.

In addition to responding to prompts, you should engage in the discussion by initiating posts and responding to the posts of others in ways that advance the conversation. You might, for instance:

- Post an opinion based on reading/research you do on the topic.
- Respond thoughtfully to a topic from your own experience.
- Provide links and resources related to the topic that would be of interest to other participants.
- Pose a thought-provoking question related to the topic.

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- Collect multiple perspectives on a topic or provide an alternate perspective to the one currently dominating the discussion.
- Thoughtfully rebut another participant's comments.
- Synthesize the current class discussion by summing up arguments or discussion points.

Historical Synthesis Paper Students will write an analytical essay of about 8-10 pages in which they pull together major themes that emerged during this course. At minimum, this essay should draw upon at least 8 of the readings assigned in the course. Your reader-response journals should help you organize your thoughts. The point is to synthesize your thinking about an issue that cuts across readings and perspectives, drawing upon authors read in this course (and other authors you have encountered elsewhere) along with your own professional experience. This paper should demonstrate your understanding of how historical and philosophical perspectives inform contemporary trends in educational practice, policy, leadership, and institutions You can think of this as a take-home final exam, only in this case you write the question.

Describe your school's Linked Learning program and its historical-philosophical presence in U.S. Educational History.

GRADING/COURSE CREDIT

Grades will be calculated using a total point scale as follows:

Assignment	Points
Reader Response Logs for in-class Discussions (4)	20 (4 x 5pts.)
Seminar Leaders	30
On-line Activity/Discussion (4)	20 (4 x 10pts.)
Historical Synthesis Paper	30

Points you receive for graded activities will be posted to the Beachboard Grade Center. Click on the My Grades link on the left navigation to view your points.

Total points earned for class activities and assignments will be calculated and divided by the total points possible, with the course grade based on the following scale:

- 90 - 100 points (90% range) = A
- 80 - 89 points (80% range) = B
- 70 - 79 points (70% range) = C
- 60 - 69 points (60% range) = D
- 59 and lower = F

Grades will be determined by both the work you put into the process as well as the written and spoken expressions of your learning (i.e., contributions to class discussions, oral and written presentations).

- An "A" in this course signifies that a student has demonstrated critical thinking with regard to readings, written work and oral presentations; originality, courage, and creativity in thought and expression; keen understanding of the concepts under investigation. In class discussions, the student consistently has listened carefully to others, analyzing and synthesizing others' ideas and contributions. The student has completed all assignments on time, and regularly raised and considered questions or issues that are controversial, difficult, and potentially disquieting.
- A "B" in this course signifies that the student has completed the course requirements with a consistent degree of curiosity and diligence. Written work is thoughtful, careful, clear, and concise. In class discussions, the student demonstrated willingness to consider new ideas, perspectives, and questions.
- A "C" signifies that the student made a consistent effort to complete all course requirements in a timely fashion.
- A "D" signifies incomplete and/or inconsistent effort in class participation and assignments.

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- An “F” signifies consistent failure to participate and engage in course. All written assignments will be evaluated for clarity, cogency, and consistency. Make sure your writing is clear, grammatically correct, concise, and appropriately documented.

STATEMENT REGARDING STUDENTS WITH DISABILITIES

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, they should seek the assistance of the Director of Disabled Student Services on campus.

POLICY FOR WITHDRAWAL

Withdrawals during the final 3 weeks of class are not permitted except in cases such as an accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student’s control.

INCOMPLETES

Incompletes are strongly discouraged and granted only in cases of emergencies beyond the student’s control. University policy states that at least 2/3 of assignments must be complete before an incomplete can be granted.

SYLLABUS AND COURSE CALENDAR CHANGES

This syllabus and the course calendar may be changed to better support student learning.

COURSE CALENDAR – EDCI 505, SUMMER 2014

DATE	TOPIC	READINGS	ACTIVITIES & ASSIGNMENTS
8/25/16	Introductions and Course Overview Ancient Ed. Systems, Greeks, Mayan, Chinese Habermas Theory of Knowledge	Tyack, D. and Cuban L. <i>Tinkering Toward Utopia Prologue</i> Readings on Ancient Ed. Systems Popekewitz on Jurgen Habermas	- Linked Learning Reader Response
9/1/16	European Ed. Influences	Johan Pestalozzi, <i>Diary</i> , 1774 Froebel Jean Jacque Rosseau <i>Emile</i> Marie Montessori (?) <i>Biographical Readings</i>	Reader Response
9/8/16	Educational Systems in the Colonial Period (1636-1789)	Benjamin Franklin (on Ed.) Thomas Jefferson, <i>Notes on the State of Virginia</i> , 1783 Benjamin Rush, <i>Thoughts upon Female Education</i> , 1787 Mary Wollstonecraft, <i>A Vindication of the Rights of Woman</i> , 1792	Seminar Leaders Ongoing Reader Response Log

9-15-16	Education in National and Antebellum Periods (1790-1865)	<i>The Lancastrian System, 1810 & 1839</i> <i>Morrill Act, 1862</i> <i>Common School</i> <i>Horace Mann</i>	Reader Response, Seminar Leaders
9-22-16	African Education, Latino, Native American Education	<ol style="list-style-type: none"> 1. Booker T. Washington, <i>The Atlanta Exposition Address</i>, 1899 2. W.E.B. DuBois, <i>Of Mr. Booker T. Washington and Others</i>, 1903 3. Joel Spring, <i>Deculturalization & the Struggle for Equality</i> 4. <i>Native American boarding schools and vocational education vs. academics and culture (Joe Suina)</i> 	Seminar Leader Ongoing Reader Response Log
9-29-16	Postbellum Education	Committee of 10 1890 Depression Anti Immigrant sentiment	Seminar Leader Ongoing Reader Response Log
10/6/16	Academy, Free Schools and Secondary Education	Readings on the history of Secondary Ed. And Free Schools, Jane Adamms and the Settlement house	Ongoing Reader Seminar Leader Response Log Review Historical Analysis Paper
10/13/16	The Transformation of Education during Industrialization	Readings on Thorndike and Terman Lewis M. Terman, <i>The Uses of Intelligence Tests</i> , 1916 Randolph S. Bourne, <i>Vocational Education in the Gary, Indiana Schools</i> , 1915 Ella Flagg Young, <i>Isolation in the School</i> , 1901 NEA, <i>The Cardinal Principles of Education</i> , 1918	Ongoing Reader - Seminar Leader Response Log
10/20/16	John Dewey and Pedagogical Progressives	John Dewey, <i>My Pedagogic Creed</i> , 1897 <i>School and Society Dewey reading</i> <i>Biographical Reading on Dewey</i>	Discussion Activity: What do Dewey and Thorndike have to do with Linked Learning?

<p>10/27/16</p>	<p>Depression Era Schooling</p>	<p>William C. Bagley, <i>An Essentialist's Platform for the Advancement of American Education</i>, 1938</p> <p>A.S. Neill, <i>That Dreadful School</i>, 1937</p> <p>FDR on Education,</p> <p>Writings on New Deal programs, like CCC and WPA</p>	<p>Seminar Leader Ongoing Reader Response Log</p> <p>Discussion Activity: Discuss LL Ed roots in Depression Era Ed. and New Deal Programs.</p>
<p>11/3/16</p>	<p>Post WWII Expansion of Public Schools</p> <p>Life Adjustment Education Backlash</p> <p>McCarthyism Sputnik</p>	<p>"Epilogue: The One Best System under Fire, 1940-1973," in Tyack, David B. <i>The One Best System -- a History of American Urban Education</i>. Cambridge, MA: Harvard University Press, 1974: 269-291.</p>	<p>Seminar Leaders Ongoing Reader Response Log</p>
<p>11/10/16</p>	<p>The Fight for Educational Equality (1950-1980)</p>	<p>Clark, <i>Ready from Within</i>, 1950</p> <p><i>Brown v. Board of Education</i>, 1954</p> <p>Plessy vs. Ferguson</p>	<p>Activity/Discussion <i>The Fight for Educational Equality</i></p>
<p>11/17/16</p>	<p>The Rise of Assessment Culture Teacher Panel</p>	<p>Textbook <i>Lessons of a Century</i>: Chapter 3 The Great Sorting Textbook <i>Lessons of a Century</i>: Chapter 6 & 7</p> <p>Ravitch, D. (2010). <i>Hijacked! How the standards movement turned into the testing movement</i>. In <i>The death and life of the great American school system: how testing and choice are undermining education</i>. New York: Basic Books. (available via Beachboard)</p>	<p>Seminar Leaders Ongoing Reader Response Log</p>
<p>12/1/16 In-class Seminar</p>	<p>The Contemporary Reform Era</p> <p>American Education: Who's in Charge?</p>	<p>1. National Commission on Excellence in Education, <i>A Nation at Risk</i>, 1983</p> <p>2. Propositions 13, 187, 209, 227, 74 <i>Williams v. California</i>, NCLB</p> <p>Textbook <i>Lessons of a Century</i>: 1. Chapter 5 & 9</p>	<p>Court Cases, Propositions & the School Presentations</p>
<p>12/8/16</p>	<p>Guest Speaker</p>	<p>Guest Speaker on the history of Vocational Education</p>	<p>Historical Synthesis Papers Presentation Gallery Walk due via Drop Box</p>