

COURSE SYLLABUS

EDD 1001

Spring, 2020

Multiple Perspectives on Educational Policy Analysis and the History of Education

3 DOCTORAL CREDITS
EDD PROGRAM IN INTERDISCIPLINARY
EDUCATIONAL STUDIES



Winslow Homer, *The Country School*, 1871. St. Louis Art Museum, St. Louis, MO

Joseph Piro, PhD
Office: Room 63- 2nd Floor- Library
Phone: 516-299-3683
E mail: joseph.piro@liu.edu
Web Page: <http://myweb.liu.edu/~jpiro/index.htm>
Twitter: [@profpairo](https://twitter.com/profpairo)
Course Weekday and Hours: Mondays and Online
Class Location: Room LIB 230

Effective January 27, 2020

The school committee are sentinels stationed at the door of every schoolhouse in the State, to see that no teacher ever crosses its threshold who is not clothed, from the crown of his head to the sole of his foot, in garments of virtue.

Horace Mann, *Fourth Annual Report*, 1840

COURSE DESCRIPTION (from catalogue)

This course surveys the history of American education and focuses on multiple forces (social, intellectual, cultural, political, etc.) that have shaped education policy and practice. At the same time, the course analyzes important reform efforts since the beginning of public education in the United States and considers their intended and unintended consequences. The course also identifies different ways that education reform and policy define educational success, democratic education, and what it means to prepare citizens in an increasingly global world. *Prerequisite: EDD 1000*

COURSE LEARNING OUTCOMES

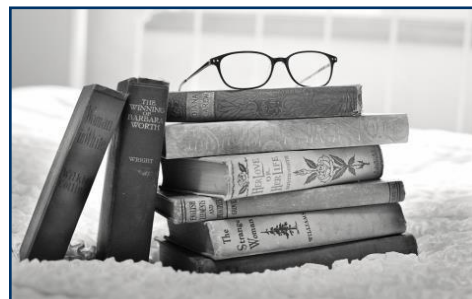
Learning outcomes are what you are able to do as a result of the activities, e.g., readings, internet browsing, class instruction, assignments which will occur during this course. These also connect to the overall expectations the EdD program has for you. Assignments and activities related to these outcomes are described in this syllabus. In general, student learning outcomes for this course will be demonstrated through individual and group projects, class discussions, research papers, and course professionalism. The student learning outcomes for this course are the following:

You will increase your competencies in:

- applying historical, theoretical, and philosophical perspectives on the school reform and policy debate to understand how the school's problems are *constructed* or *framed* by political actors by use of course assignments, class discussions, and research projects;
- identifying key goals of institutional reform in K- 16 American education through the perspectives of historical, sociological, political, economic, and cultural change by use of course assignments, class discussions, and research projects;
- expanding knowledge and understanding of historical events, key issues, major policies, strategies, frameworks, structures, and systems in K-16 school policy and education reform by use of course assignments, class discussions, and research projects;
- understanding how culturally and economically diverse groups affect the course of education at the local, national, and global level by use of class discussions, online postings, and research papers
- enhancing the skills of professional critique, analytical thinking, and critical writing on education topics to prepare for leadership in education policy and reform and its components by use of course assignments, class discussions, and research projects
- analyzing the history and development of controversial issues and policies in school and community education and discuss their significance through website development, class discussions, online postings, curated boards, and research papers
- comprehending the interdisciplinary nature of psychology, sociology, technology, and policy

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The course will be utilizing a blended learning format that is a combination of five face-to-face (F2F) sessions and ten online sessions using, as an LMS (Learning Management System), Blackboard. If you do not have access to a computer off campus, there are several computer labs on campus you can use to participate in the course. You will need to have an up-to-date browser, operating system and some additional software on your computer to take this class. Some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>.



As might be appropriate for a blended course that is part of a doctoral-level interdisciplinary education program, its approach will also be interdisciplinary and involve the use of (hyper)text, internet websites, video and audiocasts which have influenced the reform debate. All of these formats will underscore major themes, ideas, and concepts presented in the course and help us examine school reform from multiple perspectives. The course is designed to develop a variety of critical thinking skills including reflection, inquiry, analysis, synthesis, brainstorming and decision-making. Through course assignments, class discussion, and individual readings, it is the intent of the course to assist in advancing the development of transformational leaders who will become effective change agents in multiple sectors of society.

Because of this approach, students will need Internet access and a PC or a Mac with the latest version of a web browser. You can log onto Blackboard anywhere you have Internet access, but here are some guidelines to make your experience more productive.

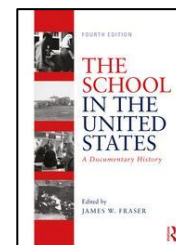
- Use Firefox as your web browser, if possible. It works better with Blackboard than Google Chrome, Internet Explorer, or Safari.
- Check that your computer has the latest Flash player installed. Flash enables videos from YouTube and other sources to be played within Blackboard. You can check the list of latest versions [here](#); find out what version you have (and download updates as needed)

COURSE TEXT

The following will comprise the course texts:

Fraser, J. (Ed.). (2019). [*The school in the United States: A documentary history \(4 Ed.\)*](#). New York: Routledge.

You can purchase any version of this books (hardcover, paperback, Kindle) from any source you would like. There will also be Internet websites assigned throughout the course containing hypertexts of various readings in education policy; online articles, and supplementary readings provided by the instructor.



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Additional Resources

One effective way for professionals in the field to keep up is by reading *Education Week* online at <http://www.edweek.org/> For more comprehensive access, I would also like students to consider getting an online subscription to *Education Week*. You can find additional information on how to arrange this at: http://www.edweek.org/offer_stud_prof.html?cmp=professio

I would also like you to sign-up to receive daily *Smart Briefs* from ASCD. These briefs summarize some major news stories on education. There is no charge for this. It's automatically sent to an e-mail address you specify. For further information go to:

<https://www.smartbrief.com/signupSystem/subscribe.action?pageSequence=1&briefName=ascd>

Finally, you may find it useful to review the following two publications to keep up with issues, trends, and practices in global as well as domestic education policy and practice. There are digital editions customized for tablets and other devices as well as available apps:



Educational Leadership (from [ASCD](#))

<http://www.ascd.org/publications/educational-leadership.aspx>

Kappan (from [Phi Delta Kappan](#))

<http://www.kappanmagazine.org/>

All other assigned readings will be supplied by the instructor. There is also a list of books on the topic of education reform provided at the end of the syllabus for your reference and information.

APA Publication Manual

As you may know, the APA Publication Manual has recently published its Seventh Edition. This is the edition is the one which will be utilized in the course. Here is some pertinent information on the APA Manual: American Psychological Association. (2020). *Publication manual of the American Psychological Association* (Seventh edition). Washington, D.C.: Author

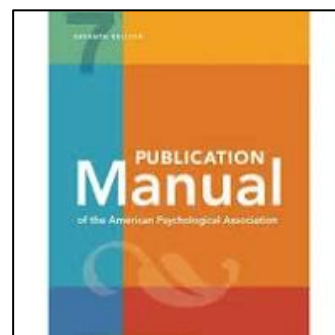
<https://apastyle.apa.org/manual/new-7th-edition>

<http://www.apastyle.org/manual/index.aspx>

There are also tutorials available on the APA web site to help familiarize you with the Style Manual.

Essentials: <https://apastyle.apa.org/style-grammar-guidelines/paper-format>

<https://www.apastyle.org/>



Make sure you purchase the new **Seventh** edition of the APA Manual either in soft cover, hardcover, or spiral bound format (prices vary). You can follow the APA on Twitter for any style updates. <https://twitter.com/APA>

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GRADING POLICY**COURSE REQUIREMENTS & GRADING**

Requirements for the course will take the following four forms:

ASSIGNMENT	PERCENT	DUE DATE(S)
1. Responses & Postings on Discussion Forum	20%	<i>Ongoing throughout the course</i>
2. Final Project	50%	May 4, 2020, 11:59 EST
3. Personal Website	20%	<i>Ongoing throughout the course</i>
4. Course Professionalism	10%	<i>Ongoing throughout the course</i>

Course grades will be accumulation of points over the semester calculated as follows:

Quality of Performance	Letter Grade	Range %	GPA/ Quality Pts.
Excellent - work is of exceptional quality	A	93 - 100	4
	A-	90 - 92.9	3.67
Good - work is above average	B+	87 - 89.9	3.33
Satisfactory	B	83 - 86.9	3
Below Average	B-	80 - 82.9	2.67
Poor	C+	77 - 79.9	2.33
	C	70 - 76.9	2
Failure	F	< 70	0

INCOMPLETE GRADE POLICY

The LIU Incomplete Grade Agreement provides that a grade of Incomplete may be assigned "when, due to extenuating circumstances, a student needs additional time to complete a course." To request a grade of Incomplete, students must submit a written request – with appropriate documentation (e.g., doctor's note) to the appropriate faculty member, chairperson (i.e., Ed.D. Program Director), and the Dean. If the request is approved, the professor will assign the Incomplete grade as per the policies of LIU Post.

Should individual circumstances warrant a grade of Incomplete, the course instructor must be notified ten days before the close of the semester that a grade of INC grade is requested. Any request must be accompanied by appropriate documentation supporting the INC request. Students will have one semester to complete all assignments and submit these to the course instructor. All requests for an INC must be approved by the course instructor and Dean of CEIT.

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ASSIGNMENTS

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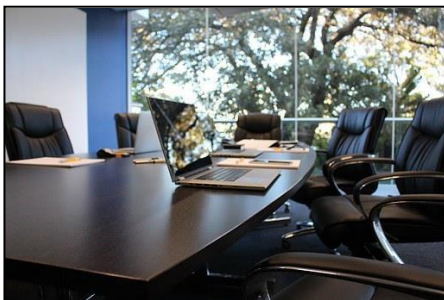
1. Responses & Postings on Discussion Forum - Through participation in a *Discussion* Forum, you will be asked to post assignments and react to a variety of “texts” including traditional print documents, websites, podcasts, videos etc. Basically, a response artifact is your response to what you have experienced “textually.” It is not a summary of what you have read. You can include ideas, opinions, suggestions and other commentary indicating you have engaged with the “text” and understand its meaning. Discussion Forums are a way for you to engage with each other about the course content. Some weekly modules will ask you to participate in a Discussion forum. You can access each forum by clicking on the *DISCUSSIONS* button in the course navigation links. In order to get full credit for each discussion, you will need to post a thoughtful, well-written response to the question in about 200- 250 words. (Rubrics are provided to assist in the response process).



I strongly encourage you to compose your messages in a word processor then copy and paste the text into the discussion message. Expect to spend time editing and revising your messages until they are clear. Composing your messages in a word processor first, will save you from losing your work if your browser crashes before you click the submit button.

Participation is essential to your success in this class. In blended education courses you are required to participate just as if you were in a fully face-to-face course. This means that in order to get full credit for participation, you will have to complete your discussion assignments, lesson assignments and other requirements on a timely basis. Please be sure to save a copy of everything you post on the discussion board. I also recommend that you make frequent backups of your work and save the work in multiple places.

2. Final Project



The final project for the class can take one of three forms:

- a. Education Micro-Biography
- b. Historical Thematic/Policy Analysis
- c. Decade Immersion

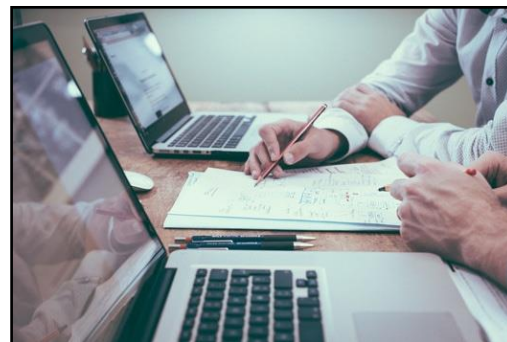
The major goal of the final project is to develop and extend your knowledge and mastery of education history and, more importantly, to assimilate this knowledge of the past into your own present mental representations (or schemas as Piaget might say) of education in general. As you continue your doctoral work, you will explore a variety of topics, themes, and ideas and develop and refine your own viewpoints and agendas. To the extent you can use this course and its contents, approach, and objectives to assist in this process will help to make work on future projects, including your dissertation, more informed and, hopefully, more intellectually substantive.

Please see the Blackboard website for additional information.

Effective January 27, 2020

3. Personal Website

Because of the continuing emphasis on the role of technology in education, one of the major instruments of communication that helps to “brand” you within your professional community is a website. This website can be valuable in getting across to “constituencies” and other policy “actors,” some of your thinking about education policy. To this end, you will be required to begin constructing a website which archives the products you create for this class, as well as other relevant information sources you think important for your policy “network” to know. This can include anything from papers you have written to your recommendations for timely education books and articles. We will accomplish this by using various platforms including Google sites, Weebly, Wix or any other platform with which you are familiar and comfortable. We will discuss this at the beginning of the course and continue to address it during the semester. Additional information can be found at a link on Blackboard. This website will be scalable and portable as well, that is you will continue to use it throughout your doctoral studies. Each student will prepare a “walk-through” of their website throughout the course while it is under construction.



Resources for constructing websites (free):

<https://sites.google.com>
<http://www.squarespace.com>
<http://www.webs.com/>
<http://www.weebly.com/>
<http://www.wix.com/>
<http://wordpress.com/>

4. Course Professionalism

Each class is more than a meeting-- it is an exchange of thoughts and ideas. These types of exchanges lead to a course with energy and vitality. This is especially important in a blended format. As professional educators you may know there are certain markers to indicate students are learning. Among these markers, I believe, are engagement in discussion, the posing of interesting questions, and demonstrating a connection with course content. This course will use similar markers to assess student engagement level. Participation in large and small group form discussions is also required. Participation does not just mean talking in class. Its components include careful listening, meaningful attempts to interpret what is being discussed, active involvement, and critical thinking—in summary, informed and enthusiastic participation both face-to-face and online.



Pixabay

The quality of your course participation/professionalism will be assessed on: (a) evidence of reading and preparation before each class; (b) active participation in and informed contributions to class discussions, and exercises; (c) thoughtful, relevant questions and observations either f2f or online reflecting critical thinking and intellectual engagement in lectures, activities, and class discussions. These will be assessed using all class assignments.

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COURSE COMMUNICATION

E-Mails

The preferred method of communication to me is through e-mail. In order to keep e-mail correspondence organized, please use the following e-mail address: joseph.piro@liu.edu. When you e-mail me through this address, please make certain your name or a reference and EDD 1001 is in the subject line of the mail so it may be identified as sent from a student in the class. I will also ask you to provide an official LIU e-mail account (my.liu.edu) as well through which we will communicate during the semester. If your e-mail address changes during the course, please send me an e-mail from the new account immediately so I can change your address in my records and stay in touch with you via e-mail during the course. Please understand that you will not be excused from responsibility for course requirements or other course changes/announcements due to a failure to check your e-mail regularly (including spam/junk mail folders) or to inform me of changes in your email address.

Campus-based email addresses (i.e., <username>@liu.edu; <username.>@my.liu.edu) are the CEIT accepted addresses for all CEIT communication, including communication between faculty and students related to all courses and communication between the Dean's Office and faculty, students, and staff. Faculty, staff, and students will use only LIU email addresses for all LIU (including CEIT) email communication. All emails to students, faculty, and staff are sent to their campus-based email addresses. CEIT communication received from non-campus-based email may not receive prompt attention nor will such communication be considered "official." This is consistent with federal regulations embedded in FERPA.

Twitter

Social media is changing how students learn at all levels of education. When employed properly, these media can enhance communication of ideas and depth of learning. Because of this, I would like all students to follow my microblog (Twitter) feed which is @profpairo. We will discuss details about this during the first class. This Twitter feed will update you on articles, websites, data etc. on topics related to your doctoral studies as well as education at large. Providing access to this type of information will serve to keep you informed about related developments concerning topics we are exploring in class.

Twitter: <http://twitter.com/>

How to sign up for Twitter: <http://tinyurl.com/29sr875>

SPECIAL ACCOMMODATIONS

Students and Special Accommodations

The University follows federal and state guidelines regarding students with documented disabilities, and I will gladly make reasonable accommodations for those students whom the University certifies as eligible. LIU Post is committed to providing qualified individuals with disabilities the opportunity to participate in all University programs and activities, curricular and extracurricular, which are available to non-disabled individuals. Students with disabilities who desire accommodations must submit appropriate documentation of their disability to the [Office of Disability Support Services \(DSS\)](#) located in the Learning Support Center.

Effective January 27, 2020

Give them a good, intelligent and practical education, and we will give them what is better than money, house or land and with which, if we have nothing else to leave them, they will be rich...

**Report of the School Committee
1848-49
Stow, MA**

Professional staff will confidentially review and evaluate this documentation, interview the student, and provide the student with completed Accommodations Forms for presentation to the teaching faculty. Campus departments will be notified, as necessary, of the need for additional accommodations noted in the student's documentation. Accommodations Forms must be obtained each semester, before the semester begins. DSS files are confidential thus students may not request accommodations from a professor or instructor without first obtaining documentation from the Office of Disability Support Services (DSS).

If you have a documented disability and need accommodations, academic adjustments, auxiliary aids, or other services, please contact the Office of Disability Support Services (Post Hall, Lower Level, East Wing) at 516-299-3057 to request services, documentation for accommodations, or information. Additional information is also available on the Campus's DSS website at <http://www.liu.edu/post/dss>. I will gladly work out a plan of reasonable accommodations for students with documented disabilities who present a current Accommodations Form from the Office of Disability Support Services. Also see the Graduate Bulletin and the Doctoral Program Handbook: EdD Interdisciplinary Studies: <http://www.liu.edu/CWPost/Academics/Schools/CEIS/Dept/Doctoral.aspx>

MISCELLANEOUS ITEMS

Emergency Notifications, Campus News, Class Cancellations, and Campus Closings

For information on class cancellations and campus closings at LIU Post, you also may telephone 516-299-EMER (3637) or 516-299-2000 or check the main page of the C. W. Post Campus web site at <http://www.liu.edu/cwpost>.



Pixabay

You should also be aware of the Emergency Notification System at LIU-Post to which you can subscribe to receive alerts in case of an emergency.

Here is a link to the web page with this information:

<http://www.liu.edu/CWPost/About/Offices/Public-Safety/Emergency-Mgmt/Alerts> Campus Security: 516-299-2222

You might wish to follow LIU-Post on Twitter or Facebook as well for up-to-date campus news.

Facebook: <https://www.facebook.com/LIUPost> Twitter: <https://twitter.com/LIUPost>

GENERAL CLASS POLICIES

1. All work submitted for this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases, websites etc.) must be properly documented and given appropriate credit using APA-style citations. Please see me if you have any questions about proper use of sources. A resource from the LIU Post Library website: <http://liu.cwp.libguides.com/plagiarismprevention>

2. All applicable policies and procedures of Long Island University-Post and the Doctoral Program in Interdisciplinary Educational Studies will be observed in this course. See the *Graduate Bulletin* and the *Doctoral Program Handbook* for more information.

3. The course methodology is a continuation of the cohort experience. For this reason, prompt and frequent postings allow your colleagues enough time to contribute thoughtful responses. Late submissions prevent a fruitful dialogue and compromise an essential component of distance learning and the objectives for this course.

Late work will not be accepted. Assignments will not be available after the deadline. If you have an extenuating circumstance, please contact me by e-mail before the assignment is due to make alternate arrangements

4. Third-Party Software and [FERPA](#)

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a

public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact me.

ACADEMIC INTEGRITY

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of Long Island University and the students' personal and intellectual growth. Please see:

<http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies>

ANTI-HARASSMENT

Long Island University's anti-harassment/discrimination policy and complaint procedure can be accessed here: <http://www.liu.edu/About-LIU/University-Departments/Human-Resources-Old/HR-Policies/Anti-Harassment-Discrimination-Policy>

STUDENT SUPPORT SERVICES

Students with disabilities, who require accommodations, should contact the appropriate office during the first week of the semester. In Brooklyn, contact Student Support Services: 718-488-1044. At Post, contact Disability Support Services: 516-299-3057. For more information, see:

<http://www.liu.edu/CWPost/StudentLife/Services/LSC/DSS>

TECHNICAL SUPPORT

Blackboard is available at <http://blackboard.liu.edu>. For student help, go to: https://help.blackboard.com/en-us/Learn/g.1_2014_04/Student or access help directly from your course by selecting "Help" in the course menu. The help site provides a wide variety of tutorials and videos that will help you navigate the Blackboard environment.

IT staff is available to respond readily to student and faculty questions Monday to Friday 9 a.m. to 5 p.m. at it@liu.edu or 718-488-3300 or 516-299-3300 (or x3300 from the Brooklyn or Post campus). Students and faculty may email after hours and will receive a response as soon as a staff member is available. Often, staff members are able to answer questions in the evening or on the weekends, but an immediate response is not guaranteed.

General Technology Guidelines: You can access Blackboard anywhere you have Internet access, but there are some guidelines to follow that will make your experience more productive:

- The Firefox web browser works best with Blackboard.
- Be sure that your computer has the latest Flash player installed. Flash enables videos from YouTube and other sources to be played within Blackboard.

- Sometimes Wi-Fi connections can be slow; if you encounter problems, it is best to switch to a hardwired connection.

NETIQUETTE

- Treat all course users with respect.
- It's fine to disagree but do so with professional courtesy.
- When offering criticism, remember to also point out the positives and areas that are well done.
- Do not type posts in ALL CAPS. It's the online equivalent of yelling.
- Stay on topic to avoid rambling.
- Look out for acronyms or jargon. Spell things out the first time and then use the acronym.
- Use appropriate grammar, punctuation, and spelling.

Text messaging shortcuts and emoticons should be used judiciously

Note: This syllabus is only a guide and, as such, it is subject at any time to change by the instructor. Any changes will be announced in class or through e-mail. It is your responsibility to be aware of all such changes.

COURSE SCHEDULE

Week One January 27, 2020 (F2F)

*Course Overview and Expectations; Some foundational thoughts:
What is education history and why should we know it?*

American Educational History

<http://www.eds-resources.com/educationhistorytimeline.html>

PBS Teaching Timeline

<https://www.pbs.org/onlyateacher/timeline.html>

Haubenreich, J. E. (2012). Education and the Constitution. *Peabody Journal of Education*, 87(4), 436-454.
doi: <https://www.tandfonline.com/doi/abs/10.1080/0161956X.2012.705145>

Katz, M., & Rose, M. (2013). What is education reform? In *Public education under siege* (pp. 221- 237). Philadelphia: University of Pennsylvania Press.

Week Two February 3, 2020 (Online)

*The school in Colonial America 1620- 1770
What did education mean in colonial society?*

Fraser, pp. 1- 15

American Educational History

<http://www.eds-resources.com/educationhistorytimeline.html>

Massachusetts First Education Law

<https://www.massmoments.org/moment-details/massachusetts-passes-first-education-law.html>

Schooling, Education and Literacy in Colonial America

<http://alumni.cc.gettysburg.edu/~s330558/schooling.html>

Urban, W., Wagoner, J. L., & Gaither, M. (2019). *American education: A history* (6 Ed.). Chapter 2, Colonization and cultural transplantation (pp. 14- 41). New York: Routledge.

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Week Three February 10, 2020 (Online)
Schools for the New American Republic 1770- 1820
How did new nationhood affect education?

Fraser, pp. 16- 33

American Educational History

<http://www.eds-resources.com/educationhistorytimeline.html>

Thomas Jefferson on his own education, (c. 1760)

Thomas Jefferson's *Bill for the More General Diffusion of Knowledge* (1779)

Noah Webster, *A grammatical institute of the English language* (1783-85)

<https://noahwebsterhouse.org/>

Kendall, J. (2010). Spelling the new nation (pp. 54- 87). In *The forgotten founding father: Noah Webster's obsession and the creation of an American culture*. New York: G. P. Putnam's Sons.

Holowchak, M. Andrew. (2018). A system of education, not just a university: Thomas Jefferson's philosophy of education, *History of Education*, 47(4), 488-503. doi: [10.1080/0046760X.2017.1411531](https://doi.org/10.1080/0046760X.2017.1411531)

Video: Spellbound https://www.youtube.com/watch?v=3ELI2xtf_Kk
<http://www.spellboundmovie.com/>

Week Four February 17, 2020 (Online)
The Common School Movement 1820-1860
Why was the "common school" a revolutionary idea?

Fraser pp. 34- 59

American Educational History

<http://www.eds-resources.com/educationhistorytimeline.html>

Henry Barnard, *On the needs of the Connecticut Common Schools*, 1839

Goldstein, D. (2014). *The teacher wars: A history of America's most embattled profession*. Chapter 1, Missionary teachers: The common schools movement and the feminization of American teaching (pp. 13- 32). New York: Doubleday.

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Kaestle, Carl F. (1983). *Pillars of the republic: Common schools and American society, 1780-1860*. Chapters 4, 5, & 6 (pp.62- 135). New York: Hill & Wang.

Week Five February 24, 2020 (F2F)
The cultural and geographic expansion of American schools
What did "moving west" mean to education?

Fraser pp. 60- 75

American Educational History

<http://www.eds-resources.com/educationhistorytimeline.html>

Selections from McGuffey's First Eclectic Reader, 1853

Week Six March 2, 2020 (Online)
Slavery, Reconstructions and Schools of the South 1820- 1937
What was the role of school in reconstruction?

Fraser, pp. 76- 103

American Educational History

<http://www.eds-resources.com/educationhistorytimeline.html>

Goldstein, D. (2014). *The teacher wars: A history of America's most embattled profession*. Chapter 3, No shirking, No skulking: Black teachers and racial uplift after the Civil War (pp. 47- 65). New York: Doubleday.

Booker T. Washington, *Atlanta Exposition Address*, 1895

The One-Room Schoolhouse

<http://appalachianmagazine.com/2019/08/06/the-story-of-americas-one-room-school-houses/>

<https://journals.openedition.org/ejas/9205>

Winslow Homer, *The Country School* (1870)

Week Seven March 9, 2020
Spring Break

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Week Eight March 16, 2020 (Online)
The Emergence of the concept of the American high school 1821- 1959
Why did the concept of a high school emerge?

Fraser, pp. 104- 139

American Educational History

<http://www.eds-resources.com/educationhistorytimeline.html>

The American High School: The road to reform

<https://www2.ed.gov/about/offices/list/ovae/pi/hsinit/papers/history.pdf>

The Committee of Ten, 1892

<https://www3.nd.edu/~rbarger/www7/neacom10.html>

Report of the Committee of Ten on Secondary School Studies

<https://babel.hathitrust.org/cgi/pt?id=mdp.39015005353571&view=1up&seq=7>

The Carnegie Unit

<https://education.stateuniversity.com/pages/1815/Carnegie-Units.html>

Popkewitz, T. (2011). Curriculum history, schooling and the history of the present, *History of Education*, 40(1), 1-19. doi: [10.1080/0046760X.2010.507222](https://doi.org/10.1080/0046760X.2010.507222)

Goldin C., & Katz L.F. (2009). [Why the United States led in education: Lessons from secondary school expansion, 1910 to 1940](#). In Eltis, D., Lewis F., & Sokoloff, K. *Human capital and institutions: A long-run view*. Cambridge University Press.

Week Nine- March 23, 2020 (Online)
Growth and Diversity in Schools and Students 1880- 1960
How and when did the idea of diversity appear in education history in the US?

Fraser, pp. 140- 174

American Educational History (AEH)

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Week Ten March 30, 2020 (F2F)
The Progressive Era 1890- 1950
What was 'progressive' about the Progressive era?

Fraser, pp. 175- 213

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Week Eleven April 6, 2020 (Online)
Schools in the Cold War 1950- 1970
How does global conflict shape education?

Fraser, pp.214- 239

American Educational History

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Week Twelve April 13, 2020 (Online)
Civil Rights, Integration, and School Reform 1954- 1980
How is reform defined?

Fraser, pp. 240- 274

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How should schools prepare students for the future?

Fraser, pp. 337- 377

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Week Fourteen April 27, 2020 (Online)
Globalization, Reform, and American Education in the 21st Century
How is education “globalized”

American Educational History

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Week Fifteen May 4, 2020 – (F2F)
Course Symposium

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