EDF 6520, “History of Education”  
Fall Semester 2014  
2321 Norman Hall  
Wednesdays, 4:05pm-7:05pm

Instructor: Professor Sevan Terzian  
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e-mail: sterzian@coe.ufl.edu  
Office Hours: Wednesdays from 1:15pm-3:45pm at my office in NRN 2403B. I am also happy to meet by appointment at a mutually convenient time.

I. Course Description: This is a graduate-level course that surveys the history of American education from the Colonial Era to the present. It treats the changing character of education in the context of broader social and cultural developments. The course attempts to provide both knowledge of the history of American education and an appreciation of historical perspectives as ways of understanding contemporary education.

Although much of our discussion will center on the evolution of the public school system in the United States, we will also consider education more generally as a form of communication that is not bound to a particular institution or setting. Thus we will find that the study of the history of education lends itself to a consideration of social, political, religious, cultural, and economic factors. It also allows us to see what different groups of Americans have hoped (and feared) that their children would learn.

Over the course of the semester, we will discuss weekly readings and write analytical essays in an attempt to identify key developments and enduring issues in American culture and education.

Graduate students seeking teaching certification will find that our course addresses Professional Competency #13: “Knowledge of the history of education and its philosophical and sociological foundations (Foundations of Education).”

II. Required Texts:
A. Books: (available for purchase at the University and other local book stores)

B. Reading Packet articles and handouts: (the reader is available for purchase at Book It Textbooks)
1. Excerpts from Victoria-María MacDonald, Latino Education in the United States: A Narrated History from 1513-2000
2. Bernard Bailyn, Education in the Forming of American Society
5. Excerpts from Catherine Beecher, Treatise on Domestic Economy

** If you have any questions about the course, please be sure to ask!**
III. Grading Policy:
- Class participation based on frequency and quality of contributions to weekly discussions (20%)
- 2 short analytical paper assignments (20% each)
- Midterm exam (20%)
- Final exam (20%)

The grading scale for this course is as follows:

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<th>Percentage</th>
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<tr>
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- Extensions will not be granted for any assignments. In fairness to everyone, late papers or take-home exams will lose one full letter grade for each day late. In-class exams must be taken on the scheduled day. However, students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith—and can make up the exam promptly without penalty.
- Criteria for the midterm exam: The exam will consist of short answer and essay questions. In order to obtain the maximum score on an exam essay, your response must not only reflect a clear understanding of both reading and class material, but it must develop and support a thesis that answers the question at hand. Correct grammar, spelling, and clear writing are also expected.
- Criteria for papers and the final exam: Responses to these assignments should reflect familiarity and mastery of both readings and class material. They should be well written with no typographical or grammatical errors. It is essential to take the necessary time to proofread.
- Criteria for classroom participation: This is defined as regular and relevant verbal contributions to classroom discussions that add something new to the topic at hand. Attendance is assumed and does not raise one's participation grade; however, absences will lower a student's grade, because participation in class cannot occur while absent.
- Electronic Media: Although laptops and electronic hand-held devices have become central to our daily lives and learning, we won’t use them during our class meetings. Please keep them turned off.

IV. Academic Integrity:
Cheating on exams or plagiarism on papers is not tolerated. While it's often a good idea to study in groups and among friends, the work you hand in must be product of your own effort.

The University of Florida expects students to be honest in all of their coursework. In 1995, the UF student body enacted an honor code: "On all work submitted for credit by students at the university, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment. We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.'"

Because we, as educators and future educators, are held to a higher ethical standard as teachers, the School of Teaching & Learning takes infringements of academic honesty very seriously. For the first violation of academic dishonesty in a course, the student will receive a zero on that assignment and no opportunity for make up. If the student has an additional violation in the course, the student will fail
the course and meet with the Director to establish a Performance Improvement Plan that will need to be completed before the student can enroll in additional coursework.

V. Students with Documented Disabilities:
The University of Florida seeks to accommodate students with documented disabilities. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Course Outline

August 27: Introductions
Film: “Blackboard Jungle”

September 3: Education in Spanish and British Colonial America, 1513-1776
Discuss MacDonald, Bailyn, and Hawthorne.
Reading Assignment: Margaret A. Nash, Women’s Education in the United States, 1780-1840; Carl Kaestle, Pillars of the Republic, pp. ix-61.

September 10: The Early National Period and Women’s Education: 1783-1840
Discuss Nash and Kaestle.

September 17: Horace Mann and Common School Reform: 1830-1860
Discuss Kaestle, Mann, and MacDonald
Reading Assignment: Carl Kaestle, Pillars of the Republic, pp. 136-225 and selections from Catherine Beecher, Treatise on Domestic Economy.
Paper #1 Assigned

September 24: The Feminization of Teaching and Common School Dissenters, 1830-1860
Discuss Beecher and Kaestle

October 1: African-American and Native-American Education after the Civil War
Discuss Anderson
Film: “In The White Man’s Image”
Reading Assignment: None. Prepare for Midterm Exam.
Paper #1 due at beginning of class

** If you have any questions about the course, please be sure to ask! **
October 8: MIDTERM EXAM in class

October 15: Progressive Reforms in America, 1870-1920
Discuss Tyack and MacDonald
Reading Assignment: David Tyack, The One Best System, pp. 177-291.

October 22: Schools and Progressive Reforms, 1890-1940
Discuss Tyack
Reading Assignment: Zoe Burkholder, Color in the Classroom: How American Schools Taught Race.

October 29: Cultural Conflicts and Public Schools in the 20th Century
Discuss Burkholder
Reading Assignment: John L. Rudolph, Scientists in the Classroom: The Cold War Reconstruction of American Science Education.

Paper #2 Assigned

November 5: No Class Meeting. View “Atomic Café”

November 12: School Reform in the Cold War Era
Discuss Rudolph
Reading Assignment: William Graebner, Coming of Age in Buffalo.

November 19: Education, The Cold War, and Youth Culture
Discuss Graebner
Film: “The 1950s”
Paper #2 due at beginning of class.

November 26: Thanksgiving Holiday—No Class Meeting

December 3: The Civil Rights Movement and Public Education
Discuss Bartley, Donaldson, Raines and Baker
Film: “Eyes on the Prize: Fighting Back, 1957-1962”
Take-Home Final Exam Assigned.

Discuss Graves and Holton. Course Overview and Evaluations

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