EDF 6520, “History of Education”
Fall Semester 2020
Tuesdays, 3:00pm-4:30pm
Canvas URL: https://ufl.instructure.com/courses/397832

Instructor: Professor Sevan Terzian
Phone: (352) 273-4216
e-mail: sterzian@coe.ufl.edu
Office Hours: Tuesdays from noon-2pm. 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 to identify key developments and enduring issues in American education and society.

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

B. Reading Packet articles and handouts: (readings will be made available digitally):
2. Excerpts from Victoria-Maria MacDonald, Latino Education in the United States: A Narrated History from 1513-2000
3. Bernard Bailyn, Education in the Forming of American Society
4. Horace Mann, “Fourth Annual Report” (1841) and “Twelfth Annual Report” (1849)

** 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%)
- 3 short analytical paper assignments (20% each)
- Take-home final exam (20%)

- **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 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 participation:** This is defined as regular and relevant verbal contributions to our discussions that add something new to the topic at hand.

### 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. As a result of completing registration at the University of Florida every student has agreed to the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.” Please note that plagiarism from the Internet, from any established or unpublished manuscript, or from any current or former student’s work will be considered a violation of the UF Academic Honesty policy. If you are not certain of the definition of plagiarism, please ask me. Failure to comply with the academic honesty guidelines 6C1-4.017, F.A.C. is a violation of the University of Florida Student Conduct Code and may result in a failing grade or even dismissal. In this class, be especially careful that you do not plagiarize. Written work submitted for a grade may be submitted to screening by anti-plagiarism software (at discretion of the instructor).

Because we, as educators, and future educators, are held to a higher ethical standard as teachers, The School of Teaching and Learning takes infringements of academic integrity very seriously. For the first violation of academic dishonesty in a 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.

### VII. Statement on Student Privacy:
Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively.

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using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

VIII. **Students with Documented Disabilities:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [https://disability.ufl.edu](https://disability.ufl.edu)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

IX. **Course Evaluations:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner.](#) Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). [Summaries of course evaluation results are available to students here.](#)

X. **Remember, whenever you have any questions, it’s always best to ask.** The best way to contact me is through e-mail ([sterzian@coe.ufl.edu](mailto:sterzian@coe.ufl.edu)). I will respond to you within 24-48 hours.

**Semester Outline**

**September 1:** Introductions
(week 1) Film: “Blackboard Jungle”

**September 8:** Education in Spanish and British Colonial America, 1513-1776
Discuss Gaither, MacDonald, and Bailyn.

**September 15:** The Early National Period and Women’s Education: 1783-1840
(week 3) Discuss Nash and Kaestle.
**Paper #1 Assigned.**

**September 22:** Horace Mann and Common School Reform: 1830-1860
(week 4) Discuss Kaestle, Mann, and MacDonald

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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings for this week</th>
<th>Paper Assignment</th>
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<tbody>
<tr>
<td>1860</td>
<td>(week 5)</td>
<td>Discuss Beecher, Kaestle, &amp; Rankin</td>
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<td>(week 6)</td>
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<td>Discuss Anderson</td>
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<td>(week 7)</td>
<td>Centuries</td>
<td>Discuss Tyack &amp; MacDonald</td>
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<td>Progressive Reforms in American Society, 1870-1920</td>
<td>Film: “In the White Man’s Image”</td>
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<td>(week 8)</td>
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<td>Discuss Tyack</td>
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<td>(week 9)</td>
<td>Schools, 1929-1940</td>
<td>Discuss Zimmerman</td>
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<td>(week 10)</td>
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<td>Discuss Graebner</td>
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<td>November 10</td>
<td>Conservative Politics and Public Schools in the 20th Century</td>
<td><em>The 1950s</em></td>
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<td>(week 11)</td>
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<td>Discuss Laats</td>
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Readings for this week: Adam Laats, *The Other School Reformers: Conservative Activism in American Education*

**November 17:** The Civil Rights Movement(s) and Public Education  
(week 12)  
Discuss Bartley  
Film: “Eyes on the Prize: Fighting Back, 1957-1962”  
**Paper #3 due at beginning of class**

**November 24:** Thanksgiving Break: No Class Meeting  
(week 13)  
Film: “Behind Closed Doors: The Dark Legacy of the Johns Committee”

**December 1:** Sexuality and the American Teaching Profession  
(week 14)  
Discuss Graves  
**Take-Home Final Exam Assigned**

**December 8:** Academic Standards and School Accountability  
(week 15)  
Discuss “A Nation at Risk”  
**Take-Home Final Exam due at beginning of class**

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