



College of Education
School of Teaching and Learning

EDF 3514 | History of Education in the U.S. | 3 credits
Sections: EON1 | UFO1

Instructor: Carolyn Silva

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Office Hours: by appointment

My preferred method of contact is by email. I will attempt to respond to all emailed questions within 24 hours Mon-Fri.

A Note on Context:

As we continue navigating through ongoing pandemic(s), my priority is to be flexible and understanding if/when personal accommodations are necessary. Although fostering a connected and rigorous learning environment is important, our physical and mental health matter most. To that end, I (will) recognize we are all doing the best we can throughout this semester and invite you to do the same for yourselves, one another, and me.

Course Description:

This undergraduate course traces the development of schooling and educational practices in the land that became the United States and the interaction between educational practices and the larger cultural, social, economic, and political context. In particular, this course explores how issues of race, class, gender, exceptionality, sexual identity, language, geography, and religion have historically impacted U.S. education. Throughout the course we will consider questions like the following:

- What are the purposes of schooling? Who is included and why?
- What institutional practices best fulfill these aims?
- Who is responsible for providing and monitoring education?
- How has education's role in the United States changed over time?
- What political, economic, sociocultural, and intellectual trends account for that change?
- How have/do/should schools relate to the diverse communities they serve?
- How can attention to various and intersecting identities—racial, ethnic, gender, sexual, socioeconomic, etc.—inform our understanding of education's past, present, and future?
- What sources—primary, secondary, and tertiary—yield answers to historical questions about education?

By exploring these questions, we will pay attention to the various answers to these questions and consider how these competing visions have historically impacted education.

Course Objectives:

1. Examine the historical roots of education and major historical trends from pre-colonial times through No Child Left Behind (2001).
2. Discuss and demonstrate an understanding of how major, overarching societal ideologies have impacted education.
3. Explore how issues of race, class, gender, exceptionality, sexual identity, language, geography, and religion have historically impacted education in the United States.
4. Understand major events, key individuals and groups, social and intellectual movements, and political and cultural trends in the history of the United States through the lens of education.
5. Analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.
6. Communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline.
7. Demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.
8. Conduct primary source analysis through archival research, demonstrate an ability to interpret primary sources, and to construct an historical argument through the use of primary sources.
9. Self-reflect on how individual views on issues of diversity influence how we engage within the classroom and society.

Meeting Times:

Online only.

Required Texts:

All course readings and resources will be provided via Canvas.

Canvas Course Website

Resources for this course are available in Canvas. Students must access Canvas modules for class notes, videos, links, and other course-related materials.

Course Format and Expectations:

This syllabus contains the policies and expectations I have established for EDF 3514. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Your regular and thoughtful engagement throughout our semester is necessary for the success of our course.

Weekly attendance (logging in) is mandatory, as students are responsible for information shared in regular course announcements, materials, and instructional videos posted on the Canvas site. Participation is demonstrated by the completion of weekly assignments as defined in the course syllabus and based on course requirements. Participation is also demonstrated by appropriate and

timely engagement with peers on collaborative assignments. A student's failure to maintain active participation in an online course may result in reduced grades.

Course Assignments:

1. **Positionality Statement (10 points):** All students are products of their personal and educational experiences. People's attitudes, behaviors, and values are shaped by past learning and experiences. This assignment is designed to encourage you to reflect on your educational experience. Students will create a positionality statement to be shared and discussed with the class.
2. **Online Forums (3 each/30 total):** For these assignments, you will discuss and address the prompts given. You should integrate your readings with your response.
3. **UnEssay Project: UnEssay Project:** For this assignment, you will choose the topic you want to focus on for your final topic amongst the themes below.
 - a. **Educational Experiences:** For this track you can decide to focus on one aspect of your own educational experience, the educational experience of a family member, friend, or any person you would like to know more about. For this track, you could also focus on an event that marked your schooling experience either directly or indirectly.
 - b. **Educational Sites:** For this track you can choose to analyze a specific school, college, or any other traditional and non-traditional educational sites. In this track, the place will be your focus of analysis and you can choose to conceptualize educational sites as traditional, such as colleges, universities, schools, but you can also choose to analyze non-traditional educational spaces that exist and have been present historically. Some examples of non-traditional educational sites are study groups, student organization, parents' organizations, church, monuments, and other non-traditional organizations that provided education, such as the Black Panthers Party and the Young Lords.
 - c. **Educational Characters:** For this track you will select a historical actor that was or is involved in education. Similar to the previous track, you will have the freedom to select known historical characters—such as W.E.B. Dubois, John Dewey, and Mary Bethune—but you could also select a teacher, principal, librarian, or any other member of the community that have been engaged in education. Indeed, you also have the option of selecting a person that has been important to your own schooling experiences.

Keep in Mind:

- This assignment is an opportunity to write about a theme/topic that you are passionate about, so there is no right or wrong when it comes to selecting a theme!
- These tracks/themes are not written in stone!!! They are flexible, so please think broadly and don't be afraid to approach me with your ideas, no matter how crazy they sound to you!
- Always communicate with me about your topics and ideas and we can make it work!

As part of this assignment, you will be asked to craft:

Part 1: UnEssay Proposal (10 points): This 1-page proposal should contemplate the following:

- a) Which track do you plan on following?
- b) What is your topic? Describe it in as much detail as you can.
- c) How is it connected to education? Again, think about education broadly!
- d) What is your creative vision for your UnEssay project? It is ok if this changes with time!

Part 2: Annotated Bibliography (15 points): Compose an annotated bibliography/literature review of at least 5 sources that will form the foundation of your writing or your UnEssay. You can choose to review both primary and secondary sources, but a minimum of three secondary sources is required. For each source, identify it, briefly summarize its key point(s) in a sentence, and describe how you'll use/build upon this evidence in your project.

*For more information on primary and secondary sources, please check the link below:
<https://guides.uflib.ufl.edu/libraryresearch/sources>*

Part 3: Final Product (20 points): An UnEssay is a creative non-traditional approach to assignments that allows you to choose your own topic of interest and present a creative final product. Be creative. Find alternative ways to engage with the themes of the class. Consider your strengths, talents, and skills and think about how to apply them. You can adopt an alternative writing format, such as a letter. There are numerous other ways to approach the assignment as well.

(more examples will be listed on canvas)

Part 4: Interpretive Paper (15 points): Students will also submit a paper (1000 words) that explained and interpreted the unessay.

*All written assignments should be typed, double spaced, in Times New Roman, 12pt font with one-inch margins in the APA professional writing style format. For citation help, see Purdue's OWL website for information regarding APA professional writing style at https://owl.purdue.edu/owl/research_and_citation/resources.html.

Grading Criteria:

Course Element	Point Value
Positionality Statement	10
Online Forums	3 ea/30 total
UnEssay Proposal	10
UnEssay Annotated Bibliography	15
UnEssay Interpretive Paper	15
UnEssay Final Product	20
Total	100

Grading Scale:

A	93%-100%	B	83%-86%	C	73%-76%	D	63%-66%
A-	90%-92%	B-	80%-82%	C-	70%-72%	D-	60%-62%
B+	87%-89%	C+	77%-79%	D+	67%-69%	E	59% -below

Due Dates:

In fairness to everyone, papers must be submitted by the specified due date. Late assignments may not receive full credit unless an extension has been granted. In light of the current context and the unprecedented realities we are facing, I ask that you communicate with me throughout the semester. Whenever possible, I will do my best to accommodate your needs, requests, and schedule.

Course Policies:

Students with Disabilities Who Require Accommodations: Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. It is always best to arrange for this as early as possible in the semester.

Academic Honesty Policy: The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty's policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Course Evaluation Policy: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <http://gatorevals.aaufl.edu/students/>. 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 <http://ufl/bluera.com/url/>. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>.

Copyright Notice: This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Recording and Privacy: Our class sessions may be audio and/or visually recorded for students in the class to refer back and for enrolled students who are unable to attend live, primarily due to health-related concerns. 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 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.

Student Support:

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.
- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>