

<b>AUBURN UNIVERSITY</b>	
Course Syllabus	

<b>Course Number:</b>	FOUN 7010 Fall 2021	<b>Course Title:</b>	History of American Education
<b>Credit Hours:</b>	3 semester hours	<b>Prerequisites:</b>	N/A
<b>Time and Location:</b>	Mondays 5-7:50 PM Haley 2435	<b>Office Hours:</b>	By appointment Haley 4002
<b>Instructor:</b>	Dr. Elena Aydarova <a href="mailto:eza0029@auburn.edu">eza0029@auburn.edu</a> 334-844-7784		

**1. DATE SYLLABUS PREPARED:** August 12, 2021

**2. TEXTS**

**Required:**

Urban, Wayne J., Jennings L. Wagoner, and Milton Gaither. *American education: A history*. 6<sup>th</sup> Ed. Routledge, 2019.

Lagemann, Ellen Condliffe. *An elusive science: The troubling history of education research*. University of Chicago Press, 2002.

**Recommended:**

Zinn, Howard. *A people's history of the United States: 1492-present*. Harper Collins, 2015.

Additional resources are available on Canvas.

**3. COURSE DESCRIPTION**

The past is never dead. It's not even past.

William Faulkner

This course presents an overview of how educational systems, institutions, and research traditions evolved in the U.S. The course is designed to provide you with an understanding of historical changes and continuities in educational practices and policies. It also supports your

development as an educational researcher and scholar by helping you develop an appreciation for historical ways of thinking, engaging with evidence, and constructing arguments.

Two key strands comprise this course. First, as we examine how education was constructed during different eras, by whom, and for whom, we will consider how these decisions affected various groups, particularly marginalized populations. In the process of coming to understand how present-day problems are a legacy of the distant past, we will attend to the struggle of underrepresented, underserved, and marginalized groups for equity and justice.

Second, we will consider how educational scholarship and research have historically grappled with issues of social inequality, at times trying to challenge it and at times exacerbating it. One of the major issues with the field of education has been its lack of progression and advancement in knowledge accumulation. New studies often repeat what has been done before; prior findings are quickly forgotten and new policies are designed overlooking studies that have documented the failures of similar measures. One of the goals of this course is to chart the evolution of educational research and understand how we got where we are to envision new ways forward.

As Freire (1970) notes human beings are historical agents. They are most apt to exercise their agency in social processes if they are aware of what has come before them. Understanding the emergence, evolution, and historical contradictions inherent in the U.S. educational institutions is an important element in developing one's capacity for social transformation and social intervention.

That is why the course calls on you – as researchers, scholars, and educators – to locate yourself in the flows of historical discourses and research practices. Along with gaining familiarity with the social change and institutional transformations, you should consider how your research project(s) connect to or disrupt dominant constructions of educational success, assumptions of what is desirable, or visions of how teaching and learning can be improved. As you engage with course materials and activities, consider 4 C's of history - chronology, context, cause, and conflict.<sup>1</sup>

The course pursues the following guiding questions:

1. How did educational institutions, policies, and practices evolve in the United States?
2. What do historical changes and continuities reveal about power arrangements in this country and struggles of underrepresented groups for recognition, representation, justice, and inclusion?
3. What responsibility do researchers and educators have for grappling with the legacies of violent and unjust pasts?

Through this course, you get an opportunity to explore how historians of education develop arguments about educational institutions in the United States and how they as a community of scholars construct the knowledge base of their field. Professional societies that historians of education can belong to are as follows:

- American Historical Association - <https://www.historians.org/>

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<sup>1</sup> Three Cs of history (chronology, context, and cause) come from Professor Leslie Brown.

- History of Education Society - <https://www.historyofeducation.org/>
- American Educational Research Association, Division F - History and Historiography - <https://www.aera.net/Division-F/History-Historiography-F>

#### 4. COURSE OBJECTIVES

Learning objectives of this course are developed in alignment with the Standards for the Social Foundations of Education:

1. Students will be able to reconstruct timelines and identify key events that served as turning points in the development of U.S. educational systems, policies, and practices
2. Students will be able to analyze and critique systems of domination and control that educational institutions, policies, and practices (re)created either explicitly or implicitly
3. Students will develop inquiry skills by working with primary documents, archival materials, and historical artifacts.
4. Students will be able to question taken-for-granted assumptions about educational institutions, policies, and practices as well as social arrangements writ-large.
5. Students will be able to identify contradictions and inconsistencies among social and educational values, policies, and practices.
6. Students will develop employ democratic values to assess educational beliefs, policies, and practices in light of their origins, influences, and consequences.
7. Students will be able to situate their research projects, topics, concepts, or questions within traditions of educational research that evolved over time.
8. Students will be able to understand the full significance of diversity in a democratic society and how that bears on instruction, school leadership, and governance.

#### 5. COURSE EXPECTATIONS

This course involves inquiring into educational issues in three ways: reading, discussing, and writing. This course is designed as a seminar. This means that for us to have productive and generative time together, everyone should come to class having read and having processed all the required readings and videos/lectures. To have meaningful time with the guest speakers, please, make sure that you read their work and submit your questions ahead of time.

##### *Reading*

We will be reading a wide variety of texts this semester. Some are primary source materials gathered from other places and times; others are secondary or interpretive commentaries written from different standpoints. The work we will be doing depends on reading interactively, on bringing both collective and individual goals to the act of reading, considering, and reconsidering our texts. In its most straightforward expression, this involves bringing questions to think about while preparing to read something, reading a text, and reflexively placing what one has read in the context of both evolving scholarship bearing on a subject and

one's own development as a scholar. Below are several sets of general questions for all of us to bring to our reading:

- *What is the author trying to say?*

What are the author's principal and subsidiary arguments or theses? What are the important conceptual terms? What do the author's assumptions seem to be? What sorts of evidence and methods are used? Can you identify specific passages that support your interpretation? Are there other passages that either contradict or appear less consistent with your understanding? What are the strengths and weaknesses of the author's argument? Can you make sense of, or account for, these differences?

- *How has the author constructed the text?*

What clues can you get from the work's structure? Does the organization give you insights into the argument? Are there patterns in the author's presentation that help you to locate and understand the most valuable material? What can you do to concentrate your attention and interrogation of the text?

- *What is the author's purpose?*

Who was the author? Why was this work written? To whom was the author speaking and why? What can you know or infer about the author's motivation? What seems to be the context for the work's origination? Can you dissect its politics? How does the work's purpose seem to affect the author's selection of questions, methods, or interpretation? Was the author trying to confront a body of scholarship with a new interpretation based on new methodologies, or new evidence? Was the work intended to persuade a segment of the public to change its mind or to act on something it already believed?

- *What are your purposes in reading this?*

Different purposes have different requirements: should you skim the piece, acquire mastery or fluency, use it as a source of examples or illustrations?

- *How do the author's assumptions and ideas fit with your own understanding?*

How might your response to the work be affected by values, beliefs, and commitments that you think that you share with the author? Can you read and make sense of the work on its own terms, not just that it confirms your existing thinking or values? Can you consider all of the work, rather than just those passages that you agree with, or which you can label "good," or dismiss as "bad?" Can you approach it with a spirit of discovery and let the story be told in its own right? Can you notice what seems strange or surprising, and accept its offerings as opportunities for discussion?

- *How do the author's arguments fit within various communities of discourse?*

How is a piece of work connected to the efforts of others dedicated to similar purposes? In what community or communities does the author locate him or herself? How can you tell? How might an author's work connect with your own understanding of the work of others, and of your own evolving work on an issue or topic?

***Note-taking***

Because scholars are constantly called on to remember what they have read in the past, they develop systems for keeping track of their literature. I strongly encourage you to develop a system for taking, organizing, and categorizing your notes. The most efficient bibliographic management and control tool is a software program called *Endnote*, but you should feel free to deploy any other form of note-taking that you find useful, convenient, and accessible.

***Discussion***

Because the course will be run as a seminar, your participation in discussions is important not only for your own learning but also the learning of others. What you learn in this course will be influenced by the degree of everyone's engagement in and contributions to these discussions. Preparing the readings and coming to class with questions, insights, and issues is crucial to making the course work. A learning community like this one relies on the contributions and participation of all its members. Building the culture of the class so that genuine inquiry is possible will take all of our efforts. We want to make the seminar a context, in which people listen and are listened to, in which evidence matters, in which thoughtful questioning of one another's claims is desirable, and in which alternative perspectives and interpretations are valued.

***Writing***

Writing is an important vehicle for exploring and clarifying ideas, for trying out interpretations and arguments, and for representing ideas and communicating with others. Writing plays a central role in doctoral work, and in educational scholarship. You are learning to participate in a community of educational scholars who have a specialized discourse, of which writing is an important part.

**6. COURSE CONTENT AND A TENTATIVE READING SCHEDULE**

Week 1

August 16

**Introductions/Overview of the Course**

Required Reading:

Syllabus

## Week 2

**Precolonial America**

August 23

**Required Readings:**

Urban, Wagoner, &amp; Gaither – chapter 1

Gaither, M. (2014). The history of North American education, 15,000 BCE to 1491. *History of Education Quarterly*, 54(3), 323-348.

**Recommended:**

Another River to Cross: the Alabama Indian -

<https://www.youtube.com/watch?v=nuUudXks57g>**Present-day Echoes**

<https://www.npr.org/sections/goatsandsoda/2019/03/13/685533353/a-playful-way-to-teach-kids-to-control-their-anger>

**Thinking, Reading, and Writing Like a Historian**

Enoch, J. (2010). Changing Research Methods, Changing History: A Reflection on Language, Location, and Archive. *Composition Studies* 48(2), 47-73.

Sam Wineburg. Thinking Like a Historian. (available on Canvas)

[http://www.debbiewaggoner.com/uploads/1/2/9/9/12998469/thinking\\_like\\_a\\_historian\\_article.pdf](http://www.debbiewaggoner.com/uploads/1/2/9/9/12998469/thinking_like_a_historian_article.pdf)

How to Read History - <https://www.carleton.edu/history/resources/history-study-guides/read/>

How to Analyze a Primary Source: <https://www.carleton.edu/history/resources/history-study-guides/primary/>

How to Write a History Research Paper -

<https://www.carleton.edu/history/resources/history-study-guides/writing/#research>

**Explore** Primary Sources Collections on the Topic of Interest to You:

History Resources at Auburn University (Note: not all items on the list are primary sources databases)

<https://www.lib.auburn.edu/find/bysubject.php#History>

National Archives

<https://www.archives.gov/>

American Antiquarian Society

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

Library of Congress

<https://www.loc.gov/>

History of Education Society

<https://www.historyofeducation.org/resources/archival-resources/>

Week 3

### **Colonial Era**

August 30

#### **Required Readings:**

Urban, Wagoner, & Gaither – chapter 2

Monaghan, E. J. (1990). “She loved to read in good books”: Literacy and the Indians of Martha's Vineyard, 1643–1725. *History of Education Quarterly*, 30(4), 493–521.

#### **Watch:**

School: The Story of American Public Education (part 1) - <https://vimeo.com/278549110>

**Explore** National Archives Virtual Exhibit “Rights of Native Americans”

<http://recordsofrights.org/themes/4/rights-of-native-americans>

**Explore** Primary Sources Collections on the Topic of Interest to You:

Special Collections and Archives at Auburn University

<http://diglib.auburn.edu/browsecollections.php>

<https://www.lib.auburn.edu/specialcollections/index.php>

*Visit to the Archives and Special Collections at Auburn University*

Week 4

**Building of a New Nation**

September 13

**Required Readings:**

Urban, Wagoner, & Gaither – chapter 3

**Primary Sources:**

Thomas Jefferson, “Bill for the More General Diffusion of Knowledge in Virginia” (1779)

<https://founders.archives.gov/?q=Jefferson%20bill%20for%20more%20general%20diffusion%20of%20knowledge&s=1111311111&sa=&r=3&sr=>

Benjamin Rush, “Thoughts Upon the Mode of Education Proper in a Republic” (1786)

<https://explorepahistory.com/odocument.php?docId=1-4-218>

Noah Webster, “On the Education of Youth in America” (1788)

<https://earstohear.net/heritage/On-The-Education-of-Youth-In-America.pdf>

**Watch:**

School: The Story of American Public Education (Part 2): <https://vimeo.com/278549258>

Week 5

**Common School**

September 20

**Required Readings:**

Urban, Wagoner, & Gaither – chapter 4

**Primary Sources:**

Horace Mann, *Fifth Annual Report to the State Board of Education of Massachusetts*. Boston, 1842.

Horace Mann, *Seventh Annual Report of the Secretary of the Board of Education*. Boston, 1844.

Horace Mann, *Ninth Annual Report to the State Board of Education of Massachusetts*. Boston, 1845.

Horace Mann, *Twelfth Annual Report to the State Board of Education of Massachusetts*. Boston, 1848.

Calvin Stowe Talks About the Americanization of Immigrants and Dr. Daniel Drake Responds to His Address. From *Transactions of the Fifth Annual Meeting of the Western Literary Institute and College of Professional Teachers* (Cincinnati: Executive Committee, 1836), pp. 65—66. 68—71.

**Listen:**

Degrees of Freedom- <https://www.backstoryradio.org/shows/degrees-of-freedom-3/>

Week 6

**Education in the South 1800-1900**

September 27

**Required Readings:**

Urban, Wagoner, & Gaither – chapter 5

Anderson, James D. "Northern foundations and the shaping of southern black rural education, 1902–1935." *History of Education Quarterly* 18, no. 4 (1978): 371-396.

**Primary Sources:**

Freedmen Teachers' Letters -

<https://www.americanantiquarian.org/Freedmen/Intros/reconfreedteach10-16-0062.html>

Booker T. Washington. "Atlanta Compromise" - <http://historymatters.gmu.edu/d/39/>

W.E.B. Du Bois. "Of Booker T. Washington and Others" and "Talented Tenth" -

<https://www.bartleby.com/114/>

Josephine J. Turpin Washington. "Josephine T. Washington Writes of Tuskegee's Commencement Week—A Splendid Occasion"; "Higher Education for Women"; "A Plea for the Co-Education of the Sexes"

**Watch:**

"Tell Them We Are Rising." Directed by Marco Williams and Stanley Nelson. Public Broadcasting Service, 2017. <https://video.alexanderstreet.com/watch/tell-them-we-are-rising>.

Required: 0 - 20.45; the rest is recommended

## Week 7

**Beginning a Modern School System**

October 4

**Required Readings:**

Urban, Wagoner, &amp; Gaither – chapter 6

Lagemann – Introduction and chapter 1

MacDonald, Victoria-María. "Americanization and resistance." In *Latino Education in the United States*, pp. 55-92. Palgrave Macmillan, New York, 2004.

**Primary Sources:**

Morrill Act. 1862. <https://www.loc.gov/rr/program/bib/ourdocs/morrill.html>

**Watch:**

"In the White Man's Image" - <https://www.youtube.com/watch?v=RUCIMqlztd0>

**Listen:**

<https://www.azcentral.com/story/news/local/arizona/2019/04/29/valley-101-podcast-phoenix-indian-school-native-american-boarding-school-history/3542008002/>

**Present-day Echoes:**

<https://kjzz.org/content/1700907/legacy-historical-trauma-how-native-traditions-survived-phoenix-indian-school>

<https://www.bbc.com/news/world-us-canada-57592243>

<https://www.hcn.org/articles/indigenous-affairs-land-grab-universities-land-grant-universities-should-acknowledge-their-debt-to-indigenous-people>

## Week 8

**Education Reform in the Progressive Era**

October 11

**Required Readings:**

Urban, Wagoner, & Gaither – chapter 7 and chapter 8 (pp. 211-215)

Lagemann – chapter 2

Goldstein, D. “School Ma’ams as Lobbyists”: The birth of teacher unions and the battle between progressive pedagogy and school efficiency. Chapter 4 in *The Teacher Wars* (pp. 66-90). Doubleday.

### **Primary Sources:**

Dewey, *Democracy and Education* (chapter 7)

*Report of the Committee of Ten on Secondary School Studies, 1893*. as quoted in U.S. Department of Education. *Report of the Commissioner of Education for the Year 1892—1893* (Washington, D.C., 1895). vol. II. pp. 1415—17, 1420, 1422—24, 1438—46.

National Education Association, *Report of the Commission on the Reorganization of Secondary Education*, U.S. Bureau of Education Bulletin No. 35 (Washington, D.C.: Government Printing Office, 1918), pp. 7—16. [Cardinal Principles of Secondary Education.]

Jane Addams. *The Public School and the Immigrant Child*. 1908.  
<https://digital.janeaddams.ramapo.edu/items/show/6946>

### **Present-day Echoes:**

“Democracy and Public Education: A Future in Peril” -  
<https://soundcloud.com/haveyouheardpodcast/democracy-and-public-education>

Week 9

## **Completing the Modern School System**

October 18

### **Required Readings:**

Urban, Wagoner, & Gaither – chapter 8

Lagemann – chapter 3

Terzian, Sevan. “Subtle, vicious effects”: Lillian Steele Proctor's Pioneering Investigation of Gifted African American Children in Washington, DC. *History of Education Quarterly*, 2021

### **Primary Sources:**

Edward Elliot. 1908. *Equality of Educational Opportunity*. Journal of Proceedings and Addresses. National Education Association. Pp. 159-161

Charles Eliot. 1908. *Equality of Educational Opportunity*. "Industrial Education as an Essential Factor in our National Prosperity," National Society for the Promotion of Industrial Education, Bulletin No. 5 pp. 12-14.

Lewis Terman, *The Intelligence of School Children* (Boston, 1919), pp. 21, 24—25, 27—29.

Lewis Terman, "The Great Conspiracy," *The New Republic*, December 27, 1922

Walter Lippman, "The Mental Age of Americans," *New Republic* 32, no. 412 (October 25, 1922): 213-215; no. 413 (November 1, 1922): 246-248; no. 414 (November 8, 1922): 275-277; no. 415 (November 15, 1922): 297-298; no. 416 (November 22, 1922): 328-330; no. 417 (November 29, 1922): 9-11.

## Week 10

### Depression and World War 2

October 25

#### Required Readings:

Urban, Wagoner, & Gaither – chapter 9

Lagemann – chapters 4 & 5

#### Primary Sources:

Counts, George. *Dare the School Build a New Social Order*, 1933.

Rugg, Harold. *The Rugg Social Science Course: An Introduction to Problems of American Culture*, 1929.

Rugg, Harold. *A History of American Civilization, Economic and Social*, 1930.

Rugg, Harold. *A History of American Government and Culture*, 1931.

#### Listen:

"Culture Wars Then and Now" - <https://www.npr.org/2021/06/25/1010253490/culture-wars-then-and-now-plus-the-creators-of-hacks>

**Watch:**

The Women of Summer Directed by Suzanne Bauman. Filmmakers Library, 1986. -

<https://www.youtube.com/watch?v=9hOiOreS8ZQ>

<https://video.alexanderstreet.com/watch/the-women-of-summer>

Week 11

**Post-War Era and Brown vs. Board of Education**

November 1

**Required Readings:**

Urban, Wagoner, & Gaither – chapter 10

Lagemann – chapter 6

Peniel E. Joseph, “Dashikis and Democracy: Black Studies, Student Activism, and the Black Power Movement,” *Journal of African American History*, 88 (Spring 2003): 182–203.

San Miguel Jr., G. (1983). The Struggle against Separate and Unequal Schools: Middle Class Mexican Americans and the Desegregation Campaign in Texas, 1929–1957. *History of Education Quarterly*

**Primary Source:**

Brown vs. Board of Education

**Listen:**

“Teen Activists” <https://www.backstoryradio.org/shows/teen-activists/>

Week 12

**Cold War Era and The Pursuit of Equality**

November 8

**Required Readings:**

Urban, Wagoner, & Gaither – chapter 11

Lagemann – chapter 7

**Primary Sources:**

Oral history interview transcripts from the project “The Integration of Macon County Schools”

Coleman Report

**Watch:**

Mosaic Theater Company, script by Tessa Carr. The Integration of Tuskegee High School: Lee v. Macon County Board of Education.

<https://www.youtube.com/watch?v=yKX0DLTI7cM>

**Listen:**

“With All Deliberate Speed” <https://www.backstoryradio.org/blog/with-all-deliberate-speed/>

**Recommended:**

Fred D. Gray, *Bus Ride to Justice: Changing the System by the System*. (rev. ed. 2013).

Erwing W. Wadsworth, *A Historical Perspective of Education in Macon County, Alabama: 1836–1967*, at 334 (Apr. 8, 1969) (Unpublished Ed.D. dissertation, Auburn University)

Week 13

**A New Wave of Reforms: 1980 – 2000**

November 15

**Required Readings:**

Urban, Wagoner, & Gaither – chapter 12

Lagemann – chapter 8

Sherman Dorn, Douglas Fuchs & Lynn S. Fuchs. 1996. An historical perspective on special education reform. *Theory into Practice*, 35, 12-19.

Alfredo Artiles, Sherman Dorn, & Aydin Bal. 2020. Objects of protection, enduring nodes of difference: Disability intersections with “other” differences, 1916–2016. *Review of Research in Education*, 40, 777-820. DOI: 10.3102/0091732X16680606

**Primary Text:**

A Nation At Risk

**Listen:**

Reaganland: Public Education and America's Right Turn

<https://soundcloud.com/haveyouheardpodcast/reaganland>

Transcript available at <https://haveyouheardblog.com/wp-content/uploads/2020/12/Reaganland-transcript.pdf>

**Watch:**

“Crip Camp: A Disability Revolution”

Week 14

**21<sup>st</sup> Century**

November 29

**Required Readings:**

Urban, Wagoner, & Gaither – chapter 13

Lagemann – Conclusion

**Watch:**

Yoon K. Pak, “Racist-Blind by Design: Confronting Our Educational Past, Present, and Future.” Presidential Address at the Annual Meeting of the History of Education Society, November 7, 2020

<https://www.youtube.com/watch?v=HI1CLWUDraw&t=1551s>

**Listen:**

A Lesson in How Teachers Became 'Resented and Idealized'

<https://www.npr.org/sections/ed/2014/09/06/345293914/q-a-dana-goldstein-author-the-teacher-wars>

## 7. COURSE ASSIGNMENTS

Graduate education is a personal journey. In respect of your professional goals and needs, I provide you with a required part of the grade and a menu of other options that you can choose from based on your own professional goals. Everyone will be graded based on participation, the record of silent meetings, a timeline, and a reflection on the archive visit. The rest of the grade, however, you will develop based on your own professional aspirations. Select the option you are interested in or augment those with an assignment of your own making, enter your selections into the individual learning contract, meet with me to discuss your plans, and submit a copy of your contract by September 11. At the end of the semester, your grade will be calculated based on the contract you submitted at the beginning of the semester or modifications of that contract throughout the semester. Keep in mind that the grading rubric provided below will be applied to all assignments.

### Evaluation of Ongoing Learning

#### *Participation* **20%**

This is a discussion-based and exploration-driven course, so it is very important that every participant comes prepared to engage in a collaborative construction of understandings. Those will emerge from discussions, debates, and efforts to step out of familiar framings. To engage productively in class discussions and class activities, everyone will be asked to complete the readings, develop questions or reflections you want to raise for discussion prior to class time, and participate in small-group activities. As you prepare your contributions or enter class discussions, consider how what you share will advance everyone's learning and serve the good of the group.

#### *Silent Meetings* **40%**

Each week you will be asked to submit your reflections, comments, and questions about the readings assigned for the week. We will all post those comments and questions in this shared google.doc. You can provide summaries of the readings, thoughts the readings prompted, or connections you are making between different readings. Your original posts are due by **9 pm on Sunday before the class**. Please, review the comments and questions your peers posed before each class and post your comments, responses, or observations in preparation for our class session before we meet on Monday.

<https://docs.google.com/document/d/1FbHc-OHa6C4Vzs-xZG4eKs3ZXvsdRS0-M1UWne8WxRY/edit?usp=sharing>

***Timeline*****5%**

Chronology is an important element of historical thinking. As you read for this class, keep a record of key events and dates. The timeline you create will be due at the end of the semester. Choose any medium convenient for you but keep in mind that I will need to be able to access it when your timeline is complete.

***Reflection on the Visit to the Archives*****5%**

During week 3, we will visit the archives at Auburn University. Before the visit, explore what is available in the collections and consider what you might be interested in exploring during an in-person visit. Prepare a list of questions you would like to ask the archivist. Take notes during the visit – both during the lecture and while you are working on the in-class task. A week after the visit, you will submit a short reflection on what you learned from this activity and how it could potentially help you in your research or teaching.

**Evaluation of Cumulative Learning (select one option)*****Synthesis Paper and Presentation*****30%**

Identify a key strand, theme, or concept that ran through the course and construct a paper that shows how ideas, events, or conflicts around this theme evolved over time (12 -15 pages double-spaced). Some options you can consider include inequality and education; changing perspectives on reading and literacy; education for maintaining or disrupting an existing social order; or activism of minoritized groups in pursuit of equity and justice. For this assignment, you have to demonstrate mastery of the readings that were assigned throughout the semester. You can but do not have to use external sources.

If selecting a key strand, theme, or concept is challenging, please, let me know and I can provide several prompts for you to choose from.

**OR*****Final Paper and Presentation*****30%**

Identify an education issue you would like to explore on your own or with a small group of peers and develop that idea into a final paper and presentation.

Possibilities include:

- 1) A mini research project. You can identify one or several primary sources and locate several secondary sources that can help you with the analysis of the case you have

selected. Analyze the documents and present the findings with the help of the scholarship on this topic in history of education.

- 2) An artifact paper. Select an historical artifact or historical/contemporary pair of artifacts. Provide an analytically rich discussion of the single artifact or a comparison between the two artifacts. Artifacts could include curricula (worksheets, textbooks, scope and sequence), pictures or drawings of schools, policy documents, commission reports, school evaluations, teacher tests, and the like. If you choose the comparison option, make sure to pick two documents that parallel one another (i.e., are about the same topic or issue).
- 3) A multiple perspective paper. Locate a historical event or document. Identify primary sources that represent perspectives of different groups on that historical event or document. For example, you can access databases of oral history interviews for the Civil Rights era and examine how different groups perceived what was happening. Construct a paper that captures the struggle among various groups around this event.
- 4) Thematic analysis. You can choose a theme or a key concept covered in this course/in your field/your area of research interest and explore it deeper through a literature review. For instance, you can select a concept of interest to you (e.g. “intelligence testing,” “affirmative action,” “equality among sexes,” and trace the evolution of this concept from its emergence to current day use.
- 5) Literature review. You can conduct a literature review that provides a historical context for your research area of interest. For example, if you are interested in school funding inequities, you can trace how school funding was conceptualized during the common school era, was affected by “separate but equal” laws, was revisited in the Coleman report, and then impacted by the wave of voucher and choice reforms introduced in the 80s - 90s.
- 6) Extended book review. You can select one or two books examining an issue you are interested in through historical lens and write an extended book review.
- 7) Assignment of your choice. You can design your own assignment but should discuss your plans with your instructor first.

You will develop a plan for how your work will proceed in consultation with me. You will submit a short memo describing what you have done mid-October (October 16). At the end of the semester you will share your work with the class. This can take many forms, including a presentation, an installation, a performance, an informational video, or a multimedia product. Your final paper should be 12-15 pages not counting references.

## 8. COMMUNITY NORMS

To have the most productive and generative experience in this course, we need to agree that we will prioritize the good of the group and support each other in our learning journey. To help us

imagine possibilities of what that might entail, I am offering several principles from the Lil'wat First Nation<sup>2</sup>

<i>Lil'wat Principle</i>	<i>Description</i>
<a href="#"><u>Kamúcwkalha</u></a>	acknowledging the felt energy indicating group attunement and the emergence of a common group purpose
<a href="#"><u>Celhcelh</u></a>	each person being responsible for their own and others learning, always seeking learning opportunities
<a href="#"><u>Kat'il'a</u></a>	seeking spaces of stillness and quietness amidst our busyness and quest for knowledge
<a href="#"><u>A7xekcal</u></a>	valuing our own expertise and considering how it helps the entire community beyond ourselves
<a href="#"><u>Cwelelep</u></a>	recognizing the need to sometimes be in a place of dissonance and uncertainty, so as to be open to new learning
<a href="#"><u>Emhaka7</u></a>	encouraging each of us to do the best we can at each task given to us

## 9. GRADING SCALE

Course Grade	GPA Scale	General Description of Quality
95-100%	4.0	<b>Outstanding, exemplary work.</b> Uses and integrates readings, classroom discussions, and professional experiences (where appropriate) to inform the writing/activity. Demonstrates conceptual and analytical depth of understanding. Reflects disciplined thinking, carefully constructed argumentation, and thoughtful engagement with evidence. Applies and/or engages with relevant course concepts appropriately. Meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support the argument. No errors in grammar, punctuation, spelling.
90-94%	3.5	<b>High quality work.</b> Uses many readings, classroom discussions, and professional experiences (where appropriate) to inform the

<sup>2</sup> Sanford, Kathy, Lorna Williams, Tim Hopper, and Catherine McGregor. "Indigenous principles decolonizing teacher education: What we have learned." *in education* 18, no. 2 (2012).  
<https://journals.uregina.ca/ineducation/article/download/61/547>

		writing/activity. Demonstrates conceptual and analytical depth of understanding. Reflects an effort to engage in disciplined thinking, provide carefully constructed argumentation, and engage with evidence. Applies and/or engages with relevant course concepts. Meets all the requirements of the assignment, is thoughtful, and provides some details and examples to support the argument. Very few errors in grammar, punctuation, spelling.
85-89%	3.0	<b>Good quality work</b> , performing at expected level for graduate level course. Uses some readings, classroom discussions, and professional experiences (where appropriate) to inform the writing/activity. Demonstrates some conceptual and analytical depth of understanding. Reflects some effort to engage in disciplined thinking, provide carefully constructed argumentation, and engage with evidence, but it is not consistent. Applies and/or engages with relevant course concepts sufficiently. Meets all the requirements of the assignment, shows attempt to engage with purposes of assignment, provides some details and examples to support ideas. Few errors in grammar, punctuation, spelling.
80-84%	2.5	<b>Work below expected level of quality</b> for a graduate program. Makes vague references or inappropriate references to relevant readings, class discussions, and professional experiences (where appropriate) to inform writing/assignment. Demonstrates limited conceptual and analytical understanding of issues at hand. Limited effort to engage in disciplined thinking, provide carefully constructed argumentation, and engage with evidence. Applies and/or engages with relevant course concepts sufficiently. Applies and/or engages with relevant course concepts but not always accurately or appropriately. Does not meet all requirements of assignment. Limited attempt to engage with purposes of assignment, few details and examples to support ideas. Many errors in grammar, punctuation, spelling.
75-79%	2.0	<b>Significantly below expected level of quality</b> . Shows little evidence of having read course readings or of having drawn on classroom discussions. Lacks conceptual and analytical understanding of educational issues. The work lacks the effort to engage in disciplined thinking, provide carefully constructed argumentation, or engage with evidence. Applies and/or engages with relevant course concepts inappropriately. Meets few of the requirements of the assignment. Shallow attempt to engage with purposes of assignment, no details or examples to support ideas. Many errors in grammar, punctuation, spelling.

## 10. COURSE POLICIES

**Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting the first week of classes, or as soon as possible, if accommodations are needed immediately. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Technology Use in Class:** During in-person meetings, no technology use is permitted unless it is necessary to complete a class assignment, in which case your instructor will give specific instructions for technology use. Please, silence and put away your cell phones. Turn off electronic devices that can distract you during class activities, unless you have instructor's permission to access those for an activity or discussion. The use of electronic devices during class time will result in reduction of participation grade.

**Questions About the Course:** If you have general questions about the course, please, post your question on the Q&A board on Canvas. Allow me at least 24 hours to respond. If you have questions that are specific to your situation, email me.

**Email Communication.** You are expected to be professional in your email communications. Your emails should use professional tone. My usual response time is about 48 hours and I generally respond to emails Monday through Friday. Please, respect that.

**Audio or Video Recording of Class.** Surreptitious or covert video-taping of class or unauthorized audio recording of class *is prohibited by university policy*. This class may be videotaped or audio recorded *only with the written permission of the instructor, who will require you to sign an agreement for recording privileges*. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

**Plagiarism.** Plagiarism will not be tolerated in this course. All work submitted in this class must be student's original writing that has not been previously submitted for another course, completed in collaboration with others, or prepared by someone else. To learn more about different forms of plagiarism to avoid and the consequences one will face if s/he plagiarizes, please, visit - <http://auburn.edu/academic/provost/academicHonestyStudents.php>.

**Course Materials.** Because of copyright laws, you are not allowed to distribute any of the course materials provided to you on Canvas.

**Course Contingency** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. This policy, prohibiting the recording of class sessions, helps preserve an inclusive, friendly, and safe learning environment.

**Syllabus:** The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.

### 11. DIVERSITY AND INCLUSION STATEMENT<sup>3</sup>

In this class, we will make an effort to read papers from a diverse group of scholars, but limits still exist on this diversity. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written. Integrating a diverse set of experiences is important for a more comprehensive understanding of history of education and educational research. Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials or address concerns you might have - [https://auburn.qualtrics.com/jfe/form/SV\\_9TuUYCletW0xEPA](https://auburn.qualtrics.com/jfe/form/SV_9TuUYCletW0xEPA).

Furthermore, I would like to create a learning environment for my students that supports a diversity of perspectives and experiences, and honors your identities (including race, gender, class, sexuality, language, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear on the registrar page, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which might lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, the Chief Diversity Officer at the College of Education is an excellent resource.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option.)
- As a participant in course discussions, you should also strive to honor the diversity of your classmates.

### 12. ACKNOWLEDGMENTS

This syllabus and course were developed with generous support of many colleagues – Dr. Michelle Purdy, Dr. Sevan Terzian, Dr. Sherman Dorn, Dr. Michael Sedlak, and Dr. Peter Youngs, and others.

Auburn University stands on stolen land—the traditional territory of the Muscogee or Creek People. The institution has benefited from the labor of kidnapped and enslaved Africans and purposefully pursued racist segregation policies. Many campus buildings remain named after

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<sup>3</sup> Adapted from <https://tomprof.stanford.edu/posting/1625?fbclid=IwAR1awroomsD4UO7Xg2TWkKth9Z9S1ZUOvRjrs0VG7eh6QNYoDOCeJ-4BSB4>

Confederate soldiers, secessionists, and segregationists

<https://storymaps.arcgis.com/stories/d815c5655b2a42f6bc3fb713ea5dbff4>

## Appendix A.

### COVID19

#### Health and Participation in Class

You are expected to complete your Healthcheck screener daily.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions below. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

- Report a positive test or exposure using the form available here - <https://auburn.edu/covid-resource-center/reporting/>
- Notify me in advance of your absence, if possible
- Provide me with medical documentation, if possible
- Keep up with coursework as much as possible
- Participate in class activities and submit assignments remotely as much as possible
- Notify me if you require a modification to the deadline of an assignment or exam
- Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu).

#### Health and Wellbeing Resources

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

- COVID Resource Center (<http://auburn.edu/covid-resource-center/>)
- Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
- AU Medical Clinic (<https://cws.auburn.edu/aumc/>)

If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

#### Course Expectations Related to Covid-19

- **Face Coverings:** As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.

You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university's policy on face coverings, you will be instructed to leave the classroom and will be held to the protocols outlined in the Auburn University Policy on Classroom Behavior. Any student who willfully

refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

- **Physical Distancing:** Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. **Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.**
- **Course Attendance:** If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
- **Course Meeting Schedule:** This course might not have a traditional meeting schedule in Fall 2020. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
- **Technology Requirements:** This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).

*Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the [Classroom Behavior Policy \(Links to an external site.\)](#).*

### **Course Delivery Changes Related to Covid-19**

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.