

HIST 4388 – History of American Education

Spring 2014 ~ MW 5:30-6:50

Instructor: Dr. Andrew Milson

Office Number: University Hall 323

Box: University Hall 202

E-mail Address: milson@uta.edu

Office Hours: MWF 10-11 & by appointment

Course Description

We will trace the development and evolution of formal education in the United States from the schools of the colonial era to the present-day. Through multiple reading assignments and discussions, we will examine how American educators over time have responded to issues such as the purpose of schooling, who should pay for schooling, what students should learn, how should students learn, and who should be educated.

***Successful completion of HIST 3300 is strongly encouraged.*

Student Learning Objectives

Upon completion of this course, students will be able to:

1. Explain the significance of events, people, places, and philosophical movements in the history of American education.
2. Analyze historical arguments about the significance of events, people, places, and philosophies in the history of American education.
3. Evaluate patterns of change and continuity through the history of American education.
4. Engage in historically-informed discussions of current issues in American education.

Required Books

1. *American Education: A History, 5th edition* by Wayne Urban and Jennings Wagoner, Jr.
2. *Pillars of the Republic: Common Schools and American Society, 1780-1860* by Carl Kaestle
3. *Schooled to Work: Vocationalism and the American Curriculum, 1876-1916* by Herbert Kliebard
4. *Tinkering toward Utopia: A Century of Public School Reform* by David Tyack and Larry Cuban

Recommended Books

1. *A Student's Guide to History, 12th ed.* by Jules R. Benjamin
2. *A Manual for Writers of Research Papers, Theses, and Dissertations, 8th ed.* by Kate L. Turabian

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Major Assignments & Course Requirements

1. Discussion Outlines (40% of course grade – 10 @ 4% each) – *See Blackboard for instructions*
2. Research Paper and Presentation (30% of course grade) – *See Blackboard for instructions*
3. Attendance and Participation (20 % of course grade) – *See below for attendance policies*
4. Final Exam (10% of course grade) – *optional for students with perfect attendance*

Attendance and Participation Grading Policy: Seminar-oriented classes are most successful when all students attend class prepared to engage in deep discussion about the assigned readings. For all students in this class to benefit, it is essential that you read the assigned readings, attend class, and participate with insightful contributions to the discussion. The final exam is optional for those with perfect attendance. I understand that legitimate situations arise that may cause you to miss class. If you wish for me to consider an absence as ‘excused’, please provide me with a hard copy note explaining your absence and any related documentation. If you must miss more than 3 classes, I recommend that you plan to take the course in another semester. This portion of your grade will be calculated as follows:

	Excellent	Fair	Unacceptable
Attendance	Attended all class meetings (50 points & final exam is optional)	Missed 1-2 classes (15-22 points)	Missed 3 plus classes (0-14 points)
Participation	Always participated in class discussions (23-25 points)	Usually participated in class discussions (15-22 points)	Rarely spoke during class discussions (0-14 points)
Contributions	Always demonstrated outstanding preparation for class with insightful contributions to discussions (23-25 points)	Usually demonstrated good preparation for class including on-topic contributions to discussions (15-22 points)	Contributions to discussion were usually off-topic or demonstrated lack of preparation for class (0-14 points)

Grading Policy

Refer to the course calendar and Blackboard for due dates. Assignments will not be accepted after the due date. No make-up work or extra credit assignments will be offered or accepted.

Grading Scale: A = 90-100%; B= 80-89%; C= 70-79%; D= 60-69%; F = below 60%

Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After

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the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity

At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) "cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT System Regents' Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

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I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Student Support Services Available

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication Policy

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>. **I value your feedback very much. Please complete the SFS.**

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Final Review Week

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.

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Course Calendar

Date	Assignments
Jan 13	Introduction to the course
Jan 15	Urban & Waggoner –pp. ix-x, 1-9, 11-13, 16-25, 29-49
Jan 22	Urban & Waggoner –pp. 59-78 Kaestle – pp. ix-xii, 3-29
Jan 27 & 29	Kaestle – pp. 30-103 Discussion Outline 1 – Post to Blackboard by noon, Jan 27 th
Feb 3 & 5	Urban & Waggoner –pp. 83-106 Kaestle – pp. 104-181 Discussion Outline 2 – Post to Blackboard by noon, Feb 3 rd
Feb 10 & 12	Urban & Waggoner –pp. 109-139 Kaestle – pp. 182-225 Discussion Outline 3 – Post to Blackboard by noon, Feb 10 th
Feb 17 & 19	Urban & Waggoner –pp. 145-171 Kliebard – pp. xiii-xiv, 1-54 Discussion Outline 4 – Post to Blackboard by noon, Feb 17 th
Feb 24 & 26	Urban & Waggoner –pp. 175-205 Kliebard – pp. 85-87, 88-91, 113-118, 119-147 Discussion Outline 5 – Post to Blackboard by noon, Feb 24 th
Mar 3 & 5	Urban & Waggoner –pp. 209-228, 231-254 Kliebard – pp. 148-209 Discussion Outline 6 – Post to Blackboard by noon, Mar 3 rd Research Proposal – Post to Blackboard by 11:59pm, Mar 5 th
Mar 17 & 19	Urban & Waggoner –pp. 257-279 Kliebard – pp. 210-236 Discussion Outline 7 – Post to Blackboard by noon, Mar 17 th
Mar 24 & 26	Research Outline – Post to Blackboard by noon, Mar 24 th Research Meetings (to be scheduled)
Mar 31 & Apr 2	Urban & Waggoner –pp. 309-344 Tyack & Cuban – pp. 1-39 Discussion Outline 8 – Post to Blackboard by noon, Mar 31 st

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Apr 7 & 9	Tyack & Cuban – pp. 40-109 Discussion Outline 9 – Post to Blackboard by noon, Apr 7 th <i>Optional:</i> Submit a hard copy draft of paper no later than class time on Apr 9 th
Apr 14 & 16	Urban & Waggoner –pp. 349-369 Tyack & Cuban – pp. 110-142 Discussion Outline 10 – Post to Blackboard by noon, Apr 14 th
Apr 21 & 23	Research Paper Due – Apr 21 st <ul style="list-style-type: none">- Post a copy of your paper to Blackboard by noon, Apr 21st- Bring a hard copy of the paper to class on Apr 21st Research Presentations (to be scheduled)
Apr 28 & 30	Research Presentations (to be scheduled)
May 5 5:30-8:00	Final Exam (<i>optional for students with perfect attendance</i>)