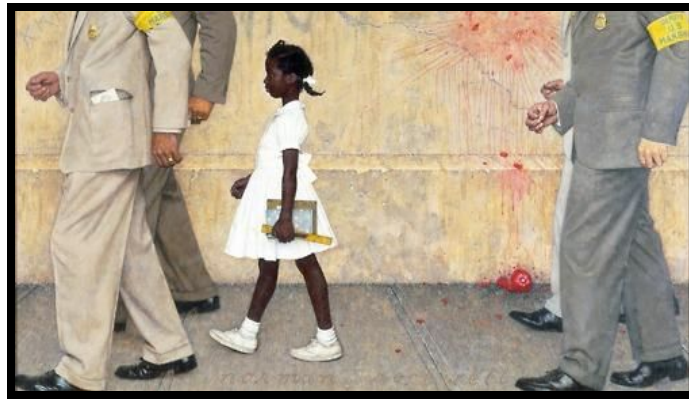


Cornell College
Historical Foundations of American Education (EDU 205)
Block 1: August 27 - September 19, 2018
Class Location: Pfeiffer Hall

Instructor: Prof. Kate Kauper
Phone: 319-895-4254 (best to reach me by email)
Office Hours: by appointment

Office: College Hall 109, Box 2449
email: kkauper@cornellcollege.edu



"The problem we all live with" 1963, Norman Rockwell

Course Description

This course explores the historical, sociological, and philosophical foundations of education. The class will draw upon the broad, theoretical issues of education through a variety of written and discussion-based activities. Particular attention is paid to the civic and democratic mission of the common schools movement, Dewey and the Progressive Era of schooling, curriculum ideologies, and the current social context of schools.

Students are encouraged to critically analyze the purpose of schooling and to further develop their own philosophies of education through reflection and dialogue. The need to become knowledgeable and reflective about the theoretical and political nature of schools is imperative for the pre-service teacher population preparing to educate an increasingly complex and global society. To prepare you for your future roles as educators or as informed citizens concerned with the education of our posterity, you will need to have experience with not only the methodologies of best teaching practices, but also the social and historical factors influencing schools and educational policies.

Guided by Ira Shor's (1992) model of "problem posing" in the classroom, which helps set a democratic tone for the course, you will have an opportunity to develop an analytical and critical voice on all matters regarding education and schooling. While this is not a course on pedagogy, per se, we will have multiple opportunities to discuss the socio-political foundations that have effected change in teaching practices. When appropriate, we will experience various pedagogical methods and discuss the merits and challenges of these approaches to teaching and learning. Primarily this course is an occasion for us to ponder the perennial questions about education and the nature of schooling in a democratic, pluralistic society.

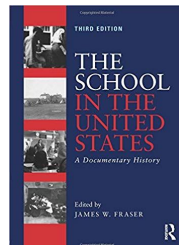
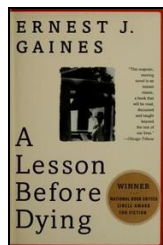
Course Objectives

This course supports the Educational Priorities and Outcomes adopted by Cornell College, with particular focus on **knowledge, reasoning, and inquiry**.

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

1. Apply some of the central concepts, tools of inquiry, and structures of history, philosophy, and sociology to understand contemporary issues and theories in education.
2. Examine the historic foundations of contemporary educational reforms and policies and apply this knowledge to explore possible solutions to current problems in education.
3. Explore (inter)cultural exchanges and social categories (race, class, gender, ethnicity, sexual orientation, religion, among others) as relations of power that impact school experiences on individuals and groups.
4. Evaluate the challenges of educating a pluralistic society within the policies and practices of a constitutional democracy.
5. Engage with reason and logic in critical discussions about the ideas and practices of education.
6. Reflect critically on the nature and ethics of education.
7. Read, understand, and critique scholarly work on education and schooling.
8. Communicate (orally and in writing) more effectively on the topics of the course.

Required Materials



- Gaines, E. (1993). *A Lesson Before Dying*. New York: Vintage
- Fraser, J. (2014). *The school in the United States: A documentary history 3rd. Ed.*. New York: Routledge.

PLEASE HAVE BOOKS WITH YOU DURING CLASS FOR REFERENCE.

Course Expectations and Assignments

Active Engagement (10%): It cannot be stressed enough that your engagement is critical to the success of this class. The reciprocity of your ideas with others' throughout the course provides the essential foundation from which we can all tackle some very difficult issues facing today's classrooms. Your engagement will be assessed holistically* according to the following criteria:

- **Active listening:** This is a vital component to constructive dialogue. Monopolizing and dominating the conversation is not considered high quality engagement. Additionally, distracting behaviors such as texting and side-talking are inappropriate. Please turn off your cell phones and laptops/tablets.
- **Active Discussion:** Dialogue is a key to our understanding of the material. If I don't hear your ideas come up during our class conversations, it's very difficult to assess what you understand and what you do not understand. If you struggle with speaking up, you may want to write down some questions or comments before class as an informal "script." With practice comes confidence.
- **Preparation:** For one, be on time. Also, *you must read the required materials in order to participate*. Other indicators of preparation might include notes on readings, prepared questions and comments, and having readings/notes available for reference.

Ultimately, my assessment of your level of engagement is based on the preponderance of evidence displayed in class - *not your intentions*. (*see holistic participation rubric at the end of the syllabus)

Reading Responses (30%): Every day before class you will write a response to questions based on the day's assigned reading(s). Answers to these questions will be brief and will serve as an indication of how well you understood the material. You will be assessed based on the thoroughness and precision of your answers (and, in some cases, the questions you pose). .

Book Discussion and Letter Correspondence (30%) We will discuss the book, *A Lesson Before Dying* in class. After our discussion, you will write a correspondence between Grant Wiggins and a historic educator you've read from this class (e.g. Washington, DuBois, Addams, Dewey, Mann, etc.). More details on these requirements will be supplied via Moodle.

Document Based Question (DBQ) (30%): You will create a document-based essay question that includes 8-10 primary source documents. After constructing the DBQ, you will be asked to respond to another student's DBQ by providing an essay response as well as a critique of the DBQ itself. More details on this assignment will be available on Moodle.

Summary of Assessments:

Engagement and Participation: 10%

Reading Responses (30%)

Book Discussion and Letter Correspondence (30%)

DBQ Assignment and Presentation: (30%)

Academic Policies and Frequently Asked Questions

Academic Honesty: Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in the Catalogue (link: [Catalogue: Academic Honesty](#))

Accommodations: If you have a documented learning disability and will need any accommodations in this course, you must request the accommodation(s) from me as early as possible and *no later than the third day* of the term. Additional information about the policies and procedures for accommodation of learning disabilities is available through the [Disabilities Services section of Cornell's website](#).

FAQs:

What is the best way to reach you? Email is my preferred method for communication UNLESS your questions require a lengthy response. In that case, make an appointment to discuss the matter in my office. Usually I respond within 24 hours.

Email Etiquette: Be professional in your email correspondence. Provide an appropriate subject heading and salutation. Do not email me questions that can be answered by reading the syllabus or reviewing the materials on Moodle. You may address me as Kate, Professor Kauper, or Dr. Kauper.

What if I miss class? I will allow ONE absence, regardless of the reason. Use this at your discretion. Any absences beyond your one "freebie" will result in the loss of points from your participation grade (see holistic participation rubric at the end of the syllabus).

How do I make up work for an absence? You are responsible for getting notes and handouts from another student. Absences, regardless of the reason, do *not* get a pass on activities or assignments due on that day. If you miss something due to an unexcused absence, you cannot make this up. If your absence is unavoidable (i.e. those with appropriate documentation from the health center or counseling) please see me *after* getting notes and any handouts from another student. Do not count on me to provide you with missed information, as this is your responsibility.

Where and how do I turn in my assignments? Reading responses and other assignments are submitted on Moodle. Your final exam will be submitted to me in class. It is *your responsibility* to make sure that your assignment is uploaded correctly and on time. Technological malfunctions are not a valid excuse for late work. Do not submit assignments to my email – *these will not be graded*. There are very specific guidelines regarding how you will save your documents and upload them to Moodle. Please attend to these instructions.

What should I consider before turning in an assignment? Assignments should not be submitted without proofreading. Written work that is poorly spelled or with improper organization, mechanics, and grammar will be returned for editing and counted as late. (See section on Writing Studio below).

Do you accept late work? Late work will be accepted, with *1% off per hour* beyond the due date (including weekends).

I have a question about my grade. What should I do? I will not discuss grades via email. If you have a question about the grade you have earned on an assignment, please make an appointment to come see me. I will ask that you bring your graded assignment with you. Your grades will be posted on Moodle but should NOT be considered final until grades are due in the registrar's office (Monday after block break).

What if I'm unhappy with the grade I earned? If you believe your grade was miscalculated you will need to have a persuasive justification for me to reconsider your grade (using the rubric provided with the assignment or other evidence as appropriate). "I'm confused about my grade, I expected to get an A" is *not* persuasive and will not be considered as an appropriate justification for me to review your grade.

May I revise an assignment on which I did poorly? Revisions on *some* assignments are accepted within 48 hours provided that you receive support from the writing center prior to submitting your assignment (verification required). Your grade will be calculated as an average between the original grade and the revised grade (e.g. original grade = 35/50 – C-, revised grade = 45/50 – A- points which makes an official assignment grade of 40/50 – B-). I will not accept revised assignments after 48 hours.

How are letter grades calculated? This course follows a standard grade distribution (95-100 = A; 90-94 = A-; 87-89 = B+; 84-86 = B; 80-83 = B-; 77-79 = C+; 74-76 = C; 70-73 = C-; 67-69 = D+; 64-66 = D; 60-63=D-; below 60=F).

How will I get notices about changes to the class schedule? Please check your campus email and Moodle every morning before class. If the roads are such that driving conditions are particularly dangerous, there is a *slight* possibility that class will be canceled. You will be notified by email and on Moodle before 8:00 a.m. should this occur.

I struggle with writing. Where can I get help? You are encouraged to make use of the Writing Studio whether you struggle as a writer or if you are a skilled writer who just needs support with developing ideas. They are located in 125 Cole Library and their hours are Monday through Thursday from 8:00 a.m. to 11:00 p.m.; Friday 8:00 a.m. to 5:00 p.m. and Sunday 1:00 p.m. to 11:00 p.m.

I struggle with speaking up during class discussions. What can I do? You need to practice. I recommend that you review the tips on the following links and implement appropriate strategies to improve your public speaking abilities. Please note that participation in my class is highly valued, but QUALITY is preferred over QUANTITY.

- [Tips for Participating During Class Discussions](#)
- [Making Yourself Heard](#)

What other tips can you provide that will help me succeed in this class? Don't underestimate the amount of time you need to spend reading and understanding the concepts. Take notes, ask questions, write a lot, and read critically. I will provide tips on how to do each of these things well during class. I want to stress the fact that you must read everything that is assigned to do well. In some cases, you may need to re-read the text or article.

Course Schedule

(Refer to the course's Google calendar for any changes)

Week One

Monday 8/27: 9:00 - 11:30 (9:00 - 9:15 - All College Gathering in King's Chapel; 9:30 Class)

Introductions

Assignment of Book Discussion Groups

Overview of the Course: Thinking like a historian

1:00 - 3:00: Individual Meetings

Tuesday 8/28: 9:00 - 11:00

The School in Colonial America, 1620-1770

1:00 - 3:00: Individual Meetings

Reading: Fraser, Ch. 1

Due: Reading Response 1

Wednesday 8/29: 9:00 - 11:30

The American Revolution and Schools for the New Republic

1:00 - 3:00: Individual Meetings

Reading: Fraser, Ch. 2

Due: Reading Response 2

Thursday 8/30: 9:00 - 11:00

The Common School Movement

1:00 - 3:00: Individual Meetings

Reading: Fraser, Ch. 3

Due: Reading Response 3

Friday 8/31: 9:00 - 11:30

Schooling Moves West, 1835-1860

1:00 - 3:00: Individual Meetings

Reading: Fraser, Ch. 4

Due: Reading Response 4

Over the weekend: Read *A Lesson Before Dying*

Week Two: Meet with your Book Discussion Group this week

Monday 9/3: 9:30 - 11:30

Slavery, Reconstruction, and the Schools of the South 1820 - 1937

Reading: Fraser Ch. 5

Due: Reading Response 5

Tuesday 9/4: 1:00 - 3:00

The Emergence of the High School, 1821-1959

Reading: Fraser Ch. 6

Due: Reading Response 6

Wednesday 9/5: 9:30 - 11:30 and 1:00 - 3:00

Growth and Diversity in Schools and Students, 1880-1960

Reading: Fraser Ch. 7

Due: Reading Response 7

Thursday 9/6: 1:00 - 3:00

The Progressive Era, 1890-1950

Reading: Fraser Ch. 8

Due: Reading Response 8

Friday 9/7: 9:30 - 11:30

Book Discussion: *A Lesson Before Dying*

Due by 11:59 p.m.: Letter Correspondence

Week Three

Monday 9/10: 9:30 - 11:30

Schools in the Cold War Era, 1950-1970

Reading: Fraser Ch. 9

Due: Reading Response 9

Tuesday 9/11: 1:00 - 3:00

Civil Rights, Integration, and School Reform, 1954-1980

Reading: Fraser Ch. 10

Due: Reading Response 10

Wednesday 9/12: 9:30 - 11:30 and 1:00 - 3:00

Rights and Opportunities in American Education, 1965-1980

Reading: Fraser Ch. 11

Due: Reading Response 11

Thursday 9/13: 1:00 - 3:00

Reform Efforts of the 1980s and 1990s

Reading: Fraser Ch. 12

Due: Reading Response 12

Friday 9/14: 9:30 - 11:30

NCLB to the Common Core, 2001-2014

Reading: Fraser Ch. 13

Due: Reading Response 13

Week Four

Monday 9/17: 9:30 - 11:30

DBQ Presentations and Responses

Due: Group 1 DBQ Presentations

Tuesday 9/18: 9:00 - 11:00

DBQ Presentations and Responses

Due: Group 2 DBQ Presentations

Wednesday 9/19: 9:00 - 11:30

DBQ Presentations and Responses

Course Evaluations

Due: Group 3 DBQ Presentations



Jacob Lawrence, Panel 58 of "The Migration Series"

Holistic Rubric for Class Participation

6 (A)	You come to class prepared, contribute readily to the conversation but you don't dominate it. You make thoughtful contributions that advance the conversation, show interest in and respect for others' views, and participate actively in small groups. You're always here on time.
5 (A-)	You make thoughtful contributions that advance the conversation (when called upon) and contribute occasionally without prompting. You come to class prepared, show interest in and respect for others' views, and participate actively in small groups. A 5 score may also be appropriate to an active participant whose contributions are less developed or cogent than those of a 6 but still advance the conversation. You may have an absence (planned/excused) or you may be late a couple of times (you come in unobtrusively).
4 (B)	You come to class prepared, but do not voluntarily contribute to discussions and/or you give abbreviated answers when called upon. You appear to show interest in the discussion, listen attentively, participate in small groups, and take good notes. OR, you miss more than one class without explanation or come to class late/unprepared but is otherwise a 5 or 6. OR, you participate in discussion, but in a slightly problematic way. For example you may occasionally dominate discussions, make rambling or tangential contributions, or bluff when unprepared.
3 (C)	You do not voluntarily contribute to discussions and/or you offer only minimal answers when called upon. You may show interest in the discussion and/or occasionally listen attentively. OR, you miss two or more classes, or come to class late/unprepared a few times but you may behave as a 5 or 6 when present and prepared. OR, you participate in discussion, but in a problematic way. For example you may dominate discussions, make rambling or tangential contributions, continually interrupt with digressive questions, or bluff your answers frequently (revealing your lack of preparedness)
2 (D)	You often miss class (> 3 absences) or come to class late and/or unprepared. You seem to be on the margins of the class and sometimes this has a negative effect on the participation of others (for instance, when behavior is distracting and/or reticent). It's not clear that you are "here" even when you are here. You may nod off from time to time.
1 (F)	You regularly miss class or you regularly come to class late or unprepared. You have a negative effect on the participation of others. You may be actually disruptive, radiating negative energy via hostile or bored body language, or some of your behaviors are overtly rude (sleeping, for instance).

This is adapted from Bean, John C. and Dean Peterson. "Grading Classroom Participation"

- Preparation is measured by reading responses, brief writing assignments at the start of class, completion of out-of-class journal entries or other homework, or by evidence from direct questioning.
- While engagement/participation is only 10% of your overall grade, all aspects of this rubric have an effect on the quality of each of the assignments in this class.