

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS

Course Prefix and Number: EDF 8393

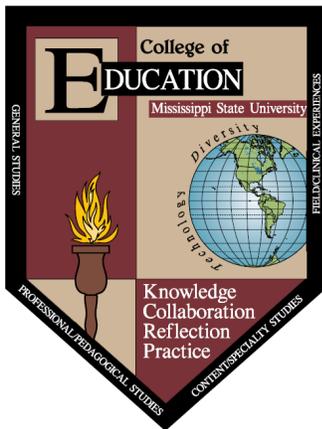
Course Title: History of Education in the United States

Credit Hours: Three (3) semester hours

Course Type: Lecture

Course Description: A history of the growth and development of education in the United States from the earliest colonial times to the present, including recent movements and trends.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

The objectives of this course center around the understanding of educational practices related to their development through the history of education in the United States and in Mississippi.

1. To identify and explain the significance of dates, events, and persons in the development of education and schooling. CFPO 4, 5, 6, 7
2. To assess the impact of the major eras of reform on education. CFPO 4, 11, 12, 13, 14
3. To interpret educational change in the larger context of social, political, cultural, and economic change. CFPO 4, 8, 10
4. To explain issues in education and schooling. CFPO 5, 8, 10
5. To explain regional differences in the development of education and schooling. CFPO 4, 5, 6, 8, 10, 13, 14
6. To explain the role of religious/private schools in the development of education and schooling. CFPO 2, 6, 8
7. To assess the educational experiences of cultural and ethnic groups in education and schooling. CFPO 1, 2, 4, 6, 8, 10
8. To explain the significance of political, social, economic forces influencing schooling and educational practices. CFPO 1, 2, 4, 5, 6, 7, 8, 10
9. To interpret current educational schooling issues. CFPO 2, 4, 11, 14

Topics To Be Covered:

- Before Colonial and Colonial (3 hours)
- Statehood, education, and schooling (3 hours)
- Not male, not white (3 hours)
- Common schools and uncommon wars (6 hours)
- Changing purposes of education and schooling (6 hours)
- Schools: Too many to count (3 hours)
- Civil rights and the feds (6 hours)
- Brown, white, and choice (3 hours)
- Living together in separate worlds (6 hours)
- Schooling for all, success for some (3 hours)
- Reform and reforming reform (3 hours)

Required Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*, 6th ed. Washington, DC: Author.

Bolton, C. C. (2005). *The hardest deal of all: The battle over school integration in Mississippi, 1870-1980*. Jackson, MS: University Press of Mississippi.

Jeynes, W. H. (2007). *American educational history: School, society, and the common good*. Thousand Oaks, CA: Sage.

Sansing, D.G. (1990). *Making Haste Slowly: The troubled history of higher education in Mississippi*. Jackson, MS: University Press of Mississippi.

Methods of Instruction:

Instruction will occur in large and small group settings. Students will present researched material, provide oral reports, and participate in group discussions.

Suggested Student Activities:

- 1) The student will develop a timeline of significant events. (Course objectives 1, 2, 6, 7, 8, & 9)
- 2) The student will read extensively on required subject matter. (Course objectives 2, 3, & 8)
- 3) The student will prepare position papers on relevant eras of change. (Course objectives 1, 4, & 5)
- 4) The student will discuss contextual factors preceding and following relevant events. (Course objectives 3, 6, 7, & 9)
- 5) The student will discuss the influence of educational change on educational policy. (Course objectives 3, 4, 5, 7, 8, & 9)

MSU Honor Code:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

The Mississippi State Honor Code can be found at <http://www.honorcode.msstate.edu/>.

Technology:

Technology uses include video, audio recordings, PowerPoint, emails, and texting.

Diversity:

The history of education is a story of diversity.

Disability:

Students with disabilities will be afforded appropriate accommodations. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information.

Field Component: The course does not have a field component.

Evaluation of Student Progress:

10 weekly exams @ 10 points each = 100 points
Midterm = 100 points

Presentation	= 100 points
History of your school/district	= 200 points
<u>Final</u>	<u>= 100 points</u>
Total	= 600 points

A = 90% = 540 - 600 points

B = 80% = 480 - 539 points

C = 70% = 420 - 470 points

Assignments:

Reflection: Reflection is considered to be a vital part of your professional growth and is to be submitted electronically each week by 6 AM Monday before class. Your reflection is a reflection on what has happened to you during the week that relates to the class and to your school/district.

Project: Your final assignment is the development of a history of your school/district. Successful projects will include the words, terms, and phrases used in class and in your readings. The paper will be written to APA standards, will contain a table of contents, pagination, appropriate headers, citations, appropriate appendices, etc.

Presentation: You will present the history of your school/district to the class. The presentation will reflect the expectations of presentations for educational professionals as practitioners and as researchers, and for doctoral students. You will be expected to present your school/district history so that it can be understood.

Class Attendance:

Upon registration the student accepts the responsibility of attending all classes and doing any work the instructor may prescribe. When absence from class is essential, it is the responsibility of the student to make arrangements satisfactory to the instructor with regard to work missed. These arrangements should be made prior to the absence when possible.

Instructors shall record and report the absences of all students at any time using the myBanner Internet system. The same procedure will be followed by the instructor when at any time, in the opinion of the instructor, the student is not making satisfactory progress. All absences and last dates of attendance (where applicable) will become a part of the student's file in the Registrar's Office. Instructors may report absences to the Division of Student Affairs at any time they feel it appropriate to do so and are expected to report students with continued, consecutive absences. (MSU Bulletin)

Bibliography:

Beatty, B. (1995). *Preschool education in America: The culture of young children from the Colonial Era to the present*. New Haven, CT: Yale University Press.

Bordewich, F. M. (1996). *Killing the white man's Indian: Reinventing Native Americans at the end of the twentieth century*. New York: Doubleday.

Bynum, V. E. (2001). *The free state of Jones: Mississippi's longest civil war*. Chapel Hill, NC: University of North Carolina Press.

- Countryman, E. (1999). *How did American slavery begin?* Boston: Bedford/St. Martin's. Curry, C. (1995). *Silver rights*. San Diego: Harcourt.
- Ditmer, J. (1995). *Local people: The struggle for civil rights in Mississippi*. Urbana, IL: University of Illinois Press.
- Hemmings, A. B. (2004). *Coming of age in U.S. high schools: Economic, kinship, religious, and political crosscurrents*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Johnson, T. W. (2002). *Historical documents in American education*. Boston: Allyn & Bacon.
- Leman, N. (1999). *The big test: The secret history of American meritocracy*. New York: Farrar, Straus and Giroux.
- McKnight, D. (2003). *Schooling, the Puritan imperative, and the molding of an American national identity: Education's "errand into the wilderness."* Mahwah, NJ: Lawrence Erlbaum Associates.
- Mintz, S. (2004). *Huck's raft: A history of American childhood*. Cambridge, MA: Belknap Press of Harvard University Press.
- Mullins, Jr., A. P. (1992). *Building consensus: A history of the passage of the Mississippi Education Reform Act of 1982*. Jackson, MS: Mississippi Humanities Council
- Shenkman, R. (1988). Legends, lies & cherished myths of American history. New York: Harper & Row.
- Turner-Sadler, J. (2006). *African American history: An introduction*. New York: Peter Lang.
- Woodward, C. V. (1974). *The strange career of Jim Crow (3rd Revised Ed.)*. New York: Oxford University Press.
- Zinn, H. (1980). *A people's history of the United States: 1492-present*. New York: HarperCollins Publishers.