THE COURSE

Catalogue Description:

In this course we study education, both informal and institutional, in American history as a way of better informing and understanding present educational theory, practice, and policy. It is designed for graduate students who seek to develop an historical perspective of education in America, so they will be better prepared to be educational leaders.

Course Description:

We seem to be standing at a major turning point in American history. It’s an exciting time, but the Obama administration faces historic challenges in addressing a faltering economy, a faltering health care system, a contested foreign policy, as well as security and environmental issues. Education is also a front-burner issue as high-stakes testing and NCLB (2001) have come under increasing scrutiny, Race to the Top (2009) policies lack the support of many educators, financing for schools is dwindling, and “hyper-segregation” by race and class in schools is growing. The labor force which we hope children will one day be prepared to enter is quickly changing due to globalization, de-industrialization, privatization, outsourcing, and high tech innovations. We are less sure of what schools are supposed to be preparing children for in their futures; we are less sure about what the future will bring.

So, we look to the past, to educational history, to gain perspective on the present. Hopefully this perspective will help us lead in our various educational arenas.

Most educational challenges that our schools face today, and that we as educators face, have roots in the past. The purpose of this course is to understand the depth and complexity of these roots. We will look at the history of education and schooling, particularly public schooling. We will study the effects of educational institutions on majority as well as minority populations, on middle class as well as the poor, on men as well as women. We will be trying to understand the present by looking at the roots of the social, cultural, political, economic, and curricular complexities that surround us today, and at those same dimensions as they impacted education and schooling historically. We will study the dynamics of educational reform in the past and use that as a lens for understanding current reforms and future reforms.

We will read educational history texts and original documents, watch videos and films, and undertake a local educational history project (to be shared with the class), as avenues for discovering the parameters of educational history as we seek to make the past real to us, so we can learn from it and be more informed and effective educators in the present and future.
This course addresses the Mission Statement of the School of Education (SOE), the SOE Conceptual Framework, the National Board for Professional Teaching Standards, and the Interstate School Leaders Licensure Consortium (ISLLC) Standards. All these standards are listed below.

The main focus of the course, however, will be on three areas of the SOE Conceptual Framework:

1. **Democracy & Community**
   Effective educators\(^1\), such as teachers, counselors, and administrators need to be a part of a dynamic educational community as a model for the climate of community they hope to create. To do this, these educators need an understanding of the moral, cultural, social, political, and economic foundations of our society. Consequently, the School of Education should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.

4. **Knowledge**
   Effective educators need to be well grounded in the content which they expect to teach. Educators need to understand how knowledge is constructed, how the processes of inquiry are applied, how domains of knowledge are established, how disciplines can be integrated and most effectively communicated to their students. Educators also need understanding of themselves, of communities in which they intend to teach, and of their students. Consequently, the School of Education should immerse educators in nurturing learning communities that deepen knowledge, and encourage on-going intellectual, emotional, and personal growth.

6. **Leadership**
   Effective educators are leaders. They have developed educational and social visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and inspire students to do likewise. Educators are enriched by the convergence of knowledge, theory, and practice as they optimistically face the educational challenges of the twenty-first century. Consequently, the School of Education must provide opportunities for educators to develop as leaders in their profession and in their communities.

Thus we will seek **Democracy and Community, Knowledge, and Leadership** through **History of Education**.

**STANDARDS**

The Mission Statement of the IPFW School of Education (adopted 1/10/96):

To prepare professionals in teaching, counseling and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

1.- Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;
2.- Improving the human condition by creating positive learning environments;
3.- Becoming change agents by demonstrating reflective professional practice;
4.- Solving client problems through clear, creative analyses;
5.- Assessing client performance, creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research;
6.- Utilizing interdisciplinary scholarship, demonstrating technological, and critical literacies, and effectively communicating with all stakeholders.

\(^1\) *Educator* is broadly defined as pre-service and in-service teachers, administrators, and counselors.
IPFW SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:  
A LEARNING AND LEADERSHIP MODEL

We in the School of Education are committed to the following Conceptual Framework for our programs:

1. Democracy & Community
   Effective educators[^2], such as teachers, counselors, and administrators need to be a part of a dynamic educational community as a model for the climate of community they hope to create. To do this, these educators need an understanding of the moral, cultural, social, political, and economic foundations of our society. Consequently, the School of Education should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.

2. Habits of Mind
   Effective educators realize that knowledge alone is not sufficient. They practice critical reflection in all endeavors. Within the context of a compassionate, caring community, educators foster habits of mind necessary to engage learners, such as investigating, inquiring, challenging, critiquing, questioning, and evaluating. Consequently, the School of Education must integrate critical habits of mind in all aspects of the teaching/learning process.

3. Pedagogy
   Effective educators need to understand multiple approaches to pedagogy as well as the multiple roles the teacher, such as facilitator, guide, role model, scholar, and motivator. Educators appreciate and are receptive to the diverse perspectives, modes of understanding, and the social circumstances that they and their students bring to the educational setting. Consequently, the School of Education need to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.

4. Knowledge
   Effective educators need to be well grounded in the content which they expect to teach. Educators need to understand how knowledge is constructed, how the processes of inquiry are applied, how domains of knowledge are established, how disciplines can be integrated and most effectively communicated to their students. Educators also need understanding of themselves, of communities in which they intend to teach, and of their students. Consequently, the School of Education should immerse educators in nurturing learning communities that deepen knowledge, and encourage on-going intellectual, emotional, and personal growth.

5. Experience
   Effective educators learn their craft through experiences in actual settings. Through on-site campus activities and field-based experiences students will observe and emulate exemplary teaching and learning. These educators will practice, collaborate, and interact with practitioners and their students. Consequently, the School of Education must integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools into all aspects of the curriculum, and help educators to assess and reflect on those experiences.

6. Leadership
   Effective educators are leaders. They have developed educational and social visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and inspire students to do likewise. Educators are enriched by the convergence of knowledge, theory, and practice as they optimistically face the educational challenges of the twenty-first century. Consequently, the School of

[^2]: Educator is broadly defined as pre-service and in-service teachers, administrators, and counselors.
Education must provide opportunities for educators to develop as leaders in their profession and in their communities.

National Professional Teaching Standards

National Board for Professional Teaching Standards (NBPTS):

5 Core Propositions

Proposition #1: Teachers are committed to students and their learning.
Teachers recognize individual differences in their students and adjust their practice accordingly;
Teachers have an understanding of how students develop and learn;
Teachers treat students equitably;
Teachers’ mission extends beyond developing the cognitive capacity of their students.

Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students.
Teachers appreciate how knowledge in their subjects is created, organized and linked to other disciplines;
Teachers command specialized knowledge of how to convey a subject to students;
Teachers generate multiple paths to knowledge.

Proposition #3: Teachers are responsible for managing and monitoring student learning.
Teachers call on multiple methods to meet their goals;
Teachers orchestrate learning in group settings;
Teachers place a premium on student engagement;
Teachers regularly assess student progress;
Teachers are mindful of their principal objectives.

Proposition #4: Teachers think systematically about their practice and learn from experience.
Teachers are continually making difficult choices that test their judgment;
Teachers seek advice of others and draw on educational research and scholarship to improve their practice.

Proposition #5: Teachers are members of learning communities.
Teachers contribute to school effectiveness by collaborating with other professionals;
Teachers work collaboratively with parents;
Teachers take advantage of community resources.
ISLLC Standards 2008

Interstate School Leaders Licensure Consortium

**Standard 1:** *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

**Standard 2:** *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

**Standard 3:** *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

**Standard 4:** *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

**Standard 5:** *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

**Standard 6:** *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*
THE COURSE AND THE CONTEXT

Course objectives:

We will all grow in our understanding of

1) *what educational history is and can be

   (CF: Democracy & Community, Habits of Mind, Knowledge; NBPTS: Teachers are members of learning communities; ISLLC: Promotes student success by understanding the political, social, economic, legal, and cultural context;)

2) how educational history is researched

   (CF: Habits of mind, Knowledge; NBPTS: Teachers are members of learning communities; ISLLC: Promotes student success by understanding the political, social, economic, legal, and cultural context;)

3) *what major theoretical interpretations dominate the field

   (CF: Habits of Mind, Knowledge; NBPTS: Teachers are members of learning communities;)

4) *how knowledge of educational history can help us understand and interpret current educational practice and policy to help us lead in our various roles as educators

   (CF: Democracy & Community, Leadership; NBPTS: Teachers think systematically about their practice and learn from experience, and Teachers are members of learning communities; ISLLC: Promotes student success by understanding the political, social, economic, legal, and cultural context;)

5) how our own lives, as educators, are a part of educational history

   (CF: Democracy & Community, Knowledge; NBPTS: Teachers are members of learning communities; ISLLC: Promotes student success by understanding the political, social, economic, legal, and cultural context;)

6) how to express ourselves more articulately about the above, through class discussion and written assignments

   (CF: Habits of Mind, Experience; NBPTS: Teachers think systematically about their practice and learn from experience; ISLLC: Promotes student success by understanding the political, social, economic, legal, and cultural context;)

7) and, thereby, participate in the community of educational leaders who strive to better define the complex web of educational relationships that have developed over time, so as to be able to act in creative ways to build on past legacies and initiate new ones

   (CF: Democracy & Community, Leadership; NBPTS: Teachers are committed to students and their learning, and Teachers are members of learning communities;)

(It is difficult to study U.S. educational history without studying the roots of diversity and multiculturalism, since they are such an integral part of our society, then and now. Nonetheless, the starred [*] objectives above deal most directly with such multicultural issues.)
Texts: (Please purchase the texts at the beginning of semester!)


3) Ronald E. Butchart, *Local Schools, Exploring Their History* (Nashville, Tennessee: The American Association for State and Local History, 1986);


5) Supplemental Readings: (available electrically on Blackboard under “Supplemental readings”)

**Supplemental Readings (as assigned)**

On Blackboard under “Supplemental Readings.”


11) **Kate Rousmaniere**: “Go to the Principal’s Office: Toward a Social History of the School Principal in North America,” *History of Education Quarterly* Vol. 47, No. 1, February 2007). (pdf) and http://www3.interscience.wiley.com/cgi-bin/fulltext/117959820/HTMLSTARTW


16) **David W. Hursh**: “Exacerbating Inequality: The Failed Promise of the No Child Left Behind Act,” *Race Ethnicity, and Education* 10(3), (2007), 295-308. (pdf)


Requirements:

1) Regular, prompt attendance is required.

2) Readings and assignments will be required on a weekly basis, coordinated through Blackboard.

3) Students are required to check Blackboard at my.ipfw.edu or elearning.ipfw.edu on a regular basis, so as not to fall behind. In the unlikely event that Blackboard is down, I will contact you through email, and you can do the same to contact me. Please be sure to have your IPFW email address forwarded to an email account that you read regularly.

3) Weekly:

a)—Write responses to weekly questions on the readings, about ⅓ of a page, single-spaced, typed, in 10
or 12 font, and POST on Discussion Board 1 (DB1) according to the particularly assignment. You can write
directly on the DB, or you can paste in text, or you can attach a file to the DB, including a PowerPoint. You
can write more, if you wish, but not less. You don’t have to respond to all the questions suggested for
discussion, if it gets in the way of making a coherent, persuasive statement. You may respond in an original
way if you wish. You’ll receive 10 points for posting your reflections; 2 of those points will be for 2
responses to others’ postings. The purpose of this is to simulate “class discussion.” In general, your original
response will be due by 11:30 p.m. on Sunday and two responses by the following Tuesday. Points will be
assigned more or less on length of your original response. Less than ¾ of a page (single-spaced) will earn
you fewer points. In the course of the semester you can skip doing 2 postings out of the total without
penalty. On Blackboard see “Discussion Board 1.” Then there will be a “Discussion Board 1
Continued,” and a “Discussion Board 1 Continued Again!” These will be put up on Blackboard as the
class progresses.

b)—Your response can also be a PowerPoint to teach the rest of the class about the content that was in the
reading as it related to the questions asked for that week’s discussion and the issues it raised for you. This
can be submitted as an attachment to DB1.

4) During the course of the semester you are encouraged to post You Tube videos, websites, or articles that
you think might pertain to the topic of the day to share with the rest of us. You can post these on the folder
in Blackboard entitled: “Your web sites, You Tube Videos, & Other Resources.”

5) A local educational history project (12-18 typed pages, exclusive of endnotes) is required. Each student
will present the paper to the class during the last two class meetings. As the various pieces in the planning
of the paper are due, you can submit them to “Discussion Board 2 – Nearby History Research Project,”
(DB2) on Blackboard and I and others can give you feedback. The final paper can be submitted as email
attachments directly to me: murphey@ipfw.edu or through a message in Blackboard. Helpful resources for
this project will be on Blackboard under “Nearby Local History Project.”

6) Reflect on an artifact, taken from your educational setting, based on the 5-Core Propositions of the
NBPTS. (You will receive 10 points for completing this assignment. This will also be evaluated and
recorded in the SOE’s Unit Assessment System for the Masters programs in Elementary and Secondary
Education or Educational Leadership.) See the assignment on p. 11 of this syllabus. Submit this directly to
me when it is due.

7) Reflect on your paper, as an artifact, based on the six categories of the Conceptual Framework:
Democracy & Community, Habits of Mind, Pedagogy, Knowledge, Experience, and Leadership. (You will
receive 10 points for completing this assignment. This will also be evaluated and recorded in the SOE’s
Unit Assessment System for Masters programs in Elementary and Secondary Education, as well as
Educational Leadership.) See the assignment on p. 12 of this syllabus. Submit this directly to me when it is
due.

OPTIONAL: Attend IPFW's Omnibus Lecture Series events, write up a response and submit to “Discussion
Board 3 – Lecture Responses,” DB3.

Evaluation and Grading: Point totals:

- Preparation, participation, leadership in class 50
- Preparation, participation, leadership on Blackboard 50
- Responses to weekly questions in writing, or prepare a PowerPoint. 150
  @ 10 points for each week’s posting, 2 of which are for at least 2 responses to others’ postings
- Prospectus:
  Topic, Question, Thesis, Overview, Title(s) 10
Secondary resources 10
Primary resources 10
-Paper (scope=30, research=30,
writing=30, overall=30) 120
-Paper presentation 20
-DB3 postings, up to 100 100
-Artifact & reflection based on NBPTS 10 (for completion of assignment)
-Artifact & reflection based on CF 10 (for completion of assignment)

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OPTIONAL: Write up response to Omnibus lecture series (submit to Discussion Board 3, DB3.)
speaker @5 each: 10

1) September 14, 2010, Sean Astin, Actor, 7:30, Music Bldg.
2) October 7, 2010, Ken Auletta, Author and Media Columnist, 7:30, Music Bldg.

All work will be graded on the point system. An "A" falls in the top 15% of the total points; a "B" falls in
the next 15%; a "C" in the 15% below that. If the evaluation of any of your work does not meet your
expectations, I will be happy to work with you so that you might do better in the future.

For all writing assignments you will be expected to use your best, clearest prose. For the final paper I
would like you to follow the Chicago Manual of Style for footnotes or endnotes, as well as for general style
matters. (This style is the one most often used by historians.) A summary of how to cite some of the most
frequently used reference items will be posted on Blackboard under Nearby Educational History Project,
and we will review this in class as well. There are many internet sites which have short synopses of this
style. (The Urban & Wagoner text uses Chicago Style.)

The amount of work required to 1) keep up with weekly readings and responses, and 2) research and write
the history paper is substantial. If you do well, you will earn an “A” without having to earn optional points;
if you don’t do well, you may earn a “B” or lower. This course will be graded on the new plus/minus
system.

All written work should be typed, using either a 10 (this is 10 point) or 12 point font size (not smaller or
larger), with approximately one inch margins. The reflections should be single-spaced; the paper double-
spaced and the type should be small enough that there are about 25 lines on a page. For the paper, don’t
double double-space between paragraphs, but please do put page numbers on your paper.

Please submit the final paper electronically by November 29, 2010.

Style Book:
The Chicago Manual of Style 15th ed. (Chicago: University of Chicago Press, 2003). There is a copy in
RESERVES, 2-hour in-house loan, Z253 U.69 2003. Extra copies of the section on citations (Chapter 15,
"Documentation 1, Notes and Bibliographies,") will also be on reserve.

Class Policy:
In case class does not meet due to unforeseen reasons, such as a forced closing of the University due to
inclement weather, please continue with the reading and assignments, as described in the syllabus for the
next week.

University Policy:
In general, this course will adhere to all University policies pertaining to attendance, make-up work,
cheating/plagiarism, withdrawals, incompletes, and final exams. If you have or acquire a disability and
would like to find out what special services and accommodations may be available to you, contact services
for Students with Disabilities in WU 118 & 218 (481-6657, voice/TTY).
Master of Science Course in Elementary or Secondary Education

Format for Writing a Reflection
on an Artifact from an Educational Setting*

Include:

Your Name: ___________________________ Program: ________________
Course Number: __________ Course Title: ____________________________
Instructor: __________________________ Date: ______________________
Name of Artifact: ________________________________________________

1) **Description of Artifact**

2) **Reflections on how the artifact demonstrates your growth in the 5 Core Propositions of the NBPTS Standards:**

   #1 Teachers are committed to students and their learning.

   #2 Teachers know the subjects they teach and how to teach those subjects to students.

   #3 Teachers are responsible for managing and monitoring student learning.

   #4 Teachers think systematically about their practice and learn from experience.

   #5 Teachers are members of learning communities.

3) **Your paper, description plus reflection, should be at least 1 single-spaced, typewritten page.**

*An artifact from an educational setting could include, for example, lesson plans and P-12 student work, videotaping of teaching, or other evidence to show progressive effectiveness as an educator. The effectiveness may not directly relate to the course taken in the SOE at the same time, but should reflect general raised consciousness and critical reflection, fostered by the program, about the processes that impact the planning, execution, and outcomes of educational practice.
Format for Writing a Reflection  
on a Course-related Artifact

Include:

Your Name: _______________________________________ Program:____________
Course Number: ______________ Course Title:_______________________________
Instructor: _________________________________________ Date:________________
Name of Artifact: ________________________________________________________

1) Description of Artifact

2) Reflections on how this demonstrates your growth in the six areas of the Conceptual Framework:

   #1 Democracy & Community

   #2 Habits of Mind

   #3 Knowledge

   #4 Pedagogy

   #5 Experience

   #6 Leadership.

Your paper, description plus reflection, should be at least 2 single-spaced, typewritten pages.
INTRODUCTIONS

LEARNING FROM STUDENTS ABOUT ORAL HISTORY
Anand, et.al  
Foreward and Intro: 6pp.  
Reframing: pp. 1-12  
Oral History: pp. 13-62  

(What does this teach you about desegregation? What are your reflections on the class project approach? What are the strengths of oral history? What is/was your experience with desegregation? Explain.)

POSSIBLE RESEARCH TOPICS DUE

LOCAL EDUCATIONAL HISTORY
Butchart, chaps. 1-2 & 3-4 & 5-6

(How do we research nearby history?)  
(How do we "know" what happened in the past?)

Murphey & Martz

(How do you respond to In the Shadow of Brown about non-desegregation in a local school district which includes part of Fort Wayne?)

POSSIBLE TOPICS, RESEARCH QUESTION, THESIS DUE

LEARNING FROM DOCUMENTS TO SUPPLEMENT ORAL HISTORY

(What is the purpose of the reports? Who is the intended audience? Do they succeed? What do you learn when you compare the reports that you wouldn't learn from just reading one? These documents bracketed the years when Fort Wayne was struggling to desegregate its schools. In what way do these documents give you information about that struggle? Are these primary or secondary sources?)

TOPIC, RESEARCH QUESTIONS, THESIS, BRIEF OVERVIEW, TITLE(S) DUE

ED HISTORY: DEFINITION, CHRONOLOGY, INTERPRETATION
Urban, Preface,  
Chap. 1, Precolonia
difference the same today?)

Urban, Chap. 2, Colonial and Cultural Transplantation: 1607-1776

(In what ways can we see evidence of or vestiges of Colonial times in education today? Who “controlled” education? Who had “educational opportunity”? What was the purpose of education? What were the problems of being a colony?)

Urban, Chap. 3, Building A New Nation: 1776-1830

(What impact does nationhood have on education? What were the earliest ideas about education in the new nation? Who were the leaders? Who had the ideas? Were the ideas successful?)

-------------------------DRAFT OF SECONDARY SOURCES DUE------------------------


(What does "Common School" mean? Why was it so revolutionary of an idea? Do we still believe in the Common School idea? Why did the Common School (first Public Schools) come about?)

Katz: “The Origins of Public Education”

(What is Katz' argument about the reason for the Common School?)

Murphey (1): “Schooling, Teaching, and Change”

(How did the Common School come to Fort Wayne? Who led the way?)

-------------------------DRAFT OF PRIMARY SOURCES DUE------------------------


8 Oct. 13 Urban, Chap. 5, Education in the South: 1800-1900

(Why are we reading a separate chapter about the South? How do we, or have we, judged educational history in the South? Do you see roots of some of today's racial problems in this history?)

Butchart

(What does Butchart add to the complex understanding of education in the post Civil War South? What does he tell us about the varied roles teachers and some principals played in reconstructing education in the post-Civil War South? What does he mean by "Boundary Transgressors"?)

Film . . . . ARTIFACT & REFLECTION FROM EDUCATIONAL SETTING DUE

9 Oct. 20 Murphey (2): “Common School or “One Best System”“
(What happened in Indiana during this period?)

Urban, Chap. 7, *The Progressive Era: 1890-1915*

(What are some of the many reforms that happened in the Progressive Era? Were they "progressive"? What were the pedagogically progressive ideas introduced by philosopher John Dewey? Are his ideas still alive today)

Rousmaniere: “Go to the Principal’s Office”

(What does Rousmaniere say about research that has been done on principals? How have gender and race impacted the history of principals? What is her central argument about the role the principal has played historically? Do you agree?)

Film


(What stand out as major changes in U.S. education after WWI? What was the economic climate in the 1920s? What was the political climate?)

Urban, Chap. 9, *Depression and War: 1930-1929*

(What effect did the Depression have on education in rural areas, in cities? How did the situations in Detroit and Chicago differ? What effect did the War (WWII) have on education, the economy, the political process?)


(How would you define the most important theme of this era? How does this fit with your understanding of the 1950s? Was Brown v. Board a challenge to the 50s? What was the effect of the Cold War?)

11 [Nov. 3] Research Day; Film Day

12 Nov. 10 Recent History and Reinterpretation of Desegregation-Resegregation

Video: Lassiter Lecture

Recent Deseg Supreme Court Decision: Skim pages 91-102 online, Kennedy opinion. Initial responses to Court Decision


(Why was this period noted for its emphasis on equality? What generated the interest in this issue? Was it new? Is it still with us? Who sought equal opportunity? What was the role of the federal government in supporting equality goals? What was the effect of the Elementary and Secondary
Education (ESEA) Act of 1965?


(Why was there a turn from equality to excellence? Is NCLB getting us closer to excellence? Why did the need for “assessment” rise? Who benefits from assessment? Who loses? Why does privatization of public schools threaten public schools and organized teachers?)

Anderson: “Race-Conscious Educational Policies Versus a “Color-Blind” Constitution.”

(What does his research show about the “colorblindness” of the congress during the 19th century, an argument often used to support ending desegregation attempts today?)


(What does she tell you about the history of education in the last 30 years that you didn’t know before? Were you aware of these developments as they happened?)

Hursh: NCLB & Neoliberalism

(Could you come away with a working definition of neoliberalism (an economic philosophy that supports free markets, deregulation, privatization, outsourcing, and is anti-union)? What is the relationship of that to NCLB? You might consider how these ideas are working in Indiana. If you come up only with more questions, that’s OK, too!)

Nov. 24 Thanksgiving Break = No Class

Nov. 29 Monday, Papers due electronically by 11:30 p.m.

14 Dec. 1 Paper presentations

Finish discussions.

15 Dec. 8 Paper presentations

Finish discussions.

16 Dec. 15 Final Meeting (WEDNESDAY: 6:15-8:15)

REFLECTION ON YOUR PAPER BASED ON THE SIX CATEGORIES OF THE CONCEPTUAL FRAMEWORK DUE
## H504 Readings, Assignments, Topics, Due Dates, Fall 2010

### Section 1

**Writing Local Educational History; Examples from Fort Wayne/Allen County History**

<table>
<thead>
<tr>
<th>Week</th>
<th>Start-End</th>
<th>Readings</th>
<th>Assignments Due Dates</th>
<th>Group Responsibilities</th>
<th>Discussion Board 1 (DB1)</th>
<th>Discussion Board 2 (DB2)</th>
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<tr>
<td>1</td>
<td>Aug. 24</td>
<td>Intro to course and objectives, intro to classmates, intro to Social Foundations of Education, intro to course format, review of texts, review of chronology, discuss current crises and reforms in education, connecting the present to the past, intro to local history project. Introduce “Writing Local Educational History.”</td>
<td>Posting to DB1 due by Aug. 31: Response due by Aug 29, 2 responses to others due by Aug 31.</td>
<td>All Groups. Groups = 1. Datta, Dodson, Fullove, Young 2. Baumgartner-Middleton, Kamei, Manning, Rogers, 3. Kaiser, LeClear, Swick, Wallace</td>
<td>Respond to these questions: What does this teach you about desegregation? What are your reflections on the class project approach? What are the strengths of oral history? What is/was your experience with desegregation?</td>
<td>Post the topic/s you are considering for your history project</td>
</tr>
</tbody>
</table>
| 2    | Aug. 25-Sept. 1 | **LEARNING FROM STUDENTS ABOUT ORAL HISTORY** Anand, et.al Keeping the Struggle Alive  
Foreward and Intro: 6pp.  
Reframing: pp. 1-12  
Oral History: pp. 13-62  
| 3 | Sept. 2- Sept. 8 | **LOCAL EDUCATIONAL HISTORY**  
Butchart, *Local Schools*, chaps. 1-2, 3-4, or 5-6.  
Murphey & Martz: “In the Shadow of Brown,” in issue of *Scholarlypartnershipedu*. (See Blackboard under *Supplemental Readings*.) This is an example of a local history article built around Dawn Martz’ paper for H504.  
**POSTING OF TOPIC, RESEARCH QUESTION, AND THESIS for feedback.** If you’re still considering more than one topic, you can post this for all that you are considering. That may help you decide! | Posting to DB 1 due by Sept. 7:  
Response by Sept. 5;  
2 responses to others by Sept. 7.  
Posting to DB1 due by Sept. 7:  
Response by Sept. 5;  
2 responses to others by Sept. 7.  
Posting to DB2 due by Sept. 7:  
Response due Sept. 5;  
2 responses to others due Sept. 7.  
Skim through all chapters, but write responses according to your group:  
Group 1: read & respond to Chaps 1-2;  
Group 2: read & respond to Chaps 3-4;  
Group 3: read & respond to Chaps 5-6. Write your 2 responses to others for the chapters you didn’t write about.  
All groups read & post. | How do we research nearby history? Respond to two chapters in Butchart, as assigned.  
How do you respond to “In the Shadow of Brown” about non-desegregation in a local school district which includes a part of Fort Wayne?  
Post to DB2. |
| 4 | Sept. 9- Sept. 15 | **LEARNING FROM DOCUMENTS TO SUPPLEMENT ORAL HISTORY**  
Response due Sept 12;  
2 responses to others due Sept.14.  
Group assignments: (Skim through the rest; 2 response go to readings that you didn’t respond to.) | A. What is the purpose of the reports? Who is the intended audience? Do they succeed? |
<table>
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<tbody>
<tr>
<td>OMNIBUS Lecture: Sean Astin, Actor; 7:30 in Music Bldg., Tuesday, September 14, 2010 Tickets (free) required. (optional open-ended response to <em>Discussion Board 3 - Omnibus Lectures &amp; Video/Film Responses, DB3</em>).</td>
<td></td>
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<tr>
<td>DRAFT OF TOPIC, RESEARCH QUESTION, THESIS, OVERVIEW, TITLE(S) DUE (Prospectus) (See example of this on Blackboard under <em>Nearby Local History Project</em>.)</td>
<td></td>
</tr>
</tbody>
</table>
| 2003 Group 1: 1* Demographics  
1964 Group 1: 3* Leadership and 7* FWUL  
2003 Group 2: 2* Housing  
1964 Group 2: 1* General and 2* Housing  
2003 Group 3: 4* Education and 3* Employment  
1964 Group 3: 4* Formal Education  
(See posting on Blackboard under *Nearby Local History Project for the format of this assignment.*) |
| B. What do you learn when you compare the reports that you wouldn’t learn from just reading one?  
C. These documents bracket the years when Fort Wayne was struggling to desegregate its schools. In what way do these documents give you information about that struggle, or do they?  
D. Are these primary or secondary sources? |

**Section 2**

*Looking at America Educational History Chronologically: Pre-Colonial; Common School; Education in the South*
<table>
<thead>
<tr>
<th>5</th>
<th>Sept. 16-Sept. 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Sept. 23-Sept. 29</td>
</tr>
</tbody>
</table>

**Reading and Research Day September 22, 2010**

**ED HISTORY: LOOKING AT IT CHRONOLOGICALLY**
*Urban & Wagoner:*
- Chapter 1 Precolonial
- Chapter 2 Colonial 1607-1776
- Chapter 3 New Nation 1776-1830

**DRAFT OF SECONDARY SOURCES DUE**
(These are often others’ accounts of the general area of educational history. These are sources you might typically find through the library search engines, i.e., Academic Search Premier or IUCAT. You might want to order some resources through I.L.L. See under Helmke Library Research Tools, Course Guides, EDUC H504 at [http://www.lib.ipfw.edu/1186.0.html](http://www.lib.ipfw.edu/1186.0.html).)

Post to DB1 due by Sept. 28
*(See Group assignment in next column.)*
- Response by Sept. 26;
- 2 responses to others by Sept. 28.

Post to DB2 due by Sept. 28:
- Response by Sept. 26;
- 2 responses to others by Sept. 28.

**Group 3 = Chap 1**
**Group 2 = Chap 2**
**Group 1 = Chap 3**

Skim all; post 2 responses to chapters you didn’t respond to originally.

All groups.

*(See questions for each chapter on PowerPoint Overview of Chapters in American Education or in DB1.)*

Post secondary sources.
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
</tr>
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<tbody>
<tr>
<td>Sept. 30-</td>
<td>Urban &amp; Wagoner: Chapter 4 The Common School (led by Horace Mann in</td>
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<td>Oct. 6</td>
<td>Massachusetts)</td>
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<td></td>
<td>Katz: &quot;The Origins of Public Education.&quot; (See Blackboard under</td>
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<td>Supplemental Readings.) This is a difficult reading, because it is</td>
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<td>offering a theory about what caused the Common School movement to emerge.</td>
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<td></td>
<td>Focus especially on part II, pp. 100-109, but you will need to read</td>
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<tr>
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<td>the whole article to understand his argument.</td>
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<td></td>
<td>Murphey: Schooling, Teaching, &amp; Change in 19th Century Fort Wayne</td>
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<tr>
<td></td>
<td>(See Blackboard under Supplemental Readings.) This is a study of the</td>
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<td>emergence of Common Schools in Fort Wayne.</td>
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<td>Oct. 7</td>
<td>DRAFT OF PRIMARY SOURCES DUE (These are original, unstudied records</td>
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<tr>
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<td>that relate to your topic, e.g. interviews (name the interviewees),</td>
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<td>school board minutes, records of groups, records of leaders, diaries,</td>
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<td>documents in historical archives.)</td>
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<td></td>
<td>OMNIBUS LECTURE: October 7, 2010, Ken Auletta, Author &amp; Media Columnist,</td>
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<td>7:30 p.m., Music Bldg. (optional open-ended response to DB3, Omnibus</td>
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<td></td>
<td>Lectures &amp; Video/Film Responses)</td>
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<td></td>
<td>Postings for all readings to DB1 due by Oct. 5; Responses by Oct. 3;</td>
</tr>
<tr>
<td></td>
<td>2 responses to others by Oct. 5</td>
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<tr>
<td></td>
<td>Skim all readings, post to assigned reading, post your 2 responses to</td>
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<tr>
<td></td>
<td>readings you didn’t post on:</td>
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<tr>
<td></td>
<td>Group 2 = Chap 4</td>
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<td></td>
<td>Group 1 = Katz</td>
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<td></td>
<td>Group 3 = Murphey</td>
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<td>Post DB2 due by Oct. 5; Response by Oct. 3; 2 responses to others by</td>
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<tr>
<td></td>
<td>Oct. 5</td>
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<tr>
<td></td>
<td>Post primary sources.</td>
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<td>(See questions for Chap. 4 on PowerPoint Overview of Chaps.or in DB1.)</td>
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<tr>
<td></td>
<td>What is Katz’ argument about the reason for the Common School?</td>
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<td>How did the Common School come to Fort Wayne? Who led the way?</td>
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<td>All groups.</td>
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<td>Date</td>
<td>Assignment</td>
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<tr>
<td>Oct. 7-13</td>
<td>Butchart: “Remapping Racial Boundaries: Teachers as Border Police and Boundary Transgressors in Post-Emancipation Black Education, USA, 1861-1876” (See Blackboard under Supplemental Readings.) This shows by race and gender how teachers took different leadership roles in educating the freed slaves in the South.</td>
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<td>VIEW FILM: “PBS War on Poverty: Operation Head Start” (Posted on Blackboard under Films &amp; Videos.) 1 hour This video shows the legacies of race and class discrimination that continued in the South in the 1960s and almost destroyed the new Operation Head Start preschool program. The social and economic foundations of the South and conservative leaders (senators in Mississippi) saw education as a threat to the status quo. Post response to Discussion Board 3-Omnibus Lectures &amp; Video/Film Responses)</td>
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</tbody>
</table>

### Section 3

More Chronology: The Progressive Era Reforms, to Reforms of the last 40 Years, to Current Reforms
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 14-20</td>
<td>Murphey: “Common School or ‘One Best System’” (See Blackboard under <strong>Supplemental Readings</strong>.) Urban &amp; Wagoner: Chapter 7 The Progressive Era: 1890-1915</td>
<td>Rousmaniere: “Go to the Principal’s Office: Toward a Social History of the School Principal in North America” (See Blackboard under <strong>Supplemental Readings</strong>.)</td>
<td>10-20 Oct. 20</td>
<td>NBPTS Artifact and Reflection due Oct. 20 class. See syllabus p. 11 for description of assignment. Email as attachment through BB email or bring to class on October 20.</td>
</tr>
</tbody>
</table>
|---|-----------------|--------------------------------------------------------------------------------------|-----------------
| 11 |                 | Research Day; Film Day November 3, 2010                                               |                 |

**Section 4**

**More Chronology: The 1960s-The Present; You as Historian**

<table>
<thead>
<tr>
<th></th>
<th>Nov. 4 - Nov. 10</th>
<th>Urban &amp; Wagoner: Chap. 11 The Pursuit of Equality: 1960-1980</th>
<th>Posting to DB1 due Nov. 9: Response by Nov. 7; 2 responses to others by Nov. 9.</th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
<td>Lassiter: Lecture on his book: <em>The Silent Majority.</em> VIEW VIDEO 1 hour: (Posted on Blackboard under Videos and films.) Video of M. Lassiter’s lecture on his argument that <em>de facto</em> segregation does not exist; it is all <em>de jure</em>. View video at: <a href="http://millercenter.org/scripps/archive/forum/detail/1947">http://millercenter.org/scripps/archive/forum/detail/1947</a></td>
<td>Watch video. Posting to DB3 due Nov. 9: Response by Nov. 7; 2 responses to others by November 9th. Optional posting on DB3, extra credit.</td>
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<td></td>
<td></td>
<td>Urban &amp; Wagoner: Chap. 12 From Equality to Excellence: American Education 1980-2008</td>
<td>Read, Posting to DB1 by Nov. 9: Response by Nov. 7; 2 responses to others by Nov. 9.</td>
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<td>James Anderson: “Race-Conscious Educational Policies Versus a “Color-Blind Constitution.” Anderson: “Race-Conscious Educational Policies Versus a “Color-Blind” Constitution.” (What does his research show about the “colorblindness” of the congress during the 19th century, an argument often used to support ending</td>
<td>Optional Reading, extra credit for posting.</td>
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<td>All groups. (See questions for Chap. 11 on PowerPoint Overview of Chaps.)</td>
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<td></td>
<td>All groups. (See questions for Chap. 12 on PowerPoint Overview of Chaps.)</td>
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<td>Optional posting on DB3, extra credit. (See questions for Chap. 12 on PowerPoint Overview of Chaps.)</td>
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<tr>
<td>Nov. 10</td>
<td><strong>OMNIBUS LECTURE</strong>: November 10, 2010, Andrew Ross Sorkin, Financial Journalist, 7:30 p.m., Music Bldg. (optional open-ended response to DB3, Omnibus Lectures &amp; Video/Film Responses)</td>
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</table>
| 13      | Nov. 11- Nov. 17: Ravitch: *The Death and Life of the American School System* (See Blackboard under Supplemental Readings.) (What does she tell you about the history of education in the last 30 years that you didn’t know before? Were you aware of these developments as they happened?)
Hurst: “Assessing no child Left behind and the Rise of neoliberal Education policies” (See Blackboard under Supplemental Readings.) (Could you come away with a working definition of neoliberalism (an economic philosophy that supports free markets, deregulation, privatization, outsourcing, and is anti-union)? What is the relationship of that to NCLB? You might consider how these ideas are working in Indiana. If you come up only with more questions, that’s OK, too!)
| 14      | Nov. 18- Nov. 24: No Class Nov. 24, 2010, Happy Thanksgiving! |
| 14      | Nov. 29: Monday, November 29, 2010, Papers are due electronically as attachments to BB email. **PAPERS DUE by November 29 at 11:30 pm.**
Ayers: “Barack Obama and the Fight for Public Education” (See Blackboard under Supplemental Readings.) (Do you agree with All read; no posting required. Extra credit)
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Dec. 1</td>
<td>him?</td>
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<td>Dec. 1</td>
<td><strong>PRESENTATIONS</strong></td>
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<td>15</td>
<td>Dec. 2- Dec. 8</td>
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<td></td>
<td><strong>Conceptual Framework Artifact and Reflection</strong> based on final paper due to BB email as attachment. See P.12 of syllabus for assignment.</td>
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<tr>
<td>16</td>
<td>April 29- May 5</td>
</tr>
<tr>
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<td>Final Wrap-Up</td>
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</tbody>
</table>

**Section 5**

**The Future: Keeping Struggles Alive; Taking on New Ones; Using History to Lead**