



HSED-UE 1005 / HIST-UA 60
Introduction to U. S. Education: Historical and Contemporary Perspectives
FALL 2022

4 credits
 Monday/Wednesday 12:30 PM-1:45 PM Eastern time
 Online

INSTRUCTOR INFORMATION

Professor: Dominic J. Brewer, Dean Emeritus and Professor of Education, Economics and Policy, Department of Applied Statistics, Social Science and Humanities. Dominic.brewer@nyu.edu. *Please call me "Dom".*

Office: 204W Kimball Hall, 246 Greene Street, New York, NY 10003.

All student class Join URL: <https://nyu.zoom.us/j/92027692991>

Class site: <https://brightspace.nyu.edu/d2l/home/199000>

Office hours are by request and can be by Zoom or in person. Feel free to make an appointment: you are strongly encouraged to take advantage of the opportunity! If you want to learn more about the topic, I am interested in your thoughts and connecting you with resources. If you are struggling with the material, I am happy to try to figure out where the roadblocks are. I will do my best to accommodate you whatever your time zone (I am based in Los Angeles, i.e. on Pacific time, but in New York regularly). Feel free to make an appointment as you need either with me or your CA.

Course Assistants (CAs): There are fourteen course assistants here to help you understand the course material and complete the assignments. Each student will be part of a CA-GROUP that will meet together several times during the semester. You will be notified of your group at the beginning of the semester. (Please note that your group is allocated randomly and cannot be changed.) You can find your group on Brightspace: on the course site go to "More Tools > Groups > My Groups". If you have any questions, please let us know! CAs will try to respond to emails within 24 hours during the work week and 48 hours on weekends, but please be patient.

CA-GROUP 1: Hank Sherwood (hs105@nyu.edu);
 CA-GROUP 2: Anthony Rera (aar8304@nyu.edu);
 CA-GROUP 3: Halimo Hassen (hyh288@nyu.edu);
 CA-GROUP 4: Marissa Charlemagne (mc8438@nyu.edu);
 CA-GROUP 5: Laura Assanmal (lma502@nyu.edu);

CA-GROUP 6: Ramy Abbady (ra3208@nyu.edu);
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CA-GROUP 8: Kelly Wood (kew476@nyu.edu);
CA-GROUP 9: Catherine Adcock (cma9838@nyu.edu);
CA-GROUP 10: Oliver Ruiz-Gomez (org219@nyu.edu);
CA-GROUP 11: Ben Le (bgl3705@nyu.edu);
CA-GROUP 12: Taylor Franco (trf3638@nyu.edu);
CA-GROUP 13: Tim Carroll (tgc259@nyu.edu).
CA-GROUP 14: João Souto Maior (jms1738@nyu.edu).
More details on each of the CAs can be found on Brightspace.

COURSE DESCRIPTION

Introduction to U.S. Education: Historical and Contemporary Perspectives is, as the name implies, a history course. Throughout the semester we will look at a number of important issues in contemporary U.S. schooling through the lens of history. *How have these issues developed over the last three hundred years? What has changed? Who have the prime change agents been?* We will also discuss all of these issues as they are in schools today. *What is happening now? What should happen? What are the forces for change—for the better or for worse?*

For those who are preparing for careers in teaching, or for students who are interested in education as a field of study (who may want to be journalists or researchers or activists in the field), this course should provide important background historical context. For students of history or politics or who bring a general interest to the questions of this course, Introduction to U.S. Education is designed to help us understand current political, pedagogical, and economic debates.

Unlike many history courses, this one is *not* organized chronologically, but thematically. It is organized around five UNITS, each of which poses key questions:

1. How has the job of teaching changed and how have teachers helped change it? (“TEACHERS”)
2. Who gets taught? Are schools fair? What does fairness look like? (“STUDENTS”)
3. Who pays for schools? Who decides what to do with the money? (“FUNDING”)
4. What gets taught? What should get taught? (“CURRICULUM”)
5. What is the purpose of public schools? How has the purpose changed over time? (“PURPOSES”)

The focus of the course is on the U.S. but students are encouraged to draw comparisons with other country contexts they are familiar with. Note also the course deals with North America after colonization. This does not mean that the pre-Colonial period is not important, just that it is not the foci here.

The course was originally designed by Professor James W. Fraser, Professor of History and Education, Department of Applied Statistics, Social Science, and Humanities, Steinhardt School of Culture, Education and Human Development, New York University. It has been adapted by Professor Brewer.

TEXTBOOK AND OTHER MATERIALS

There is a primary textbook for the course: James W. Fraser, *The School in the United States: A Documentary History* (Fourth Edition), New York: Routledge, 2019 – referred to as “Fraser (2019)” below. There are specific readings from the book assigned for each class. (If you use an earlier edition of the book, be aware that page numbers may not match and a few readings may be missing entirely.) The book is available at NYU Bookstore if you want to buy it, or ***we have posted scans of the readings*** on Brightspace in the relevant “To Do Before Class (XX)” for each class, AND also under “Help and Resources > Fraser Readings for Entire Course”.

There are other **required** readings, videos, podcasts, etc. for each class found under the appropriate class tab on Brightspace and detailed in the syllabus below. In addition, there are other resources which are clearly marked *Optional* on Brightspace if you want to explore a particular topic in more depth. If you’d like even more, just let us know!

COURSE MEETING SCHEDULE

This class is designed to be delivered in a **hybrid** format with synchronous and asynchronous components. There are three class types:

- (1) Synchronous (“live”) classes on Zoom with all students, led by Professor Brewer, on the day indicated on the course meeting schedule at 12.30pm Eastern time (some of these all student classes will also split into CA-GROUPS towards the end of class for discussion);
- (2) Synchronous (“live”) classes on Zoom in small Course Assistant-led groups (“CA-GROUPS”), on the day indicated on the course meeting schedule at 12.30pm Eastern time;
- (3) Asynchronous classes that include a range of activities that *can be done online at any time*, at <https://brightspace.nyu.edu/d2l/home/199000>.

Attendance and active participation at synchronous classes is required. **CAs will take attendance** for their group and it will count towards your grade (see below). For those who miss the all student synchronous classes or want to review them after the class is over, recordings can be found on Brightspace under the “Zoom” tab shortly after the class ends. Any PowerPoints (and other links, e.g. to videos) used in these classes will also be posted online (either before or after the class).

Completion of all asynchronous classes is required. This means doing the readings, watching the videos, posting to the DISCUSSION FORUMS, and taking the QUIZZES, as clearly indicated on the Brightspace site. CAs will automatically track all your Brightspace activity. You can begin the asynchronous classes for a UNIT a few days before the previous UNIT classes end and *you must complete them no later than one week after a Unit ends, on the dates indicated* in the schedule. After that time, you will not be able to take the graded QUIZ or post to the DISCUSSION FORUM. If you need an extension, please contact the Professor or your assigned CA.

The schedule shown in the table is subject to change due to unforeseen circumstances. Please be sure to check your email regularly and use the Zoom links found on Brightspace (“Zoom > Upcoming Meetings”) for synchronous sessions.

Occasionally we may have a guest speaker come to class. Please be courteous to our guests and respectful of their time. It would be much appreciated if you turn your cameras on. All PAPER, FORUM and QUIZ deadlines shown in the detailed Class schedule are midnight Eastern time.

FALL SEMESTER 2022

Class	Date	Type of Instruction
INTRODUCTION		
(1)	<i>Wednesday September 7</i>	Synchronous
(2)	<i>Monday September 12*</i>	Synchronous
(3)	<i>Wednesday September 14*</i>	Asynchronous + Synchronous (CA-GROUPS)
UNIT 1: TEACHERS AND TEACHING		
(4)	<i>Monday September 19</i>	Synchronous
(5)	<i>Wednesday September 21</i>	Asynchronous
(6)	<i>Monday September 26</i>	Asynchronous
(7)	<i>Wednesday September 28</i>	Synchronous (CA-GROUPS)
UNIT 2: STUDENTS AND CIVIL RIGHTS		
(8)	<i>Monday October 3</i>	Synchronous
(9)	<i>Wednesday October 5</i>	Asynchronous
<i>Monday October 10 – University Holiday</i>		
(10)	Tuesday <i>October 11</i>	Synchronous
(11)	<i>Wednesday October 12</i>	Asynchronous
(12)	<i>Monday October 17*</i>	Synchronous (CA-GROUPS)
UNIT 3: FUNDING		
(13)	<i>Wednesday October 19*</i>	Synchronous
(14)	<i>Monday October 24</i>	Synchronous
(15)	<i>Wednesday October 26</i>	Asynchronous
(16)	<i>Monday October 31</i>	Synchronous (CA-GROUPS)
UNIT 4: CURRICULUM		
(17)	<i>Wednesday November 2</i>	Synchronous
(18)	<i>Monday November 7*</i>	Asynchronous
(19)	<i>Wednesday November 9*</i>	Synchronous
(20)	<i>Monday November 14</i>	Asynchronous
(21)	<i>Wednesday November 16</i>	Synchronous
(22)	<i>Monday November 21</i>	<i>Optional Individual CA Meetings</i>
UNIT 5: PURPOSES		
(23)	<i>Monday November 28</i>	Asynchronous
(24)	<i>Wednesday November 30</i>	Synchronous
(25)	<i>Monday December 5*</i>	Asynchronous
(26)	<i>Wednesday December 7*</i>	Synchronous (CA-GROUPS)
CONCLUSION		
(27)	<i>Monday December 12</i>	Asynchronous
(28)	<i>Wednesday December 14</i>	Synchronous

*Dom in NYC +/- 1 day: **available for in-person** meetings by request (if there is synchronous class that day it is still by Zoom)

INTRODUCTION

Full details of all activities, links to readings/videos/etc. are found on the Brightspace course site.

Asynchronous classes for INTRODUCTION can be started any time after Monday August 29 and must be completed by Wednesday September 21.

(1) Wednesday September 7 (Synchronous)

To Do Before Class (1)

- Review the syllabus and come to class with any questions/concerns.

Attend Class (1). We will:

- Discuss the syllabus;
- Explain assignments and expectations for work;
- Discuss what we mean by historical and contemporary perspectives on U.S. K-12 education;
- Consider why it is useful to study education historically in the current context.

To Do After Class (1)

- Review feedback from CA-GROUP discussion on “What is the most important issue in U.S. education today?”

(2) Monday September 12 (Synchronous)

To Do Before Class (2)

- Read the blog post “A Relevant History of Public Education”.
<https://www.publicschoolreview.com/blog/a-relevant-history-of-public-education-in-the-united-states>
- Explore "American Educational History: A Hypertext Timeline".
<http://www.eds-resources.com/educationhistorytimeline.html>

Attend Class (2). We will:

- Provide a historical overview of the development of U.S. education.

(3) Wednesday September 14 (Asynchronous + Synchronous in CA-GROUPS)

To Do Before Class (3):

- Post at least one question or one answer to classmate’s question to the DISCUSSION FORUM ON U.S. EDUCATION, “Everything I Wanted to Know About the U.S. Education System But Were Afraid to Ask”.
- Watch two videos that provide an overview of U.S. education.
https://www.youtube.com/watch?v=S294zRodS_4&feature=emb_title
<https://www.youtube.com/watch?v=TpdoYhT43rU>

Attend Class (3). We will:

- Review written assignments and expectations;
- Discuss some of the questions posted in the DISCUSSION FORUM ON U.S. EDUCATION;
- Review some basic features, facts and figures of U.S K-12 education.

To Do After Class (3):

- Explore *The Condition of Education*. <https://nces.ed.gov/programs/coe/>

Graded Assignments

QUIZ ON U.S. EDUCATION — *complete by Wednesday September 21.* (Use Google Chrome to take the quiz. Do not open multiple browser windows or the quiz may not grade properly. You can take the quiz up to ten times. There is no time limit.)

DISCUSSION FORUM ON U.S. EDUCATION — *complete by Wednesday September 21.* (The FORUM is part of Class (3).)

UNIT 1. TEACHERS AND TEACHING

Full details of all activities, links to readings/videos/etc. are found on the Brightspace course site.

Asynchronous classes for UNIT 1 can be started any time after Wednesday September 14 and must be completed by Wednesday October 5.

(4) Monday September 19 (Synchronous)

To Do Before Class (4):

- Read Fraser (2019)
 - John Adams, *Diary Entries*, 1756, p. 9-10.
 - Catharine E. Beecher, *An Essay on the Education of Female Teachers for the United States*, 1835, pp. 43-45.
 - Charlotte Forten, *The Journal of Charlotte Forten*, 1862, pp. 88-93.
 - Margaret Haley, *Why Teachers Should Organize*, 1904, pp. 181-185
 - Herb Kohl, *Thirty-Six Children*, 1967, pp. 227-235.
 - U.S. Department of Education, Executive Summary of the No Child Left Behind Act, 2002, pp. 330-334.

Attend Class (4). We will:

- Provide an overview of the teaching profession over time and highlight key issues in its historical development.

(5) Wednesday September 21 (Asynchronous)

In this class we will review the job of teaching today, how it has changed over time, and how many contemporary issues in teaching have longstanding historical roots.

To Do For Class (5):

- Post at least one paragraph in the DISCUSSION FORUM ON TEACHERS, "Teachers Who Made A Difference To Me". You can start a new thread or reply to an existing thread posted by a classmate.
- Listen to an interview with the author of *The Teacher Wars: A History of America's Most Embattled Profession*.
<https://www.npr.org/2014/09/02/345104706/a-lesson-in-how-teachers-became-resented-and-idealized>
- Read the short essays "My Dream to be a Teacher", watch the video "Teaching in the U.S. vs. the rest of the world", read the article "Why Do Teachers Quit?", and watch the Vice News video on Oklahoma teachers.
<https://www.futureeducators.org/dream-to-be-teacher-essays/>
<https://www.youtube.com/watch?v=wFgQm1541aA&feature=youtu.be>
Liz Riggs, "Why Do Teachers Quit?" *The Atlantic*, October 18, 2013
<https://www.youtube.com/watch?v=nva8UofZ3fY&feature=youtu.be>

- Watch a Q&A with Professor Ayanna Taylor, NYU.

(6) Monday September 26 (Asynchronous)

In this class we will consider who enters the teaching profession and why, and how this has changed over time. We will also consider ways in which teachers are paid, and attempts to reform the way teachers are compensated and evaluated.

To Do For Class (6):

- Read an article on the rise of teacher unions and an analysis of declining teacher salaries.
<http://hechingered.org/content/the-rise-of-teacher-unions-a-look-at-union-impact-over-the-years-5601/>
<https://www.edsurge.com/news/2018-04-05-the-data-tells-all-teacher-salaries-have-been-declining-for-years>
- Read the Epilogue of *The Teacher Wars: A History of America's Most Embattled Profession* and watch a Q&A with Professor Luis Rodriguez, NYU.

(7) Wednesday September 28 (Synchronous in CA-GROUPS)

To Do Before Class (7):

- Bring a list of possible topics with the sources you expect to use for your TEACHER PAPER. You do **not** need to post anything in advance unless you want to. The paper is due Monday October 11.

Attend Class (7). We will:

- Review the requirements for the TEACHER PAPER and discuss the central question of the paper;
- Discuss the major themes in the history of teaching covered in the preceding classes.

Graded Assignments

TEACHER PAPER — due Monday October 10. (Detailed requirements for the TEACHER PAPER are found below.)

QUIZ ON TEACHERS — *complete by Wednesday October 5*. (Use Google Chrome to take the quiz. Do not open multiple browser windows or the quiz may not grade properly. You can take the quiz up to ten times. There is no time limit.)

DISCUSSION FORUM ON TEACHERS — *complete by Wednesday October 5*. (The FORUM is part of Class (5).)

UNIT 2. STUDENTS AND CIVIL RIGHTS

Full details of all activities, links to readings/videos/etc. are found on the Brightspace course site.

Asynchronous classes for UNIT 2 can be started any time after Wednesday September 28 and must be completed by Monday October 24.

(8) Monday October 3 (Synchronous)

To Do Before Class (8):

- Read Fraser (2019)
 - Federal District Court, *Mendez v. Westminster*, 1946, pp. 242-245.
 - Septima Clark, *Ready from Within*, C.A., 1950, pp. 245-250.
 - Supreme Court of the United States, *Brown v. Board of Education of Topeka, Kansas*, 1954, pp. 250-253.
 - Kenneth B. Clark, "How Children Learn About Race, 1950, pp. 253-256.
 - School Desegregation in the South: Little Rock, 1957, pp. 256-260.
 - NAACP Boston Branch, Statement to the Boston School Committee, June 11, 1963, pp. 260-264.
 - School Desegregation in the North: Boston, 1965, pp.264-271.
 - Looking Back At An Era: Rucker C. Johnson, *The Dream Revisited- In Search of Integration: Beyond Black and White*, 2014, pp. 271-274.

Attend Class (8). We will:

- Consider the basic question of whether schools are "fair" and how they treat different kinds of students;
- Review some of the key historical developments in civil rights and racial integration in public schools.

(9) Wednesday October 5 (Asynchronous)

In this class we will examine racial inequities in schools today.

To Do For Class (9):

- Review a "Timeline of School Integration in the U.S.", watch the trailer for the movie *Teach Us All*, read a Vox overview of a report from UCLA Civil Rights Project and the Executive Summary of that report.

<https://www.tolerance.org/magazine/spring-2004/brown-v-board-timeline-of-school-integration-in-the-us>

<https://www.vox.com/identities/2019/5/10/18566052/school-segregation-brown-board-education-report>

<https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/harming-our-common-future-americas-segregated-schools-65-years-after-brown>

- Read an Urban Institute Brief and post in the DISCUSSION FORUM ON STUDENTS, “Racial Segregation in U.S. Schools Today”.
<https://www.urban.org/urban-wire/three-persistent-myths-about-school-integration-65-years-after-brown-v-board>
- Read an overview of racial disparities in school discipline and watch a Q&A with Professor Richard Welsh, NYU.
<https://daily.istor.org/school-suspensions-racial-discipline-gap/>

Monday October 10 is a University Holiday!

(10) Tuesday October 11 [Legislative day] (Synchronous)

To Do Before Class (10):

- Read Fraser (2019)
 - Supreme Court of the United States, *Engel v. Vitale*, 1962, pp. 278-281.
 - The Elementary and Secondary Education Act and the Great Society, 1965, pp. 281-285.
 - Supreme Court of the United States, *Tinker et al. v. Des Moines Independent Community School District*, 1969, pp. 285-291.
 - Title IX, The Education Amendments of 1972, pp. 292.
 - Supreme Court of the United States, *Lau et al. v. Nichols et al.*, 1974, pp. 292-294.
 - Public Law 94-192, Education for all Handicapped Children Act, 1975, pp. 295-296.
 - Dillon Platero, The Rough Rock Demonstration School, Navajo Nation, 1970, pp. 296-300.

Attend Class (10). We will:

- Consider ways in which student civil rights have been expanded over time.

(11) Wednesday October 12 (Asynchronous)

In this class we will consider the case of special education in the United States.

To Do For Class (11):

- Watch an animated history of special education in the U.S. and review some basic facts and figures.
<https://www.youtube.com/watch?v=23Jes6PHzkk&feature=youtu.be>
Maya Riser-Kositsky, “Special Education: Definition, Statistics, and Trends”, *Education Week*, December 17, 2019
- Read an article on disproportionality in special education, and watch a Q&A Professor Rachel Fish, NYU.

(12) Monday October 17 (Synchronous in CA-GROUPS)

To Do Before Class (12):

- Bring a list of possible paper topics with the sources you expect to use for your STUDENT/FUNDING PAPER. You do **not** need to post anything in advance unless you want to. The paper is due Wednesday November 19.

Attend Class (12). We will:

- Review the requirements for the STUDENT/FUNDING PAPER;
- Discuss the major themes in the history of student civil rights covered in the preceding classes.

Graded Assignments

STUDENT/FUNDING PAPER — *due Wednesday November 9.* (Detailed requirements for the STUDENT/FUNDING PAPER are found below.)

QUIZ ON STUDENTS — *complete by Monday October 24.* (Use Google Chrome to take the quiz. Do not open multiple browser windows or the quiz may not grade properly. You can take the quiz up to ten times. There is no time limit.)

DISCUSSION FORUM ON STUDENTS — *complete by Monday October 24.* (The FORUM is part of Class (9).)

UNIT 3. SCHOOL FUNDING, REGULATION AND OPERATION

Full details of all activities, links to readings/videos/etc. are found on the Brightspace course site.

Asynchronous classes for UNIT 3 can be started any time after Monday October 17 and must be completed by Monday November 7.

(13) Wednesday October 19 (Synchronous)

To Do Before Class (13):

- Read Fraser (2019)
 - Horace Mann, *Tenth Annual Report*, 1846, pp. 38-42.
 - Petition of Catholics of New York for a Portion of the Common School Fund, 1840, pp. 49-53.
 - The Elementary and Secondary Education Act and the Great Society, 1965, pp. 281-285.
 - U.S. Supreme Court, *San Antonio v. Rodriguez*, 1973, pp. 300-303.

Attend Class (13). We will:

- Consider what is a “public” school and the interaction of school operational control and funding;
- Discuss who has and has not paid for schools in the past;
- Discuss who has decided what to do with the money.

(14) Monday October 24 (Synchronous)

To Do Before Class (14):

- *Optional.* Read Fraser (2019)
 - Secretary of Education Betsy DeVos Talks to Students, 2018, pp.362-365.
 - AFT Resolution, “Defeat the DeVos Agenda,” 2018, pp. 365-366.
- Read some background on types of school choice.
<https://www.edchoice.org/school-choice/types-of-school-choice/>

Attend Class (14). We will:

- Discuss the history of, and rationale for, various kinds of public school;
- Evaluate the pros and cons of school choice in a historical context.

(15) Wednesday October 26 (Asynchronous)

In this class we will dig deeper into recent evidence on charter schools.

To Do For Class (15):

- Read some key facts about charter schools.
http://www.in-perspective.org/files/CharterSchoolsInPerspective_GuidetoResearch_KeyFacts.pdf
- Watch some of the debate about charter schools and choice via videos of historians Dianne Ravitch and Ashley Berner.

<https://www.youtube.com/watch?v=2BWVInIJ86A&feature=youtu.be>
<https://youtu.be/BCJ3YerGHnA>

- Review some of the pros and cons of charter schools
<https://www.publicschoolreview.com/blog/your-guide-to-understanding-the-charter-school-debate>

(16) Monday October 31 (Synchronous in CA-GROUPS) [Happy Halloween!]

To Do Before Class (16):

- Bring a list of possible paper topics with the sources you expect to use for your STUDENT/FUNDING PAPER. You do **not** need to post anything in advance unless you want to. The paper is due Wednesday November 19.
- Be sure you read Class (15) reading and be prepared to discuss it in class
<https://www.publicschoolreview.com/blog/your-guide-to-understanding-the-charter-school-debate>

Attend Class (16). We will:

- Review the requirements for the STUDENT/FUNDING PAPER;
- Discuss the major themes in the history of public school funding and school choice.
- Discuss the pros and cons of charter schools.

Graded Assignments

STUDENT/FUNDING PAPER — *due Wednesday November 9.* (Detailed requirements for the STUDENT/FUNDING PAPER are found below.)

QUIZ ON FUNDING — *complete by Monday November 7.* (Use Google Chrome to take the quiz. Do not open multiple browser windows or the quiz may not grade properly. You can take the quiz up to ten times. There is no time limit.)

UNIT 4. CURRICULUM

Full details of all activities, links to readings/videos/etc. are found on the Brightspace course site.

Asynchronous classes for UNIT 4 can be started any time after Monday October 31 and must be completed by Monday November 28.

(17) Wednesday November 2 (Synchronous)

To Do Before Class (17):

- Read Fraser (2019)
 - *The New England Primer*, 1768, pp. 10-16
 - Noah Webster, *The American Spelling Book*, 1783, pp. 30-32
 - *McGuffey's Sixth Eclectic Reader*, 1836, pp. 61-66.
 - *The Scott Foresman Readers*, 1955, pp. 221-224.
 - William Jennings Bryan, *Who Shall Control?*, 1925, pp. 135-136.
- Read "The School Culture Wars: 'You Have Brought Division to Us'", *New York Times*, August 18, 2021.

Attend Class (17). We will:

- Review what has gotten taught at different times in U.S. History.

(18) Monday November 7 (Asynchronous)

In this class we will consider what we mean by curriculum today from the perspective of teachers, and how they decide what to teach.

To Do For Class (18):

- Read an overview of *No Child Left Behind*, and explore critical aspects of the Common Core standards.
<https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/no-child-left-behind-nclb-what-you-need-to-know>
<http://www.corestandards.org/>
- Watch a Q&A with Professor Dianna Turk, NYU.
- Review two short opinion pieces and an interview with Diana Hess:
<https://www.edsurge.com/news/2018-01-17-why-we-need-controversy-in-our-classrooms>
Jonathan Zimmerman and Emily Robertson, "The Case for Contentious Curricula, *The Atlantic*, April 26, 2017.
<https://kappanonline.org/richardson-using-controversy-as-a-teaching-tool-an-interview-with-diana-hess/>

(19) Wednesday November 9 (Synchronous)

To Do Before Class (19):

- Read Fraser (2019)
 - NEA, *Report of the Committee on Secondary School Studies*, 1893, pp. 109-116. NEA, *Cardinal Principles of Secondary Education*, 1918, pp. 126-134.
 - Sonia Nieto, *Affirming Diversity*, 1992, pp. 317-321.
 - Arthur M. Schlesinger, *The Dismantling of America*, 1991, pp. 322-327.
 - Read an article on multicultural education
<https://www.ascd.org/el/articles/the-goals-and-track-record-of-multicultural-education>

Attend Class (19). We will:

- Consider two case studies in the curriculum taught in U.S. public schools
 - High School Curriculum.
 - Multicultural Education.

(20) Monday November 14 (Asynchronous)

This class considers the issue of controversies in the curriculum in science – human evolution and climate change.

To Do For Class (20):

- Read about some recent curriculum controversies and an overview of the teaching of human evolution in U.S. schools, watch a video history of the Scopes Trial, and view a slideshow of subsequent developments, and a recent article that illustrates how teaching evolution remains a salient issue.
<https://www.publicschoolreview.com/blog/controversial-curriculum-taught-in-public-schools>
<https://www.pewforum.org/essay/darwin-in-america/>
<https://www.youtube.com/watch?v=vzp3n51phHg&feature=youtu.be>
<https://www.usnews.com/news/slideshows/nearly-90-years-after-the-scopes-trial-how-has-the-evolution-debate-evolved>
Olga Khazan, “I was Never Taught Where Humans Came From”, *The Atlantic*, September 19, 2019.
- Watch a Q&A with Professors Raul Lejano and Shondel Nero, NYU, on climate change.

(21) Wednesday November 16 (Synchronous)

To Do Before Class (21):

- Read Fraser (2019)
 - Thomas Edison, *Motion Pictures will Transform Schools*, 1923, pp. 134-135.
 - Seymour Papert, *The Children’s Machine*, 1993, pp. 327-329.
 - Neil Postman, *Technopoly*, 1993, pp. 329-330.
 - Arthur Levine, *Digital Students, Industrial-Era Universities*, 2010, pp. 348-349.

- Benjamin Harold, *Education Week*, "Technology in Education: An Overview," 2016, p. 349-355.
- Read <https://edtechmagazine.com/k12/article/2020/11/state-educational-technology-post-pandemic-world>

Attend Class (21). We will:

- Consider the history of using technology in K-12 classrooms.

We will revisit the topic of technology in Class (25).

(22) Monday November 21 (Optional Individual CA Meetings)

This class time is set aside for you to have individual meetings with your CA to discuss prior papers and/or review ideas for the final paper. These meetings are OPTIONAL. If you wish to meet, please contact your CA.

Wednesday November 23 is a University Holiday! [Happy Thanksgiving!]

Assignments

CURRICULUM/PURPOSES PAPER — due Monday December 12. (For detailed requirements for the CURRICULUM/PURPOSES PAPER see below.)

QUIZ ON CURRICULUM — *complete by Monday November 28*. (Use Google Chrome to take the quiz. Do not open multiple browser windows or the quiz may not grade properly. You can take the quiz up to ten times. There is no time limit.)

UNIT 5. THE PURPOSES OF PUBLIC SCHOOLS

Full details of all activities, links to readings/videos/etc. are found on the Brightspace course site.

Asynchronous classes for UNIT 5 can be started any time after Monday November 21 and must be completed by Monday December 12.

(23) Monday November 28 (Asynchronous)

In this class, we consider the many purposes of schooling throughout U.S. history.

To do for Class (22) read Fraser (2019):

- Thomas Jefferson, *A Bill for the More General Diffusion of Knowledge*, 1779, pp. 20-21.
- Horace Mann, *Tenth and Twelfth Annual Report*, 1846-1848, pp. 38-42.
- Booker T. Washington, *The Future of the American Negro*, 1899, pp. 93-97.
- W.E.B. DuBois, *The Souls of Black Folk*, 1903, pp. 97-101.
- Marcus Garvey, *Lessons from the School of African Philosophy*, 1937, pp. 101-103.
- John Dewey-David Snedden, *Debate on Industrial Education*, 1914, pp. 119-125.

(24) Wednesday November 30 (Synchronous)

To do Before Class (24):

- Read Fraser (2019)
 - National Commission on Excellence in Education, *A Nation at Risk*, 1983, pp. 306-310.
 - Johann N. Neem, "Schools Have a Nobler Purpose Than Just Career Prep," 2018, pp. 376-377.
- Read David F. Labaree, "Public schools for private gain: The declining American commitment to serving the public good", *Kappan Online*, October 22, 2018.
<https://kappanonline.org/labaree-public-schools-private-gain-decline-american-commitment-public-good/>

Attend Class (24). We will:

- Discuss the current debate about the purposes of schooling.
- Guest Speaker: Professor James Fraser, Professor of Education and History, NYU.

(25) Monday December 5 (Asynchronous)

In this class, we will review the purposes of public schools and how they apply in the 21st century. What is the future of school?

To Do For Class (25):

- Watch two videos that argue U.S. schools are outdated.
<https://www.youtube.com/watch?v=zDZFcDGpL4U&feature=youtu.be>

<https://www.youtube.com/watch?v=okpg-lVWLbE&feature=youtu.be>

- Watch a video “What Will School Look Like in the Future?” and post to the DISCUSSION FORUM ON PURPOSES, “School of the Future”.

<https://www.youtube.com/watch?v=m8HklGdHKcc&feature=youtu.be>

(26) Wednesday December 7 (Synchronous in CA-GROUPS)

To Do Before Class (26):

- Bring a list of possible paper topics with the sources you expect to use for your CURRICULUM/PURPOSES PAPER. You do **not** need to post anything in advance unless you want to. The paper is due Monday December 13.

Attend Class (26). We will:

- Review the requirements for the CURRICULUM/PURPOSES PAPER;
- Discuss the many purposes of public schools and how they have changed over time.

Graded Assignments

CURRICULUM/PURPOSES PAPER — *due Monday December 12*. (For detailed requirements for the CURRICULUM/PURPOSES PAPER see below.)

DISCUSSION FORUM ON PURPOSES — *complete by Monday December 12*. (The FORUM is part of Class (25).)

CONCLUSION

Full details of all activities, links to readings/videos/etc. are found on the Brightspace course site.

Asynchronous classes for CONCLUSION can be started any time after Monday December 6 and must be completed by Wednesday December 14.

(27) Monday December 12 (Asynchronous)

In this class, we will look back at the major themes of the course. What common threads run across topics and over time? What has most surprised you?

To Do For Class (27):

- Post to the DISCUSSION FORUM ON COURSE THEMES, “Major Course Themes”.

(28) Wednesday December 14 (Synchronous)

Attend Class (28). We will:

- Wrap things up;
- Share major themes from the DISCUSSION FORUM ON COURSE THEMES from Class (27) and lessons learned;
- Complete evaluations.

Graded Assignments

DISCUSSION FORUM ON COURSE THEMES — *complete by Monday December 12.*

ASSIGNMENTS AND GRADING

Grades for the class are based on the following:

1. **Attendance and participation in synchronous classes** and **completion of all asynchronous classes** - 55% of total grade based ATTENDANCE (10%), five QUIZZES (35%) and five DISCUSSION FORUMS (10%);

2. **Written Work** - 45% of total grade based on three PAPERS.

Grade	Scale	Grade	Scale
A	94 - 100	C	73 - 76.9
A-	90 - 93.9	C-	70 - 72.9
B+	87 - 89.9	D+	67 - 69.9
B	83 - 86.9	D	63 - 66.9
B-	80 - 82.9	F	Below 63
C+	77 - 79.9		

Attendance and participation in synchronous classes. Attendance and participation (both all student and CA-GROUP sessions) are a REQUIRED part of the course worth 10% of your grade, awarded by your CA. ATTENDANCE is tracked automatically through Zoom and will be *checked randomly five times throughout the semester*. **Each unexcused absence will result in a 2 point deduction from your final grade.** If you need to miss a class you *must* contact your CA before the session begins.

Please turn your camera on if you are able. Mutual respect, considerate and thoughtful interactions with your peers and your instructor, preparation, attendance and participation are expected of all students. We will try to establish an intellectual community where every student's voice and experiences are welcomed. Students are expected to complete all of the assigned readings/activities before class and arrive prepared for class discussions.

Completion of all asynchronous classes is required by the stated completion date. We will track completion on Brightspace.

There are five QUIZZES. Each QUIZ is worth 7% of your grade (5 x 7 = 35% of the total grade) and has at least 10 questions. The quizzes are designed to be straightforward, but *you will need to have carefully done the readings for synchronous classes, and reviewed all the asynchronous material* to be able to answer all the questions. You can attempt the quiz multiple times (up to 10 times); the quiz does not have an enforced time limit. Individual feedback is **not** provided, but all the answers are found in the asynchronous materials online or covered in the synchronous classes. *Use Google Chrome to take the quizzes.* Do not open multiple browser windows or the quiz may not grade properly. QUIZZES must be completed by a certain date (generally one week after a UNIT has ended) after which time they will no longer be available.

QUIZ	Complete By (Midnight Eastern Time):
QUIZ ON U.S. EDUCATION	Wednesday September 21

QUIZ ON TEACHERS	<i>Wednesday October 5</i>
QUIZ ON STUDENTS	<i>Monday October 24</i>
QUIZ ON FUNDING	<i>Monday November 7</i>
QUIZ ON CURRICULUM	<i>Monday November 28</i>

There are five DISCUSSION FORUMS. Each DISCUSSION FORUM is worth 2% of your grade (5 x 2 = 10% of the total grade). You will get full credit for *posting at least a paragraph* (minimum 4 sentences) in each FORUM, either as a new thread, or replying to an existing thread. You must post to the DISCUSSION FORUM by the date below to receive credit.

DISCUSSION FORUM	Complete By (Midnight Eastern Time):
DISCUSSION FORUM ON U.S. EDUCATION	<i>Wednesday September 22</i>
DISCUSSION FORUM ON TEACHERS	<i>Wednesday October 5</i>
DISCUSSION FORUM ON STUDENTS	<i>Monday October 24</i>
DISCUSSION FORUM ON PURPOSES	<i>Monday November 28</i>
DISCUSSION FORUM ON COURSE THEMES	<i>Monday December 12</i>

2. Written Work

There are three PAPERS (one each for UNITS 1, 2/3 and 4/5) due through the class site at brightspace.nyu.edu. Each PAPER is worth 15% of your grade, 45% total. The papers each have the same basic requirements. Your CA will review expectations for papers in the CA-GROUP sessions and *you are encouraged to work with them to generate paper ideas and improve your writing*. If you want, you may submit an **outline** of your paper to **your CA** for feedback (no less than 72 hours before the PAPER deadline).

PAPER	QUESTION	DUE DATE (Midnight Eastern Time)
TEACHER PAPER	How Has the Job of Teaching Changed? How Have Teachers Helped Change It?	<i>Monday October 10</i>
STUDENT/FUNDING PAPER	Who gets taught? Are Schools Fair? What Does Fairness Look Like?	<i>Wednesday November 9</i>
CURRICULUM/PURPOSES PAPER	What Gets Taught? What Should Get Taught? OR What Is the Purpose of Public Schools? How Has the Purpose Changed Over Time?	<i>Monday December 12</i>

- Each paper should be 4-5 pages long.
- Each paper should include your answer to the question, for example how do you think the job of teaching has changed over time and how do you think teachers have influenced those changes?
- A good paper makes a clear **argument (your opinion)**, based on specific **evidence**. This means, for example, that in answer to the first question, a paper should clearly state your opinion about how teaching has changed and why it has changed. Your point of view must be clear. But so must the

evidence on which your point of view rests; “just because I think so” is not sufficient. The argument may either be about historical interpretation of the documents or about current events but it must be clear and specific.

- Try to pick a specific, *narrow* topic that interests you (e.g. the shortage of bilingual teachers, the treatment of Native American students at the turn of the century, LGBTQ curriculum, etc.). Do not attempt to answer the question in general, expansive terms. And do not simply reproduce the readings or class discussions.
- Each paper must include
 - A specific citation from at least one primary source among those assigned for the UNIT—that is from a historical document in Fraser (2019) *The School in the United States*. Using more than one source or making comparisons among primary sources is strongly encouraged. When citing Fraser (2019) be sure to cite the original source – e.g. “Mann in Fraser (2019), p.XX).
 - A specific citation from at least one other source, besides those in Fraser (2019), *The School in the United States*, either assigned in one of the asynchronous classes or that you find elsewhere. *You are strongly encouraged to use multiple original sources.*
- All written assignments should be typed, double-spaced, in 12-point font (preferably Times New Roman, Calibri or Arial), and formatted according to the *APA Manual, 7th Edition*. In addition, select language for your writing and speaking that communicates clearly. Informal language, humor, and jargon are not appropriate forms of communication for written assignments. Remember that both the content and the quality of your writing will be assessed. Written assignments should show: (a) Understanding and use of relevant readings, (b) Scholarly use and citation of theoretical and methodological literature, (c) Critical engagement with the idea presented, (d) Clear organization and structure and (e) Fluent and accurate writing.
- All assignments should be turned in by the due date. If you need an extension, please consult your CA.
- Please name your assignments consistently using the following format: YourName_PaperName.doc (e.g. brewer_teacherpaper.doc; brewer_studentpaper.doc, etc.) Accepted document formats include .doc, and .docx. Do not submit documents in pdf or .rtf format.

The papers will be graded on the following criteria:

- Does the paper have a clear and specific point of view? Does it answer the main question of the UNIT? Does it consider alternative answers?
- Does the author use evidence to argue a point of view (but not just summarize data)? Evidence must include at least one primary source from the documentary readings and at least one other source.
- Is the paper clear and well written?

Each paper is graded out of 15 using one decimal point: 14.2 = A; 13.5-14.1 = A-; 13.1-13.4 = B+; 12.5-13. = B; 12-12.4 = B-; 11.6 -11.9 = C+; 11-11.5 = C; 10.5-10.9 = C-; 10-10.4 = D+; 9.5-9.9 = D; Below 9.5 = F.

13.5-15 – These are exceptionally good papers that demonstrate substantial effort and achievement in critical thinking and scholarship. They demonstrate a high level of analysis and offer a consistent point of view with appropriate examples. In papers receiving these score, previous scholarship is consistently acknowledged, organization is sound, writing is clear, polished and free of grammatical errors.

12-13.4 – These are very good papers. Papers at this level offer a clear point of view and a fairly consistent argument. They are thoughtful, logical, and well-organized responses to the assignment that demonstrate critical thinking. Minor grammatical and editorial errors may be present, but do not impede clarity in the paper.

10.5-11.9– These are average papers that demonstrate some success in analysis, critical thinking, and the use of sources in response to the assignment. However, weakness in formulating and supporting an argument, in structure and organization, and significant grammatical errors impede the reader’s understanding of the author’s intention.

9.5-10.4– These papers adhere only minimally to the general guidelines of the assignment in terms of subject addressed, page length, and formatting. Written work receiving this score may be a simple restatement of fact or existing scholarship, contain obviously contradictory points of view and contain serious organizational and grammatical errors.

Below 9.5 – The failing score is given for required work that is not submitted, or for incomplete assignments.

STATEMENT ON ACADEMIC INTEGRITY

"Your degree should represent genuine learning"

The relationship between students and faculty is the keystone of the educational experience in The Steinhardt School of Culture, Education, and Human Development at New York University. This relationship takes an honor code for granted. Mutual trust, respect and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do; from taking exams, making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:

1. Cheat on an exam;
2. Submit the same work for two different courses without prior permission from your professors;
3. Receive help on a take-home examination that calls for independent work;
4. Plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning and discovering knowledge, plagiarism cannot be tolerated. Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials, which are not your original work.

You plagiarize when, without proper attribution, you do any of the following:

- Copy verbatim from a book, an article or other media;
- Report from other's oral work;
- Paraphrase or restate someone else's facts, analysis and/or conclusions;
- Copy directly from a classmate or allow a classmate to copy from you.

Consult the American Psychological Association (APA) guidelines for accepted forms of documentation, including information on using electronic sources. When in doubt about whether your acknowledgment is proper and adequate, consult your instructor. The obligation to demonstrate that work is your own rests with you, the student. You are responsible for providing sources, copies of your work, or verification of the date work was completed. For a very helpful self-test on what constitutes plagiarism, please visit <http://www.indiana.edu/~istd/practice.html>

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action may be taken following the department procedure or through referral to the Committee on Student Discipline. Please be sure to read the whole Statement: <https://steinhardt.nyu.edu/current-students/register-classes/registration/statement-academic-integrity>

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