

**George Mason University
College of Education and Human Development
Education Policy**

EDPO 600.B01 – History of Education Reform
3 Credits, June 1-July 25 2020
Online, Asynchronous Sessions

Faculty

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Office Hours: Wednesdays, 4:30 to 5:30 on Blackboard and also by appointment
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Zoom Address: Available upon request

Prerequisites/Corequisites

None.

University Catalog Course Description

Explores the history of education reform in the United States and the connections between the past and present-day policy initiatives and debates.

Course Overview

In this Masters level course, students will explore the history of education reform in the United States. The course will begin with the rise of public schooling in the mid-nineteenth century and examine the political, economic, and social contexts of policy as well as the debates that surrounded various reform initiatives. A series of broad questions will give shape to our inquiry: What are schools for? Who uses them and for what ends? How have different groups experienced and made a place for themselves in the nation's schools? Throughout the course, we will consider the changing role and growing importance of the school as a social institution and the different ways in which groups have sought to use the school to solve social problems. In addition, we will consider how different generations of Americans have turned to the schools to define citizenship, teach values, and both assert and contest power. Throughout this course, students will consider the connections between the past and the present and strive to uncover various ways this history can inform current policy and reform initiatives and debates.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log

in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on June 1, 2020.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes, June 1, 2020.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least two times per week.

- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Gain an understanding of the history of education reform in the United States.
2. Contextualize and uncover the roots of key reform initiatives.
3. Interrogate the connections between social policy and school policy.
4. Use history to shed fresh light on present-day school reform initiatives.
5. Hone critical thinking skills through class discussions and writing assignments.

Professional Standards

Not Applicable.

Course Texts (note that all required texts, including these four books, will be available on Blackboard as either .pdf or .epub format to freely download from Mason Libraries)

- Rousmaniere, K. (1997). *City teachers: Teaching and school reform in historical perspective*. Teachers College Press. [this is an optional, but suggested text]
- Ryan, A.M., Tocci, C., & Moon, S. (Eds.) (2019). *The curriculum foundations reader*. Palgrave Macmillan.
- Rury, J. (2020). *Education and social change: Contours in the history of American schooling (6th ed.)*. Routledge.
- Tyack, D. & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform*. Harvard University Press.

*additional readings will be added on Blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time via the course Blackboard page.

- **Assignments and/or Examinations**

1. **Reflection Memos**

During Weeks 2 through 6, students will submit three reflection memos (2-3 pages) in which they consider the present-day implications of the history pertaining to a specific module's assigned readings. Memos are due by 11:59 pm on Sunday of the chosen module's week. Late memos will not be accepted. (10pt/memo = 30 points)

Due date: Variable; students choose three modules on which to reflect/write

2. **Policy White Paper**

In this white paper (8-10 pages), students will use history to cast fresh light on a current educational problem or debate. Students will base their white paper on information derived from at least 8 peer-reviewed historical books and articles. In the executive summary, students will identify to target audience and offer essential background of the problem as a well as an overview of the white paper. The white paper will begin with a clear articulation of a current problem; the student will explain where the issue takes place, who is involved, why it is important, and key debates. Students will then make a case for the value of historical inquiry and the ways history can inform the present. Next, students will offer different perspectives on the problem and its origination from a historical perspective, drawing on secondary historical scholarship. Finally, students will recommend a course of action that stems from the historical inquiry. An evaluation rubric for this assignment is included in this syllabus. (30 points)

Due date: Subit on Blackboard by 11:59 pm Sunday, July 12

3. Policy White Paper Presentation Video

Students will record a 15-minute presentation based on the white paper assignment and upload the video on Blackboard. Students will view each student's video and provide comments. (10 points)

Due date: Post video on Blackboard by 11:59 pm, Sunday, July 12

Post comments on each video by 11:59 pm, Friday, July 17

4. Final Exam

Students will be given a final exam to complete in a twenty-four (24) hour period and upload on Blackboard. Material covered and format will be discussed in greater detail over the semester. (30 points)

Due date: Submit on Blackboard by 8:00 am Tuesday, July 21

• Other Requirements

1. Students are expected to read all assignments
2. Students are expected to actively participate in the discussion board thread for each module (these are not scored, but they are an essential way to engage with material).
3. Students are expected to treat one another with respect.
4. Students can participate and "check in" with the instructor in the *optional* office hour session held on Blackboard Collaborate Ultra each Wednesday from 4:30 to 5:30 pm. Attendance is not required and an individual office hour appointment can be scheduled if desired.

• Grading

All papers must be typed and formatted according to the *APA Manual of Style, 7th Ed.*

Grading Scale:

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|------------|------------------|
| A = 96-100 | B = 80-88 |
| A- = 92-95 | C = 75-79 |
| B+ = 89-91 | F = 74 and below |

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

| Module Number | Module Topic | Assigned Readings for Module | Assigned Tasks for Module |
|-------------------------------|--|---|---|
| Week 1: June 1-June 7 | | | |
| 1 | Course Introduction: The Value of Historical Inquiry | <ul style="list-style-type: none"> Horsford & D’Amico, "The Past as More than Prologue: A Call for Historical Research" Rousmaniere, “Nostalgia and Educational History: An American Image” | <ul style="list-style-type: none"> View screencast recording from Dr. Helmsing Share introductory post on Discussion Board Module 1 Response due by June 7 if chosen |
| 2 | The Rise of Public Schooling | <ul style="list-style-type: none"> Rury, Chapters 2 and 3 Kliebard, “How School Restructuring Sustained a Pedagogical Revolution” Ryan/Tocci/Moon, pp. 15-32 | <ul style="list-style-type: none"> View screencast recording from Dr. Helmsing Share post on Discussion Board Module 2 Response due by June 7 if chosen |
| Week 2: June 8-June 14 | | | |
| 3 | Native American Boarding Schools | <ul style="list-style-type: none"> Trafzer et. al., <i>Boarding School Blues</i> (selected chapters) Ryan/Tocci/Moon, pp. 33-54 | <ul style="list-style-type: none"> View screencast recording from Dr. Helmsing Share post on Discussion Board Module 3 Response due by June 14 if chosen |

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|--------------------------------|--|--|---|
| 4 | Schooling During Reconstruction and Jim Crow | <ul style="list-style-type: none"> • Anderson & Kharem, <i>Education as Freedom</i> (selected chapters) • Kliebard, “That Evil Genius of the Negro Race”: Thomas Jesse Jones and Educational Reform • Ryan/Tocci/Moon, pp. 55-69 | <ul style="list-style-type: none"> • View screencast recording from Dr. Helmsing • Share post on Discussion Board • Module 4 Response due by June 14 if chosen |
| Week 3: June 15-June 21 | | | |
| 5 | Progressive Reform: The Rise of the Modern School Bureaucracy | <ul style="list-style-type: none"> • Rury, Chapter 4 • Howlett, <i>Progressive Education: A Critical Introduction</i> (selected chapters) • Kliebard, “The Cardinal Principles Report” • NEA, <i>Cardinal Principles</i> and FCPS Portrait of a Graduate | <ul style="list-style-type: none"> • View screencast recording from Dr. Helmsing • Share post on Discussion Board • Module 5 Response due by June 21 if chosen |
| 6 | Progressive Reform: Teachers’ Work | <ul style="list-style-type: none"> • Tyack & Cuban, <i>Tinkering Toward Utopia</i> (all) • Rousmaniere, <i>City Teachers</i> (optional) • Ryan/Tocci/Moon, pp. 143-162 | <ul style="list-style-type: none"> • View screencast recording from Dr. Helmsing • Share post on Discussion Board • Module 6 Response due by June 21 if chosen |
| Week 4: June 22-June 28 | | | |
| 7 | Progressive Reform: Schools, Immigration, and Americanization | <ul style="list-style-type: none"> • Asato, “Mandating Americanization: Japanese Language Schools and the Federal Survey of Education in Hawai’i, 1916-1920” • Ryan/Tocci/Moon, pp. 109-142 • Readings and videos on immigration and schools | <ul style="list-style-type: none"> • View screencast recording from Dr. Helmsing • Share post on Discussion Board • Module 7 Response due by June 28 if chosen |
| 8 | Controversies Over the Curriculum: The Cases of Teaching Evolution & the MACOS Project | <ul style="list-style-type: none"> • Larson, <i>Summer for the Gods</i> (selected chapters) • Rosengren, et. al., <i>Evolution Challenges</i> (selections) • Readings and videos posted about MACOS | <ul style="list-style-type: none"> • View screencast recording from Dr. Helmsing • Share post on Discussion Board • Module 8 Response due by June 28 if chosen |

| Week 5: June 29-July 5 | | | |
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| 9 | Education and the Fight for Equal Schools: <i>Brown</i> and Beyond | <ul style="list-style-type: none"> • Rury, Chapter 5 • Ryan/Tocci/Moon, pp. 81-108 • Klarman, “How <i>Brown</i> changed Race Relations: The Backlash Thesis” | <ul style="list-style-type: none"> • View screencast recording from Dr. Helmsing • Share post on Discussion Board • Module 9 Response due by July 5 if chosen |
| 10 | The Cold War, STEM Policy, and the Rise of Federal Education Policy | <ul style="list-style-type: none"> • Brown, “A is for Atom, B is for Bomb: Civil Defense in American Public Ed., 1948-1963” • Kaestle & Smith, “The Federal Role in Elementary & Secondary Education, 1940-1980” • Evans, <i>The Tragedy of American School Reform</i> (selections) | <ul style="list-style-type: none"> • View screencast recording from Dr. Helmsing • Share post on Discussion Board • Module 10 Response due by July 5 if chosen |
| Week 6: July 6-July 12 | | | |
| 11 | Sex Education | <ul style="list-style-type: none"> • Kendall, <i>The Sex Education Debates</i> (selections) • Kidd, “He’s Gotta Have It: Teen Film as Sex Education” • Carlson, “It Gets Better: Queer Youth and the History of the “Problem of the Homosexual” in Public Education | <ul style="list-style-type: none"> • View screencast recording from Dr. Helmsing • Share post on Discussion Board • Module 11 Response due by July 12 if chosen |
| 12 | Language Education | <ul style="list-style-type: none"> • Bale, “Tongue-Tied: Imperialism and second language education in the United States” • Bale, “The campaign for Spanish language education, 1914–1945” • Bale, “Language and imperialism: The case of Title VI and Arabic, 1958–1991” • Zimmerman, “Ethnics Against Ethnicity: European Immigrants & Foreign Language Instruction, 1890-1940” | <ul style="list-style-type: none"> • View screencast recording from Dr. Helmsing • Share post on Discussion Board • Module 12 Response due by July 12 if chosen <p>Policy White Paper due on Blackboard by 11:59 pm on Sunday, July 12</p> <p>Policy White Paper Presentation Video Due on Blackboard by 11:59 pm on Sunday, July 12</p> |

| Week 7: July 13-July 19 | | | |
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| 13 | Neoliberalism, Choice, Privatization, and Education Reform | <ul style="list-style-type: none"> • Rury, Chapter 6 • Sturges, “Educational Reform in the Age of Neoliberalism” • Evans, “Corporate School Reform: From Charlottesville to Jefferson County” | <ul style="list-style-type: none"> • View screencast recording from Dr. Helmsing • Share post on Discussion Board • No Module Response Option |
| 14 | Viewing Student Videos on Blackboard | <ul style="list-style-type: none"> • View student videos posted on Blackboard • No readings | Post comments on each student’s video by 11:59 pm, Friday, July 17 |
| Week 8: July 20-July 25 | | | |
| 15 | Final Exam | <ul style="list-style-type: none"> • No readings | Final exam released on Blackboard at 8:00 am on Monday, July 20. Due on Blackboard by 8:00 am on Tuesday, July 21 |

Rubric: White Paper Assignment

| | Meets Standards for Full Credit |
|--|---|
| Executive Summary | <ul style="list-style-type: none"> • Author identifies policy audience; • Author provides relevant background; • Author provides an overview of the white paper and its primary contribution. |
| Articulation of Problem | <ul style="list-style-type: none"> • Author clearly articulates and describes a current education policy or reform issue; • Authors examines the nature of the problem, exploring who is involved and where; • Author discusses the significance of the problem. |
| Discussion of the Value of Historical Inquiry | <ul style="list-style-type: none"> • Author makes a clear and compelling case for examining history; • Author discusses the uses of history for policymakers. |
| Perspectives on the Problem | <ul style="list-style-type: none"> • Using at least 8 peer-reviewed secondary historical articles and books, the author explores various perspectives on the problem and its origination from a historical perspective; • Author crafts a thesis driven argument about the history explored and uses evidence from the secondary literature to sustain that argument. |
| Recommendations | <ul style="list-style-type: none"> • Author provides at least 3 clear recommendations to current policymakers based on the historical inquiry; • Author considers both continuity and change and explores the implications of the past on the present for the policy-audience identified in the executive summary. |
| Writing | <ul style="list-style-type: none"> • Writing is clear, logical, and error free; • Writing adheres to APA style guidelines; • White paper is 8-10pp long; • Author cites and draws from at least 8 peer-reviewed secondary historical books and articles. |