

POL 570

Social, Historical, and Philosophical Foundations of American Education

Fall 2018 Online Course
 University of Massachusetts Dartmouth

Instructor:	Ismael Ramírez Soto, J.D., Ed. D.
Email:	Course Messages or iramirezsoto@umassd.edu
Phone:	508- 910- 9029 or cel 781-789-1226
Office Hours:	Tuesdays and Thursdays 2-4pm or by appointment

Class Schedule

This course is 100% Online.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week ends @ 11:59 pm	Week starts @ 5:00 pm					

Course Description

In this course, students will gain a historical and philosophical understanding of change in American Education from the colonial times to the present. They will analyze the interdisciplinary nature of the foundations of education with a focus on the intersections of culture, knowledge, and power. The course will examine various schools of thought such as scientific management, perennialism, essentialism, progressivism, and social reconstructionism, and their nexus with dynamics of change and innovation in American Education such as the politics of disciplinarity, comprehensive schooling, child-driven curriculum vs. society-driven interests, outcomes-driven curriculum, equality challenges, bilingual education, special education, school choice, vouchers, and homeschooling.

Prerequisites: None, but you should be generally familiar with the History of the United States.

Course Credits: 3 credits.

Required Texts:

- a. Urban, Wayne J. and Jennings Wagoner Jr. (2014). *American Education: A History, 5th Edition*; NY,NY: Routledge
- b. Gutek, Gerard L. (2013). *An Historical Introduction to American Education, 3rd Edition*; Illinois, Waveland Press
- c. Kaestle, Carl E. (1983). *Pillar of the Republic: Common Schools and American Society, 1780-1860*; New York: Hill and Wang

Other required readings will be listed weekly in the Learning Module and available online in the Blackboard course site.

Supplemental Readings:

- Callahan, Raymond E. (1960). *An Introduction to Education in American Society, 2nd Edition*; New York: Alfred Knopf
- Cremin, Lawrence A. (1989). *Popular Education and its Discontents*; New York: Harper & Row
- Cremin, Lawrence A. (1977). *Traditions of American Education*; New York: Basic Books, Inc
- Cuban, Larry (1993). *How Teachers Taught: Constancy and Change in American Classrooms 1880-1990, 2nd Edition*; New York: Teachers College Press
- Fraser, James (Ed.) (2014). *The School in the United States: A Documentary History 3rd Edition*; New York: Routledge
- Gutek, Gerard L. (2013). *Philosophical and Ideological Voices in Education*; Boston: Pearson

- Gutek, Gerald L. (2011). *Historical and Philosophical Foundations of Education: A Biographical Introduction 5th Edition*; New Jersey: Pearson
- Gutek, Gerald L. (2000). *American Education 1945-2000: A History and Commentary*; Long Grove, IL: Waveland Press
- Proefriedt, William A. (2008). *High Expectations: the Cultural Roots of Standards Reform in American Education*; New York: Teachers College Press
- Pullman, John & Van Patten, James (2013). *The History and Social Foundations of American Education, 10th Edition*; New Jersey, Pearson
- Ravitch, Diane (2013). *Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools*; New York: Alfred Knopf
- Ravitch, Diane (2000). *Left Back :A Century of Failed School Reforms*; New York: Simon and Schuster
- Karier, Clarence J. (1986). *The Individual, Society, and Education: A History of American Educational Ideas, 2nd Edition*; Chicago, Illinois: Univ. of Illinois Press
- Katz, Michael B. (1987). *Reconstructing American Education*; Cambridge, Mass: Harvard Univ. Press
- Katz, Michael b. Ed (1973). *Education in American History: Readings on the Social Issues*; NY, NY: Praeger
- Kliebard, Herbert M.(1992). *Forging the American Curriculum: Essays in Curriculum History and Theory*; New York: Routledge
- Kliebard, Herbert M. (1987). *The Struggle for the American Curriculum: 1893-1958*; New York: Routledge
- Knight, Edgar W. (1952). *Fifty Years of American Education: A Historical Review and Critical Appraisal*; New York: Ronald Press .
- Maranto, Robert and McShane, Michael (2012). *President Obama and Education Reform: The Personal and the Political*; New York, New York: Palgrave
- McGuinn, J. Patrick (2006). *No Child Left Behind and the Transformation of Federal Policy, 1965-2005*; Lawrence, Kansas: Kansas University Press
- Reese, William J. (2013). *Testing Wars in the Public Schools: A Forgotten History*; Cambridge, MA: Harvard University Press
- Reese, William J. (2005). *America's Public School: from the Common School to "No Child Left Behind"*; (Maryland: John Hopkins
- Reyhner, Jon & Eder, Jeanne (2004). *American Indian Education: A History*; Oklahoma University Press
- Goldstein, Dana (2014). *The Teacher Wars: A History of America's Most Embattled Profession*; NY, NY: Random House
- Steffes, Tracy (2012). *School, Society and State: A New Education to Govern Modern America, 1890-1940* Chicago, IL: University of Chicago Press
- Tyack, David and Cuban, Larry (1995). *Tinkering Toward Utopia: A Century of Public School Reform*; Cambridge, MA: Harvard Univ. Press
- Tyack, David (1974). *The Best System: A History of American Urban Education*; Cambridge, MA: Harvard Univ. Press
- Watras, Joseph (2004). *Philosophic Conflicts in American Education 1893-2000*; Boston, MA: PEARSON
- Zais, Robert S. (1973). *Curriculum: Principles and Foundations*; New York: Harper and Row
- Anderson, James D. (1988) e; Chapel Hill, NC: University of North Carolina Press
- Adams, David Wallace (1995) *Education for Extinction: American Indians and the Boarding School Experience 1875-1928*; Lawrence, Kansas: University of Kansas Press
- Calhoun, Daniel (1969) *The Educating of Americans: A Documentary History*, Boston, MA: Houghton Mifflin
- Carpenter, Charles (1963). *History of American Schoolbooks*; Philadelphia, PA: University of Pennsylvania Press

Course Objectives

Upon successful completion of the course, the student will be able to:

- Demonstrate a historical and philosophical understanding and appreciation of change and innovation in American Education from the colonial times to the present.
- Analyze how various social forces, contexts, and schools of thought have shaped American Education over time.
- Explain major periods in the development of the U.S. educational system from the colonial times to the present.
- Trace the development of curricula since the colonial times and relate its history to education reform
- Critically analyze how different philosophies have left an imprint on the American education system.
- Conduct an inquiry about the historical and philosophical antecedents of a school reform issue in contemporary American Education.

Course Format and Methods of Instruction

This course is organized around 13 weekly sessions in the fall. On the Blackboard course page, you will see a folder for each week containing subfolders with content files and links to discussion forums, web resources, and additional materials such as supporting videos or other type of presentations. I expect you to visit the weekly folder at the beginning of the week, review the plan for the week, and complete the assigned readings and tasks.

a. Time Considerations

This is a 3-credit graduate course and as such it requires a considerable amount of work, time, and effort on your part. Many variables affect the amount of time you will spend weekly on the various activities—how fast you read, how easily you write and edit, how fast you type, how comfortable you are with the software you will be using, and how fast is your internet connection.

You should be prepared to spend a minimum of 6 hours a week reading, taking notes, posting comments in the discussion forums, and on two occasions working on course assignments. While you may feel that I'm displaying a lot of information to you on a weekly basis, please remember that in a traditional "face to face" graduate course you would be coming to class for 3 hours and then spend an additional 6 hours (at least) outside of class reading, preparing for the next class and working on assignments. In our online course environment my expectation is that you will be spending those 3 "class hours" on your own, working on the concepts that you would usually get in a live lecture or discussion. *Please be sure to plan and manage your time accordingly!*

b. The Online Weekly Schedule

Weekly sessions will **start each week on Tuesday at 5:00 pm (Eastern Time) and end the following Monday at 11:59 pm**. This practically means that you have 6 full days to complete all assigned readings and tasks. Work posted after the deadline will be considered late and graded accordingly.

c. Graded Class Participation and Virtual Attendance in the Discussion Forums

Interaction with each other is a very important part of this course. The Discussion Forums area in Blackboard works as a virtual classroom. It is the area where we "meet" weekly to discuss, dialogue and, exchange views and ideas about the readings and other content related issues that emerge throughout the course. Participation in online discussions combines questions on assigned readings and application exercises that contextualize the readings and allow participants to reflect on their classroom practice.

c.1 Format and Expectations

The format of the discussions and thus the type of participation required from you may vary each week as specified in the session description for that week. For example:

- Questions may be assigned ahead of time to all students or to specific ones: some students may be asked to summarize the readings; others to define terms and concepts; others to provide examples;
- Students may be asked to participate in a debate and/or assigned to work in groups.
- Students may be asked to lead/moderate the discussion forums and write a summary;

ATTENTION!

1. Every **Tuesday @ 5pm** I will post in the Discussion Forum two focus questions in separate threads for analysis and discussion. **Each student will respond a minimum of four times, two per thread.** of which one post should be to answer the question in the thread and the other one should be to reply or comment on another student's posting. *questions/threads. Again, please plan and manage your time accordingly!*
2. **The first set of 2 posts answering the questions in the thread should be posted not later than Friday 11:59 pm. Posting late will make you lose the points pertaining timeliness and even content. The reply posts are due by Monday @11:59pm.**

Please try to double-check your text for content, coherence and grammar before posting. The more substantive and clear your comments/responses are, the easier it will be for the other students in the course (and myself) to jump in and participate meaningfully.

Participation should be substantive and constructive. What follows are examples of what I expect from your participation in class:

- Give insights gained from readings that were assigned for the week. If you need more information, ask the participants a question about the week's readings.
- Ask insightful questions. What fresh perspectives can you offer?
- Answer questions I post as well as questions or issues posted by your peers. Avoid simply repeating, agreeing or disagreeing without providing an explanation. Your postings should be *focused and relatively short.*
- Share another resource such as a Web link, a book, a journal article, etc. that you have used to address the focus question or in your answer to other participants' questions and briefly explain its relevance.

Online Etiquette and Norms

Time spent reading your post should not be wasted, so please be succinct, post thoughtfully and stay on task. Don't expect instant responses to all of your questions or comments and do not assume that everyone will agree with your positions. Keep in mind that you are interacting with other students and me in what I consider to be a professional environment. Conflict is part of learning and is expected, but above all remain calm, be polite, civil and respectful of others' opinions and statements. Avoid getting carried away, dominating or imposing your views on others.

c.2 Your Role as a Discussion Leader/Moderator

Each student in this course will be required to serve **twice** as a Discussion Forum leader/moderator. As such you will need to do two things:

1. Lead a discussion thread on one (or several) of the focus question(s) I have posted in the corresponding Discussion Forum.

- You are responsible for getting the discussion started. This will require that you post an initial comment based on the question(s) and assigned readings to start the discussion off. Invite others to reply to your post. Ending with a question tends to be effective in spurring others to reply.
 - After the conversation is underway, you should comment on the responses, add additional information or conduct additional research (if warranted) in order to keep the discussion active, flowing, and coherent.
 - Once you and your participants have wrestled with the key elements, all of you should have a well-developed understanding of the focus question(s).
2. Write and post in a separate discussion thread at the end a 1–2 page summary of the discussion and major ideas in the readings in your week that pertain to the focus questions. If you are co- leading you may agree to post a joint summary or to post separate ones. Please let me know in advance.
- This second thread will serve as a place where your peers and I can review your summary, clarify or expand what was written, if needed.
 - Be precise and to the point. The summary should not exceed 2 pages.
 - This counts as 10% of your grade, so please give this task your fullest attention. It is important that you post the summary by Monday @ 11:59 pm. Posting late will result in a 10% reduction of the grade per day (1 point out of 10).

NOTE: In week 1 I will ask you to choose which weeks you wish to lead and co-lead the two discussion forums. I will try to honor your requests as much as possible but in some cases I may have to assign you to a particular week that may not have been your choice.

c.3 Assessment and Grading criteria/points distribution

There are 12 content based Discussion forums. All Discussion forums (starting in week 2) will be graded. 10 of them will count 3% of the grade for a total of 30%. In two of them (those where you will serve as a leader or co-leader) will count 5% each for a total of 10%.

*I will assess your course participation by checking on the **frequency, timeliness and content of your postings**.* My intention is not to be technical about grading but rather for you to use this as a guideline of what I look for.

❖ Participation in the 10 Graded DFs:

Frequency	= 0.5	Frequency =	Answering the two questions in the DF and replying to others
Timeliness	= 0.5	Timeliness =	Answering and replying within the deadlines: Initial post (Fridays), Replies (Mondays)
Content	= 2.0		
	3.0		

c.3.1 Leader/role in two DFs:

Initial posting:	1.50	Timeliness:	0.50	Content:	1.0
-Discussion:	6.00	Timeliness:	0.50	Frequency:	0.50
-Summary:	2.50	Timeliness:	0.50	Content	5.0
	10.00			Content	2.0

c.4 My role in the discussion forums:

- I will participate in online discussions primarily to clarify issues, refer to information, or re-direct the discussion when necessary. I may post additional materials to highlight main points and correct misunderstandings.
- I will post often during the first weeks of the course and then drop off in activity while expecting the discussion leader(s) and participants to fill any void. I will continue to monitor the discussions though and participate tactically throughout the discussions in the course. This is how I envision collaborative learning and constructing knowledge.

d. Graded Assignments

There will be two (2) graded assignments (#3 and 4) in this course. Each will be worth 10% of your final grade. For every assignment you submit, you will receive individual feedback and a grade. Instructions for each assignment will be posted in the stipulated weekly folders in Blackboard. You will have 13 days to complete each assignment. Pay attention to the posting and due dates below. Submitting late after the stipulated due date will result in a grade reduction of 10% of the grade per day (1 of 10 points)

Assignment (Graded)	Posting Date (Thurs at the beginning of:)	Due Date (Wed at the end of:)	Grade
# 3	Wk.3 (09/25)	Wk. 4 (10/08)	10 points
# 4	Wk 6 (10/16)	Wk. 7 (10/29)	10 points

Note: Assignments 1 & 2 are not graded.

e. Final written paper (Assignment 5)

You will be asked to choose one (1) question from a set of two that I will provide and write an essay of no more than 15 pages long (APA citations and references included, double spaced and 11" Arial typeface, with 1" margins). Longer submissions may have points deducted. Please remember that this is a formal written essay. You should proofread them before submitting it. The paper should contain minimal or no spelling or grammatical errors; and should include appropriate references.

❖ **TIMELINE:** I will post the questions for your perusal at the beginning of **Week 11 (11/20)**. You will have up to 4 weeks to work on it. The absolute deadline for submissions is:

Monday, December 17, 2018 @ 11:59 pm.

Evaluation and Grading Summary

Evaluation and Grade Breakdown:

• Class participation and virtual attendance (posting, level of engagement)	30%
• Discussion Leader/Moderator 2 times@ 5% each	10%
• Graded assignments 2 @ 10 % each	20%
• Final Essay	<u>40%</u>
	100%

Grading Scale

A+ = 100-98%
A = 97-94%
A- = 93-90%
B+ = 89-87%
B = 86-83%
B- = 82-80%
C+ = 79-77%
C = 76-73%
C- = 72-70%
D+ = 69-67%
D = 66-63%
D- = 62-60%
F= below 59% or any "fail"

Communications

Please use email **ONLY** when you have a *personal* question which you are not comfortable sharing with the rest of the class. I will respect your need for confidentiality. If others in the class could benefit from your question, please post it in the appropriate discussion board forum

If you have general questions *about how the course operates*, please post your inquiries in the *Question & Answer Discussion Board*, which can be found on the course main page. Your classmates will welcome your questions, as they probably would like to pose them as well. I welcome your inquiries and try to respond as quickly as possible.

I don't email my students after they submit an assignment. If you do not hear from me after submitting work, consider it a good thing. Still, I will email you within 24 hours after due dates for any missing work.

Incomplete Policy

An incomplete may be given only in exceptional circumstances at the instructor's discretion. To qualify for an incomplete the student has to have:

- at least 60% of the course completed; **and**
- an exceptional circumstance such as a serious medical issue that effectively rendered him or her unable to meet the deadline. If you feel you want an incomplete you need to email me and stating your reasons for the incomplete. I will then decide on a course of action.

Student Academic Integrity Policy (Plagiarism)

The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure or as an act of intentional dishonesty. All academic work must be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and deemed appropriate by the instructor of the course. Students are responsible for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course.

A student found responsible of academic dishonesty is subject to severe disciplinary action which may include dismissal from the University. The procedure for responding to incidents of academic dishonesty may be found in Section III of this document. You may also refer to the Student Handbook for information about the judicial process.

For additional information on violations, infractions, and consequences visit the UMass Dartmouth Student Academic Integrity Policy at the following link:

<http://www.umassd.edu/studentaffairs/studenthandbook/>

- NOTE: Students should be aware that, at the discretion of the instructor, assignments and final papers may be submitted to plagiarism detection software programs for the purpose of detecting possible plagiarism.

Center for Access and Success

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with the instructor at the beginning of the semester and provide the appropriate paperwork from the [Center for Access and Success](#). The necessary paperwork is obtained when you bring proper documentation to the Center.

Check their site @ <http://www.umassd.edu/dss/>

Additional Resources

a. Tutoring

If you are having difficulty with the class please post a message on the Discussion Board – be sure to use your classmates for troubleshooting and problem solving. Make an appointment to come in and meet with me during my office hours. Contact the Academic Resource Center (ARC) for support:

Schedule		
Week/Date Thurs 5pm to- Wed 11:59pm	Topic	Readings and Assignments
1 09/11 - 09/17	<ul style="list-style-type: none"> • Introductions, • Syllabus Review • Questions 	DF: 1: Introductions, Syllabus Review, questions Assignment 1: Self Assessment (non-graded) Assignment 2: Discussion Forums Leaders Selection posted on 9-11
2 09/18 – 09/24	I. Beginnings of American Education: 1607-1820 <ul style="list-style-type: none"> • The Colonial Experience 1607-1776 <ul style="list-style-type: none"> ○ The Colonial Mentality and Education: Colonization, Cultural Transplantation, and Theocracy ○ Similarities and Variations among the Educational Patterns of the Colonies ○ The Enlightenment and the Colonial Education Mindset 	Texts: Gutek: C.1 Zais: pp. 22-32 (To be provided) U&W: pp. 55-59 Supplementary: U&W: C1-.2 DF 2 Assignment 2 Due on 9-17
3 09/25 – 10/01	<ul style="list-style-type: none"> • The American Revolution and the Building of a New Nation: 1776-1820 <ul style="list-style-type: none"> ○ Benjamin Franklin, Education for Success in Life, and The Academy ○ The Enlightenment, Education and the Republican Experiment ○ Thomas Jefferson, Benjamin Rush and Noah Webster ○ Samuel Knox and the idea of a Uniform System of National Education ○ The Social Foundations of Republican Theory 	Texts: U&W: C. 3 Review Zais: pp. 22-32 Kaestle (1983) Pillars of the Republic c.1-3 Supplementary: Gutek: C. 2 DF 3 Assignment 3 posted as of 9/25
4 10/02 – 10/8	II. Dvlp't of a Modern School System 1820-1945 <ul style="list-style-type: none"> • 1820-1865 : The Formative Period <ul style="list-style-type: none"> ○ The Common School Movement ○ Historical Evolution of the Curriculum: From the Colonial beginnings to the Civil War 	Texts: U&W : C4 Gutek: C. 3 Zais: pp 32- 41 Supplementary: Kaestle (1983). Pillars of the Republic c. 4,5 & epilogue DF: 4 Assignment 3 due on 10/08
5 10/09– 10/15	<ul style="list-style-type: none"> • Class, Caste and Education in the South 1800-1903 <ul style="list-style-type: none"> ○ Slavery and the Education of African Americans ○ Native Americans , Other Immigrants and the politics of Assimilation /Americanization 	Texts: U&W : C. 5, Gutek: C. 9 Supplementary: Kaestle (1983) c. 8 DF: 5

<p>6 10/16– 10/22</p>	<ul style="list-style-type: none"> • 1865-1915: Education in the Early Industrial Period <ul style="list-style-type: none"> ○ The Building of a Modern Educational System: 1865- 1890 ○ Organizing the Modern School System: Educational Reform in the Progressive Era: 1890-1915 ○ The Maturing Republic: Curriculum from 1865 to World War I 	<p>Texts: W&W: C. 6-7 Zais: pp.42-54 PBS video on the history of public ed Supplementary: Cuban: (1993) "Teaching at the turn of the Century: Tradition and Challenge"pp. 23-45,142-46 DF: 6 Posting of Assignment 4 10/16</p>
<p>7 10/23 – 10/29</p>	<ul style="list-style-type: none"> ○ European Theorists in 19th Century and early 20th Century in American Education ○ American Liberalism , Progressivism and Scientific Management in Education (Social-Vocational Efficiency) 	<p>Texts: Gutek: C. 7 Gutek (2013): American Liberalism and Progressivism Gutek, G. (2011). "Herbert Spencer: Advocate of Individualism, Science and Social Darwinism"; Labaree: (2010). How Dewey Lost: the Victory of David Snedden and Social Efficiency in the Reform of American Education Kliebard (1971) "Bureaucracy and Curriculum Theory" Supplementary: Gutek, Chapter 8 Gutek, G. (2011) "John Dewey: Pragmatist Philosopher and Progressive Educator" DF: 7 Assignment 4 due on 10/29</p>
<p>8 10/30 – 11/05</p>	<ul style="list-style-type: none"> • 1915-1945: Education in Industrial America <ul style="list-style-type: none"> ○ Completing the Modern School System and WWI 1915- 1929 ○ The Effects of the Depression and WWII 1929-1945 ○ The Rise of Essentialism and resurgence of Perennialism in American Education: Bagley and Hutchins ○ The Corporate State: Curriculum from World War I to Mid Century 	<p>Texts: U&W: C. 8-9 Zais: pp 54-69 Counts, G. (1932). "Dare the School Build a New Social Order? -section 2 Bagley, W. (1938). "An Essentialist's Platform for the Advancement of American Education" Hutchins' extract (1936) from "Higher Learning in America" DF: 8</p>
<p>9 11/06 – 11/12</p>	<p>III. Cold War Schooling, Social Engineering and the Pursuit of Equality: 1945-1980:</p> <ul style="list-style-type: none"> • 1945-1960: A Crucial and Uncertain Era <ul style="list-style-type: none"> ○ Schools in Truman's and Eisenhower's America ○ Brown v Board of Education and School Desegregation ○ The Demise of Progressive Education Movement ○ Sputnik and the National Defense Education Act ○ Teachers and Unions 	<p>Texts: U&W: C. 10 Videos DF: 9</p>

10 11/13 – 11/19	<ul style="list-style-type: none"> • 1960-1980: Stakeholders' Unrest, Social Engineering and the Pursuit of Equality <ul style="list-style-type: none"> ○ Schools in Kennedy, Johnson and Nixon's America ○ The Civil Rights Movement and Schools ○ Education, the Great Society and the War on Poverty ○ Emerging Political Activism within the Schools ○ A New Wave of Curriculum Experimentation and Public School Critics: 	Texts: U&W: C. 11 Kaerier, C. (1986). "Chapter 11: War By Peaceful Means" Gutek (2000) C.10: The 1970's: The Nixon, Ford and Carter Administrations and Education pp. 247-270 Videos DF: 10
11 11/20 – 11/26	<p style="text-align: center;">Thanksgiving recess (11/22 – 11/24)</p>	Posting of Assignment 5: Handing out the topics/issues for the Final Paper 11/20 Note: I will make weeks 12 and 13 accessible so that you can use this time to read some of the material.
12 11/27 – 12/03	<p>IV. From Equality to Excellence?: 1980-Present</p> <ul style="list-style-type: none"> • The Neo liberal/Neoconservative Reagan/Bush Sr. Agenda <ul style="list-style-type: none"> ○ A Nation at Risk: National Security, Cultural Literacy and America 2000: ○ Clinton's Goal 2000 and his modifications to the Neoliberal Agenda ○ State and Local School Reform and Federal Support: ○ Other Reforms in the 1990's 	Text: U&W: C.12 Gutek (2013) Conservatism , Perennialism Apple: (2000) "Between Neoliberalism and Neoconservatism: Education and Conservatism in a Global Context " Gutek (2013) Conservatism (including William Bennett's excerpt at pages 209- 2012) Videos DF: 11
13 12/04- 12/10	<ul style="list-style-type: none"> • American Education in the 21st Century: From NCLB to ESSA of December 2015 <ul style="list-style-type: none"> ○ The Bush Jr. Agenda: The No Child Left Behind Act of 2002 ○ Obama/Duncan Reforms of the NCLB ○ From the NCLB to the Common Core Standards ○ The new ESEA of December 2015 (Every Student Succeeds Act ESSA) and the Trump/DeVos Agenda 	Text: U&W: C.13 pp. 349-70 Proedfiedt(2008) c. 8 High Expectations: the Cultural Roots of Standards Reform in American Education Videos Ed Week updates ESSA DF:12
14 12/11 – 12/17	<p style="text-align: center;">Period to be used finishing and submitting the final paper</p> <p style="text-align: center;">Post it as Assignment 5 (site on week 12)</p>	<p style="text-align: center;">Submission of final paper Absolute Deadline:</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Monday 12/17 @ 11:59 pm</p> </div>

NOTE: As the semester progresses, I may adjust this syllabus to include other readings and materials.

Academic Calendar Highlights Fall 2018

Classes Begin	September 5 (W)
Last day to Add/Drop 100% refund, less registration fee	September 12 (W)
Drop Deadline with a "W" grade 50% refund, less registration fee	September 17 (M)
Last day to file Pass/Fail	October 9 (Tu)
Last day to Withdraw "W"	November 16 (F)
Course evaluations begin (conducted via UMassD email)	December 4 (Tu)
Last day to register for directed/independent study and experiential learning	October 19 (F)
Last day of Fall classes	December 10 (M)
Last day for final exams	December 11-17 (Tu-M)

Important Dates

- Monday, October 8, Columbus Day, no classes
- Wednesday, October 10, no Wednesday class; follow Monday's schedule
- Monday, November 12, Veterans Day observed, no classes
- Thursday-Saturday, November 22-24, Thanksgiving recess, no classes