EDFO 641: HISTORY OF AMERICAN EDUCATION
DEPARTMENT OF EDUCATIONAL STUDIES

EDFO 641 Section-X **August 18, 2025 -to- December 12, 2025** **Hybrid/Synchronous**

Fall 2025

BASIC INFORMATION

Number of credits: 3
Semester and year: Fall 2025

Instructor: David J. Roof, Ph.D.
Office location: Teacher College 839
Office Number: 765-285-5466
Cell Number: [redacted]
Email Address: [redacted]

Canvas Address: https://bsu.instructure.com/courses/170605

Office Hours: Please feel free to contact me anytime. You have my contact information, and are encouraged to email, text, or call. If you are in Muncie, I am happy to meet in person. I am also more than happy to meet electronically by video conference. Simply contact me to arrange to meet. It is important for you to feel free to talk to me when you need to do so. This is particularly important if you do not understand an assignment or want feedback on a specific assignment. What I do not want you to do is to worry about an assignment over the weekend because you do not feel comfortable contacting me during that time. Please do not worry about contacting me when you feel you need to do so. I will do my best to get back to you as quickly as possible.

NOTE: If you need technical assistance regarding Canvas, please call the Help Desk at 765-285-1517 or use the chat feature: https://cases.canvaslms.com/liveagentchat?chattype=admin

BSU Mission Statement: The mission of the professional education program at Ball State University is to prepare engaged educational experts who are sensitive and responsive to the contextual bases of teaching, learning, and development.

COURSE DESCRIPTION: This course is an advanced examination of education and the teaching profession. This includes a focus on becoming a responsible professional educator. With a focus on the historical, philosophical, and sociological aspects of education, the course leads students through a reflective critique of our current educational system and the society of which it is an essential part. The course will also consist of discussions regarding teacher organizations, teaching skills (or pedagogy) and curriculum from an ethical human rights framework to reflect upon why an individual may be committed to teaching as a profession. The course involves an analysis of major educational ideas and practices in the United States.

EXPECTATIONS:
- Read the assigned material and prepared to discuss it.
- Develop a fluid and interactive exchange of information and ideas.
- Demonstrate a written and verbal command of the material presented in the course.
- Explore questions, topics, and concerns related to the course material.
- Establish a collaborative and supportive dialog with peers.

CONCEPTUAL FRAMEWORK: History of American Education includes reflections on the narratives that drive education and schools in the U.S. This course delves into the narratives that have shaped the educational landscape in the U.S. exploring the dynamic interplay between historical context, educational philosophy, and societal change. This framework is built on three core pillars:

- **Expertise**: Professional educators must develop a deep understanding of how teacher, student, and community identities interact within the broader socio-political landscape. Historical knowledge is critical to grasp how these identities have been shaped over time, influencing the operation and function of schools.
- **Engagement**: The course aims to cultivate educators and administrators who are not only pedagogically skilled but also conscious and active within their profession. By connecting the history of education with its philosophical and sociological foundations, educators and administrators are encouraged to recognize and address various issues present in schools and society. This engagement is essential for fostering a democratic society where education serves as a tool for opportunity and advancement.
- **Context**: Understanding the relationship between history, ideas, and education is central to this course. The foundations perspective links educational theory and practice with meaningful action, focusing on the improvement of schools and the development of educators. By integrating insights from history, philosophy, and sociology, educators and administrators can gain a comprehensive understanding of the educational system they inhabit, enhancing the quality of their teaching and their ability to navigate and influence the complexities of modern education.

This conceptual framework is adapted from foundational works, particularly **Sadovnik, Cookson, and Semel's Exploring Education: An Introduction to the Foundations of Education (2006),** and serves to prepare educators to be thoughtful, reflective, and engaged professionals capable of contributing to the ongoing evolution of American education.

LEARNING OBJECTIVES:

- Critically examine key historical educational theories and practices, tracing their development and impact on contemporary American education.
- Assess how education has been used to promote democratic values and address social inequalities throughout U.S. history.
- Explore the ways in which educational institutions have responded to and shaped broader social, political, and economic changes in American society.
- Evaluate major educational reforms and policies from the 19th century to the present, considering their effectiveness and implications for different communities.
- Connect historical developments in American education to current debates and challenges in the field, fostering a deeper understanding of ongoing issues.
- Reflect on the historical role of educators and educational institutions in shaping societal values and promoting social justice.
- Develop a research project that critically examines a specific topic within the history of American education, using primary and secondary sources to support your analysis.

In conjunction with the objectives listed above this course will allow you to explore pivotal issues and questions in contemporary schools, identify beliefs about teaching and learning, and provide you with ethical considerations necessary for building respectful relationships with students.

COURSE SCHEDULE/OUTLINE/CALENDAR OF EVENTS

Unit-1: The Foundations and Function of Western Education The overarching theme of this unit is the purpose of education. The unit examines the function of education in a democratic society. This examination includes a discussion on ethical issues related to education and access. For example, are teachers more beholden to the individuals they serve or the state?

Week-1: Foundations and the Purpose/s of Education in a Democracy			
Date	**Topic/Theme**	**Assigned Readings**	**Assignments**
8/19	The school, society, and ethics. What is the role of education in a democratic society?	**Select One:** 1. **Plato** "Allegory of the Cave" The Republic, Book VII, Plato 514a-521d 2. **Plato** "Chapter 5: The Guardians' Life and Duties" pages 115-132 in the Republic (Oxford University Press, 1993)	**Introduction Post** DUE: Friday, August 22nd by midnight (Not Graded).

Week 2: Education and Our Republic			
Date	**Topic**	**Assigned Readings**	**Assignments**
8/26	The purpose of education, and the function of education in a democracy.	**Core Text**: Urban, Wayne J. and Jennings L. "**Education and the Building of a New Nation**." *American Education: A History.* (pp. 62-93). **Primary Sources:** • **Jefferson, Thomas**. "Notes on the state of Virginia," *Crusade Against Ignorance: Thomas Jefferson on Education* (pp. 92-97). • **Rush, B.** (1786). A plan for the establishment of public schools and the diffusion of knowledge in Pennsylvania; to which are added, thoughts upon the mode of education, proper in a republic. American Journal of Education, 8(23), 423-442. • **Rush, B.** (1798). Thoughts upon the mode of education proper in a republic. In Essays, Literary, Moral and Philosophical (pp. 1-14). Philadelphia: Thomas and William Bradford.	**Discussion Board Post** Due August 25th by Midnight.

Guiding Questions:

1. How do Jefferson and Rush each envision the role of education in the development and maintenance of a republican government? What similarities and differences can you identify in their proposals for educational systems in Virginia and Pennsylvania?
2. In what ways do Jefferson's and Rush's educational philosophies reflect their broader political and social beliefs about citizenship, civic responsibility, and the role of the state in shaping an informed populace?
3. Considering the historical context provided: how do the educational ideas of Jefferson and Rush align with or challenge the broader national goals and challenges of the early U.S.?

Discussion Board Post Prompt: In this week's readings, we explore the foundational ideas about education in the early United States through the writings of Thomas Jefferson and Benjamin Rush. **For your discussion post pick one and respond**:

1. Compare and contrast the educational philosophies of Jefferson and Rush. How do they each propose to use education as a tool to build and sustain the new nation? Consider their views on who should be educated, the content of education, and the structure of the educational system.
2. Reflect on the connection between education and citizenship in both Jefferson's and Rush's writings. How do they believe education will prepare individuals for their roles in a republic, and what assumptions do they make about the relationship between knowledge and power?
3. Relate these ideas to the broader context discussed by Urban and Jennings. How do Jefferson's and Rush's proposals for education contribute to the larger project of nation-building in the post-Revolutionary United States? What challenges or limitations do you see in their visions?

Week-3: Educated Women & the Natural Rights of 'Mankind'			
Date	**Topic**	**Readings**	**Assignments**
9/2	Gender parity, the significance and impact of women's education	**Core Text: Solomon, Barbara**. "A Forbidden World." *In the Company of Educated Women* (pp. 1-13). **Primary Sources**: • Selections: **Wollstonecraft, M**. (1792). A Vindication of the Rights of Woman: With Strictures on Political and Moral Subjects. • **Adams, A**. (1776). Letter to John Adams, 31 March 1776. In C. Adams & E. Boylston Adams (Eds.) • **Willard, E**. (1819). An Address to the Public; Particularly to the Members of the Legislature of New-York, Proposing a Plan for Improving Female Education. Middlebury: J.W. Copeland.	**Discussion Board Post:** Due September 1st by Midnight.

Reading & Discussion Guide: This week we explore the role of educated women in the context of Enlightenment-era discussions on natural rights. For your post, **respond to one** of the guiding questions:
Guiding Questions:

1. How did men and women of the Enlightenment era argue for the inclusion (or exclusion) of women? What are the key points of their arguments regarding women's education and citizenship?
2. In what ways do the educational proposals reflect or challenge the societal expectations of women's roles during their time? How do their ideas align or differ from each other?
3. How do these historical arguments inform contemporary discussions on gender equality and educational access? What lessons can be drawn from these texts for today's feminist and educational movements?

In your response, reference specific passages from the texts and consider the broader historical and philosophical contexts. Reflect on how these foundational arguments continue to influence current debates on women's rights and education.

Week 4: Education, Freedom, & Self Determination			
Date	**Topic/Theme**	**Assigned Readings**	**Assignments**
9/9	Explore the complex dynamics of race, education, and the quest for equality in a post-Reconstruction America; the tension between the oppressive forces and efforts to overcome these barriers through education and self-determination.	**Core Text**: **Du Bois, W. E. B**. "The Souls of Black Folk" Selections from Chapters-4 "Of the Meaning of Progress" & Chapter-6 'Of the Training of Black Men'. University Press, 1903. **Primary Sources:** • **South Carolina General Assembly** (Slave Codes: Literacy). (1740). An Act for the Better Ordering and Governing of Negroes and Other Slaves in this Province. In The Statutes at Large of South Carolina. Columbia, SC: A. S. Johnston. Retrieved from https://www.blackpast.org/african-american-history/1740-south-carolina-slave-code/ • **Washington, Booker. T. (1895).** The Atlanta Exposition Address. In The Booker T. Washington papers (Vol. 3, pp. 583-587). Urbana: University of Illinois Press.	**Discussion Board Post** Due September 8th by Midnight.

Guiding Questions:

1. How does Du Bois's concept of "double consciousness" in The Souls of Black Folk reflect the challenges faced by Black Americans in the pursuit of education and progress during the post-Reconstruction era?
2. In what ways do the South Carolina Slave Codes (1740) and Booker T. Washington's Atlanta Exposition Address (1895) represent conflicting approaches to Black education and progress?
3. How does Du Bois's argument for education and leadership within the Black community contrasts with Washington's emphasis on industrial education and economic self-reliance.

Discussion Board Prompt: Reflecting on Du Bois's *The Souls of Black Folk* and the primary sources, discuss how the historical context of the late 19th and early 20th centuries shaped the differing views on Black education and progress. Consider Du Bois's advocacy for higher education and leadership. How do these perspectives inform our understanding of the ongoing struggles for racial equality and educational access today?

Unit-2: The Birth of Public Schools

The overarching theme of this unit is the values that underlie public education. The unit examines the formation of public schools and their connection to assimilation, social stability, the professionalization of teaching, and other topics. This examination includes consideration of teaching. You should be able to identify the Common School Period and its goals. You should also be able to identify two of the major innovators of education in the 19th century.

Week-5: The People and Their Schools			
Date	**Topic/Theme**	**Assigned Readings**	**Assignments**
9/16	The formation of public schools in the U.S., the role of immigration and social stability in schooling. Horace Mann and his influence on public education.	**Core Text**: Urban, Wayne J. and Jennings L. Wagoner, Jr. "**Common Man and the Common School**." *American Education: A History*. (pp. 94-119). • **Stowe, C. E**. (1838). Report on elementary public instruction in Europe: Made to the thirty-sixth General Assembly of the State of Ohio, December 19, 1837. Columbus: Samuel Medary. • **Barnard, H.** (1838). School Houses. 1844 • **Mann, H. (1848).** Twelfth annual report of the Board of Education. Boston: (Selections)	**Discussion Board Post** Due September 15th by Midnight.

Guiding Questions:

1. How did Horace Mann's vision for public education reflect the broader social and political goals of the U.S. during the mid-19th century, particularly in terms of promoting social stability?
2. In what ways do the reports by Calvin E. Stowe and Henry Barnard on European and Connecticut schooling systems influence the development of public education in the United States, and how do these influences compare with Horace Mann's ideas?
3. How did Horace Mann's 1848 Twelfth Annual Report address the challenges of creating a common school system, and what arguments did he use to advocate for public education as a means of fostering a unified and educated citizenry?

Discussion Board Prompt: Reflecting on the reading from Urban and Wagoner, as well as a primary source (Stowe, Barnard, or Mann), discuss the role of public education in shaping social stability. How did the ideas and reports of these early education reformers influence the development of our public school system? Consider the historical context and how these foundational ideas about public education continue to influence debates about schooling, social integration, and equity today.

Week-6: Legal Struggles, Educational Rights & The Fight for Equality			
Date	**Topic/Theme**	**Assigned Readings**	**Assignments**
9/23	Education, culture, language, additive versus subtractive approaches to education	**Core Text: Guadalupe, San Miguel and Richard Valencia**, "From the Treaty of Guadalupe Hidalgo to Hopwood: The Educational Plight and Struggle of Mexican Americans in the Southwest," Harvard Educational Review, 68(3), Fall 1998 **Primary Sources:** • Treaty of Guadalupe Hidalgo (1848) • Méndez v. Westminster (1947) • The Texas Constitution of 1876 (Article VII: Education)	**Discussion Board Post:** Due September 22nd by Midnight.

Guiding Questions:

1. How did the formation of public schools in the U.S., as influenced by Horace Mann and other reformers, address or fail to address the educational needs of diverse populations, including Mexican Americans in the Southwest as discussed by San Miguel and Valencia?
2. In what ways do the educational challenges faced by Mexican Americans in the Southwest, as outlined in the core text by San Miguel and Valencia, reflect broader themes in American public education, such as the role of immigration and social stability?
3. How do the historical documents, including the Treaty of Guadalupe Hidalgo, Méndez v. Westminster, and the Texas Constitution of 1876, illustrate the legal and structural barriers to education for Mexican Americans, and how do these barriers compare to those faced by other immigrant and minority groups during the same period?

Discussion Board Prompt: Reflecting on the core text by San Miguel and Valencia and the provided primary sources, discuss the role of public education in addressing social inequalities in the U.S. How did the early efforts to establish public schools, influenced by Horace Mann and others, impact various immigrant and minority groups, particularly Mexican Americans in the Southwest?

Week-7: Native Boarding Schools: Education, Culture, & Assimilation			
Date	**Topic/Theme**	**Assigned Readings**	**Assignments**
9/30	The formation of public schools in the U.S. The role of immigration and social stability in schooling. Understand who Horace Mann was and his influence on public education. The history of Native American education in the U.S. The use of schooling for assimilation.	**Core Text: Adams, David Wallace**. *Education for Extinction: American Indians and the Boarding School Experience, 1875-1928*. Lawrence, Kan.: University Press of Kansas, 1995. **Primary Sources** • **Pratt, R. H.** (1892). The advantages of mingling Indians with Whites. Extracts from the Official Report of the Nineteenth Annual Conference of Charities and Correction. Reprinted in Americanizing the American Indians: Writings by the "Friends of the Indian" 1880-1900 (pp. 260-271). Cambridge, MA: Harvard University Press. • **Bureau of Indian Affairs**. (1915). Rules for the Indian school service. Washington, DC: Government Printing Office • **Carlisle Indian Industrial School**. (1893). Rules for the Indian School, Carlisle, Pennsylvania. Carlisle, PA: Indian Industrial School Press. • **Standing Bear, L.** (1928). My People the Sioux. Boston: Houghton Mifflin. • **Meriam, L.** (1928). The Problem of Indian Administration. Baltimore: Johns Hopkins University Press. • ***Coolidge*, Dana**. (1930) "*Kid Catching*" on the. Navajo Indian Reservation in The Destruction of American. Indian Families.	**Discussion Board Post** Due September 29th by Midnight.

Guiding Questions:

1. How did the educational philosophy and practices reflect the broader goals and methods of assimilation in the boarding schools? Why did the boarding schools fail in their attempt to assimilate Native students?
2. In what ways do the personal accounts, reveal the impact of boarding school experiences on American Indian identity and community?
3. How does the critique in the Meriam Report and the narrative in Coolidge's "Kid Catching" relate to the historical outcomes of the boarding school system as explored in Adams' work?

Discussion Board Prompt: Drawing on the core text and primary sources, discuss how the boarding school experience for American Indians was designed to achieve assimilation and the effects this had on individual identities and tribal communities. Why is you reaction to the texts, what do they tell us about education today, and what should we do with this knowledge?

Week-8: October 6 & 7 Fall Break

Week-9: Rethinking Intelligence: From IQ to Multiple Measures of Human Potential			
Date	**Topic**	**Assigned Readings**	**Assignments**
10/14	The history of IQ testing and the birth of standardized testing in the U.S. The Evolution of Intelligence Testing and its Impact on Educational and Social Structures	**Core Text: Kaufman, Scott Barry**. *Ungifted: Intelligence Redefined* [in English]. New York, NY: Basic Books, 2013. Chapter 2: IQ **Primary Sources:** • **Binet, Alfred**, and Simon, Théodore. (1905). New Methods for the Diagnosis of the Intellectual Level of Subnormals. L'Année Psychologique, 12, 191-244. • **U.S. War Department**. (1917). The Army Alpha and Beta Tests: Measuring the Intellectual Level of Recruits. Washington, DC: U.S. Government Printing Office. • **Terman, Lewis M.** (1916). The Measurement of Intelligence: An Explanation of and a Complete Guide for the Use of the Stanford Revision and Extension of the Binet-Simon Intelligence Scale. Boston: Houghton Mifflin.	**Discussion Board Response** Due October 13th by Midnight.

Guiding Questions

1. How have historical intelligence tests, like those developed by Binet and used in the Army Alpha and Beta tests, influenced the way society perceives and values different forms of intelligence?
2. In what ways do traditional intelligence tests reflect or fail to reflect the diversity of human cognitive abilities and potential?
3. What are the implications of relying on standardized intelligence testing for educational placement and social policy, and how might alternative approaches better serve diverse populations?

Discussion Board Prompt: Reflecting on the history and evolution of intelligence testing, discuss how these assessments have shaped our understanding of human potential and influenced educational and social policies. Consider the origins of these tests, including Binet's early work and the Army Alpha and Beta tests, and how they compare to contemporary critiques and alternative models of intelligence. How do these historical tools and their legacy impact current practices in education and society?

Unit-3: Progressivism, Segregation, & Equality

The overarching theme of this unit is the role of education and social reform. This includes the way in which the progressive era shaped education and schools as we know them today. The unit also explores enduring issues and failed reforms, such as legislation intended to end segregation. In the progressive era the largest number of reform efforts were part of a movement to organize twentieth-century American society into an efficiently functioning unit that would be in harmony with the needs of a modern industrial society. In this era schools would operate on principles of scientific and professional expertise. Progressive school reformers capitalized on an atmosphere of public concern about huge increases in sizes of city systems, most notably through school centralization (increase in government control and/or shift of control to the next highest level of government) and differentiation (an attempt to accommodate the different economic roles students would play in their later lives).

Week-10: The School and Its Society			
Date	**Topic/Theme**	**Assigned Readings**	**Assignments**
10/21	Progressive education: the modern structure of schools administratively and pedagogically. The philosophy of John Dewey and the role of education in relation to the individual and society.	**Core Text: Gardner, Howard**. *The Unschooled Mind: How Children Think and How Schools Should Teach*. New York: Basic Books, 1991. **Primary Sources**: • **Addams, J.** (1910). Twenty Years at Hull-House: With autobiographical notes. New York: The Macmillan Company. (Selections) • **Dewey, J**. (1916). Democracy and Education: An introduction to the philosophy of education. New York: Macmillan. (Selections) • **Dewey, J.** (1934). The need for a philosophy of education. In John Dewey on education: Selected writings (pp. 3-14). New York: Modern Library.	**Discussion Board Post:** Due October 20th by Midnight.

Guiding Questions

1. How do different educational philosophies address the challenges of aligning children's natural ways of thinking with the structured demands of formal schooling?
2. What role does the concept of experiential learning play in bridging the gap between traditional education models and the developmental needs of children?
3. How can education systems balance the need for socialization and democratic participation with the individual cognitive development of students?

Discussion Board Prompt: Select a photo or some type of art that you feel reflects the themes from the readings. Explain why you selected it and discuss the ways in which educational philosophies have attempted to reconcile children's natural cognitive development with the expectations of formal education. Consider how experiential learning, as discussed in the readings, contributes to or challenges traditional educational practices. How might these approaches inform current educational practices, especially in fostering both individual development and social responsibility?

Week-11: Education, Equality, and Equal Protection Under the Law			
Date	**Topic/Theme**	**Assigned Readings**	**Assignments**
10/28	The history of African American education in the U.S. and the fight for educational opportunity, and the impact of segregation on the African American community.	**Core Text: Anderson, James D**, "A Tale of Two Browns: Constitutional Equality and Unequal Education," *With More Deliberate Speed* (pp. 14-35). **Primary Sources**: • **U.S. Constitution**. (1868). Amendment XIV. Retrieved from https://www.archives.gov/founding-docs/amendments-11-27 • **Du Bois, W. E. B.** (1935). Does the Negro Need Separate Schools • **Supreme Court of the United States**. (1954). Brown v. Board of Education of Topeka, 347 U.S. 483. Retrieved from https://www.oyez.org/cases/1940-1955/347us483 • **14th Amendment** to the U.S. Constitution • **Arendt, Hannah**. (1959). Reflections on Little Rock. Dissent, 6(1), 45-56.	**Discussion Board Post** Due October 27th by Midnight.

Guiding Questions

1. How have interpretations of constitutional equality evolved in the context of public education, and what challenges have arisen in striving for educational equity?
2. In what ways have historical and legal debates about segregation and integration shaped the discourse on equal educational opportunities?
3. How do the tensions between legal mandates and social realities influence the effectiveness of policies aimed at achieving educational equality?

Discussion Board Prompt: Reflecting on the core text and the selected primary sources, discuss the history of education for African Americans and the complexities achieving equality in education. Consider the historical debates surrounding segregation and integration, as well as the impact of legal decisions like Brown v. Board of Education. How do these issues continue to influence contemporary discussions about educational equity?

Unit-4: Contemporary Issues in Education and Policy The overarching theme of this unit is the role of contemporary education policy and related issues. The unit examines the trends in education policy from Barack Obama vs Ronald Reagan. In this unit was also examine related issues, such as privatization (vouchers, charter schools, and so forth), tracking, LGBTQ policies in schools, and we end with an examination of education policy in Finland.

Week-12: The Federal Government: Involvement and Accountability in Education			
Date	**Topic**	**Assigned Readings**	**Assignments**
11/4	Education policy from Ronald Regan to Obama: school choice, testing, and accountability.	**Primary Sources:** • **Johnson, L. B**. (1965). Remarks upon signing the Elementary and Secondary Education Act. Retrieved from https://www.presidency.ucsb.edu/documents/remarks-upon-signing-the-elementary-and-secondary-education-act • **Elementary and Secondary Education Act of 1965**, Pub. L. No. 89-10, 79 Stat. 27 (1965). Retrieved from https://www.govinfo.gov/content/pkg/STATUTE-79/pdf/STATUTE-79-Pg27.pdf • **National Commission on Excellence in Education**. (1983). A Nation at Risk: The imperative for educational reform. Washington, DC: U.S. Department of Education. Retrieved from https://www2.ed.gov/pubs/NatAtRisk/risk.html • **Bush, G. H. W.** (1991). America 2000: An Education Strategy. Washington, DC: U.S. Department of Education. Retrieved from https://files.eric.ed.gov/fulltext/ED327985.pdf	**Discussion Board Post** Due November 3rd by Midnight.

Week-13: Student Speech, Expression and Our Society			
Date	**Topic**	**Assigned Readings**	**Assignments**

11/12	Explores the complex interplay between constitutional rights and the pursuit of educational equity in the United States. Through landmark Supreme Court cases and historical analysis, examine how legal decisions have shaped the rights of students within the educational system.	**Primary Sources**: • **Supreme Court of the United States**. (1969). Tinker v. Des Moines Independent Community School District, 393 U.S. 503. Retrieved from https://www.oyez.org/cases/1968/21 • **Supreme Court of the United States**. (1986). Bethel School District No. 403 v. Fraser, 478 U.S. 675. Retrieved from https://www.oyez.org/cases/1985/84-1667 • **Morse v. Frederick** ("Bong Hits 4 Jesus") (2007) • **Supreme Court of the United States**. (2007). Morse v. Frederick, 551 U.S. 393. Retrieved from https://www.oyez.org/cases/2006/06-278	**Discussion Board Post** Due November 11th by Midnight.

Guiding Questions:

1. How have Supreme Court rulings on student rights influenced the balance between individual freedoms and maintaining order within public schools?
2. What are the implications of landmark legal decisions on the pursuit of educational equity and the broader goal of constitutional equality in education?
3. In what ways do the challenges of enforcing constitutional rights in schools reflect broader societal struggles with equality and justice?

Discussion Board Prompt: Reflect on the relationship between constitutional rights and educational equity, as explored in the core text and the selected Supreme Court cases. Discuss how legal decisions, such as Tinker v. Des Moines, Bethel v. Fraser, and Morse v. Frederick, have impacted students' rights and the quest for equal education. Consider the broader implications of these rulings for both individual freedoms and the collective goal of achieving educational justice.

Week-14:			
Date	**Topic/Theme**	**Assigned Readings**	**Assignments**
11/18		**Core Text**: Ravitch, Diane. The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education. New York: Basic Books, 2010. (Selections: Chapters 7–8, "Choice: The Story of Privatization") **Primary Sources**: • **Friedman, Milton. (1955).** "The Role of Government in Education." In Economics and the Public Interest (pp. 123–144). Rutgers University Press. • **Zelman v. Simmons-Harris**, 536 U.S. 639 (2002). Supreme Court ruling upholding the constitutionality of school vouchers. • **National Alliance for Public Charter Schools**. (2016). "A Call for Accountability: Charter School Standards and Practices."	**Discussion Board Post** Due November 17th by Midnight.

Guiding Questions:

1. How have historical events and legal frameworks influenced the current climate for LGBTQ students in educational settings?
2. What are the key factors that contribute to a school environment where LGBTQ students not only feel safe but are also empowered to succeed?
3. In what ways can schools use data and research, such as the GLSEN National School Climate Survey, to inform and improve their practices for supporting LGBTQ students?

Discussion Board Prompt: Reflecting on Michael Sadowski's article and the selected primary sources, discuss the steps that schools can take to create environments where LGBTQ students are not only safe but also able to thrive. Consider the impact of historical events like the Stonewall Riots, the legal protections provided by Title IX, and the data from the GLSEN National School Climate Survey. How can these resources inform school policies and practices to better support LGBTQ students?

Week-15: 11/26 – Time Allocated for Research Paper

Week-16: Learning from Finland: Exploring the Keys to Educational Success			
Date	**Topic/Theme**	**Assigned Readings**	**Assignments**
12/3	Finland's education system as a model for reform	**Core Text**: Partanen, Anu. "What Americans Keep Ignoring About Finland's School Success" The Atlantic, Dec. 29, 2011 **Primary Sources**: • **Finnish National Core Curriculum** for Basic Education (2014) • **The Finnish Teachers' Union** (OAJ) Statements on Teacher Autonomy and Professional Development	**Discussion Board Post** Due December 2nd by Midnight.

Guiding Questions:

1. What are the core principles and practices within Finland's educational system that contribute to its success in international assessments?
2. How does the autonomy and professional development of teachers influence the effectiveness of Finland's education system?
3. In what ways do Finland's educational policies and practices reflect broader societal values, and how might these be adapted or adopted in other contexts?

Discussion Board Prompt: Reflecting on Anu Partanen's article and the selected primary sources, discuss the key factors that have contributed to Finland's educational success. Consider how Finland's curriculum, teacher autonomy, and results from international assessments like PISA shape the outcomes of their education system. What lessons can other countries, particularly the United States, learn from Finland's approach? Engage with at least two classmates' posts by offering insights, asking questions, or suggesting alternative perspectives to enhance the discussion.

Final Paper Due: December 8th, 2024
Course Ends: December 12th 2024

REQUIRED STUDENT RESOURCES: There are no required textbooks that need to be purchased. All readings are made available online thought the Canvas site. I can arrange an **optional course packet** at your request.

Weekly Reading Guide:

Core Text: Each week, please read 10-15 pages (about 45-minutes) from the selected 'core text'.

Primary Sources: Additionally, at least one of the primary sources (for longer sources, read enough to get a general sense of the author's arguments or concern).

Preparation for Class: As you read, use the guiding questions provided to analyze the texts. Consider how the arguments presented in both the secondary and primary sources relate to the overarching themes of the course. Pay attention to the connections between the historical context of the primary texts and the interpretations or critiques offered in the secondary source.

In-Class Participation: Come to class prepared to share your insights and ideas with your classmates. The goal is to engage in a collaborative discussion where we can collectively build knowledge and deepen our understanding of the material. You don't need to have all the answers. What's most important is that you come with an informed perspective and are ready to contribute to the conversation.

KEY ASSIGNMENTS

Discussion Board Post (30%): Each week, you will submit a 300–500-word reflection on the assigned readings. These reflections should critically engage with the themes, arguments, and key points in the texts. Students should also connect the readings to broader historical and educational contexts, as well as to their own experiences or perspectives. This assignment encourages ongoing engagement with course material and is meant to help you prepare for class discussions.

Primary Source Presentations (15%): Over the course of the semester, you will select two primary sources from different weeks to present to the class. For each presentation, students will introduce the selected primary source, providing context about its origin, significance, and connection to the week's readings. The presentation should include a discussion of how the primary source enhances understanding of the week's theme and readings. Each presentation should be 10-15 minutes long and followed by a brief Q&A session.
Purpose: This assignment is intended to deepen your understanding of primary sources and contribute to the collective learning of the class.

Participation (20%): Active participation in class on a weekly basis is necessary.

Final Research Paper (35%): The final research paper should be a 6,000-8,500-word in-depth analysis of a topic related to the course themes. Students should choose a topic that interests them and work with the instructor to develop a research question. The paper should incorporate at least five primary sources and five secondary sources, demonstrating your ability to conduct research, analyze sources, and present a well-argued thesis. This assignment serves as a capstone project, allowing students to apply the skills and knowledge gained throughout the course to a significant research project. Any time you run into a problem or have a question, please email me at djroof@bsu.edu. **You are required to submit one electronic copy and complete a plagiarism software check.*

GRADE STRUCTURE:

COURSE EVALUATION	GRADING SCALE	
Discussion Board Post: 30%	**100-90**	**A to A-**
Primary Source Presentations: 15%	**89 - 80**	**B+ to B to B-**
Participation: 20%	**79 - 70**	**C+ to C to C-**
Final Research Paper: 35%	**69 – 60**	**D+ to D to D-**
	59 - 0	**F**

Course Policies and Resources

ATTENDANCE: Your official course registration is considered a contract with the university, and regular, punctual attendance is a critical component of fulfilling this contract. You are expected to attend all class sessions. If you need to miss a class, you are encouraged to contact me to discuss the reason. Regardless of the reason, you are responsible for completing any work missed during your absence. Attendance is crucial for your success in this course. You are permitted up to **two absences** throughout the semester. Use these absences judiciously. For every absence beyond the third, your final grade will be reduced by 10-percentage points. This means that each additional absence after two will lower your grade by one full letter. Arriving excessively late to class or leaving early may be counted as an absence. If you anticipate being late or needing to leave early, please inform me in advance. If unforeseen circumstances arise that require you to miss multiple classes, please be prepared to provide appropriate documentation. In cases of extended absences due to extenuating circumstances, contact me as soon as possible. You may need to coordinate with the Office of Disability Services to arrange an approved accommodation plan. Upon your return, I encourage you to meet with me to discuss missed course content and assignments. Maintaining regular attendance is essential to fully engage with the course material and participate in class discussions. If you encounter any challenges that impact your attendance, please reach out so we can work together to find a solution.

PARTICIPATION POLICY: This course is designed with weekly activities, discussion, and other forms of regular collaboration and communication. It is recommended that you log into your course 3 to 4 times a week and check your official Ball State email account daily to view announcements and prepare for class. Be sure to complete all assignments, quizzes, tests, and any other activities by the stated due dates.

FEEDBACK POLICY: I will respond to emails from your official Ball State email address within 24 hours during weekdays (Monday-Friday) and within 48 hours on the weekend. I will read every discussion post, but I might not always personally comment on posts. I will grade your quizzes, assignments, and discussions no later than within 5 business days of submission. Contact me directly if you have questions or concerns about your performance in class.

LATE ASSIGNMENT POLICY All assignments are due by midnight EST/EDT time on the due dates indicated. Assignments posted after the indicated due dates will be subject to a decreased letter grade for each day late. Internet connectivity and technical issues may occur and impede you from turning in work on time. Turn in work early and often, and set up a back-up plan, such as visiting a local library or borrowing a peer's computer. You have one (1) permitted late assignment to allow for these issues, to which you can turn in one assignment 24 hours late. Canvas will not accept assignments for grading after 11:59 pm on the final day of class.

ASSIGNMENT SUBMISSION POLICY: All assignments should be posted in Canvas or submitted as Word documents with extensions of .doc or .docx unless otherwise indicated in the assignment description. Assignments, unless otherwise indicated, should be submitted using the assignment link in the module.

GRADING POLICY: It is my policy that appropriate evaluation of your academic performance is an integral part of your learning experience. In the absence of mistake, fraud, bad faith or incompetence, I will be the key decision-maker on the assignment of grades. For information concerning grade appeals, consult the Ball State website.

Course Policies and Resources

DIVERSITY STATEMENT: Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, AND student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge and through university resources found at http://cms.bsu.edu/campuslife/multiculturalcenter.

DISABILITY SERVICES STATEMENT: If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. The Office of Disability Services coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

UNIVERSITY STATEMENT - We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's Disability Services Office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285- 5293 or dsd@bsu.edu

FREEDOM OF EXPRESSION - In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge.

BEREAVEMENT POLICY: Please consult the university policy ("Right to Funeral and Bereavement Leave") in the event of the death of a member of your immediate family or household.
http://cms.bsu.edu/about/administrativeoffices/studentrights/policiesandprocedures/studentcode/appendixm

THE WRITING CENTER: Want extra feedback on your papers? The Writing Center is a community of Ball State students and faculty who value writing. Come and collaborate with one of our trained peer tutors on any project for any major. The Writing Center is a comfortable, supportive environment for writers from all communities and backgrounds. It is in Robert Bell 291. To make an appointment go to ballstate.mywconline.com.

THE LEARNING CENTER: offers free tutoring for most courses in the core curriculum, for a variety of humanities, help with any writing task, math, economics, accounting, and physics courses, and for general study strategies such as time management, test taking, speed reading, and effective textbook reading and note taking. They also tutor for many courses outside of the core curriculum. Call 765-285-1006 or visit NQ 350 to make an appointment to meet with a tutor. Tutoring is available one-on-one or in small groups.

FERPA AND PRIVACY: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading Ball State's FERPA and Privacy and Protection.

Course Policies and Resources

BALL STATE ACADEMIC ETHICS POLICY (https://bsu.edu/viceprovost/academicethics)

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the complete Student Academic Ethics Policy.

Plagiarism—defined as "intentionally or knowingly representing the words or ideas of others as one's own in any academic exercise" (also see discussion below) or violations of procedures prescribed to protect the integrity of an assignment, such as: 1. Submitting an assignment purporting to be the student's original work which has been wholly or partly created by another person; 2. Presenting as one's own work the ideas, representations, or words of another person without customary and proper acknowledgment of sources. 3. Submitting as newly executed work, without faculty member's prior knowledge and consent, one's own work which has been previously presented for another class at Ball State University or elsewhere; 4. Knowingly permitting one's work to be submitted by another person as if it were the submitter's original work.

Discussion: Regarding plagiarism, the Council of Writing Program Administrators notes the following: "Most current discussions of plagiarism fail to distinguish between: a. Submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and b. Carelessly or inadequately citing ideas and words borrowed from another source. Such discussions conflate plagiarism with the misuse of sources. Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit their source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately."

5. Falsely claiming to have completed work during an internship or class group assignment. 6. Cooperating with another person in academic misconduct, either directly or indirectly as an intermediary agent or broker. 7. Knowingly destroying or altering another student's work whether in written form, computer files, art work, or other format. 8. Aiding, abetting, or attempting to commit an act or action that would constitute academic misconduct. 9. Fabricating, or "intentional and unauthorized falsification or invention of any information or citation in an academic exercise." 10. Deviating from ethical standards of practice and behavior in institutional research activities. This includes research misconduct on: creative projects, comprehensive or preliminary exams, prospectus drafts, thesis documents, dissertation documents, and any similar types of research projects.

PLAGIARISM DETECTION: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

Course Policies and Resources

USE OF GENERATIVE AI: You are discouraged from using AI tools for assignments unless explicitly instructed to do so. If you are unsure whether AI tools are permitted for a specific assignment, please contact me for clarification before proceeding. If you are given permission to use AI tools, you must clearly indicate which portions of the assignment were generated by AI and which were authored by you. In such cases, no more than 25% of the assignment should be generated by AI. These guidelines are in place to ensure that your work reflects your own understanding and engagement with the course material. Please approach your assignments with honesty and integrity and reach out if you have any questions about the appropriate use of AI tools in this course.

BALL STATE'S ATTENDANCE POLICY: https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/attendance-policies

ACADEMIC ETHICS POLICY: https://www.bsu.edu/about/administrativeoffices/associateprovost/student-services/student-ethics

BSU CRISIS LINE: The Crisis Line is staffed by trained professionals who are available to provide immediate support and assistance to any Ball State student who needs it. Students can reach the Crisis Line at our toll-free number, 765-285-HOPE (4673). If you or someone you know is struggling with mental health issues, please do not hesitate to reach out. Remember, there is always hope, and our Crisis Line is here to help you find it. ü

CARDINAL KITCHEN: https://www.bsu.edu/campuslife/student-life/programs-services/service-opportunities/cardinal-kitchen

THE BALL STATE UNIVERSITY COUNSELING CENTER offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State now also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found here.

BENEFICENCE PLEDGE: Our institutional commitment to the enduring value of "inclusiveness"—to respect and embrace equity, inclusion, and diversity in people, ideas, and opinions—means that we have a shared responsibility to be informed and respond to incidents of harassment and discrimination through university policy and procedure.

Course Policies and Resources

Title IX

Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit bsu.edu/titleix or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu

As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations.

What happens after I report? The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator,

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
- If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

University Grade Appeal Policy
If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the University Grade Appeal Policy and Process.]

Student Academic Ethics Policy
Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's academic integrity website (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University Student Academic Ethics Policy.

Please note this syllabus is subject to possible revisions throughout the semester. If revisions are made, I will notify you by email and post the revised syllabus to our Canvas site.