FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. **You must do this before your request can move forward!**
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Jon Hale  Phone: 843.953.6354  Email: halejn@cofc.edu

Department or Program: Teacher Education  School: Education, Health, and Human Performance

Subject Acronym and Course Number: EDFS 200

Catalog Year in which changes will take effect: FALL 2014

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

X Add a New Course (complete parts C, D, F, G, H, I, J)
Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
   Course Number (you must submit a course deactivation request for the old course number)
   Course Name
   Course Description
   Credit/Contact Hours
   Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
Deactivate an Existing Course (complete parts C, D, E, G, I, J)
Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This course creates the course number for a special topics course in the Department of Teacher Education. The course does not currently exist. This creates the option for faculty members to explore and develop new courses based on their areas of professional expertise, research, and scholarly interests.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This form was last updated on 12/13/13 and replaces all others.
This course has no impact on current course offerings or requirements. It creates and adds the opportunity for course and curricular development. **EXISTING COURSE INFORMATION.** If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? yes no If yes, how many total credit hours may the student earn? ___

**E. NEW COURSE INFORMATION.** If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: **Teacher Education** 
School: **Education, Health, and Human Performance** Subject Acronym: **EDFS** 
Course Number: **200**

Credit hours: ___ lecture ___ lab ̸ 3 seminar ___ independent study
Contact hours: ___ lecture ___ lab ̸ 3 seminar ___ independent study

Course title: **Special Topics in Education**

Course description (maximum 50 words, exactly as it appears in the catalog):

A Special Topics in Education course is proposed by an individual faculty member, which is based on their area(s) of professional expertise. Individual course descriptions are submitted by the instructor.

An examination of an area in Education for which no regular course is offered. The specific content will be listed when the course is offered. No prerequisites.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

If this is a newly-created course, is it intended to be the equivalent of an existing course? yes X no
If so, which course? ___________
If equivalent, will the newly-created course replace the existing course? yes X no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

This form was last updated on 12/13/13 and replaces all others.
Cross-listing, if any (submit approval from relevant department): ____________
Note: Cross-listed courses are equivalent.

Is this course repeatable?  X yes no If yes, how many total credit hours may the student earn? 6

Is there an activity, lab, or other fee associated with this course?  yes X no What is the fee? $____
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no additional costs.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.</td>
<td>Final choice examination consisting of ID terms and short essay questions at the end of a semester and assessed then. Students must receive a C or above on the exam to pass the class.</td>
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<td>2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.</td>
<td>Primary Source Research Paper due at the end of a semester and assessed then. Primary and secondary sources are selected for the students. Students must receive a C or above on the paper to pass the class.</td>
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<td>3. Students will apply historical research methodology in an independent research paper on a topic related to class.</td>
<td>Independent Source Research Paper due at the end of a semester and assessed then. Students select their own topics and identify relevant sources under the direction of the instructor. Students must receive a C or above on the paper to pass the class.</td>
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This form was last updated on 12/13/13 and replaces all others.
4. Students will demonstrate an understanding of major trends, ideas, and debates within the history of American education from the colonial era through contemporary times.

Final choice examination consisting of ID terms and short essay questions at the end of a semester and assessed then. Students must receive a C or above on the exam to pass the class.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This sample course aligns with the Student Learning Outcomes required of general education courses in the humanities at the College of Charleston:

1) Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
2) Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? yes X no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

I have completed all relevant parts of the form.

I have attached a cover letter that describes my request and lists all the documents I am submitting.

(For new courses only) I have attached a syllabus.

(For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

(For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

I have submitted one Signature Form that lists all of the different forms I am submitting.

This form was last updated on 12/13/13 and replaces all others.
College of Charleston
EDFS 200: The History of American Education
(Special Topics in Education)

Course Information

Instructor: Jon N. Hale, Ph.D., Assistant Professor of Education
Contact Information: halejn@cofc.edu; (843) 953-6354 (office)
Office Location: Room 235, Education, Health and Human Performance Building (86 Wentworth St)
Office Hours: T,TH: 9:00–10:30; 3:00–5:00; W: 2:00–4:00; by appointment
Meeting Location/Time: T,TH 1:40–2:55 pm, Education Center, rm. 212
Course Credit: 3 hours

Course Description

This course will examine the history of education in the United States beginning in colonial times and continuing up through the present day. This course will look at the history of education in a larger American economic, social, political, and cultural context. We will consider the development, purposes, effects, and evolution of public and private schools in the United States at the elementary, middle and secondary levels. We will analyze the tension, debate and struggle over their structure, their goals, and their governance. This course will also utilize a particular emphasis on a historical perspective on the schooling options and experiences of people of color and women. Finally, this course will also examine the politics of knowledge and how historical narratives are constructed and perpetuated in our understanding of American schooling. Students will be expected to demonstrate basic research skills and complete one academic text (and a formal review of it) during the course of the semester, in addition to regular course reading. This course is structured for students majoring in history and/or education, but all majors across the College of Charleston are invited to enroll in the course.

Course Prerequisites

Depending on your declared major, you must have successfully completed: HIST 101–102, HIST 103–104, or HIST 115–116; EDFS 201; or receive permission from the instructor.

General Education Student Learning Outcomes (Humanities):

1) Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
2) Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed through the Primary Source Paper (assignment 1).

Course learning objectives

- Students will demonstrate an understanding of major trends, ideas, and debates within the history of American education from the colonial era through contemporary times.

- Students will explain the development of the public K–12 system and an interconnected system of private education from the colonial era through contemporary times.

- Students will evaluate the historical tensions in the long struggle over equal and quality educational opportunity for all students.

- Students will analyze contemporary issues such as the Achievement Gap, Affirmative Action, educational funding, and contemporary federal and state policy from a historical perspective.

- Students will apply historical research methodology in an independent research paper on a topic related to class.

Required Texts

- Zimmerman, Jonathon. Small Wonder: The Little Red Schoolhouse in History and Memory (Yale University Press, 2009)

Class Assignments

Primary Source Exercise (SLO 1 and 2)
As we will discuss in class, W.E.B. DuBois advocated an idea known as the “Talented Tenth,” which suggested that the top students in the black community should be trained to be professionals in government, law, medicine, etc. For this primary source exercise, read W.E.B. DuBois, “Of Our Spiritual Strivings,” “Of the Dawn of Freedom,” and “Of Mr. Booker T. Washington and Others” in The Souls of Black Folk and “Does the Negro Need Separate Schools” in the Journal of Negro Education. Moreover, examine the primary source collection that has been put in reserve at Avery. (50 pts) February 18
1. According to Du Bois, what is the best path toward equality and progress in the United States?
2. After consulting the Avery Normal Institute Records (be sure to see copies of the Avery Tiger), the Avery School Memorabilia Collection, and the Avery Photograph Collection, how and where is Du Bois' philosophy evident in the Avery Normal Institute? In what ways are his ideas manifest in the curriculum, objectives, and purpose of Avery High School?

**Book Review**
This assignment will be a response to the additional reading book for the course. This review should include a thorough summary of the main points of the book, your evaluation of the book, and discussion of how this book makes a contribution to the field of history. *(50 pts) March 18*

**Documenting Desegregation Paper**
Students are to write a brief synopsis of school desegregation in South Carolina using primary and sources. Students are expected to utilize the J. Arthur Brown and the Millicent Brown collections at the Avery Research Center as primary sources. Secondary sources will be recommended by the instructor. Additionally, students are expected to attend at least one event in Charleston that documents the history of desegregation in South Carolina and relate this event to this history. *(100 pts) April 15*

**Professional Event Attendance**
Students are expected to attend one of two events hosted by the College of Charleston that focuses on the history and/or implications of the Brown v. Board of Education (1954). Students are to attend the event and write a one page summary/reflection piece on the event. *(50 pts) April 22*

**Final Examination.** Students will complete a final in-class written exam. The exams will consist of matching, multiple choice questions, identification terms and short-essay questions. *(100 total pts) TBA*

**Attendance and Participation.** Attendance will be taken. Students are permitted three absences throughout the semester. Absences will only be excused with a medical note (or other documentation required by the Student Affairs Office) and documenting the absence through the Absence Memo Office at [http://studentaffairs.cofc.edu/about/services/absence.php](http://studentaffairs.cofc.edu/about/services/absence.php). Students with more than 3 absences will not be awarded points for attendance. Additionally, your classroom participation is critical for this course. Each student is required to regularly participate in class discussions. If students are not thoroughly reading class materials or participating in discussion, points will not be awarded. *(100 pts)*

**Evaluation Scale:**

A, 93-100
A-, 91-92
Course Assignment

Primary Source Exercise  50
Book Reviews  50
Documenting Desegregation Paper  100
Final Exam  100
Professional Event Attendance  50
Attendance and Participation  100
Total  450

Academic Integrity and the Honor System
The academic honor code forbids lying, cheating, and plagiarism. Plagiarism is defined as presenting the work of others as your own and copying sources without citation. Plagiarism or cheating on an exam will result in an XF grade for the course.

Americans with Disabilities Act (ADA)
In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. The College will make reasonable accommodations for persons with documented disabilities. Please notify the instructor during the first week of class of any accommodations needed for the course. We are here to work with you and invite you to inform us of any accommodations you need. You can contact the Office of Disability Services / SNAP at 843.953.1431, which is located on the first floor of the Lightsey Center, Suite 104.

Reading and Assignment Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1: Introduction and the Foundations of American Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 9</td>
<td>Historical context of Education</td>
<td>Syllabus (In Class handout) *OAKS</td>
</tr>
<tr>
<td><strong>Week 2: Foundations of Education: Antiquity through the Early Modern Era</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| January 14 | Plato and The Republic  | Plato, The Republic, Robin Waterfield (ed.)  
                        | (Oxford: Oxford University Press, 1993),  
                        | 115–132                                       |
|         | The Noble Lie                                     | St. Augustine, The Greatness of the Soul and The  
                        | Teacher, Joseph M. Colleran (New York: Newman  
                        | Press), 113–186                               |
|         | Allegory of the Cave                               |                                               |
| January  | Education of the Prince                            |                                               |
|         | De Pizan, Christine                               |                                               |
Bibliography


Davies, Gareth, See Government Grow: Education Politics from Johnson to Reagan (Lawrence: University Press of Kansas, 2007)


Fraser, Jim. The School in the United States: A Documentary History (Boston: McGraw Hill, 2001)


McCarthy, Cameron, Warren Chriclow, Greg Dimitriadis, and Nadine Dolby (eds), Race, Identity, and Representation in Education (New York: Routledge, 2005).


Moss, Hilary J. Schooling Citizens: The Struggle for African American Education in Antebellum America (University of Chicago Press, 2009)

Nalle, Sara T. “Literacy and Culture in Early Modern Castile” Past & Present, No. 125


Urban, Wayne, More than Science and Sputnik: he National Defense Act of 1958 (Tuscaloosa:

Maris Vinovskis, From a Nation at Risk to No Child Left Behind: National Education Goals and the Creation of Federal Education (New York: Teachers College Press, 2009)


Zimmerman, Jonathon. Small Wonder: The Little Red Schoolhouse in History and Memory (Yale University Press, 2009)

FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
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• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Jon Hale
Phone: 843.953.6354
Email: halejn@cofc.edu

Department or Program: Teacher Education
School: Education, Health, and Human Performance

Subject Acronym and Course Number: EDFS 300

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

X Add a New Course (complete parts C, D, F, G, H, I, J)
Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
Course Number (you must submit a course deactivation request for the old course number)
Course Name
Course Description
Credit/Contact Hours
Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
Deactivate an Existing Course (complete parts C, D, E, G, I, J)
Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This course creates the course number for a special topics course in the Department of Teacher Education. The course does not currently exist. This creates the option for faculty members to explore and develop new courses based on their areas of professional expertise, research, and scholarly interests.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This form was last updated on 12/13/13 and replaces all others.
This course has no impact on current course offerings or requirements. It creates and adds the opportunity for course and curricular development. **EXISTING COURSE INFORMATION.** If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? yes ___ no ___ If yes, how many total credit hours may the student earn? ___

E. **NEW COURSE INFORMATION.** If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: **Teacher Education** 
School: **Education, Health, and Human Performance** 
Subject Acronym: **EDFS** 
Course Number: **300**

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: **Special Topics in Education**

Course description (maximum 50 words, exactly as it appears in the catalog):

A Special Topics in Education course is proposed by an individual faculty member, which is based on their area(s) of professional expertise. Individual course descriptions are submitted by the instructor.

An examination of an area in Education for which no regular course is offered. The specific content will be listed when the course is offered. No prerequisites.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

If this is a newly-created course, is it intended to be the equivalent of an existing course? yes ___ no ___
If so, which course? __________

If equivalent, will the newly-created course replace the existing course? yes ___ no ___
Note: If yes, you must deactivate that course by submitting an additional Course Form.

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This form was last updated on 12/13/13 and replaces all others.
Cross-listing, if any (submit approval from relevant department): __________
Note: Cross-listed courses are equivalent.

Is this course repeatable? X yes no If yes, how many total credit hours may the student earn? 6

Is there an activity, lab, or other fee associated with this course? yes X no What is the fee? $
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no additional costs.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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<td>1. Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.</td>
<td>Primary Source Research Paper due at the end of a semester and assessed then. Primary and secondary sources are selected for the students. Students must receive a C or above on the paper to pass the class.</td>
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This form was last updated on 12/13/13 and replaces all others.
4. Students will demonstrate an understanding of major trends, ideas, and debates within the history of American education from the colonial era through contemporary times.

Final choice examination consisting of ID terms and short essay questions at the end of a semester and assessed then. Students must receive a C or above on the exam to pass the class.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This sample course aligns with the Student Learning Outcomes required of general education courses in the humanities at the College of Charleston:

1) Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
2) Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? yes ☑ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

I have completed all relevant parts of the form.

I have attached a cover letter that describes my request and lists all the documents I am submitting.

(For new courses only) I have attached a syllabus.

(For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

(For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

I have submitted one Signature Form that lists all of the different forms I am submitting.
College of Charleston
EDFS 300: The History of American Education
(Special Topics in Education)

Course Information

Instructor: Jon N. Hale, Ph.D., Assistant Professor of Education
Contact Information: halejn@colc.edu; (843) 953-6354 (office)
Office Location: Room 235, Education, Health and Human Performance Building (86 Wentworth St)
Office Hours: T,TH: 9:00–10:30; 3:00–5:00; W: 2:00–4:00; by appointment
Meeting Location/Time: T,TH 1:40–2:55 pm, Education Center, rm. 212
Course Credit: 3 hours

Course Description

This course will examine the history of education in the United States beginning in colonial times and continuing up through the present day. This course will look at the history of education in a larger American economic, social, political, and cultural context. We will consider the development, purposes, effects, and evolution of public and private schools in the United States at the elementary, middle and secondary levels. We will analyze the tension, debate and struggle over their structure, their goals, and their governance. This course will also utilize a particular emphasis on a historical perspective on the schooling options and experiences of people of color and women. Finally, this course will also examine the politics of knowledge and how historical narratives are constructed and perpetuated in our understanding of American schooling. Students will be expected to demonstrate advanced research skills that begin to prepare them for their bachelors essay. Moreover, students will complete three academic texts (and formal reviews of them) during the course of the semester, in addition to rigorous course reading. This course is structured for students majoring in history and/or education, but all majors across the College of Charleston are invited to enroll in the course.

Course Prerequisites

Depending on your declared major, you must have successfully completed: HIST 101-102, HIST 103-104, or HIST 115-116; EDFS 201; or receive permission from the instructor.

General Education Student Learning Outcomes (Humanities):

1) Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
2) Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed through the Primary Source Paper (assignment 1).

Course learning objectives

- Students will demonstrate an understanding of major trends, ideas, and debates within the history of American education from the colonial era through contemporary times.

- Students will explain the development of the public K–12 system and an interconnected system of private education from the colonial era through contemporary times.

- Students will evaluate the historical tensions in the long struggle over equal and quality educational opportunity for all students.

- Students will analyze contemporary issues such as the Achievement Gap, Affirmative Action, educational funding, and contemporary federal and state policy from a historical perspective.

- Students will apply historical research methodology in an independent research paper on a topic related to class.

Required Texts

- Zimmerman, Jonathon. Small Wonder: The Little Red Schoolhouse in History and Memory (Yale University Press, 2009)


Class Assignments

Primary Source Paper (SLO 1 and 2)
As we will discuss in class, Booker T. Washington believed that African Americans should gradually earn full political, social, and economic rights. Washington argued that this long process should begin with vocational education or schooling designed to
train students to become employees, most often manual laborers. Though the idea was challenged by many people in the black community, most notably Dr. W.E.B. DuBois, Washington’s notion of vocational training was very influential in the development of education for African Americans.


Then, address the following questions in a 7–10 page response (150 pts) February 18

1. According to Washington, what is the best path toward progress in the South, in regards to African Americans? What types of employment does Washington envision for African Americans? What does Washington mean when he said that “the agitation of questions of social equality is the extremest folly”?
2. How and where is Washington’s philosophy evident in the history of Burke High School? In what ways are his ideas manifest in the curriculum, objectives, and purpose of Burke High School?
4. After consulting the Avery Normal Institute Records (be sure to see copies of the Avery Tiger), the Avery School Memorabilia Collection, and the Avery Photograph Collection, how and where is Du Bois’ philosophy evident in the Avery Normal Institute? In what ways are his ideas manifest in the curriculum, objectives, and purpose of Avery High School?

Book Review
This assignment will be a response to the additional reading book for the course. This review should include a thorough summary of the main points of the book, your evaluation of the book, and discussion of how this book makes a contribution to the field of history. (3 total, 50 pts each) February 4, March 18, April 22

Documenting Desegregation Paper
Students are to write a brief synopsis of school desegregation in South Carolina using primary and sources. Students are expected to utilize the J. Arthur Brown and the Millicent Brown collections at the Avery Research Center as primary sources. Secondary sources will be recommended by the instructor. Additonally, students are expected to attend at least one event in Charleston that documents the history of desegregation in South Carolina and relate this event to this history. (100 pts) April 15

Professional Event Attendance
Students are expected to attend one of two events hosted by the College of Charleston that focuses on the history and/or implications of the Brown v. Board of Education
(1954). Students are to attend the event and write a one page summary/reflection piece on the event. (50 pts) April 22

**Final Examination.** Students will complete a final in-class written exam. The exams will consist of matching, multiple choice questions, identification terms and short-essay questions. (100 total pts) TBA

**Attendance and Participation.** Attendance will be taken. Students are permitted three absences throughout the semester. Absences will only be excused with a medical note (or other documentation required by the Student Affairs Office) and documenting the absence through the Absence Memo Office at [http://studentaffairs.cofc.edu/about/services/absence.php](http://studentaffairs.cofc.edu/about/services/absence.php). Students with more than 3 absences will not be awarded points for attendance. Additionally, your classroom participation is critical for this course. Each student is required to regularly participate in class discussions. If students are not thoroughly reading class materials or participating in discussion, points will not be awarded. (100 pts)

**Evaluation Scale:**

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<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>91-92</td>
</tr>
<tr>
<td>B+</td>
<td>89-90</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
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<tr>
<td>C+</td>
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<td>79-81</td>
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**Course Assignment**

<table>
<thead>
<tr>
<th>Assignment</th>
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<tr>
<td>Primary Source Paper</td>
<td>150</td>
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<tr>
<td>Book Reviews (3)</td>
<td>150</td>
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<tr>
<td>Documenting Desegregation Paper</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>Professional Event Attendance</td>
<td>50</td>
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<tr>
<td>Attendance and Participation</td>
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<td><strong>Total</strong></td>
<td><strong>650</strong></td>
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**Academic Integrity and the Honor System**
The academic honor code forbids lying, cheating, and plagiarism. Plagiarism is defined as presenting the work of others as your own and copying sources without citation. Plagiarism or cheating on an exam will result in an XF grade for the course.

**Americans with Disabilities Act (ADA)**

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. The College will make reasonable accommodations for persons with documented disabilities. Please
notify the instructor during the first week of class of any accommodations needed for the course. We are here to work with you and invite you to inform us of any accommodations you need. You can contact the Office of Disability Services / SNAP at 843.953.1431, which is located on the first floor of the Lightsey Center, Suite 104.

Reading and Assignment Schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td>Introduction and the Foundations of American Education</td>
<td></td>
</tr>
<tr>
<td>January 9</td>
<td>• Historical context of Education</td>
<td>• Syllabus (In Class handout) *OAKS</td>
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<tr>
<td><strong>Week 2:</strong></td>
<td>Foundations of Education: Antiquity through the Early Modern Era</td>
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<tr>
<td>January 14</td>
<td>• Plato and The Republic</td>
<td>• Plato, The Republic, Robin Waterfield (ed.)</td>
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<tr>
<td></td>
<td>• The Noble Lie</td>
<td>(Oxford: Oxford University Press, 1993), 115–132</td>
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<td></td>
<td>• Allegory of the Cave</td>
<td>• Aristotle!!</td>
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<td></td>
<td></td>
<td>• St. Augustine, The Greatness of the Soul and The Teacher, Joseph M. Colleran (New York: Newman Press), 113–186</td>
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<td>January 16</td>
<td>• Education of the Prince</td>
<td>• De Pizan, Christine, The Book of the Body Politic,</td>
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<td></td>
<td>• Literacy and Early Nation Building</td>
<td>Kate Landdon Forhan (ed) (Cambridge: Cambridge University Press, 1994). 3–32</td>
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<td></td>
<td>• Lawrence Stone, “The Educational Revolution in England, 1540–1640”</td>
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<td></td>
<td></td>
<td>• Nalle, Sara T. “Literacy and Culture in Early Modern Castile” Past &amp; Present, No. 125 (Nov., 1989), pp. 65–96</td>
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<td><strong>Week 3:</strong></td>
<td>Schooling in Colonial America</td>
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<td>January 21</td>
<td>• Religion and Education</td>
<td>• Nash, Massachusetts' Education Laws (1642, 1647, 1648)</td>
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<td>• The Old Deluder Satan Act</td>
<td>• Cotton Mather, &quot;The Education of Children&quot; (1699)</td>
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<td>• Educating a Nation</td>
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<td><strong>Week 4:</strong></td>
<td>Schooling in the Revolutionary Era</td>
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<td><strong>Week 5:</strong></td>
<td>The Origins of Common Schools</td>
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<tr>
<td></td>
<td>• Protestant Republicanism</td>
<td>• Book Review #1 (Zimmerman, Small Wonder)</td>
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</table>
Bibliography


Davies, Gareth, See Government Grow: Education Politics from Johnson to Reagan (Lawrence: University Press of Kansas, 2007)


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Moss, Hilary J. Schooling Citizens: The Struggle for African American Education in Antebellum America (University of Chicago Press, 2009)


Maris Vinovskis, From a Nation at Risk to No Child Left Behind: National Education Goals and the Creation of Federal Education (New York: Teachers College Press, 2009)


Zimmerman, Jonathon. Small Wonder: The Little Red Schoolhouse in History and Memory (Yale University Press, 2009)