

History of Education
15:310:502:01
[3] Credits

FALL 2016
Catherine A. Lugg
(848) 932-0721
catherine.lugg@gse.rutgers.edu
Office Hours: Tuesdays & Wednesdays, 3:00 PM-4:20 PM
Other hours by appointment

4:30-7:30 PM
GSE 19

OVERVIEW

Students will gain an intellectual foundation for thinking historically about the complexities of U.S. public schools. Using course readings, class discussions, and research papers and presentations, students will learn to apply historical thinking in examining on-going issues confronting US public educational institutions.

Expectations:

The success of this class depends on the thoughtful, engaged participation of all class members. You should be well prepared to discuss all assigned readings and cases. Because classroom discussions are most productive when a variety of voices shape the dialogue, I ask you to come ready to participate as both a speaker and a listener. It is the responsibility of all class members to make room for, and to learn from, individuals with different views and different ways of engaging in public conversation. This means honoring the participation of others by respecting, critiquing, and building on the ideas of those who have spoken before you.

Books

Anderson, J. D. (1988). *The education of blacks in the South*. Chapel Hill: The University of North Carolina Press.

Urban, W.J. & Waggoner, J.L. (2013). *American education: A history, (5th Ed.)*. New York: Routledge Press.

Book Chapter

Lugg, C.A. (2006). On politics and theory: Using an explicitly activist theory to frame research. In V. Anfara & N.Mertz (Eds.), *Theoretical frameworks in qualitative research*. (pp. 175-188). Thousand Oaks, CA: Sage.

Article

Lugg, C.A. (2003). Sissies, faggots, lezzies and dykes: Gender, sexual orientation and a new politics of education? *Educational Administration Quarterly*, 39, (1), 95-134.

Additional Texts--helpful, but not required.

- APA. (2009). *Publication manual of the American Psychological Association*, 6th Ed. Washington, DC: Author.
- Rudestam, K.E, Newton, R.R. (2007). *Surviving your dissertation. A comprehensive guide to content and process*, 3rd, Ed. Thousand Oakes, CA: Sage Publications.
- Turabian, K. et al, (2007). *A manual for writers of research papers, theses, and dissertations*, 7th Ed. Chicago: University of Chicago Press.

Additional Suggested Readings (the cool stuff you'll need in your professional library, but may not need for this class--this is NOT exhaustive).

- Anyon, J. (1997). *Ghetto schools: A political economy of urban educational reform*. New York: Teachers College Press.
- Blount, J. (2006). *Fit to teach. Same-sex desire, gender and school work in the twentieth century*. Albany: SUNY Press.
- Bowles, S. & Gintis, H. (1976). *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life*. New York: Basic Books.
- Burke, P. (1992). *History and social theory*. Ithaca: Cornell University Press.
- Burke, P. (ed.) (2001). *New perspectives on historical writing*. University Park: Penn State Press.
- Callahan, R.E. (1962). *Education and the cult of efficiency*. Chicago: University of Chicago Press.
- Clark, C. (1997). *Radium Girls: Women and Industrial Health Reform, 1910-1935*. Chapel Hill: University of North Carolina Press--**Revised Rutgers Dissertation**
- Cremin, L. (1991). *Popular education and its discontents*. New York: HarpersCollins.
- Foucault, M. (1982). *The Archaeology of Knowledge & The Discourse on Language*. New York: Pantheon.
- Foucault, M. (1995). *Discipline & Punish: The Birth of the Prison*. New York: Vintage Books
- Graves, K.L. (2009). *"And they were wonderful teachers": Florida's purge of gay and lesbian teachers*. Urbana, IL: University of Illinois Press.
- Gordon, L. (1995). *Pitied but not entitled. Single mothers and the history of welfare*. Cambridge: Harvard University Press.
- Henry, A. (1997). *Taking back control: African Canadian teachers' lives and practice*. Albany: SUNY Press. **Revised dissertation**

- Justice, B. (2005). *The war that wasn't: Religious conflict and compromise in the common schools of New York state, 1865–1900*. Albany: SUNY Press. **Revised dissertation**
- Karrier, C.J. (1986). *The individual, society and education. A history of American educational ideals*. Urbana, IL: University of Illinois Press.
- Nasaw, D. (1979). *Schooled to order*. New York: Oxford University Press.
- Perkins, L.M. (1987). *Fanny Jackson Coppin and the Institute for Colored Youth*. New York: Garland Publishing.
- Reese, W. (1997). *The origins of the American high school*. New Haven: Yale University Press.
- Strunk, Jr. W. & White, E.B. (1979). *The elements of style, 3rd ed.* New York: Macmillan.
- Rousmaniere, K. (2005). *Citizen teacher: The life and leadership of Margaret Haley*. Albany: SUNY Press
- Tyack, D. (1974). *The one best system*. Cambridge: Harvard University.
- Tyack, D., Hansot, E. (1982). *Managers of virtue: Public school leadership in America, 1820-1980*. New York: Basic Books.
- Wrigley, J. (1982) *Class politics and public schools: Chicago, 1900-1950*. New Brunswick, NJ: Rutgers University Press. **Revised dissertation**

ACADEMIC INTEGRITY

Rutgers has a firm policy on academic integrity that covers cheating, plagiarism, and making needed materials unavailable to others, among other things. All violations of this policy for graduate students are at least Level III offenses. This means that they could lead to termination. Failure to follow these policies is likely to lead to an F in this course and suspension for some period of time. However, appropriate citation of sources can ensure that this policy is not violated. For further information, go to <http://academicintegrity.rutgers.edu/integrity.shtml#three>.

Grading for class

Class discussion regarding the assigned readings and their relevance to current practice is a vital component of this class. Additionally, each student is expected to complete and present a major research paper in the historical area of his/her choice. Students will have two graded submissions. Students have the option of submitting additional drafts of both reports for editorial assistance. They are strongly encouraged to do so.

Class discussion		15 points
Rough Draft	October 19	15 points
Presentation of paper	December 7 or	15 points
	December 14	
Final Draft of Paper	December 14	55 points
Total		100 points

Schedule of events

- September 7 Introduction, Syllabus, Discussion of Historical Research. Potential research papers.
- September 14 Discussion of papers. Lugg, Article THEN book chapter.
- September 21 Urban & Wagoner, Preface Chapters 1-3
- September 28 Urban & Wagoner, Chapters 4-5
- October 5 Urban & Wagoner Chapters 6-8
- October 12 Anderson, Introduction, Chapters 1-3;
- October 19 Anderson, Chapter 4
Rough Draft Due
- October 26 Anderson, Chapters 5-6
Graded *DRAFTS* Returned
- November 2 Anderson, Chapter 7, Epilogue; Urban & Wagoner, Chapter 9
- November 9 Urban & Wagoner, Chapters 10-11
- November 16 UCEA CONVENTION
- November 23 THANKSGIVING
- November 30 Urban & Wagoner, Chapter 12--Discussion of both books
- December 7 Research Presentations
- December 14 Research Presentations
FINAL Drafts of papers are DUE--Please be sure they are e-mailed to Professor Lugg, no LATER than 4:30 PM