



Dept. of Educational Theory, Policy and Administration  
 Graduate School of Education  
 Rutgers, The State University of New Jersey 10 Seminary Place  
 New Brunswick, NJ 08901-1183

**Rutgers, The State University of New Jersey**

**History of American Education**

**3 Credits**

**Spring 2018**

**Wednesday, 1:10-3:10 pm**

**GSE, NEW BRUNSWICK CAMPUS**

Instructor: Deirdre Dougherty	Email: Deirdre.dougherty@gse.rutgers.edu
Phone Number: 703 505 5044	Location
Office Hours: By Appointment	Prerequisites or other limitations:
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other OFF CAMPUS	Permission required: <input type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

**Course Description**

Thinking about American education historically allows us to see who, at different moments, has counted as “the public” and what social forces, people, and ideas have shaped the systems we now take for granted. This course is organized chronologically to give a sense of how different notions of how best to educate (and who merits educational access) have emerged over time. We will cover the Colonial Period, The Early Republic, The Common School Movement, the Progressive Era, the Civil Rights Movement, and the Nation at Risk era of today.

Each week, we will read from our shared textbook to get a broad sense of what was happening in the history of education in different eras. We will also read book chapters and journal articles to supplement the core text. We will read these texts critically, examining the author’s use of source material, and the author’s arguments and conclusions. In addition to the textbook and supplementary readings, each week will include a primary source from the time period under investigation so that we can bring our new knowledge to bear on authentic source materials.

**Learning Goals**

- I. Develop an ability to think chronologically about educational thought, reform, and theory

- II. Develop an ability to understand and evaluate historical documents. This understanding includes an ability to situate documents in their historical context and to understand the use of different types of sources.
- III. Develop an ability to read historical writing and to analyze the conclusions different authors draw and the source bases they make use of.
- IV. Learn to engage in historical research through formulating questions, locating appropriate sources, and analyzing them.

### Course Expectations

A successful class will depend on every member of the group being actively engaged as both a learner and a teacher. It is my assumption that each of us has valuable perspectives and experiences that will inform our collective, developing knowledge.

- It is essential that you attend all sessions of this class, and that you are actively engaged in discussions and activities. Doing so not only significantly impacts your own learning, but also the learning of your peers. If you need to miss class please email in advance to let me know. Paperwork must be provided for an absence to be excused. More than two absences will cause you to lose points for attendance/participation. Significant numbers of physical or mental absences will also impact your final grade, and could result in you receiving no credit for the course. *\*I understand that people have a lot going in their lives—please talk to me if there is something that is making difficult for you to attend class, complete the reading, etc.*
- Reading is assigned weekly, and you are expected to complete **ALL** readings prior to class. Reading is a critical part of this course. All required readings have been carefully selected based upon their relevance to the topic at hand, the significance of the ideas they contain, and how accessible and (hopefully) interesting/enjoyable they are to read. None of the readings are expendable—*please take this seriously*. It is imperative for you to complete all of the readings; otherwise it will diminish your analytical capacity for every assignment. Bring full texts to class or notes from your reading.
- You are expected to turn in all work on time. If you need an extension, be sure to ask for it before the due date. Extensions will only be granted for legitimate reasons. Late papers, for which you have not been granted an extension, will be subject to a grade penalty. When an extension has not been granted, grades on assignments will be lowered one grade for each day they are late (i.e. 4.0 to 3.7 to 3.3 etc.) No papers will be accepted more than one week from the due date. **There is no extra-credit or make-up work.**
- Please use electronics responsibly in class. Research has indicated that multitasking (e.g. checking email while participating in a class discussion) is incompatible with deeper conceptual thinking. For both your own learning and that of your classmates', we need you at full capacity during class. Therefore, *please use computers, tablets, etc. ONLY to take notes or reference readings*. Continuous cell phone use or unacceptable use of the aforementioned electronics will result in a reduction from your final grade.

- Anyone with a learning difference needing accommodations of any kind should contact me as soon as possible. Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

#### Policy on Academic Integrity Summary

<http://senate.rutgers.edu/FinalInterimAcademicIntegrityPolicy.pdf>

Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity.

The University administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity.

Any involvement with cheating, the fabrication or invention of information used in academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material may result in disciplinary action being taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion.

#### **Assignments:**

<b>Reading Responses- Due Tuesday night by midnight under "blog" tab on Sakai</b>	<b>30%</b>
<b>Class Participation</b>	<b>10%</b>
<b>Take Home Midterm- Due February 28 by 5pm on Sakai</b>	<b>30%</b>

<p><b>Research Paper Proposal- Due in class on January 31 (print out a hard copy and bring it to class)</b></p> <p><b>Research Paper- Due May 4, by 5pm on Sakai</b></p>	<p><b>30%</b></p>
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### Required Texts:

Urban, Wayne and Jennings Wagoner. *American Education: A History*

Fraser, James. *The School in the United States: A Documentary History*

### Week One, January 17

*What is history? What is education? How do we read historical writing?*

### Week Two, January 24

*Education in the Americas*

What forms of education and learning were present in the Americas prior to European invasion?  
How does understanding American Indian education help us as historians?

- Urban and Wagoner, Chapter 1

Historical Method:

- “Historical Research” in Borg, Walter R., Gall, Joyce, and Gall, M.D. *Applying Educational Research : A Practical Guide* /. 5th ed. Pearson, 2005 412-422 (PDF)
- Carl F. Kaestle, author. “Standards of Evidence in Historical Research: How Do We Know When We Know?” *History of Education Quarterly*, no. 3 (1992): 361. (PDF)
- Rury, John L. “History, Theory, and Education.” *History of Education Quarterly* 51, no. 2 (May 2011): 218–28. (PDF)

Education in the Americas:

- Warren, Donald. “American Indian Histories as Education History.” *History of Education Quarterly* 54, no. 3 (August 1, 2014): 255– 85. (PDF)
- Lomawaima, K. Tsianina. “History without Silos, Ignorance versus Knowledge, Education beyond Schools.” *History of Education Quarterly* 54, no. 03 (August 2014): 349–55. (PDF)

### Week Three, January 31

*Education in the Colonies 1492-1763*

What patterns of formal education developed among Europeans in the British American colonies? What sorts of attitudes regarding educability did early American thinkers hold with regard to race and gender?

**Paper Proposal Due in Class-Bring a hard copy**

- Urban and Wagoner, Chapter 2

Primary Source:

Massachusetts School Law of 1647

Jigsaw:

- “Part I: Cotton Mather” and “Part II: Thomas Jefferson” in Kendi, Ibram X. *Stamped from the Beginning: The Definitive History of Racist Ideas in America* p 15-120 (PDF)

**Week Four, February 7-LIBRARY ORIENTATION We will meet in Room 413 in Alexander Library**

**Week Five, February 14**

*Education and the New Republic 1783-1800*

What tensions existed in the educational philosophy of the revolutionary generation? How did Americans organize formal education? How were early common schools the “pillars of the republic?”

- Urban and Wagoner, Chapter 3
- Chapter 1 and 2 in Kaestle, Carl F. *Pillars of the Republic : Common Schools and American Society, 1780-1860* /. 1st ed. American Century Series. Hill and Wang, 1983. (PDF)
- Justice, Benjamin. “‘The Great Contest’: The American Philosophical Society Education Prize of 1795 and the Problem of American Education.” *American Journal of Education* 114, no. 2 (2008): 191–213. (PDF)

Primary Source: Essays from the American Philosophical Society Education Contest

**Week Six, February 21**

*Establishing Common Schools 1812-1865*

How and why did the common school movement develop? Why and how did opponents resist the movement?

- Urban and Wagoner, Chapter 4
- David Labaree. “Founding the American School System” in *Someone Has to Fail: The Zero Sum Game of Public Schooling*. Cambridge: Harvard, 2010. p. 42-79 (PDF)
- Samuel Bowles. *Schooling in Capitalist America : Educational Reform and the Contradictions of Economic Life /*. Basic Books, 1976. (Chapter 6) (PDF)

Primary Sources:

Primary Source: Catharine E. Beecher, “An Essay on the Education of Female Teachers,” (1835)

Horace Mann, “Tenth and Twelfth Annual Reports to the Massachusetts Board of Education,” (1846 and 1848)

## **Week Seven, February 28**

*Civil War and Reconstruction 1865-1877*

What, or who, were the main agents of change and/or resistance during Reconstruction? What were the legacies of Reconstruction? How did African Americans engage in collective action to ensure education for their communities?

### **Distribution of Midterm Question**

- Urban and Wagoner, Chapter 5

Jigsaw:

- “We are Laboring Under Many Difficulties: African American Teachers in Freedpeople’s Schools” in Andrea Williams, Heather *Self-Taught: African American Education in Slavery and Freedom* Durham: University of North Carolina Press, 2005
- Selection from James Anderson. *The Education of Blacks in the South: 1860-1935* Durham: University of North Carolina Press, 1988.

Primary Source: “Of the Coming of John” in Du Bois, W. E. B. 1868-1963. *The Souls of Black Folk*, n.d.

## **Week Eight, March 7**

*Progressive Reforms 1890-1920*

What is progressive education? What were progressive reforms? To what degree did progressive educational reform reveal broader trends in American society?

### **Midterm Due in Class**

- Urban and Wagoner, Chapter 7
- William J. Reese, “The Origins of Progressive Education,” *History of Education Quarterly* 41:1 (Spring 2001), 1-24.
- David Tyack, *The One Best System: A History of American Urban Education* (Cambridge, MA: Harvard University Press, 1974), excerpt p. 126-129, 182-191.

Primary Sources:

Committee on Secondary School Studies. (1893). Report of the Committee of Ten  
Washington, D.C.: National Education Association.

Commission on the Reorganization of Secondary Education. (1918). Cardinal principles  
of secondary education. Washington, DC: National Education Association.

**NO CLASS, March 14, Spring Break**

**Week Ten, March 21**

*World War I and the Great Depression 1914-1941*

What were the effects of depression and war on American Education? How did the federal government, local school systems, and other community organizations respond to migration, poverty, and increasing demands for inclusion?

- Urban and Wagoner, Chapter 9
- Paul Theobald, Ruben Donato. “Children of the Harvest: The Schooling of Dust Bowl and Mexican Migrants during the Depression Era.” *Peabody Journal of Education*, no. 4 (1990): 29.
- Adam Laats “Red Schoolhouse, Burning Cross: The Ku Klux Klan of the 1920s and Educational Reform.” *History of Education Quarterly* 52, no. 3 (August 2012): 323–50.

Primary Sources:

Mary Antin, *The Promised Land*, 1912  
*The Asian Experience in California*, 1919-1920

**Week Eleven, March 28**

*World War II and the Cold War 1939-1945*

How did American understandings of race impact education during World War II and after? How did pedagogies shift in response to a new geopolitical order? How did the Cold War come to frame an incipient struggle for civil rights with regard to education?

- Urban and Wagoner, Chapter 10

- Zoë Burkholder. “From ‘Wops and Dagoes and Hunkies’ to ‘Caucasian’: Changing Racial Discourse in American Classrooms during World War II.” *History of Education Quarterly* 50, no. 3 (2010): 324–58.
- David G. Garcia and Tara J. Yosso. “‘A Few of the Brightest, Cleanest Mexican Children’: School Segregation as a Form of Mundane Racism in Oxnard, California, 1900-1940.” *Harvard Educational Review* 82, no. 1 (SPR 2012): 1–25.
- JoAnne Brown “‘A Is for Atom, B Is for Bomb’: Civil Defense in American Public Education, 1948-1963.” *The Journal of American History*, no. 1 (1988): 68.

Primary Sources:

National Defense Education Act, 1958  
The Scott Foresman Readers, 1955

### Week Twelve, April 4

#### *Brown v. Board of Education, 1954*

What were some of the rationales that undergirded the *Brown* decision? What were the limits of *Brown*? How did suburbanization influence educational attitudes and help solidify inequality?

- Selected Chapters from Patterson, James T. *Brown v. Board of Education: A Civil Rights Milestone and its Troubled Legacy*. Oxford: Oxford University Press, 2001.
- Lani Guinier, “From Racial Liberalism to Racial Literacy: *Brown v. Board of Education* and the Interest-Divergence Dilemma.” *The Journal of American History*, no. 1 (2004): 92.
- Ansley T. Erickson. “Building Inequality: The Spatial Organization of Schooling in Nashville, Tennessee, after *Brown*.” *Journal of Urban History* 38, no. 2 (March 2012): 247.

Primary Source: *Brown v. Board of Education of Topeka*

### Week Thirteen, April 11

#### *Responses to Desegregation*

What were some of the effects of desegregation on black communities and professionals? How did local communities resist white supremacy?

- David Cecelski. *Along Freedom Road: Hyde County, North Carolina and the Fate of Black Schools in the South Chapel Hill: University of North Carolina Press* (PDF)
- Vanessa Siddle Walker, “Valued Segregated Schools for African American Children in the South, 1935-1969: A Review of Common Themes and Characteristics.” *Review of Educational Research*, no. 3 (2000): 253. (PDF)

Primary Sources:

Newspaper articles from Baltimore Afro-American and Washington Post, to be distributed.

## Week Fourteen, April 18

### *ESEA and Federal Legislation 1965-1975*

How did the federal government take on a greater role with regard to the oversight of public education? How did local communities respond to federal mandates?

- John Rury. “Education, Equity and Social Policy: Postwar America through the 1970s” in *Education and Social Change: Contours in the History of American Schooling*
- Crystal R. Sanders “More Than Cookies and Crayons: Head Start and African American Empowerment in Mississippi, 1965–1968.” *Journal of African American History*, no. 4 (2015): 586.
- Chris Rasmussen. “Creating Segregation in the Era of Integration: School Consolidation and Local Control in New Brunswick, New Jersey, 1965–1976.” *History of Education Quarterly* 57, no. 4 (November 2017): 480–514.
- Adam Nelson. “Rodriguez, Keyes, Lau, and Milliken Revisited: The Supreme Court and the Meaning of “Equal Education Opportunity” in *To Educate a Nation: Federal and National Strategies of School Reform* p 202-225

Primary Source:

Johnson's Remarks on Signing the Elementary and Secondary Education Act, 1965

## Week Fifteen, April 25

### *Nation at Risk and School Reform 1980-2001*

How did “A Nation at Risk” reflect a shift in federal commitment to education as a public good?

- Urban and Wagoner, Chapter 12
- Jal Mehta, “Escaping the Shadow: ‘A Nation at Risk’ and Its Far-Reaching Influence.” *American Educator* 39, no. 2 (2015): 20.
- Kantor, Harvey and Lowe, Robert. “Educationalizing the Welfare State and Privatizing Education: The Evolution of Social Policy Since the New Deal” in *Closing the Opportunity Gap: What America Must do to Give Every Child an Even Chance*, Prudence Carter and Kevin Welner, eds.

Primary Source: A Nation at Risk

### Assignments:

#### **Reading Responses 500-700 words (10 total, each worth 3 points)**

In your responses, you should identify the theme of the week’s readings and make reference to the guiding questions of the week. These responses are due Tuesday night by midnight in the “blog” tab on Sakai.

Your response should contain the following elements:

Criteria	Outstanding (1)	Meets basic criteria (.5)	Needs Improvement (0)
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**You should write a SHORT summary of each of the articles/chapters (2-3 sentences that sketches out the basics)**

- What is the author's main argument?
- Use a quote from EACH reading to ground your thinking.

**Compare and contrast the readings:**

- How do the authors' arguments differ?
- How are they similar?

**What are YOUR thoughts/reactions/feelings about the readings?**

- Do you agree or disagree with the authors? Why?
- Do you agree with their use of evidence? What sort of sources are they drawing upon?

**What questions/wonderings do you still have?**

- What issues do the authors leave unresolved?
- What remains unclear for you? (Use quotes and page numbers)

Your responses reflect effort when they:

- address ALL the readings for that week
- include at least one quote per reading (remember to cite the author and page number)
- are organized and clear
- are free of spelling and grammatical mistakes

Exceptional responses also:

- identify areas of confusion (e.g. parts of the articles or books you did not understand fully)
- make connections across readings (e.g. points from different articles that support or contradict each other)
- suggest a question or area of discussion to pursue further

<b>Evidence of critical reading of weekly texts (1 pt max)</b>	The paper addresses all the week's readings, seeking to specify key concepts and arguments. The paper offers more than a summary. It shows evidence of careful reading and critical thinking about the texts.	The paper addresses all the week's readings, and summarizes some of the key concepts. Shows evidence of careful reading. Moves beyond the summary and poses some questions or challenges	The paper summarizes the week's readings but does specify key concepts or show evidence of critical thinking
<b>Draws connections across the texts (1 pt max)</b>	Thoughtfully and critically addresses relationship between the texts, and/or between texts and other experiences. Evidence of analysis of similarities and differences between texts	Addresses relationship between texts and between texts and other experiences. Analysis of similarities and differences is present but not fully developed	Relationship between texts or to experiences is mentioned, but it is cursory and not developed.
<b>Use of quotations from the texts (1 pt max)</b>	Uses appropriate quotations from each text and discuss fully how these connect to key concepts.	Uses appropriate quotation from texts. Connection to key concept is present, but less fully developed	Uses quotations from texts but these are peripheral to the argument.

### **Reading Response Rubric**

#### **Midterm Exam (30 points)**

We will agree on a common question regarding the first several weeks of the course and you will have a week to write a 5-7 page response that draws upon course readings.

#### **Final Research Paper (30 points)**

You will conduct a historical research project of your own in the history of education. We will be reading several texts about how to do historical research and how to begin thinking historically. You will begin by asking a **historical question**. What does that mean? Remember how historians are trying to figure out the relationships among ideas, people, social forces, and structures? Historical inquiry requires us to ask questions about how something happened or why something might have occurred in a

certain way. Historical inquiry might try to contrast or compare different moments, themes, or thinkers. It might try to take an event that everyone has come to take for granted and re-explain it.

After you come up with a historical question and write a short proposal, we will go to the library for an orientation in order to find sources that can help you answer your question. Just like in expository writing, you will formulate an argument (thesis statement) and will draw on multiple forms of evidence to answer your question. Your paper should be 15 pages long and should draw on the texts we've discussed in class as well as secondary sources relevant to your specific theme.

### Rubric for Midterm and Research Paper

	Excellent (6)	Proficient (4)	Inadequate (2)
<b>Thesis</b>	Thesis is debatable and clearly presented in the opening and concluding sections of the paper.	Thesis is unclear, and it takes work for the reader to discover it. Or, thesis is self-evident and not debatable.	There is no evident thesis.
<b>Argumentation</b>	Argument is presented clearly and logically. Logical points build directly upon the thesis and prior points. Counterarguments are addressed, dismantled, and folded into the main argument of the paper	Argument is rambling, and there are contradictions left unaddressed. Counter-arguments may be presented, but are left unaddressed.	There is no discernable argument, or no alternative interpretation is presented.
<b>Organization</b>	Clear organization with a natural flow. Includes an introduction, transition sentences to connect major ideas, and conclusion. There are few or no grammar or spelling errors. Minimal passive voice. Ideas and evidence are correctly cited.	Organization is unclear or without necessary component parts. Significant grammar or spelling errors (but not both). Ideas and evidence are correctly cited	Little discernable organization. Significant grammar and spelling errors. Ideas and evidence are not correctly cited, or not cited at all.
<b>Evidence</b>	Each logical point is backed up by one or more examples. Evidence is strong and sufficient to advance the argument. Potential counterarguments are accounted for and addressed with evidence.	Several points of the argument are left without evidence. Evidence is insufficient.	A few pieces of evidence are thrown in here or there, but not used to defend the main argument.
<b>Application of Course themes</b>	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course	Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.