The debate over education is really a debate over the kind of America people want to live in and over what it means to be an American.

Lawrence Cremin, 1990

General Objectives of the Course

This course is a survey of the history of American education. We define education broadly as the deliberate, systematic, and sustained effort to transmit, evoke, or acquire knowledge, attitudes, values, skills, or sensibilities, as well as any outcomes to that effort. Thus, this course covers more than the history of American schooling, in part because for much of American history, many people were prohibited from receiving any formal schooling, and in part because we believe that education takes place in more places than within the formal school structure.

The objectives of the course are:

1. To understand main themes and events in the history of American education through reading and discussion, student presentations, and presentations by the instructor.
2. To understand historical perspective, or historiography, and to learn how to read history critically.
3. To examine the ways in which American educational history informs our current educational practice.
4. To reflect on one's own educational history and to describe that experience.
Course Texts
David Wallace Adams, Education for Extinction: American Indians and the Boarding School Experience (University of Kansas, 1997)
Kate Rousmaniere, City Teachers: Teaching and School Reform in Historical Perspective (Teachers College Press, 1997).
Meier, Deborah. The Power of Their Ideas : Lessons for America from a Small School in Harlem (Boston: Beacon Press, 1995).

Course Requirements and Evaluation
All students must fulfill the first four requirements. There are two options for the second half of the course requirements.

Requirements for all
• Class participation (10%)
• Educational autobiography (15%) Due __________
• Review of one article of research chosen from recommended list on syllabus--written 4-5 pages and presented orally in class (15%)
• Final exam (20%): The question for the exam is: What is a major re-occurring theme in the history of education?

AND one of the following options

Option #1
• Review and presentation of a second article of research (20%)
• Biographical essay on a major figure in the history of American education (20%)

Option #2
• Research paper, based on primary and secondary research, on a particular topic in educational history (20-25 pages). (40%) Paper topic and a short written statement of proposed research is due February 2. The final project is due April 28.
**Class Participation** will be evaluated on the following basis

A letter grade will be assigned to each student's overall participation in the course. This grade derives from the quality rather than the absolute quantity of participation. Signs of excellent participation include listening and responding to other's ideas, preparing for class by reading and reflecting on the assignments, and taking a leading role in sharing both insights and questions for the entire class discussion group. Signs of good participation include coming prepared to class and participating in the discussion generated by others. Poor participation includes failure to prepare for class, and refusal to join in discussion with the class. Please note that this class is a group effort, and the contribution toward furthering the full understanding of that group is as, if not more, important than simply presenting information.

Participation also includes attendance in class, and repeated (more than one) absences will detrimentally affect this grade (minus one half-grade per class missed). If you must miss more than one class, let me know in advance (if possible) and at my descretion, we might be able to negotiate a make-up assignment (usually a 3-4 page free write response to the readings assigned for that class).

**Other Issues**

One week's assignment (April 7) will be oral student reports to the class on one article about the history of curriculum. These will be graded pass/fail and will be informal, informational presentations.

All journals and books for the course are available in King Library. Journals are located on the first floor of the library. Journals can be signed out for one night only, but there are xerox machines in the library where you can copy articles.
COURSE SCHEDULE

[1] Tuesday, January 13 Introductions

[2] Tuesday, January 20 Historiography
Readings:
   Handouts:
     Howard Zinn, "Objections to Objectivity"
     Terrie Epstein, "Multiculturalism and the Politics of History."
     Robert Frost, 'For John F. Kennedy, His Inauguration"
     Maya Angelou, "On the Pulse of Morning"

Readings:
   American Education: A History  Chapter 3 & 4
Reports:
   Kim Tolley, "Science for Ladies, Classics for Gentlemen: A Comparative
   Analysis of Scientific Subjects in the Curricula of Boys' and Girls' Secondary Schools

   Linda K. Kerber, "Daughters of Columbia: Educating Women for the Republic,
   1787-1805" in Stanley Elkins and Eric McKitrick, The Hofstadter Aegis: A
   Memorial (1974). Also reprinted in Linda K. Kerber and Jane DeHart Mathews,
   Women's America: Refocusing the Past (1982).

[4] Tuesday, February 3 Education, Inequality, & Social Resistance
   Part 1
Readings:
   Skim American Education , Chapter 5
   Deep Like the River, pp. 3-149
Reports:
   Chief's Children's Schools, 1839-50" History of Education Quarterly (Summer 1992)
Tuesday February 10 Education, Inequality, & Social Resistance, Part 2
Readings:  
*Deep Like the Rivers*, pp. 156-262
Reports:  

J. Donald Wilson, "I am ready to be of assistance when I can': Lottie Bowron and Rural Women Teachers in British Columbia," in Alison Prentice and Marjorie Theobald, *Women Who Taught: Perspectives on the History of Women and Teaching* (Toronto: University of Toronto Press, 1991)

Tuesday February 17 No Class (Monday/Tuesday Switch Day)

Tuesday February 24 Education for Extinction?
Readings: *Education for Extinction*
Reports:  


E. Jennifer Monaghan, "'She loved to read good Books,': Literacy and the Indians of Martha’s Vineyard, 1643-1725" *History of Education Quarterly* (Winter 1990)

[7] Tuesday March 3    The Modern School System
Readings:
    American Education: A History, Chapters 6 & 7
Reports:
    John Rury, ARTICLE ON WOMEN AND VOCATIONAL ED

    Audrey Thomas McCluskey, "We Specialize in the Wholly Impossible:' Black
Women School Founders and Their Mission," Signs vol. 22 (1997)

    Emma Lou Thornbrough, "Segregation in Indiana During the Klan Era of the
1920s," Mississippi Valley Historical Review 48 (March 1981).

    Nikola Baumgarten, "Education and Democracy in Frontier St. Louis: The
Society of the Sacred Heart," History of Education Quarterly 34 (Summer 1994)

    Daniel Perlstein, "Community and Democracy in American Education:
Arthurdale and the Fate of Progressive Education," Teachers College Press 97
(Summer 1996)

    William W. Cutler, "Cathedral of Culture: The Schoolhouse in American
Educational Thought and Practice Since 1820," History of Education Quarterly
(Spring 1989)

    Victoria Bissell Brown, "The Fear of Feminization: Los Angeles High Schools

    Janet A. Miller, "Urban Education and the New City: Cincinnati's Elementary
Schools, 1870 to 1914" Ohio History (Spring 1979).

Tuesday March 10   No Class. Spring Break
Readings:

City Teachers: Teaching and School Reform in Historical Perspective

Reports:


John B. Reid, "'A Career to Build, A People to Serve, a Purpose to Accomplish': Race, Class, Gender and Detroit’s First Black Women Schoolteachers, 1865-1916," Michigan Historical Review vol 18 (Spring 1992).
[9] Tuesday March 24  Modern Issues
Readings:
American Education: A History, Chapter 10 & 11

Reports:


[10] Tuesday, March 31  Modern Schools
Readings:
Up the Down Staircase

Reports:


**[11] Tuesday, April 7  Curriculum History**

Choose one of the following articles on curriculum history and present an informal oral report on it to the class.


Caroline Winterer, "Avoiding a 'Hothouse System of Education': Nineteenth-Century Early Childhood Education from the Infant Schools to the Kindergarten," *History of Education Quarterly* (Fall 1992)


George M.A. Stanic, "Mathematics Education in the United States at the Beginning of the Twentieth Century," in Popkewitz, *The Formation of the School Subjects*


Jennifer Monagha and Wendy Saul, "The Reader, the Scribe, the Thinker: A Critical Look at Reading and Writing Instruction," in Popkewitz, *The Formation of the School Subjects*


**Tuesday April 14**  No Class

[12] **Tuesday, April 21**  Modern Solutions  
Readings:  
*The Power of Their Ideas*

[13] **Tuesday April 28**  Last Class  
Educational autobiography due  
Research paper due and research presentations  
Final Exam due