General Objectives of the Course

This course examines a variety of studies from the history of American education. Rather than focusing on the institutional development of school systems, the course centers on different experiences of elementary and secondary education in the past, including experiences by African American slaves, Native American boarding school students, and urban and rural students, and experiences of schooling by teachers and administrators in the past. Through different course readings and assignments, students also explore historiography, the nature of history in electronic and visual forms, the representation of teachers in fiction and other narrative, and autobiography as history.

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 examine diverse modes of historical presentation.
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


Kate Rousmaniere, *City Teachers: Teaching and School Reform in Historical Perspective* (Teachers College Press, 1997).


Course Requirements and Evaluation

- Class participation (20%)
- Educational autobiography (20%) (graded P/F)
- Review of one article of research chosen from recommended list on syllabus—written 4-5 pages and presented orally in class (20%)
- Final exam (20%). We will write the question together.

AND one of the following options

- Biographical essay on a major figure in the history of American education (20%). Identify the person you are choosing to write about by _______

OR

- Book review on a book in the history of American education (20%) A short (one paragraph) description of the book is due to me _______
**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, refusal to join in discussion with the class, and talking excessively without listening to others. 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 and, at my discretion, 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**

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. Some of these articles might also be available on electronic journals. On the Miami University library website ([http://www.lib.muohio.edu/](http://www.lib.muohio.edu/)) go to “electronic journals” under “Research Resources.”

The last day of class, if time allows, we may have informal presentations of biography and book review assignments.
COURSE SCHEDULE

[1] Tuesday, August 27  Introductions

Tuesday, September 3  NO CLASS  Monday/Tuesday Switch Day

[2] Tuesday September 10  Historiography

Readings:
Handouts:
1. Howard Zinn, "Objections to Objectivity"
2. Terrie Epstein, "Multiculturalism and the Politics of History"
3. Robert Frost, "For John F. Kennedy, His Inauguration"
4. Maya Angelou, "On the Pulse of Morning"

“The Work of Teachers in America:”
5. Washington Irving, “Ichabod Crane”
7. Cynthia M. Bishop & Martha M. Rogers, “Letters from Pioneer Women Teachers”
8. Hortense Calisher, “A Wreath for Miss Totten”

[3] Tuesday, September 17  Education, Inequality, & Resistance, Part 1


Reports:


Mary Niall Mitchell, “‘A Good and Delicious Country’: Free Children of Color and How they Learned to Imagine the Atlantic World in Nineteenth-Century Louisiana,” History of Education Quarterly 40 (Summer 2000)
[4] **Tuesday September 24  Education, Inequality, & Resistance, Part 2**

**Readings:** Webber, *Deep Like the Rivers*, p. 156-262

**Reports:**


[5] **Tuesday October 1  Race and Reconstruction**

**Readings:**

“The Work of Teachers in America;”

1. Daniel Alexander Payne, “The Schoolmaster in the Dark South”
2. Charles W. Chestnut, “The March of Progress”
4. Jonathan Kozol, from “Death at an Early Age”

**Reports:**


[6] Tuesday October 8   Education for Extinction?, Part 1


Reports:

Susan M. Yohn, "An Education in the Validity of Pluralism: The Meeting between Presbyterian Mission Teachers and Hispanic Catholics in New Mexico, 1870-1912," History of Education Quarterly (Fall 1991)


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)


Reports:


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

Tuesday October 22  Trying to Do Good: The Experience of Education Reform

Readings:

Kate Rousmaniere, “Teaching the Teachers and Changing Society: One Hundred Years of the School of Education and Allied Professions, Miami University”
“The Work of Teachers in America:”
1. Royall Tyler, from “The Algerine Captive”
2. Charlotte Forten, from “Life on the Sea Islands”
4. Angelo Patri, “A Schoolmaster of the Great City”
5. Leonard Covello, from “The Heart is the Teacher”
6. Anzia Yezierska, “Children of Loneliness”
7. Jesse Stuart, “Split Cherry Tree”

Reports:


Anne Meis Knupfer, “The Arm of the School That Extends into the Homes: The Visiting Teacher Movement, 1906 to 1940,” Teachers College Record 100 (Spring 1999)


Tuesday October 29  NO CLASS
[9] **Tuesday, November 5**  
**Modern Teachers in Modern Schools**

**Readings:**  
Kate Rousmaniere, *City Teachers: Teaching and School Reform in Historical Perspective* (Teachers College Press, 1997).

**Reports:**  


David M. Donahue, “Rhode Island’s Last Holdout: Tenure and Married Women Teachers at the Brink of the Women’s Movement,” *History of Education Quarterly* 42 (Spring 2002).

[10] **Tuesday, November 12**  
**Teachers at Work**

**Readings:**  
“The Work of Teachers in America:”
1. Anne Sullivan, from “The Letters of Anne Sullivan, 1887”
2. Myra Kelley, from “Morris and the Honourable Tim”
4. Richard Dokey, “Teachers”
5. Eric Rofes, from “Socrates, Plato, and Guys Like Me: Confessions of a Gay Schoolteacher”

**Reports:**  


[11] **Tuesday November 19  Gender, Leadership and Schooling**

**Readings:**

**Reports:**

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


One of the essays on women educators in *Founding Mothers and Others: Women Educational Leaders During the Progressive Era* (Alan R. Sadovnik and Susan F. Semel (Palgrave, 2002).
[12] Tuesday November 26 Up the Down Staircase, and Other Constancies in the History of Education

Readings:
Up the Down Staircase

Reports:


[13] Tuesday December 3 Last Class
Educational autobiography due
Research presentations
Final Exam due