

EDPA 611: HISTORY OF EDUCATION IN THE UNITED STATES

Spring 2004 / TH, 7:00-9:45 p.m. / EDUC 2101

Dr. Elizabeth K. Eder, (301) 405-3574 (message), ekeder@wam.umd.edu

Office hours by appointment

Course Description

This course will involve us collectively in the exploration of the purposes, possibilities, and practices of U.S. education as they are reflected in the history of formal education from colonial times to the present. Specifically, the course aims to cultivate an understanding of the evolving contexts within which traditions of education purposes, policies, and practices developed, became institutionalized, and evolved over time.

Through research, readings, discussions and lectures, students will have opportunities to situate education policies, purposes, practices, and reform efforts in some of the historical traditions which give them shape, meaning, durability, and/or evanescence. Students will also explore the role of education in the development of American social arrangements and practices and to examine relationships between education, economics, politics, social life, culture, and ideology.

Required Readings

The following items are available for purchase at the UMCP Bookstore:

Book of Readings for EDPL 611. (Readings)

Fraser, James W. *The School in the United States: A Documentary History*. New York: McGraw-Hill Higher Education, 2001. (Fraser)

Urban, Wayne J. and Jennings L. Wagoner. *American Education: A History*, 3rd edition. New York: McGraw-Hill Higher Education, 2003. (Urban and Wagoner)

Zimmerman, Jonathan. *Whose America?: Culture Wars in the Public Schools*. Cambridge, Massachusetts: Harvard University Press, 2002. (Zimmerman)

Expectations

It is assumed that every class member will complete assigned readings and contribute freely and meaningfully in class discussions. The required readings provide a common focus for all students of whatever background or professional orientation. They also provide occasions for seminar-style discourse and analysis. In addition to these common expectations, each student will, in consultation with the instructor, complete the following individual study projects:

CRITICAL BOOK REVIEW

You will present an analytical review of one book. The book can be on any topic of your choice in accordance with your research and career interest, but it must be approved ahead of time. The review will identify the story that is being told, the chronology of major developments as they emerge over time, the historian's explanation of changes, and the themes that inspire the narrative. Therefore, your analysis will reveal the content of the book through an analytic characterization of its content rather than a mere summary and description. Presentations will be given in class and should be no more than 15-20 minutes in length. You will also hand in a written version of your book review (not to exceed 4 pages) on the night of your presentation.

HISTORIOGRAPHICAL REVIEW ESSAY

You will prepare a historiographical review essay of 20-30 typed pages on a subject of your choice. The essay will look at the ways in which historians have explored and understood a particular event, piece of legislation, a policy, an idea, a groups' experiences, an institutional configuration and/or an individual life. Be sure to attend to the variety of interpretations available in the historical literature and show the multiple ways in which historians have illuminated or failed to illuminate the importance of your subject. The assignment will take place in several stages. Stage 1 will be an introductory essay of 4-6 typed pages that reveals your topic focus, explains its importance, and provides a bibliography (articles and books identified to date). Stage 2 will be a typed preliminary draft of your paper as developed to date. Be sure to include analyses of the work of several historians, provide resource lists, and a selected bibliography. Stage 3 will be a typed working draft of the essay including an almost complete bibliography. Stage 4 will be the final typed essay.

FINAL EXAM

You will participate in an in-class exam covering major concepts from class discussions and required readings from the entire semester.

Course Schedule

January 29 **REFLECTIONS ON HISTORIES OF U.S. EDUCATION**

Carl F. Kaestle, "Standards of Evidence in Historical Research: How Do We Know When We Know?," *History of Education Quarterly*, vol. 32, no. 3 (Fall 1992): 361-366. (Readings)

Barbara Finkelstein, "Education Historians as Mythmakers." In Gerald Grant, ed. *Review of Research in Education 18*. Washington, D.C.: American Educational Research Association, 1992. (Readings)

February 5 **NARRATIVE TRADITIONS IN EDUCATION HISTORY**

Guest Lecture: Professor Barbara Finkelstein

Maris A. Vinovskis, "Trends in Massachusetts Education, 1826-1860," *History of Education Quarterly*, vol. 12, no. 4 (Winter 1972): 501-529. (Readings)

David Hogan, "The Market Revolution and Disciplinary Power: Joseph Lancaster and the Psychology of the Early Classroom System," *History of Education Quarterly*, vol. 29, no. 3 (Fall 1989): 381-417. (Readings)

Elizabeth K. Eder, "Teaching Abroad as Domestic Duty: Margaret Clark Griffis, Tokyo Public School Teacher." In Elizabeth K. Eder, *Constructing Opportunity: American Women Educators in Early Meiji Japan*. Lanham, Maryland: Lexington Books, 2003. (Readings)

February 12 **NARRATIVE TRADITIONS IN EDUCATION HISTORY, PART 2- A COLLECTIVE CONVERSATION** **Critical Book Review due**

February 19 **EDUCATION AS MIGRATION, TRANSFER, AND ENCOUNTER, 1607-1776**

Urban and Wagoner, Chapters 1 and 2

Fraser, "Introduction," pp. 1-4 and "Massachusetts' Old Deluder Satan Law, 1647," p. 8

Lawrence A. Cremin, "School." In Lawrence A. Cremin, *American Education: The Colonial Experience, 1607-1783*. New York: Harper & Row Publishers, 1974. (Readings)

James Axtell, "The Scholastic Philosophy of the Wilderness." In James Axtell, *The School upon a Hill: Education and Society in Colonial New England*. New Haven: Yale University Press, 1974. (Readings)

Choose 1 of the following for class discussion:

Sol Cohen, "The Planting, 1607-1789." In Sol Cohen, *Education in the United States: A Documentary History*. New York: Random House, 1974. (Readings)

E. Jennifer Monaghan, "'She loved to read in good Books': Literacy and the Indians of Martha's Vineyard, 1643-1725," *History of Education Quarterly*, vol. 30, no. 4 (Winter 1990): 492-521. (Readings)

February 26 EDUCATION AND NATION BUILDING: FOUNDING VISIONS, 1776-1838

Urban and Wagoner, Chapter 3

Fraser, "Introduction," pp. 17-19, "A Bill For the More General Diffusion," pp.19-24 and "*Thoughts Upon Female Education*," pp. 31-35

Carl F. Kaestle, "Prologue: The Founding Fathers and Education" and "Rural Schools in the Early Republic." In Carl F. Kaestle, *Pillars of the Republic: Common Schools and American Society, 1780-1860*. New York: Hill and Wang, 1983. (Readings)

Rush Welter, "Republican Innovations in Theory and Practice." In Rush Welter, *Popular Education and Democratic Thought in America*. New York: Columbia University Press, 1962. (Readings)

Mary Beth Norton, "Vindicating the Equality of Female Intellect." In Mary Beth Norton, *Liberty's Daughters: The Revolutionary Experience of American Women, 1750-1800*. Boston: Little Brown, 1980. (Readings)

Wilma King, “‘You Know I Am One Man That Do Love My Children’: Slave Children and Youth in the Family and Community,” and “‘Knowledge Unfits A Child To Be A Slave’: Temporal and Spiritual Education.” In Wilma King, *Stolen Childhood: Slave Youth in Nineteenth-Century America*. Bloomington: Indiana University Press, 1995. (Readings)

March 4 ***EDUCATION AND THE ORGANIZATION OF SCHOOLS, 1830’s-1860s, PART 1: The Emergence of Schools as Institutions of Government, Vocation, and Symbols of Opportunity and Regulation***
Urban and Wagoner, Chapter 4

Fraser, “Introduction,” pp. 48-53, “Tenth Annual Report and Twelfth Annual Report,” pp. 52-54

Carl F. Kaestle, “Urban Education and the Expansion of Charity Schooling,” and “Social Change and Education in the American Northeast, 1830-1860.” In Carl F. Kaestle, *Pillars of the Republic: Common Schools and American Society, 1780-1860*. New York: Hill and Wang, 1983. (Readings)

Choose 1 of the following for class discussion:

Ruth Miller Elson, “The Schoolbook and the School” and “The Races of Man.” In Ruth Miller Elson, *Guardians of Tradition: American Schoolbooks of the Nineteenth Century*. Lincoln: University of Nebraska Press, 1964. (Readings)

David B. Tyack, “From Village School to Urban System: Bureaucratization in the Nineteenth Century.” In David B. Tyack, *The One Best System: A History of American Urban Education*. Cambridge, Massachusetts: Harvard University Press, 1974.

Historiographical Review Essay Stage 1 (Introductory Paper) due

March 11 ***EDUCATION AND THE ORGANIZATION OF SCHOOLS, 1830’s-1860s, PART 2: The Institutionalization of Group Learning Settings***
Urban and Wagoner, Chapter 5

Barbara Finkelstein, "Casting Networks of Good Influence: The Reconstruction of Childhood in the United States, 1790-1870." In Joseph M. Hawes and N. Ray Hiner, eds., *American Childhood: A Research Guide and Historical Handbook*. Westport, Connecticut: Greenwood Press, 1985. (Readings)

David Hogan, "The Market Revolution and Disciplinary Power: Joseph Lancaster and the Psychology of the Early Classroom System," *History of Education Quarterly*, vol. 29, no. 3 (Fall 1989): 381-417. (Readings)

James D. Anderson, "Ex-Slaves and the Rise of Universal Education in the South, 1860-1880." In James D. Anderson, *The Education of Blacks in the South, 1860-1935*. Chapel Hill: The University of North Carolina Press, 1988. (Readings)

Choose 1 of the following for class discussion:

John G. Richardson, "Common, Delinquent, and Special: On the Formalization of Common Schooling in the American States," *American Educational Research Journal*, vol. 31, no. 4 (Winter 1994): 695-723. (Readings)

Janet Cornelius, "'We Slipped and Learned to Read:' Slave Accounts of the Literacy Process, 1830-1865," *Phylon*, vol. 44, no. 3 (1983): 171-186. (Readings)

March 18

EDUCATION AND THE ORGANIZATION OF STATUS

Guest Lecture: Professor Barbara Finkelstein

James D. Anderson, "The Black Public High School and the Reproduction of Caste in the Urban South, 1880-1935." In James D. Anderson, *The Education of Blacks in the South, 1860-1935*. Chapel Hill: The University of North Carolina Press, 1988.

William J. Reese, "Cathedrals of Learning." In William J. Reese, *The Origins of the American High School*. New Haven: Yale University Press, 1995. (Readings)

Lynne Marie Getz, "Introduction: Schools at the Crossroads of Culture." In Lynne Marie Getz, *Schools of Their Own: The Education of Hispanos in New Mexico, 1850-1940*. Albuquerque: University of New Mexico Press, 1997. (Readings)

March 25 *SPRING BREAK*

April 1 *PROGRESSIVISM AS A VISION AND BLUEPRINT FOR SOCIAL CHANGE, 1890-1950s, Part 1*

Urban and Wagoner, Chapters 6, 7, 8

Fraser, "Introduction," pp. 181-182, "*The School and Society*," pp. 198-207, "*Dare The School Build A New Social Order?*," pp. 213-218

Lawrence A. Cremin, "The Metropolitan Experience, 1876-1976." In Lawrence A. Cremin, *American Education: The Metropolitan Experience, 1876-1976*. New York: Harper & Row, 1988. (Readings)

David Tyack and Elisabeth Hansot, "Schooling by Design in a Corporate Society, 1890-1954." In David Tyack and Elisabeth Hansot, *Managers of Virtue: Public School Leadership in America, 1820-1980*. New York: Basic Books, 1982. (Readings)

Barbara Finkelstein, "Dollars and Dreams: Classrooms as Fictitious Message Systems, 1790-1930," *History of Education Quarterly*, vol. 31, no. 4 (Winter 1991): 463-487. (Readings)

Carl F. Kaestle, "The Public Schools and the Public Mood," *American Heritage* (February 1990): 66-81. (Readings)

Historiographical Review Essay Stage 2 (Preliminary Draft) due

April 8 *PROGRESSIVISM AS A VISION AND BLUEPRINT FOR SOCIAL CHANGE, 1890-1950s, PART 2 – The Management of Diversity*

Fraser, "Introduction," pp. 140-142, "*The Problem of Indian Administration*," pp. 154-159, "The Asian Experience in California," pp. 159-167

Lynne Marie Getz, "Territorial Education: The Myth of Hispano Resistance." In Lynne Marie Getz, *Schools of Their Own: The Education of Hispanos in New Mexico, 1850-1940*. Albuquerque: University of New Mexico Press, 1997. (Readings)

David Wallace Adams, "Fundamental Considerations: The Deep Meaning of Native American Schooling, 1880-1900," *Harvard Educational Review*, vol. 58, no. 1 (February 1988): 1-28. (Readings)

Michael Fultz, "African American Teachers in the South, 1890-1940: Powerlessness and the Ironies of Expectations and Protest," *History of Education Quarterly*, vol. 35, no. 4 (Winter 1995): 401-422. (Readings)

April 15 ***EDUCATION INSTITUTIONS AS SITES OF CONTEST AND CRUCIBLES OF CONTRADICTION, PART 1: 1930s-1950s***
Urban and Wagoner, Chapters 9 and 10

Fraser, "Introduction," pp. 222-223, "National Defense Education Act," pp. 224-225, "Introduction," pp. 255-257, and "Supreme Court of the United States, *Brown v. Board of Education*," pp. 266-269

David Tyack, Robert Lowe, and Elisabeth Hansot, "Maelstrom, 1929-1934." In David Tyack, Robert Lowe, and Elisabeth Hansot, *Public Schools in Hard Times: The Great Depression and Recent Years*. Cambridge, Massachusetts: Harvard University Press, 1984. (Readings)

Barbara Finkelstein, "Is Adolescence Here to Stay?: Historical Perspectives on Youth and Family." In Tim Urdan and Frank Pajares, eds., *Adolescence and Education: General Issues in the Education of Adolescents*. Chicago: Information Age Publishing, 2002. (Readings)

April 22 ***EDUCATION INSTITUTIONS AS SITES OF CONTEST AND CRUCIBLES OF CONTRADICTION, PART 2: 1960s-70s***
Urban and Wagoner, Chapter 11

Fraser, "Introduction," pp. 293-294, "The Elementary and Secondary Education Act," pp. 295-298, "Public Law 94-142," pp. 309-310

Zimmerman, *Whose America?*

David L. Kipp, "Changing Conceptions of Educational Equality." In Diane Ravitch and Maris A. Vinovskis, eds., *Learning From the Past: What History Teaches Us About School Reform*. Baltimore: The Johns Hopkins University Press, 1995. (Readings)

Paul E. Peterson, "The New Politics of Choice." In Diane Ravitch and Maris A. Vinovskis, eds., *Learning From the Past: What History Teaches Us About School Reform*. Baltimore: The Johns Hopkins University Press, 1995. (Readings)

April 29 ***EDUCATION INSTITUTIONS AS SITES OF CONTEST AND CRUCIBLES OF CONTRADICTION, PART 3: 1980s-present***
Guest Lecture: Dr. Lauren Morendo Rhim
Urban and Wagoner, Chapter 12

Fraser, "Introduction," pp. 319-320 and "National Commission on Excellence in Education," pp. 321-328

Historiographical Review Essay Stage 3 (Working Draft) due

May 6 ***EDUCATION INSTITUTIONS AS SITES OF CONTEST AND CRUCIBLES OF CONTRADICTION, PART 4: 1980s-present***
Historiographical Review Essay Stage 4 (Final Paper) due

May 13 **Final Moments and Exam**

If you have a documented disability and wish to discuss academic accommodation, please contact the instructor as soon as possible.