

EDPA 611: HISTORY OF EDUCATION IN THE UNITED STATES
University of Maryland, College Park
Spring, 2000: M. 4:15-7:00

Barbara Finkelstein, Professor
Office Hours: Monday: 1:00-4:00 p.m.
Thursday, 3:00-7:00pm

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This course will involve us collectively in the exploration of the purposes, possibilities, and realities of U.S. education as they are reflected in the history of education from colonial times to the present. Specifically, the course aims to cultivate an understanding of the contexts in which educational thought and practice originated, developed, become institutionalized, and changed over time.

Through research, readings, discussions and lectures, students will have an opportunity to discover a usable past in their search for understanding and definition as education professionals. They will also be asked to explore the role of education in the development of American social arrangements and practices, and to examine relationships between education, economics, politics, culture, and ideology.

Students will also select a explore a subject of their choice by exploring the ways in which historians have brought it into view.

GENERAL TOPIC OUTLINE

- Topic I: Education Historians as Mythmakers: Synthesizing Perspectives in the History of Education: 3 Weeks**
- Topic II: Education as Cultural Transfer and Encounter: 1607-1783**
- Topic III: Education, State-Building and Local Cultures: The Organization and Institutionalization of Common knowledge, Group Learning, Status Hierarchies, and Intergroup Relations, 1783-1789**
- Topic IV: Education as Managed Social Change: the Discovery and Construction of Professionalism, Status, Credentialism, and Community Identity in Education, 1897-1954.**
- Topic V: Educational Institutions as Sites of Contest and Crucibles of Contradiction: 1950 and Beyond**

If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

COMMON READINGS:

James Anderson, *The Education of Blacks in the South*. Chapel Hill: UNC Press, 1988

Barbara Finkelstein, *Readings in the History of Education*, 2000.

Carl Kaestle, *Pillars of the Republic: Common School and American Society, 1780-1860*, (New York: Hill and Wang, 1983.

David Tyack and Elizabeth Hansot, *Managers of Virtue: Public School Leadership in America, 1820-1980*. (New York: Basic Books, 1982)

Wayne Urban and Jennings Wagoner, *American Education: A History*, 2d edition. New York: McGraw Hill, 1999.

Recommended

John Willinsky, *Learning to Divide the World*, Minneapolis: University of Minnesota Press, 1998.

David Labaree, *How to Succeed in School without Really Learning*. New Haven: Yale University Press, New Haven: Yale University Press, 1998.

Gerald Grant, *The World We Created at Hamilton High*

Expectations

- A. 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 accordance with research and career interest, each class member may be asked to prepare brief presentations.
- B. In addition to these common expectations, each student will, in consultation with the instructor, complete the following individual study projects:
 1. **CRITICAL BOOK REVIEW.** A descriptive/analytic review of a mutually selected book to be presented in class. Presentations should be no more than 15-20 minutes, reveal the content of the books through analytic characterizations of its content rather than simple summaries and descriptions.
 2. **PREPARE A REVIEW ESSAY of 20-30 typed pages in several stages**, exploring the ways in which historians reveal a topic that you wish to explore and understand. Be sure to attend to the variety of interpretations available in the historiographical literature and show ways in which historians have illuminated or failed to illuminate the topic.
 - A. **February 21:** Bring to class a review essay on the topic of your choice, or, if no review

essays are available, find three different book reviews from three scholarly journals.

- B. **March 6:** Prepare a 3-5 page paper that presents: 1) the topic you have chosen to explore (e.g. how historians treat Catholic Education; how historians treat historically black colleges; how historians explore the Morrill Act; how historians treat the role of Horace Mann in the History of Education; how historians have used fiction to reveal history, etc); together with; 2) a bibliography that includes the work of at least three historians on the subject; and, 3) a two-three page analysis or abstractPrepare a small bibliography that includes the work of at least three historians on the subject; and prepare a two page analysis or abstract of one of the works that is typically considered a classical treatment.
- C. **March 27:** Submit a Mini-essay on the approaches of 5 historians to the treatment of your subject.
- D. **May 8:** Submit Review Essay
3. E. **May 15:** Final Exam:

History Journals Useful in the Study of Educational History

<i>History of Education Quarterly: Call No. L11.H67</i>	<i>History of Higher Education Annual: Teachers College Record: L11.T4</i>
<i>Comparative Studies in History and Society</i>	<i>Journal of Psychohistory: HQ 768.H561</i>
<i>Journal of Interdisciplinary History: D1J58</i>	<i>Journal of Ethnic Studies: E184.A1J68</i>
<i>Journal of Social History: HN1.J6</i>	<i>American Studies International: E169.1481</i>
<i>American Quarterly: AP2.A3985</i>	<i>Reviews in American History: Z1236.R47</i>
<i>American Historical Review: E171.A57</i>	<i>History of Education</i>
<i>Paedagogica Historica</i>	<i>Signs: A Journal of Women's History</i>
<i>Ethnohistory</i>	<i>Oral History Review</i>
<i>Journal of Negro History</i>	<i>Harvard Educational Review: L11.H3</i>
<i>Review of Research in Education</i>	

Collections of Primary Sources

Sol Cohen, *Education in the United States: A Documentary History*. 5 Volumes, New York: Random House, 1974.

Richard Hofstadter and Wilson Smith, eds. *American Higher Education*. Chicago: University of Chicago Press, 1960, 2 Vols.

SKELETAL OUTLINE OF CONTENT

- TOPIC I: EDUCATION HISTORIANS AS MYTHMAKERS: SYNTHESIZING/SEIZING PERSPECTIVES IN THE HISTORY OF EDUCATION**
- #1 **Seeing History Whole: Synthesizing Traditions in Education History #2 # 2**
Synthesizing Traditions Explored
- #3 **History in Time and Time in History**
- TOPIC II: EDUCATION AS CULTURAL TRANSFER AND ENCOUNTER, 1607-1783**
- #4 **Situating Seventeenth Century Education History: What is it a history of?**
- #5 **Cultural Transfers and Encounters in the Seventeenth and Eighteenth Centuries**
- TOPIC III: EDUCATION, STATE BUILDING and LOCAL CULTURE: THE ORGANIZATION AND INSTITUTIONALIZATION OF COMMON KNOWLEDGE, GROUP LEARNING, STATUS HIERARCHIES, AND INTERGROUP RELATIONS, 1783-1897**
- #5 **Visions of Education in a Republic**
- #6 **The Construction of "Common" Knowledge**
- #7 **The Emergence of Group Learning settings for the Young**
- #8 **The Organization of Aspiration and Status in Schools**
- TOPIC IV: EDUCATION AS MANAGED SOCIAL CHANGE: THE DISCOVERY AND CONSTRUCTION OF PROFESSIONALISM, STATUS, , CREDENTIALISM, and COMMUNITY IDENTITY IN EDUCATION, 1897-1954**
- #9 **Education and the Organization of Status in the Nineteenth Century: The Discovery of Adolescence, High Schools, Women Professionals Professionals, and Segregation**
- #10 **Progressivism as a Vision and Blueprint for Education Change**
- #11 **The Organization of Professionalism and Credentials in Education**
- #12 **The Management of Diversity: Indigenous Minorities, New Immigrants and The Organization of Aspiration and Status**
- TOPIC V: EDUCATION AS SITES OF CONTEST AND CRUCIBLES OF CONTRADICTION, 1954-present**
- #13 **Tensions between markets and politics in education**
- #14 **Contradictions of Liberty and Equality**
- #15 **Dilemmas of Globalization and Locality**

COURSE OUTLINE, REQUIRED READINGS, AND ASSIGNMENTS

TOPIC I: EDUCATION HISTORIANS AS MYTHMAKERS: SYNTHESIZING/SEIZING PERSPECTIVES IN THE HISTORY OF EDUCATION

Jan. 31 **Seeing History Whole: Synthesizing Traditions in Education History**

Examples:

Education History as a History of Status

Barbara Beatty, *Pre-School Education in America: The Culture of Young Children from the Colonial Era to the Present*.

Barbara Solomon, *In the Company of Educated Women*

Education History as the History of Ideas

Lawrence A. Cremin, *Traditions of American Education*, 3 Volumes. 1607-1980.

Joseph J. Kett, *Rites of Passage: Adolescence in America, 1790-1970*.

Education History as the History of Cultural Encounter:

Wayne Urban and Jennings Wagoner, *American Education: A History*, 2d edition.

Paula S. Fass, *Minorities and the Transformation of American Education*.

James Anderson, *The Education of Blacks in the South*

Ronald Takaki, *A History of Multicultural America*

Education History as a History of Policy

W. Norton Grubb and Marvin Lazerson, *Broken Promises: How Americans Fail Their Children*

Diane Ravitch and M.A. Vinovskis, eds. *Learning from the Past: What History Teachers Us About School Reform*. Baltimore: The Johns Hopkins University Press, 1995:

Joel Spring, *American Education, 1607-1983*. .

Education History as a History of Professionalism

Barton Bledstein, *The Culture of Professionalism*

Barbara Finkelstein and Hara Efthimiou, "In Search of Status: Teacher Education in the United States," in Paul Morris (Editor), *Teacher Education in the Asia Pacific Region*. Englewood Cliffs, NJ: Greenwood Press (in press).

Feb. 7: Synthesizing Traditions Explored**Common Readings:**

Barbara Finkelstein, "Education Historians as Mythmakers," *Review of Research in Education*. Volume 18: Washington, DC: American Educational Research Association, 1992: 255-297. In *Reader*, # 1.

Choose One of the "Grand Narrative" treatments of Education History and, in preparation for class discussion, identify the "story" that is being told, the history of its development over time, the major events which capture the elements of the narrative, and the chronology of its development.

Feb. 14 ASSIGNMENT DUE: HISTORY IN TIME AND TIME IN HISTORY:

Using ONE of the synthesizing histories, please prepare and submit a time line for the history of education that periodizes education history from the Colonial period to the present, characterizing each of the periods, identifying important indices of change in each one, e.g. major actors, events, ideas, institutions, etc. AS THE WORK YOU ARE ANALYZING REVEALS IT.

TOPIC II: EDUCATION AS CULTURAL TRANSFER AND ENCOUNTER, 1607-1783**Situating Seventeenth Century Education History: What is it a history of?****Common Readings:**

Lawrence A. Cremin, Chapter 6, "School," from *American Education: The Colonial Experience*, in *Reader*. (# 2)

Urban and Wagoner, *American Education: A History*, Chapter 1

Choose 1 of the Following:

James Axtell, "The Scholastic Philosophy of the Wilderness," in *Reader*.

Jeroen J.H. Dekker, "A Republic of Educators: Educational Messages in Seventeenth-Century Dutch Genre Painting," in *HEQ*, 36, 2 (Summer 1996) in *Reader*. (# 3)

Patricia Cline Cohen, from *A Calculating People: The Spread of Numeracy in Early America*, (Chicago: The University of Chicago Press, 1982): Chapters 1, "Numeracy in Seventeenth Century England," and Chapter 2: "Colonial Counting" in *Reader*. (# 4)

"For the Children of the Infidels"?: American Indian Education in the Colonial

Colleges," from *American Indian Culture and Research Journal*, 12,3, 1-14, in *Reader*. (# 5)

Feb. 21 **Cultural Transfers and Encounters in the Seventeenth and Eighteenth Centuries**

Common Readings:

Wayne Urban and Jennings Wagoner, *American Education: A History*, Chapters 2 and 3
 Carl F. Kaestle, *Pillars of the Republic....*Chapter 1

Choose one of the following:

Amy C. Schutt, " 'What Will become of our young people?' Goals for Indian Children in Moravian Missions, " *History of Education Quarterly*, 38, 3 (Fall 1998): 268-287 in *Reader*. (# 6)

Margaret Connell Szasz, "Poor Richard Meets the Native American: Schooling for Young Indian Women in Eighteenth-Century Connecticut, " *Pacific Historical Review*, XLIX, 2 (May 1980): 215-35 in *Reader*.(# 7)

Bring and Submit a review essay on the topic of your choice, or, if no review essays are available, find three different book reviews from three scholarly journals.

TOPIC III: EDUCATION, STATE BUILDING and LOCAL CULTURE: THE ORGANIZATION AND INSTITUTIONALIZATION OF COMMON KNOWLEDGE, GROUP LEARNING, STATUS HIERARCHIES, AND INTERGROUP RELATIONS, 1783-1897

Feb. 28 **Visions of Education in a Republic**

Common Readings:

Carl F. Kaestle, *Pillars of the Republic*, Chapters 1-4.

Urban and Wagoner, *American Education*, 3.

Mary Beth Norton, "Vindicating the Equality of Female Intellect," in *Liberty's Daughters*, in BF, *Reader*, (# 8)

Mar. 6 **The Simltaneous Construction of "Common" Knowledge and Local Practices**

ASSIGNMENT DUE: Prepare a 3-5 page paper that presents: 1) the topic you have chosen to explore (e.g. how historians treat Catholic Education; how historians treat historically black colleges; how historians explore the Morrill Act; how historians treat the role of Horace Mann in the History of Education; how historians have used fiction to reveal history, etc); together with; 2) a bibliography that includes

the work of at least three historians on the subject; and, 3) a two-three page analysis or abstract of one of the works that is typically considered a classical treatment.

Common Readings:

Choose 2 of the following:

Ruth Miller Elson, *Guardians of Tradition: American Schoolbooks in the Nineteenth Century*, Chapters 1,4,12 in *Reader*, # 9

Barbara Finkelstein, "Life at the Margins of Possibility," *American Studies Yearbook* University of Tokyo Press, 16,2 (Spring 1994): 1-10, in BF, *Reader*, # 10.

Kim Tolley, "Science for Ladies, Classics for Gentlemen: A Comparative Analysis of Scientific Subjects in the Curricula of Boys and Girls' Secondary Schools in the United States," *History of Education Quarterly*, 36, 2 (Summer 1996) 129-155. in *BF Reader*, # 11

Mar. 13 The Emergence of Group Learning Settings for the Young

Urban and Wagoner, *American Education*, Chapter 4.

David Hogan, "The Market Revolution and Disciplinary Power: Joseph Lancaster and the Psychology of the Early Classroom System," *History of Education Quarterly*, " 29,3 (Fall 381-417), in *Reader*. (# 12)

James Anderson, *The Education of Blacks in the South*, Chapters 1 and 2.

Choose 1 of the Following:

Barbara Finkelstein, "Casting Networks of Good Influence: The Reconstruction of Childhood in the United States, 1790-1870," from Hiner and Hawes (eds.) *American Childhood: A Research Guide and Historical Handbook*. (New Jersey: Greenwood Publishing Group, Inc. 1995: 111-152. In BF, *Reader*, # 12.

John G. Richardson, "Common, Delinquent, and Special: On the Formalization of Common Schooling in the American States," in *Reader*, (#13).

Urban and Wagoner, *American Education*, Chapter 5: Class, Caste and Education in the South

MARCH 20 - MARCH 26: Spring Break

Mar. 27 Education and the Organization of Status in the Nineteenth Century: The Discovery of Adolescence, High Schools, Women Professionals and Systematic Segregation

ASSIGNMENT DUE: Submit a Mini-essay on the approaches of 5 historians to the

treatment of your subject.

Common Readings:

Anderson, *The Education of Blacks in the South*, Chapters 2 and 6.

William J. Reese, "Cathedrals of Learning," from *The Origins of the American High School*.
(New Haven: Yale University Press, 1995): 80-102. in *Reader*. (#14)

Urban and Wagoner, *American Education*, 6.

Choose 1 of the Following:

Joseph Kett, "The Stages of Life," from *Rites of Passage: Adolescence in American Life, 1790-1970*. (New York: Basic Books, 1974): 11-37. in *Reader*. (# 15)

Teaching
Barbara Finkelstein, "Conveying Messages to Women: Higher Education and the Profession in Historical Perspective," *American Behavioral Scientist*, 32, 6, July/Aug. 1989:680-698, in *Reader* (# 16).

Linda Perkins, "The Impact of the 'Cult of True Womanhood on the Education of Black Women,'" in Donald R. Warren, (ed.) *American Teachers: Portraits of a Profession at Work*, in *Reader* (# 17).

TOPIC IV: EDUCATION AS MANAGED SOCIAL CHANGE: THE DISCOVERY AND CONSTRUCTION OF PROFESSIONALISM, STATUS, , CREDENTIALISM, and COMMUNITY IDENTITY IN EDUCATION, 1897-1954

April 3: Progressivism as a Vision and Blueprint for Education Change

Common Readings:

Urban and Wagoner, *American Education*, Chapters 7 and 8

David Tyack and Elizabeth Hansot, *Managers of Virtue*, First Half

Joseph Kett, *Rites of Passage*, New York: Basic Books, 1977. in *Reader*

Barbara Finkelstein, "Dollars and Dreams: Classrooms as Fictitious Message Systems, 1790-1930," *History of Education Quarterly*. in *Reader* (# 18)

April 10: The Organization of Professionalism and Credentials in Education

Common Readings:

David Tyack and Elizabeth Hansot, *Managers of Virtue*

David Hogan, "To Better Our Condition': Educational Credentialing and the 'Silent Compulsion' of Economic Relations in the United States, 1830 to the Present. "
History of Education Quarterly, 36, 3 (Fall 1996) 243-271. (# 19).

April 17: The Management of Diversity: Indigenous Minorities, New Immigrants

and The Organization of Aspiration and Status

Common Readings:

the
1995): Michael Fultz, "African American Teachers in the South: 1890-1940: Powerlessness and Ironies of Expectations and Protest," *History of Education Quarterly*, 35, 4 (Winter 1995): 401-422. in *Reader* (# 20).

James Anderson, *The Education of Blacks in the South*, chapters 6,7, epilogue.

David Tyack, Elizabeth Hansot, *Managers...* 80-201.

TOPIC V: EDUCATION AS SITES OF CONTEST AND CRUCIBLES OF CONTRADICTION: Tensions between Markets and Politics, Liberty and Equality, Globalization and Locality.

Common Readings

April 24-15 John Willinsky, *Learning to Divide the World*, Minneapolis: University of Minnesota May Press, 1998.

David Labaree, *How to Succeed in School without Really Learning*. New Haven: Yale University Press, New Haven: Yale University Press, 1998.

Gerald Grant, *The World We Created at Hamilton High*

May 8: Submit Review Essay

May 15: Final Moments and Exams

HISTORY OF U.S. EDUCATION

Readings

Prepared for EDPA 611

Barbara Finkelstein, Professor

Spring, 1999

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Feb. 7: Synthesizing Traditions Explored

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Amy C. Schutt, " 'What Will become of our young people?' Goals for Indian Children in Moravian Missions," *History of Education Quarterly*, 38, 3 (Fall 1998): 268-287 in *Reader*.

(#7)

Margaret Connell Szasz, "Poor Richard Meets the Native American: Schooling for Young Indian Women in Eighteenth-Century Connecticut," *Pacific Historical Review*, XLIX, 2 (May 1980): 215-35 *Reader*.(#8)

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Mar. 6 **The Simltaneous Construction of "Common" Knowledge and Local Practices**
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