

Course: **Education in America**, Spring 2014 50:512:230

Meets: Tuesdays-Thursdays, 4:30-5:50

Room: Armitage Bldg., Room 212

 First class: Tuesday, September 2, 2014

 Last class: Tuesday, December 9, 2014

 FINAL EXAM—THURSDAY, DEC 18, 2:45 -5:45

Instructor: Dr. Catherine D’Ignazio

Email: dignazio@camden.rutgers.edu

Office Hours: Tues., noon-1pm, 3:15-4:15, and by appointment

Office: 429 Cooper St., Room 107

The goals of this course are two-fold. The first goal is for the students to become familiar with the major themes, events and influential ideas in the History of American Education in order to enhance the students’ work in education and their civic interaction with education. In particular: the purposes of education, private versus public responsibilities, local versus federal control of schools; curriculum content; teaching as a profession; and system reform versus pedagogical reform are some of the themes to be examined over time. The second goal is for the students to practice critical thinking and writing by way of their exposure to the methods and practices of “good” history. The students will read for statements about change over time and examine the evidence upon which those claims are made. As well, students will craft their own historical thesis.

This is a history course. The course covers material from before the establishment of the United States to the present.

The reading requirements for this course include three texts, a number of articles that may be accessed on-line through the library system, and the choice of one additional book from a pre-selected list.

In addition to the required reading, attendance in class is required. There will be daily and weekly assignments that each student must personally submit and comment on in class. Students are required to write a 7-10 page paper and there will be a final exam.

ACADEMIC INTEGRITY STATEMENT:

Academic integrity prohibits “submitting a work for credit that includes words, ideas, data, or creative work of others without acknowledging the source.” It also prohibits “using another author’s words without enclosing them in quotation marks...or without citing the source appropriately.” The typical penalty for infractions of academic integrity is a grade of “F” for the course.

DISABILITY STATEMENT:

Any student who has a documented disability and is in need of academic accommodations should notify the professor either in person or at dignazio@camden.rutgers.edu

COURSE REQUIREMENTS AND GRADE POINTS:

Class Attendance – 26 of 28 classes at 2 points each class = 52 points

Daily reading response- index cards- 26 at max. 2 points each = 52 points

Weekly Sakai-site Quizzes-11 at max. 5 points each=55 points

Newsy bits and Commentary- 2 at max. 5.5 points = 11 points

Draft of final Project/Paper- max, 30 points

Final Project/Paper- max. 70 points

Final Exam – max. 100 points

GRADING STANDARDS:

** The Professor reserves the right to make adjustments to the grading scale.*

A, A- = very good work and attendance –370-333 points

B+, B, B- = good work and attendance—332-296 points

C+, C, C- = satisfactory work and attendance—295-259 points

D = barely acceptable work and attendance—258-222 points

F = Unacceptable work—221 or fewer points

ATTENDANCE STATEMENT:

Every student is expected to be present, on time, and prepared to participate when scheduled class sessions begin. Students who must miss classes due to participation in a field trip, athletic event, or other official college function should arrange with me for such class absences well in advance.

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The Required Texts:

American Education, A History, 5th Edition by Wayne Urban and Jennings Wagoner

The School in the United States: A documentary History 3rd Edition by James Frazer

The Death and Life of the Great America School System, How Testing and Choice Are Undermining Education, by Diane Ravitch—283 pages

Choose one book from this short list:

The Education of Blacks in The South, 1860-1935 by James D. Anderson, p363

Fit to Teach: same sex desire, gender and school work in the twentieth century by Jackie Blount, p238

‘Ethnically Qualified:’ A History of New York City School Teachers, 1920-1980 by Christina Collins, p264

School Lunch Politics, The Surprising History of America’s Favorite Welfare Program by Susan Levine, p272

First Week	Introduction to the Course and Thinking Historically
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TUESDAY, SEPT. 2, 2014:

Introduction- What is the History of Education?

Introduction to the texts and the book choices.

Explanation of the daily and weekly assignments:

Beginning with the Second Class each reading will be accompanied by a question that the student is required to answer on an index card and hand to me at the beginning of each class. These will also serve as your record of attendance. Submit a blank (with your name) if you did not do the readings.

Additionally, each week, for thirteen weeks, students will take a Reading Quiz on Sakai based upon the readings for that week and including at least one question from the previous class discussion.

Beginning with the Fourth week and for all subsequent Wednesdays, 7 students will deliver via “Dropbox” an education oriented newsworthy item *and* be prepared to discuss it in terms of its relationship to the history of education, noting a theme or event found in the newsy bit that shapes the conversation about education. The source of the newsy bit will also be examined. Each student is responsible for a second newsy bit that will be posted to their Sakai Drop Box by the last week of class.

Explanation of the final project:

The final project will be a 5-10 page written paper. The paper will briefly examine one theme or idea and how it has changed over three time periods. A draft of the paper is required a week before the final due date. *Samples are available on Sakai*

Explanation of the final exam:

The final exam will be an short essay question exam.

THURSDAY, SEPT. 4, 2014 READ:

1. Kate Rousmaniere, “Questioning the Visual in the history of education”—History of Education, 2001, V 30, N 2, 109-116 (Sakai “Resources”)
2. “Preface” in *American Education, A History*

Second Week	Schools and Community Structure
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TUESDAY, SEPT. 9, 2014 READ:

1. Chapters 1 and 2 in *American Education, A History*, “Education in Pre-colonial America,” and “Colonization and Cultural Transplantation, 1607-1776”—pp 1-64
3. Discussion about students’ success accessing the required books and articles

THURSDAY, SEPT. 11, 2014 READ:

1. Chapter 1 in *The School in the US: A Documentary History (SUSDH)*-- pp1-16

Third Week	Schools and Community Structure and Citizenship
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TUESDAY, SEPT. 16 READ:

1. Kathryn Kish Sklar, "The Schooling of Girls and Changing Community Values in Massachusetts Towns, 1750-1820" *History of Education Quarterly*, vol 33, No. 4, Winter 1993. (Sakai "Resources")

THURSDAY, SEPT. 18 READ:

1. Chapter 2 in *SUSDH*

Fourth Week	Historical Questions and Citizenship
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TUESDAY, SEPT. 23

1. Chapter 3 in *American Education, A History*, "Education and the Building of a New Nation, 1776 to 1830"—pp 71-101

2. Listen to: *On Being* podcast with historian Tiya Miles:

<http://www.onbeing.org/program/toward-living-memory/feature/dead-call-us-remember-illuminating-lives-enslaved-blacks-among>

This can be found on our Sakai site under Resources, Podcasts

THURSDAY, SEPT. 25

1. Chapter 3 in *SUSDH*
2. Presentation of Newsy bits.

Fifth Week	Schools, Urbanization, Class and Caste
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TUESDAY, SEPT. 30 READ:

1. Chapter 4 in *American Education, A History*, "The Common Man and the Common School, 1820-1860" pp 107-139

2. Chapter 4 in *SUSDH*

THURSDAY, OCT. 2 READ:

1. Chapter 5 in *American Education, A History*, "Class, Caste, and Education in the South 1800-1900" —pp. 140-181

1. 2. Presentations of Newsy Bits

Sixth Week	School Systems, Gender and Race
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TUESDAY, OCT. 7 READ:

1. “Women Who Were More Than Men: Sex and Status in Freedmen’s Teaching,”
Jaqueline Jones. *History of Education Quarterly*, 19,1. 1979 (Sakai “Resources”)

2. Chapter 6 in *American Education, A History*, “Beginning a Modern School System
1865-1890”

THURSDAY, OCT. 9 READ:

1. Chapter 5 in *SUSDH*

2. Presentations of Newsy Bits

Seventh Week	Beyond Elementary Education
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TUESDAY, OCT 14

1. Chapter 7 in *American Education, A History*, “Organizing the Modern School
System, Educational Reform in the Progressive Era, 1890-1915,” pp 223-264

2. Chapter 8 in *American Education, A History*, “Completing the Modern School
System, American Education, 1915-1929”—pp 265-290

THURSDAY, OCT 16

1. Chapter 6 in *SUSDH*

2. Presentations of Newsy Bits

Eighth Week	
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TUESDAY, OCT 21

1. William Cutler, “Cathedral of Culture: The Schoolhouse in American Educational
Thought and Practice since 1820,” *History of Education Quarterly*, 29, 1. 1989 (Sakai
“Resources”)

THURSDAY, OCT. 23

1. Chapter 8 in *SUSDH*

2. Class workshop of developing questions for your final paper.

3. Presentations of Newsy Bits

4. No Quiz this week—develop your questions, and Map of Reasoning.

Ninth Week	Schools and Domestic Divisions
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TUESDAY, OCT 27

1. Chapter 9 in *American Education, A History*, “The Effects of Depression and War on American Education, 1930-1946”—pp 293-310

2. Discussion about final paper, especially themes and the grading rubric.

THURSDAY, OCT. 30

1. Chapter 9 in *SUSDH*

2. Presentations of Newsy Bits

Tenth Week	Schools and Post WWII
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TUESDAY, NOV. 4

1. Chapter 10 in *American Education, A History*, “Education during and after the Crucial Decade, 1945-1960”—pp 325-350

THURSDAY, NOV. 6

1. Chapter 10 *SUSDH*

2. Presentations of Newsy Bits

Eleventh Week	Schools and equal citizenship for all
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TUESDAY, NOV. 11

1. Kantor and Lowe, “Class, Race, and the Emergence of Federal Education Policy: From the New Deal to the Great Society” (Sakai “Resources”)

2. Chapter 11 in *American Education, A History*, “The Pursuit of Equality, 1960-1980”—pp 355-384

THURSDAY, NOV. 13

1. Chapter 11 in *SUSDH*

2. Bernice Sandler, “*Too Strong for a Woman*”

2. Continue discussion about final paper, especially themes and the grading rubric.

3. Presentations of Newsy Bits

Twelfth Week	Schools and Reform Efforts
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TUESDAY, NOV. 18—Rough Drafts due

1. Chapter 12 in *American Education, A History*, “From Equality to Excellence, 1980-2008”—pp 389-439

THURSDAY, NOV. 20

1. Listen: Morning edition story *Miliken v Bradley*:
<http://www.npr.org/blogs/codeswitch/2013/11/19/245970277/how-courts-bus-ruling-sealed-differences-in-detroit-schools> Sakai, Resources, Podcasts

2. Chapter 12 & 13 in *SUSDH*

3. Presentations of Newsy Bits

Thirteenth Week	Schools and Reform Efforts
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TUESDAY, NOV 25

1. Chapters 1-7, *The Death and Life of the Great America School System, How Testing and Choice Are Undermining Education*—pp. 1 to 112.

In-class group writing workshop

THURSDAY, NOV 27—NO CLASS

Fourteenth Week	Schools and Reform Efforts
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TUESDAY, DEC. 2

1. Chapters 8-11, *The Death and Life of the Great America School System, How Testing and Choice Are Undermining Education*—pp. 113 to 243

THURSDAY, DEC. 4

1. Read: “Schooled: Cory Booker, Chris Christie, and Mark Zuckerberg had a plan to reform Newark’s schools. They got an education,” Dale Russakoff, *New Yorker*, May 19, 2014, pp 58-73. Find it here:

<http://www.newyorker.com/magazine/2014/05/19/schooled?currentPage=all>

2. Student led Book Discussions, Catch-up Day

Fifteenth Week	Wrap up and Exam Prep
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TUESDAY, DEC 9—Last Class

1. Preparation for the Final Exam

2. Questions about Final paper

PAPER—DUE: THURSDAY, DEC 11 IN MY OFFICE MAILBOX

FINAL EXAM—THURSDAY, DEC 18, 2:45 -5:45