Course: **Education in America,** Spring 2017 50:512:230

Meets: Mondays and Wednesdays, 4:20-5:40pm

First class: Wednesday, Jan 18, 2017

Last class: Monday, May 1, 2017

Room: Armitage Bldg., Room 221

FINAL EXAM DATE —Friday, May 5, 2:45-5:45pm

Instructor: Dr. Catherine D’Ignazio

Email: [dignazio@camden.rutgers.edu](mailto:dignazio@camden.rutgers.edu)

Office Hours: MW 1:30-2:30p, or by appointment

Office: 429 Cooper St., Room 103

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 two 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. Students are strongly encouraged to review the complete Rutgers University Policy on Academic Integrity:    
[http://www.camden.rutgers.edu/RUCAM/Academic-Integrity-Policy.php](https://webmail.sas.upenn.edu/horde/util/go.php?url=http%3A%2F%2Fwww.camden.rutgers.edu%2FRUCAM%2FAcademic-Integrity-Policy.php&Horde=70c2d6a200bda7dc5e67f45b5858a13f" \t "_blank).

**Disability Statement:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact Tim Pure, currently Assistant Director of the Rutgers-Camden Learning Center, who will serve as the new Disability Services Coordinator.  For the spring semester, his office will be located in the EOF Office Suite in (Rooms 358-368) of Armitage Hall. Mr. Pure can be reached by contacting the Rutgers-Camden Learning Center at (856) 225-6442 or at [tpure@camden.rutgers.edu](https://webmail.camden.rutgers.edu/horde/imp/compose.php?to=tpure%40camden.rutgers.edu&thismailbox=INBOX).  Also, visit the Office of Disability Services website [http://learn.camden.rutgers.edu/disability/disabilities.html](http://learn.camden.rutgers.edu/disability/disabilities.html" \t "_blank)

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](mailto: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

Take home mid-term (essay) exam- max, 40 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 –410-373 points

**B+, B, B**- **=** good work and attendance—372-336 points

**C+,C, C- =** satisfactory work and attendance—335-299 points

**D =** barely acceptable work and attendance—298-462 points

**F =** Unacceptable work—261 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.

**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](mailto:dignazio@camden.rutgers.edu)

**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

**Choose one book from this short list:**

*In the Crossfire: Marcus Foster and the Troubled History of American School Reform* by John Spencer, pp312

*Fit to Teach: same sex desire, gender and school work in the twentieth century*by Jackie Blount, pp238

*‘Ethnically Qualified:’ A History of New York City School Teachers, 1920-1980**by Christina Collins,* pp264

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

*Why Busing Failed, Race, Media and the National Resistance to School Desegregation*, by Matthew Delmont, pp 304

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| **First Week** | **Introduction to the Course and Thinking Historically** |

Wednesday, Jan 18:

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 place in the file folder 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 Thursdays, 3-4 students will introduce 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 two weeks before the final due date. *Samples are available on Sakai*

***Explanation of the final exam***:

The final exam will be a short essay question exam.

Monday, Jan 23- 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*-for the fourth edition.

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| **Second Week** | **Schools and Community Structure** |

WEDNESDAY, Jan 25

1. Chapters 1 and 2 in *American Education, A History,* “Education in Pre-colonial America,” and “Colonization and Cultural Transplantation, 1607-1776”—pp 1-54

2. Discussion about students’ success accessing the required books and articles

MONDAY, Jan 30 READ:

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

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| **Third Week** | **Schools and Community Structure and Citizenship** |

WEDNESDAY, Feb 1 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”)

MONDAY, Feb 6 READ:

1. Chapter 2 in *SUSDH*

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| **Fourth Week** | **Historical Questions and Citizenship** |

WEDNESDAY, Feb 8

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

MONDAY, Feb 13

1. Chapter 3 in *SUSDH*

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](%09http://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

3. Presentation of Newsy bits.

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| **Fifth Week** | **Schools, Urbanization, Class and Caste** |

WEDNESDAY, Feb 15 READ:

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

MONDAY, Feb 20 READ:

2. Chapter 4 in *SUSDH*

3. Presentations of Newsy Bits

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| **Sixth Week** | **School Systems, Gender and Race** |

WEDNESDAY, Feb 22 READ:

1.Chapter 5 in *American Education, A History,* “Class, Caste, and Education in the South 1800-1900” ”—pp. 109-139

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

MONDAY, Feb 27 READ:

1. Chapter 5 in *SUSDH*

2. Presentations of Newsy Bits

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| **Seventh Week** | **Beyond Elementary Education** |

WEDNESDAY, Mar 1

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

MONDAY, Mar 6

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. Presentations of Newsy Bits

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| **Eighth Week** | **Building the System** |

WEDNESDAY, Mar 8

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

**SPRING BREAK MARCH 13-17**

MONDAY, Mar 20

1. Chapter 6 in *SUSDH*

2. Presentations of Newsy Bits

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| **Ninth Week** | **Schools and Domestic Divisions** |

WEDNESDAY, Mar 22

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”)

MONDAY, Mar 27

1. Chapter 8 in *SUSDH*

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

3. Presentations of Newsy Bits

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| **Tenth Week** | **Schools and Post WWII** |

WEDNESDAY, Mar 29

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.

MONDAY, Apr 3

1. Chapter 9 in *SUSDH*

2. Presentations of Newsy Bits

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| **Eleventh Week** | **Schools and equal citizenship for all** |

WEDNESDAY, Apr 5

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

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

MONDAY, Apr 10

1. Kantor and Lowe, “Class, Race, and the Emergence of Federal Education Policy: From the New Deal to the Great Society” (Sakai “Resources”)
2. 1. Chapter 10 *SUSDH*

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| **Twelfth Week** | **Schools and Reform Efforts** |

WEDNESDAY, Apr 12

1. Bernice Sandler, *“Too Strong for a Woman”* (On Sakai “Resources”)
2. Chapter 11 in *SUSDH*
3. Chapter 12 in *American Education, A History,* “From Equality to Excellence, 1980-2008”—pp 389-439

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

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| **Thirteenth Week** | **Schools and Reform Efforts** |

MONDAY, Apr 17

1. Rough Drafts due
2. Read 12 points on *Why Busing Failed* webpage: http://whybusingfailed.com/anvc/why-busing-failed/introduction?path=index
3. *In class we will listen to: 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

WEDNESDAY, Apr 19

1. In-class group writing workshop
2. Chapter 12 in *SUSDH*

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| **Fourteenth Week** | **Current Topics** |

MONDAY, Apr 24

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

WEDNESDAY, Apr 26

1. Listen to Episode 562 of This American Life: <http://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with>
2. Chapter 13 in *SUSDH*
3. Discussion of philanthropy driven school reform, based on criticism from Diane Ravitch’s book, *The Death and Life of the Great American School System* which you do not have to read.

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| **Fifteenth Week** | **Wrap up and Exam Prep** |

MONDAY, May 1—LAST CLASS

1. Preparation for the Final Exam

2. Questions about Final paper

**PAPER—DUE: Wednesday, May 3, 1pm, IN MY OFFICE MAILBOX**

**FINAL EXAM—** Friday, May 5, 2017-2:45-5:45pm