

**EDU/HST 210:  
Historical Perspectives on US Educational Issues  
Fall 2017**

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Office Hours: 1:00-3:00 W  
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Class Time: M, W: 10:00-11:50  
Classroom: ARH, Room 324

**Required Texts:**

1. Adams, David Wallace. (1997). *Education for extinction: American Indians and the boarding school experience, 1875-1928*. Lawrence, Kan: University Press of Kansas.
2. Anderson, James D. (1988). *The Education of Blacks in the South, 1860-1935*. Chapel Hill, NC, The University of North Carolina Press.
3. Reese, William J. (2011). *America's Public Schools: From the Common School to "No Child Left Behind"*. Baltimore, Md: Johns Hopkins University Press.

Other required readings will be available on PWeb or linked in the syllabus. When those readings are due, **please print off a copy and bring it to class. If you use an e-reader, you may bring it to class, only if it does not interfere with your participation in discussion.**

**Course Description**

To what degree has the educational system in the U.S. fulfilled its promise to provide all people—regardless of social class, cultural background, gender, ethnicity, race, or (dis)ability—equal access to high quality schooling? This course has been designed to focus on the perennial conflicts associated with educational equity by exploring historical and current conceptions of the purpose of public schooling. We will investigate four questions as we study the history of U.S. education: (1) Whose interests should schools serve and whose interests have schools served in the past? (2) What should be taught and why? (3) How should schools be organized and operated? (4) How should students in schools be taught? This course will have implications for current education reform by uncovering some of the cultural values, pedagogical assumptions, and institutional structures embedded in our school system today. Examples of contemporary issues we will consider through a historical lens include: racial segregation and desegregation, tracking, school choice, standardized testing, inequities in access to quality education, and school funding.

We will spend much of our time in this course focused on schools and schooling to discuss issues as they have existed historically, and continue to exist, within the US education system. In doing so, we will focus on the history of public education in the United States.

This does not mean that you are limited in your explorations to just issues about schools, schooling, and the schooling system. In your research, you may more broadly explore education as it pertains to your interests and desires. My hope is that these explorations are made easier by the construction of the course. In addition, I have chosen to look at two case studies to further explore the education system and how it has functioned. While this choice is deliberate, and will help deepen our understanding of the two cases, it inevitably limits time for exploring how schools have impacted other groups through categorization by race/ethnicity (e.g. Latinos, Asian Americans, etc.), gender, sexual orientation, dis/ability, etc. You will, however, have opportunities in this course to pursue in detail these topics and others of interest to you through course assignments.

I am forever indebted to colleagues and former professors, some of whom you will read in this course. While in graduate school I was fortunate enough to take a social foundations course with Michael Sedlak who provided us with several primary and secondary sources that we will use in this course. In addition, I have drawn readings and themes from previous syllabi produced at this institution by Deborah Michaels. These two, among countless others, have helped me shape this course into what it is.

## Course Goals

- Describe and analyze some of the perennial challenges that public schools face and how those challenges have often arisen out of beliefs about the purposes of schooling;
- Evaluate current schooling controversies in an appropriate historical context;
- Analyze primary and secondary sources;
- Take informed positions on proposed school reforms and their likelihood of fulfilling the promise of public education based on historical data;
- Interrogate how your own schooling experiences have been shaped by past and current conceptions about whose interests schools should serve and how those interests are best served;
- Recognize how schools have reflected, and continue to reflect, historical forces.

## Assessments and Grading

### **Attendance**

You are expected to attend class regularly and on time. If you do miss class, you should notify of the absence and follow-up with a classmate about what you missed. Class begins promptly at 10:00am and does not end until 11:50am. You can anticipate a class occasionally getting out a little early, but this will not happen often. I will generally give you a 5-10-minute break in the middle of class. Class attendance, tardiness, and early departures will be noted and will impact your grade in the course. Missing more than 3 classes will lower your overall course grade a step (e.g. from B+ to B). Continued absences beyond the 3 will reduce your overall grade in the course accordingly.

### **Participation and Engagement (15%):**

This course will proceed largely through discussion rather than lecture. For that reason, your attendance and punctuality count toward your final grade. I expect you to come to every class period prepared to engage seriously and collegially. What each of you learns in this course will depend on our collective and careful reading of the materials. Coming to class with questions and reflections based on the readings is a substantial part of your participation grade. You will also be required to read critically.

### **Evidence of Reading Critically:**

Reading critically as I define it means to read “against the grain” and to look beyond the text instead of merely absorbing it. Reading critically is, by my definition, a form of active engagement. When you read, you should be asking yourself at least the following questions:

- What are the author’s purposes in this text and how do I know this?
- Who is the intended audience for this piece and how do I know this?
- Whom has the author left out or ignored in the text, and why?
- Whose knowledge does this author appear to value?
- Whose knowledge is marginalized, devalued, or left out, and why?

- How do my race/ethnicity, class, gender, and sexual orientation affect my response to this text?
- How should the social, cultural and historical contexts of the text influence my reading, particularly with primary sources?

If you actively ask yourself these questions while reading and take notes regularly on a few key points from each reading, you will have a strong basis for participating in class discussions but also for writing your short papers.

Finally, you will be expected to engage with each other in a collegial and professional manner. You may find yourself disagreeing with an idea, concept, or argument either in a reading or presented by a classmate. It is expected that you will interact with this idea in a manner that respectfully addresses both the concept and the person presenting it. In practice, this will mean that you engage with your peers in a way that does not personally attack them, but challenges the understanding and idea being presented. It can be quite challenging to do this in a respectful way when you do not get to know each other. A small, but not insignificant, proxy for getting to know each other is to use each other's name. Subsequently, you are expected to learn each other's names and to address each other by name when responding to points made by your peers.

### **Short Papers (20%)**

Four times during the semester I will give you 1 or 2 questions related to the course readings that you will reflect on in writing. Your responses should be 2-3 pages (500-750 words), double-spaced in length. In these responses, I will be looking for concise responses to the given questions and for convincing evidence to support your statements. One important form of evidence here is specific references to and citations from the texts. Citations and quotes illustrate that the text claims what you say it claims. A strong short write will also draw connections to other course readings, discussions, and personal experiences when applicable. Each of these four short papers based on course readings will be worth 5% of your final course grade. I will be grading short papers for evidence that you have read and thought critically about the relevant issue and are asking substantive questions (please see the expectations for “reading critically” in previous section).

### **Leading class discussion (5%)**

With two of your peers, you will be responsible for leading one discussion, which will include an analysis of course readings and relating those readings to a current event in education. By “current” I mean anything that has occurred in the last 5-10 years. (However, if you find a highly relevant text older than 10 years, send me the link before the deadline and I will likely approve your choice). At the beginning of our course, I will ask you each to sign up to lead discussion on a Wednesday. You will have thirty minutes of class time to lead the course discussion about the current event. While I prefer that they are, the current events topics do not have to be directly related to the topic of the week, but can relate to the larger themes of the course.

### **Iowa Room Visit (5%)**

We will spend Wednesday, 9/13, in the special collections located in the basement of the Burling Library. During this visit we will collect notes on several different artifacts and use

them to help us identify trends that we have previously noted in the course and to raise questions that we will look to explore as we continue to move throughout the course. You will be asked to submit these notes and answer a few questions.

**Artifact Project: (25%)**

This assignment will have two components: 1) a presentation and 2) a paper. The presentation is worth 5% of your overall grade and the paper is worth 20%. The presentation is your opportunity to present your ideas to the class so that you can get feedback on your ideas **before** you submit the paper. This does not mean that you have to have a final draft of your paper by the time of the conference, but you should have a rough draft of the paper so that you can use the platform of the presentations to get feedback from your peers and incorporate that into your artifact paper. The presentation should be thought of as a way to help you organize your ideas and present a mostly finished product for feedback to push your work forward. You can find a more detailed description of this assignment on P-web under the assignment description for the artifact assignment.

**Final Paper (30%)**

You will historically analyze an educational issue of interest to you and make an argument about why this issue continues to be significant today. You will write an essay that will be due the final week of class. If you choose to explore a topic we have covered in our course, you must provide evidence of scholarly exploration of that topic that extends beyond our course work, from both a historical and a current perspective. You will be given an opportunity to receive feedback throughout the semester: once with the proposal of your final paper and once the week before the assignment is due with a draft we will workshop in the final class.

## Course Policies:

**Use of Laptops/tablets, cell phones:** I prefer that you print off articles/chapters and bring paper versions to class instead of bringing your laptops. If you do need to bring your laptop to class, I expect you to use it ONLY for class related purposes. If I see that you are surfing the web or responding to email, I will ask you not to bring the laptop to class again. Please turn off your cell phones and put them away in your backpack or pocket before class begins.

**Late Policy:** All assignments, unless otherwise noted are due by 4:59pm on the date specified in the syllabus. I try to be reasonable about late submissions on assignments. If an assignment will be late and you know in advance of it being due, please notify me via email at least 24 hours prior to the submission time. You will be allowed to do this once a semester without penalty. If more than one assignment is late or an assignment is late by more than 48 hours without my approval prior to submission, it will result in the max grade possible on that assignment being a B.

**Ethical Use of Sources and Ethics in General:** The assignments in this course rely on original work from you and will often require you to either interpret multiple sources. As stated in the academic honesty booklet: “The College presumes that your work for any course is your own contribution to that scholarly conversation, and it expects you to take responsibility for that contribution. That is, you should strive to present ideas and data fairly and accurately, indicate what is your own work, and acknowledge what you have derived from others. This care permits other members of the community to trace the evolution of ideas and check claims for accuracy.” If you have questions about this policy, and specifically whether or not you are in violation of it, please just ask.

**Reasonable Accommodations:** One of my goals in creating a classroom environment is to make it inclusive of all learners and reflective of their learning needs. Specifically, I encourage students with disabilities to have a conversation with me about any appropriate accommodations that might be necessary in order for you to be successful in my course. You will also need to have a conversation about and provide documentation of your disability to the Coordinator for Disability Resources, John Hirschman, located on the 3rd floor of the Rosenfield Center (x3089).

**Submission of Materials:** I would like work submitted electronically, through PioneerWeb. All assignments should be submitted in Word. I will respond using track changes in word and return your assignments via email.

All file names should be submitted in the following format:  
**[YourLastNameYourFirstName.AssignmentTitle.doc]**

For example:

John Dewey's Artifact Paper would be titled:  
DeweyJohn.ArtifactPaper.doc

This does not have to be the name the institution has listed. It can be what you preferred to be called as long as your name is clearly in the assignment description. The naming convention saves me time so that when I download the papers I do not have to rename them. It also has the added benefit of making them easily sortable.

**Email Policy:** The primary form of communication outside of the course between you and I will be email. Most weeks, I will send an email outlining what we are doing and asking you to complete some tasks in preparation for the course. In addition, the best way to reach me outside of course meetings is to email me. While I do make time to check email over the course of the day and I try to respond in a timely manner, I do have standing commitments that can delay my email response. Please also understand that I do not regularly check my email after 5pm or during the weekends. I say this to convey that you should not contact me with the expectation of an immediate reply, just as I would not do so of you.

I ask that you carefully read your emails before you send them my way and I will do the same for you. Often the tone of an email can be misunderstood and a final read through prior to hitting send can catch statements that might be misinterpreted.

## Tenative Course Schedule1

### Week 1: No course meeting

### Week 2

#### **Monday, August 28<sup>th</sup>: Introduction to the Course**

Reading due: none

#### **Wednesday, August 30<sup>th</sup>: Origins of US Public Education**

Reading Due:

1. Rury, John L. *Education and social change: Contours in the history of American schooling*. Routledge, 2013. (4<sup>th</sup> edition). Chapter 1. (pp. 23-55).
2. Massachusetts School Law of 1647. Can be located at:  
<http://www.mass.gov/courts/docs/lawlib/docs/deludersatan.pdf>
3. Thomas Jefferson, Bill 79: online at:  
<https://founders.archives.gov/documents/Jefferson/01-02-02-0132-0004-0079>

### Week 3

#### **Monday, September 4<sup>th</sup>: Origins of US Public Education**

Reading Due:

1. Kaestle, C. F. (1983). *Pillars of the republic: Common schools and American society 1780-1860*. (Chapter 3), pp. 30-61.
2. Bowles, S., & Gintis, H. (1976). *Schooling in capitalist America* (Vol. 57). New York: Basic Books. Chapter 6: The Origins of Mass Public Education (pp.151-179).

#### **Wednesday, September 6<sup>th</sup>: The Common School Movement**

Readings due:

1. Reese, *America's Public Schools*, Intro and Chp 1 (pp. 1-44)
2. Horace Mann: *The Fifth Annual Report, 1841 (excerpt)*
3. Horace Mann: *The Ninth Annual Report, 1845 (excerpt)*
4. Horace Mann (pdf): *The Twelfth Annual Report, 1848 (excerpt)*

### Week 4

#### **Monday, September 11<sup>th</sup>: Common School Accessibility**

Reading due:

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<sup>1</sup> There may be times when the schedule has to be amended, or the readings will be adjusted. Barring a major unforeseen change in circumstances this will always be done far enough in advance so that it does not dramatically affect anyone's schedule.

1. Fraser, James W., ed. *The school in the United States: A documentary history*. Routledge, 2010. (2<sup>nd</sup> edition) (Excerpts)
2. Martin, Waldo E., ed. *Brown v. Board of Education: A brief history with documents*. Vol. 1. Macmillan, 1998. (Chapter 1)

### **Wednesday, September 13<sup>th</sup>: Meeting in the Iowa Room**

Reading due: none

## **Week 5**

### **Monday, September 18<sup>th</sup>: More Analysis of the Common School Movement**

Readings Due:

1. Reese, *America's Public Schools*, Chapter 2, (pp. 45-78)
2. Church, R. L., & Sedlak, M. W. (1976). *Education in the United States: An interpretive history*. Free Pr. (Chapter 3: The common School Movement)
3. Anderson, James D. (1988). *The Education of Blacks in the South, 1860-1935*. Chapel Hill, NC, The University of North Carolina Press. (Intro and Chapter 1)

### **Wednesday, September 20<sup>th</sup>: Progressive Reforms**

Readings Due:

1. Reese, *America's Public Schools*, Chapter 3, (pp. 79-117);
2. Rippa, S. A. (1997). *Education in a free society: An American history* (8<sup>th</sup> edition). Chp. 7, (pp. 151-178)

*1<sup>st</sup> short paper due Friday, September 20<sup>th</sup>.*

## **Week 6**

### **Monday, September 25<sup>th</sup>: Progressive ideas Continued**

Readings Due:

1. Kliebard, H. M. (1995). *The struggle for the American curriculum, 1893-1958*. Routledge. Chapter 2:
2. Dewey J. (1902). *The Child and the Curriculum*.

A version can be accessed for free online at: [http://www.sophia-project.org/uploads/1/3/9/5/13955288/dewey\\_child.pdf](http://www.sophia-project.org/uploads/1/3/9/5/13955288/dewey_child.pdf)

### **Wednesday, September 27<sup>th</sup>: Schooling and Efficiency**

Readings due:

1. Walter Lippmann, "The Mental Age of Americans," *New Republic* 32, no. 412 (October 25, 1922): 213-215; no. 413 (November 1, 1922): 246-248; no. 414 (November 8, 1922): 275-277; no. 415 (November 15, 1922): 297-298; no. 416 (November 22, 1922): 328-330; no. 417 (November 29, 1922): 9-11.

2. Terman, L., "The Great Conspiracy or the Impulse Imperious of Intelligence Testers, Psychoanalyzed and Exposed by Mr. Lippmann," *New Republic* 33 (December 27, 1922): 116-120.
3. Callahan, Raymond E. *Education and the cult of efficiency*. University of Chicago Press, 1962. Chp. 5, (pp. 95-125).
4. Vinovskis, Maris, with David L. Angus and Jeffrey Mirel. "Historical Development of Age Stratification in Schooling." In *Education, society, and economic opportunity: A historical perspective on persistent issues*. 171-193. Yale University Press, 1995.

### Week 7

#### **Monday, October 2<sup>nd</sup>: Schooling and Efficiency continued**

Readings Due:

1. Reese, *America's Public Schools*, Chp 4-5, (pp. 118-179)

#### **Wednesday, October 4<sup>th</sup>: The High School**

Readings due:

1. Reese, *America's Public Schools*, Chp 6, (pp. 180-214)
2. Fraser, James W., ed. *The school in the United States: A documentary history*. Routledge, 2010. (2<sup>nd</sup> edition) (Excerpts)
3. Labaree, David F. *How to succeed in school without really learning: The credentials race in American education*. Yale University Press, 1999. (Chapter 4)

#### ***2<sup>nd</sup> Short paper due October 6<sup>th</sup>***

Some in class time to prepare themes for the panel presentations.

### Week 8: Paper Presentations

**Monday, October 9<sup>th</sup>:**

Panel #1 and #2 present

**Wednesday, October 11<sup>th</sup>:**

Panel #3 and #4 presents

***Final paper proposal due: Friday, October 27<sup>th</sup>***

**FALL BREAK: OCTOBER 14<sup>TH</sup> -22<sup>ND</sup>**

### Week 9:

**Monday, October 23<sup>rd</sup>: Vocationalism and the American Curriculum**

Readings Due:

1. Kliebard, Herbert M. *Schooled to Work. Vocationalism and the American Curriculum, 1876-1946. Reflective History Series.* Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027. 1999. (Chapters 1 and 5)

### **Wednesday, October 25<sup>th</sup>: Education and Americanization**

Readings Due:

1. Mirel, Chp. 2, *Americanization and the Public Schools, 1890-1930* (pp. 48-100) from *Patriotic Pluralism*, Cambridge, MA: Harvard University Press, 2009.
2. Gutfreund, Zevi. "Immigrant Education and Race: Alternative Approaches to "Americanization" in Los Angeles, 1910–1940." *History of Education Quarterly* 57, no. 1 (2017): 1-38.

## **Week 10**

### **Monday, October 30<sup>th</sup>: Education for Extinction**

Readings Due:

1. Adams, *Education for Extinction*, Prologue & Part 1, (pp. 1- 93)

### **Wednesday, November 1<sup>st</sup>: Education for Extinction**

Readings Due:

1. Adams, *Education for Extinction*, Part 2, (pp. 95-206)

***3<sup>rd</sup> Short Paper due: Friday, November 3<sup>rd</sup>***

## **Week 11**

### **Monday, November 6<sup>th</sup>:**

Readings Due:

1. Adams, *Education for Extinction*, Part 3, (pp. 207-269)

### **Wednesday, November 8<sup>th</sup>:**

1. Adams, *Education for Extinction*, Part 4-Conclusion, (pp. 271-337)

***Artifact Paper due: Friday, November 10<sup>th</sup>***

## **Week 12**

### **Monday, November 13<sup>th</sup>:**

Readings Due:

1. Anderson, *The Education of Blacks in the South*, Chapters 2-4 (pp. 33-147)
2. Washington, Booker T. (1903). "Industrial Education for the Negro." In Booker T. Washington, et. al., *The Negro Problem. A Series of Articles by Representative American Negroes of Today* New York: J. Pott & Co.
3. Du Bois, W.E.B. (1903). "Of Mr. Booker T. Washington and Others." In Du Bois, *The Souls of Black Folk*.

**Wednesday, November 15<sup>th</sup>:**

Readings due:

1. Anderson, *The Education of Blacks in the South*, Chapters 5-8 (pp. 148-278).

*Final Paper check-in due: Friday, November 17<sup>th</sup>***Week 13****Monday, November 20<sup>th</sup>: Education Post- Brown v. The Board of Education**

Readings Due:

1. Reese, W.J. (2011). *America's Public Schools*. Chp 7, (pp. 215-250)
2. U.S. Supreme Court (1954). *Brown et al. v. Board of Education of Topeka et al.* 347 US 483. (Excerpts) <https://www.law.cornell.edu/supremecourt/text/347/483>

**Wednesday, November 22<sup>nd</sup>: Education Post- Brown v. The Board of Education**

Readings Due:

1. Reese, W.J. (2011). *America's Public Schools*. Chp 8, (pp. 251-287)
2. Fultz, Michael. "The displacement of Black educators post-Brown: An overview and analysis." *History of Education Quarterly* 44, no. 1 (2004): 11-45. Downloadable from: [http://www.jstor.org/stable/3218109?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org/stable/3218109?seq=1#page_scan_tab_contents)
3. Schneider, Jack. "Escape from Los Angeles: White flight from Los Angeles and its schools, 1960-1980." *Journal of Urban History* 34, no. 6 (2008): 995-1012. Can be downloaded from: <http://journals.sagepub.com/doi/pdf/10.1177/0096144208317600>

**Week 14****Monday, November 27<sup>th</sup>: The High School Continued**

Readings Due:

1. Reese, W.J. (2011). *America's Public Schools*. Chp 9, (pp. 286-321)
2. Cohen, David K., and Barbara Neufeld. "The failure of high schools and the progress of education." *Daedalus* (1981): 69-89. Downloadable from: <http://www.jstor.org/stable/20024741>

**Wednesday, November 29<sup>th</sup>: Federal Policy and the Standards Movement**

1. Reese, W.J. (2011). *America's Public Schools*. Epilogue, (pp. 322-333)
2. McGuinn, Patrick J. *No Child Left Behind and the transformation of federal education policy, 1965-2005*. Univ Pr of Kansas, 2006. (Excerpts)

*4<sup>th</sup> Short Paper due Friday, December 1<sup>st</sup>***Week 15**

**Monday, December 4<sup>th</sup>:** Course Wrap-up

Readings due: TBD

**Wednesday, December 6<sup>th</sup>:** Course wrap-up and final paper workshop

Readings due: None

*Bring draft of final paper to class to present in groups for feedback.*

*Final Paper Due: Wednesday, December 13<sup>th</sup> before 5pm.*