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### C&I 504.01: History of American Education

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***C&I 504 History of American Education***  
**Spring 2008**

***Instructor:***

Jean Luckowski

Ed 303 (243-5054) Jean.Luckowski@umontana.edu

Office hours : Wed 2-4 PM; Tues/Thurs 12-2 PM; and by arrangement

***Course Purpose:***

John Pulliam describes the history of American education as “a developing rather than a finished area of study. It is concerned with building a full understanding of the current educational situation through the study of the evolution of educational practices, ideas, and institutions in a social context” (Pulliam and Van Patten 2007, p. 20). We will attempt to fulfill that definition through the study of major themes in the history of schooling in the United States. Our study will take us from colonial times, through the common school and progressive movements, to the modern era of the Civil Rights movement and educational reform.

***Required text, available in the UC Bookstore:***

Fraser, James W. 2001. *The school in the United States: A documentary history*. Boston: McGraw Hill.

***Supplemental readings, on reserve in the Mansfield Library:***

Edwards, June. 2002. *Women in American education 1820-1955: The female force and educational reform*. Westport, CT: Greenwood Press.

Guttek, Gerald. 2001. *Historical and philosophical foundations of education: A biographical introduction*. Upper Saddle River, NJ: Merrill.

Myers, Charles B. and Lynn K. Myers. 1995. The historical context: Traditions that guide teaching and schooling. In *The professional educator*. Belmont: Wadsworth Publishing Company.

Palmer, Joy, ed. 2001. *Fifty major thinkers on education: From Confucius to Dewey*. New York: Routledge.

\_\_\_\_\_. 2001. *Fifty modern thinkers on education: From Piaget to the present*. New York: Routledge.

Pulliam, John and James J. Van Patten. 2007. *History of education in America*. 9<sup>th</sup> ed. Upper Saddle River, NJ: Merrill.

Sadovik, Alan R. and Susan F. Semel, eds. 2002. *Founding mothers and others: Women educational leaders during the progressive era*. New York: Palgrave.

Smith, L. Glenn and Joan K. Smith. 1994. *Lives in education: A narrative of people and ideas*. 2<sup>nd</sup> ed. New York: St. Martin's Press.

Webb, L. Dean. 2006. *The history of American education: A great American experiment*. Upper Saddle River, NJ: Pearson.

### ***Instructional notes:***

Weekly topics, readings, and assignment due dates are listed on the semester calendar below. February 18, Washington-Lincoln Day, is a campus holiday and Spring Break is March 24-28. I accept late papers, with one letter grade deducted for each day late. Use the style manual of your choice: MLA, APA, or Chicago. Note that I used the Chicago author/date system throughout this syllabus. I try to be aware of the special needs of individuals as well as the needs of the group. Let me know of any accommodation you may require.

### ***Evaluation:***

I will base my evaluation on your contributions to the seminars and completion of written assignments. The purpose of the assignments is to develop graduate-level skills of analysis, research, writing, and speaking. Each of these is described below:

**Seminar participation:** In a seminar, everyone reads the assigned text, making note of key ideas and questions, provocative statements and contradictions, and applications to today. All members are expected to be active, thoughtful participants. I will begin each week's discussion, raising questions related to the general topic for the week and the related documents. Expect me to assign individual students, one week prior, to prepare to respond to specific documents in the Fraser text.

**Document summary and analysis:** Select three documents from Chapters 1-5 of the Fraser texts, no more than one document from each chapter. Summarize the document's ideas and analyze its significance, or potential for significance, for education and/or schooling in the U.S. Limit each summary and analysis paper to two typed pages. Criteria for evaluation are evidence of recognizing major ideas, quality of analysis, and clarity of writing. Due February 11, March 3, and March 17, one paper each week.

**Biographical essay and annotated bibliography:** Choose one person who has had a significant impact on American education and write a seven to eight page biographical essay on that person's life and role in the history of education. Attach an annotated bibliography of resources used. Thoughtful, interesting essays identify and explore a few selected themes related to a person's life and work. The books on reserve offer good background information and sources to help you get started. Annotated bibliographies are factually complete and accurate and provide a brief, useful summary of the resource.

Use the following questions to guide reading and analysis of the historical figure selected: If this person is better known outside the field of education than in it, why should we study her or him? What was the social, political, and economic context in which this person lived, and how did it affect his or her ideas and actions? How do we see the educational process or the institution of schooling affected by this person's life today? Are her or his ideas still relevant? Why or why not? Has this person been misunderstood today? Have his or her ideas been misapplied? If certain ideas have faded from practice, should we update the theory or practice and use it again? How?

Write your essay in four parts:

1. Introduction and thesis statement. (one paragraph, maximum)
2. Summary of the person's life and statement of the historical context. What are the selected, key events in this person's life that may have had an important

impact on their ideas and actions? What political, social, religious, intellectual, or economic events likely influenced him or her?

3. Development of educational ideas. What were this individual's major ideas or accomplishments regarding education or schooling? How was he or she an agent of educational continuity or change?
4. Assessment of significance. How did this person's ideas or actions influence educational policy during his or her own lifetime and beyond? What is the relevance of this person's ideas or actions today?

The individuals listed below are good choices for this assignment. If you choose someone not on this list, please confirm your choice with me. Give me the name of your subject by March 3.

John Amos Comenius	Emma Willard	Richard Henry Pratt
Jean-Jacques Rousseau	Mary Lyon	W.E.B. DuBois
Mary Wollstonecraft	Sarah Winnemucca	Maria Montessori
Johann Pestalozzi	Booker T. Washington	George Sanchez
Frederick Froebel	Margaret Haley	Malcolm X
Horace Mann	John Dewey	Thurgood Marshall

Criteria for evaluation are quality of analysis; ability to connect historical ideas to contemporary educational practice; quality of resources used; clarity of writing; and correct use of the style manual of your choice. The introductory paragraph, with thesis statement, and preliminary list of sources is due March 31. The finished essay and annotated bibliography are due April 21. Oral reports will be scheduled for the last few weeks of class.

**An open-book, open-note examination.** I try to ask questions that require synthesis of ideas from the readings and discussion throughout the course. Criteria for evaluation are evidence of understanding of the ideas, people, and/or events in question, ability to synthesize the meaning for us today, and clarity of writing. I will give you the exam questions on April 28; the completed exam is due May 5.

***Course requirements and points possible:***

Seminar attendance and participation (10 points each week)	120 points possible
Summary & analysis of 3 documents (20 points each)	60
Introductory paragraph and preliminary reference list	20
Biographical essay	100
Annotated bibliography	40
Exam	<u>40</u>
	380 points total

A	353 to 380 points
A-	342 to 352
B+	331 to 341
B	315 to 330
B-	304 to 314
C+	293 to 303
C	277 to 292
C-	266 to 276

***Semester Outline:***

<b><i>Date</i></b>	<b><i>Topic</i></b>	<b><i>Reading Assignment</i></b>
Jan 28	Introduction to the history of American education European roots; debate over historical interpretations	
Feb 4	Colonial America Stability, tradition, authority	Chap 1
Feb 11	Schools for the New Republic New schools for a new government <b>First summary &amp; analysis paper due today</b>	Chap 2
Feb 25	The Common School Movement How much “common” schooling did Americans want?	Chap 3
Mar 3	Schooling Moves West Recruiting teachers <b>Second summary &amp; analysis paper due; subject for biographical essay due today</b>	Chap 4
Mar 10	Schools of the South “When you turned us loose, you turned us loose to the sky, the storm, the whirlwind....”	Chap 5
Mar 17	Growth and Diversity The immigrant experience in American schools <b>Third summary &amp; analysis paper due today</b>	Chap 6
Mar 31	Progressive Era Twenty kinds of “progressive” education <b>First paragraph, with thesis statement, and preliminary sources due today</b>	Chap 7
April 7	Cold War Era Critics from all sides	Chap 8
April 14	Civil Rights Eyes on the prize	Chap 9
April 21	Rights and Opportunities The federal government becomes a major player <b>Biographical essay and annotated bibliography due today</b>	Chap 10
April 28	Reforms of 80s and 90s Excellence and equity Summary	Chap 11
May 5	<b>Exam due; paper copy in my mailbox in Ed 108</b>	