

Education 245:
History of American School Reform
Spring 2018
T/TH:115-3PM
Willis 114

Jeff Snyder

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Office Hours: M: 1030AM-1230PM; TH: 315-415PM; and by appointment

Course Description

“We have long pinned our hopes on education,” says educational historian David Labaree. “It’s the main way we try to express our ideals and solve our problems.” Is he right? This course examines the history of American education as a long series of reform cycles, from the genesis of the public school system in the mid-nineteenth century to the passage of the No Child Left Behind legislation in 2002. Drawing on both primary and secondary sources, we will focus on the origins, development and legacies of four key school reform movements—the Common School movement, progressive education, school desegregation and accountability.

Course Readings

Patterson, James T. *Brown v. Board of Education: A Civil Rights Milestone and Its Troubled Legacy*. New York: Oxford University Press, 2002.

All additional readings will be available on Moodle. Please bring hard copies of the readings to class with you.

Course Requirements

Assignment

Due Date

Participation (15%)

Every class

Analytical Essay 1 (20%)

Sunday, April 15 by 11:59PM

Midterm Exam (20%)

Monday, April 30 by 11:59PM

Analytical Essay 2 (20%)

Sunday, May 13 by 11:59PM

Final Research Paper (25%)

1-page proposal due by 11:59PM on
Friday, May 18
Paper due by 5PM on Monday, June 4

Course Outline**INTRODUCTIONS**

T, March 27

TH, March 29

- David Labaree, “Public Goods, Private Goods: The American Struggle over Educational Goals”

T, April 3

- Labaree, “Organizational Resistance to Reform” and “Classroom Resistance to Reform”
- Skim David Tyack and William Tobin, “The ‘Grammar’ of Schooling: Why Has it Been so Hard to Change?”

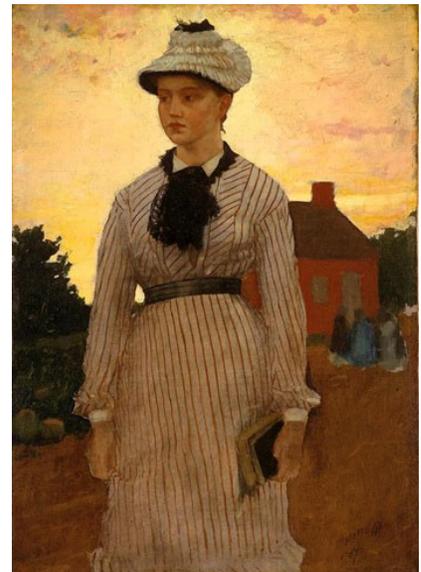
THE COMMON SCHOOL MOVEMENT

TH, April 5

- Edward Ayers, “Antebellum Era”
- Carl Kaestle, “Social Change and Education in the American Northeast” and “The Common-School Reform Program”
- Catharine Beecher, “An Essay on the Education Of Female Teachers for the United States” (1835)

T, April 10

- Kaestle, “The Ideology of Ante-bellum Common-School Reform”
- Horace Mann, 12th Annual Report (1848)
- William Holmes McGuffey, *McGuffey Readers*, excerpts



TH, April 12

- Kaestle, “The Legacy of Common Schooling”
- Labaree, “Founding the American School System”
- David Tyack, “Schools for Citizens”

Sunday, April 15: Analytical Essay No.1 due by 11:59PM

PROGRESSIVE EDUCATION

T, April 17

- Robert Crunden, “Progressive Era”
- Diane Ravitch, “The Educational Ladder” (skim) and “A Fork in the Road”
- John Dewey, “The School and the Life of the Child” (1903)
- Adele Marie Shaw, “The True Character of the New York Public Schools” (1903)

TH, April 19

- Ravitch, “The Age of the Experts” and “IQ Testing”
- *Cardinal Principles of Secondary Education* (1918)



T, April 24

- Ravitch, “Instead of the Academic Curriculum” and “On the Social Frontier”
- Franklin Bobbitt, *The Curriculum* (1918), excerpts

TH, April 26

- Kliebard, “The Search for Meaning in Progressive Education”
- Labaree, “The Progressive Effort to Reshape the System”

Monday, April 30: Midterm exam due by 11:59PM

SCHOOL DESEGREGATION

T, May 1

- Patterson, chs.1 and 2
- Raymond Arsenault, “Civil Rights Movement”
- Erik Eckholm, “Black Schools Restored As Landmarks”
- W.E.B. Du Bois, “The Forethought” and “Of Our Spiritual Strivings” (1903)

TH, May 3

- Patterson, chs.3 and 4
- Fourteenth Amendment, Section 1 (1868)
- *Brown* ruling (1954)
- Newspaper headlines (1954)
- Zora Neale Hurston, “Court Order Can’t Make the Races Mix” (1955)



T, May 8

- Patterson, chs.5 and 8; skim chs. 6 and 7
- Daisy Bates, *Long Shadow of Little Rock* (1962), excerpts

TH, May 10

- Patterson, chs.9 and 10
- Linda Greenhouse, “Justices Limit the Use of Race”
- Nikole Hannah-Jones, “Segregation Now”

Sunday, May 13: Analytical Essay No.2 due by 11:59PM

ACCOUNTABILITY AND SCHOOL CHOICE

T, May 15

- Jal Mehta, “Setting the Problem”
- Patrick McGuinn, “Federal Education Policy in Historical Perspective”
- *A Nation at Risk* (1983)

TH, May 17

- McGuinn, “Convergence”
- No Child Left Behind, Title I “Statement of Purpose” (2002)
- George W. Bush NCLB Signing Remarks (2002)

Friday, May 18: Research Paper Proposal due by 11:59PM

T, May 22

- Materials & Readings TBD
- Explore charter school websites

TH, May 24

- Linda Darling-Hammond, “Inequality and School Resources”
- Joel Klein, Michelle Rhee et al., “How to Fix our Schools: A Manifesto”
- Watch *The Education of Michelle Rhee*

CONCLUSIONS

T, May 29

- Materials & Readings TBD

Monday, June 4: Final Research Paper due by 5PM

Course Assignments and Grading

Participation, 15%

“Be Prepared.” The Scout motto sums up the crux of participation. Because this course places a premium on classroom and small-group discussions, students are expected to come to every class on time with the assigned readings completed, ready to participate meaningfully in all class activities. Please refer to the guiding questions for each class session posted on Moodle. I expect that you will bring notes to class based on these questions.

Speaking up, while important, is not the only hallmark of participation. Active listening and engaging with others’ ideas respectfully are also key components of participation. *Air-time* is less important than the relevance and sincerity of your contributions.

Please *power-down* your electronic devices—laptops, cell-phones, etc.—before the start of class.



“Before I read about my summer vacation, I’d like to ask that all pagers, beepers, and cell phones be turned off.”

Midterm Exam, 20%

Monday, April 30 by 11:59PM

The open book midterm exam will consist of several short essay questions. It will be distributed at the end of class on Thursday, April 26.

Analytical Essay 1 (1,000 words),
20% Sunday, April 15 by 11:59PM

After a protracted and bitter fight between proponents of “abstinence-only” sex education and comprehensive sex education (which includes information on contraception, LGBTQ issues and consent), your local public school district decides to drop sex ed from the curriculum altogether. Is this outcome an affirmation—or a betrayal—of the objectives, principles and spirit of the common school movement? Please cite at least three of our course texts (including one primary source) to support your answer. Imagine your reader is one of your classmates so she is familiar with the relevant texts.

Analytical Essay 2 (1,000 words),
20% Sunday, May 13 by 11:59PM

Your second analytical essay will offer a critical interpretation of a primary source (to be posted on our Moodle site). Please address the following main questions: How does the source help us to understand the history of school desegregation? Does it reinforce—or challenge—James Patterson’s account? How so?

***Revision Option*:** You may revise ONE of your analytical essays based on my feedback. If you choose to do so, you will need to hand in the revised paper along with a 1-paragraph description of how you addressed my comments. Revisions are due on the last day of class before 11:59PM. The final grade for the essay will be the average of the original and revised essay grades.

Final Research Paper (2,000 words), 25%

1-page proposal with your topic, research question and an initial bibliography due on Friday, May 18 by 11:59PM

Final Paper due on Monday, June 4 by 5PM

The goal of this paper is to synthesize the historical scholarship on a research topic of your choosing. Over the course of the term, you will have the opportunity to identify a topic as well as formulate and refine a specific historical research question.

Your essay will:

1. draw on at least five secondary sources (academic journal articles, book chapters and/or books)
2. provide a brief overview of your topic
3. pose a specific research question
4. answer your research question by weaving together the work of multiple scholars
5. explain the significance of your analysis

The Fine Print

Attendance:

Given the importance that all Educational Studies classes place on learning with peers through classroom discussions, students are expected to come to every class session. After two unexcused absences from class, each subsequent absence will result in the lowering of your course grade by a third (e.g. from an A to an A-).

Guidelines for Written Assignments:

1. All written assignments should be double-spaced and written in 12-point Times font
2. Include a word-count at the top of each assignment
3. Use a standard format (APA, Chicago, etc.) for all citations
4. Submit all of your assignments using the dropboxes on Moodle
5. *No late assignments will be accepted without prior approval from the instructor*

The Writing Center:

Please note that the Writing Center (located on Fourth Libe) has peer-writing consultants who can work with you during any stage of the writing process, from brainstorming to final proofreading. Walk-ins are welcome, although writers with appointments have priority:

<https://apps.carleton.edu/campus/asc/writingcenter/>

Guidelines for Critical Reading:

As a critical reader of a particular text, you should use the following four questions to guide your reading:

1. What are the author's main claims? This is the analysis issue—what is the author's angle?
2. Who says? This is the validity issue—what is the author's evidence?
3. What's new? This is the value-added issue—what does the author contribute that we don't already know?
4. Who cares? This is the significance issue—is the text worth reading?

Academic Honesty:

Sharing ideas with friends is central to the academic enterprise at Carleton. So too is availing yourself of the ever-expanding universe of print and digital resources available through the Library. In your written work, of course, it is imperative that the words you present as your own are in fact original to you. When you borrow somebody else's ideas or words, make sure to cite the original author. For more on academic honesty at Carleton, including a helpful overview of citations, see:

<http://apps.carleton.edu/campus/doc/honesty/>

Disability Services:

Carleton is committed to providing reasonable accommodations to students with disabilities. Students seeking accommodations should contact the Coordinator of Disability Services, Andy Christensen, at 222-4464 or anchrist@carleton.edu, to begin the process.

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