

EFND 7040: History of Education in the United States

Autumn Semester, 2005
Tuesdays, 8:00 to 10:30 pm, Room 627

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About the seminar: This 7000-level seminar is intended to survey the sweep of the history of formal education in the United States from its roots in European colonies through the recent past. Our focus will be on change and continuity in the forms, operations, and philosophical orientations of schools over time, seeking constantly to relate those changes and continuities to the larger social, economic and cultural context within which the school exists. The intent of the course is not to warehouse large collections of isolated data -- facts and dates -- but rather to reach some tentative hypotheses regarding the factors that best explain the changes in education over time, and a deeper understanding of education's embeddedness in larger historical processes. More specifically, by the end of the course we should be able to:

1. Describe the means by which Americans gained literacy, numeracy, and similar skills at various points in time, and the changing social and cultural meaning of those literacies;
2. Understand the major educational ideas, movements, practices, and leaders in U.S. education;
3. Evaluate alternative ideas, dissident and unsuccessful movements, alternate practices, and lesser known or silenced leaders of the effort to educate in the U.S.;
4. Explain the political, economic, and social contexts in which forms of education grew, withered, or changed;
5. Compare the educational opportunities afforded groups according to their social class, gender, race, and ethnicities;
6. Understand the relationship between unequal educations and unequal social power;
7. Describe the impacts of evolving forms of schooling on families, communities, and more informal means of learning;
8. Articulate a historically and ethically grounded vision of contemporary educational possibilities;
9. Demonstrate skills in historical analysis and writing.

We will entertain other objectives as articulated by the seminar and embrace them if time allows.

The course will be conducted as a graduate seminar. That is to say, there will be no formal lectures; all members of the seminar will be expected to prepare thoroughly by extensive reading, to attend regularly, and to participate actively. All members of the seminar will be reading different authors; all are expected to come to the seminar sessions prepared to discuss the books or articles they read, or to pose questions and problems that arise from their reading.

As is often the case with a graduate seminar, there is only one product upon which your grade depends, described below. I will make notes regarding quality of classroom participation, which will also be factored into the final grade. Graduate school is not the time to be shy. Dive into the discussion, raise questions, share ideas. Be an active part of the social construction of our

understandings, not merely to do well regarding the course grade, but more importantly to gain the greatest value from the experience.

Expectations and assignments: As noted, attendance is crucial. This course will move so swiftly that if you miss a session, you may not be able to catch up.

We have one item we will read in common. It will be handed out in class and must be read by the second session. We will not have an assigned text. If you feel the need for a text, I recommend Joel Spring, The American School: 1619-2004. Copies may be available in local bookstores, or through most internet book sellers.

During the semester, *in addition to the Bailyn handout*, each seminar member will read a minimum of *three* books and *four* articles regarding which he or she will be specifically responsible for reporting somewhat formally to the seminar. We will attempt to stick closely to the calendar below; be prepared to discuss your books and articles according to the calendar. Please note that the books assigned to each individual will not comprise the entire reading assignment, however. Prepare a brief abstract of each book and article you read for this assignment.

Finally, each seminar member will write a formal paper, as described below:

A. A *critical review essay* comparing and contrasting books and articles that deal with aspects of a single topic. There are no specific limitations on topics. They can be chronological, topical, narrow, broad, as you wish, though you may wish to talk with me about how to frame a particular topic, or for suggestions of readings. Include a bibliography or list of works cited; annotate any source that you read but do not integrate into the essay.

Or

B. A *seminar paper* that explores a particular historical topic through secondary sources (though you are not limited to secondary sources). Topics should be somewhat tightly framed to keep them manageable for the time we have together.

Or

C. *Other options:* I will work with individual students who wish to customize the formal paper requirement to fit a specific need, such as writing a historical review chapter for a thesis or dissertation, using the option as a means of exploring the possibility of a particular topic for dissertation research, or fleshing out a literature review for a historically-oriented dissertation or thesis. There may be other ideas; do not hesitate to raise them with me.

Most formal papers will be twelve to twenty pages in length, double-spaced. All must conform to the expectations of scholarly work, including proper citations, a bibliography or works cited page, high quality writing, and attention to the ethical expectations of academic honesty.

Historians generally favor the University of Chicago style manual, or Turabian's condensation of that manual. However, you may use whatever style is most comfortable for you.

Because of the nature of this course, particularly its intention as a survey course, I would prefer that you not think in terms of a research paper involving a significant amount of primary research without clearing it with me before hand.

If you wish to have your paper read before the end of the course, in order to revise it for final grading, it must be to me by 15 November. Final drafts of all papers are due by 6 December.

Academic honesty: All academic work, in this seminar and all others at the university, must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work (see <http://www.uga.edu/ovpi/honesty/acadhon.htm>). In this seminar, questions of academic honesty apply primarily to plagiarism. Be certain to acknowledge the sources of your ideas, and be very careful that you do not use the exact words of others without quotation marks.

Calendar

23 August -- Getting started

30 August -- Colonial Education. Read Bailyn, *Education in the Forming of American Society*, pp. 3-49

6 September -- Education in the Early National period

13, 20, 27 September -- Education in the Era of the Common School, 1820s to 1900.

4 October-- Beyond the Common School in the Nineteenth Century

11, 18, 25 October -- Progressive Education, 1890s to 1950s

1 November -- Post-Progressive Education, 1950s-20??

8 November -- Women's Education

15 November -- African American Education

22 November -- Native American and Hispanic Education

29 November -- Teachers and Teaching

6 December -- Final thoughts.