

**GEORGE MASON UNIVERSITY**  
College of Education and Human Development

**EDUC 885.B01: History of Education in the United States**  
**3 Credits**

**Monday/Wednesday 4:30-7:10**  
**Robinson Hall B208**

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**Course Description:**

Examines the history of education in the United States and explores the social, political, cultural, and economic forces that have shaped reform initiatives. Uses history to engage questions around citizenship, equality, and democracy.

**Course Overview:**

This course will explore major developments in the history of American education from the Colonial Era to the present, focusing on public primary and secondary education. A series of broad questions will give shape to our inquiry: What are schools for? Who uses them and for what ends? How have different groups experienced and made a place for themselves in the nation's schools? Throughout the course, we will consider the changing role and growing importance of the school as an institution of education and the different ways groups have sought to use the school to solve social problems. In addition, we will consider how different generations of Americans have turned to the schools to define citizenship, teach values, and both assert and contest power. The public education system stands amongst this country's most fundamental institutions, at once reflecting and driving larger social and cultural shifts. Through the careful reading and analysis of primary and secondary sources, students will interrogate education as a social byproduct. Today's schools are an outgrowth of this history, but the lessons of the past do not correlate directly to the present. Through the course, students will identify salient moments of continuity and change in an attempt to make this past usable.

*Prerequisites/Corequisites:* Admission to The Ph.D. in Education program, or permission of instructor.

**Course Learning Outcomes:**

Through this course, students will:

1. Gain an historical understanding of education in the United States.
2. Understand the ideological underpinnings of education.
3. Interrogate the fight for equality in the schools and the ways in which Americans have turned to their schools to educate and train those considered to be 'other.'
4. Use history to shed fresh light on today's school controversies.

5. Learn to analyze primary source materials.
6. Learn to evaluate and engage with secondary source materials.
7. Hone critical thinking skills through class discussions and writing assignments.

**Relationship to Program Goals and Professional Organizations:**

There are no specialized standards specific to education policy studies. However, most, if not all standards for educators expect professionals to be aware of the political, social, economic, legal and cultural context of public education in the United States. This course provides students with that background and understanding.

**Nature of Course Delivery:**

This course is taught in a seminar style using lectures and discussions.

**Required Readings:**

- Adams, D. W. (1988). Fundamental Considerations: The Deep Meaning of Native American Schooling, 1880-1900. *Harvard Educational Review*, 58(1), 1–29.
- Anderson, J. D. (1978). Northern Foundations and the Shaping of Southern Black Rural Education, 1902-1935. *History of Education Quarterly*, 18(4), 371–396. doi:10.2307/367710
- Asato, N. (2003). Mandating Americanization: Japanese Language Schools and the Federal Survey of Education in Hawai'i, 1916-1920. *History of Education Quarterly*, 43(1), 10–38.
- Beadie, N. (2008). Tuition Funding for Common Schools: Education Markets and Market Regulation in Rural New York, 1815–1850. *Social Science History*, 32(1), 107–133.
- Benowitz, J. M. (2009). Reading, Writing and Radicalism: Right-Wing Women and Education in the Post-War Years. *History of Education Quarterly*, 49(1), 89–111.
- Brown, J. (1988). “A Is for Atom, B Is for Bomb”: Civil Defense in American Public Education, 1948-1963. *The Journal of American History*, 75(1), 68–90. doi:10.2307/1889655
- Butchart, R. E., & Roller, A. F. (2004). Secondary Education and Emancipation: Secondary Schools for Freed Slaves in the American South, 1862–1875. *Paedagogica Historica*, 40(1-2), 157–181. doi:10.1080/00309230310001649243
- Commission on the Reorganization of Secondary Education. (1918). Cardinal principles of secondary education. National Education Association.
- Davies, G. (2002). The Great Society after Johnson: The Case of Bilingual Education. *The Journal of American History*, 88(4), 1405–1429. doi:10.2307/2700603
- Delpit, L. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children. *Harvard Educational Review*, 58(3), 280–299.
- Dougherty, J. (1998). “That’s When We Were Marching for Jobs”: Black Teachers and the Early Civil Rights Movement in Milwaukee. *History of Education Quarterly*, 38(2), 121–141. doi:10.2307/369983
- Ficker, D. J. (1999). From Roberts to Plessy: Educational Segregation and the “Separate but Equal” Doctrine. *The Journal of Negro History*, 84(4), 301–314. doi:10.2307/2649034
- Fraser, J. W. (2000). From Holy Commonwealth to the Strange Compromise of 1789. In *Between Church and State: Religion and Public Education in a Multicultural America* (pp. 9–21). New York: Palgrave Macmillan.

- Fultz, M. (2004). The Displacement of Black Educators Post-Brown: An Overview and Analysis. *History of Education Quarterly*, 44(1), 11–45.
- Fuquay, M. W. (2002). Civil Rights and the Private School Movement in Mississippi, 1964-1971. *History of Education Quarterly*, 42(2), 159–180.
- Gere, A. R. (2005). Indian Heart/White Man’s Head: Native-American Teachers in Indian Schools, 1880-1930. *History of Education Quarterly*, 45(1), 38–65.
- Hendrick, I. G. (1976). Federal Policy Affecting the Education of Indians in California, 1849-1934. *History of Education Quarterly*, 16(2), 163–185. doi:10.2307/367662
- Hiner, N. R. (1973). The Cry of Sodom Enquired into: Educational Analysis in Seventeenth-Century New England. *History of Education Quarterly*, 13(1), 3–22. doi:10.2307/366961
- Kaestle, C. F. (2007). Federal Education Policy and the Changing National Polity for Education, 1957-2007. In A. E. Lodewick & C. F. Kaestle (Eds.), *To Educate a Nation: Federal and National Strategies of School Reform* (pp. 17–40). Lawrence, KS: Univ Pr of Kansas.
- Klarman, M. J. (1994). How Brown Changed Race Relations: The Backlash Thesis. *The Journal of American History*, 81(1), 81–118. doi:10.2307/2080994
- Olneck, M. R. (1989). Americanization and the Education of Immigrants, 1900-1925: An Analysis of Symbolic Action. *American Journal of Education*, 97(4), 398–423.
- Opal, J. M. (2004). Exciting Emulation: Academies and the Transformation of the Rural North, 1780s-1820s. *The Journal of American History*, 91(2), 445–470. doi:10.2307/3660707
- Osgood, R. L. (1997). Undermining the Common School Ideal: Intermediate Schools and Ungraded Classes in Boston, 1838-1900. *History of Education Quarterly*, 37(4), 375–398. doi:10.2307/369871
- Petrzela, N. M. (2010). Before the Federal Bilingual Education Act: Legislation and Lived Experience in California. *Peabody Journal of Education*, 85(4), 406–424.
- Reese, W. J. (2001). The Origins of Progressive Education. *History of Education Quarterly*, 41(1), 1–24.
- Richardson, J. G. (1994). Common, Delinquent, and Special: On the Formalization of Common Schooling in the American States. *American Educational Research Journal*, 31(4), 695–723. doi:10.3102/00028312031004695
- Terzian, S. G. (2006). “Science World,” High School Girls, and the Prospect of Scientific Careers, 1957-1963. *History of Education Quarterly*, 46(1), 73–99.
- Tropea, J. L. (1987). Bureaucratic Order and Special Children: Urban Schools, 1890s-1940s. *History of Education Quarterly*, 27(1), 29–53. doi:10.2307/368577
- Walker, V. S. (2000). Valued Segregated Schools for African American Children in the South, 1935-1969: A Review of Common Themes and Characteristics. *Review of Educational Research*, 70(3), 253–285. doi:10.3102/00346543070003253
- Zimmerman, J. (2002). Ethnics against Ethnicity: European Immigrants and Foreign-Language Instruction, 1890-1940. *The Journal of American History*, 88(4), 1383–1404. doi:10.2307/2700602
- Zimmerman, J. (2004). Brown-ing the American Textbook: History, Psychology, and the Origins of Modern Multiculturalism. *History of Education Quarterly*, 44(1), 46–69.
- Publication Manual of the American Psychological Association* (6<sup>th</sup> ed). Washington, DC: American Psychological Association.

## **Course Requirements:**

- Students are expected to attend all classes. Please provide advance notice, when possible, if you must miss a class. On these occasions, please get notes and any handouts from a colleague.
- Students are expected to read all assignments prior to class and bring copies (either hard or electronic copy) to class.
- Students are expected to actively participate in class discussions and activities and to treat one another with respect.
- Students are expected to submit all assignments on time, unless prior arrangements are made:

1. *Topic Proposal and Bibliography:* One of the primary goals of this class is to use history to cast fresh light the present, and this is precisely the task of your final essay. This assignment is the first step. In a brief essay (2-3 pages), identify and explore a current educational issue or problem. Where does this issue unfold? Who is involved? What reforms or policies are at play? What are the key debates? Possible topics are nearly limitless, but some examples include: merit pay for teachers, the accreditation of teacher education, English Language Learners, the achievement gap, etc. Close your essay by identifying what you think an historical analysis can help you better understand about the current issue. In short, make the case for an historical inquiry. In a separate document, include at least 6 secondary historical sources that will guide your inquiry. Your topic proposal is worth 10 points and your bibliography is worth 5 points.
2. *Reading Response Essays:* These two short essays call on you to carefully engage the readings from two specific classes of your choosing. What are the key arguments? How do the texts speak to one another? What larger ideas, themes, or questions emerge when you consider the texts as a group rather than in isolation? What is the significance of these arguments? Some summary may be important, but your essay should focus on analysis. Essays are due the day of the assigned readings (i.e.: before we have discussed the readings together as a group). You must submit one response essay during the first half of the semester, and no later than (X) and a second response essay during the second half of the semester, and no later than (Y). Each essay is worth 20 points.
3. *Final Essay:* In a 15 page essay, examine the history around a current educational issue or debate. Far more than a summary of events, this essay calls on you to craft an argument about the connections between the past and the present. How did we get to where we are today? What can we learn from the past? In what ways does your historical inquiry position you to make fresh contributions to a current educational issue? Students will work on this paper over the course of the semester and one entire class will be devoted to a writing workshop. Refer to the rubric in this syllabus for more information. This assignment is worth 35 points.

4. *Presentation:* In a mock-conference presentation, students will present the findings of their historical inquiry. Each student will have 15 minutes to present his/her work. We will then have a period devoted to Q&A. This assignment is worth 10 points.

**Evaluation:**

An evaluation rubric for this class is attached to this syllabus. All papers must be typed and formatted according to the *APA Manual of Style, 6<sup>th</sup> Ed.*

**Grading Scale:**

A = 96-100	B = 80-88
A- = 92-95	C = 75-79
B+ = 89-91	F = 74 and below

**GMU Policies and Resources for Students:**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

**Core Values Commitment**

The College of Education & Human Development is committed to collaboration, ethical

leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

**For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]**

## **Course Calendar:**

### **M. 6/1 – Course Introduction: What’s the Value of Studying the Past?**

### **M. 6/8 – Education in the Colonies and New Nation**

- Fraser, “From Holy Commonwealth to the Strange Compromise of 1789.”
- Hiner, “The Cry of Sodom Enquired Into: Educational Analysis in Seventeenth Century New England.”
- Opal, “Exciting Emulation: Academies and the Transformation of the Rural North, 1780s-1820s.”

#### **In Class Primary Sources:**

- Massachusetts’ Old Deluder Satan Law (1647).
- *The New England Primer* (1768).
- Rush, “Thoughts upon Female Education” (1787).

### **W. 6/10 – The Common School Movement**

- *Topic Proposal and Bibliography Due*
- Beadie, “Tuition Funding for Common Schools: Education Markets and Market Regulation in Rural New York, 1815-1950.”
- Osgood, “Undermining the Common School Ideal: Intermediate Schools and Ungraded Classes in Boston, 1838-1900.”
- Richardson, “Common, Delinquent, and Special: On the Formalization of Common Schooling in the American States.”

#### **In-Class Primary Sources:**

- Mann, *12th Annual Report* (1848).
- “Petition of Catholics of New York for a Portion of the Common School Fund...” (1840).

### **M. 6/15 – Native Americans and Education for “Civilization”**

- Adams, “Fundamental Considerations: The Deep Meaning of Native American Schooling, 1880-1900.”
- Gere, “Indian Heart/White Man’s Head: Native-American Teachers in Indian Schools, 1880-1930”
- Hendrick, “Federal Policy Affecting the Education of Indians in California, 1849-1934.”

#### **In-Class Primary Sources:**

- “The Speech of Red Jacket” (c. 1830).

### **W. 6/17 – Education, Reconstruction and Jim Crow**

- Anderson, “Northern Foundations and the Shaping of Black Rural Education, 1902-1935.”
- Butchart, “Secondary Education and Emancipation: Secondary Schools for Freed Slaves in the American South, 1862-1875.”

- Ficker, “From *Roberts* to *Plessy*: Educational Segregation and the Separate but Equal Doctrine.”
- Siddle Walker, “Valued Segregated Schools for African-American Children in the South, 1935-1969: A Review of Common Themes and Characteristics.”

**In-Class Primary Sources:**

- Washington, “Atlanta Compromise” (1895) << <http://historymatters.gmu.edu/d/39/>>>.
- Washington, “Industrial Education for the Negro” (1903) <<<http://teachingamericanhistory.org/library/index.asp?document=62>>>.
- DuBois, *The Talented Tenth* (1903) <<<http://teachingamericanhistory.org/library/index.asp?document=174>>>.

**W. 6/24 – Progressive Era Education: Bureaucratic Reform and Standardization**

- *Reading Response Essay # 1 Due*
- Reese, “The Origins of Progressive Education.”
- Tropea, “Bureaucratic Order and Special Children: Urban Schools, 1890s-1940s.”
- Commission on the Reorganization of Secondary Education. *Cardinal principles of secondary education* (1918).

**In-Class Primary Sources:**

- Dewey, *School and Society* (1900).

**M. 6/29 – Progressive Era Education: Americanization and Immigration**

- Asato, “Mandating Americanization: Japanese Language Schools and the Federal Survey of Education in Hawai’i, 1916-1920.”
- Olneck, “Americanization and the Education of Immigrants, 1900-1925: An Analysis of Symbolic Action.”
- Zimmerman, “Ethnics Against Ethnicity: European Immigrants and Foreign Language Instruction, 1890-1940.”

**In-Class Primary Sources:**

- New York Times, Adenoid Riots (1906)

**W. 7/1 – The Fight for Equal Schools: Considering *Brown***

- Dougherty, “‘That’s When We Were Marching for Jobs’: Black Teachers and the Early Civil Rights Movement in Milwaukee.”
- Fultz, “The Displacement of Black Educators Post-*Brown*: An Overview and Analysis.”
- Klarman, “How *Brown* Changed Race Relations: The Backlash Thesis.”

**In-Class Primary Sources:**

- Clark, *How Children Learn about Race* (1950).
- *Brown v. Board of Education Topeka, Kansas* (1954).
- *Southern Manifesto* (1956).



**M. 7/6 – The Cold War, STEM Policy, and the Rise of Federal Education Policy**

- Brown, “A is for Atom, B is for Bomb: Civil Defense in American Public Education, 1948-1963.”
- Kaestle, “Federal Education Policy and the Changing National Polity for Education, 1957-2007”
- Terzian, “‘Science World,’ High School Girls, and the Prospect of Scientific Careers, 1957-1963.”

**In-Class Primary Sources:**

- National Defense Education Act (1958)

**W. 7/8 – Education and the Discourse of Rights**

- Davies, “The Great Society after Johnson: The Case of Bilingual Education.”
- Fuquay, “Civil Rights and the Private School Movement in Mississippi, 1964-1971.”
- Petrzela, “Before the Federal Bilingual Education Act: Legislation and Lived Experience in California.”

**In-Class Primary Sources:**

- TBD

**M. 7/13 – The Struggle for the School Curriculum**

- *Reading Response Essay #2 Due*
- Benowitz, “Reading, Writing and Radicalism: Right-Wing Women and Education in the Post-War Years.”
- Delpit, “The Silenced Dialogue: Power and Pedagogy in Educating other People’s Children.”
- Zimmerman, “Brown-ing the American Textbook: History, Psychology, and the Origins of Modern Multiculturalism.”

**In-Class Primary Sources:**

- TBD

**W. 7/15 – Writing Workshop**

**M. 7/20 – Presentation of Student Work**

**W. 7/22 – Presentation of Student Work**

- *Final Essays Due*

**Rubric: Final Essay**  
**Using the History of Education to Rethink the Present**

<i>Criteria</i>	<b>Outstanding (A)</b>	<b>Competent (B)</b>	<b>Minimal (C)</b>	<b>Unsatisfactory (F)</b>
<b>Front End</b>	The author provides a clear and succinct description of a current educational issue. The author provides a rationale for exploring specific elements of the history of this issue. The author offers a roadmap of the essay. The author provides a clear and compelling thesis statement that links the past and present, discussing what can be learned or gained from this framework.	The author provides a general overview of a current problem and offers a rationale for exploring the history. However, the writing lacks necessary specificity. The author offers a general roadmap, but the logical connections of the paper are unclear. The author offers a broad thesis statement.	Author does not adequately present the current issue or historical context. Organization/logic of paper is vague. Thesis lacks cohesion and logic.	Author does not present the current educational issue and/or relevant history. Organization of paper is unclear. Thesis is missing.
<b>Historical Inquiry</b>	The author offers a logical and specific examination of particular historical moments that pertain to the current issue. The author offers an analysis of this history, calling the reader's attention to salient themes or forces. The author actively engages the relevant literature, identifying important themes and connections.	The author offers a general overview of various historical moments but does not engage in an analysis of this past. The author makes use of the relevant literature.	The author offers a brief or partial summary of the history. Does not offer an analysis. Makes use of relevant literature through summary.	The author offers an incomplete or inaccurate summary of the history. Unclear how this history relates to the current educational issue. Does not make use of relevant literature.

<b>Conclusions</b>	The author explicitly identifies implications that clearly grow out of the historical inquiry and pertain specifically to the current educational issue.	The author identifies explicit implications. However, the ways in which these either grow out of the history or pertain to the current issue are vague.	The author identifies specific implications, but they do not stem from the historical inquiry.	The author does not discuss implications that grow out of historical inquiry and pertain to the current policy issue.
<b>Writing Style</b>	The writing is clear, logical and grammatically correct. The author uses APA style.			The writing is full of grammatical and/or typographical errors. Author does not use correct APA style.