

GEORGE MASON UNIVERSITY
College of Education and Human Development

EDUC 877.001: Teacher Policy in Historic Perspective
Fall 2015
3 Credits

Monday 4:30-7:10pm
Thompson Hall 1020

Professor: Dr. Diana D'Amico
Email: ddamico2@gmu.edu
Office Hours: By Appointment

Office: 2106 West Hall
Phone: 703.993.5596

Catalog yes Course Description:

Examines the history of policies pertaining to public school teachers in the United States. Evaluate and engage current policy debates by putting the past and present into conversation.

Course Overview:

This course will examine teacher policy from a historic perspective. Teachers sit at the center of current educational reform as policy makers trace the deficiencies of the nation's public schools back to practitioners. The notion of the "highly qualified teacher," new evaluation systems, the increased regulation of teacher education, and the standardization of curricula among many other reforms all represent recent endeavors to improve the schools by improving teachers. Though cast as radical reform initiatives, teacher policy of this ilk is as old as the public schools. Since the rise of publicly supported education in the mid-1850s, policy makers called for better, more professional teachers and linked the shortcomings of the nation's schools to the caliber of the teaching population. Such critiques resulted in a bevy of reforms and regulations ranging from tenure to licensure.

Students will study the historic precedents of current reforms and policies centering on teacher quality, evaluation, training and compensation among others. In addition, students will examine the development of large questions that shaped teachers' work from the first days of public schooling: What is a professional teacher?; How should teachers be managed, organized and trained?; What is the relationship between teachers and the communities they serve? From this vantage point, students will be positioned to evaluate and engage current policy debates by putting the past and present into conversation. The value of historical inquiry centers on its explanatory power. Beyond chronicling what happened, in this course students will account for why events and policies transpired as they have – and, most important of all, why the same debates and reforms surrounding teachers have persisted for more than a century.

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

Course Learning Outcomes:

At the conclusion of this course, students should be able to:

1. Understand and analyze the current context of education reform and teacher policy, considering the ways in which social, political, and economic forces converge on the school and shape teachers' work lives.
2. Understand and analyze the historic context of education reform and teacher policy, considering the ways in which social, political, and economic forces converge on the school and shape teachers' work lives.
3. Use historical analysis to better understand and engage ongoing policy debates.
4. Analyze secondary scholarship, historic texts and policy documents.

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:

Publication Manual of the American Psychological Association (6th ed). Washington, DC: American Psychological Association.

All other readings will be available on-line or distributed in advance of class

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 assignment on time, unless prior arrangements are made:
 1. *Presentation of Teacher Policy Problem* (10 points): On dates to be determined, students will present a current teacher policy problem or debate that they will examine throughout the course of the semester. Students will have no more than 15 minutes to discuss the key issues and context surrounding the policy. Students should provide a handout to accompany their talk and be prepared to field questions for 5-10 minutes.
 2. *Teacher Policy Problem Essay* (10 points): On the date students present their policy problem they will also submit a brief (3-5pp) essay that outlines and discusses the significance of the problem. Students must make sure of at least three scholarly, peer-reviewed sources.

3. *Book Review* (30 points): In no more than 5 pages, review a book related to the history of teacher reform and policy. Your goal is to assess the book's strengths and limitations and to consider the ways in which this analysis pertains to the current context. Together in class, we will examine sample published book review essays. This assignment will be discussed in greater detail in class and a list of possible titles will be distributed.
4. *Bibliography* (5 points): Students must submit a tentative bibliography with at least 6 historical sources pertaining to their selected teacher policy.
5. *Final Essay* (35 points): In a 20 page essay, students will use history to cast fresh light on a selected current teacher policy. Where did this policy or issue come from? In what ways is the current policy similar to or different from earlier forms? What do we learn from this legacy? The goal of this essay is to use an historical context to engage current educational policy making. Students will work on this essay over the course of the semester.
6. *Presentation of Findings* (10 points): Students will present the findings of their semester's-worth of inquiry into the history of a current teacher policy for no more than 15 minutes. In addition to examining the historical context, students must highlight what can be learned from this disciplinary vantage-point. Suggest at least 3 ways in which this expanded perspective leads to either a better understanding of or recommended changes to the current policy. Students should provide a handout to accompany their talk and be prepared to field questions for 5-10 minutes.

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, 6th 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:

August 31 – Course Introduction

September 14 – Conceptual Frameworks: Linking History and Education Policy

- Horsford and D'Amico, "The past as more than prologue: A call for historical research," *International Journal of Educational Management*.
- Dougherty, "Conflicting Questions," in *CLIO at the Table: Using History to Inform and Improve Education Policy*.
- Tyack and Tobin, "The Grammar of Schooling: Why has it Been so Hard to Change?" *American Educational Research Journal*.

September 21 – The Rise of Common Schooling in the North and the Feminization of Teaching

Presentation of Teacher Policy Problem

- Bernard and Vinovskis, "The Female School Teacher in Ante-Bellum Massachusetts," *Journal of Social History*.
- Strober and Langford, "The Feminization of Public School Teaching: A Cross-sectional Analysis, 1850-1890," *Signs*.

September 28 – Gender and the Organization of Teaching

Presentation of Teacher Policy Problem

- Apple, "Controlling the Work of Teachers," in *Teachers and Texts*.
- Strober and Tyack, "Why do Women Teach and Men Manage? A Report on Research on Schools," *Signs*.
- Preston, "Gender and the Formation of a Woman's Profession: The Case of Public School Teaching," in *Gender Inequality at Work*.

October 5 – Race and Teaching in the Segregated South

- Fairclough, "Being in the field of education and also being a Negro...seems...tragic": Black teachers in the Jim crow south," *The Journal of American History*
- Fultz, "African American teachers in the south, 1890-1940: Powerlessness and the ironies of expectations and protest," *History of Education Quarterly*.
- Walker, "Valued segregated schools for African American children in the south, 1935-1969: A review of common themes and characteristics," *Review of Educational Research*.

October 13* – Teacher Preparation, Certification & Alternate Pathways

- Angus, *Professionalism and Public Good: A Brief History of Teacher Certification*.
- D'Amico, "'An old order is passing': The rise of applied learning in university-based teacher education during the great depression," *History of Education Quarterly*.
- Rogers, "'Better' people, better teaching: The vision of the national teacher corps, 1965-1968," *History of Education Quarterly*.

* Class meets on Tuesday.

October 19 – Reform and Teachers Work Lives

Bibliography Due

- Donahue, “Rhode Island’s last holdout: Tenure and married women teachers at the brink of the women’s movement,” *History of Education Quarterly*.
- Rousmaniere, “Losing patience and staying professional: Women teachers and the problem of classroom discipline in New York City Schools in the 1920s,” *History of Education Quarterly*
- Blount, “Spinsters, bachelors, and other gender transgressors in school employment, 1850-1990,” *Review of Educational Research*.
- Cuban, “Behind the classroom door, Washington D.C.: 1920-1940,” in *How Teachers Taught*.

October 26 – Recruitment and Hiring Practices,

- Rury, “Who Became Teachers?: The Social Characteristics of Teachers in American History,” in *American Teachers: Histories of a Profession at Work*.
- Corcoran, “Women, the Labor Market and the Declining Relative Quality of Teachers,” *Journal of Policy Analysis and Management*.
- Fairclough, “The costs of brown: Black teachers and school integration,” *Journal of American History*.

November 11 – Teachers, Teaching and the “Other”

- Burkholder, “‘Education for citizenship in a bi-racial civilization:’ Black teachers and the social construction of race, 1929—1954,” *Journal of Social History*.
- Gere, “Indian heart/white man’s head: Native-American teachers in Indian schools, 1880-1930,” *History of Education Quarterly*.
- Tamura, “Gender, schooling and teaching, and the Nisei in Hawai’i: An episode in American immigration history, 1900-1940,” *Journal of American Ethnic History*.
- Zimmerman, “Ambivalent imperialists: American teachers and the problem of empire,” in *Innocents Abroad*.

November 9 – Teacher Associations, Unions and the Rise of Collective Bargaining

Book Review Essay Due

- Leroux, “‘Lady teachers’ and the genteel roots of teacher organization in gilded age cities,” *History of Education Quarterly*.
- Murphy, “Collective Bargaining: The Coming of Age of Teacher Activism,” in *Blackboard Unions: The AFT and The NEA, 1900-1980*.
- Taylor, “Women and the Teachers Union,” in *Reds at the Blackboard: Communism, Civil Rights, and the New York City Teachers Union*.

November 16 – Teachers, Activism, and Communities

- Baker, “Pedagogies of protest: African American teachers and the history of the civil rights movement, 1940-1963,” *Teachers College Record*.

- Kafka, “Shifting authority: Teachers’ role in the bureaucratization of school discipline in postwar Los Angeles,” *History of Education Quarterly*.
- Podair, “The Strikes,” in *The Strike That Changed New York: Blacks, Whites, and the Ocean Hill-Brownsville Crisis*.

November 23 – The Image of the Teacher in Policy and the Public Imagination

- Cochran-Smith & Lytle, “Troubling images of teaching in No Child Left Behind,” *Harvard Educational Review*.
- Joseph, “The ideal teacher’: Images in early 20th-century teacher education textbooks,” in *Images of schoolteachers in America*.[†]
- Ayers, “A teacher ain’t nothin’ but a hero: Teachers and teaching in Film,” in *Images of schoolteachers in America*
- Lowe, “Teachers as saviors, teachers who care,” in *Images of schoolteachers in America*.

November 30 – Writing Workshop

December 7 – Using the Past to think about the Present: Student Findings

- *Final Essay Due*

[†] Available on-line through GMU library: http://magik.gmu.edu/cgi-bin/Pwebrecon.cgi?v1=2&ti=1.2&CNT=35&SL=None&Search_Arg=images%20of%20schoolteachers%20in%20America&Search_Code=TALL&PID=Z1-iGrcmumpLhagIn1bJKO6_wFf5P&SEQ=20150818192746&SID=1

Rubric: Final Essay
Teacher Policy in Historic Perspective

<i>Criteria</i>	Outstanding	Competent	Minimal	Unsatisfactory
Front End	The author provides a clear and succinct description of a current policy problem pertaining to teachers. 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 policy issue and/or relevant history. Organization of paper is unclear. Thesis is missing.
Historical Inquiry	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.	The author offers a general overview of various historical moments but does not engage in an analysis of this past. The author engages 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 policy issue. Does not make use of relevant literature.

Conclusions	The author explicitly identifies policy implications that clearly grow out of the historical inquiry and pertain specifically to the current policy problem.	The author identifies explicit policy 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 policy implications, but they do not stem from the historical inquiry.	The author does not offer policy implications that grow out of historical inquiry and pertain to the current policy issue.
Writing Style	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.

Reading List:

- Angus, D. (2001). Professionalism and the Public Good: A Brief History of Teacher Certification. (J. E. Mirel, Ed.). Thomas Fordham Foundation.
- Apple, M. W. (1986). Controlling the Work of Teachers. In *Teachers and Texts: A Political Economy of Class and Gender Relations in Education* (pp. 31–53). New York: Routledge.
- Baker, S. (2011). Pedagogies of Protest: African American Teachers and the History of the Civil Rights Movement, 1940-1963. *Teachers College Record*, 113(12), 2777–2803.
- Bernard, R. M., & Vinovskis, M. A. (1977). The Female School Teacher in Ante-Bellum Massachusetts. *Journal of Social History*, 10(3), 332–345. doi:10.2307/3786392
- Blount, J. M. (2000). Spinsters, Bachelors, and Other Gender Transgressors in School Employment, 1850-1990. *Review of Educational Research*, 70(1), 83–101. <http://doi.org/10.3102/00346543070001083>
- Burkholder, Z. (2012). “Education for Citizenship in a Bi-Racial Civilization” Black Teachers and the Social Construction of Race, 1929—1954. *Journal of Social History*, 46(2), 335–363.
- Cochran-Smith, M., & Lytle, S. (2006). Troubling Images of Teaching in No Child Left Behind. *Harvard Educational Review*, 76(4), 668–697.
- Corcoran, S. P., Evans, W. N., & Schwab, R. M. (2004). Women, the Labor Market, and the Declining Relative Quality of Teachers. *Journal of Policy Analysis and Management*, 23(3), 449–470.
- Cuban, L. (1984). *How Teachers Taught: Constancy and Change in American Classrooms, 1890-1980*. New York: Longman.
- D'Amico, D. (2015). An Old Order is Passing’’: The Rise of Applied Learning in University-Based Teacher Education during the Great Depression. *History of Education Quarterly*, 55(3), 319–345.
- Donahue, D. M. (2002). Rhode Island’s Last Holdout: Tenure and Married Women Teachers at the Brink of the Women’s Movement. *History of Education Quarterly*, 42(1), 50–74.
- Dougherty, J. (2009). Conflicting Questions: Why Historians and Policymakers Miscommunicate on Urban Education. In K. K. Wong & R. Rothman (Eds.), *Clio at the Table: Using History to Inform and Improve Education Policy* (pp. 251–62). New York: Peter Lang.
- Fairclough, A. (2000). “Being in the Field of Education and also Being a Negro...Seems...Tragic’’: Black Teachers in the Jim Crow South. *The Journal of American History*, 87(1), 65–91. <http://doi.org/10.2307/2567916>
- . (2004). The Costs of Brown: Black Teacher and School Integration. *Journal of American History*, 91(1).
- Fultz, M. (1995). African American Teachers in the South, 1890-1940: Powerlessness and the Ironies of Expectations and Protest. *History of Education Quarterly*, 35(4), 401–422. <http://doi.org/10.2307/369578>
- 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.
- Horsford, S., & Amico, D. D’. (forthcoming). The Past as More than Prologue: A Call for Historical Research. *International Journal of Educational Management*.
- Joseph, P. B., & Burnaford, G. E. (2001). *Images of schoolteachers in America*. Mahwah, N.J.: L. Erlbaum Associates.

- Kafka, J. (2009). Shifting Authority: Teachers' Role in the Bureaucratization of School Discipline in Postwar Los Angeles. *History of Education Quarterly*, 49(3), 323–346.
- Leroux, K. (2006). "Lady Teachers" and the Genteel Roots of Teacher Organization in Gilded Age Cities. *History of Education Quarterly*, 46(2), 164–191. <http://doi.org/10.2307/20462056>
- Murphy, M. (1990). Collective Bargaining: The Coming of Age of Teacher Unionism. In *Blackboard Unions: The AFT and the NEA, 1900-1980* (pp. 209–231). Ithaca, N.Y: Cornell University Press.
- Noddings, N. (1990). Feminist Critiques in the Professions. *Review of Research in Education*, 16, 393–424.
- Preston, J. A. (1995). Gender and the Formation of a Women's Profession: The Case of Public School Teaching. In J. Jacobs (Ed.), *Gender Inequality at Work* (pp. 379–407). Thousand Oaks: Sage Publications.
- Podair, P. J. E. (2004). *The Strike That Changed New York: Blacks, Whites, and the Ocean Hill-Brownsville Crisis*. Yale University Press
- Rousmaniere, K. (1997). *City Teachers: Teaching and School Reform in Historical Perspective*. Teachers College Press.
- Rogers, B. (2009). "Better" People, Better Teaching: The Vision of the National Teacher Corps, 1965–1968. *History of Education Quarterly*, 49(3), 347–372. <http://doi.org/10.1111/j.1748-5959.2009.00212.x>
- Rousmaniere, K. (1994). Losing Patience and Staying Professional: Women Teachers and the Problem of Classroom Discipline in New York City Schools in the 1920s. *History of Education Quarterly*, 34(1), 49–68. <http://doi.org/10.2307/369228>
- Rury, J. L. (1989). Who Became Teachers?: The Social Characteristics of Teachers in American History. In *American Teachers: Histories of a Profession at Work* (pp. 9–48). New York: Macmillan.
- Strober, M. H., & Lanford, A. G. (1986). The Feminization of Public School Teaching: Cross-Sectional Analysis, 1850-1880. *Signs*, 11(2), 212–235. doi:10.2307/3174046
- Strober, M. H., & Tyack, D. (1980). Why Do Women Teach and Men Manage? A Report on Research on Schools. *Signs*, 5(3), 494–503.
- Tamura, E. H. (1995). Gender, Schooling and Teaching, and the Nisei in Hawai'i: An Episode in American Immigration History, 1900-1940. *Journal of American Ethnic History*, 14(4), 3–26.
- Taylor, C. (2011). *Reds at the Blackboard: Communism, Civil Rights, and the New York City Teachers Union*. Columbia University Press. Retrieved from <http://www.jstor.org/stable/10.7312/tay115268>
- Tyack, D., & Tobin, W. (1994). The "Grammar" of Schooling: Why Has It Been So Hard to Change? *American Educational Research Journal*, 31(3), 453–479.
- 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. <http://doi.org/10.3102/00346543070003253>
- Zimmerman, J. (2009). *INNOCENTS ABROAD*. Harvard University Press. Retrieved from <http://www.jstor.org/stable/j.ctt13x0gmn>