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:**


**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 discussions and activities and to treat one another with respect, both in class and on-line.
- 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 March 5 and a second response essay during the second half of the semester, and no later than April 9. 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 40 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 15 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, 6th Ed.*

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-95</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
</tr>
<tr>
<td>B</td>
<td>80-88</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
</tr>
<tr>
<td>F</td>
<td>74 and below</td>
</tr>
</tbody>
</table>

**GMU Policies and Resources for Students:**

*Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see [https://catalog.gmu.edu/policies/honor-code-system/](https://catalog.gmu.edu/policies/honor-code-system/)).

- Students must follow the university policy for Responsible Use of Computing (see [http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/)).

- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see [http://ods.gmu.edu/](http://ods.gmu.edu/)).
• Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

_Campus Resources_

• Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

• For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

_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:

January 22 – Course Introduction: What’s the Value of Studying the Past?
- Hosford & D’Amico, “The Past as More Than Prologue: A Call for Historical Research”

February 5 – Education in the Colonies and New Nation

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

February 12 – 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).

February 26 – 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”

In-Class Primary Sources:
- “The Speech of Red Jacket” (c. 1830).

March 5 – Education, Reconstruction and Jim Crow
- Last Date to Submit Reading Response Essay # 1
• Ficker, “From Roberts to Plessy: Educational Segregation and the Separate but Equal Doctrine.”

In-Class Primary Sources:

March 19 – Progressive Era Education: Bureaucratic Reform and Standardization
• 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).

March 26 – Progressive Era Education: Americanization and Immigration
• 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)

April 2 – 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.”

In-Class Primary Sources:
• Clark, How Children Learn about Race (1950).
• Brown v. Board of Education Topeka, Kansas (1954).
• Southern Manifesto (1956).
April 9 – The Cold War, STEM Policy, and the Rise of Federal Education Policy

- Last Date to Submit Reading Response Essay #2

In-Class Primary Sources:
- National Defense Education Act (1958)

April 16 – Education and the Discourse of Rights / Writing Workshop (2nd Half)


In-Class Primary Sources:
- TBD

April 23 – Presentation of Student Work

April 30 – Presentation of Student Work & Course Wrap-Up

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding (A)</th>
<th>Competent (B)</th>
<th>Minimal (C)</th>
<th>Unsatisfactory (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Front End</strong></td>
<td>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.</td>
<td>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.</td>
<td>Author does not adequately present the current issue or historical context. Organization/logic of paper is vague. Thesis lacks cohesion and logic.</td>
<td>Author does not present the current educational issue and/or relevant history. Organization of paper is unclear. Thesis is missing.</td>
</tr>
<tr>
<td><strong>Historical Inquiry</strong></td>
<td>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.</td>
<td>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.</td>
<td>The author offers a brief or partial summary of the history. Does not offer an analysis. Makes use of relevant literature through summary.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Conclusions</strong></td>
<td>The author explicitly identifies implications that clearly grow out of the historical inquiry and pertain specifically to the current educational issue.</td>
<td>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.</td>
<td>The author identifies specific implications, but they do not stem from the historical inquiry.</td>
<td>The author does not discuss implications that grow out of historical inquiry and pertain to the current policy issue.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Writing Style</strong></td>
<td>The writing is clear, logical and grammatically correct. The author uses APA style.</td>
<td></td>
<td>The writing is full of grammatical and/or typographical errors. Author does not use correct APA style.</td>
<td></td>
</tr>
</tbody>
</table>