



HISTORY OF AMERICAN EDUCATION EPSF 8340, CRN 55041
Summer 2023, Synchronous Online Tuesdays June 6, 13, 27 & July 11,
1:50pm – 4:20pm & Asynchronous Work

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Course Description

History of American Education. Students examine American educational thought and practice emphasizing developments in the nineteenth and twentieth centuries. Special attention is paid to recent works in the field which emphasize the social purpose and context of the U.S. public school. 3.000 Credit hours.

The course syllabus provides a general plan for the course; deviations may be necessary.

Zoom Link for Synchronous Class sessions:

<https://us02web.zoom.us/j/87539111083?pwd=TjBWVk94eFV5RTFaMFRYUzNnWVVOQT09>

Meeting ID: 875 3911 1083 Passcode: 016432

Required Textbooks

The core knowledge base for the course will be rooted in academic disciplines, the broad theoretical fields of education and history. The course has four (4) required textbooks on the syllabus, but students select two based upon areas of interest and expertise.

- | | Title | Author | Publisher | ISBN |
|----|--|--------|-----------|------|
| 1. | William J. Reese, <i>America's Public Schools: From the Common School to "No Child Left Behind"</i> (Baltimore, MD: Johns Hopkins University Press, 2011). | | | |
| 2. | William J. Reese and John L. Rury, <i>Rethinking the History of American Education</i> (New York: Palgrave Macmillan, 2008). | | | |
| 3. | Choose one biography of an educational leader, see list below. | | | |
| 4. | Choose one book in a subfield of American education history, see list below. | | | |

20-21st century American Educational History Topics: Select One

- Textbooks
 - Donald Yacovone, *Teaching White Supremacy: America's Democratic Ordeal and the Forging of Our National Identity* (New York: Pantheon Books, 2022).
 - Joseph Moreau, *Schoolbook Nation: Conflict over American History Textbooks from the Civil War to the Present* (Ann Arbor: University of Michigan Press, 2010).
- African American
 - James Anderson, *The Education of Blacks in the South, 1860-1935* (Chapel Hill: UNC Press, 1988)
 - Leslie Fenwick, *Jim Crow's Pink Slip: The Untold Story of Black Principal and Teacher Leadership* (Cambridge, MA: President and Fellows of Harvard College, 2022).
- Desegregation
 - Elizabeth Jacoway, *Turn Away Thy Son: Little Rock, The Crisis that Shocked the Nation* (Fayetteville: University of Arkansas Press, 2007).
 - Clara Silverstein, *White Girl: A Story of School Desegregation* (Athens: University of Georgia Press, 2013).
- Women
 - Anne Durst, *Women Educators in the Progressive Era: The Women Behind Dewey's Laboratory School* (New York: Palgrave, 2010).
 - Audrey Thomas McCluskey, *A Forgotten Sisterhood: Pioneering Black Women Educators and Activists in the Jim Crow South* (New York: Rowman & Littlefield, Pub., 2017).

- c. Patricia A. Carter, *“Everybody’s Paid But the Teacher”*: *The Teaching Profession and the Women’s Movement* (New York: Teachers College Press, 2002).
5. Gender/Sexuality
- a. Eileen Tamura, *We Too! Gender Equity in Education and the Road to Title IX* (New York: Palgrave MacMillan, 2022).
- b. Margaret Nash & Karen Graves, *Mad River, Marjorie Rowland, and the Quest for LGBTQ Teachers’ Rights* (New Brunswick, NJ: Rutgers University Press, 2022).
6. Teachers
- a. Can’t select this book if took Dr. Behizadeh’s class in Spring 2023; Dana Goldstein, *The Teacher Wars: A History of America’s Most Embattled Profession* (New York: Anchor, 2015).
- b. Jonathan Zimmerman, *Innocents Abroad: American Teachers in the American Century* (Cambridge, MA: Harvard University Press, 2008).
- c. Larry Cuban, *How Teachers Taught: Constancy and Change in American Classrooms, 1880-1990, 2nd ed.* (New York: Teachers College Press, 1993).
- d. Daniel C. Lortie, *Schoolteacher: A Sociological Study, 2nd ed.* (University of Chicago Press, 2002). (yes, this is a sociological study and not a history but it is a classic).
7. Testing
- a. Nicholas Leman, *The Big Test: The Secret History of American Meritocracy* (New York: Farrar, Straus and Giroux, 2000).
- b. William J. Reese, *Testing Wars in the Public Schools: A Forgotten History* (Cambridge: Harvard University Press, 2013).
8. Special Education
- a. Daniel Losen & Gary Orfield, *Racial Inequity in Special Education* (Cambridge: Harvard University Press, 2005).
- b. Robert Osgood, *The History of Special Education: A Struggle for Equality in American Public Schools* (Westport, CT: Praeger, 2007).
9. English Language Learners/Bilingual Education
- a. Paul J. Ramsey, *Bilingual Public Schooling in the United States: A History of America’s “Polyglot Boardinghouse”* (New York: Palgrave Macmillan, 2010).
10. Music
- a. Michael L. Mark, *A Concise History of American Music Education* (New York: Rowman & Littlefield, 2008).
- b. James A. Keene, *A History of Music Education in the United States* (Centennial, CO: Glenbridge Publishing, 2010).
11. Technology/Science Education
- a. Sevan G. Terzian, *Science Education and Citizenship: Fairs, Clubs, and Talent Searches for American Youth, 1918-1958* (New York: Palgrave Macmillan, 2012).
- b. Patrick Suppes and Robert Smith, *Computers in Education: A Half-Century of Innovation* (Palo Alto, CA: Center for the Study of Language and Informat, 2017).
12. Normal Schools/Colleges of Education/Higher Education
- a. Christine Ogren, *The American State Normal School: An Instrument of Great Good* (New York: Palgrave Macmillan, 2005).
- b. Maurice Daniels, *Ground Crew: The Fight to End Segregation at Georgia State* (Athens: University of Georgia Press, 2019).
13. Early Childhood
- a. V. Celia Lascarides & Blythe Hinitz, *History of Early Childhood Education* (New York: Routledge, 2000).
- b. Colin Heywood, *A History of Childhood* (New York: Polity, 2018).
14. Culture Wars
- a. Jonathan Zimmerman, *Whose America? Culture Wars in the Public Schools, 2nd ed.* (University of Chicago Press, 2022).
- b. Karen L. Cox, *Dixie’s Daughters: The United Daughters of the Confederacy and the Preservation of Confederate Culture* (Gainesville: University Press of Florida, 2004).

Educational Biography Offerings:

Once you have selected your subfield in American educational history, select an individual educational leader from the subfield to study. Find an educational biography on the individual and read about the person. There are many wonderful books to choose from, so the two lists below (Foundations and STEM) are simply a small sampling. Dr. Bohan will meet individually with each student in the class to discuss their selection of subfield and biographical book.

Foundations Biographies (Progressive Era, Women, Black History)

1. Joyce Antler, *Lucy Sprague Mitchell: The Making of a Modern Woman* (New Haven, CT: Yale University Press, 1987).
2. Chara Bohan, *Go to the Sources: Lucy Maynard Salmon and the Teaching of History* (New York: Peter Lang, 2004).
3. Paula J. Giddings, *Ida: A Sword Among Lions: Ida B. Wells and the Campaign Against Lynching* (New York: Amistad, an imprint of HarperCollins, 2009).
4. Randal Maurice Jelks, *Benjamin Elijah Mays: Schoolmaster of the Movement, a Biography* (Chapel Hill: University of North Carolina Press, 2012).
5. Vivian May, *Anna Julia Cooper, Visionary Black Feminist: A Critical Introduction* (New York: Routledge, 2007).
6. Jay Martin, *The Education of John Dewey: A Biography* (New York: Columbia University Press, 2003).
7. Catherine Meeks & Nibs Stroupe, *Passionate for Justice: Ida B. Wells as Prophet for our Time* (Church Publishing, 2019).
8. Jonathan Messerli, *Horace Mann: A Biography* (New York: Knopf, 1972). Available on google books.
9. Burnis Morris, *Carter G. Woodson: History, the Black Press, and Public Relations* (Oxford: University of Mississippi Press, 2017).
10. J. Wesley Null, *A Disciplined Progressive Educator: The Life and Career of William Chandler Bagley* (New York: Peter Lang, 2003).

STEM Biographies

1. *Benjamin Franklin: An American Life* by Walter Isaacson | 2004
2. *Benjamin Banneker: Surveyor, Astronomer, Publisher, Patriot*, 2002
by Charles Cerami, Robert M. Silverstein, Charles A. Cerami
3. *Edison* by Edmund Morris | 2019
4. *George Washington Carver: A Life* by Christina Vella | 2015
5. *Obsessive Genius: The Inner World of Marie Curie* by Barbara Goldsmith | 2005
6. *Turing's Vision: The Birth of Computer Science (The MIT Press)* by Chris Bernhardt | 2017
7. *A Beautiful Mind: The Life of Mathematical Genius and Nobel Laureate John Nash*
by Sylvia Nasar 2011
8. *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race* by Margot Lee Shetterly | 2016

Required Articles and Chapters

Assigned articles are included in ICollege in a module called “Required Articles and Chapters.” They also can be downloaded using the “find journal” or “find article” function on the GSU library homepage.

Course Objectives & Design of the Course

The primary course objective is simple: students will develop advanced knowledge of the nature of the history of American education, and a subfield – and acquire a passion for it!

Other course objectives include:

1. Exhibit oral and written knowledge of historical research in American education.
2. Demonstrate an ability to synthesize research and think critically about the field of American education history and a subfield within the broader field.
3. Communicate ideas and chronology in oral and written format about American education history and related current issues.
4. Draft, revise, and produce a polished research manuscript on a particular subfield in American education history.

Access & Accommodations Center for Differently Abled/Disabled Students

Students who wish to request accommodation for a disability may do so by registering with the Access and Accommodation Center. Students may only be accommodated upon issuance by the [Access and Accommodation Center](#) of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. Please notify me, the instructor, of your situation in person and/or via

email. Please know that as a professor and a human, I am very understanding as I raised a child with a verbal language learning disorder. So, I know first-hand that figuring out how to get assistance is critical to success. The Center can be reached at <https://access.gsu.edu/>

Cultural Diversity

As your teacher, I value human diversity in my classes whether expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. I promise to respect the value of every student in this class, and all of my students are encouraged to share his, her, or their unique perspective as an individual, not as a representative of any category. In this class, we will discuss material that respect and celebrate diversity of thought, background, and experience. One part of graduate education is to challenge assumptions and sometimes to engage in challenging ways of looking at issues. If, however, you ever feel uncomfortable regarding content or perspectives that are presented or discussed, I encourage you to contact me directly so that we can discuss those feelings. I would like to use your preferred language when addressing you, so please let me know your preferred name (and/or the pronunciation of that name) and let the class know your preferred gender pronouns. Example, Dr. Chara Bohan (pronounced CAR-A BOW-HAN, like Lindsey Lohan). I use “she, her, hers”.

Student Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide resources that we may possess. The [Embark program at GSU](#) provides resources for students facing homelessness.

Title IX Considerations

Consideration is given to [Title IX](#). For example, the university has developed a [guidance document](#) for faculty and program leaders on how to respond to requests by pregnant and parenting students for class or program adjustments under Title IX. The document is intended to help navigate the obligations Title IX imposes regarding pregnant and parenting students. Quiet children ☺ are always welcome, both online or in person.

Technology

This class will provide ample opportunities to engage technology for the purpose of facilitating learning. We will make use of web-based resources and internet-based communications. All students are expected to have access to the internet, either at home or to avail themselves of access at the numerous public labs on campus. Most often students are savvier about technology than the history-loving, paper document obsessed professor. Tech advice welcome!

Students who experience technological problems can send an email to help@gsu.edu.

Criteria on Academic and Professional Integrity

Georgia State University’s policy on academic honesty states that “...students be honest and that they submit for credit only the products of their own efforts.” Any questions related to academic honesty will be subject to the Policy on Academic Honesty as stated in the Georgia State University Catalog. Please know that I use the TurnItIn Feature on ICollege and it is a plagiarism detection program, which also checks for AI generated work such as ChatGPT. The link to the GSU policy is: <http://education.gsu.edu/student-services/academic-honesty/>

Teaching Strategies

This course will consist of Zoom class discussions, online modules, video and PowerPoint presentations, and readings from both academic books and journal articles. Students will complete several writing assignments and feedback will be provided. The instructor will check online and submitted course assignments routinely. If you need to reach the instructor, it is best to use her GSU email rather than the ICollege email system. She very rarely checks ICollege email, but reads GSU email routinely.

Learning Opportunities / Assignments –All assignments must be submitted to ICollege. The Turnitin feature is turned on to check for plagiarism. Put your name directly on all written assignments. The professor prints all written work, reviews it, and makes comments by hand, and then scans the document back into ICollege. She follows this process for several reasons, but primarily, she hopes students will improve their writing skills. Please

follow the guidelines of *The Chicago Manual of Style, 17th edition* or *APA 7th* manual for formatting your submissions. Historical writing most often employs *CMS* however, *APA* is used more frequently in a College of Education & Human Development. Pay careful attention to title page, headings, and references. Please use the pagination feature (insert page numbers). All manuscripts should be 12-point font, Times New Roman, 1-inch margins, and double-spaced. See descriptions of each particular assignment below.

1. **“Back to the Future” Education Conference: Historic Discussion on Educational Policy (Paper One)**
– 25%, Due June 22, 2022, 5pm

Create an academic conference where historic figures in American educational history attend and discuss a relevant educational policy issue of the 19th and 20th centuries. One of the most famous academic conferences on education occurred in 1959 at Woods Hole, MA (see Reese, ch. 8, pp. 261-263). Select at least 4 different individuals from the first 3 weeks of class readings (Reese, Reese & Rury, RAET, and the PBS videos all must be cited) and explain your reasons for extending the invitation to the conference. Pick a conference theme pertaining to educational reform or policy that you have read about in class readings. Develop presentation titles for each individual and then create an imagined dialogue between these individuals at a roundtable where they discuss and critique an important issue or policy in educational history. Individuals can hail from different eras but remember to place the conference in an imagined historic context (e.g., Antebellum, Civil War, Progressive Era, Industrialization, WW1, WW2, Cold War, War on Poverty, Civil Rights, Reagan/Standards Era) as well as historic location (Jim Crow South, Northeastern elite schools, Southwest, Wild West, etc.). Clearly, some individuals will be engaging in time travel, e.g. “Back to the Future”. Questions to consider:

What is the primary educational issue that is being considered at the conference, e.g., conference theme? If each of the 4 individuals gives a presentation, what might be their particular paper titles? What would be the focus of a roundtable discussion between these educational leaders? What are ancillary educational concerns? What are the points of agreement and disagreement between these people? What might each figure propose as a solution to the historic educational policy issue? Let your creative juices flow. You can write in narrative form or create a script with dialogue. Use evidence from the class books, readings, videos, and discussions to support your description. Please use your best writing skills, organization, and grammar. Please write approximately 5 pages. Because of the large class size, no submission longer than 7 pages will be read. Same format rules as described above.

2. **Educational Biography Book Review (Paper Two)** – 25%, Due July 6, 2022, 5pm

Write a book review of the educational biography you selected. Provide a brief summary of the book and the contributions of the featured individual to American education. After discussing the individual’s contributions as well as failings, analyze the biography. Did you develop appreciation for the individual or disdain? Why? What are the book’s strengths and weaknesses? What sources did the author use to gather information? Follow the guidelines for book reviews in *Teachers College Record* posted on ICollege. I have written several TCR book reviews which can be accessed on my academia.edu site <https://gsu.academia.edu/CharaBohan> or through the GSU library. Another important article is Gary Natriello’s (2000) “For the Record: Reviewing Books.” These articles will be posted on ICollege as part of the class reading materials. The book review should be approximately 5 pages in length. Same format rules as described above.

3. **Educational History Subfield Investigation (Paper Three)** – 30%, Due July 21, 2022, 5pm

Select a topic in a subfield of the history of American education. Discuss the particular book you selected to read in this subfield. What are the primary concerns in this subfield? What is the author’s central argument or focus? How did the book compare to Reese’s portrayal, class discussions, or the PBS video portrayal (or absence thereof, sometimes the past is silenced)? Chronology and time periods matter to historians, so keep in mind the events in the larger U.S. context. Make sure to reference the historical context and these sources (readings, videos, class discussions). How will this subfield fit into larger work that you plan to do either as part of a dissertation or larger research project? Paper should be approximately 7-10 pages in length. Same format rules as described above.

4. **Participation** – 20%, Determined at end of semester

This class is a graduate level course. Students are expected to complete the weekly readings and to participate in class activities and discussions. Students will be graded on the quality of their participation. Students are expected to

have their cameras turned on for the class discussions (no one wants to talk to black boxes). Animals are welcome to attend, as are family members who want to learn. There will be breaks in the 3-hour synchronous online meetings because no one needs to experience any more Zoom fatigue. Absences from the 4 synchronous online Zoom meetings will impact your participation grade significantly. Each day of the 4 synchronous attendance is worth 5 points = 20 total. Be on time. At one of the class meetings, students will give a presentation for their final projects, and the presentation is part of the 5-point participation grade for the day. Exceptions to these attendance rules include absences for documented emergencies. Please stay safe.

Evaluation

Classroom Policies:

Meeting assignments in a timely manner is important.

Policy on late work – As a teacher, you will not want to be burdened with grading late work. So, remember the golden rule, and turn assignments in on the due date. Assignments turned in late will be subject to a grade deduction. Writing style, grammar, and spelling will be evaluated and treated as meaningful components of written work. As you also teach students how to read and write, demonstration of your written abilities is critical.

Finally, please treat each individual (professor and students) with respect and dignity, so think before you speak ☺.

Assessment

Participation 20%

Paper One 25%

Paper Two 25%

Paper Three 30%

Total 100%

Grading Scale

A+ 98-100

A 94-97 percent

A- 90-93 percent

C+ 78-79 percent

C 74-77 percent

C- 70-73 percent

B+ 88-89 percent

B 84-87 percent

B- 80-83 percent

D+ 68-69 percent

D 64-67 percent

D- 60-63 percent

*Grades are assigned based on the instructors' evaluation of student performance on each element of the course. "A" grades indicate exceptional work (demonstrated by critical assessment of the readings, creative contributions to discussion, excellent written work that reflects strong analysis and command of technical aspects of written English). "B" grades indicate above average performance in the class (demonstrated by active participation in discussions and good written work). "C" grades or lower indicate that the student did not meet the expectations of the course (demonstrated by lack of participation, poor written work, and missed assignments).

Writing Studio –

The GSU writing studio provides assistance with writing to graduate students, master level through doctoral level. It is a wonderful resource and can be accessed at:

<https://writingstudio.gsu.edu/>

Student Evaluation of Instruction –

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take the time to fill out the online course evaluation.

Course Calendar - Online

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Week 1 June 6	Introduction: Origins of American Education Common Schools, Horace Mann & Catherine Beecher Historiography – shifting interpretations	T: Synchronous R: Reese Intro – ch. 2 Reese & Rury, ch.1, 2 RAET ch. 10, 11 PBS video, pt 1
Week 2 June 13	The Growth of Modern American Schooling: Progressive Education, Cult of Efficiency John Dewey, Ralph Tyler, Franklin Bobbit	T: Synchronous Reese 3-6, RAET ch. 23 R: Reese&Rury ch.7 PBS video pt 2
Week 3 June 20	African American Progressive Educators: Du Bois, Washington, Ida B. Wells, Mary Bethune Counter Narratives and Marginalized Voices	T: Reese&Rury 3,4,6 RAET ch. 25, 26, 34 PBS video pt 3 R: Paper One Due 6/22
Week 4 June 27	The Growth of Modern American Schooling: World Wars & Standards, <i>A Nation at Risk</i>	T: Synchronous Reese 7-Epilogue Reese&Rury ch. 10,11 R: PBS video pt 4 Select & read biography of ed leader
Week 5 July 4	Stories of 19th & 20th Century Educators Select a Subfield of American Educational History	T: Continue to read biography of ed leader R: Paper Two Due 7/6
Week 6 July 11	Educational Leaders in Education History Biographies: Student Presentations Select book from subfield listings	T: Synchronous R: Ed History book
Week 7 July 18	Education in the 19th, 20th & 21st Centuries	T: Ed History book R: Paper Three Due 7/21

T= Tuesday R = Thursday

Synchronous Sessions at 1:50pm **RAET** *Readings in American Educational Thought* (on ICollege)