Course Description: In the United States, the schoolhouse is often viewed as the gateway to prosperity and increased social standing. While women, working class people, and people of color hoped to use education to improve their economic, social, and political standing, reformers often viewed it as a way in which to assimilate disparate groups into the larger American social structure. This course explores the ways in which race, class, and gender have shaped the development of education in the United States during the nineteenth and twentieth centuries. It also explores the efforts of immigrants, working class people, people of color and women to use education as a means of empowerment.

Course Objectives:

1. To develop an ability to critique primary and secondary historical sources, identifying the perspective of the writer as well as the author’s thesis.
2. To explore how the social construction of race and gender have shaped the development of education in the United States.
3. To use historical sources to examine the current “culture wars” over the teaching of history in American educational institutions.
4. To use primary and secondary sources to write a research paper.

Course Requirements:

Participation: 25%
Response Papers 50%
Family Educational History Paper 25%

Participation: This is not a lecture course. During each class meeting, one of you will be responsible for leading class discussion on the assigned readings. The success of this course and of you in it is completely dependent upon your completion of the assigned readings and readiness to discuss them. Since it is impossible to participate if you are not present, any un-excused absences beyond two will result in a lower final grade.

Response Papers: Each student will write weekly response papers on the assigned readings. The response papers should give a short overview of the reading(s) and focus on what you learned from or found lacking in the source. You should also address how the reading extended your understanding of issues in American educational history. Each response paper should be 2-3 pages, double-spaced. ON WEEKS WHERE ONE OF THE READINGS IS AN ASSIGNED TEXT, THE RESPONSE PAPER SHOULD BE
WRITTEN ON THE BOOK, NOT THE RESERVE ARTICLES. You may use readings from past weeks to critique the current reading.

**Educational Family History Paper:** In an 8-10 page paper, examine one of the themes in this course using your own family educational history as a focus. This paper will require you to interview members of your family, use existing written family documents (if possible), construct a family genealogy and conduct other primary and secondary research. Examine the educational attainment of members of your family with a focus on some pattern in their history. For instance, you could focus on how class, ethnicity, religion, race, gender, or some other factor that you deem significant, shaped the educational history of your family.

**Academic Honesty:** The work that you submit is expected to be your own. When quoting words that are not your own, use quotation marks and note the source. When paraphrasing, be sure to provide proper credit to the author through the use of footnotes. Evidence of plagiarism on papers and/or cheating on exams will result in a failing grade for the course.

**Assigned Texts:**


All reserve readings are available on electronic reserve at Ingram Library. The password for our class is dawn.

**Class Schedule**

<table>
<thead>
<tr>
<th>June 7</th>
<th>Introduction to course</th>
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<tbody>
<tr>
<td>June 9</td>
<td>Early issues in American education</td>
</tr>
<tr>
<td><strong>Reserve reading:</strong> Excerpts from David Tyack, ed. <em>Turning Points in American Educational History.</em></td>
<td></td>
</tr>
<tr>
<td>June 14</td>
<td>Immigrant Education and the Complexities of Class in America</td>
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</tbody>
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**June 16**

Immigrant Education and the Complexities of Class in America


1st RESPONSE PAPER DUE

**June 21**

Post Civil War Black Education

**Reserve Reading:** Excerpts from Booker T. Washington’s *Up From Slavery* and W.E.B. Du Bois’ *The Souls of Black Folk*

Excerpt from Glenda Gilmore, *Gender and Jim Crow*

**June 23**

Post Civil War Black Education

James Anderson, *The Education of Blacks in the South.*

2nd RESPONSE PAPER DUE

**June 28**

Gender and the Public School

Tyack and Hansot, *Learning Together*

**June 30**

Women and Higher Education

**Reserve Reading:** Amy Thompson McCandless, *The Past in the Present: Women’s Higher Education in the Twentieth Century American South*, Chs. 1-3

3rd RESPONSE PAPER DUE

**July 5**

Schooling American Indians

David Adams, *Education for Extinction*

**July 7**

Education as a means of Americanization: The Case of Asian Americans

**Reserve Reading:** Sieglinde Lim de Sanchez, “Crafting a Delta Chinese Community,” *History Education Quarterly*, v. 43, no. 1 (Spring 2003)

4th RESPONSE PAPER DUE

July 12  School Desegregation  
**Reserve Reading:** Melvin Urofsky, “Among the Most Humane Moments in All Our History: Brown v. Board of Education in Historical Perspective,” in Urofsky and Cushman, eds. *Black, White and Brown: The Landmark School Desegregation Case in Retrospect.*


July 14  Post *Brown* America  
Film: “Silver Rights”

5th RESPONSE PAPER DUE

July 19  The History Culture Wars  
Allan Bloom, *The Closing of the American Mind*

July 21  The History Culture Wars  
Lawrence Levine, *The Opening of the American Mind*

6th RESPONSE PAPER DUE

July 26  Paper Presentations

Papers Due