
Instructor: Carl Kaestle

Topic: History of education in the United States, 1890 to the present

PROCEDURES FOR ENROLLING

1.) The course will be limited to 16 students.

2.) Preference will be given to Educational Policy Studies and History graduate students until the morning of Tuesday, January 16. EPS and History students who definitely wish to take the course should contact Carl Kaestle and provide their student I.D. number. They will be registered on a first-come-first-served basis.

3.) Interested students from other departments should also contact Kaestle as soon as they have decided they wish to take the course, providing their I.D. numbers. A list will be kept, and their names, up to the total enrollment of 16, will be submitted by the department on the morning of January 16.

4.) If there are places remaining during registration week, they will be registered on a first-come-first-served basis, without regard to department.
History of education in the United States, 1890 to the present

Scope of the course:

The common readings fall into four units: recent works on the period 1890 to 1920; works about minority experiences in 20th-century educational history; works about the history of women and higher education; and works about education policy in the United States since 1945. Students will also have an opportunity to explore a topic of their choice, dealing with education in U.S. since 1890, during a three-week independent reading unit in the middle of the semester.

Prerequisites:

Previous work in U.S. history and/or in the history of education are helpful but not required. Fluency in the reading of English, however, is necessary, because students must read an entire book critically each week. Students whose English may not yet be up to that level should consider taking EPS/History 412 first for background and practice.

Assignments:

In addition to reading the assigned works carefully and contributing to the general discussion, each student will prepare three papers. One of these papers will report on work done and insights gained during the independent reading period.

Paperback books to purchase:

Herbert M. Kliebard, Struggle for the American Curriculum (Routledge)
William Reese, Power and the Promise of School Reform (Routledge)
James Anderson, The Education of Blacks in the South, 1860-1935 (N. Car.)
Guadeloupe San Miguel, 'Let All of Them Take Heed' (Texas)
Barbara Solomon, In the Company of Educated Women (Yale)
Rosalind Rosenberg, Beyond Separate Spheres (Yale)
Diane Ravitch, The Troubled Crusade (Basic)
Anthony Lucas, Common Ground (Vintage)
Rosemary Salomone, Equal Education (St. Martin's)

Required works that were available only in hardbound editions have been placed on reserve at various locations; an up-to-date list of these locations will be given for each work as we go along. Students who wish to purchase them should place special orders with a bookstore at the beginning of the semester.
Class meetings:

The seminar meets on Wednesday, from 10:00 until 12:00. Please inform me in advance if you must miss any session.

Reading assignments:

Week 1

Introduction to the course

UNIT ONE: RECENT WORKS ON THE PERIOD 1890-1920

Week 2

January 31

Education reform as the history of ideas


Supplementary reading:

Lawrence A. Cremin, *The Transformation of the School, 1876-1957* (New York, Knopf, 1964)

Theodore Sizer, *Secondary Schools at the Turn of the Century* (New Haven, Yale University Press, 1964)


Raymond Callahan, *Education and the Cult of Efficiency* (Chicago, University of Chicago Press, 1962)


Dorothy Ross, *G. Stanley Hall: The Psychologist as Prophet* (Chicago, University of Chicago Press, 1972)

Week 3

February 7

School reform at the grassroots


Supplementary reading:


Harvey Kantor, Learning to Earn: School, Work, and Vocational Reform in California, 1880-1930 (Madison, University of Wisconsin Press, 1988)


Chicago and the world: studies of ed reform in the windy city

READ: One of the following two books:


Julia Wrigley, Class, Politics & Public Schools: Chicago, 1900-1950 (New Brunswick, Rutgers University Press, 1982)

Supplementary reading:

Ira Katznelson and Margaret Weir, Schooling for All: Class, Race, and the Decline of the Democratic Ideal (New York, Basic Books, 1985)

Joel Spring, Education and the Rise of the Corporate State (Boston, Beacon Press, 1972)


Martin Carnoy and Henry M. Levin, Schooling and Work in the Democratic State (Stanford, Stanford University Press, 1985)

Wayne Urban, Why Teachers Organized (Detroit, Wayne State University Press, 1982)

Paul E. Peterson, The Politics of School Reform, 1870-1940 (Chicago, University of Chicago Press, 1985)

UNIT TWO: MINORITY EXPERIENCES IN 20TH-CENTURY EDUCATION

Black education


Supplementary reading:


Louis Harlan, Separate and Unequal: Public School Campaigns in the Southern Seaboard States, 1901-1915 (Chapel Hill, University of North Carolina Press, 1958)

The emerging history of Chicano education


Supplementary reading:
Thomas P. Carter and Roberto D. Segura, Mexican Americans in School: A Decade of Change (New York, 1979)
Charles Wollenberg, All Deliberate Speed: Segregation and Exclusion in California Schools, 1855-1975 (Berkeley, California, 1975)

The education of interned Japanese Americans in WWII


Supplementary reading:
Ronald Takaki, Strangers From a Different Shore: A History of Asian Americans (Boston, Little, Brown, 1989)
Roger Daniels, Concentration Camps USA (New York, Holt, Rinehart, and Winston, 1972)

**UNIT THREE: INDEPENDENT READING**

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<tr>
<th>Week 8</th>
<th>March 14</th>
<th>Individual conferences (no class meeting)</th>
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<td>[Spring recess: no class March 21]</td>
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<td>Week 9</td>
<td>March 28</td>
<td>Social gathering (no class meeting)</td>
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<td>Week 10</td>
<td>April 4</td>
<td>Oral reports on independent reading (double session)</td>
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**UNIT FOUR: WOMEN AND HIGHER EDUCATION**

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<tr>
<th>Week 11</th>
<th>April 11</th>
<th>Overview</th>
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<td></td>
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<td>Supplementary reading:</td>
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<td>Laurence Veysey, <em>The Emergence of the American University</em> (Chicago, University of Chicago Press, 1965)</td>
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Week 12
April 18

Women and the higher learning

READ: Rosalind Rosenberg, Beyond Separate Spheres: The Intellectual Roots of Modern Feminism (New Haven, Yale University Press, 1982)

Supplementary reading:

Margaret Rossiter, Women Scientists in America: Struggles and Strategies to 1940 (Baltimore, Johns Hopkins University Press, 1982)

UNIT FIVE: EDUCATION SINCE 1945

Week 13
April 25

Overview


Supplementary reading:


Week 14
May 2

Desegregation


Supplementary reading:


**Recent federal policy**


**Supplementary reading:**


Julie Roy Jeffrey, *Education for Children of the Poor: A Study of the Origins and Implementation of the ESEA of 1965* (Columbus, Ohio, 1978)


Norman C. Thomas, *Education in National Politics* (New York, McKay, 1975)