

EPS/History 906. Proseminar in history of education. Spring semester, 1990

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.

UNIVERSITY OF WISCONSIN
Department of Educational Policy Studies
Department of History

EPS/History 906
Proseminar in the history of education

Carl Kaestle
Spring, 1990

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 Education reform as the history of ideas
January 31

READ: Herbert M. Kliebard, The Struggle for the American Curriculum, 1893-1958 (New York, Routledge and Kegan Paul, 1987)

Supplementary reading:

Lawrence A. Cremin, The Transformation of the School, 1876-1957 (New York, Knopf, 1964)
TheodoreSizer, Secondary Schools at the Turn of the Century (New Haven, Yale University Press, 1964)
Edward A. Krug, The Shaping of the American High School, 1880-1920 (Madison, University of Wisconsin Press, 1964)
Raymond Callahan, Education and the Cult of Efficiency (Chicago, University of Chicago Press, 1962)
Patricia Graham, Progressive Education From Arcady to Academe (New York, Teachers College Press, 1967)
Geraldine Joncich Clifford, The Sane Positivist: A Biography of E. L. Thorndike (Middletown, CN, Wesleyan University Press, 1968)
Dorothy Ross, G. Stanley Hall: The Psychologist as Prophet (Chicago, University of Chicago Press, 1972)

Week 3 School reform at the grassroots
February 7

READ: William J. Reese, Power and the Promise of School Reform Grass-roots Movements during the Progressive Era (New York, Routledge and Kegan Paul, 1986)

Supplementary reading:

David B. Tyack, The One Best System: A History of Urban Schooling (Cambridge, Harvard University Press, 1974)
Larry Cuban, How Teachers Taught: Constancy and Change in American Classrooms, 1890-1980 (New York, Longman, 1984)
Joseph M. Cronin, Control of Urban Schools (New York, Free Press, 1973)

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

Marvin Lazerson, Origins of the Urban School: Public Education in Massachusetts, 1870-1915 (Cambridge, Harvard University Press, 1971)

Selwyn Troen, The Public and the Schools: Shaping the St. Louis System, 1839-1920 (Columbia, University of Missouri Press, 1975)

Week 4
February 14

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

READ: One of the following two books:

David J. Hogan, Class and Reform: School and Society in Chicago, 1880-1930 (Philadelphia, University of Pennsylvania Press, 1985)

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)

Samuel Bowles and Herbert Gintis, Schooling in Capitalist America: Educational REform and the Contradictions of Economic Life (New York, Basic Books, 1976)

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

Week 5
February 21

Black education

READ: James Anderson, The Education of Blacks in the South, 1860-1935 (Chapel Hill, University of North Carolina Press, 1988)

Supplementary reading:

Vincent P. Franklin, The Education of Black Philadelphia . . . 1900-1950 (Philadelphia, University of Pennsylvania Press, 1979)

Louis Harlan, Booker T. Washington: The Making of a Black Leader, 1856-1901 (New York, Oxford University Press, 1972)

Louis Harlan, Booker T. Washington: The Wizard of Tuskegee 1901-1915 (New York, Oxford University Press, 1983)
 Louis Harlan, Separate and Unequal: Public School Campaigns in the Southern Seaboard States, 1901-1915 (Chapel Hill, University of North Carolina Press, 1958)
 Horace Mann Bond, The Education of the Negro in the American Social Order (New York, Octagon, rev. ed., 1966)
 Elliot M. Rudwick, W. E. B. Dubois: A Study in Minority Group Leadership (Philadelphia, University of Pennsylvania Press, 1960)

Week 6
 February 28

The emerging history of Chicano education

READ: Guadeloupe San Miguel, 'Let All of Them Take Heed': The Mexican-American Quest for Educational Equality in Texas, 1918-1981 (Austin, University of Texas Press, 1987)

Supplementary reading:

Thomas P. Carter and Roberto D. Segura, Mexican Americans in School: A Decade of Change (New York, 1979)
 Richard Griswold del Castillo, The Los Angeles Barrio, 1850-1890 A Social History (Berkeley, University of California Press, 1982)
 Albert Camarillo, Chicanos in a Changing Society: From Mexican Pueblos to American Barrios in Santa Barbara and Southern California, 1848-1930 (Cambridge, Harvard University Press, 1979)
 Meyer Weinberg, A Chance to Learn: A History of Race and Education in the United States (Cambridge, Cambridge University Press, 1977)
 Charles Wollenberg, All Deliberate Speed: Segregation and Exclusion in California Schools, 1855-1975 (Berkeley, California, 1975)
 Rodolfo F. Acuña, Occupied America: A History of Chicanos (New York, Harper & Row, 2nd edition, 1981)

Week 7
 March 7

The education of interned Japanese Americans in WWII

READ: Thomas James, Exile Within: The Schooling of Japanese Americans, 1942-1945 (Cambridge, Harvard University Press, 1987)

Supplementary reading:

Ronald Takaki, Strangers From a Different Shore: A History of Asian Americans (Boston, Little, Brown, 1989)
 Morton Grodzins, Americans Betrayed: Politics and the Japanese Evacuation (Chicago, University of Chicago Press, 1949)
 Roger Daniels, Concentration Camps USA (New York, Holt, Rinehart, and Winston, 1972)

- John Modell, The Economics and Politics of Racial Accommodation
The Japanese of Los Angeles, 1900-1942 (Urbana, University of
Illinois Press, 1977)
- Sylvia J. Yanagisako, Transforming the Past: Tradition and
Kinship Among Japanese Americans, (Stanford, Stanford
University Press, 1985)
- John W. Dower, War Without Mercy: Race and Power in the Pacific
War (New York, Pantheon, 1986)

UNIT THREE: INDEPENDENT READING

Week 8 Individual conferences (no class meeting)
March 14

[Spring recess: no class March 21]

Week 9 Social gathering (no class meeting)
March 28

Week 10 Oral reports on independent reading (double session)
April 4

UNIT FOUR: WOMEN AND HIGHER EDUCATION

Week 11 Overview
April 11

READ: Barbara Solomon, In the Company of Educated Women: A
History of Women and Higher Education in America (New Haven,
Yale University Press, 1985)

Supplementary reading:

- Helen Lefkowitz Horowitz, Alma Mater: Design and Experience
in the Women's Colleges from their Nineteenth-Century
Beginnings to the 1930s (New York, Alfred Knopf, 1984)
- Fass, Paula, The Damned and the Beautiful: American Youth in
the 1920s (New York, Oxford University Press, 1977)
- Mabel Newcomer, A Century of Higher Education for Women (New
York, Harper & Brothers, 1959)
- Thomas Woody, A History of Women's Education in the United
States, 2 vols., (New York, Science Press, 1929)
- Carol Lasser, ed., Educating Men and Women Together: Coeducation
in a Changing World (Urbana, University of Illinois Press,
1987)
- Laurence Veysey, The Emergence of the American University
Chicago, University of Chicago Press, 1965)

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:

Roberta Frankfort, Collegiate Women: Domesticity and Career in Turn-of-the-Century America (New York, New York University Press, 1977)

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

Mary R. Walsh, "Doctors Wanted: No Women Need Apply: Sexual Barriers in the Medical Profession, 1835-1975 (New Haven, Yale University Press, 1977)

Geraldine Joncich Clifford, ed., Lone Voyagers: Academic Women in Coeducational Institutions, 1870-1937 (New York, Feminist Press, 1989)

Stephen Jay Gould, The Mismeasure of Man (New York, Norton, 1981)

Roger Geiger, To Advance Knowledge: The Growth of American Research Universities, 1900-1940 (New York, Oxford, 1986)

Lucille A. Pollard, Women on College and University Faculties: A Historical Survey and a Study of their Present Academic Status (New York, Arno Press, 1977, reprint of a 1965 dissertation, University of Georgia)

UNIT FIVE: EDUCATION SINCE 1945

Week 13
April 25

Overview

READ: Diane Ravitch, The Troubled Crusade: American Education 1945-1980 (New York, Basic Books, 1983)

Supplementary reading:

Joel Spring, The Sorting Machine: National Educational Policy Since 1945 (New York, McKay, 1976)

Week 14
May 2

Desegregation

READ: J. Anthony Lukas, Common Ground: A Turbulent Decade in the Lives of Three American Families (New York, Knopf, 1985)

Supplementary reading:

Richard Kluger, Simple Justice: The History of Brown v. Board of Education and Black America's Struggle for Equality (New York, Vintage, 1976)

- Gary Orfield, The Reconstruction of Southern Education: The Schools and the 1964 Civil Rights Act (New York, Wiley, 1969)
- J. Harvie Wilkinson, From Brown to Bakke (New York, Oxford University Press, 1979)
- Mark V. Tushnet, The NAACP's Legal Strategy against Segregated Education, 1925-1950 (Chapel Hill, University of North Carolina Press, 1987)
- Gary Orfield, Must We Bus? Segregated Schools and National Policy (Washington, Brookings Institute, 1978)
- George Metcalf, From Little Rock to Boston: The History of School Desegregation (Westport, CN, Greenwood Press, 1983)
- Jennifer L. Hochschild, The New American Dilemma: Liberal Democracy and School Desegregation (New Haven, Yale University Press, 1984)

Week 15
May 9

Recent federal policy

READ: Rosemary Salomone, Equal Education Under Law: Legal Rights and Federal Policy in the Post-Brown Era (New York, St. Martin's, 1986)

Supplementary reading:

- Barbara Barksdale Clowse, Brainpower for the Cold War: The Sputnik Crisis and the National Defense Education Act of 1958 (Westport, CN, Greenwood Press, 1981)
- Julie Roy Jeffrey, Education for Children of the Poor: A Study of the Origins and Implementation of the ESEA of 1965 (Columbus, Ohio, 1978)
- Stephen R. Bailey and Edith K. Mosher, ESEA: The Office of Education Administers a Law (Syracuse, 1968)
- Hugh Graham, The Uncertain Triumph: Federal Education Policy in the Kennedy and Johnson Years (Chapel Hill, University of North Carolina Press, 1984)
- Arthur Wise, Legislated Learning: The Bureaucratization of the American Classroom (Berkeley, University of California University Press, 1979)
- Norman C. Thomas, Education in National Politics (New York, McKay, 1975)
- Terrel H. Bell, The Thirteenth Man: A Reagan Cabinet Memoir (New York, Free Press, 1988)