College of Charleston
The History of American Education
(HIST 310 / EDFS 560 / AAST 300)

Course Information

Instructor: Jon N. Hale, Ph.D., Assistant Professor of Education
Contact Information: halejn@cofc.edu; (843) 953–6354 (office)
Office Location: Room 235, Education, Health and Human Performance Building (86 Wentworth St)
Office Hours: T,TH: 9:00-10:30; 3:00-5:00; W: 2:00-4:00; by appointment
Meeting Location/Time: T,TH 1:40-2:55 pm, Education Center, rm. 212
Course Credit: 3 hours

Course Description

This course will examine the history of education in the United States beginning in colonial times and continuing up through the present day. This course will look at the history of education in a larger American economic, social, political, and cultural context. We will consider the development, purposes, effects, and evolution of public and private schools in the United States at the elementary, middle and secondary levels. We will analyze the tension, debate and struggle over their structure, their goals, and their governance. This course will also utilize a particular emphasis on a historical perspective on the schooling options and experiences of people of color and women. Finally, this course will also examine the politics of knowledge and how historical narratives are constructed and perpetuated in our understanding of American schooling. This course is structured for students majoring in history and/or education, but all majors across the College of Charleston are invited to enroll in the course.

Course Prerequisites

Depending on your declared major, you must have successfully completed: HIST 101–102, HIST 103–104, or HIST 115–116; EDFS 201; or receive permission from the instructor.

General Education Student Learning Outcomes (Humanities):

1) Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

2) Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed through the Primary Source Paper (assignment 1).
**Course learning objectives**

- Students will demonstrate an understanding of major trends, ideas, and debates within the history of American education from the colonial era through contemporary times.
- Students will explain the development of the public K-12 system and an interconnected system of private education from the colonial era through contemporary times.
- Students will evaluate the historical tensions in the long struggle over equal and quality educational opportunity for all students.
- Students will analyze contemporary issues such as the Achievement Gap, Affirmative Action, educational funding, and contemporary federal and state policy from a historical perspective.
- Students will apply historical research methodology in an independent research paper on a topic related to class.

**Required Texts**


**Class Assignments**

**Primary Source Paper (SLO 1 and 2)**

As we will discuss in class, Booker T. Washington believed that African Americans should *gradually* earn full political, social, and economic rights. Washington argued that this long process should begin with vocational education or schooling designed to train students to become employees, most often manual laborers. Though the idea was challenged by many people in the black community, most notably Dr. W.E.B. DuBois, Washington’s notion of vocational training was very influential in the development of education for African Americans.


Then, address the following questions in a 7-10 page response (150 pts) **February 18**
1. According to Washington, what is the best path toward progress in the South, in regards to African Americans? What types of employment does Washington envision for African Americans? What does Washington mean when he said that “the agitation of questions of social equality is the extremest folly”?

2. How and where is Washington’s philosophy evident in the history of Burke High School? In what ways are his ideas manifest in the curriculum, objectives, and purpose of Burke High School?


4. After consulting the Avery Normal Institute Records (be sure to see copies of the Avery Tiger), the Avery School Memorabilia Collection, and the Avery Photograph Collection, how and where is Du Bois’ philosophy evident in the Avery Normal Institute? In what ways are his ideas manifest in the curriculum, objectives, and purpose of Avery High School?

**Book Review**
This assignment will be a response to the additional reading book for the course. This review should include a thorough summary of the main points of the book, your evaluation of the book, and discussion of how this book makes a contribution to the field of history. (3 total, 50 pts each)

**February 4, March 18, April 22**

**Documenting Desegregation Paper**
Students are to write a brief synopsis of school desegregation in South Carolina using primary and sources. Students are expected to utilize the J. Arthur Brown and the Millicent Brown collections at the Avery Research Center as primary sources. Secondary sources will be recommended by the instructor. Additionally, students are expected to attend at least one event in Charleston that documents the history of desegregation in South Carolina and relate this event to this history. (100 pts) April 15

**Professional Event Attendance**
Students are expected to attend one of two events hosted by the College of Charleston that focuses on the history and/or implications of the Brown v. Board of Education (1954). Students are to attend the event and write a one page summary/reflection piece on the event. (50 pts) April 22

**Final Examination.** Students will complete a final in-class written exam. The exams will consist of matching, multiple choice questions, identification terms and short-essay questions. (100 total pts) TBA

**Attendance and Participation.** Attendance will be taken. Students are permitted three absences throughout the semester. Absences will only be excused with a medical note (or other documentation required by the Student Affairs Office) and documenting the absence through the Absence Memo Office at [http://studentaffairs.cofc.edu/about/services/absence.php](http://studentaffairs.cofc.edu/about/services/absence.php). Students with more than 3 absences will not be awarded points for attendance. Additionally, your classroom participation is critical for this course. Each student is required to regularly participate in class discussions. If students are not thoroughly reading class materials or participating in discussion, points will not be awarded. (100 pts)
Evaluation Scale:

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<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<td>A-</td>
<td>91-92</td>
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<td>B+</td>
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<td>B</td>
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Course Assignment

<table>
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<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td>Primary Source Paper</td>
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<tr>
<td>Book Reviews (3)</td>
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<tr>
<td>Documenting Desegregation Paper</td>
<td>150</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Professional Event Attendance</td>
<td>50</td>
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<td>Attendance and Participation</td>
<td>100</td>
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<td>Total</td>
<td>700</td>
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**Academic Integrity and the Honor System**

The academic honor code forbids lying, cheating, and plagiarism. Plagiarism is defined as presenting the work of others as your own and copying sources without citation. Plagiarism or cheating on an exam will result in an XF grade for the course.

**Americans with Disabilities Act (ADA)**

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. The College will make reasonable accommodations for persons with documented disabilities. Please notify the instructor during the first week of class of any accommodations needed for the course. We are here to work with you and invite you to inform us of any accommodations you need. You can contact the Office of Disability Services / SNAP at 843.953.1431, which is located on the first floor of the Lightsey Center, Suite 104.

**Reading and Assignment Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>January 9</td>
<td>Introduction and the Foundations of American Education</td>
<td>Syllabus (In Class handout) *OAKS</td>
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### Week 2: Early and Modern Western Foundations of Education

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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</table>
| January 14 | Plato and *The Republic*  
The Noble Lie  
| January 16 | Education of the Prince  

### Week 3: Schooling in Colonial America

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<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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| January 21 | Religion and Education  
The Old Deluder Satan Act | Nash, Massachusetts' Education Laws (1642, 1647, 1648)  
Cotton Mather, "The Education of Children" (1699) |
| January 24 | Literacy and Revolution  

### Week 4: Schooling in the Revolutionary Era

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<th>Topic</th>
<th>Reading</th>
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### Week 5: The Origins of Common Schools

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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</table>
| February 4 | Horace Mann  
**Book Review #1 (Zimmerman, *Small Wonder*)** |
| February 6 | • Class and the Common Schools  
• Feminization of teaching  
• *Plessy v. Ferguson*  

**Week 6: The Origins of Education for People of Color**

| February 11 | • Frederick Douglass  
• Black Codes  
• Education for Freedom  
• W.E.B. DuBois  
• Benjamin Hays  
• Booker T. Washington  

| February 13 | • Quality Education and Segregation  
• The NAACP  
• Native American Boarding Schools  
• Manifest Destiny  
• Freedmen’s Bureau  
• Booker T. Washington, "Speech at Atlanta Exposition" (1895), 1-3.  
• George Counts, Dare the Schools Build a New Social Order? (Carbondale: Southern Illinois University Press, 1978), 1-52.  

**Week 7: The Rise of Progressive Education**

| February 18 | • Montessori and Pestalozzi  
• Progressive Era of Education  
• John Dewey and student-centered education  
• **Primary Source Paper Due** |

| February 20 | • Administrative v. Pedagogical Progressives  
• Educational Reform and the Great  
• George Counts, *Dare the Schools Build a New Social Order?* (Carbondale: Southern Illinois University Press, 1978), 1-52.  
### Week 8: The Progressive Critique and the Second World War

**February 25**
- GI Bill
- Suburbanization
- Race and Voting Registration

**February 27**
- GI Bill
- National Defense Education Act (1955)

### Week 9: SPRING BREAK

### Week 10: Road to the Brown of Education

**March 11**
- The Road to Brown
- Charles Hamilton Houston and the Equalization Campaign

**March 13**
- Judge Waties Waring
- *Briggs v. Elliot* (1952)
- Little Rock Nine

### Week 11: Education and the Civil Rights Movement

**March 18**
- Myles Horton
- Citizenship Schools
- Education for Social Change
- **Book Review #2 (Charron, Freedom’s Teacher)**
### Week 12: A Tale of Two Browns and Desegregation Policy

**March 20**
- Organic Intellectuals
- Bernice Robinson
- Septima Clark
- Activism in Charleston
- Freedom Schools


**March 25**
- The Road to Brown
- Charles Hamilton Houston and the Equalization Campaign


**March 27**
- Little Rock Nine
- "First Student" Experiences

- Beals, Melba P. *Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High* (New York: Pocket Books, 1994), (excerpts)

### Week 13: Freedom Summer, the Great Society, and the Rise of the New Right

**April 1**
- Freedom Summer
- War on Poverty
- Head Start


**April 3**
- ESEA
- The Moynihan Report
- The New Right


### Week 14: The Struggle for Quality Education
### April 8
- Education and Civil Rights
- Mathematical literacy and access
- The Algebra Project

### April 10
- Implications of the history of desegregation
- Professional Event Attendance

### Week 15: School Choice and the Standards Based Educational Reform Movement

#### April 15
- Milton Friedman
- School Choice Theory
- School Vouchers
- Documenting Desegregation Paper Due

#### April 17
- A Nation at Risk
- Goals 2000
- America 2000
- Maris Vinovskis, *From a Nation at Risk to No Child Left Behind: National Education Goals and the Creation of Federal Education* (New York: Teachers College Press, 2009), 1-84

### Week 16: No Child Left Behind? Federal Educational Policy in the Twenty-First Century

#### April 22
- No Child Left Behind (2001)
- The Era of Accountability
- Race to the Top (2010)
- Book Review #3 (Ravitch, *The Death and Life of the Great American School System*)
- Professional Event Summary

### Bibliography


Beals, Melba P. Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High (New York: Pocket Books, 1994)


Davies, Gareth, See Government Grow: Education Politics from Johnson to Reagan (Lawrence: University Press of Kansas, 2007)


Fraser, Jim. The School in the United States: A Documentary History (Boston: McGraw Hill, 2001)


Maris Vinovskis, From a Nation at Risk to No Child Left Behind: National Education Goals and the Creation of Federal Education (New York: Teachers College Press, 2009)


Zimmerman, Jonathon. Small Wonder: The Little Red Schoolhouse in History and Memory (Yale
University Press, 2009)