

SYLLABUS

HISTORY OF URBAN EDUCATION

26: 510:564:01 (History), 26:050:521.02 (American Studies), 26:977:611:01
(Urban Systems)

Spring, 2017

Time: Tuesday 2:30 to 5:10pm

Place: Conklin Hall 402

Instructor: Steven Diner

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INTRODUCTION

This course examines the history of urban education in the United States, and provides an historical foundation for understanding urban educational policy today. The course is taught as a colloquium. Each week we will discuss an assigned book. **Class attendance and active participation in discussions is required of all students.** You will also prepare a research paper based on some aspect of the history of public education in Newark or some other local community, or an historiographic essay on some aspect of the historical literature on urban education.

ASSIGNED TEXTS

Christina Collins, *“Ethnically Qualified”: Race, Merit, and the Selection of Urban Teachers, 1920-1980*. Teachers College Press, 2011.

Larry Cuban, *How Teachers Taught: Constancy and Change in American Classrooms, 1890-1990*, 2nd ed. Teachers College Press, 1993.

Steven J. Diner, *Universities and Their Cities: Urban Higher Education in America*. Johns Hopkins University Press, 2017.

Steve Golin, *The Newark Teachers Strike: Hopes on the Line*. Rutgers University Press, 2002.

**Julia Grant, *The Boy Problem: Educating Boys in Urban America, 1780-1970*. Johns Hopkins University Press, 2014.

Kathryn Neckerman, *Schools Betrayed: Roots of Failure in Inner-City Education*. University of Chicago Press, 2007.

Adam Nelson, *The Elusive Ideal: Equal Educational Opportunity and the Federal Role in Boston's Public Schools, 1950-1985*. University of Chicago Press, 2005.

Joel Perlmann, *Ethnic Differences: Schooling and Social Structure Among Irish, Italians, Jews and Blacks in an American City, 1880-1935*. Cambridge University Press, 1988.

Daniel H. Perlstein, *Justice, Justice: School Politics and the Eclipse of Liberalism*. Peter Lang, 2004.

Diane Ravitch, *Left Back: A Century of Battles Over School Reform*. Simon and Schuster, 2000.

**William J. Reese, *Testing Wars in the Public Schools: A Forgotten History*. Harvard University Press, 2013.

**Emily Straus, *Death of a Suburban Dream: Race and School in Compton, California*. University of Pennsylvania Press, 2014.

ASSIGNMENTS AND GRADES

Class Discussion – 20%

Research Paper/ Historiographic Essay – 30%

Take-Home Final Essay – 50%

CLASS SCHEDULE

January 17

No Class

January 24

Readings: Diane Ravitch, *Left Back*.

January 31

Readings: William J. Reese, *Testing Wars in the Public Schools*.

Due: Proposed Research Paper Topic

February 7

Readings: Kathryn Neckerman, *Roots of Failure in Inner-City Education*

Due: Research Paper/ Historiographic Essay Topic & Sources

February 14

Readings: Julian Grant, *The Boy Problem*.

February 21

Readings: Adam Nelson, *The Elusive Ideal*.

February 28

Readings: Daniel Perlstein, *Justice, Justice*.

March 14

No class: Spring Recess

March 21

Readings: Larry Cuban, *How Teachers Taught*

March 28

Readings: Joel Perlmann, *Ethnic Differences*

April 4

Readings: Christina Collins, *"Ethnically Qualified"*

April 11

Readings: Steve Golin, *The Newark Teachers Strike.*

April 18

Readings: Emily Straus, *Death of a Suburban Dream*

April 25

Readings: Steven J. Diner, *Universities and Their Cities.*

Research Paper or Historiographic Essay Due

May 2

Final Essay Due

RESEARCH PAPER

Your research paper should deal with some aspect of the history of education in Newark or nearby communities. You could research the history of a particular school, an organization, a specific reform movement, an educational leader, a policy issue, and other subjects. You will need to identify appropriate primary sources to draw upon for your research. These might include records of a

school or organization, newspaper articles, school or system publications, oral history interviews and much more. Once you have identified a topic, we will have individual conferences to help you shape your project

HISTORIOGRAPHY ESSAY

Your historiographic essay should compare the ways different historians have written about some aspect of the history of urban education in the United States. You will need to discuss at least ten books in addition to any books assigned for the course that address your topic.

FINAL ESSAY

Toward the end of the semester, you will receive a broad question to address in your final essay. You will be expected to draw upon your extensive readings and discussions on the history of urban education in an integrated essay. There will be no in-class examinations.

ACADEMIC INTEGRITY

The university's Academic Integrity Policy can be found at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf. When submitting your research paper and final essay, please attach the following statement with your signature: **On my honor, I have neither received nor given any unauthorized assistance on this assignment.**

SUPPLEMENTAL READINGS

There is a vast historical literature on the history of urban education. In addition to the books we will discuss in class, the following are some of the many others that are valuable:

Jackie M. Blount, *Destined to Rule the Schools: Women and the Superintendency, 1873-1995*. State University of New York Press, 1998.

Samuel Bowles and Herbert Gintis, *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life*. Basic Books, 1976.

Zoe Burkholder, Color in the Classroom: How American Schools Taught Race, 1900-1954. Oxford University Press, 2011.

Lawrence A. Cremin, The Transformation of the School: Progressivism in American Education, 1876-1957. Random House, 1961.

Joseph Marr Cronin, Reforming Boston Schools, 1930 to the Present: Overcoming Corruption and Racial Segregation. Palgrave Macmillan, 2011.

Benjamin Justice, The War that Wasn't: Religious Conflict and Compromise in the Common Schools of New York State, 1865-1900. State University of New York Press, 2005.

David F. Labaree, How to Succeed in School Without Really Trying: The Credentials Race in American Education. Yale University Press, 1997.

Diane Ravitch, The Great School Wars: A History of the New York City Public Schools. Basic Books, 1974.

Diane Ravitch, The Revisionists Revised: A Critique of the Radical Attack on the Schools. Basic Books 1974.

Diane Ravitch, The Troubled Crusade: American Education, 1945-1980. Basic Books, 1983.

Diane Ravitch, The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education. Basic Books, 2010.

Alan R. Sadovnik and Susan F. Semel, eds. Founding Mothers and Others: Women Educational Leaders During the Progressive Era. Palgrave, 2002.

Susan Semel and Alan Sadovnik, eds., "Schools of Tomorrow," Schools of Today: What Happened to Progressive Education. Peter Lang, 1999.

Jonathan G. Silin and Carol Lippman, eds., Putting the Children First: The Changing Face of Newark's Public Schools. Teachers College Press, 2003.

Joel Spring, The Sorting Machine: National Educational Policy Since 1945. David McKay Company, 1976.

David Tyack and Larry Cuban, Tinkering Toward Utopia: A Century of Public School Reform. Harvard University Press, 1995.

Tracy L. Steffes, School, Society and State: A New Education to Govern Modern America, 1890-1940. University of Chicago Press, 2012.

David Tyack, The One Best System: A History of American Urban Education. Harvard University Press, 1974.

David Tyack and Elisabeth Hansot, Managers of Virtue: Public School Leadership in America, 1820-1980. Basic Books, 1982.