

COURSE TITLE: History of American Education: Through a Multiple Lens (0821.150)

SPONSOR: Anne Phillips, Secondary Education/Foundations of Education
Janet Moore Lindman, History

CREDIT HOURS: 3

COURSE LEVEL: Undergraduate, 100-level

CURRICULAR EFFECT: This is a course proposal to offer a Rowan Seminar as part of the History of American Education course in the Department of Secondary Education/Foundations of Education. Under the auspices, of the Bildner Family Foundation New Jersey Campus Diversity Initiative, this class will also increase the freshmen seminar offerings of interdisciplinary courses with a focus on issues of diversity and democracy.

PREREQUISITES: None

SUGGESTED TIME AND SCALE OF IMPLEMENTATION: One section to be offered annually beginning in the fall of 2006.

ADEQUACY OF PRESENT RESOURCES: No additional staff is required for this course. Current library holdings are adequate to teach the proposed course. The attached suggestions for new acquisitions are recommended but not mandatory for this course (see attached bibliography).

RATIONALE:

The Bildner Family Foundation New Jersey Campus Diversity Initiative enacted at Rowan will create interdisciplinary courses with a focus on diversity and democracy. This course will be part of the Rowan Seminar and will introduce first year students to a survey of the history of education through the multiple lenses of social identities and historical movements. This course will also meet the criteria for the Rowan Seminar, including introducing students to collaborative and peer learning, library research, and class and time management skills. As a general education course, this class fulfills a requirement for the History, Humanities and Language bank and the education majors.

ESSENCE OF THE COURSE:

a. Description of the Course:

This course will examine the creation and development of education and educational systems in the United States. Students will study a variety of themes such as access issues, teacher education, religious influences, educational philosophies, education and social movements, and impact of technology and media. Students will analyze

primary documents in collaborative groups to understand social context and historical change in American education.

b. Topical Outline of the Course:

Access to Education: the limitations and opportunities for learning based on race, gender, class, religion, ethnicity, and disability throughout American history; segregation and integration in public education; private versus public institutions; privatization and school vouchers; land grant universities; athletics and Title IX; Teacher Education: onset and development of teacher training and institutions; gendered aspects of teaching as a profession; education as part of the civilizing process;

Religion and Education: education as religion in early America; the Protestant work ethic; ethnicity and religious schools;

Education and Social Movements: education and social mobility (YWCA/YMCA); the working class immigrants and union activism (the Bryn Mawr Summer School); Freedom Schools in southern U.S.; teachers unions as educational force and social movement;

American Ideology and Civic Identity: public education and state building; westward expansion and imperialism; immigration and Americanism; political rhetoric and global dominance;

Education in the Information Age: modern media (film, television, internet, world wide web) and information literacy; learning styles in contemporary America;

Teaching and Learning in Social/Historical Context: philosophies and frameworks of modern education (Sunday school, Common Schools, Montessori schools, Tuskegee model, vocational, Elderhostel; single sex institutions).

c. Students will be evaluated and graded based on both written work and class participation. Means of assessing student learning will include two examinations, short papers, collaborative work, primary document analyses, student projects, and class participation.

d. Students completing the course will be asked to fill out the course evaluation forms for Educational Foundations and Rowan Seminar.

Recommended Text:

Richard J. Altenbaugh, *The American People and Their Education: A Social History* (Prentice Hall, 2003).

RESULTS OF CONSULTATION:

No other departments offer courses with similar content or titles.

ADDITIONAL SUPPORTING INFORMATION:

Bibliography of Additional Course Resources:

Richard J. Altenbaugh, *Education for Struggle: The American Labor Colleges of the 1920s and 1930s* (Temple University Press, 1990).

Julie Bryne: *O' God of Players: The Story of the Immaculata Mighty Macs* (Columbia University Press, 2003).

Karen Graves, *Girls' Schooling During the Progressive Era: From Female Scholar to Domesticated Citizen* (Garland Press, 1998).

Gerald L. Gutek, *Historical and Philosophical Foundations of Education: Selected Readings* (Merrill Prentice Hall, 2001).

Amy Gutmann, *Democratic Education* (Princeton University Press, 1987).

Sheryl Hirshon and Judy Butler, *And Also Teach Them to Read* (Lawrence Hill & Co., 1983).

Helen Leftowitz Horowitz, *The Power and Passion of M. Carey Thomas* (University of Illinois Press, 1999).

Marjorie Murphy, *Blackboard Unions: The AFT and the NEA, 1900-1980* (Cornell University Press, 1990).

Jorge Noriega, "American Indian Education in the United States: Indoctrination for Subordination to Colonialism" in Annette Jaimes, ed., *The State of Native America: Genocide, Civilization, and Resistance* (South End Press, 1992).

Kate Rousmaniere, *City Teachers: Teaching and School Reform in Historical Perspective* (Teachers College Press, 1997).

John L. Rury, *Education and Women's Work: Female Schooling and the Division of Labor in Urban America, 1870-1930* (State University of New York Press, 1991).

Kenneth Teitelbaum, *Schooling for "Good Rebels": Socialist Education for Children in the United States, 1900-1920* (Temple University Press, 1993).

Kim Tolley, *Science Education for Girls: A Historical Perspective* (Routledge, 2003).

Description for Catalogue:

History of American Education: Through a Multiple Lens (0821.150)

This is a survey of the history of American education from early contact to the twentieth-first century. The course will examine social forces in the development of American schooling; the historical conditions of educational institutions; and issues of access, ideology, and citizenship in the growth and progress of education in the United States.