

COURSE OUTLINE

EDUL 8308.01

HISTORY OF EDUCATION

FALL 2009

MARTHA TEVIS, Ph.D., Professor

UNIVERSITY OF TEXAS - PAN AMERICAN

Website: http://www.utpa.edu/dept/curr_ins/faculty_folders/tevis_m/tevis_m.html

GENERAL INFORMATION

Professor: Martha Tevis
Ph.D. - University of Texas at Austin -
The History and Philosophy of Education

Office: EDCC 1.624

Office phone: 381-3434 (answers after 5 rings)
381-3401 or 02 (C&I Office)

Home: 383-7022
(Please do not call after 9 p.m.)

Email: marthamay@aol.com, mtevis@panam.edu
(Please use both.)

CLASS SCHEDULE

Tuesday	4:30-7:00 PM	EDUL 8334.02	EDCC 3.222
Wednesday	4:30-7:00 PM	EDCI 6310.02	EDCC 1.534

OFFICE SCHEDULE - EDCC 1.626

Monday 2:25 - 4:25 PM
Wednesday 2:25 - 4:25 PM
Also by Appointment

Biography: I was born and grew up in Wichita Falls, Texas and graduated from Wichita Falls Senior High. I attended TCU and received a B.A. from Our Lady of the Lake University in San Antonio with a major in Latin and a minor in English and an M.A. in Education with a Specialization Field in Latin. I received my Ph.D. from the University of Texas at Austin in The History and Philosophy of Education. I served as Director of UTPA's 75th Anniversary Year Celebration 2002-2003. I have served three terms on the Editorial Advisory Board of the journal of the American Educational Studies Association, *Educational Studies*, and am currently Secretary (and a past-president) of the International Society for Educational Biography and a member of its journal's Editorial Advisory Board, *Vitae Scholasticae*, am a past president of the Society of Philosophy and History of Education (formerly the Southwest Philosophy of Education Society) and a member of the Editorial Advisory Board of its journal, the *Journal of Philosophy and History of Education*, an *ELECTED* Fellow of the Philosophy of Education Society, and am a member of the UTPA Press Editorial Advisory Board. I am serving as Secretary and William E. Drake Lecture Chair of the Foundations of Education Society. My current research is completion of a biography of George I. Sanchez; I have published entries concerning Dr. Sanchez in the *Encyclopedia of Education* (Macmillan Editorial Development / Gale Group), *American National Biography* (Oxford University Press), *the New Handbook of Texas* (Texas State Historical Association), and in the text *Lives in Education: A Narrative of People and Ideas*, 2nd ed. (St. Martin's Press). I am the Graduate Advisor of C&I in the College of Education and advise and write degree plans for Masters of Elementary Education and Secondary Education graduate degrees. In spring 2006 the Martha May Tevis endowed scholarship was established. On February 23, 2009 *American Experience* aired "A Class Apart," a documentary about the first case concerning Mexican American rights to go to the U.S. Supreme Court. I provided some research and was interviewed for the documentary.

COURSE SYLLABUS

EDUL 8308.01

HISTORY OF EDUCATION

Course Description:

An examination of education in America from the colonial period to the present, focusing on educational ideas and practices in the context of American social and intellectual history.

Purposes or Objectives of the Course:

- A. To develop in the student an understanding of the growth of American education focusing on the school as the principal educational institution in the American culture
- B. To investigate the social, economic, and political developments in American history and their effects on education
- C. To examine the principal intellectual movements in American history and their influence on educational thought
- D. To develop in the student an understanding of the relationship between the present and the past in the history of American education.

Expectations of Students:

- A. Read all assignments prior to class
- B. Review five articles from the literature on the history of American education
- C. Conduct five oral interviews
- D. Develop and deliver a PowerPoint presentation.
- E. Write a Research paper.

<u>Grading:</u>	Article reviews	25%
	Oral interviews	25%
	PowerPoint Presentation	25%
	Research Paper	25%

Textbooks:

- Pulliam, John D. and James Van Patten. *History of American Education*. History of Education in America Upper Saddle River, NJ: Merrill, Prentice Hall, 2007.
- Milson, Andrew J., Chara Haeussler Bohan, Perry L. Granger, and J.Wesley Null. *Readings in Educational Thought*. Greenwich, CT: Information Age Publishing, 2004.

Additional readings available in UTPA Library or through interlibrary loan.

Readings suggested by videos:

- Homel, Michael. "Two Worlds of Race? Urban Blacks and the Public Schools, North and South." In David Plank and Rick Ginsberg, eds. Southern Cities, Southern Schools: Public Education in the Urban South. New York: Greenwood Press, 1990.
- Kaestle, Carl F. "Between the Scylla of Brutal Ignorance and the Charybdis of a Literary Education: Elite Attitudes Toward Mass Schooling in Early Industrial England and America." In Lawrence Stone, ed. Schooling and Society: Studies in the History of Education. Baltimore, MD: JohnHopkins University Press, 1976.
- McPherson, James M. "The New Puritanism: Values and Goals of Freedman's Education in America." In Lawrence Stone, ed. The University in Society, Vol. 2. Princeton, NJ: Princeton University Press, 1974.
- Mirel, Jeffrey. "The Politics of Educational Retrenchment in Detroit." History of Education Quarterly 24(Fall 1984): 323-58.
- Olneck, Michael R. and Marvin Lazerson. "The School Achievement of Immigrant Children, 1900-1930." History of Education Quarterly 14(Winter 1974): 453-82.
- Tyack, David. "Forming the National Character: Paradox in the Educational Thought of the Revolutionary Generation." Harvard Educational Review. 36(Winter 1966): 29-41.

Bibliography:

- Adams, David Wallace, *Education for Extinction: American Indians and the Boarding School Experience 1875-1928* . University Press of Kansas; Reprint edition, December 1997.
- Altenbaugh, Richard J., ed. The Teacher's Voice: A Social History of Teaching in the Twentieth Century. London: The Falmer Press, 1992.
- Axtell, James. School Upon a Hill: Education and Society in Colonial New England.

- New York: W.W. Norton & Company, 1974.
- Bowen, James. A History of Western Education. Vol. 2: Civilization in Europe. New York: St. Martin's Press, 1975.
- Bowen, James. A History of Western Education. Vol. 3: The Modern West. New York: St. Martin's Press, 1981.
- Bullock, Henry Allen. A History of Negro Education in the South: From 1619 to the Present. New York: Praeger Publishers, 1967.
- Butterfield, Herbert. The Origins of Modern Science, 1300-1800. New York; The Free Press, 1957.
- Callahan, Raymond E. Education and the Cult of Efficiency. Chicago: University of Chicago Press, 1962.
- Carter, Thomas. Mexican Americans in School: A History of Educational Neglect. NY: College Entrance Examination Board, 1970.
- Carter, Thomas, with Robert Segura. Mexican Americans in School: A Decade of Change. NY: College Entrance Examination Board, 1979.
- Chavez, John R. The Lost Land: The Chicano Image of the Southwest. Albuquerque: University of New Mexico Press, 1984.
- Cremin, Lawrence A. American Education: The Colonial Experience 1607-1783. New York: Harper & Row, 1970.
- Cremin, Lawrence A. American Education: The Metropolitan Experience: 1876-1980. New York: Harper & Row, 1988.
- Cremin, Lawrence A. American Education: The National Experience, 1783-1876. New York: Harper & Row, 1980.
- Cremin, Lawrence A. The Transformation of the School: Progressivism in American Education, 1876-1957. New York, Vintage Books, 1961.
- Garcia, Mario T. Mexican Americans: Leadership, Ideology, and Identity, 1930-1960. New Haven: Yale University Press, 1989.
- Goodenow, Ronald K. and Arthur O. White, eds. Education and the Rise of the New South. Boston: G.K. Hall and Co., 1981.
- Graham, Patricia Albjerg. Progressive Education: From Arcady to Academe, A History of the Progressive Education Association, 1919-1955. New York: Teachers College Press, 1967.
- Grebler, Leo, Joan W. Moore, and Ralph C. Guzman with Jeffrey Berlant and others. The Mexican American People: The Nation's Second Largest Minority. NY: Free Press, 1970.
- Guterk, Gerald. American Education, 1945-2000. Long Grove, IL: Waveland Press, 2000
- Harlan, Louis R. Separate and Unequal: Public School Campaigns and Racism in the Southern Seaboard States, 1901-1915. New York: Atheneum, 1969.
- Kaestle, Carl F. Pillars of the Republic: Common Schools and American Society, 1780-1860. New York: Hill and Wang, 1983.
- Katz, Michael B. Class, Bureaucracy, & Schools: The Illusion of Educational Change. New York: Praeger Publishers, 1975.
- Katz, Michael B. The Irony of Early School Reform: Educational Innovation in Mid-Nineteenth Century Massachusetts. Boston Beacon Press, 1968.
- Krug, Edward A. The Shaping of the American High School, 1880-1920.

- Madison: The University of Wisconsin Press, 1964.
- Krug, Edward A. The Shaping of the American High School, 1920-1941.
Madison: The University of Wisconsin Press, 1972.
- Montejano, David. Anglos and Mexicans in the Making of Texas, 1836-1986.
Austin: University of Texas Press, 1987.
- Moore, Joan with Alfredo Cuellar. Mexican Americans. Englewood Cliffs, NJ:
Prentice Hall, 1970.\
- Perkinson, Henry J. The Imperfect Panacea: American Faith in Education,
1865-1976, 2nd ed. New York: Random House, 1977.
- Peterson, Paul E. The Politics of School Reform, 1870-1940. Chicago: The
University of Chicago Press, 1985.
- Ravitch, Diane. The Great School Wars~ New York City, 1805-1973: A History of the
Public Schools as Battlefield of Social Change. New York: Basic Books, Inc.,
1974.
- Ravitch, Diane. The Troubled Crusade: American Education, 1945-1980. New York:
Basic Books, Inc., 1983.
- Reese, William J. Power and the Promise of School Reform: Grassroots Movements
During the Progressive Era. Boston: Routledge & Kegan Paul, 1986.
- San Miguel, Jr., Guadalupe. *"Let All of Them Take Heed": Mexican Americans
and the Campaign for Educational Equality in Texas*. Austin:
University of Texas Press, 1987.
- Sanchez, George I. "Bilingualism and Mental Measures: A Word of Caution." Journal
of Applied Psychology 18 (December 1934): 765-772.
- Smith, L. Glenn, et al. Lives in Education: People and Ideas in the Development of
Teaching. Ames, IA: Educational Studies Press, 1984.
- Spring, Joel H. Education and the Rise of the Corporate State. Boston:
Beacon Press, 1972.
- Spring, Joel. The Sorting Machine Revisited: National Educational Policy Since 1945.
New York: Longman, 1989.
- Tyack, David B. The One Best System: A History of American Urban Education.
Cambridge, MA: Harvard University Press, 1974.
- Tyack, David & Elizabeth Hansot. Managers of Virtue: Public School Leadership in
America, 1820-1980. New York: Basic Books, Inc., 1982.
- Readings in the writings of John Dewey are recommended.

EDUL 8308 HISTORY OF AMERICAN EDUCATION

SCHEDULE OF TOPICS AND ASSIGNMENTS

- 9/1 Introduction: Why Should We Study the History of Education
- 9/8 Pulliam, Chapter 1. Introduction: Applying History to Education Today
Chapter 2. Philosophical and Psychological Foundations
- 9/15 Pulliam, Chapter 3. American Education: Our European Heritage and the Colonial Influence
Milson, pp. 1-35
- 9/22 Work on assignments out of class.
- 9/29 Pulliam, Chapter 4. American Education: The American Revolution
Milson, pp. 61-115
Video One
- 10/06 Pulliam, Chapter 5. American Education: 1812-1865.
Milson, pp. 115-191
Article Reviews Due
Video Two
- 10/13 Pulliam, Chapter 6. American Education: 1965-1918.
Milson, pp. 243-269, 293-335
Video: The Monkey Trial
- 10/20 Pulliam, Chapter 7. Development of Modern American Education after 1918.
Milson, pp. 335-393
Video Three
- 10/27 Pulliam, Chapter 8. American Education: 1960-2000
Mexican American Education;
George I. Sanchez – Class lecture
Sign up for Power Point Presentations-Five on 11/2, 11/19, 11/26, and four on 12/3
Oral Interviews due
- 11/3 Pulliam, Chapter 9. Education Reform after 1980: The Search for Excellence
Chapter 10. Education in the Future: From Now to Then.

Video Four

- 11/10 PowerPoint presentation begin
Research Paper due
- 11/17 PowerPoint Presentations
- 11/24 PowerPoint Presentations
Turn in all assignments Article reviews, oral interviews,
Power point, and research paper on a CD with a label with you
name and the topic of the paper.
- 12/1 PowerPoint Presentations
- 12/08 PowerPoint Presentations
- 12/15 Class Dinner and Seminar discussion at my home
1717 Edward Drive, Edinburg TX
Edward Drive is one block north of Canton Road west off of Sugar
Road in the Van Marc Terrace Subdivision.

GUIDELINES FOR REVIEWING AN ARTICLE

The purpose of this review is to provide the student with an opportunity to examine a scholarly essay dealing with some aspect of the history of American education. The exercise consists of an analysis and critique of the study.

Reading the Article

1. Choose an article in the History of Education Quarterly, American Historical Review, Journal of American History, another similar periodical, or historical anthology that is of some interest to you.
2. Read it through one time to ascertain the main point the author is trying to make.
3. Read it a second time carefully to determine whether and to what extent the author was able to make his or her point, noting the arguments and evidence in support of those arguments.

Writing the Review

1. At the beginning of the review, provide a full bibliographic citation of the article.
2. Next, state the author's thesis in a sentence.
3. Summarize the article by showing how the author developed his or her thesis

throughout the essay.

4. Critique the article through a discussion of the strengths and weaknesses of the author's main argument and the historical significance of the study. You should also comment on the author's writing style.

5. Turn in with other assignments on one CD at end of course.

PowerPoint:

Prepare a PowerPoint presentation based on your research paper.

Oral Interviews:

Interview five persons who have interesting local educational histories either as a student, teacher, counselor, or administrator. Turn in these interviews in hard copy and also on a floppy for a PC in a folder with pockets.

ADA ANNOUNCEMENT

If you have a documented disability which will make it difficult for you to carry out the work as I have outlined and/or if you need special accommodations/assistance due to a disability, please contact the Office of Services for Persons with Disabilities (OSPD), Emilia Ramirez-Schunior Hall, Room 1.101 immediately, or the Associate Director at MAUREEN@UTPA.EDU, Ext. 7005. Appropriate arrangements/ accommodations can be arranged.

Verification of disability and processing of special services required, such as note takers, extended test time, separate accommodations for testing, will be determined by OSPD. Please do not assume adjustments/accommodations are impossible. Please consult with the Associate Director, OSPD, at extension 7005

Student Learning Outcomes for Educational Leadership Doctoral Program

Students will demonstrate a comprehensive knowledge of the research and literature in the 6 program domains.

Students will demonstrate an understanding of the research process.

Students will demonstrate an ability to apply research and data analysis skills.

UTPA Mission Statement

The University of Texas-Pan American (UTPA) serves the higher education needs of a rapidly growing, international, multicultural population in the South Texas Region. The University preserves, transmits and creates knowledge to serve the cultural, civic, and

economic advancement of the region and the state. The University provides students advanced instruction in academic programs offered through innovative delivery systems that lead to professional certification, and baccalaureate, master's and doctoral degrees. Through teaching, research, creative activity and public service, UTPA prepares students for lifelong learning and leadership roles in the state, nation and world community.

COE Mission Statement

COE The mission of the College of Education at the University of Texas-Pan American is to continually improve the educational process in the College and the community through teaching, research, and service. The College values the rich cultural and linguistic history of the international border area and directs its program and course offerings toward the preparation of professionals for an increasingly diverse population of learners.