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


LaDale C. Winling, *Building the Ivory Tower*: Universities and Metropolitan Development in the Twentieth Century

ASSIGNMENTS AND GRADES

Class Discussion – 20%

Research Paper/ Historiographic Essay & Oral Presentation – 30%

Take-Home Final Essay – 50%

CLASS SCHEDULE

**January 23**

Readings: Diane Ravitch, *Left Back*

**January 30**


Due: Proposed Research Paper Topic

**February 6**

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

Due: Research Paper/ Historiographic Essay Topic & Sources

**February 13**

Readings: Julian Grant, *The Boy Problem*. 
February 20

March 5
Readings: Daniel Perlstein, *Justice, Justice*.

March 12
Readings: Joel Perlmann, *Ethnic Differences*

March 19
Spring Break – Class Does Not Meet

March 26
Readings: Christina Collins, “Ethnically Qualified”

April 2
Readings: Steve Golin, *The Newark Teachers Strike*.

April 9
Readings: Emily Straus, *Death of a Suburban Dream*

April 16
Readings: Steven Diner, *Universities and Their Cities*.

April 23
*Reading: LaDale C. Winling, Building the Ivory Tower.*

April 30
Oral Presentations of Research/Historiography Papers
Due: Research Paper or Historiographic Essay

May 12
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 INTERGRITY

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: http://academicintegrity.rutgers.edu/academic-integrity-policy

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:


**ACCOMMODATION AND SUPPORT**

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

- **Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at [ods.rutgers.edu](http://ods.rutgers.edu). Contact ODS: (973) 353-5375 or [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu).

- **Religious Holiday Policy and Accommodations:** Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.
The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or DeanofStudents@newark.rutgers.edu.

- **Counseling Services**: Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or http://counseling.newark.rutgers.edu/.

- **Students with Temporary Conditions/Injuries**: Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: https://temporaryconditions.rutgers.edu.

- **Students Who are Pregnant**: The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or TitleIX@newark.rutgers.edu.

- **Gender or Sex-Based Discrimination or Harassment**: Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or TitleIX@newark.rutgers.edu. To submit an incident report: tinyurl.com/RUNReportingForm. To speak with a staff member who is confidential and does NOT have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or run.vpva@rutgers.edu.

**LEARNING RESOURCES**

- **Rutgers Learning Center (tutoring services)**
  Room 140, Bradley Hall
  (973) 353-5608
  https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center

- **Writing Center (tutoring and writing workshops)**
  Room 126, Conklin Hall
  (973) 353-5847
  nwc@rutgers.edu
  https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center