

SYLLABUS

HISTORY OF URBAN EDUCATION

26:510:564:01 (History), 26:050:521:01 (American Studies), 26:977:611:01 (Urban Systems)

Spring 2021

Time: Thursday, 2:30 – 5:10 PM

Synchronous Course (Blackboard)

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

Stefan M. Bradley, *Upending the Ivory Tower: Civil Rights, Black Power, and the Ivy League*. NYU Press, 2018.

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

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

Ansley T. Erickson, *Making the Unequal Metropolis: School Desegregation and Its Limits*. University of Chicago Press, 2016.

James Fraser, *Between Church and State: Religion and Public Education in a Multicultural America*. Johns Hopkins University Press,

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

Adam Laats *The Other School Reformers: Conservative Activism in American Education*. Harvard University Press, 2015.

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

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.

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

ASSIGNMENTS AND GRADES

Class Discussion – 20%

Research Paper – 30%

Take-Home Final Essay – 50%

CLASS SCHEDULE

January 21

Reading: Diane Ravitch, *Left Back*

January 28

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

Due: Proposed Research Paper Topic

February 4

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

Due: Research Paper Topic & Sources

February 11

Reading: Daniel Perlstein, *Justice, Justice*.

February 18

Reading: Ansley Erickson, *Making the Unequal Metropolis*.

February 25

Reading: Adam Laats, *The Other School Reformers*.

March 4

Reading: Christina Collins, *"Ethnically Qualified": Race, Merit, and the Selection of Urban Teachers, 19020-1980*.

March 11

Reading: James Fraser, *Between Church and State*.

March 18

Spring Break – Class does not Meet

March 25

Reading: Joel Perlmann, *Ethnic Differences*

April 1

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

April 8

Reading: Stefan M. Bradley, *Upending the Ivory Tower*.

April 15

Reading: Steven Diner, *Universities and Their Cities*.

April 22

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

April 29

Due: Research Paper

Presentations of Research papers

May 12

Final Essay Due

RESEARCH PAPER OR HISTORIOGRAPHY ESSAY

You can prepare and submit either a research paper or an historiography essay on some aspect of the history of education in Newark or nearby communities. For the research paper, you should select a subject that can be studied through historical writing and primary documents to which you can get access. Most archival sources will not be available because of the pandemic. Once you have identified a topic, we will have individual conferences to help you shape your project.

If you do an historiographic essay, it 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 paper. You will be expected to draw upon your extensive readings and discussions on the history of urban education in an integrated essay. There are no in-class examinations.

ACADEMIC INTEGRITY

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**

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.

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.

James Fraser. *Between Church and State: Religion and Public Education in a Multicultural America*. Johns Hopkins University Press, 2016.

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

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.

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. Contact ODS: (973) 353-5375 or 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>