

**ED 608      The Roots of Urban Education  
Fall 2013**

**Thursday: 9:30-12:20    South Hall 205**

**Heather Lewis**

[hlewis@pratt.edu](mailto:hlewis@pratt.edu)

**718 687-5950**

**Office hours:**

**Thursday 12:30-5:00**

**South Hall 205 Annex**

Course Website [www.heatherblewis.com](http://www.heatherblewis.com)

“There is a radical element to existence, which is the radical act of **asking questions**. . . . At root, human existence involves surprise, questioning and risk. And because of all this, it involves actions and change.” Paolo Freire<sup>1</sup>

**Course Description**

This interdisciplinary course analyzes the history of urban schooling in the 20<sup>th</sup> century within the broader context of urban history. New York City serves as a lens to examine how educators, social activists, scholars, artists, librarians and public officials framed, debated and attempted to solve, public problems such as poverty, immigration, migration, housing, and schooling. The course considers a broad range of cultural production and representation as part of reformers and activists’ responses to industrialization, de-industrialization, segregation and social inequality in the city’s urban landscape.

- Urban Life: Tenements, Americanization and Reforms, 1890-1930
- Urban Public Spheres: Schools, Playgrounds, and Fairs, 1890-1940
- Urban Arts and Education: The Harlem Renaissance, 1910-1940
- Urban Social Movements: Civil Rights and Community Control, 1920-1970

Historical themes such as poverty and race, segregation and assimilation, progress and regress, are explored against the backdrop of schooling, social movements and culture in each of the historical eras. Throughout, current problems are discussed in relationship to the historical themes.

By the end of the course, students will develop the capacity to analyze, synthesize and compare historical and contemporary reform movements in urban schools and society. Students will be able to identify some of the continuities and discontinuities in solutions

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<sup>1</sup> Freire, P. *Learning to question: A pedagogy of liberation* (p. 40). New York: Continuum International Publishing Group.

to urban problems across the 20<sup>th</sup> century. Working individually and collaboratively, students will develop confidence in their abilities to identify and compare historical and current problems, think critically about proposed solutions to contemporary problems, and present their findings publicly.

Students will use their understanding of the foundations of American education to inform their teaching practice based on the following teaching standards:

### **New York State Teaching Standards:**

#### **Standard I: Knowledge of Students and Student Learning**

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

##### **Element I.5:**

Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

##### *Performance Indicators:*

- a. Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction.
- b. Teachers incorporate an understanding of their students' strengths and limitations, and the environmental factors that influence their students' learning.
- c. Teachers attend to an individual student's personal and family experiences by incorporating multiple perspectives.

#### **Standard II: Knowledge of Content and Instructional Planning**

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

##### **Element II.2:**

Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts.

##### *Performance Indicators:*

- a. Teachers facilitate students' ability to develop diverse social and cultural perspectives.
- b. Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.
- c. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

#### **Standard VI: Professional Responsibilities and Collaboration**

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

##### **Element VI.2:**

Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

*Performance Indicators:*

- a. Teachers support and promote the shared school and district vision and mission to support school improvement.
- b. Teachers participate actively as part of an instructional team.
- c. Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context.
- d. Teachers collaborate with the larger community to access and share learning resources.

**Goals:**

- To be knowledgeable about the roots of current problems in American urban education.
- To understand the development of urban schooling within the context of broader socio-economic, cultural, and geographical trends.
- To understand the relationship between students' own experiences as learners, teachers, and citizens and the communities they teach in.
- To grasp the complexity of urban education's problems and to consider both theoretical and practical solutions.
- To develop critical thinking and problem-solving skills through interdisciplinary research using visual and textual sources

**Learning Outcomes:**

Upon completion of this course students will be able to:

- Consider different viewpoints and perspectives
- Pose questions that probe historical and contemporary topics
- Formulate original interpretations and arguments based on visual and textual evidence
- Identify claims, assumptions, and bias
- Uncover complexity and go below the surface of texts and research findings
- Facilitate and direct one's own learning
- Problem-solve as a member of an interdisciplinary team
- Communicate complex ideas to the public

**As evidenced by the following assignments and projects with accompanying**

**Learning Outcomes Assessments:**

1. Historical mind maps, questions, and written discussion -- (25%)
2. Socratic Seminar leadership and participation, source annotation, and reflections-- (25%) Instructor evaluation (Rubric)
3. Historical Essay—(30%) Instructor, peer and self-evaluation (Rubric)
4. Historical Presentation- (20%) Instructor and peer- evaluation (Rubric)

### **Socratic Seminar Participant**

You will participate in Socratic Seminar discussions of historical texts and images as well as secondary sources. This will require careful reading and annotation of the text and active participation in the seminars. You will bring your annotated text to class each week and use your annotations as the basis for your participation in the discussion (see handouts).

### **Socratic Seminar Leader**

You will lead a Socratic Seminar discussion and provide a presentation of visual sources (see handouts).

### **Historical Mindmaps, Questions, and Discussion**

Each historical topic is investigated through a documentary film segment, an examination of primary and secondary sources, and a Socratic Seminar. You will formulate a historical question based on the sources, discuss your question (2-3 paragraphs), and create a visual mind-map that will help you develop a historical argument on the topic. You will e-mail me your work by Wednesday in preparation for the class discussion. I will post your work to the class webpage with comments each week.

### **Essay and Exhibit**

You will further develop one of your historical questions through a research project, essay (8-10 pages) and essay presentation. You are expected to identify primary and secondary sources and use these to develop and defend your historical argument. You will write multiple drafts, a process that is as important as the final essay. You will also present your essay's argument visually in a public exhibit.

### **Required Texts and Additional Resources**

Sources available in course packet and website.

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### **Schedule of Assignments:**

Sept. 5	Historical question/mindmap; reading for fieldtrip
Sept. 12	Historical question/mindmap; Socratic Seminar 1
Sept. 19	Historical question/mindmap; Socratic Seminar 2
Sept. 26	Historical question/ mindmap; Socratic Seminar 3
Oct. 3	Historical question/mindmap; Socratic Seminar 4
Oct. 10	Historical question/mindmap; Socratic Seminar 5
Oct. 17	Reading for field trip
Oct. 24	Historical question/mindmap; Socratic Seminar 6
Oct. 31	Essay mindmap, primary and secondary sources, visual sources and artifacts.
Nov. 7	Essay outline and peer review
Nov. 14	Essay draft
Nov. 21	Revised essay
Dec. 5	Public exhibit.

## Week 1: August 29 The Power of History

**Presentation:** **The 50th Anniversary of the March on Washington: Memories of New York City's Civil Rights Movement**

**Alix Kates Shulman:** In the 1960s Shulman became a political activist--in the civil rights, anti-war, and feminist movements. A member of the Congress of Racial Equality (CORE), she named the NYC theater arts chapter, "7-Arts CORE." With them she attended the 1963 March on Washington, where, with hundreds of thousands, she saw Dr. Martin Luther King, Jr. give his "I have a dream" speech. <http://www.alixkshulman.com/bio.htm>

**LEJ Rachell:** Rachell is the researcher and designer of the CORE NYC website and digital archive. He is a graduate student at NYU and is working on a documentary about CORE NYC. <http://corenyc.org/>

**Film:** *New York: A Documentary Film*  
Episode 3: Sunshine and Shadow, 1870-1898

**Class Reading:** Ritchart, R., Church, M. and Morrison, K. (2011) *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. San Francisco, Ca.: Jossey-Bass.

Paul A. M. (2013). "You'll Never Learn! Students Can't Resist Multitasking, and It's Impairing Memory" *Slate*, May 3, 2013, <http://slate.me/16z8aUP>;

**Reading Week 2:** Primary sources:  
Jacob Riis, *How the Other Half Lives*  
<http://www.tenant.net/Community/riis/title.html>  
Introduction

Jacob Riis Photos  
[http://collections.mcny.org/C.aspx?VP3=SearchResult\\_VPage&VBID=24UP1GU28KP1&SMLS=1#/SearchResult\\_VPage&VBID=24UP1GU28A0W&SMLS=1&SrvRsp=1&PN=2](http://collections.mcny.org/C.aspx?VP3=SearchResult_VPage&VBID=24UP1GU28KP1&SMLS=1#/SearchResult_VPage&VBID=24UP1GU28A0W&SMLS=1&SrvRsp=1&PN=2)

Secondary source:  
Yochelson, B. and Czitrom, D. (2007). *Rediscovering Jacob Riis: Exposure journalism and photography in turn-of-the-century New York*. New York: The New Press. (pp 43-101).

**Assignment Week 2:** Start by making your thinking visible. Annotate as you read and look at the written and visual primary sources. You are required to bring your annotated documents to class for participation in the Socratic Seminar. After you read and look at the primary sources, formulate a historical question by drawing a mindmap. Then read the secondary source. Write 1-2 paragraphs that elaborate on your question and begin to pose a historical argument. E-mail me your work by Wednesday and I will post it on your webpage with my response. *When you use quotes make sure you cite the source and page number/s.*

To prepare for the walking tour next week please read Arrington, J. (2010) *A revolution in public school design: Charles B. J. Snyder's legacy* (Lecture Notes on website)

## **Week 2: Sept. 5      How the Other Half Lived**

How did the other half live? How did they make the Lower East Side their home and their place of work? How did reformers use architecture to transform public institutions? What did reformers think about the educational purposes of these institutions? Who did they wish to serve? Who paid for the new buildings?

**Walking Tour:**      The Lower East Side in the Progressive Era: The Tenement Museum and New York City Public School Buildings

**Reading Week 3:**      Primary sources:

Photos of schools from *The Schools of Tomorrow* (course website)

Rice, J.M. (1893). The New York City public schools. In *The public school system of the United States* (pp. 29-55). New York: The Century Co. (Course Website and Booklet).

Dewey, J. and Evelyn Dewey (1915). An experiment in education as a natural development. In *Schools of To-Morrow* (pp. 17-40). New York: E.P. Dutton & Company. (Course Booklet).

Secondary sources:

Graham, P. A. (1966). Joseph Mayer Rice as a founder of the progressive education movement. *Journal of Educational Measurement* 3(2), 129-133. (Course Website and Booklet)

Tyack, D. and L. Cuban (1995). *Tinkering toward utopia: A century of school reform*. Cambridge, Mass.: Harvard University Press, pp. 1-26 (Course Booklet)

**Assignments Week 3:** Historical Question, Mindmap, Discussion, and Text Annotation  
Socratic Seminar Handout and Presentation of Visual Sources  
(Leader)

**Week 3: Sept. 12      School System Reform**

**Socratic Seminar 1:** *The Public School System of the United States*

**Film:** *School: The Story of American Public Education*  
Part Two: "As American as public school: 1900-1930"

**Reading Week 4:**

Primary Sources:

Thomas Nast Cartoons

<http://www.bing.com/images/search?q=Thomas+Nast+immigration+cartoons&qpv=Thomas+Nast+immigration+cartoons&FORM=IGRE>

Kallen, H. (1915) Democracy versus the melting pot: A study of American nationality. *The Nation*, January 25.

<http://www.expo98.msu.edu/people/Kallen.htm>

Richman, J. (1904) The backward child. *The Survey*, 13 (1), 129-131.

Richman, J. (1910) A social need of the public school. *The Forum*, 75(43), 160-169.

Secondary Sources:

Mirel, Jeffrey E. (2010) *Patriotic pluralism: Americanization education and European immigrants*. Cambridge, Mass.: Harvard University Press. (pp 1-47). Course Website

Berrol, C. (1993). *Julia Richman: A notable woman*. Philadelphia: The Balch Institute Press (pp. 13-23 ; 61-88). Course Website

Prewitt, K. (2013). Fix the archaic census racial categories. *The New York Times*.

<http://www.nytimes.com/2013/08/22/opinion/fix-the-census-archaic-racial-categories.html?emc=eta1>

Fessenden, F. & J. Keller (2013) The voting blocs of New York City. *The New York Times*.

<http://www.nytimes.com/newsgraphics/2013/09/06/voting-blocs/?ref=nyregion>

#### **Week 4: Sept. 19      Assimilation and Pluralism**

**Socratic Seminar 2:** Democracy versus the Melting Pot

**Film:** Only a Teacher: Episode One

**Reading Week 5:** Primary Sources:

Currier and Ives, *Darktown Comics*

Photos: <http://mulattodiaries.wordpress.com/2010/02/18/darktown/>

W.E.B. DuBois, *The American Negro at Paris*

Photos: <http://www.loc.gov/rr/print/> (type in “1900 Paris Exposition”)

DuBois, W.E.B. (1904) “Heredity and the public schools”. A lecture delivered to the Principal’s Association of the Colored Schools of Washington, D.C. March 24, 1904.

Secondary Sources:

Lewis, D.L. & Willis, D. (2003). *A small nation of peoples*. New York: Amistad. Read. pp.1-78. (Course Website)

Wilson, Mabel O. (2012). *Negro building: Black Americans in the world of fairs and museums*. Berkeley: University of California Press. pp. 84-138. (Course Packet)

**Assignment Week 5:** Historical Question, Mindmap, Discussion, and Text Annotation  
Socratic Seminar Handout and Presentation of Visual Sources  
(Leader)

#### **The New Negro Movement and the Harlem Renaissance, 1910-1940**

How did the Great Migration of African Americans to the North change urban space, schools and culture? Why and how did African Americans begin to redefine themselves during this historical period? What changed over time as a new generation of teachers, librarians and artists emerged in the 1920s?



**Week 5: Sept. 26**                      **Public Schools, Fairs and Museums**

**Socratic Seminar 3:**                      African Americans and the Public Sphere

**Film:**    *Savage Acts: War, Fairs and Empire 1898-1904*

**Reading for Week 6:**                      Primary Sources  
Images from Enter the New Negro (see link below)

Alain Locke, Enter the New Negro, in  
*The Survey Graphic, Harlem*, March 1925  
(Course Packet)

Elise McDougald, The double task: The struggle of Negro  
women for sex and race emancipation in *The Survey*  
*Graphic, Harlem*, March 1925 (Course Packet)

The Brownies Book (1920) *Pride of my people* (Course  
Packet)

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Secondary Source

Nadell, M. (2004). *Enter the new Negroes: Images of race  
in American culture*. Cambridge: Harvard University Press.  
34-67. (Course Website)

**Assignment Week 6:**                      Historical Question, Mindmap, Discussion, and Text  
Annotation,  
Socratic Seminar Handout and Presentation of Visual  
Sources (Leader)

**Week 6: Oct 3**                              **Harlem and the New Negro**

**Socratic Seminar 4:**                      *Harlem: Mecca of the New Negro*

**Reading Week 7:**                              Primary Sources

Images of the Harlem Riot, 1935 (Course website)

The complete report of Mayor LaGuardia's Commission on  
the Harlem Riot of March 19, 1935 (Course Website)

DuBois, W.E.B. (1935) Does the Negro need separate  
schools? *The Journal of Negro Education*, 4 (3) pp. 328-

335. (Course Website)

Secondary Source

Back, A. Discrimination and responses: The 1930s and 1940s in, *Up South in New York: The 1950s School Desegregation Struggles* (PhD diss., New York University, 1999) 39-87.

**Assignment Week 7:** Historical Question, Mindmap, Discussion, and Text Annotation,  
Socratic Seminar Handout and Presentation of Visual Sources (Leader)

**Segregated Communities, Institutions and the Public Response, 1930-1980**

Why did the Harlem Renaissance end? How did New York City become racially segregated? What happened to the schools in segregated communities? What was the public response? What was the policy response?

**Week 7: Oct. 10**                      **Segregated Communities and Schools, 1930- 1960**

**Socratic Seminar 5:**                      Separate but Equal?

**Mid-course evaluations:**                      Schedule individual meetings to discuss progress to date and essay topic

**Assignment Week 8.**                      Read article about Interference Archive in preparation for next week's fieldtrip:  
[http://www.nytimes.com/slideshow/2013/07/21/nyregion/20130721INTERFERENCE-ss.html?\\_r=0](http://www.nytimes.com/slideshow/2013/07/21/nyregion/20130721INTERFERENCE-ss.html?_r=0)

**Week 8: Oct. 17**                      **Cultural Production and Social Movements**

**Fieldtrip:**                                      **Interference Archives**  
Interference Archive explores the relationship between cultural production and social movements.

**Assignment Week 9:**  
(optional)                                      Participation in Pratt's "Drawing Democracies" on Oct. 19 (see flier)

**Reading Week 9:** Primary Sources

Images of Community Control (Course Website)

Clark, Kenneth B. (1972). Cultural deprivation theories: Their social and psychological implications. In Kenneth B. Clark, et al. *The educationally deprived: The potential for change* (pp. 3-12). New York : Metropolitan Applied Research Center.

Fantini, Mario D. (1970) Community control and quality education in urban school systems. In *Community control of schools* (pp. 40-75), Henry M. Levin, ed. New York: Simon and Schuster.

Secondary Sources

Lewis, H. (2013). *New York City schools from Brownsville to Bloomberg: Community control and its legacy*. New York: Teachers College Press. (pp. 1-31)

Billings, G. (2013). Lack of achievement or loss of opportunity. In *Closing the opportunity gap: What America must do to give every child an even chance*, eds. P. L. Carter and K.G. Welner (11-22).

**Assignment Week 9:** Historical Question, Mindmap, Discussion, and Text Annotation,  
Socratic Seminar Handout and Presentation of Visual Sources (Leader)

**Week 9: Oct. 24** From Civil Rights to Community Control

**New York City's Schools in the Post-War Era: 1945-1980**

How did the civil rights movement in the North differ from the one in the South? Why was it different? Who were the leaders? How did it play out in schools? Why did these movements fade in the 1970s?

**Socratic Seminar 6:** Community Control and Quality Education

**Film:** *Eyes on the Prize*

**Assignment Week 10:** Essay mindmap, primary and secondary sources, visual sources and artifacts

**Week 10: Oct. 31** Making Thinking Visible

**Activity:** Present and discuss essay mindmaps

**Assignment Week 11:** Essay outline and peer review

**Week 11: Nov. 7** Making Connections to the Present

**Speaker (TBA):** Mayoral Control: “Taxation without Representation?”

**Philadelphia:**

<http://www.nytimes.com/2013/08/16/education/a-city-borrows-so-its-schools-open-on-time.html>

**Gary:** <http://www.nytimes.com/2013/08/15/us/a-chance-to-own-a-home-for-1-in-a-city-on-the-ropes.html?emc=eta1>

**Detroit:**

<http://www.nytimes.com/2013/07/26/opinion/come-see-detroit-americas-future.html?emc=eta1>

**Activity:** Working session to discuss peer review of essay outline and exhibit themes.

**Assignment Week 12:** Essay draft and final visual sources/artifacts for exhibit

**Week 12: Nov. 14** Making History Public Part 1

**Activity:** Install exhibit (note: you may need to plan to stay longer for this class, or return at another time, until you have completed your installation.

**Assignment Week 14:** Revised essay

**Week 13:** THANKSGIVING BREAK

**Week 14: Nov. 21**                      Making History Public Part 2

**Activity:**                                      Peer review of essays using rubric and final exhibit preparations.

**Assignment Week 15:**                      Final Essay

**Week 15: Dec. 5**                              Exhibit Opening

**Week 16: Dec. 12**                              De-Installation of Exhibit