Welcome to EPS/History 412, The History of American Education. This class concentrates on the history of mass education, focusing especially on the history of public education below the college and university levels. We will examine educational developments and trends from the 17th century colonies to the recent past, from the Puritans to contemporary efforts to improve the nation’s public schools.

Throughout the course, we’ll explore the tension between educational ideals and
practices, and how various groups of citizens tried to shape and reform education in the past. We’ll also study the influence of religion, economics, gender, race, and ethnicity upon education and schooling in different periods of American history.

There are several required paperbacks for the course, available at the University Bookstore. Copies may also be available at local used book stores or via the Internet.

1. Thomas Hine, The Rise and Fall of the American Teenager
2. Margaret Nash, Women’s Education in the United States
3. Carl F. Kaestle, Pillars of the Republic
4. David Adams, Education for Extinction

Student Responsibilities:

Class attendance is expected. Students are also expected to read and reflect upon the assigned readings, which together with material from lectures will help shape the quality of classroom discussions. 20% of the final course grade will be based upon the quality of your contributions to your discussion section. Missing class will seriously weaken your participation grade. This grade will also be determined by your achievement on one page, double spaced papers that will be due approximately every other week. The assignments will be distributed one week before the papers are due. These one-page papers must be submitted in hard copy only, and late papers will not be accepted.

There will be two in-class examinations: a Mid-Term and a Final. These examinations will each be worth 40% of your final evaluation; they will be half essay question, half short answer and identification items. The Mid-term will cover lectures, reading assignments, and class discussions during the first half of the semester; the Final exam will not be comprehensive but will cover the material for the second half. More information on these exams will be provided later.

The Mid-term will be on two days--March 2 & 4--(Monday and Wednesday). The Final is on May 11, 2:45-4:45. Check your schedule when you enroll in the course to ensure that you do not have a conflict.

Graduate students will complete a 5-7 page paper, due on April 22–please ask for a copy of the instructions for this paper at the beginning of the course.
To recap: 20% Discussion section & class participation including papers
40% Mid-term Exam
40% Final Exam

Grading Scale:
A (93-100); AB (88-92); B (83-87); BC (78-82); C (70-77); D (60-69); F, below 60

If you are ill or otherwise have a legitimate reason to miss a scheduled examination, it is your responsibility to contact me or one of the teaching assistants before the test. Missing an exam without prior permission will lead to an automatic F. If you are experiencing any difficulty with the course, or with your schooling generally, please come to see me or the other instructors. We would be very happy to help.

Teacher Education Standards
This course is approved for Department of Public Instruction and Minority Group Relations Teacher License Requirements: DPI Standards 2, 5, 13, and 14, and Minority Group Relations 1, 2, 3, 4, and 5. In order to meet these standards, teacher-education students must earn a final grade of “BC” or better. If you do not receive such a grade, you must take a different course to meet these standards.

WEEK-BY-WEEK SUMMARY

Week 1 Jan. 21 Introduction to the Course
Reading: Hine, Rise and Fall, introduction & chapters 1-3.

Week 2 Jan. 26 & 28 The Protestant Reformation & Puritan New England in the 17th Century
Reading: Hine, Rise and Fall, chapter 4.

Week 3 Feb. 2 & 4 Education and Social Change in the 18th Century
Reading: Kaestle, Pillars, introduction and chapter 1; and Nash, Women’s Education, introduction and chapter 1.
Week 4  Feb. 9 & 11  Education in the Early Republic
       The Origins of Public Schools

       Reading: Nash, Women’s Education, chapters 2-4; and Kaestle, Pillars, chapters 2-5.

Week 5  Feb. 16 & 18  The Origins of Public Schools

       Reading: Kaestle, Pillars, entire; and Nash, Women’s Education, entire.

Week 6  Feb. 23 & 25  The Origins of Public Schools
       Review

       Reading: Hine, Rise and Fall, chapters 5-6.

Week 7  March 2 & 4  Mid-Term

Week 8  March 9 & 11  Romanticism and the Origins of Progressive Education
       Separate and Unequal: Race and Reconstruction

       Reading: Adams, Education for Extinction, first half

Week 9  March 16 & 18  Spring Break

Week 10  March 23 & 25  Progressivism

       Reading: Adams, Education for Extinction, complete.

Week 11  March 30 & April 1 Progressivism

Week 12  April 6 & 8  The Color Line and the Schools
The 1920s

Reading: Hine, Rise and Fall, chapters 7-10.

Week 13  April 13 & 15  American Education and the Great Depression

Reading: Hine, Rise and Fall, chapter 11; and Zilversmit, Changing Schools, chapters 1-4.

Week 14  April 20 & 22  School and Society in the 1950s

Reading: Zilversmit, Changing Schools, entire; and Hine, Rise and Fall, chapter 12.

Graduate students: paper due April 22.

Week 15  April 27 & 29  The Great Society and the 1960s
From the Great Society to A Nation at Risk

Reading: Podair, Strike that Changed New York, entire.

Week 16  May 4 & 6  Reagan to “No Child Left Behind”
Review

Reading: Hine, Rise and Fall, chapters 13-15.

***Final Exam: 2:45-4:45 May 11***

Room to be determined