

Department of Educational Policy Studies and Department of History
History of American Education
EPS 412 & History 412

Spring 2010

3 credits

Lecture, Mondays and Wednesdays, 9:55

168 Noland

&

Discussion Sections,

Wednesday 1:20 [Disc. 304] 58 Bascom

1:20 [Disc. 306] 2101 Humanities

Thursday 8:50 [Disc. 301] 4017 Vilas

11:00 [Disc. 303] 553 Noland

12:05 [Disc. 305] 579 Noland

Friday 9:55 [Disc. 302] 2112 Chamberlin

William J. Reese, Professor of Educational Policy
Studies, History, and European Studies

Office phone, 263-2319; messages 262-1760

Email: wjreese@wisc.edu

Office Hours: Mondays, 1:00-2:30; Wednesdays, 11:15-12:30 & By Appointment
4120 Mosse Humanities Building

Teaching Assistants, 216 Rust

Office Hours:

Robert Gross (Monday 12:00-2:00)

Campbell Scribner (Monday 11:00-12:00 and Tuesday 8:00-9:00)

Course Description:

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
5. Arthur Zilversmit, Changing Schools: Progressive Education Theory and Practice
6. Jerald Podair, The Strike That Changed New York

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 1 & 3--(Monday and Wednesday). The Final is on May 12, 12:25-2:25. 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 21--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.

Computers and Electronic Devices

Please turn off all electronic devices including cell phones and store them away before the beginning of class. Computers may *only* be used to take notes. Computers may *not* be used for email, internet browsing, or other purposes during class, so turn off the wireless application.

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. 20 Introduction to the Course

Reading: Hine, Rise and Fall, introduction & chapters 1-3.

Week 2 Jan. 25 & 27 The Protestant Reformation & Puritan New England in
the 17th Century

Reading: Hine, Rise and Fall, chapter 4.

Week 3 Feb. 1 & 3 Education and Social Change in the 18th Century

Reading: Kaestle, Pillars, preface and chapter 1; and Nash, Women's Education, introduction and chapter 1.

Week 4 Feb. 8 & 10 Education in the Early Republic
The Origins of Public Schools

Reading: Nash, Women's Education, chapters 2-4; Kaestle, Pillars, chapters 2-5; and J.M. Opal, "Exciting Emulation: Academies and the Transformation of the Rural North, 1780s-1820s," *Journal of American History* 91 (Sept. 2004): 445-470. (This article is accessible electronically from HISTORY COOPERATIVE via MADCAT).

Week 5 Feb. 15 & 17 The Origins of Public Schools

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

Week 6 Feb. 22 & 24 The Origins of Public Schools
Review

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

Week 7 March 1 & 3 **Mid-Term**

Week 8 March 8 & 10 Romanticism and the Origins of Progressive Education
Separate and Unequal: Race and Reconstruction

Reading: Adams, Education for Extinction, preface, prologue, chapters 1-6.

Week 9 March 15 & 17 Progressivism

Reading: Adams, Education for Extinction, complete.

Week 10 March 22 & 24 Progressivism

Reading: Reading: Hine, Rise and Fall, chapters 7-10; and Joseph L. Tropea, "Bureaucratic Order and Special Children: Urban Schools, 1890s-1940s," *History of Education Quarterly* 27 (Spring 1987): 29-53. (This article is accessible electronically from JSTOR via MADCAT).

Week 11 March 29 & 31 **Spring Break, March 27-April 4**

Week 12 April 5 & 7 John Dewey and American Education
American Education and the Great Depression

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

Week 13 April 12 & 14 School and Society in the 1950s

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

Week 14 April 19 & 21 The Great Society and the 1960s

Reading: Hine, Rise and Fall, chapters 13; Podair, Strike that Changed New York, introduction and chapters 1-5.

Graduate students: paper due April 21.

Week 15 April 26 & 28 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 3 & 5 Reagan to “No Child Left Behind”
Review

Reading: Hine, Rise and Fall, chapters 14-15.

*****Final Exam: 12:25 Wednesday May 12*****

Room to be determined