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. Copies are also on reserve at College Library, Helen C. White.

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 5 & 7--(Monday and Wednesday). The Final is on May 16, 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 30--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. Abuses may lead to the banning of computers in class, so your cooperation is appreciated.

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. 23 & Jan. 25  

Introduction to the Course  
The Protestant Reformation & Puritan New England in the 17th Century

**Week 2**  Jan. 30 & Feb. 1

The Protestant Reformation & Puritan New England in the 17th Century
Education and Social Change in the 18th Century

Reading: Hine, *Rise and Fall*, chapters 4-5.

**Week 3**  Feb. 6 & 8  Education in the Early Republic
The Origins of Public Schools


**Week 4**  Feb. 13 & 15  The Origins of Public Schools


**Week 5**  Feb. 20 & 22  The Origins of Public Schools


**Week 6**  Feb. 27 & 29  The Origins of Public Schools
Review


**Week 7**  March 5 & 7  **Mid-Term**
Week 8    March 12 & 14    Separate and Unequal: Race and Reconstruction
Romanticism and the Origins of Progressive Education


Week 9    March 19 & 21    Progressivism


Week 10   March 26 & 28    Progressivism

Reading: Reading: Hine, *Rise and Fall*, chapters 7-9; 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   Spring Recess    March 31-April 8

Week 12   April 9 & 11 Progressivism

The Scopes Trial and Rise of Fundamentalism


Week 13   April 16 & 18 American Education and the Great Depression
School and Society in the 1950s


Week 14   April 23 & 25 School and Society in the 1950s
Reading: Zilversmit, Changing Schools, chapters 5-9; and Podair, Strike that Changed New York, introduction and chapter 1.

Week 15 April 30 & May 2 The Great Society and the 1960s
From the Great Society to A Nation at Risk

Reading: Hine, Rise and Fall, chapter 13; Podair, Strike that Changed New York, entire.

Graduate students: paper due April 30

Week 16 May 7 & 9 Reagan to “No Child Left Behind”
Review

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

***Final Exam: 12:25 Wednesday May 16***

Room to be determined