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

Spring 2013
3 credits
Lecture, Mondays and Wednesdays, 9:55
Education L196
&
Discussion Sections,
  Wednesday 1:20 [Disc. 304] Ed L155
  1:20 [Disc. 306] Ed L159
  Thursday 8:50 [Disc. 301] Social Science 6101
  11:00 [Disc. 303] Social Science 6232
  12:05 [Disc. 305] Ed 151
  Friday 9:55 [Disc. 302] Ed L150

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Office Hours: Education 223 on Mondays, 11:00-12:00 and Wednesdays, 11:00-12:30 &
By Appointment

Teaching Assistants, Andrew Knudsen and Kyle Steele
Education 218 Phone: 262-0124
Office Hours: To Be Announced in Discussion Sections

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 bookstores 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 complete 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 at your discussion section 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 4 and 6—(Monday and Wednesday). The Final is on May 14, 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 May 1—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  Introduction to the Course  
Reading: Hine, Rise and Fall, introduction & chapters 1-3.
Week 2 Jan. 28 & Jan. 30  The Protestant Reformation & Puritan New England in the 17th Century

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

Week 3 Feb. 4 & 6  Education and Social Change in the 18th Century Education in the Early Republic

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

Week 4 Feb. 11 & 13  The Origins of Public Schools


Week 5 Feb. 18 & 20  The Origins of Public Schools

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

Week 6 Feb. 25 & 27  The Origins of Public Schools Review

Reading: Hine, Rise and Fall, chapter 6.

Week 7 March 4 & 6  Mid-Term

Week 8 March 11 & 13  Separate and Unequal: Race and Reconstruction “In the White Man’s Image”

Reading: Adams, Education for Extinction, preface, prologue, chapters 1-6.
Week 9  March 18 & 20  Romanticism and the Origins of Progressive Education
Progressivism

Reading:  Adams, Education for Extinction, complete.

Week 10  SPRING BREAK  (March 23-31)

Week 11  April 1 & 3  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 12  April 8 & 10  Progressivism
The Scopes Trial and Rise of Fundamentalism

Reading:  Hine, Rise and Fall, chapter 10; and Jeffrey P. Moran, “Reading Race into the Scopes Trial: African American Elites, Science, and Fundamentalism,” Journal of American History 90 (December 2003): 891-911. (This article is accessible electronically from JSTOR via MADCAT).

Week 13  April 15 & 17  American Education and the Great Depression
School and Society in the 1950s

Reading:  Hine, Rise and Fall, chapters 11-12; and Zilversmit, Changing Schools, preface and chapters 1-4.

Week 14  April 22 & 24  School and Society in the 1950s

Reading:  Zilversmit, Changing Schools, complete; and Podair, Strike that Changed New York, introduction and chapter 1.

Week 15  April 29 & May 1  The Great Society and the 1960s
From the Great Society to *A Nation at Risk*


*Graduate students: paper due May 1*

Week 16  May 6 & May 8  Reagan to “No Child Left Behind”
Review


***Final Exam: 12:25-2:25 Tuesday May 14***

Room to be determined