

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

Spring 2009

3 credits

Lecture, Mondays and Wednesdays, 9:55

132 Noland

&

Discussion Sections,

Wednesday 1:20 [Disc. 304] 553 Noland

1:20 [Disc. 306] B387 Chemistry

Thursday 8:50 [Disc. 301] 579 Noland

11:00 [Disc. 303] 553 Noland

12:05 [Disc. 305] 553 Noland

Friday 9:55 [Disc. 302] 2112 Chamberlin

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Office Hours: Mondays, 11-12:00; Wednesdays, 11:15-12:30 & By Appointment
4130 Mosse Humanities Building

Teaching Assistants

216 Rust, 262-9853

Office Hours:

Robert Gross (Wednesday, 2:15-3:15 & Thursday, 1-2)

Campbell Scribner (Tuesday, 12:30-1:30 & Wednesday, 8:30-9:30)

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 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

Reading: Joseph L. Tropea, "Bureaucratic Order and Special Children: Urban Schools, 1890s-1940s," *History of Education Quarterly* 27 (Spring 1987): 29-53. (Accessible electronically from JSTOR via MADCAT).

