

EPS/HISTORY 622

Fall 2020

History of Radical and Experimental Education in the U.S. and U.K. since 1800

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Office Hours:

*By appointment

* Office hours will be conducted remotely. Occasional exceptions may be made following physical distancing and health recommendations at the discretion of your instructor/TA.

Course Description

This course examines the history of radicalism, experimentalism, and utopianism in education—at all levels—in the United States and United Kingdom from approximately 1800 to the present. The course will examine the educational aspects of the utopian communities that Robert Owen and his followers created in Britain and America in the 1820s; the feminist and abolitionist politics of Oberlin College in frontier Ohio in the 1830s; the work of Bronson Alcott and other Transcendentalists at the short-lived Fruitlands experiment in Massachusetts in the 1840s; the Whiteway Colony of socialist-anarchist disciples of Leo Tolstoy, founded in the Cotswolds in the 1890s; socialist schools in New York, Rochester, and Milwaukee at the turn of the twentieth century; anarchist educational experiments in New York; the Dartington Hall cooperative in Devon in the 1920s and 1930s; the Experimental College of the University of Wisconsin in the same period; the labor colleges in New York and Arkansas during the Great Depression; the legendary artists colony at Black Mountain College in North Carolina in the 1930s and 1940s; the well-known Summerhill School of British theorist A.S. Neill; Christian Fundamentalist education in the 1980s; and more.

Course Requirements

Discussion Participation	35%
Research Paper	65%

Discussion Participation:

To gain experience in the art of discussion leadership, you will be responsible for leading or co-leading (with Professor Nelson and one other classmate) at least one discussion over the course of the semester. Before the discussion you are to lead or co-lead, you should prepare a list of questions to guide your fellow students into the important issues in the assigned text(s). Your list of questions should lead your fellow students toward a close examination of the central thesis of the reading assigned for the week. Your questions might address a text's use of evidence, its interpretive techniques, its theoretical assumptions, its narrative strategies, and/or its prose style. You should phrase your questions in a way that encourages diverse contributions from the class

while bringing a level of focus and coherence to the discussion as a whole. You might ask your classmates to define a key term or identify the “most important cause” of a specific experiment in education or a broad historical change. You might ask if a particular historical development was “avoidable” or how two or more conflicting educational goals were or were not reconciled. Your questions should launch the discussion and get everyone involved. Of course, students should prepare for each discussion as thoroughly as they hope their fellow students will prepare for the one they are leading/co-leading.

Participation Grading Rubric

A: This student never misses class, always completes assigned readings, and comes to class prepared to think carefully, making connections between readings and across topics. He or she is willing to take the lead in discussion periodically, posing interesting questions or taking risks by answering tough questions. He or she avoids dominating discussion, instead participating mindfully in discussion with other students, considering their ideas, and responding in thoughtfully. The student shows passion for the work of the class and is committed fully to our work while in the classroom.

AB: This student does most of what an A student does, but may be slightly deficient in one area – for instance, he or she may be a conscientious reader and thinker who tends not to listen to other students or otherwise dominates conversation instead of engaging in productive debate. Or, he or she may have been late to class a few times, or may have missed a reading or two.

B: This student participates often, but not consistently. He or she may attend every class and do all the readings but avoids taking the lead in discussion, instead only responding to questions or adding periodically to others’ ideas. This student may participate well, but may have missed a class.

BC: This student may be a frequent but superficial discussion participant. The student may let shyness keep him or her from participating as fully as he or she should. At times the student may seem not to have done the readings, though he or she usually comes prepared.

C: This student is intermittently prepared for class. He or she may have flashes of brilliance, but rarely participates beyond the occasional superficial comment.

D: This student very rarely participates, and only in superficial ways.

F: This student has missed two unexcused classes and/or attends most classes but never participates.

Research Paper:

The major writing assignment for this course will be a research paper. This paper will provide an opportunity for you to explore a topic of special interest and to gain experience addressing historical questions through original (often primary-source) research.

In your research paper, you should articulate a clear, narrowly focused, and persuasive thesis and support your arguments with concrete evidence (ideally drawn from the archives). You should also situate your interpretation within the existing secondary literature, noting the ways in which your findings supplement or revise or fundamentally challenge previous interpretations.

You should choose a topic *as early as possible* so you can spend several weeks engaged in intensive research (research always takes longer than one predicts) and several weeks writing

and revising. Once you have identified a topic and a body of source materials, you should meet with Professor Nelson to discuss the feasibility of your project. To help you get started, a one-page description of your topic and source-base is due early in the semester.

Ultimately, the quality of your writing—its grammar, syntax, organization, spelling, citations, and overall style—will be judged equally with the quality of your analysis.

History Lab –The History Lab is a great resource to help with writing assignments. Appointments are currently remote. Please go to: <https://history.wisc.edu/undergraduate-program/the-history-lab/>

Paper Grading Rubric

A: This paper is exceptionally well written, with almost no mistakes of grammar, usage, or citation. It poses an original research question, engages with existing scholarly literature, and analyzes primary sources in the context of a persuasive thesis.

A/B: This paper is like an A paper, but does not meet standards of excellence in either its writing or its argumentation. The research topic may be less sophisticated or original, or the writing may suffer from noticeable flaws in grammar, citation, or structure.

B: This paper is well written with a few grammatical mistakes. It adequately synthesizes existing scholarship on a subject, which it illustrates with its own primary sources. Although it makes few new claims, this paper clearly articulates a thesis and supports it with reasoned, well-organized arguments.

B/C: This paper is like a B paper, but suffers from numerous flaws in grammar, citation, or structure. It lays out a clear research topic but fails to make a persuasive argument in its support.

C: This paper presents an argument but compromises its clarity with numerous flaws of style or evidence. It does not show an understanding of existing scholarship on a subject, does not incorporate original primary sources, or does not arrange them in a coherent way.

D: This paper shows insufficient effort. It may fulfill basic requirements of length, but is poorly written or researched, incoherent in its arguments, and unconnected to relevant scholarship.

F: This paper is unacceptable, either because of insufficient length, poor quality, or plagiarism.

Expectations for Undergraduate/Graduate Students:

This course is open to both undergraduate and graduate students. The expectations for discussion participation are the same for both groups, but the expectations for the research paper differ as follows:

- * Undergraduate research papers: 12-15 pages, using at least 2-3 primary sources and at least 4-5 secondary sources.
- * Graduate research papers: 20-25 pages, with at least 6-8 primary sources and at least 8-10 secondary sources; the argument should be situated within existing historiographies and/or other relevant scholarly literatures.

Students with Special Needs:

I want to include persons with disabilities fully in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. I will try to maintain the confidentiality of the information you share with me. Students with special needs are encouraged to contact the McBurney Disability Resource Center, 905 University Avenue (263-2741), for information concerning campus disability-related policies and services.

Academic Dishonesty/Misconduct:

All students are expected to do their own work. Academic dishonesty in the form of plagiarism, cheating, etc., will not be tolerated. For information on the University's policies with respect to academic dishonesty, see <http://www.wisc.edu/students/saja/misconduct/facstaff.html>.

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES: See:

<https://secfac.wisc.edu/academic-calendar/#religious-observances>

USAGE OF AUDIO RECORDED LECTURES STATEMENT: Lecture materials and recordings for EDPOL/HISTORY 412 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation [Regent Policy Document 4-1]. Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

COURSE EVALUATIONS: Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

COVID-19:

STUDENTS' RULES, RIGHTS, AND RESPONSIBILITIES

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-MADISON [BADGER PLEDGE](#)

UW-MADISON [FACE COVERING GUIDELINES](#)

While on campus, all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building unless working alone in a laboratory or office space.

Face Coverings During In-person Instruction Statement (COVID-19)

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

The History Department has directed instructors to halt the class and, if necessary, leave the classroom if anyone in the room is not wearing a properly fitted mask.

Quarantine or Isolation Due to Covid-19

Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Required Texts:

The following five books are available for purchase at the University Bookstore:

1. A.S. Neill, *Summerhill: A Radical Approach to Childrearing* (1960).
2. Alan Peshkin, *God's Choice: The Total World of a Christian Fundamentalist School* (1986).

(R) indicates a text available on-line through Canvas.

Other texts available on-line through websites indicated on the syllabus.

Class Schedule:

PART I

Week 1. Introduction and Organizational Meeting

Tuesday, September 8

John L. Thomas, "Romantic Reform in America, 1815-1865," *American Quarterly* (Winter 1965), 656-681
(<https://www.jstor.org/stable/2711125>).

Week 2. Robert Owen, William Maclure, and the Transatlantic Roots of Utopian Education

Tuesday, September 15

Karen C. Altfest, *Robert Owen as Educator* (1977), 13-155. (R)
Carol A. Kolmerten, "Women's Experiences in the American Owenite Communities" in *Women in Spiritual and Communitarian Societies in the United States*, ed. Wendy W. Chmielewski, et al. (1993), 38-51. (R)

Strongly recommended:

Erving Goffman, "On the Characteristics of Total Institutions," in *Asylums* (1961), 1-125.

Also recommended:

John F. C. Harrison "The Steam Engine of the New Moral World': Owenism and Education, 1817-1829," *The Journal of British Studies*, 6:2 (May, 1967), 76-98.

David J. McLaren, "Robert Owen, William Maclure, and New Harmony," *History of Education* 25:3 (1996), 223-233.

Paul R. Bernard, "Irreconcilable Opinions: The Social and Educational Theories of Robert Owen and William Maclure," *Journal of the Early Republic*, 8:1 (Spring, 1988), 21-44.

W. S. Monroe, *History of the Pestalozzian Movement in the United States* (1907; reprinted 1969).

John F. C. Harrison, *Utopianism and Education: Robert Owen and the Owenites* (1968).

Arthur E. Bestor, *Backwoods Utopias: The Sectarian and Owenite Phases of Communitarian Socialism in America, 1663-1829* (Philadelphia: University of Pennsylvania Press, 1950).

- Carol A. Kolmerten, *Women in Utopia: The Ideology of Gender in the American Owenite Communities* (1990).
- Maren Lockwood Carden, *Oneida: Utopian Community to Modern Corporation* (1969).
- Robert David Thomas, *The Man Who Would Be Perfect: John Humphrey Noyes and the Utopian Impulse* (1977).
- Roger Wunderlich, *Low Living and High Thinking at Modern Times, New York* (1992).

Week 3. Transcendentalism and Education: Bronson Alcott's Philosophy of Good and Evil

Tuesday, September 22

- Frederick C. Dahlstrand, *Amos Bronson Alcott: An Intellectual Biography* (1982), 11-14, 36-208. (R)
- Sam Dolbear and Hannah Proctor, "'Cracking Open the Natural Teleology': Walter Benjamin, Charles Fourier, and the Figure of the Child," *Pedagogy, Culture, and Society* 24:4 (2016), 495-503.
<http://web.b.ebscohost.com.ezproxy.library.wisc.edu/ehost/detail/detail?vid=1&sid=e8159711-fd91-4301-af5f-9c775cd63f29%40pdc-v-sessmgr05&bdata=JkF1dGhUeXBIPWlwLHVpZCZzaXRIPWVob3N0LWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=118586254&db=ehh>

Franziska Schmid, Educating New England: The Pedagogical Experiments of the American Transcendentalists (2019)

Also recommended:

- F. B. Sanborn, *Bronson Alcott at Alcott House, England, and Fruitlands, New England, 1842-1844* (1908).
- Louisa May Alcott, "Transcendental Wild Oats" in Clara Endicott Sears, *Bronson Alcott's Fruitlands* (1915), 145-174.
- Odell Shepard, *Pedlar's Progress: The Life of Bronson Alcott* (1937).
- Dorothy McCuskey, *Bronson Alcott, Teacher* (1940; reprinted 1969).
- J. B. Wilson, "The Antecedents of Brook Farm," *The New England Quarterly*, 15:2 (Jun., 1942), pp. 320-331.
- Lindsay Swift, *Brook Farm: Its Members, Scholars, and Visitors* (1961).
- Lucy M. Frieber, "Creative Women of Brook Farm" in *Women in Spiritual and Communitarian Societies in the United States*, ed. Wendy W. Chmielewski, et al. (1993), 75-88.
- Richard Francis, "Circumstances and Salvation: The Ideology of the Fruitlands Utopia," *American Quarterly* 25:2 (May 1973), 202-234.
- Richard Francis, *Transcendental Utopias: Individual and Community at Brook Farm, Fruitlands, and Walden* (1997), 140-217.
- Franziska Schmid, *Educating New England: The Pedagogical Experiments of the American Transcendentalists* (2019)

Week 4. Feminism, Abolitionism, and Other Radical Causes at Oberlin College

Tuesday, September 29

J. Brent Morris. *Oberlin, Hotbed of Abolitionism: College, Community, and the Fight for Freedom and Equality in Antebellum America* (2014), 1-239. Available online via UW Libraries at <https://muse-jhu-edu.ezproxy.library.wisc.edu/book/32946>

Also recommended:

- James H. Fairchild, *Oberlin: The Colony and the College, 1833-1883* (1883).
John Barnard, *From Evangelicalism to Progressivism at Oberlin College, 1866-1917* (1969).
Calley L. Waite, *Permission to Remain Among Us : Education for Blacks in Oberlin, Ohio, 1880-1914* (2002).
W. E. Bigglestone, "Oberlin College and the Negro Student, 1865-1940," *Journal of Negro History* 56:3 (1971), 198-219.
Ellen N. Lawson and Marlene Merrill, "The Antebellum 'Talented Thousandth': Black College Students at Oberlin Before the Civil War," *Journal of Negro Education* 52:2 (1983), 142-155.
James Oliver Horton, "Black Education at Oberlin College: A Controversial Commitment," *Journal of Negro Education* 54:4 (1985), 477-499.
Paul Goodman, "The Manual Labor Movement and the Origins of Abolitionism," *Journal of the Early Republic* 13:3 (Autumn 1993), 355-388.
David Diepenbrock, "Black Women and Oberlin College in the Age of Jim Crow," *UCLA Historical Journal* 13 (1993), 27-59.
Russell W. Irvine and Donna Zani Dunkerton, "The Noyes Academy, 1834-35: The Road to the Oberlin Collegiate Institute and the Higher Education of African Americans in the Nineteenth Century," *Western Journal of Black Studies* 22:4 (1998), 260-273.
Ronald W. Hogeland, "Coeducation of the Sexes at Oberlin College: A Study of Social Ideas in Mid-Nineteenth-Century America," *Journal of Social History* 6:2 (1972-1973), 160-176. (R)
Paul Goodman, "The Manual Labor Movement and the Origins of Abolitionism," *Journal of the Early Republic* 13:3 (Autumn, 1993), 355-388 (<http://www.jstor.org/stable/3124349>)
Roberts Fletcher, *History of Oberlin College: From Its Foundation Through the Civil War* (1943; reprinted 1971), 58-69, 102-178, 236-270, 290-315, 373-385, 507-536, 634-664. (R)
George Fitzhugh, "In What Anti-Slavery Ends," in *Cannibals All!, Or, Slaves Without Masters* (1856), 213-216. http://www.gutenberg.org/files/35481/35481-h/35481-h.htm#Page_311
Lori D. Ginzberg, "Women in an Evangelical Community: Oberlin, 1835-1850," *Ohio History* 89:1 (1980), 78-88 (go to <http://publications.ohiohistory.org/ohstemplate.cfm?action=toc&vol=89>).

PART II

Week 5. Tolstoyan Christian-Anarchist Education in Late-Nineteenth-Century Britain and America

*One-page description of research paper topic and sources due to Professor Nelson.

Tuesday, October 6

- Robert C. Tucker, ed., *The Marx-Engels Reader*, 2nd edition:
Marx, "Society and Economy in History," 136-142
Marx, "After the Revolution: Marx Debates Bakunin," 542-548
Engels, "Versus the Anarchists," 728-729
(<http://sandiegodsa.org/Marx/karl-marx-friedrich-engels-the-marx-engels-reader.pdf>)
- Ernest J. Simmons, *Tolstoy* (1973), 56-78. (R)
Daniel Murphy, *Tolstoy and Education* (1992), 1-8, 45-81, 202-249. (R)
M.J. de K. Holman, "The Purliegh Colony: Tolstoyan Togetherness in the Late 1800s," in W. Gareth Jones, *Tolstoi and Britain* (1995), 153-184. (R)
Jane Addams, "Tolstoyism" in *Twenty Years at Hull House* (1910), 186-199. (R)

Also recommended:

- Dennis Hardy, *Utopian England: Community Experiments, 1900-1945* (2000).
W.H.G. Armytage, "J.C. Kenworthy and the Tolstoyan Communities in England," in W. Gareth Jones, *Tolstoi and Britain* (1995), 135-152.
Joy Thacker, *Whiteway Colony: The Social History of a Tolstoyan Community* (1997).
Nellie Shaw, *Whiteway: A Colony in the Cotswolds* (1935), (skim 17-46), 47-99.
Paul Kagan, "Portrait of a California Utopia," *California Historical Quarterly* 51 (1972), 131-154.
Paul D. Bolster, "Christian Socialism Comes to Georgia: The Christian Commonwealth Colony," *Georgia Review* 26:1 (1972), 60-70.
George O. Fish, "The Christian Commonwealth Colony: A Georgia Experiment," *Georgia Historical Quarterly* 57:2 (1973), 213-226.
John L. Thomas, *Alternative America: Henry George, Edward Bellamy, Henry Demarest Lloyd, and the Adversary Tradition* (1983).
W. Fitzhugh Brundage, *A Socialist Utopia in the New South: The Ruskin Colonies in Tennessee and Georgia, 1894-1901* (1996).
Geoff Andrews, Hilda Kean and Jane Thompson, eds., *Ruskin College: Contesting Knowledge, Dissenting Politics* (2003).

Week 6. Anarchist Education in the United States: The "Modern School" Movement

Tuesday, October 13

- Paul Avrich, *The Modern School Movement: Anarchism and Education in the United States* (1980), 69-110, 256-288. (R)
Laurence Veysey, *The Communal Experience: Anarchist and Mystical Counter-Cultures in America* (1973), 77-177. (R)

Also recommended:

- The Adventures of Nono* (1901); children's book written for the Ferrer Schools
<http://library.libertarian-labyrinth.org/items/show/2673>
- Timothy Miller, *The Quest for Utopia in Twentieth-Century America: 1900-1960* (2003).
- Geoffrey C. Filder, "The Escuela Moderna Movement of Francisco Ferrer: 'Por la Verdad y la Justicia,'" *History of Education Quarterly* 25:1/2 (Spring-Summer 1985), 103-132.
- William Thurston Brown, "The Most Important Educational Experiment in America"
- Andrew Cornell, *Unruly Equality: U.S. Anarchism in the Twentieth Century* (2015)

Week 7. Socialist Education and Radical Politics during the Progressive Era

Tuesday, October 20

- Kenneth Teitelbaum and William J. Reese, "American Socialist Pedagogy and Experimentation in the Progressive Era: The Socialist Sunday School," *History of Education Quarterly* 23:4 (Winter 1983), 429-454
(<https://www.jstor.org/stable/368078>).
- William J. Reese, "'Partisans of the Proletariat': The Socialist Working Class and the Milwaukee Schools, 1890-1920," *History of Education Quarterly* 21:1 (Spring 1981), 3-50
(<https://www.jstor.org/stable/368003>).
- Jane Greer, "'No Smiling Madonna': Marian Wharton and the Struggle to Construct a Critical Pedagogy for the Working Class, 1814-1917," *College Composition and Communication* 51:2 (Dec. 1999), 248-271
(<http://www.jstor.org/stable/175771>).
- Jonathan Rose, *The Intellectual Life of the British Working Classes* (2001), 1-11, 256-320. (R)

Also recommended:

- Knoll, Michael. "John Dewey as Administrator: The Inglorious End of the Laboratory School in Chicago," *Journal of Curriculum Studies* 47:2 (April 2015): 203-252.
- Kenneth Teitelbaum, *Schooling for 'Good Rebels': Socialist Education for Children in the United States, 1900-1920* (1993).
- Leon Fink, *Progressive Intellectuals and the Dilemmas of Democratic Commitment* (1997).

Week 8. Adult Workers' Education in the United States during the 1920s and 1930s

Tuesday, October 27

- Richard J. Altenbaugh, *Education For Struggle: The American Labor Colleges of*

- the 1920s and 1930s* (1990), 3-128. (R)
- William H. Cobb, *Radical Education in the Rural South: Commonwealth College, 1922-1940* (2000), 111-216. (R)
- Julia Mickenberg, "The New Generation and the New Russia: Modern Childhood as Collective Fantasy," *American Quarterly* 62:1 (March 2010), 103-134. (<https://www.jstor.org/stable/40664723>)

Strongly recommended:

FILM: *Metropolis* (1927)

Also recommended:

- W. John Morgan, *Communists in Education and Culture, 1848-1948* (2004).
- Paul C. Mishler, *Raising Reds: The Young Pioneers, Radical Summer Camps, and Communist Political Culture in the United States* (1999).
- Richard J. Altenbaugh "'The Children and the Instruments of a Militant Labor Progressivism': Brookwood Labor College and the American Labor College Movement of the 1920s and 1930s," *History of Education Quarterly* 23:4 (Winter 1983), 395-411.
- Jonathan D. Bloom, "Brookwood Labor College: The Final Years, 1933-1937," *Labor's Heritage* 2:2 (1990), 24-43.
- A.J. Muste, "Sketches for an Autobiography: Historical Essays, 1891-1960," in *The Essays of A.J. Muste*, ed. Nat Henthoff (Indianapolis, 1967), 1-174.
- Raymond and Charlotte Koch, *Educational Commune: The Story of Commonwealth College* (1972).
- Mark Sandler, "Workers Must Read: The Commonwealth College Library, 1925-1940," *Journal of Library History* 1985 20(1): 46-69
- John M. Glen, *Highlander: No Ordinary School, 1932-1962* (1988).
- Myles Horton, *The Long Haul: An Autobiography* (1997).
- John L. Puckett, *Foxfire Reconsidered: A Twenty-Year Experiment in Progressive Education* (1989).
- Yuri Slezkine, *The House of Government: A Saga of the Russian Revolution* (2017).

PART III

Week 9. Learning to Read for the Twentieth Century

Tuesday, November 3

- Tobias Higbie, *Labor's Mind: A History of Working-Class Intellectual Life* (2019), 1-152. Available online via UW Libraries at <https://muse-jhu-edu.ezproxy.library.wisc.edu/book/63458>
- Shawn Anthony Christian, *The Harlem Renaissance and the Idea of a New Negro Reader* (2016), 1-119. Available online via UW Libraries.

Also recommended:

Booker T. Washington, *Up From Slavery* (1901).
 Janet Sharp Hermann, *The Pursuit of a Dream* (1981; reprinted 1999).
 Shannon H. Wilson, *Berea College: An Illustrated History* (2006).
 Thomas D. Fallace, *Dewey and the Dilemma of Race: An Intellectual History, 1895-1922* (2011), 1-34, 78-146.
 Thomas D. Fallace, *Race and the Origins of Progressive Education, 1890-1929* (1915), 34-82.

Week 10. Education and the Avant-Garde in Rural North Carolina in the 1930s and 1940s

Tuesday, November 10

Martin Duberman, *Black Mountain: An Exploration in Community* (1972), 11-184, (skim/skip 184-208), 209-227. (R)

See also: <https://www.theguardian.com/artanddesign/2019/jan/20/bauhaus-at-100-the-revolutionary-movements-enduring-appeal>

Also recommended:

Rosenwald Fund (II.36), The Black Mountain College Papers, NC State Archives, Western Regional Archives.
 Warren F. Kuehl, *Hamilton Holt: Journalist, Internationalist, Educator* (1960).
 Jo Ann C. Ellert, "The Bauhaus and Black Mountain College," *Journal of General Education* 24 (October 1972): 147
 Emma Mary Harris, *The Arts at Black Mountain College* (1987).
 Emma Mary Harris, "Black Mountain College and its Cosmopolitan Faculty," in Henry A. Landsberger and Christoph E. Schweitzer, eds., *They Fled Hitler's Germany and Found Refuge in North Carolina, Southern Research Report* 8 (Spring 1996): 121.
 Stuart D. Hobbs, *The End of the American Avant Garde* (1997).
 Katherine Chaddock Reynolds, *Visions and Vanities: John Andrew Rice of Black Mountain College* (1998).
 Anja Baumhoff, *The Gendered World of the Bauhaus: The Politics of Power at the Weimar Republic's Premier Art Institute, 1919-1931* (Frankfurt: Peter Lang, 2001).
 Emma Mary Harris, *Starting at Zero: Black Mountain College, 1933-57*, with essays by Harris Christopher Benfey, Eva Diaz, Edmund de Waal, and Jed Perl (Kettles Yard, Arnolfini, 2005), 16.
 "Black Mountain College: A Pioneer in Southern Racial Integration," *The Journal of Blacks in Higher Education* 54 (Winter, 2006/2007): 46.
 Wendy Fergusson Soltz, *Beyond the New York Intellectual: Jewish Refugees and Homosexuals at Black Mountain College, N.C., 1933-1956* (Master's Thesis, Brandeis University, 2007).
 Christopher Benfey, *Red Brick Black Mountain White Clay: Reflections on Art, Family, and Survival* (New York: Penguin, 2013, 123).
 Micah Wilkins, "Social Justice at BMC Before the Civil Rights Age:

Desegregation, Racial Inclusion, and Racial Equality at BMC,” *Black Mountain Studies Journal* 6, online at <http://www.blackmountainstudiesjournal.org/volume-6-alma-stone-williams-race-democracy-arts-and-crafts-and-writers-at-bmc-summer-2014/6-17-micah-wilkins/>

Eva Diaz, *The Experimenters: Chance and Design at Black Mountain College* (Chicago: University of Chicago Press, 2015), 9

Helen Molesworth, *Leap Before You Look: Black Mountain College, 1933–1957* (2015).

Alan Powers, *Bauhaus Goes West: Modern Art and Design in Britain and America* (2019).

Week 11. Educating the “Free” Child in Mid-Twentieth Century England

Tuesday, November 17

Sigmund Freud, “‘A Child Is Being Beaten’: A Contribution to the Study of the Origin of Sexual Perversions,” *Psycho-Analysis* 1:4 (1920), 1-14. (<http://www.scribd.com/doc/209508300/Freud-A-Child-is-Being-Beaten#scribd>)

Sigmund Freud, “Family Romances” and “The Dissolution of the Oedipus Complex” in Peter Gay, ed., *The Freud Reader* (1989), 297-300, 661-666. (R)

A.S. Neill, *Summerhill: A Radical Approach to Child Rearing* (1960), ix-xvi, 3-137, (skim/skip 138-191), 192-201, 343-379.

Also recommended:

William Ayers, *On the Side of the Child: Summerhill Revisited* (2003).

Matthew Appleton, *Free Range Childhood: Self-Regulation at Summerhill School* (2000).

Jonathan Croall, *Niell of Summerhill: The Permanent Rebel* (1983).

Susan McIntosh Lloyd, *The Putney School: A Progressive Experiment* (1987).

Ray Hemmings, *Children's Freedom: A. S. Neill and the Evolution of the Summerhill Idea* (1972).

Week 12. Experimental Education in England and Its Long-Term Effects on Students

Tuesday, November 24

Victor Bonham-Carter, *Dartington Hall: The History of an Experiment* (1958), 9-55. (R)

Maurice Punch, *Progressive Retreat: A Sociological Study of Dartington Hall School, 1926-1957, and Some of Its Former Pupils* (1977), vi-x, 1-175. (R)

Also recommended:

Leonard Elmhirst, *Faith and Works at Dartington* (1937).
 Anthony Emery, *Dartington Hall* (1970).
 Michael Young, *The Elmhirsts of Dartington: The Creation of an Utopian Community* (1982).
 R. Snell, *William Wier and Dartington Hall* (1986).
 D. Gribble, ed., *That's All Folks: Dartington Hall School Remembered* (1987).
 P. Cox and J. Dobbs, eds., *Imogen Holst at Dartington* (1988).
 Mark Kidell, *Beyond the Classroom: Dartington's Experiments in Education* (1990).
 M.E. de la Iglesia, *Dartington Hall School: Staff Memories of the Early Years* (1996).
 Rabindranath Tagore, *Rabindranath Tagore: Pioneer in Education: Essays and Exchanges between Rabindranath Tagore and L. K. Elmhirst* (1961).
 Julie McLeod, (2014), "Experimenting With Education: Spaces of Freedom and Alternative Schooling in the 1970s," *History of Education Review*, 43:2, 172 – 189.

Week 13. Conformity, Nonconformity, and Disaffection among Postwar Youth

Tuesday, December 1 [ONLINE]

Paul Goodman, *Compulsory Miseducation* (1964), 1-60.
<http://arvindguptatoys.com/arvindgupta/goodman.pdf>

FILM: "Are Public Schools Necessary?" (an interview with Paul Goodman originally broadcast in 1966 on the TV program "Firing Ling");
<https://www.youtube.com/watch?v=65mffxiEd00>

See also:

Neil Postman and Charles Weingartner, *Teaching as a Subversive Activity* (1969)
 Ivan Illich, *Deschooling Society* (1970)

Strongly recommended:

FILM: *Spaceship Earth* (2020)

Also recommended:

David Riesman, *The Lonely Crowd: A Study of the Changing American Character* (1950)
 Sloan Wilson, *The Man in the Gray Flannel Suit* (1955)
 Paul Goodman, *Growing Up Absurd: Problems of Youth in the Organized System* (1956), ix-xvi, 3-241 (skim 245-296).
 Herbert Marcuse, *One-Dimensional Man: Studies in the Ideology of Advanced Industrial Society* (1964)
 Susan McIntosh Lloyd, *The Putney School: A Progressive Experiment* (1987).
 Susan F. Semel, *The Dalton School: The Transformation of a Progressive School*

(1992), xiii-xix, 1-179.

John P. Spencer, *In the Crossfire: Marcus Foster and the Troubled History of American School Reform* (2014).

Week 14. Religious Fundamentalism in the 1980s: Utopianism and Education Redux

Tuesday, December 8 [ONLINE]

Alan Peshkin, *God's Choice: The Total World of a Christian Fundamentalist School* (1986), 1-299.

Strongly recommended:

Eugene McCarragher, "Epilogue" to *The Enchantments of Mammon: How Capitalism Became the Religion of Modernity* (2019), 663-679.

Also recommended:

Joel A. Carpenter, "Fundamentalist Institutions and the Rise of Evangelical Protestantism, 1929-1942," *Church History* 49 (1980), 62-75.

Joel A. Carpenter, "Youth for Christ and the New Evangelicals' Place in the Life of the Nation" in Rolad Sherrill, ed., *American Recoveries: Religion in the Life of the Nation* (1987).

Paul F. Parson, *Inside America's Christian Schools* (1987)

Thomas James, "Totality in Private and Public Schooling," *American Journal of Education* 97:1 (November, 1988), 1-17.

Susan D. Rose, *Keeping Them Out of the Hands of Satan: Evangelical Schooling in America* (1988)

Melinda Bollar Wagner, *God's Schools: Choice and Compromise in American Society* (1990).

Colleen McDannell, "Creating the Christian Home: Home Schooling in Contemporary America," in David Chidester and Edward Linenthal, eds., *Sacred Space in America* (1996).

Christine Rosen, *My Fundamentalist Education: A Memoir of a Divine Girlhood* (2005).

Amy Binder, *Contentious Curricula: Afrocentrism and Creationism in American Public Schools* (2004).

David C. Berliner, "Educational Psychology Meets the Christian Right: Differing Views of Children, Schooling, Teaching, and Learning," (1995) at <http://courses.ed.asu.edu/berliner/readings/differingh.htm>

Week 15.

Tuesday, December 15, 4:00 p.m.

RESEARCH PAPERS DUE.