

University of Wisconsin–Madison
Department of Educational Policy Studies and Department of History
The History of American Education
EPS/History 412

Spring 2023

3 credits

Lecture, Mondays and Wednesdays, 9:55–10:45

Education L196

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Discussion Sections,

Wednesday 1:20–2:10 [Disc. 304] 6112 Sewell Social Sciences

1:20–2:10 [Disc. 306] 218 Educational Sciences

Thursday 8:50–9:40 [Disc. 301] 2165 Grainger Hall

11:00–11:50 [Disc. 303] 1325 Computer Sciences

12:05–12:55 [Disc. 305] 218 Educational Sciences

Friday 9:55–10:45 [Disc. 302] B223 VanVleck Hall

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

Education 223

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Office Hours: Education 223

Wednesday, 11-1 & By Appointment

Teaching Assistants: Sophie Cornfield, Alexandra Pasqualone, Daniel Berman

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.

Credit Hours: This is a 3-credit course. It meets in-person three hours per week for fifteen weeks and carries the expectation that you will spend at least an average of 2.5 hours outside of class for each hour of class time on additional work. In other words, besides class time, plan to allot at least an average of 7.5 hours per week for reading, writing, preparing for discussions, and/or conducting research for this class.

Requisites: Sophomore Standing

Course Designation: Breadth - Social Science; Level —Intermediate; L&S Credit —Counts as Liberal Arts and Science credit in L&S; Grad 50% — Counts toward 50% graduate coursework requirement.

There are five required paperbacks for the course. Three of the paperbacks are available as e-books in the UW Library. The books by Kaestle and by Adams may be available in local bookstores and via sites on the Internet. I've also asked librarians to place the books by Kaestle and Adams on reserve at College Library, Helen C. White.

1. Margaret A. Nash, Women's Education in the United States [e-book via UW Library]
2. Carl F. Kaestle, Pillars of the Republic
3. David Wallace Adams, Education for Extinction 2nd edition, revised and expanded, 2020
4. W.E.B DuBois, The Souls of Black Folk [e-book via UW Library]
5. Jonathan Zimmerman, Whose America? 2nd edition, 2022 [e-book via UW Library]

WEEK-BY-WEEK SUMMARY

Week 1 Jan. 25 Introduction to the Course

Week 2 Jan. 30 & Feb. 1 The Protestant Reformation & Puritan New England
in the 17th Century

Reading: The following readings are from Paula S. Fass and Mary Ann Mason, eds., Childhood in America: Anne Bradstreet, Puritan poet (1612–1672): “Before the Birth of One of Her Children,” 11; “Thoughts on Child Reading,” 44; and “In Reference to Her Children, 23 June, 1659,” 79–81; John Locke (1690), “The Use of Reason in Child Rearing,” 45–48; Catherine M. Scholten (Historian), “Women as Childbearers, 1650–1750,” 12–15; and John Demos (Historian), “Family Life in Plymouth Colony,” 203–05. [Course Canvas page under “Files”]

Week 3 Feb. 6 & 8 Education and Social Change in the 18th Century

Reading: Kaestle, Pillars, preface and chapter 1; and Nash, Women's Education, chapters 1–2.

Week 4 Feb. 13 & 15 Education in the Early Republic
The Origins of Public Schools

Reading: Nash, Women's Education, chapters 3–4; Kaestle, Pillars, chapters 2–3; 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. [Course Canvas page under “Files”]

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

Reading: Kaestle, Pillars, chapters 4–6; and Nash, Women's Education, chapters 5–6.

Week 6 Feb. 27 & March 1 The Origins of Public Schools

Reading: Kaestle, Pillars, chapters 7–9.

Week 7 March 6 & 8 **Review session Monday**

Midterm Two out of three essay questions, posted after lecture on Monday, March 6, and due on Canvas by Thursday, March 9, at 11:59 p.m..

Discussion sections will not meet this week

Week 8 Spring Recess March 11–19

Week 9 March 20 & 22 Separate and Unequal: Race and Reconstruction
Film: Unspoken: America's Native American Boarding
Schools

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

Week 10 March 27 & 29 Progressivism and the “Progressive Era,” ca. 1890-1920
Progressivism and the “Progressive Era,” ca. 1890-1920

Reading: Adams, Education for Extinction, chapters 7–10 & conclusion, and DuBois, The Souls of Black Folk, The Forethought and chapters 1-7.

Week 11 April 3 & 5 Progressivism and the “Progressive Era,” ca. 1890-1920

Reading: DuBois, The Souls of Black Folk, chapters 8-14 and Afterthought; and Joseph L. Tropea, “Bureaucratic Order and Special Children: Urban Schools, 1890s–1940s,” *History of Education Quarterly* 27 (Spring 1987): 29–53. [Course Canvas page under “Files”]

Week 12 April 10 & 12 Progressivism and the “Progressive Era,” ca. 1890-1920
The 1920s

Reading: Zimmerman, Whose America?, Preface to the Second Edition, Introduction, pp. 9-10, and chapter 1.

Week 13 April 17 & 19 American Education and the Great Depression
School and Society in the 1950s

Reading: Whose America?, chapters 2-4.

Week 14 April 24 & 26 School and Society in the 1960s
School and Society in the late 20th Century

Reading: Zimmerman, Whose America?, chapter 5, pp. 119-21, chapters 6-8.

Week 15 May 1 & May 3 From “No Child Left Behind” to the Recent Past
Review

Reading: Zimmerman, Whose America?, pp. 195-97, chapter 9, and conclusion.

FINAL: Two out of three essay questions, posted on May 5 after Friday’s last discussion section, which concludes at 10:45 a.m. The final exam is due on Canvas on May 10, 12:05 p.m. The Paper Option is also due on Wednesday, May 10, 12:05 p.m.

Privacy of Student Records & the Use of Audio Recorded Lectures

Lecture materials and recordings for this course 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. 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 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.

Learning Goals

By semester's end, students will be able to:

- Demonstrate their knowledge and explain the significance of key actors, events, themes, and ideas related to the history of American education
- Interpret and contextualize primary historical sources
- Identify and evaluate information from secondary and primary sources in order to locate, develop, synthesize, and evaluate information from primary and/or secondary sources in order to develop and support their own evidence-based historical interpretations
- Upon completion of the class, graduate students must also be able to locate, synthesize, and evaluate secondary and primary historical sources in order to construct evidence-based historical interpretations

These course objectives align with the learning outcomes for the Education Studies major:

- 1) Formulate research-based arguments on topics in education policy using academic literature, including both primary and secondary sources;
- 2) Demonstrate an understanding of the social, cultural, and/or historical contexts of education policy;
- 3) Examine education policy from multiple theoretical perspectives (e.g. ethical/philosophical, economic/political, etc.);
- 4) Learn to use different historical and/or qualitative social-science methods to answer major questions in education policy research, both contemporary and enduring;
- 5) Analyze education policy issues from diverse perspectives related to race, class, gender, and other forms of social difference.

Diversity & Inclusion

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

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. 15% of the final course grade will be based upon attendance and the *quality* of your contributions to your discussion section. Unexcused absences from discussion section will seriously weaken your participation grade. (A description of assessments of class participation is found later in the syllabus.) Another 20% of your final course grade will be based on the quality of short (300 word maximum) responses to assigned readings. You must submit 5 of these responses, each worth 4 points, for a total of 20 points.

Please note the following regarding the reading responses. Reading responses for assigned readings may be submitted for weeks 3-6 and weeks 9-14, and you can choose which weeks to submit a response. Instructions can be found on Canvas under “Assignments.” Each response must be uploaded to Canvas **before** the beginning of **your** discussion section. If your discussion section meets at 11:00 a.m. on Thursday, it must be submitted to Canvas before 11:00 a.m. on Thursday. You cannot submit a reading response for that week’s assigned readings later that day or later in the semester.

There will be two take-home examinations: a Midterm and a Final. The Midterm is worth 30% of the final grade; the final is worth 35% of your final grade. As noted above, you will complete 2 of 3 essay questions. The Midterm 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 lectures, reading assignments, and class discussions during the second half of the semester. Students can complete a research paper in lieu of taking the final examination. Guidance on the nature and requirements for this paper is provided later in the syllabus.

The essay questions for the Midterm will be posted after class on Monday, March

6 and are due on Canvas on Thursday, March 9, 11:59 p.m. The Final Exam essays will be posted after the last discussion section, which ends on Friday, May 5, 10:45 a.m. Your essays are due on Canvas on Wednesday, May 10 at 12:05 p.m.

To recap: 15% Class participation in discussion section
 20% 5 assigned reading responses
 30% Midterm exam
 35% Final exam or Optional Paper

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 your discussion teacher 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.

Graduate students will complete both the mid-term and final examination and also write a research paper limited to *18 double-spaced, typewritten pages, inclusive of end notes and bibliography*. The mid-term, final, and paper are each worth 1/3 of the final grade. (Graduate students do not have to complete the reading responses.) Professor Reese will grade all of the written work of graduate students, who should meet with him by March 1 regarding their research topic. Detailed instructions for this paper can be found later in the syllabus.

Academic Integrity

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary sanctions include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

All students are expected to do their own work. Academic dishonesty in any form will not be tolerated. Review the UW policy on academic integrity and misconduct at <https://conduct/wisc.edu/>

Students with Special Needs

The University of Wisconsin–Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin Statute (36.12), and UW–Madison policy (Faculty document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Disability Resource Center to identify and provide reasonable instructional accommodations as part of a student’s educational record, which is confidential and protected under FERPA.

Laptops, Note-Taking, and Electronic Devices

Laptop computers are permitted in class for note taking during lectures, but they are **not** to be used to check email or for other uses. Abusing this privilege is a distraction to me and classmates and can lead to prohibiting the use of computers for everyone, except for students who have permission from the McBurney Disability Resource Center. THANK YOU for your anticipated cooperation.

Please store and turn off all cell phones.

Students in the Teacher Education Program

This course provides you with the content related to knowledge standards 1.1., 1.2., 1.3., 1.4., 1.5., 1.6., 1.7., 1.8., 2.1., 3.1., 3.2., 3.3., 3.4., 4.1., 4.4., 5.1., 5.2., 5.3., 5.4., 5.7., and 5.8. This knowledge will inform your practices related to all of the performance standards. This course is approved for Minority Group Relations Criteria 1, 2, 3, 4, and 5. The topics covered in this course will also provide foundational content that may be helpful in completing your edTPA.

Class Discussion & Participation:

To ensure that discussions are well-informed, students are expected to complete all

weekly assignments prior to class. We are all bound by the common norms of civility, which ensures that we treat each other respectfully.

It is your responsibility to contact your discussion section leader via email if you will not attend discussion section. Circumstances may arise that make contact before class impossible, and we understand that illness, family emergencies, and so forth occur. Consult UW guidelines to determine permissible, excused absences. Here are participation grade guidelines.

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.
- is willing to take the lead in discussion periodically, posing interesting questions or taking risks by answering tough questions.
- avoids dominating discussion, instead participating mindfully in discussion with other students, considering their ideas and responding thoughtfully and respectfully.
- helps to create a sense of a shared conversation in the group as a whole.
- 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, may be a conscientious reader and thinker who tends not to listen to other students or otherwise dominates conversation instead of engaging in productive deliberation.
- may have been late to class a few times, or **may have two unexcused absences**, or may have missed a reading or two.

B: This student

- participates often, but not consistently.
- 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.
- may participate well, **but may have three unexcused absences**.

BC: This student

- may be a frequent but superficial discussion participant.
- may be reticent to participate as fully as desirable.
- at times may seem not to have done the readings, though usually comes prepared.
- **may have four unexcused absences**.

C: This student

- is intermittently prepared for class.
- may have flashes of brilliance, but despite perfect attendance rarely participates beyond the occasional superficial comment.
- **may have five unexcused absences.**

D: This student

- very rarely participates, and only in superficial ways.
- **may have more than five unexcused absences.**

F: This student

- may have **six unexcused absences** and/or attends most classes but never participates.

Guidelines for Research Papers

A research paper can substitute for the Final Exam and will be worth 35% of your final grade. You must meet with your TA, who must approve the topic. As noted earlier, graduate students must complete the Mid-Term and Final Examination as well as complete a research paper.

By **Monday, March 20**, undergraduate students must submit a one-page proposal for your paper. This proposal will not be graded. (1) It should include your name, email address, and a tentative title of your paper. (2) It should also provide one paragraph that describes your project, and the main issue that you would like to address. What is the main question you would like to answer about educational history? (3) Finally, you should list the specific primary and secondary sources you plan to read for your paper. This list may change in the course of research and writing. But you need approval to change the topic after this proposal has been agreed upon.

The paper should primarily be based on primary sources. It should be **8-10 pages**, exclusive of endnotes and bibliography. The paper is due on **May 10, 12:05 p.m.**

Please remember that plagiarism will not be tolerated and can mean automatic failure in the course. To help avoid plagiarism, see <https://writing.wisc.edu/Handbook/QuotingSources.html>.

Graduate student papers are limited to **18 double-spaced** pages, inclusive of endnotes and bibliography. Students must consult with Professor Reese regarding their topic by **Wednesday March 1**. **Graduate student** papers will rest upon a wider array and depth of primary and secondary sources. A paper produced by a graduate student will be

expected to attain the intellectual depth and quality of a chapter or section of a master's thesis or paper in the departments of Educational Policy Studies and History.

A VERY helpful guide to the resources of our library is the University of Wisconsin–Madison Libraries' "Introduction to Historical Research," available at <https://researchguides.library.wisc.edu/introhist>. Also, take advantage of the resources of the History Department's History Lab: <https://history.wisc.edu/undergraduate-program/the-history-lab>. The Lab is staffed by talented graduate students who can help you understand how to write an effective paper. It also has various online resources. Finally, for general assistance, consult the Writing Center: <https://writing.wisc.edu/>.

Except for reasons of illness or others recognized by the UW, extensions will not be granted either for the prospectus or paper. In fairness to everyone, final essays will lose one-half grade for every day late.

Tips and Ideas for a Research Paper

The history of education embraces formal and informal efforts to teach and to learn. Much learning, obviously, occurs outside of schools and other institutional settings. Whatever you decide to research and write about, the foundation for your paper must rest as much as possible upon primary sources. The distinction between "primary" and "secondary" sources can be blurry, but here is a general guide. A *primary source* usually refers to any type of document, artifact, or material generated in the past, which historians read, interpret, and draw upon to understand the past. An example of a primary source would be the original writings of Catharine Beecher or John Dewey or Maria Montessori on education. A biography about these people is an example of a *secondary source*.

Your paper is an exercise to help you learn how to frame a question about an educational topic in history, identify and master primary sources, and use evidence from your readings to produce a well-presented, well-defended thesis (or argument). Every article and book assigned in our class was produced by an historian who did the same. When they began their research, they first read broadly, then narrowed their focus. They read some secondary sources. Then they focused on primary documents to say something about their topic in an original way.

As you look at the endnotes in books, or footnotes in articles, you often see citations of many different kinds of primary sources and secondary sources. Like the other historians that you will meet in this course, Margaret Nash, for example, often cited what historians have written; they helped her understand women's education in the early republic. But then she based her book on the actual materials that were generated by the

people and institutions in the time period she was studying.

MADCAT is the best place to discover books that have been written on the topic of your interest. You can also explore via the UW Library the *History of Education Quarterly*, the journal of record in the field, and complete a key-word or author search on your subject. JSTOR is also useful.

There are also useful guides to locate primary sources. How many primary sources and how many pages of reading are needed to write this paper? Well, it depends on the types of primary sources one reads. Consult with your teaching assistant. Helpful guides include via the UW Library, *Reader's Guide Retrospective* (1890–1982), *Education Index Retrospective* (1929–1983), and *Education Research Complete*. There are many other collections of bibliographical aids available via the UW Library. And ask librarians, too, for help in locating finding aids and sources.

Any topic, person, or phenomenon discussed in lectures or assigned readings can be suitable for a research paper. There are countless more topics that you can choose, since no course could exhaust the range of subjects. The list is infinite, as this random selection indicates:

Charity schools and monitorial instruction

The birth of “social studies” education (or any other subject)

The invention of the I.Q. test, or A.C.T., or S.A.T.

Debates over the teaching of evolution, or sex education, in a particular era

The origins of “special education” programs in the early 20th century

The establishment of kindergartens, or physical education etc.

School prayer; creation science; intelligent design

Puritan conceptions of children and childhood

Romanticism and childhood

Settlement houses (e.g., Hull House and education)

Multi-graded classrooms

Single-sex schools

Teenagers and delinquency (the 1950s, or other decades)

The New Deal and public schools (focusing on particular programs)

The Great Society and the education of poor children
The Elementary and Secondary Education Act
Busing battles in Boston
Title IX and women's sports

Court Cases: e.g., *Plessy v. Ferguson*, *Brown v. Board of Education*, etc.

One often begins a project by thinking big, then scaling everything down so it is manageable. For example, if you are interested in the 1960s, you might be fascinated by the federal programs in education that constituted Lyndon Baines Johnson's "Great Society." First, read at least one book that deals broadly with the Great Society. Then decide *which* educational reform from the Great Society you would like to study. It would be impossible to write a paper for this course entitled "The Great Society and the Public Schools." The topic is too large. But a paper on the "Origins of Head Start" might be more manageable. You need to know enough about the Great Society to understand why Lyndon Baines Johnson supported Head Start, but you can find many primary sources in our library system to write about this important educational reform. Many people in the 1960s wrote about the proposed innovation, testified before Congress, and so forth, leaving an impressive paper trail.

The best way to feel more comfortable with this assignment is to meet in person with your discussion leader, if email is not sufficiently helpful. The best way to learn is to ask questions, so we invite you to meet with us in person to learn more about how to write an effective paper.

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.

AB: 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.

BC: 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 fashion.

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.

Like papers, take-home mid-term and final exam essays will be evaluated by the following criteria.

CRITERIA	Undeveloped 5 points	Needs Improvement 10 points	Developing 15 points	Good 18 points	Exceptional 20 points
MEANING	No clear argument.	Argument is unclear or poorly developed	Argument clear, but lacks specificity or purpose	Argument is clear, specific, fully developed	Argument is specific, original, insightful
DEVELOPMENT	Fails to incorporate sources	Includes references to sources or direct quotes, but not does interpret them clearly or accurately	Incorporates sources, but does not engage in active dialogue with them	Chooses sources effectively and engages in active dialogue with key concepts	Engages in complex and insightful dialogue with key concepts
ORGANIZATION	There is no discernable sense of organization within the essay and/or within individual paragraphs	Paragraphs are clearly delineated, but transitions are difficult to follow and/or paragraphs lack internal unity.	The overall organization is clear, but the transitions need clarification and/or paragraphs need further organizational unity	Essay is well organized and transitions are fluid. Paragraphs are unified and cohesive.	Essay is exceptionally well-organized. Transitions augment rhetorical development. Paragraphs are unified and cohesive.
LANGUAGE	Writing is difficult to follow, and incoherent at times.	Most of the writing is clear, but some sentences are difficult to follow because of mechanical or language issues.	Writing is clear, but sentence structure isn't varied effectively and word choice isn't always specific or accurate.	Written style is above average, with varied sentence structure and accurate word choice.	Writing is engaging and articulate. Sentence structure and vocabulary is used effectively to enhance rhetoric.

CONVENTIONS	Grammar and punctuation errors interfere with clarity throughout.	Grammar and punctuation errors affect clarity with some regularity.	Grammar and punctuation errors occasionally affect clarity.	Limited grammar and punctuation errors that do not affect clarity.	Very limited or almost no grammar or punctuation errors.
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