

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

Spring 2015

3 credits

Lecture, Mondays and Wednesdays, 9:55

Education L196

&

Discussion Sections,

Wednesday 1:20 [Disc. 304] Ed L150

1:20 [Disc. 306] Ed L155

Thursday 8:50 [Disc. 301] Social Work 106

11:00 [Disc. 303] Ed 151

12:05 [Disc. 305] Ed 151

Friday 9:55 [Disc. 302] Ed L150

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

Education 223

Office phone, 262-2812; messages 262-1760

Email: wjreese@wisc.edu

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

Teaching Assistants :

Erin Hardacker (hardacker@wisc.edu) & Carrie Welsh (cawelsh@wisc.edu)

Education 234 Phone: 262-9853

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 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
5. Edward Larson, Summer for the Gods
6. Diane Ravitch, The Death and Life of the Great American School System

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. The participation 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. Unexcused absences from discussion class will seriously weaken your participation grade.

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. Detailed information on these exams will be provided prior to the exams.

The Mid-term will be on two days— March 9 & 11 (Monday and Wednesday). The Final is on May 15, 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 May 4, noon—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.

Laptops, Note-taking, and Electronic Devices

The use of laptop computers, tablets, smart phones, iPads, and other screen-based, electronic devices is not permitted during lecture, including during films, or in discussion sections, unless you have authorized approval from the McBurney Disability Resource Center. Please let me know if you have such approval during the first week of the semester.

Please turn off all phones before the beginning of class.

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.

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, chapters 4-5.

Week 3 Feb. 2 & 4 Education and Social Change in the 18th Century

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

Week 4 Feb. 9 & 11 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. (This article is accessible electronically from JSTOR via MADCAT).

Week 5 Feb. 16 & 18 The Origins of Public Schools

Reading: Kaestle, Pillars, chapters 4-9; and Nash, Women's Education, chapters 5-6.

Week 6 Feb. 23 & 25 The Origins of Public Schools

Reading: Hine, Rise and Fall, chapter 6.

Week 7 March 2 & 4 The Origins of Public Schools

Review

Week 8 March 9 & 11 **Mid-Term**

Week 9 March 16 & 18 Separate and Unequal: Race and Reconstruction
“In the White Man’s Image”

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

Week 10 March 23 & 25 Progressivism
Progressivism

Reading: Adams, Education for Extinction, chapters 7-10 & conclusion.

Week 11 SPRING BREAK March 28-April 5

Week 12 April 6 & 8 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). [Be sure to read the above essay, not the one by the same
author that is focused on the 1950s and 1960s.]

Week 13 April 13 & 15 Progressivism
The 1920s

Reading: Hine, Rise and Fall, chapter 10; and Larson, Summer for the Gods,
introduction and chapters 1-5.

Week 14 April 20 & 22 The Scopes Trial and Rise of Fundamentalism
American Education and the Great Depression

