EPS/HISTORY 412: History of American Education
University of Wisconsin–Madison
Fall 2021
9:55 a.m. – 10:45 a.m. M/W
3 Credits – In-person
Education Building L196

Professor Walter C. Stern
Office: 203 Education Building
Email: wcstern@wisc.edu
[redacted] (c); (608) 262-1714 (o)

Office Hours (by appointment):
2:30 p.m. – 3:45 p.m. Tuesdays (in-person)
8 – 9:30 a.m. Thursdays (Zoom only)

Teaching Assistants:
[redacted]

Office Hours: Teaching Assistants will inform students in their sections of their office hour times and locations.

To schedule an appointment with Prof. Stern, visit https://calendly.com/wcstern/office-hours. Prof. Stern's in-person office hours will take place in Room 203 in the Education Building or outdoors on the first-floor patio if weather permits. He will post a sign on his office door if he is outdoors. While you can meet with Professor Stern either in-person or via Zoom on Tuesdays, he is only available via Zoom on Thursdays. His Zoom office hours will take place at [redacted]

Course Description

What is education, and what is the relationship between education and schooling? To what extent has American education—and schooling—historically promoted social opportunity or social control? What forces, actors, and interests have shaped education within the United States, and how in turn has education shaped American society? Additionally, how have educational opportunities and experiences varied across time and by region, religion, race, ethnicity, class, and gender? And how have socially constructed categories such as race and gender influenced education? This course will examine these and other questions as it explores the history of American education from the colonial period to the present, placing particular emphasis on the history of mass education and public schools.

This course will provide students with the opportunity to connect their academic work to contemporary public debates, to consider diverse perspectives, and to develop, revise, and support their own ideas about the world. It will also require them to engage in open and respectful dialogue while reflecting upon and acknowledging their own biases. By pushing students to think critically about the past and present and to write and speak clearly and concisely, this course will prepare them for success in school, work, and democratic society.

Through their actions, students in this course are expected to give meaning to the University's statement on diversity: "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

Credit Hours: *This is a 3-credit course. It meets in-person three hours per week for fourteen weeks and carries the expectation that you will spend at least an average of 2 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 6 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*

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."

Objectives/Learning Outcomes

At the end of the course, students will be able to:

- demonstrate their knowledge and explain the significance of key actors, events, themes, and ideas relating to the history of American education;
- interpret and contextualize primary historical sources;
- identify and evaluate historical arguments in secondary scholarly works;
- <u>and synthesize and evaluate information from primary and/or secondary sources in order to develop and support their own evidence-based historical interpretations.</u>

Upon completion of the class, **<u>graduate students</u>** must be able to locate, synthesize, and evaluate relevant <u>primary historical sources</u> in order to construct evidence-based historical interpretations.

Course Requirements & Deadlines

Discussion Participation	15%
In-class Pop Reflections (deadlines vary)	15%
Reading Responses (deadlines vary)	20%
Midterm Paper (due **October 25**)	20%
Final Paper (due **December 18**)*	30%

*All students who intend to write a research paper for their final paper are required to discuss their plans with either Professor Stern or their section leader no later than **October 29.**

Students will have eleven opportunities to submit reading responses. **Undergraduates** must submit **five** over the course of the semester, and **graduate students** must submit **eight**. Students will choose which responses they submit. Pop reflections will take place during lecture.

Grading Scale

A=93-100%, AB=88-92%, B=83-87%, BC=78-82%, C=70-77%, D=60-69%, F=0-59%

Required Texts

1. Carl F. Kaestle, *Pillars of the Republic: Common Schools and American Society, 1780-1860* (New York: Hill and Wang, 1983).

2. Heather Andrea Williams, *Self-Taught: African American Education in Slavery and Freedom* (Chapel Hill: University of North Carolina Press, 2005).

3. Additional assigned readings that are available online via Canvas: https://canvas.wisc.edu/courses/257998.

*All readings are available online through Canvas with the exception of *Pillars of the Republic*. Some readings are also available directly through the links included on the syllabus. It is each student's responsibility to print or download these electronic materials in order to read them and have them available for class discussions. If you have trouble accessing an electronic reading (e.g., the link is broken), please contact Professor Stern or your teaching assistant.

Required books are available for purchase online and at the University Book Store and are on reserve at College Library. The Williams books is also available for checkout as an e-book through the UW-Madison Libraries.

How to Succeed in this Class

Participation (15% of Final Grade)

The success of the course will depend upon our shared responsibility to develop an active and respectful intellectual exchange. A typical week will consist of lectures on Mondays and Wednesdays plus a separately scheduled discussion section.

While full attendance is expected for this **in-person class**, all lectures slides will be posted to Canvas to accommodate students who are unable to attend class due to extenuating circumstances such as illness, quarantine, or the care of a family member.

While attendance is required, attendance is only the first step toward meaningful participation. One of the chief purposes of this course is to discover ways in which historical understanding can inform current debates on education in the United States. Toward this end, discussions in sections and reflections in lectures will provide crucial opportunities to engage in lively, pointed, and respectful discussion and analysis of the week's assigned material. In order to make class discussions as lively, constructive, and respectful as possible, *it is vital that you base your comments upon verifiable facts; that you consider how you know (or think you know) what you know; that you are mindful and respectful of the varied ways in which you and your classmates may experience the world; that you reflect upon the ways in which conditions within and outside of the classroom may affect your comfort level and your classmates' comfort levels within class; that you take responsibility to learn about topics with which you are unfamiliar or uncomfortable (by asking the instructors for guidance and/or taking advantage of supplementary resources); and that you are willing to consider the past and present from multiple perspectives.* Class discussions should challenge you to reconsider ideas that you hold. While this may feel uncomfortable at times, is an essential part of learning and personal growth. Personal attacks will not be tolerated.

To prepare for discussion, you should also complete all of each week's required reading prior to your discussion section. The readings for this course range from approximately 25 to 100 pages/week.

Your participation grade will be tied to your attendance and participation in section. To the extent possible, please notify your section leader of your absence *in advance* via email. As a rule, you should also email your section leader to check in following an absence. While the instructors recognize that illness or personal circumstances may prevent you from attending a class, they can only excuse an absence if you communicate with them in a clear and timely manner *and* complete any required make-up assignment. Given the challenges of teaching and learning during a pandemic, the instructors aim to be as flexible as possible regarding your participation. Open and direct communication will aid in the instructors ability to be flexible.

Participation Grade Guidelines

A: This student never misses class, always completes assigned readings, and comes to class prepared to think carefully and reflectively, making connections between readings and across topics. They are willing to take the lead in discussion periodically, posing interesting questions or taking risks by answering tough questions or rethinking their own assumptions. They avoid dominating discussion, instead participating mindfully and reflectively in discussion with other students, considering their ideas and responding thoughtfully and respectfully by drawing upon relevant evidence and course materials. They help to create a sense of a shared conversation in the group as a whole and demonstrate a willingness to question their own ideas. This 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, they may be a conscientious reader and thinker who occasionally does not listen to other students or otherwise dominates conversation instead of engaging in productive and reflective deliberation grounded in course readings, materials, and other relevant evidence. Or, they 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. They may attend every class and do all the readings but avoid taking the lead in discussion. For example, while they may occasionally offer insightful contributions, they mostly respond to questions only when directly asked or frequently repeat other students' answers rather than contributing their own evidence-based ideas. This student may participate regularly, **but may have missed a class without being excused and submitting the makeup assignment**.

BC: This student may be a frequent but largely superficial discussion participant. For example, this student may participate in discussions without grounding their comments in relevant evidence and/or course readings and materials, or they may participate without fully reflecting upon their own assumptions or without fully considering alternative perspectives. At times the student may seem not to have done the readings, though he or she usually comes prepared.

C: This student is only intermittently prepared for class (**e.g., participates well but has missed two classes without being excused and submitting the makeup assignment**). They may show very brief flashes of engagement but rarely participate beyond the occasional superficial comment. They may spend class time texting and/or browsing the internet.

D: This student very rarely participates, and only in superficial ways (e.g., comments are not evidence-based or relevant to course materials; student demonstrates an unwillingness to rethink their own assumptions).

F: This student **has missed three classes without being excused and submitting the makeup assignment** and/or attends most classes but never participates. Or, this student participates but consistently fails to ground their ideas in relevant evidence, reflect upon their own assumptions, or respect other students' ideas and contributions.

In-Class Pop Reflections (15% of Final Grade)

Attendance will not be taken in lecture, and this class does not have any exams. However, the material covered in lecture will be essential for your success on graded assignments. Professor Stern will also provide regular updates and tips about assignments during lectures.

To encourage attendance—and to promote active engagement with course content—you will therefore be required to regularly respond in writing to questions posed during lecture. The only preparation necessary for these reflections is to be present and willing to think on your feet. There is no single "correct" answer to a pop reflection question, and students submitting a response will receive full credit provided they make a good faith effort to address the question. Each pop reflection is worth 1.5% of your final grade, so students who submit ten responses will receive full credit. While students will have more than ten opportunities to respond throughout the semester, the dates for these pop reflection questions will not be announced in advance.

Reading Responses (20% of Final Grade)

Undergraduates will be required to submit **five reading responses** (eight for graduate students) throughout the semester. Each response will focus on an assigned primary source that provides insight into its author's vision for education at a specific historical moment.

Your goal in the reading response is to explain 1) what that vision was, 2) why the author advanced that precise vision at that particular time and place, and 3) what the source does—and/or does not—reveal about the capacity of education to promote social wellbeing at that historical moment.

To accomplish the first goal, you will need to develop an interpretation of the author's vision based upon your careful reading of the source. You will then need to support your interpretation (i.e., your argument) by citing specific examples from the source and by explaining how and why those examples relate to the argument you are making. To accomplish the second and third goals, you will need to consider the source within its historical context. You should do this by explaining how and why contextual evidence from <u>at least one lecture *or* assigned secondary source</u> helps you make sense of the author's motives as well as the historical capacity of education to promote social wellbeing. Who, for instance, shared the author's educational vision, and to what extent did its actualization vary based upon categories such as geography, class, race, gender, language, religion, and/or place of origin? Since each primary source provides only a limited window into the past, you may use the third part of your response to discuss the unanswered questions the source raises about education as a vehicle for social wellbeing at that moment in time.

You will submit reading responses through the "Discussion Post" feature on Canvas. Each response should be three paragraphs long (one short paragraph for each part of the response) and no longer than 300 words total. While you may submit more than five reading responses (or eight for graduate students), only your five highest scores (or eight for graduate students) will count toward your final grade.

Responses are due by the start of the discussion section for the week in which the primary source was assigned. For example, if you write about the 1842 Act Providing for a System of Public Instruction in the Choctaw Nation that is assigned in week four, that response is due prior to your section that week.

For more guidance on reading responses and a rubric, see the **Reading Response Guidelines** document in the **Writing Assignments** folder of the **Files** section of Canvas. Historian Patrick Rael's tips for reading history, which are assigned reading for the first week of class, are also helpful. While not required, you are encouraged to thoughtfully and respectfully respond to your classmates' responses after submitting your own.

Midterm Paper (20% of Final Grade)

Essay topic. Your midterm essay must address *ONE* of the primary source pairs below. Please choose whichever pair most interests you.

<u>Pair 1</u>
Thomas Jefferson Bill (1779)
Priscilla Mason Speech (1793)

<u>Pair 2</u>
Choctaw Schools Act (1842)
Horace Mann Circular Letter (1842)

<u>Pair 3</u>
Choctaw Schools Act (1842)
Catholic Institution Prospectus (1848)

<u>Pair 4</u>
Horace Mann Circular Letter (1842)
Catholic Institution Prospectus (1848)

Essay prompt. Compare and contrast the educational visions expressed in each of the sources in the pair. Then, in a four-page double-spaced expository essay (six pages for graduate students), respond to the following question: What do the similarities and/or differences in the authors' educational visions and the extent to which those visions were realized reveal about the capacity of education to promote social wellbeing at the particular historical moment(s) in which the sources were produced?

In order to answer the question, you must consider the sources within their historical contexts. This involves considering who, if anyone, shared the author's educational vision and whether that vision and its actualization varied based upon categories such as geography, class, race, gender, language, religion, and/or place of origin. Please also: a) provide a clear, direct, and insightful thesis statement that articulates your overarching argument, b) organize your response around that argument, c) support your overall thesis and supplementary arguments with specific examples and analysis that links those examples to the particular point you are seeking to make, and d) state your ideas as clearly and directly as possible. While you should draw upon lectures and assigned secondary sources as necessary, you are required to cite ***at least two lectures and/or secondary sources*** in your essay.

The midterm paper is due **by midnight Monday, October 25.**

Please attach a one-to-two paragraph self-assessment to the end of your paper. Additional details about the self-assessment will be provided prior to the deadline.

Final Paper (30% of Final Grade)

You have two options for the final paper:

Option 1) Expository Essay

Essay topic. Your final essay must address *TWO* pairs of primary sources. One must come from the list of primary source pairs for the midterm essay. You will build the other pair by selecting any two of the primary sources assigned between weeks nine and thirteen. The sources you can choose from include:

"Of The Training of Black Men" (1903)
"Our Schools and the Future American" (1921)
Cardinal Principles Report (1918)
"My Pedagogical Creed" (1898)
Echo in My Soul (1962)
Brown v. Board of Education (1954)

Essay prompt. Compare and contrast the educational visions expressed in each of the four sources. Also draw upon other course readings and materials to consider the extent to which those visions were realized either at the time the source was produced or during an earlier or later moment in time. Then, in an eight-to-ten-page double-spaced expository essay (fifteen pages for graduate students), respond to the following question: What do these sources reveal about the extent to which and ways in which the capacity of education to promote social wellbeing did—and/or did not—change over time?

In order to answer the question, you must consider the sources within their historical contexts. This involves considering who, if anyone, shared the author's educational vision and whether that vision and its actualization varied based upon categories such as geography, class, race, gender, language, religion, and/or place of origin. Please also: a) provide a clear, direct, and insightful thesis statement that articulates your overarching argument, b) organize your response around that argument, c) support your overall thesis and supplementary arguments with specific examples and analysis that links those examples to the particular point you are seeking to make, and d) state your ideas as clearly and directly as possible. While you may draw upon lectures and assigned secondary sources as necessary, you are required to cite ***at least four lectures and/or secondary sources*** in your essay.

Option 2) An 8–10 double-spaced page research paper based upon primary sources on a topic of your own design. Students planning to write a research paper must meet with their section leader or Professor Stern no later than **Friday, October 29,** to discuss their plans for the paper.

The final paper is due by midnight on Saturday, **December 18**.

Please attach a one-to-two paragraph self-assessment to the end of your paper. Additional details about the self-assessment will be provided prior to the deadline.

Paper Submission and Grading

Papers are designed to encourage careful and critical examination of historical issues explored in this course. In all assignments, the quality of the writing—its grammar, syntax, organization, spelling, citations, and overall style—will be judged equally with the quality of the analysis.

Students must submit both physical and electronic copies of their paper. Submit hard copies in the labeled folders outside of Professor Stern's office. Submit electronic copies via Canvas.

If you are confused about, or are struggling with, a writing assignment, please aim to contact Professor Stern or your TA via email or during office hours—ideally at least forty-eight hours *before* an assignment is due. While we aim to be as flexible as possible given the challenges of remote learning, that flexibility is easiest to maintain through open lines of communication.

When formatting your papers and citing outside sources, you may use either Chicago/Turabian or APA style. The key is to pick one set of guidelines and follow them consistently. Please refer to http://www.writing.wisc.edu/Handbook/DocChicago.html for guidance on Chicago/Turabian style and https://writing.wisc.edu/Handbook/DocAPA.html for guidance on APA style.

All papers will be assessed using the rubric below, a copy of which is also available in the **Writing Assignments** folder on **Canvas.**

Essay Rubric

Criteria	Underdeveloped 5pt	Needs Improvement 10 pt	Developing 15 pt	Good 18 pt	Exceptional 20 pt
Meaning	No clear argument evident	Argument is unclear or poorly developed	Argument is clear, but lacks specificity or purpose	Argument is clear, specific and fully developed	Argument is specific, original and insightful
Development	Fails to incorporate sources	Includes references to sources or direct quotes, but does not 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 discernible 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 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

Religious Observances

If you anticipate a conflict between an academic requirement and a religious observance, please notify me within the first two weeks of class regarding the specific date(s) in question so we can identify a mutually acceptable alternative deadline for the completion of the assignment.

Academic Dishonesty/Misconduct

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 action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

For information on the University's policies on academic integrity and misconduct, see https://www.students.wisc.edu/doso/academic-integrity/.

For guidance on **Acknowledging, Paraphrasing, and Quoting Sources**, see http://writing.wisc.edu/Handbook/QuotingSources.html or ask an instructor for help. You are responsible for learning about what counts as plagiarism, and lack of awareness is not a valid excuse for plagiarism.

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 State 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 Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

If you need to contact me regarding your need for instructional accommodations, you may do so via email or through a meeting during my regular office hours.

Students in the Teacher Education Program

This course provides you with the content related to UW-Madison Foundation Knowledge Standards 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 5.1, 5.2, 5.3, and 5.5. 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, and the topics covered by this course will also provide you foundational content you may find helpful in completing your edTPA.

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. 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.

Class Schedule

Week 1 (September 8): Welcome and Introduction to the Course (Lecture 1)
Lecture 1: Welcome and Introduction to the Course

PLEASE NOTE: SECTIONS START THIS WEEK.

Reading (By Monday, September 13):

1. The Class Syllabus

2. Patrick Rael, *Reading, Writing, and Researching for History: A Guide for College Students* (Brunswick, ME: Bowdoin College, 2004), Section 2.a. "How to Read a Secondary Source," Section 2.b. "How to Read a Primary Source," Section 2.c. "'Predatory Reading,'" Section 2.d. "Some Keys to Good Reading" (https://courses.bowdoin.edu/writing-guides/reading/)

Week 2 (September 13 & 15): Beginnings
Lecture 2: What is the History of Education, and Why Does it Matter?
Lecture 3: Two Beginnings to the History of Education in America

Reading (~ 35 pp):

Secondary Sources:
1. Diane Ravitch, *The Revisionists Revised: A Critique of the Radical Attack on the Schools* (New York: Basic Books, 1978), 57-72. (**Canvas**)

2. Michael B. Katz, "An Apology for American Educational History," *Harvard Educational Review* 49, no. 2 (May 1979): 256-266. (http://hepgjournals.org.ezproxy.library.wisc.edu/doi/10.17763/haer.49.2.45468761687720k4)

Primary Source:

State of Florida, Office of the Governor, Executive Order Number 21-175 (Ensuring Parents' Freedom to Choose — Masks in Schools, 30 July 2021, https://www.flgov.com/wp-content/uploads/2021/07/Executive-Order-21-175.pdf.

Opinion Essays (Read at least one of the following):

Ibram X. Kendi, "Denial is the Heartbeat of America," *The Atlantic*, 12 January 2021, https://www.theatlantic.com/ideas/archive/2021/01/denial-heartbeat-america/617631/.

or

Jamelle Bouie, "If you Skip the Vaccine, It Is My 'Damn Business,'" https://www.nytimes.com/2021/08/13/opinion/covid-vaccine-freedom.html?referringSource=articleShare

News Articles (Read at least one of the following):

Sara Mervosh and Giulia Heywad, "The School Culture Wars," *New York Times*, 20 August 2021, https://www.nytimes.com/2021/08/18/us/schools-covid-critical-race-theory-masks-gender.html

or

Jennifer Scheussler, "The Battle for 1776," *New York Times*, https://www.nytimes.com/2021/07/02/arts/1776-2026-A-DIFFERENT-STORY.html?referringSource=articleShare

Week 3 (September 20 & 22): Education in the Early Republic
Lecture 4: Harvard College and the Origins of Higher Education in America
Lecture 5: The Unfinished Revolution: Education, Citizenship, and Republicanism

Reading (~50 pp.**):**

Secondary Sources:

1. Craig Steven Wilder, *Ebony & Ivy: Race, Slavery, and the Troubled History of America's Universities* (New York: Bloomsbury Press, 2013), 14–45. (**Canvas**)

2. Carl F. Kaestle, *Pillars of the Republic: Common Schools and American Society, 1780-1860* (New York: Hill and Wang, 1983), Chapter 1 (pages 3–12).

3. David Waldstreicher, "The Hidden Stakes of the 1619 Controversy," *Boston Review*, 24 January 2020, http://bostonreview.net/race-politics/david-waldstreicher-hidden-stakes-1619-controversy.

Primary Sources:

Thomas Jefferson, "Bill for the More General Diffusion of Knowledge," 18 June 1779, https://founders.archives.gov/documents/Jefferson/01-02-02-0132-0004-0079.

Week 4 (September 27 and 29): Education in a Time of Change
Lecture 6: 18th Century Urban Education: Educational Diversity & the Dilemma of Difference
Lecture 7: Common Schools, Economic Change, and Social Order

Reading (95 pp.):

Secondary Sources:

1. Carl F. Kaestle, *Pillars of the Republic: Common Schools and American Society, 1780-1860* (New York: Hill and Wang, 1983), Preface, Chaps. 2–4 (pages ix–xiv; 13–74)

2. Christina Snyder, "The Rise and Fall and Rise of Civilizations: Indian Intellectual Culture during the Removal Era," *Journal of American History* 104, no. 2 (September 2017): 386–409.

Primary Source:
"An Act Providing for a System of Public Instruction in the Choctaw Nation," 29 November 1842, https://heinonline.org/HOL/P?h=hein.amindian/colainditn0001&i=39&a=d2lzYy5lZHU

Week 5 (October 4 & 6): The Origins of Public Schools
Lecture 8: Horace Mann and the Politics of Common School Reform
Lecture 9: The Spread & Financing of Common Schools

Reading (102 pp):

Secondary Sources:

1. Kaestle, *Pillars of the Republic*, Chaps. 5–6 (pages 75–135).

2. Kabria Baumgartner, *In Pursuit of Knowledge: Black Women and Educational Activism in Antebellum America* (New York: New York University Press, 2019), Chap. 4 (pages 107–42).

Primary Source:

Horace Mann, Circular Letter, included in the *Fifth Annual Report of the Secretary of the Board of Education* [*of Massachusetts*], January 1842, pages 86–90.

Week 6 (October 11 & 13) Nineteenth-Century Women's Education & Catholic Education
Lecture 10: Schools, Race, & Gender in the 19th Century
Lecture 11: Catholic Education

Reading (87 pp):

Secondary Sources:

1. Kaestle, *Pillars of the Republic,* Chapters 7 & 9 (pages 136–181; 218–25)

2. Margaret Nash, *Women's Education in the United States, 1780–1840* (New York: Palgrave Macmillan, 2005), Chap. 4 (pages 53–76).

3. (Recommended) Ben Justice and Colin Macleod, *Have a Little Faith: Religion, Democracy, and the American Public School* (Chicago: Chicago University Press, 2016), Chap. 3 (pages 57–79).
Primary Sources:

Priscilla Mason, "Oration," delivered May 15, 1793, by a member of the graduating class of the Young Ladies Academy of Philadelphia,
https://ebookcentral.proquest.com/lib/wisc/reader.action?docID=886448&ppg=304.

Prospectus for the Catholic Institution for Indigent Orphans (New Orleans: Maitre Desarzant, 1847), Louisiana Research Collection, Tulane University, New Orleans, La.

Week 7 (October 18 & 20): Education and Social Change After the Civil War
Lecture 12: Education and Slavery
Lecture 13: Education, Emancipation, & Reconstruction

Reading (66 pp.)**:**

Secondary Source:

Heather Andrea Williams, *Self-Taught: African American Education in Slavery and Freedom* (Chapel Hill: University of North Carolina Press, 2005), Introduction–Chapter 3 (pages 1–66).

Primary Source (Recommended):

Frederick Douglass, Narrative of the Life of Frederick Douglass, An American Slave (Boston: The Anti-Slavery Office, 1845), Chaps. 6–7 (pages 32–44), available at http://docsouth.unc.edu/neh/douglass/douglass.html

Midterm paper due by midnight Monday, October 25. Please attach a one-to-two paragraph self-assessment to the end of your paper.

Week 8 (October 25 & 27): Race and Education at the Dawn of a New Century
Lecture 14: Documentary: *Unspoken: America's Native American Boarding Schools*
Lecture 15 Mexican American Education in the Southwest

Reading (92 pp):

Secondary Sources:

Meredith L. McCoy and Matthew Villeneuve, "Reconceiving Schooling: Centering Indigenous Experimentation in Indian Education History," *History of Education Quarterly* 60, no. 4 (November 2020): 487–519. (**Canvas**)

Heather Andrea Williams, *Self-Taught: African American Education in Slavery and Freedom* (Chapel Hill: University of North Carolina Press, 2005), Chapters 4–6 (pages 67–125).

Primary Source:

Complete the Wisconsin Historical Society's online course on archives and finding primary source materials and complete both quizzes:
https://lo.library.wisc.edu/whs_archives/#/lessons/h2ZToxT0uMwe7fB5zclDBVtzTyQwGmGw.

All students planning to write a research paper **must meet with their section leader no later than Friday, October 29, to discuss their plans for the paper.**

Week 9 (November 1 & 3):
Lecture 16: Asian American Education in the West
Lecture 17: Education under Jim Crow

Reading (97 pp):

Heather Andrea Williams, *Self-Taught: African American Education in Slavery and Freedom* (Chapel Hill: University of North Carolina Press, 2005), Chapters 7–Epilogue (pages 126–202).

Primary Source (20 pp):

W.E.B. DuBois, "Of the Training of Black Men," in *The Souls of Black Folk* (1903). (https://www.bartleby.com/114/6.html)

Week 10 (November 8 & 11): Urbanization and "Progressive" Responses to Social Change
Lecture 18: Urbanization and Education at the Dawn of a New Century
Lecture 19: Social Science and the Modernization of Human Difference

Reading (48 pp):

Secondary Sources

1. Msiroslava Chávez-Garcia, *States of Delinquency: Race and Science in the Making of California's Juvenile Justice System* (Oakland: University of California Press, 2012), Chapter 3. (https://ebookcentral.proquest.com/lib/wisc/detail.action?docID=850694)

2. Kristen Chmielewski, "'Hopelessly Insane, Some Almost Maniacs': New York City's War on "Unfit" Teachers," *Paedagogica Historica* 54, nos. 1–2 (2018): 169–83. (http://search.ebscohost.com.ezproxy.library.wisc.edu/login.aspx?direct=true&AuthType=ip,uid&db=aph&AN=128182655&site=ehost-live&scope=site)

Primary Source:

"'Our Schools and the Future American': Principal R.B. Haydock Tells Rotary Club What He Thinks on This Subject," *The Oxnard Daily Courier*, 29 December 1921, p. 2.

Week 11 (November 15 & 17): The Emergence of High Schools & Progressive Education
Lecture 20: The Emergence of the American High School
Lecture 21: The Roots of Progressive Pedagogy

Reading (90 pp):

Secondary Sources:

1. Kyle P. Steele, *Making a Mass Institution: Indianapolis and the American High School* (New Brunswick: Rutgers University Press, 2020), Chaps. 1–2 (pages 9–58), https://doi-org.ezproxy.library.wisc.edu/10.36019/9781978814431.

2. William J. Reese, "The Origins of Progressive Education," *History of Education Quarterly* 41, no. 1 (Spring 2001): 1-24. (https://www-jstor-org.ezproxy.library.wisc.edu/stable/369477).

Primary Source:

Commission on the Reorganization of Secondary Education, Appointed by the National Education Association, *Cardinal Principles of Secondary Education* (Washington: Government Printing Office, 1918), 5–16, 24–7. (https://congressional-proquest-com.ezproxy.library.wisc.edu/congressional/docview/t66.d71.i16.3-15.35?accountid=465)

Week 12 (November 22 & 24): Education & the Challenge of Democracy
Lecture 21: Democratic Education and its Discontents: Detroit & Gary
Lecture 22: Democratic Education and its Discontents: Higher Education & Workers' Education

Reading (~40 pp):

Thomas D. Fallace, "Was John Dewey Ethnocentric? Reevaluating the Philosopher's Early Views on Culture and Race," *Educational Researcher* 39, no. 6 (August/September 2010): 471-477. (http://www.jstor.org.ezproxy.library.wisc.edu/stable/pdf/40793355.pdf)

Primary Sources:

John Dewey, "My Pedagogical Creed," *The School Journal* LIV, no. 3 (16 January 1897): 77-80. (**Canvas**)

Septima Clark, *Echo in My Soul* (New York: E.P. Dutton, 1962), 147–55. (**Canvas**)

FALL BREAK: SECTIONS WILL NOT MEET THIS WEEK.

Week 13 (November 29 & December 1): *Brown v. Board of Education*
Lecture 23: The Legal Road to *Brown*
Lecture 24: Making, Remaking, and Resisting Inequality

Reading (37 pp max):

Secondary Sources:

Undergrads, read at least two of the essays below. Grads, read all.

Clayborne Carson, "Two Cheers for *Brown v. Board of Education*," *Journal of American History* 91, no. 1 (June 2004): 26-31. (http://www.jstor.org.ezproxy.library.wisc.edu/stable/pdf/3659610.pdf)

Mary L. Dudziak, "*Brown* as a Cold War Case," *Journal of American History* 91, no. 1 (June 2004): 32-42. (http://www.jstor.org.ezproxy.library.wisc.edu/stable/3659611)

Gloria Ladson-Billings, "Landing on the Wrong Note: The Price We Paid for *Brown*," *Educational Researcher* 33, no. 7 (October 2004): 3-13. (https://www-jstor-org.ezproxy.library.wisc.edu/stable/3700092)

Charles M. Payne, "'The Whole United States is Southern,' *Brown v. Board of Education* and the Mystification of Race," *Journal of American History* 91, no. 1 (June 2004): 83-91. (http://www.jstor.org.ezproxy.library.wisc.edu/stable/pdf/3659615.pdf)

Primary Source:

Brown v. Board of Education 347 U.S. 483 (1954) (http://heinonline.org.ezproxy.library.wisc.edu/HOL/Page?handle=hein.usreports/usrep347&collection=usreports&index=&id=557)

Week 14 (December 6 & 8): The Federal Role in Education & The Retreat from Desegregation
Lecture 25: The Challenge of Federal Aid
Lecture 26: From Desegregation to the School-to-Prison Pipeline

Reading (47 pp):

1. Matthew F. Delmont, *Why Busing Failed: Race, Media, and the National Resistance to School Desegregation* (Oakland: University of California Press, 2016), Chap. 8 (pages 190–208), https://www-degruyter-com.ezproxy.library.wisc.edu/document/doi/10.1525/9780520959873-011/html.

2. Michael B. Katz, "Public Education as Welfare" (https://ebookcentral.proquest.com/lib/wisc/reader.action?docID=3442012&ppg=102)

3. Ansley T. Erickson, "The Rhetoric of School Choice: Segregation, Desegregation, and Charter Schools" (https://ebookcentral.proquest.com/lib/wisc/reader.action?docID=3442012&ppg=131)

4. Heather Ann Thompson, "Criminalizing Kids: The Overlooked Reason for Failing Schools" (https://ebookcentral.proquest.com/lib/wisc/reader.action?docID=3442012&ppg=140)

Note: The readings above are from Michael B. Katz and Mike Rose, eds., *Public Education Under Siege* (Philadelphia: University of Pennsylvania Press, 2013). (http://site.ebrary.com/lib/wisconsin/detail.action?docID=10739590)

Week 15 (December 13 & 15): Diversity, Equity, and the Contested Role of the State
Lecture 27: Title IX & Special Education
Lecture 28: From *A Nation at Risk* to Act 10

NO SECTIONS THIS WEEK.

Final Essays due by midnight on Saturday, December 18. Please attach a one-to-two paragraph self-assessment to the end of your paper.

Please Note: I reserve the right to amend this syllabus as necessary. Revisions to this syllabus will be made available through this course's Canvas page, which is accessible via MyUW.

Resources

Writing Resources

A slew of writing resources are available to you online and on campus. These include:

The Writing Center (https://writing.wisc.edu/index.html)

In order to **avoid plagiarizing,** see especially the Writing Center's tips for **Acknowledging, Paraphrasing, and Quoting Sources**: http://writing.wisc.edu/Handbook/QuotingSources.html. You are responsible for learning about what counts as plagiarism, and lack of awareness is not a valid excuse for plagiarism. At a minimum, plagiarized work may result in failure for the assignment and/or the course. The Writing Center also provides individualized guidance on writing.

The History Lab (https://history.wisc.edu/undergraduate-program/the-history-lab/)

The History Lab is a resource center where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process — choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts — the History Lab staff can help you sharpen your skills and become a more successful writer. Schedule a one-on-one consultation at http://go.wisc.edu/hlab.

The University of Wisconsin-Madison Libraries' Introduction to Historical Research (http://researchguides.library.wisc.edu/introhist)

The UW-Madison Libraries' Introduction to Historical Research is a website with extensive tips and resources for conducting historical research and writing historical papers like the ones assigned for this class. Additional tip sheets specific to this course are in the **Writing Assignments** folder on **Canvas.**

Support

Life is hard, especially right now. Please take care of yourself and others, and remain mindful that you and your classmates may experience the stresses and anxieties of the present moment differently based upon your personal circumstances.

If you are experiencing personal challenges that are affecting your participation and performance in this class, you may approach me confidentially if you are comfortable. I will seek to provide flexibility regarding deadlines and assignments and to direct you to appropriate resources. Please also seek assistance through the resources below as necessary.

Mental and Physical Health & Safety

Mental Health: https://www.uhs.wisc.edu/mental-health/
Prevention: https://www.uhs.wisc.edu/prevention/

Violence Prevention & Survivor Services: https://www.uhs.wisc.edu/vpss/

Assistance

Dean of Students Office: https://doso.students.wisc.edu/student-assistance/
Office of Student Financial Aid: https://financialaid.wisc.edu/types-of-aid/institutional-loans/
Office of Child Care and Family Resources: https://occfr.wisc.edu

Hate & Bias

Hate & Bias Reporting Process: www.students.wisc.edu/reporthate

Preventing Sexual Violence

UW–Madison is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex or gender identity, which includes forms of sexual misconduct such as sexual assault, sexual harassment, dating violence, domestic violence, and stalking. We understand that sexual violence can undermine students' academic success and encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they deserve.

UW–Madison offers a variety of resources and options for students impacted by sexual assault, sexual harassment, dating violence, domestic violence, and stalking. Learn about the free, confidential services available on campus and in the community at https://www.uhs.wisc.edu/support-services/campus-community-resources-for-victims/.

Please know that as an instructor I am committed to supporting survivors of sexual misconduct, including sexual assault, sexual harassment, dating violence, domestic violence, and stalking. However, there are university policies that may require me to report disclosures about sexual misconduct to the Title IX Coordinator (compliance.wisc.edu/titleix) whose role is to coordinate the University's response to sexual misconduct.