

**Loyola University Chicago  
School of Education**

**ELPS 219  
American Education  
Fall 2008**

Noah W. Sobe  
Assistant Professor  
Lewis Towers, Suite 1107  
Phone: (312) 915-6954  
email: [nsobe@luc.edu](mailto:nsobe@luc.edu)  
Office Hours: Mondays 3:00 pm – 4:00 pm; additional times available by appointment.

Course Description

This course will examine the history of education in the United States beginning in colonial times and continuing up through the present day. Our focus will be on public schooling at the elementary and secondary levels, though other institutions and cultural forms of education will also be discussed. One key objective of the course is to provide a historical perspective on the schooling options and experiences of diverse groups of people. In keeping with the School of Education's conceptual framework of seeking to foster "professionalism in the service of social justice", this course will foreground issues of power and privilege and the ways that race, ethnicity and socio-economic status interact with educational opportunity and achievement. The course places a special emphasis on the School of Education's Conceptual Framework Standard #7 "Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others."

Course Objectives

Students will be able to demonstrate an understanding of the development of American education. Students will be able to explain the historical conditions and events that have shaped present educational circumstances and policies. Students will be able to demonstrate an understanding of history as a form of scholarly inquiry.

Discussion Sections

In addition to a weekly lecture by the professor (ELPS 219 001) on Tuesdays 2:30-4:00, students will also meet in smaller-size discussion sections led by Teaching Assistants who are all graduate students in Loyola's Cultural and Educational Policy Studies program.

- Section ELPS 219 002 - 2:45PM 3:45PM W TA: Melissa Fischer
- Section ELPS 219 003 - 4:15PM 5:15PM W TA: Renee Timberlake
- Section ELPS 219 004 - 4:15PM 5:15PM Th TA: Curtis Mason
- Section ELPS 219 005 - 2:30PM 3:30PM Th TA: Nicole Ortegon

Reading List

The following required books are available at the Loyola University Bookstore (Lake Shore).

- John L. Rury (2005) Education and Social Change: Themes in the History of American Schooling Second Edition. (Mahwah, NJ: LEA)
- Steven Mintz (2006) Huck's Raft: A History of American Childhood (Cambridge: Harvard)
- Susan Eaton (2007) Children in Room E4: American Education on Trial (Cambridge: Harvard)

Additional required readings will be posted as Adobe Acrobat PDF files on Blackboard. Several

assigned journal articles are available through the LUC libraries ([www.libraries.luc.edu](http://www.libraries.luc.edu)), locatable under the "full-text E-Journals" link.

### Course Requirements

This course involves a weekly lecture and discussion section meeting. Attendance is required every week at both the lecture and the discussion session.

You must have working access to your Loyola email account in order to use the Blackboard course management system (<http://blackboard.luc.edu>). Either use your luc.edu address or set it to forward to another email account that you check regularly since the luc.edu email is the one that will be used to communicate with you. This course also requires use of the LUC libraries' on-line resources as part of integrating technology into teaching and learning.

Students are expected to come to lecture sessions having read the assigned readings for the week. The discussion sections are designed to complement and extend beyond the professor's lectures. In discussion sections you will frequently be working with primary texts as part of furthering your knowledge of the history of American education. Participation in these discussions will be graded and will compose part of your final grade in this course. In instances where the assigned readings are available electronically you are required to print your own copies and bring them to discussion section meetings since it is likely that your discussions will refer to particular sections of the texts.

Over the course of the semester students will be required to write two papers, a mid-term exam, and a final exam. The objectives of these assignments are to ensure a critical and considered understanding of important topics in the history of American education and to familiarize you with historical research methods through practical exercise. These written assignments additionally allow for the documentation of student learning around the course objectives.

The mid-term examination will be given in the lecture session on Tuesday, October 14th. It will consist of short identifications in which you are required to identify, explain the broader context, and discuss the significance of a particular educator, reformer, policy, institution, cultural trend etc.

The final examination will be given during the LUC exam period. This means that, according to the university calendar, our exam will take place Thursday December 13th from 9am to 11am. The final exam will be a cumulative exam and will include short identifications as well as essay questions.

The first written assignment is to be a 750-1250 word paper (3-5 pages) in which you analyze an early-19th-century primary source that is connected with the Common School movement. Primary sources will be provided and additional information about this assignment will be posted on Blackboard and distributed in your Discussion Section Meeting the second week of the semester. The paper is to be submitted via your Discussion Section's Blackboard page ("Submit Assignment") by midnight, Friday, September 26th.

The second written assignment must be submitted via your Discussion Section's Blackboard page ("Submit Assignment") by midnight Monday, November 10th. For this assignment, you are to select one primary source document and one secondary source used by Steven Mintz in Huck's Raft. Using the LUC libraries and perhaps the services of Loyola's Inter-Library Loan department, you are to get your hands on these two documents. In a 1000-1500 word paper (4-6 pages) you are to historiographically analyze Mintz's use of each of these sources, pointing to instances where your reading of these sources converges with and/or diverges from Mintz's. Since it may take some effort to get the documents you should plan on starting work on this assignment well in advance of the deadline. You must submit your references via Blackboard's Digital Dropbox by midnight Monday October 20th. Additional information about the second paper will be distributed in your discussion section.

### Evaluation & Grading

The mid-term exam will make up 20% of your final grade in the course. It will be graded based on (a) how well your answers demonstrate a deep, studied familiarity with significant events, people and moments in the history of US education, as well as (b) the clarity and effectiveness of your writing. The final exam will make up 25% of your final grade in the course; it will be graded on the above criteria, as well as – in the case of the longer essay questions – on the basis of (c) the quality of your analysis, including the use you make of primary and secondary source readings from the course.

The two papers will make up 35% of your grade (17.5% each). The first written assignment will be graded based on (a) how deeply and extensively you are able to analyze the primary source you select, (b) how effectively you are able to connect it with larger themes, and controversies in the Common School movement, and (c) the clarity & organization of your writing. The second paper will be graded on the basis of (a) how well it demonstrates a careful reading of the primary and secondary sources you have selected, (b) the quality of your analysis of these documents in the context of Mintz's book and overall arguments, (c) the creativity and care put into identifying and locating the sources, and (d) the clarity & organization of your writing. *More specific evaluation rubrics will be distributed by your TA.*

Your class participation grade will make up the remaining 20% of your final course grade. This grade will be principally reflective of your engagement in your discussion section and the insights and questions on assigned readings that you contribute towards your own and the entire class' enlightenment. The professor and TAs reserve the right, however, to add specific additional assignments (such as short reaction papers, the preparation of discussion questions and brief presentations) that will be factored into your participation grade.

### Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. More information is available at: <http://www.luc.edu/sswd>

### Harassment

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at: [http://www.luc.edu/student\\_affairs/pdfs/LoyolaStudentHandbook2006.pdf](http://www.luc.edu/student_affairs/pdfs/LoyolaStudentHandbook2006.pdf) If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the SOE Associate Dean of Academic Affairs at 312-915-6464.

### Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. A student's failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of F for the assignment to expulsion from the university. For specific policies and procedures see: [http://www.luc.edu/education/academics\\_policies.shtml#honesty](http://www.luc.edu/education/academics_policies.shtml#honesty). Plagiarism – presenting someone

else's writing or ideas as your own – is one form of academic dishonesty and will not be tolerated. There are several good "How not to plagiarize" guides available on the web, such as <http://www.utoronto.ca/writing/plagsep.html>. In class we will discuss how to cite and include the work of others in your own writing.

### Course Schedule and Readings for Lecture Session

- Tuesday, August 26      Lecture 1 – Course Introduction  
Required Reading:  
• Rury, p. 1-22  
• Sample pages from American Spelling textbooks (1800, 1875, 1926, 1955)
- Tuesday, September 2      Lecture 2 – Puritanism and Schooling in Colonial America  
Required Reading:  
• Rury, p. 23-45  
• Mintz, preface, prologue and Ch 1, p. vii-31  
• Massachusetts' Education Laws (1642, 1647, 1648)  
• Cotton Mather, "The Education of Children" (1699)
- Tuesday, September 9      Lecture 3 – The American Revolution and the Enlightenment  
Required Reading:  
• Rury, p. 45-56  
• Mintz, Ch. 2+3, p. 32-74  
• Thomas Jefferson "Bill for Establishing Religious Freedom" (1779/1786)  
"Bill for a More General Diffusion of Knowledge" (1779)
- Tuesday, September 16      Lecture 4 – The Common School in the Early 19th Century  
Required Reading:  
• Rury, p. 57-84  
• Mintz, Ch 4+7, p. 74-93, 133-153  
• Horace Mann, "Twelfth Annual Report" (1848)
- Tuesday, September 23      Lecture 5 – The Education of African-Americans in the 19th Century  
Required Reading:  
• Rury, p. 113-134  
• Mintz, Ch. 5, p. 94-117  
• James Anderson "Introduction" and "Ex-Slaves and the Rise of Universal Education in the South 1860-1880" p. 1-32. [PDF on Blackboard]  
• Frederick Douglas "An American Slave" (1845); New England Freedmen's Aid Society, Official Records (1862-1872); New England Freedmen's Aid Society, Correspondence (1865-1874)
- Friday, September 26      *First Paper to be submitted via Blackboard by midnight.*
- Tuesday, September 30      Lecture 6 – Religion, Gender and Ethnicity and 19th Century Schools  
*Mid-term Study Guide Distributed in Discussion Section*  
Required Reading:  
• Rury, p. 94-113 & 125-129  
• Language Issues in the Public Schools of Texas (1871); Persistence of Spanish and German Languages in Texas Schools (1886); From the Report of Apache County Arizona School Superintendent (1905)

- Tuesday, October 7*      *LUC Fall Break – No Lecture*  
 Required Reading for Discussion Section meetings:  
 • Booker T. Washington, "Speech at Atlanta Exposition" (1895)  
 • W.E.B. Dubois, "The Talented Tenth" (1903)
- Tuesday, October 14*      *Midterm Examination given during Lecture Session.*  
 Required Reading for Discussion Section meetings:  
 • John Dewey "Child and the Curriculum" (1902)
- Monday, October 20*      *References for Second Paper to be submitted via Blackboard's Digital Dropbox by midnight*
- Tuesday, October 21*      Lecture 7 –Progressive Education in the Early 20th Century  
 Required Reading:  
 • Rury, p. 135-181  
 • Mintz, Ch 8+9, p. 154-199  
 • Committee of Ten Report (1892)  
 • Cardinal Principles Report (1915)
- Tuesday, October 28*      Lecture 8 – Race, Ethnicity and Gender in Early 20th Century Schools  
 Required Reading:  
 • James Anderson, "Common Schools for Black Children" p.148-185  
 • Margaret Szasz, "Education and the American Indian: The Road to Self-Determination Since 1928", p.1-7&50-80 [both PDFs on Blackboard]  
 • Mintz, Ch. 10, p. 200-212  
 • Third Plenary Council of Baltimore (1884); Mary Antin "The Promised Land" (1912); Lewis Merriam "The Problem of Indian Administration" (1928)
- Tuesday, November 4*      Lecture 9 – Education in Post-War America  
 Required Reading:  
 • Rury, 182-193  
 • Mintz, Ch. 11+14, p. 213-232, 275-309
- Monday, November 10*      *Second Paper to be submitted via Blackboard's Digital Dropbox by midnight*
- Tuesday, November 11*      Lecture 10 – Race, Civil Rights and the American School  
 Required Reading:  
 • Rury, 193-206  
 • John Rury (1999) "Race, Space, and the Politics of Chicago's Public Schools: Benjamin Willis and the Tragedy of Urban Education" History of Education Quarterly 39(2) p. 117-142 [Available through LUC Libraries Full-Text e-journals].  
 • The Chicago Commission on Race Relations (1922)  
 • Brown v Board Supreme Court decision (1954)  
 • Bernadine B. Morris Oral History Interview (1997)
- Tuesday, November 18*      Lecture 11 –Social Change and Changing Schools 1960s-1980s  
 • Rury, 207-231  
 • Mintz, Ch. 15, p. 310-334

Tuesday, November 25     Lecture 12 – Reforming the American School 1980s-1990s  
*No Discussion Section meetings this week.*  
• Eaton, p. 1-181.

Tuesday, December 2     Lecture 13 – American Education in the 1990s and 2000s  
Required Reading:  
• Rury, 232-241  
• Eaton, p. 182-354

*Thursday December 13 (9am - 11am) Final Examination*