

**Loyola University Chicago
School of Education**

**ELPS 219
American Education
Spring 2011**

**Tues and Thurs 11:30 AM – 12:45 PM
Corboy Law Center Room 203**

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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. It will discuss the historical origins of critical issues and problems in contemporary American education, such as what is often referred to as the "achievement gap." 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." This is infused across the course in the attention we pay to how education reformers have sought to create and change schooling for others and is most concretely assessed through the first written assignment.

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.

Reading List

The following required books are available at the Loyola University Bookstore (Water Tower Campus).

John L. Rury (2009) Education and Social Change: Contours in the History of American Schooling Third Edition. (New York, NY: Routledge) ISBN 0-415-99544-2

Steven Mintz (2006) Huck's Raft: A History of American Childhood (Cambridge: Harvard) ISBN 0-674-01998-9

Diane Ravitch (2010) The Death and Life of the Great American School System: How Testing and Choice are Undermining Education (New York: Basic Books) ISBN 978-0-465-01491-0

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), locatable under the "full-text E-Journals" link.

Course Requirements

This course meets on Tuesdays and Thursdays from 11:30 AM – 12:45 PM. Attendance is required; if you have to miss a class, please let me know in advance (when possible). If you miss a class you will be required

to write a 300-500 word reflection on (at least) one of the readings assigned for the day you missed. You are to email me an electronic copy of this make-up assignment no more than one week after the date of your absence. I will provide feedback on your reflection. This exercise is not meant to be punitive; rather, it provides us with an opportunity to converse about the readings in order to secure your understanding of the material. This make-up assignment allows you to make up any participation points lost due to up to two absences; however, missing three or more classes will adversely affect your overall participation grade.

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 class having read the readings assigned for that day. Participation in class 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 class since it is likely that your discussions will refer to particular sections of the texts. Likewise, when readings are assigned from the Rury, Mintz, and/or Ravitch book(s), you are required to bring the relevant book(s) to class.

Over the course of the semester students will be required to write two papers, a group assignment, 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 class on **Thursday, March 3, 2011**. It will consist of one or two essay questions as well as 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, and 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 on **Tuesday, May 3, 2011 from 9 AM to 11 AM**. The final exam will include short identifications as well as several 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 made available. The paper is to be submitted via Blackboard ("Submit Assignment") on **Sunday, February 13, 2011 (by midnight)**.

The second written assignment must be submitted via Blackboard ("Submit Assignment") on **Sunday, April 17, 2011 (by midnight)**. 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 obtain 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. Because it may take some time and effort to acquire the documents, you should plan to begin working on this assignment well in advance of the deadline. You must submit your references to me via email on **Friday, March 25, 2011 (by midnight)**. Additional information about the second paper will be made available.

For the group assignment, each group is to select a minimum of three images relevant to the topic(s) of the week. Each group is to make the selected images accessible to the class and lead the class through an analysis/discussion of the images and their relevance to the topic(s) of the week and the broader context of the course. After leading the class through an analysis/discussion of the images, each group is to provide its own interpretation of the images and state its rationale for selecting them. To accommodate students' request

to integrate the “contemporary” throughout the course, each group can select historical, contemporary, or historical and contemporary images and discuss them with regard not only to the topic of the week and broader context of the course but also contemporary society (e.g. discuss whether or not the images are relevant to contemporary educational policies/practices – why or why not – and the social/educational changes that have occurred from the pertinent historical period to the present). Presentations should be approximately 10 to 15 minutes in duration; each group has creative-license in terms of the format of the presentation and analysis/discussion. **Groups and presentation dates TBD.**

Evaluation & Grading

The mid-term exam will constitute 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 constitute 20% 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 references you make to primary and secondary source readings from the course.

The two papers constitute 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.

The group assignment will constitute 10% of your grade; additional grading criteria will be provided.

Your class participation grade will constitute the remaining 15% of your final course grade. This grade will be principally reflective of your engagement in class discussions and the insights and questions on assigned readings that you contribute towards your own and the entire class' enlightenment. The professor reserves 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.

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. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml.

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. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>.

Harassment (Bias Reporting)

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. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University – a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice, and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>.

Technology

In an effort to integrate technology into teaching and learning, this course requires students to use technology in communicating with their colleagues and instructor and in locating and/or accessing resources. Students are required to use Blackboard to access (for example) announcements, readings, assignments, and other course documents. Students are encouraged to use technology in their image analysis, group assignment.

Diversity

Your department and program are committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, and ability status. This class is designed to facilitate your development as a multiculturally competent professional, able to work effectively with diverse students and communities.

Course Schedule and Readings

Tuesday, January 18	<u>Course Introduction</u> <ul style="list-style-type: none">• Mintz, <u>Huck's Raft</u>, preface & prologue• Rury, <u>Education and Social Change</u>, pp. 1-21
Thursday, January 20	<u>Puritanism and Schooling in Colonial America</u> <ul style="list-style-type: none">• Rury, pp. 22-43• Mintz, Ch. 1• Massachusetts' Education Laws (1642, 1647, 1648)
Tuesday, January 25	<u>American Education in the 18th Century</u> <ul style="list-style-type: none">• Rury, pp. 43-54• Mintz, Ch. 2
Thursday, January 27	<u>Schooling in the Context of the Revolution and Enlightenment</u> <ul style="list-style-type: none">• Mintz, Ch. 3• Benjamin Rush, Thoughts Upon the Mode of Education• Noah Webster, On the Education of Youth in America• Thomas Jefferson "Bill for Establishing Religious Freedom" (1779/1786) "Bill for a More General Diffusion of Knowledge" (1779)
Tuesday, February 1	<u>"Sheltered" and "Unprotected" Childhoods</u> <ul style="list-style-type: none">• Mintz, Ch. 4 & 7
Thursday, February 3	<u>The Common School Reform Movement</u> <ul style="list-style-type: none">• Rury, pp. 55-91
Tuesday, February 8	<u>The Common Schools Debate</u> <ul style="list-style-type: none">• Common School Debate Primary Source [assigned in class]• Horace Mann, "Twelfth Annual Report" (1848)

- Thursday, February 10 Religion, Ethnicity, and Gender in 19th Century Schooling
- Rury, pp. 92-110
 - The Feminization of Teaching PPT
 - Bilingual Education in 19th C. American Southwest PPT
- Sunday, February 13* *First Paper due by Midnight (Submit via Blackboard)*
- Tuesday, February 15 African-American Education during the Antebellum and Reconstruction Periods
- Mintz, Ch. 5
 - Rury, pp. 111-123
 - James Anderson (1988) "Introduction" and "Ex-Slaves and the Rise of Universal Education in the South 1860-1880" from The Education of Blacks in the South, 1860-1935 pp. 1-32
 - 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)
- Thursday, February 17 African-American Education Post Reconstruction
- Booker T. Washington, "Speech at Atlanta Exposition" (1895)
 - W.E.B. Dubois, "The Talented Tenth" (1903)
- Tuesday, February 22 Native American Education in the 19th Century
- Rury, pp. 123-132
 - David Wallace Adams (1988) "Fundamental Considerations: The Deep Meaning of Native American Schooling, 1880-1900" Harvard Educational Review pp. 1-23
- Thursday, February 24 The Origins of Progressive Education
- William J. Reese (2001) "The Origins of Progressive Education" History of Education Quarterly, Vol. 41, No. 1. pp. 1-24 [Available through LUC library website – electronic journals]
- Tuesday, March 1 Progressivism, John Dewey, and the “Child Savers”
- John Dewey "Child and the Curriculum" (1902)
 - Mintz, Ch. 8
- Thursday, March 3* *Mid-term Exam*
- LUC Spring Break* *March 7 - 12*
- Tuesday, March 15 Social Reform and School Reform
- Mintz, Ch. 9
 - Rury, pp. 133-167
 - Committee of Ten Report (1892) [in class]
 - Cardinal Principles Report (1915) [in class]
- Thursday, March 17 Immigrants, Ethnicity, and Native American Education in the early 20th Century
- Mintz, Ch. 10
 - Rury, pp. 167-178
 - Mary Antin "The Promised Land" (1912); Lewis Merriam "The Problem of Indian Administration" (1928)
 - Adams, D. W. (2006). "Beyond bleakness: The brighter side of Indian boarding Schools, 1870-1940" pp. 35-64

- Tuesday, March 22 African-American Education to 1950
 • James Anderson (1988) "Common Schools for Black Children" pp.148-185
- Thursday, March 24 Youth Culture in the first half of the 20th Century
 • Mintz, Ch. 11
 • Amy Best (2000) Prom Night: Youth, Schools and Popular Culture, pp. 3-9
- Friday, March 25* *References for Second Paper to be submitted via email by midnight*
- Tuesday, March 29 Postwar Era Ideologies and Education
 Prior to class, watch "Through These Eyes," documentary on MACOS
 • Anthropology as a Subversive Art: A Review of *Through These Eyes*
 • Rury, pp. 179-190
 • National Defense Education Act, NDEA (1958)
- Thursday, March 31 Civil Rights and Brown v. Board
 • Roads to Brown [in-class discussion and examination of pre-Brown court cases]
 • Kenneth Clark, How Children Learn About Race
 • *Brown v. Board of Education*, 347 U.S. 483
 • *Brown v. Board of Education*, 349 U.S. 294
- Tuesday, April 5 School Desegregation and "Compensatory" Programming
 • Rury, pp. 190-210
 • Episode of TV sitcom "Good Times" [in-class screening]
- Thursday, April 7 Brown Revisited
 • Gloria Ladson Billings (2004) "Landing on the wrong note: The price we paid for Brown" Educational Researcher 33(7), pp. 3-13 [Available through LUC library website – electronic journals]
 • Little Rock Central: 50 Years Later [in-class screening]
- Tuesday, April 12 Education, Childhood, and Youth Activism
 • Rury, pp. 210-228
 • Mintz, Ch. 14 &15
- Thursday, April 14 American Education in the 1980s – 2000s and Standards and Testing
 • A Nation at Risk Report (1983)
 • Mintz, Ch. 16
 • Ravitch, Ch. 1 & 2
- Sunday, April 17* *Second Paper due by Midnight (Submit via Blackboard)*
- Tuesday, April 19 Race, Poverty, the "Achievement Gap," and School Reform
 • Ravitch, Ch. 3 & 4
 • Gloria Ladson-Billings (2007) "Pushing past the achievement gap: An essay on the language of deficit" Journal of Negro Education, 76(3), 316-323 [Available through LUC library website – electronic journals]
- Thursday, April 21 School Governance, No Child Left Behind (NCLB), and School Choice
 • Ravitch, Ch. 5, 6, & 7
- Tuesday, April 26 Accountability, Educators, and Market-based Reform and The Neighborhood School
 • Ravitch, Ch. 8, 9, & 10

Thursday, April 28

Policy, Practice, and the Future of American Education

- Ravitch, Ch. 11
- Mintz, Ch. 17
- Rury, pp. 229-244

Tuesday May 3

Final Exam (9 AM to 11 AM)