

Loyola University Chicago
School of Education
ELPS 219: American Education
Spring 2011

Class Hours: Tuesdays, 11:30 a.m. –12:45p.m.
Thursdays, 11:30 a.m. –12:45p.m.
Classroom: Corboy Law Center - Room 304
Instructor: Sophia Rodriguez
Email: srodriguez4@luc.edu
Office Hours: Tuesdays after class
Meeting is by appointment

Course Description

This course examines the history of education in the United States. Arranged chronologically, topics focus on the development and change of educational ideas and institutions from the colonial period in America through the present. Our focus will be on public schooling at the elementary and secondary levels mostly, 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 order to understand the changes in America's educational history, extensive primary and secondary sources are consulted.

Technology and Diversity

Consistent with the School of Education's conceptual framework of seeking to enhance "professionalism in the service of social justice," this course highlights the intersections of power and privilege associated with race, ethnicity, gender, socio-economic status, and beliefs in shaping the educational opportunities and experiences of diverse groups of people. The course discusses the historical origins of critical issues in contemporary American education (roots of standards-based reform, desegregation/integration, and the contemporary concern over 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. In addition, extensive use of technology is used in order to provide students with visual histories regarding equity in American education.

In keeping with Loyola University Chicago's commitment to expanding students' capacities for critical thinking and effective communication, this course provides a classroom space for students to express their opinions and articulate assumptions about educational policies through varied group activities, group discussion, and written reflection. In addition, this course encourages students to think and question educational issues in historical, sociological, institutional, and legal contexts. The overall objective is to deepen and expand students' understanding of the history of American education and to sharpen their critical skills for understanding the processes of identifying, examining and using evidences in constructing historical arguments.

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.

Course Essential Questions

What are the schooling experiences of various individuals?
How does power play a role in educational opportunity and achievement?
How does poverty effect academic achievement?

Reading List

Required Reading (Books available at Water Tower Campus Bookstore)

John L. Rury (2009) Education and Social Change: Contours in the History of American Schooling Third Edition. (New York, NY: Routledge) ISBN: 0415995442

Steven Mintz (2006) Huck's Raft: A History of American Childhood (Cambridge: Harvard) ISBN: 0674019989

Diane Ravitch The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education (New York: Basic Books, 2010).

Other Readings

Additional reading materials will be made available through the Blackboard Academic Suite. Electronic hard copies or links to journal holdings of specific materials will be provided under Course Documents on Blackboard at www.blackboard.luc.edu. Several assigned journal articles are available through the LUC libraries www.libraries.luc.edu.

Course Requirements

Attendance and Participation

Attendance and punctuality to all weekly class meetings is mandatory. Course readings are organized sequentially, and missing one class has the potential of affecting students overall learning and skill outcomes in the course. Therefore, if you must miss class you need to email the instructor before the class. If you do miss a class you are required to write a two page make up reaction paper on the assigned reading for the day that you are absent. This paper is due before the next class meeting. If you miss class and do not turn in a make up paper you will not receive participation points for that class. Missing class more than three times or missing class once without turning in a reaction paper incurs a one-level drop in overall grade (an "A" to an "A-", a "B+" to a "B").

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.

Students are expected to come to class having carefully read all assigned readings for the week. Class meetings will consist of mini-lectures, whole group discussion, small group discussion, and some personal reflections. 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 we will refer to particular sections of the texts. There will be occasions on which the instructor may ask you to prepare discussion questions in advance and/or write up a reflection on a reading or topic after a class. These tasks are factored into your overall course grade.

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. These written assignments additionally allow for the documentation of student learning around the course objectives.

The mid-term examination will be given on **March 3, 2011**. It will consist of one or two essay questions plus 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. The final exam will be a cumulative exam and 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 posted on Blackboard and distributed in class the second week of the semester. The paper is to be submitted via Blackboard page ("Submit Assignment") by **Friday February, 11, 2011**, by midnight.

The second written assignment must be submitted via Blackboard ("Submit Assignment") by midnight Friday, April 1, 2011. 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 **Monday, March 21, 2011**. Additional information about the second paper will be distributed in class.

One Mock Trial Project. In this project, students are to select a legal case to research. Students will summarize and analyze the arguments in the case. In addition, students will prepare a 10-15 minute presentation to the class on their case. The presentation can take a variety of forms. You may choose to a.) perform a skit, or an enactment of the case in the courtroom utilizing other class members as your jury, etc., b.) provide an expert lecture to the class on the case research, findings, and analysis of the arguments, or c.) a power point presentation or other media inspired presentation. The purpose of this project is to dig deeper into the legal history that underlies/interacts with American education. Your task is to provide the case summary, findings, and importance in the history of American education. These projects will be presented **April, 7, 2010**, but you will be required to submit your group members and case choice by Friday, April 1, 2010 (approx 1 week before presentation). In addition, a half-page explanation of your presentation will be due prior to the presentation. You may choose any court case related to race, segregation, or desegregation between the years of 1920-present. The instructor will provide you with a list of potential cases during class.

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 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 will make up 30% of your grade (15% 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, including references to other arguments that you will hear during the Common School debate we have in class, 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 and how well these sources support/depart from Mintz's argument, and (c) the clarity & organization of your writing, including attention to correct citation rules. A rubric for assessing students will be provided prior to the due date of the paper.

The mock trial/case law presentation project will make up 10% of your course grade.

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 the discussions and activities during class. The instructor reserves the right to add specific additional assignments (such as short reaction papers, the preparation of discussion questions and 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. 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/>

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

Course Schedule and Readings

**** Reading due at the start of class on the box that reading assignment appears.**

<p>Tuesday 1/18</p>	<p><i>Course Introduction and Syllabus</i></p> <p>Required Reading for Thursday:</p> <ul style="list-style-type: none"> • Rury, p. 1-21 <p>In class:</p> <ul style="list-style-type: none"> • Key concepts Social, Cultural, and Human Capital
<p>Thursday 1/20</p>	<p><i>Puritanism, Childhood & Schooling in Colonial America</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Rury, p. 22-46 • Mintz, preface, prologue and Ch 1, p. vii-31 • Massachusetts' Education Laws (1642, 1647, 1648) • Cotton Mather, "The Education of Children" (1699) <p>In class:</p> <ul style="list-style-type: none"> • Mini-lecture and images of Puritan childhood • Work on Mass Ed Laws • Choose primary source for CS debate • Paper 1 assignment sheet distributed
<p>Tuesday 1/25</p>	<p><i>The American Revolution and the Enlightenment</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Rury, p. 46-54 • Mintz, Ch. 2+3, p. 32-74 • Thomas Jefferson's "Bill for a More General Diffusion of Knowledge" (1779) <p>In class:</p> <ul style="list-style-type: none"> • Mini-lecture on theories of childhood and image of childhood in the early Republic
<p>Thursday 1/27</p>	<p><i>The Common School in the Early 19th Century</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Rury, p. 55-91 • Horace Mann, "Twelfth Annual Report" (1848) <p>In-class:</p> <ul style="list-style-type: none"> • Mini-lecture on Common school reform package
<p>Tuesday 2/1</p>	<p><i>The Common School in the Early 19th Century</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Mintz, Ch 4+7, p. 74-93, 133-153 <p>In class:</p> <ul style="list-style-type: none"> • Excerpt on Common School movement in-class reading

	<ul style="list-style-type: none"> • Preparation for debate
Thursday 2/3	Common School Primary Source Debate
Tuesday 2/8	<p><i>The schooling experiences of the “other” Americans</i></p> <p>Required reading:</p> <ul style="list-style-type: none"> • Booker T. Washington, "Speech at Atlanta Exposition" (1895) • W.E.B. Dubois, "The Talented Tenth" (1903) • Book review Retrieved online: http://www.nytimes.com/2009/06/21/books/review/Isserman-t.html?_r=1 <p>In class:</p> <ul style="list-style-type: none"> • Lecture topics may include the educational experiences of various groups African Americans, preparation for Native Americans • Feminization of teaching • (Reference to Michael Harrington’s “Other America” http://www.youtube.com/watch?v=qn-UCFH11MQ) • Discussion on the experience of others in American education
Thursday 2/10	<p><i>The Education of African-Americans in the 19th Century</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Rury, p. 111-132 • 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) <p>In class:</p> <ul style="list-style-type: none"> • Activity with Anderson and Douglas’ pieces • Concept of Agency • Poverty starts to matter/be exposed
Friday 2/11 Paper 1 Due by Midnight!	
Tuesday 2/15	<p><i>Religion, Gender and Ethnicity and 19th Century Schools</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Rury, p. 92-110 • Adams, D. W. (2006). Beyond bleakness: The brighter side of Indian boarding Schools, 1870-1940. In Trafzer, C. E.; Keller, J. A.; & Sisquoc, L. (Eds). Boarding School Blues: Revisiting American Indian educational experiences, p. 35-64. <p>In class:</p> <ul style="list-style-type: none"> • Mid-term Study Guide Distributed

Thursday 2/17	<p><i>American Childhood(s) and Poverty (19th century & Present)</i></p> <p>Required reading</p> <ul style="list-style-type: none"> • Mintz, Ch. 5, p. 94-117 • Current Case Studies Information distributed in class • Chicago • DC SEED <p>In class:</p> <ul style="list-style-type: none"> • Discussion of African Americans, Native Americans, Women in the 19th century and connections to the present http://www.youtube.com/watch?v=VvmS0a84Chs
Tuesday 2/22	<p><i>Education in the South: A response to the Common School movement in the 19th century</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Watras, Joseph "Education in the Antebellum South" from A History of American Education p. 87-103 posted on Blackboard • Reflection on arguments made during the Common School debate
Thursday 2/24	<p><i>Religion and Education: Catholic Schools and Childhood in the 19th Century</i></p> <p>Required Reading: (IBD)</p>
Tuesday 3/1	Review for Midterm
Thursday 3/3	MIDTERM EXAM In CLASS THURSDAY 3/3
Tuesday 3/8 – Thursday 03/10	Loyola University Chicago Spring Break: No Classes!
Tuesday 3/15	<p><i>Progressivism</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Rury, Chapter 5
Thursday 3/17	<p><i>Progressivism</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Rury, Chapter 5 • John Dewey "Child and the Curriculum" (1902) • Visual Images as Sources: John and Evelyn Dewey's

	"Schools of To-morrow"
Tuesday 3/22	<p><i>Progressivism II: Early 20th Century and School Organization (Social Efficiency versus Progressive education)</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Committee of Ten Report (1892) • Selections from Bill Reese <i>America's Public Schools</i>
Thursday 3/24	<p><i>Immigrants, Race and Ethnicity in Early 20th Century Schools</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Rury, p. 167-178 • Third Plenary Council of Baltimore (1884); • Mary Antin "The Promised Land" (1912); • Lewis Merriam "The Problem of Indian Administration" (1928)
Tuesday 3/29	<p><i>Youth Culture and the Early 20th Century Schools</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Mintz, Ch. 10+11, p. 200-232 • Amy Best (2000) <u>Prom Night: Youth, Schools and Popular Culture</u>, p. 3-9
Thursday 3/31	<p><i>Education and the Cold War</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Rury, Chapter 6 (p. 179 - 199/213*) • Other reading TBD
Tuesday 4/01	<i>MACOS viewing</i>
Thursday 4/03	<p><i>Post MACOS: The politics of education in post-war America</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Rury, p. 210-219 • Mintz, Ch. 14, p. 275-309
Tuesday 4/08	<p><i>Education and the Civil Rights Era</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Brown v Board Supreme Court decision (1954) • Gloria Ladson Billings (2004) "Landing on the wrong note: The price we paid for Brown" <u>Educational Researcher</u> 33(7), p. 3-13 [Available through LUC library website – electronic journals] • Adam Fairclough (2007) "Integration: Loss and Profit" from <u>A Class of Their Own: Black Teachers in the Segregated South</u>, p. 391-420

	<p>Prep for Mock Trial presentations</p> <p><i>Education and the Civil Rights Era</i></p> <p>Mock Trial presentations</p>
Thursday 4/10	
Tuesday 4/15	<p><i>Schooling and Social Change: 1960s to 1980s (Johnson's war on poverty)</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Rury, p. 196-203 • Ravitch p. 1-46
Thursday 4/17	<p><i>Schooling and Social Change: 1960s to 1980s</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Ravitch 46-75 • A Nation at Risk (1983)
Tuesday 4/22	<p><i>American Education from the 1980s to the Present</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Rury, Epilogue (p. 232 - 241) • Ravitch finish
Thursday 4/24	<p><i>Standards based reform, poverty, and the achievement gap</i></p> <p>Required reading:</p> <ul style="list-style-type: none"> • Rury, p. 229-244 • Gloria Ladson-Billings (2007) "Pushing past the achievement gap: An essay on the language of deficit" <i>Journal of Negro Education</i>, 76(3), 316-323 [Available through LUC library website – electronic journals]
Tuesday 4/29	<p><i>Last class! The role of the teacher during standards based reform</i></p> <p>Required reading:</p> <ul style="list-style-type: none"> • Fraser, J. W. (January 01, 2010). A Tale of Two Futures: A Fable of Teacher Education in the United States, 2025. <i>Phi Delta Kappan</i>, 92, 2, 29-32. • Selections from current media resources
Thursday 5/01	<p><i>Final Examination preparation</i></p>
Tuesday 5/02-10	<p><i>Loyola University Chicago Exam Week! No Class</i></p>

Technology agreement

Electronic Resources Agreement

I, _____, would like to use the following electronic resources in the classroom for NTSC/ESP 180, Environmental Sustainability.

I accept that these electronics resources are allowed in the classroom for educational purposes only.

I understand that these resources can be constructive tools for classroom learning when used for taking notes, referencing course materials, searching online for material related to course discussions, or, to a limited extent, browsing online to follow a train of thought stimulated by course material or discussion.

I understand that I disrupt my learning and the learning of others if I use my electronic resources to engage in any of the following activities: texting, emailing, using internet sites like Facebook or Twitter, playing games, or browsing the web for content not related to the course. I understand that I must leave the classroom or may be asked to leave and lose class contribution points if I am using electronic resources in any of these disruptive ways.