

**Loyola University Chicago
School of Education**

**ELPS 219
American Education
Spring 2011**

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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 three required books are available at the Loyola University Bookstore (Lake Shore):

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 (2010) Death and Life of the Great American School System (Basic Books) ISBN (Hardcover): 0465014917

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 "Electronic Journals" link.

Course Requirements

This course meets on Tuesdays and Thursdays from 10:00am-11:15am in Life Science Building 212 (LSC). 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 will be asked to write a 500-750 word reflection on one of the readings assigned for day you missed. A paper copy of this make-up assignment be handed in to me in class 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 in our discussions we will refer to particular sections of the texts.

Electronic devices (laptops, iPads, etc.) may only be used in class if they do not disrupt the learning environment and only if you are using it 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. Using electronic resources to engage in activities such as texting, emailing, using internet sites like Facebook or Twitter, playing games, or browsing the web for content not related to the course is not permitted and will result in your being barred from using your device in class in the future.

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. You are also required to take part in a group “lesson performance assignment” in which you reenact a classroom lesson that was given at a particular historical moment in an American classroom.

The mid-term examination will be given during class on March 3rd. 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. This means that, according to the university calendar, our exam will take place Tuesday May 3rd from 1pm to 3pm. 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 early in the semester. The paper is to be submitted via Blackboard under Assignments by midnight Sunday, February 13th.

The second written assignment must be submitted via Blackboard under Assignments by midnight Sunday, April 17th. 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 through Blackboard by midnight Friday, March 25th. Additional information about the second paper will be distributed in 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 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 references you make to 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.

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 class discussions and the insights and questions on assigned readings that you contribute towards your own and the entire class' enlightenment. The "lesson performance assignment" will be factored into your participate grade. 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.

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 (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 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. 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_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml. 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.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. In class we will discuss how to cite and include others' work in your own writing.

Course Schedule and Readings

- Tuesday, January 18 Course Introduction
To be discussed in class:
- Sample pages from American Spelling textbooks (1800, 1875, 1926, 1955)
 - Mintz, Huck's Raft, preface & prologue
 - Rury, Education and Social Change, p. 1-21
- Thursday, January 20 Puritanism and Schooling in Colonial America
Required Reading:
- Rury, p. 22-43
 - Mintz, Ch 1
 - Massachusetts' Education Laws (1642, 1647, 1648)
- Tuesday, January 25 American Education in the 18th Century
- Rury, p. 43-54
 - Mintz, Ch. 2
- Thursday, January 27 Schooling in the Context of Revolution and Enlightenment
- Mintz, Ch. 3
 - Thomas Jefferson "Bill for Establishing Religious Freedom" (1779/1786) "Bill for a More General Diffusion of Knowledge" (1779)
- Tuesday, February 1 Education and Middle-Class Childhood in the Early 19th Century
- Mintz, Ch 4
 - Peter Kurtze (1995) "A School House Well Arranged: Baltimore Public School Buildings on the Lancasterian Plan 1829-1839. Perspectives in Vernacular Architecture, vol. 5, p. 70-77.
 - Rury, p. 55-68
- Thursday, February 3 The Common School Reform Movement
- Rury, p. 68-91
 - Mintz, Ch 7
- Tuesday, February 8 Opposition to the Common Schools
- 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
Online activity in place of in-person meeting
- Rury, p. 92-110
 - J. A. Preston (1993) "Domestic ideology, school reformers and female teachers: Schoolteaching becomes women's work in nineteenth-century New England" New England Quarterly, 66(4), 531-551 [Available through LUC library website – electronic journals]
- 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, p. 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 p. 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 After Reconstruction
 • James Anderson (1988) "The Hampton Model of Normal School Industrial Education, 1868-1915", p. 33-78
 • 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, p. 123-132
 • Visual Images as Sources: Off-Reservation Boarding Schools
 • David Wallace Adams (1988) "Fundamental Considerations: The Deep Meaning of Native American Schooling, 1880-1900", Harvard Educational Review p. 1-23
- Thursday, February 24 The Origins of Progressive Education
Lesson Demonstration – Edward Sheldon's 1862 Pestalozian Object Teaching
 • William J. Reese (2001) "The Origins of Progressive Education" History of Education Quarterly, Vol. 41, No. 1. p. 1-24 [Available through LUC library website – electronic journals]
- Tuesday, March 1 Progressivism, Dewey and the American School
 • John Dewey "Child and the Curriculum" (1902)
 • Mintz, Ch. 8
 • Visual Images as Sources: John and Evelyn Dewey's "Schools of To-morrow"
- Thursday, March 3 *Mid-term Exam*
- LUC Spring Break! March 5 - 13*
- Tuesday, March 15 Social Reform and School Reform
Lesson Demonstration – Hotchkiss' 1922 Project Method Teaching
 • Mintz, Ch. 9
 • Rury, p. 133-167
- Thursday, March 17 Immigrants, Ethnicity and Native American Education in the early 20th Century
 • Mintz, Ch. 10
 • Rury, p. 167-178
 • Adams, D. W. (2006). "Beyond bleakness: The brighter side of Indian boarding Schools, 1870-1940"p. 35-64
- Tuesday, March 22 African-American Education to 1950
 • James Anderson (1988) "Common Schools for Black Children" p.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, p. 3-9
- Friday, March 25 *References for Second Paper to be submitted via Blackboard by midnight*

- Tuesday, March 29 Human Capital, the Cold War and Perfect American Childhoods
 Prior to class, watch "Through These Eyes," documentary on MACOS
 • Rury, 179-185
 • Mintz, Ch. 14
 • National Defense Education Act, NDEA (1958)
- Thursday, March 31 Civil Rights and Brown v. Board
 • Rury, p. 185-190
 • Gloria Ladson Billings (2004) "Landing on the wrong note: The price we paid for Brown" Educational Researcher 33(7), p. 3-13 [Available through LUC library website – electronic journals]
 • Adam Fairclough (2007) "Integration: Loss and Profit" from A Class of Their Own: Black Teachers in the Segregated South, p. 391-420
- Tuesday, April 5 Johnson's War on Poverty, Title I and Head Start
Lesson Demonstration – Bereiter's 1966 Teaching Disadvantaged Children Lesson
 • Rury, 190-203
- Thursday, April 7 School Desegregation, 1960s, 70s & 80s
 • Gary Orfield (1995) "Housing and the Justification of School Segregation" University of Pennsylvania Law Review, 143 (5), p. 1397-1406 [available through LUC libraries – electronic journals]
 • Episode of TV sitcom "Good Times" to be shown in class
- Tuesday, April 12 Youth Activism & Education Reform in the early 1980s
 • Rury, p. 203-228
 • Mintz, Ch 15
 • A Nation at Risk Report (1983)
- Thursday, April 14 American Education Reform in the 1990s & 2000s – Standards and Testing
 • Ravitch, Ch 1-4
- Sunday, April 17 Second Paper due by Midnight (Submit via Blackboard)*
- Tuesday, April 19 No Child Left Behind (NCLB) and Accountability
 • Ravitch, Ch 5-8
- Thursday, April 21 American Childhood(s) 1980-2010
 • Mintz, Ch 16+17
- Tuesday, April 26 Race and the Resegregation of the American School
 • 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]
 • Parents Involved in Community Schools v. Seattle School District (2007)
 • Chungmei Lee & Gary Orfield (2007) "Historic Reversals, Accelerating Resegregation, and the Need for New Integration Strategies"
- Thursday, April 28 Policy, Practice and the Future of American Education
 • Ravitch, Ch 9-11
 • Rury, p. 229-244
- Tuesday, May 3 Final Exam (1pm to 3pm)*