

**ELPS 444 / HIST 454**  
**History of American Education and Social Policy**  
**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. As the course title suggests we will also consider the history of American social policy alongside an examination of educational history. The readings in the course will at times come from "outside" of the history of education literature in the interest of more broadly contextualizing educational developments. We will examine changing ideas about childhood, notions of "American exceptionalism" and national identity, the advent of the social sciences, as well as historically changing concepts of what it means to govern and formulate social policy. By an exploration of America's educational history, it is hoped that historians and/or education professionals will develop a deeper understanding of how schooling fits into broader cultural and social transformations rather than existing as an isolated and independent collection of institutions. 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 assignments in the course are designed to develop your secondary literature research skills and your analytic writing ability, as well as to give you a broader understanding of important issues in the history of American Education.

Reading List

The following 5 required books are available at the Loyola University Bookstore (Water Tower Campus).

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

Elizabeth Hansot & David Tyack (1992) Learning Together: A History of Coeducation in American Public Schools (Russel Sage Foundation Publications) ISBN: 0871548887

Michel Foucault (1975/1995) Discipline and Punish: The Birth of the Prison (New York: Vintage) ISBN: 0679752552

Adam Fairclough A Class of Their Own: Black Teachers in the Segregated South (Harvard Univ Press, 2007) ISBN: 0674023072

Peter Taubman Teaching By Numbers: Deconstructing the Discourse of Standards and Accountability in Education (New York: Routledge) ISBN: 0415962749

Additional required readings will be posted on Blackboard. There are also several readings that are available through the Loyola library website (full text e-journals).

Course Requirements

Attendance is required; if you have to miss a class, you are required to write a reaction paper discussing one

of the readings for that week – also please email me in advance, whenever possible, if you will be missing a class. The make-up assignment will afford you the chance to have some interaction with the professor regarding the topics and discussions covered in class. These 3-5 page (750-1250 word) papers should be submitted to the professor in person, as printed-out papers, within two weeks of the missed class. Please do NOT submit make-up papers via email or through Blackboard. Failure to write make-up reaction papers for any class absences will result in your grade being lowered one letter grade. Missing two (2) or more classes over the course of the semester will significantly hinder your learning and – unless arrangements are made with the professor – will result in your grade being lowered.

You must have working access to your Loyola email account in order to use Blackboard (<http://blackboard.luc.edu>) and access the library remotely (<http://libraries.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 I will use to communicate with you. This course also requires use of the LUC libraries' on-line resources and Blackboard's discussion board as part of integrating technology into teaching and learning.

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.

Students are expected to come to class having carefully read the required readings, prepared to discuss them and prepared to participate in class activities related to them. Participation in class discussions will be graded and will compose part of your final grade in this course. As the course description notes, across the semester we will pay considerable attention to the educational experiences of different groups of people as well as the reforms that have been directed at them. Students' participation in in-class discussions will also be used by the instructor to assess the School of Education's Conceptual Framework Standard #7 ("Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others"). In several instances I will provide specific suggestions for how to go about reading a particular piece. In general, however, you are requested to be sympathetic but critical readers. You may find it useful to take notes as you read. In instances where the assigned readings are available electronically I require that you print your own copies and bring them to class since it is likely that in our discussions we will be referring to particular sections of the texts.

Over the course of the semester students will be required to write two historiographic analysis papers, each of which will require additional research outside the assigned class readings, as well as a brief in-class presentation to your classmates. The objectives of these assignments are (a) to provide an opportunity for you to become more familiar with a history of education topic of particular interest to you and perhaps related to your other graduate coursework; (b) to develop your research skills in identifying secondary literature; (c) to develop a familiarity with methods of historical writing and interpretation; and (d) to help you learn how to identify research problems that are both viable and significant. These assignments directly address the School of Education's Conceptual Framework Standards #1 ("Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field") and #5 ("Candidates demonstrate technological knowledge and skills which enhance education").

Historiography is the study of how history is (or has been) written. Your historiographic analysis will examine several historical accounts of a particular educational topic or issue. This type of analysis examines the different approaches historians have taken to researching and writing about a topic. In many ways this is akin to doing a limited literature review: you are to find out what historical research has been done on a

topic, what different interpretations have been proposed; and on what points historians agree and disagree. In writing these papers you will need to include some descriptive historical information; it is crucial, however, to bear in mind that you are not writing a report about a given topic. The paper is to be primarily an analysis of the secondary, scholarly historical research that has been done on the topic.

The first assignment will treat some topic in the period before 1900; you will be required to write a 10-12 page paper analyzing how historians of education have researched and written about this one particular issue. You should choose something of interest to you (examples will be provided in class) and then find four pieces of secondary, scholarly literature that treat this topic – typically these are articles, books or book chapters. A brief prospectus describing your topic and the sources you will be using should be submitted via the Assignments page on Blackboard by midnight on Friday, February 18th. The completed paper must be submitted (in Microsoft Word format as one single document that includes the paper and reference list) via the Assignments page on Blackboard by midnight on by midnight on Tuesday, March 8th.

The second assignment will treat some topic in the period after 1900, again in a 10-12 page paper. You should choose something of interest to you and then find four pieces of secondary, historical literature that treat this topic. As in the first paper you will probably have to tinker with the focus and scope of the paper so that it is a manageable project. If you are interested in examining one particular policy or court case, remember to keep the general topic foremost in your mind as you search for secondary sources. Events or topics from the past 20 or so years typically prove difficult to tackle in this assignment because of the limited number of historical studies undertaken so far. A prospectus must be submitted via the Assignments page on Blackboard by midnight on Friday April 8th. The completed paper must be submitted by midnight on Monday, May 2nd.

#### Evaluation & Grading

The papers will each make up 40% of your final grade in the course. One component of the grading will relate to your in-class presentation of your paper, however the main part of the grading will relate to (a) how well it demonstrates a deep, studied understanding of the issue/policy document under examination; (b) the creativity and care put into finding secondary sources; (c) the concise, effective presentation of these sources; (d) the quality of your analysis – comparing, contrasting, juxtaposing the scholarly literature; and (e) the clarity and organization of your writing.

Your class participation grade will make up the remaining 20% of your final course grade. This grade will be 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. Halfway through the semester the instructor will email you some feedback and a mid-point assignment of a tentative grade for the class participation portion of your final course grade. The professor reserves the right, however, to add specific additional assignments (such as short reaction papers, the preparation of discussion questions and participation in on-line discussions) that will be factored into your participation grade. Except in very unusual circumstances, relating to family problems, health problems and the like, grades of "Incomplete" will not be given in this course.

#### 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](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](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

- Monday, January 24    Introduction & the "Puritan Origins" of American Schooling?  
Required Reading – *HISTORIOGRAPHY ACTIVITY*:
- Jeremy Belknap (1784) "History of New Hampshire", p. 34-41.
  - Ellwood P. Cubberly (1919) "Beginnings of American Education", p. 12-20.
  - David Tyack (1967) "A City on A Hill: Education in the Massachusetts Bay Colony" from Turning Points in American Education, p. 1-5
  - Douglas McKnight (2003) Schooling, the Puritan Imperative and the Molding of an American National Identity, 4 page excerpt.
  - Joel Spring (2005) "Religion and Authority in Colonial Education" in American School 1642-2004, 4 page excerpt.
- Monday, January 31    The American Revolution and the Enlightenment  
Required Reading:
- Mintz, Ch 1-3
  - Hansot & Tyack, Introduction, Ch 1+2
  - Thomas Jefferson (1779) "Bill for a More General Diffusion of Knowledge"
  - Benjamin Rush (1786) "Thoughts Upon the Mode of Education Proper in a Republic", p. \*9-23.

- Monday, February 7 The Common School Movement  
 Required Reading:  
 • 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.  
 • Hansot & Tyack, Ch 3  
 Recommended Reading:  
 • Carl F. Kaestle, Pillars of the Republic, Chapter 6 "The Common-School Reform Program", p. 104-135
- Monday, February 14 The Expansion of Schooling Across the 19th Century  
 Required Reading:  
 • Mintz, Ch 7+8  
 • John G. Richardson (1994) "Common, Delinquent, and Special: On the Formalization of Common Schooling in the American States Common, Delinquent, and Special: On the Formalization of Common Schooling in the American States" American Educational Research Journal, 31(4), pp. 695-723 [available through LUC electronic journals]  
 • Hansot & Tyack, Ch 4-6
- Friday, February 18 *Prospectus for First Paper to be Submitted by Midnight*
- Monday, February 21 African-American Education in the 19th Century  
 Required Reading:  
 • Mintz, Ch 5  
 • Adam Fairclough, A Class of Their Own: Black Teachers in the Segregated South, Prologue and Ch. 1-3  
 • James Anderson, Education of Blacks in the South, 1860-1935, Intro & Ch 1.
- Monday, February 28 Native American Education in the 19th and early 20th Centuries  
 Required Reading:  
 • Visual Images as Sources: Off-Reservation Boarding Schools  
 • David Wallace Adams, "Fundamental Considerations: The Deep Meaning of Native American Schooling, 1880-1900", Harvard Educational Review p. 1-23  
 • Margaret Szasz, "Education and the American Indian: The Road to Self-Determination Since 1928", p.1-7&50-80  
 • Lewis Merriam "The Problem of Indian Administration" (1928), excerpt  
 Choose one of the following:  
 • Enoch, J. (2002). Resisting the Script of Indian Education: Zitkala Ša and the Carlisle Indian School. College English, 65, 117-141.  
 • 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.
- Monday, March 7 *No Class – LUC Spring Break*
- Tuesday, March 8 *First Paper Due by Midnight*

- Monday, March 14     Discipline, Reform and the Institution of Schooling  
 Required Reading:  
 • Foucault, *Discipline and Punish*, p. 1-69; 135-228; 293-308.  
 Recommended Reading  
 • Foucault, *Discipline and Punish*, p. 73-131; 229-292.
- Monday, March 21     Childhood, Schools and Social Change in the Early 20th Century  
 Required Reading:  
 • Mintz, Ch 9-11  
 • Hansot & Tyack, Ch 7-9 and conclusion
- Monday, March 28     African-American Education in the 20th Century -- Pre -& Post-Brown  
 Required Reading:  
 • Fairclough, Ch 7-10  
 • 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]  
 Recommended Reading:  
 • Fairclough, Ch 4-6
- Monday, April 4     The Cold War, Suburbanization and Educational Change  
 Required Watching (in advance of class):  
 • *Through These Eyes*, 55 min. documentary on "MACOS: Man a Course of Study" – [streamed online – info under Course Documents]  
 Required Reading:  
 • John Rudolph "From World War to Woods Hole: The Use of Wartime Research Models for Curriculum Reform" Teachers College Record 104 (2) p. 212-235  
 • Mintz, Ch 14  
 • Additional Reading to be determined
- Friday, April 8*     *Prospectus for Second Paper to be Submitted by Midnight*
- Monday, April 11     Poverty, School Desegregation & Resegregation  
 • Mintz, Ch 15  
 • Hacsı, "What Difference Does Head Start Make?" from Children as Pawns: The Politics of Educational Reform, p. 21-61  
 • Chungmei Lee & Gary Orfield (2007) "Historic Reversals, Accelerating Resegregation, and the Need for New Integration Strategies"  
 • Additional Reading to be determined
- Monday, April 18     Accountability, Standards and Education Reform  
 Required Reading:  
 • Diane Ravitch, interview (posted online)  
 • Peter Taubman Teaching by Numbers, Ch. 1-5
- Monday, April 25     The Future of American Education and American Childhoods  
 Required Reading:  
 • Steven Mintz, Huck's Raft, Ch. 16-17  
 • Peter Taubman Teaching by Numbers, Ch. 6-7 & Conclusion
- Monday, May 2*     *Second Paper Due by Midnight*