

**Loyola University Chicago**  
**School of Education**

**ELPS 444 / HIST 454**  
**History of American Education and Social Policy**  
**Fall 2009**

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

William J. Reese (2005) America's Public Schools: From the Common School to "No Child Left Behind" (Baltimore: Johns Hopkins University Press)

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

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

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

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 500-750 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's Digital Dropbox. Failure to write make-up reaction papers for any class absences will result in your grade being lowered one letter grade. Missing three (3) 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.

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. 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 request 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 "Submit Prospectus" option on Blackboard (Digital dropbox) by the start of class Monday, September 28th. The completed paper must be submitted (in Microsoft Word format as one single document that includes the paper and reference list) through the "Submit Paper" option on Blackboard by midnight on Saturday, October 24th. You will be required to make a short presentation of your sources and analysis to your classmates on October 26th.

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 "Submit Prospectus" option on Blackboard (Digital dropbox) by the start of class on November 9th. You will be required to make a presentation of your sources and analysis to your classmates on November 30th. The completed paper must be submitted (as above) by midnight on Sunday December 6th.

### 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

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/studentaffairs/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) (M.Ed and Ed.D students) or [http://www.luc.edu/gradschool/academics\\_policies.shtml#academic\\_integrity](http://www.luc.edu/gradschool/academics_policies.shtml#academic_integrity) (M.A. and PhD. students). To plagiarize is to present someone else's writing or ideas as your own 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. Please also note that submitting the same paper or pieces of the same papers to meet the course requirements for two or more LUC courses is also academic dishonesty and will not be tolerated.

### Course Schedule and Readings

- Monday, August 24      Introduction – Education, History & Policy  
 Recommended Reading:  
 • Bradley Levinson and Margaret Sutton "Introduction: Policy as/in Practice – A Sociocultural Approach to the Study of Educational Policy" in *Policy as Practice* (Westport CT: Ablex, 2001), p. 1-9\*
- Monday, August 31      The "Puritan Origins" of American Schooling?  
 Required Reading – *HISTORIOGRAPHY ACTIVITY*:  
 • Jeremy Belknap (1784) "History of New Hampshire", p. 34-41.  
 • Linus Brockett (1859) "Progress of Education in the New England Colonies", p. 223-229.  
 • 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, p. 1-7\* and \*23-40.  
 • Joel Spring (2005) "Religion and Authority in Colonial Education" in American School 1642-2004, p. 9-41.
- Monday, September 7      *Labor Day – No Class*
- Monday, September 14      The American Revolution and the Enlightenment  
 Required Reading  
 • Steven Mintz, Huck's Raft, Ch 1-3, p. 7-74.  
 • Robert Ferguson, The American Enlightenment 1750-1820, Ch. 2 "What is Enlightenment? Some American Answers", p. 22-43.  
 • 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.  
 Recommended Reading  
 • Noah W. Sobe "'Educational Reconstruction 'By the Dawn's Early Light': Violent Political Conflict and American Overseas Education Reform," Harvard Educational Review 79 (1), Spring 2009, p. 123-131.
- Monday, September 21      The Common School Movement  
*Library Research Session – Location to be announced*  
 Required Reading  
 • William J. Reese, America's Public Schools, Chapter 1, p. 10-44

- Steven Mintz, Huck's Raft, Ch 4, p. 75-93.
- Horace Mann, Twelfth Annual Report (1848)
- Additional primary source readings as assigned in class.

Monday, September 28

Ethnicity, Religion and the Late 19th-Century School

*Prospectus for first paper to be submitted via Blackboard by start of class*

Required Reading:

- William J. Reese, America's Public Schools, Chapter 2, p. 45-78
- David Wallace Adams, "Fundamental Considerations: The Deep Meaning of Native American Schooling, 1880-1900", Harvard Educational Review p. 1-23
- Visual Images as Sources: Off-Reservation Boarding Schools

Also choose one of the following to read:

- 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, October 5

*No Class – LUC Fall Break (Online Discussion of Foucault Book)*

Monday, October 12

Power, Discipline and the Institution of Schooling

Required Reading:

- Michel Foucault, Discipline and Punish, p. 1-69; 135-228; 293-308.

Recommended Reading

- Michel Foucault, Discipline and Punish, p. 73-131; 229-292.

Monday, October 19

African-American Education in the South in the 19th and early 20th Century

Required Reading:

- Adam Fairclough, A Class of Their Own: Black Teachers in the Segregated South, p. 1-220.

Recommended Reading:

- Steven Mintz, Huck's Raft, Ch 5 p. 94-117.
- Booker T. Washington, "Speech at Atlanta Exposition" (1895)
- W.E.B. Dubois, "The Talented Tenth" (1903)

Saturday, October 24

*First Paper to be submitted via Blackboard's "Submit Assignment" by midnight*

Monday, October 26

"New Education" and The Century of the Child

*In-class presentations on first papers*

Required Reading:

- William J. Reese, America's Public Schools, Chapter 3+4, p. 79-148
- Steven Mintz, Huck's Raft, Ch. 7-8 p. 133-184
- Visual Images as Sources: Dewey's "Schools of To-Morrow"

Monday, November 2

Progressivism, Democracy and Education Policy in the Early 20th Century

Required Reading:

- William J. Reese, America's Public Schools, Chapter 5+6, p. 149-214
- Steven Mintz, Huck's Raft, Ch. 9-11, p. 185-232.

- Monday, November 9      African-American Education and the Civil Rights Struggle  
*Prospectus for second paper to be submitted via Blackboard by start of class*  
 Required Reading:  
 • Adam Fairclough, A Class of Their Own: Black Teachers in the Segregated South, p. 221-420.  
 • 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 – Full text e-Journals]
- Monday, November 16      Education in Cold War America  
 Required Watching:  
*Through These Eyes*, 55 min. documentary on "MACOS: Man a Course of Study", available streamed online at [http://nfb.ca/film/through\\_these\\_eyes/](http://nfb.ca/film/through_these_eyes/)  
 Required Reading:  
 • William J. Reese, America's Public Schools, p. 215-226; 251-281  
 • 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  
 • Steven Mintz, Huck's Raft, Ch. 14 p. 275-309.
- Monday, November 23      Education Reform, Social Change, 1960s + 1970s  
 Required Reading:  
 • William J. Reese, America's Public Schools, p. 226-250; 281-285  
 • Steven Mintz, Huck's Raft, Ch. 15 p. 310-334  
 • Hacsí, "What Difference Does Head Start Make?" from *Children as Pawns: The Politics of Educational Reform*, p. 21-61.
- Monday, November 30      Schooling the American Child in the 1980s, 1990s and beyond  
*In-class presentations on second papers*  
 Required Reading:  
 • William J. Reese, America's Public Schools, Ch. 9+epilogue, p. 286-333  
 • Steven Mintz, Huck's Raft, Ch. 16+17 p.335-384.  
 Recommended Reading:  
 • Nikolas Rose, "Citizenship, Community and the Third Way" American Behavioral Scientist 43(9) p. 1395-1411
- Sunday, December 6*      *Second Paper to be submitted via Blackboard's "Submit Assignment" by midnight*