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.

This course also has a set of pedagogical objectives that can be broadly defined as:

• Learning to analyze and critically evaluate ideas, arguments, and points of view

• Learning fundamental principles, generalizations, or theories

Alongside these two key essential objectives, which inform the way the course has been designed and will be run it is also important to:

• Gain factual knowledge (terminology, classifications, methods, trends), • Learn to apply course material (to improve thinking, problem solving, and decisions), and • Develop a clearer
understanding of, and commitment to, personal values

**Reading List**

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


Additional required readings will be posted as .pdf files on Sakai. 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 Mondays, Wednesdays, and Fridays in Mundelein Center - Room 304 (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 write a 300-500 word reflection on at least one of the readings assigned for the day you missed. A paper copy of this make-up assignment should 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 insure your understanding of the material. This make-up assignment allows you to make up any participation points lost 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 Sakai course management system (http://sakai.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 or have them downloaded to a device before class since it is likely that in our discussions we will refer to particular sections of the texts. Similarly, when readings are assigned from the Rury, Mintz, and/or Ravitch texts, you are required to bring them to class.

Over the course of the semester students will be required to write two papers and participate in a
group assignment. There will also be 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 documentation of student learning around the course objectives.

The mid-term examination will be given in class on Friday, February 20. 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 Monday April, 27th 9-11am. 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 Sakai and distributed in class early in the semester. The paper is to be submitted via Sakai ("Submit Assignment") on Sunday, February 1, 2015 (by midnight).

The second written assignment must be submitted via Sakai ("Submit Assignment") on Sunday, April 12 (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 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 to me via email on Sunday, March 15 (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—who 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 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 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 make up 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. I reserve 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.

**University Policies**

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

Dispositions Loyola’s School of Education has a series of dispositions that courses are asked to address. This course will specifically address the disposition of fairness as an indicator of growth for this program. This will be assessed in the written assignments for the course and their focus on the growth of educational access over time in the United States.

**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/

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

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.

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link
to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

Diversity

The School of Education and this program are committed to issues of diversity in many areas 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

Monday, January 12  
Course Introduction  
• Review syllabus  
• Class activity

Wednesday, January 14  
Course Introduction  
• Mintz, Huck's Raft, preface & prologue  
• Rury, Education and Social Change, pp. 1-22

Friday, January 16  
Puritanism and Schooling in Colonial America  
• Rury, pp. 22-36  
• Mintz, Ch. 1  
• Massachusetts' Education Laws (1642, 1647, 1648)

Monday, January 19  
MLK No Class

Wednesday, January 21  
American Education in the 18th Century  
• Rury, pp 37-55  
• Mintz, Ch. 2

Friday, January 23  
American Education in the 18th Century  
• Mintz, Ch. 3

Monday, January 26  
Schooling in the Context of the Revolution and Enlightenment  
• Benjamin Rush, “Thoughts Upon the Mode of Education Proper in a Republic”  
• Thomas Jefferson "Bill for Establishing Religious Freedom" (1779/1786) "Bill for a More General Diffusion of Knowledge" (1779)

Wednesday, January 28  
“Sheltered” and “Unprotected” Childhoods*  
• Mintz, Ch. 4 & 7

Friday, January 30  
The Common School Reform Movement  
• Rury, pp. 57-92
Monday, Feb 2  The Common Schools Debate  
- Common School Debate Primary Source (in class)  
- Horace Mann, "Twelfth Annual Report" (1848)  

Sunday, February 1  First Paper due by Midnight on (Submit via Sakai)  

Wednesday, February 4  Religion, Ethnicity, and Gender in 19th Century Schooling  
- Rury, pp. 93-111  

Friday, February 6  African-American Education during the Antebellum/Reconstruction Periods  
- Mintz, Ch. 5  
- Rury, pp. 111-123  

Monday, February 9  African-American Education during the Antebellum/Reconstruction Periods*  
- 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)  

Wednesday, February 11  African-American Education Post Reconstruction  
- Booker T. Washington, "Speech at Atlanta Exposition" (1895)  
- W.E.B. Dubois, "The Talented Tenth" (1903)  

Friday, February 13  Native American Education in the 19th Century  
- Rury, pp. 123-132  

Monday, February 16  The Origins of Progressive Education  
- John Dewey "Child and the Curriculum" (1902)  
- Mintz, Ch. 8  

Wednesday, February 18  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]

**Friday, February 20**  
*MIDTERM EXAM*

**Monday, February 23**  
Immigrants, Ethnicity, and Native Americans: Early 20th Century Education  
• Mintz, Ch. 10

**Wednesday, February 25**  
Immigrants, Ethnicity, and Native Americans: Early 20th Century Education*  
• Rury, pp. 167-180  
• Mary Antin "The Promised Land" (1912); Lewis Merriam "The Problem of Indian Administration" (1928)

**Friday, February 27**  
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

**March 2-7**  
*Spring Break*

**Monday, March 9**  
African-American Education to 1950  
• James Anderson (1988) "Common Schools for Black Children" pp.148-185

**Wednesday, March 11**  
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  

**Friday, March 13**  
Postwar Era Ideologies and Education

Prior to class, watch "Through These Eyes," documentary on MACOS  
• Rury, pp. 181-190  
• National Defense Education Act, NDEA (1958)

**Sunday, March 15**  
*References for Second Paper to be submitted via email by midnight*
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Notes</th>
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<tr>
<td>Monday, March 16</td>
<td>School Desegregation and “Compensatory” Programming</td>
<td>• Episode of TV sitcom “Good Times”</td>
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<td>• Rury, pp. 190-211</td>
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<td>Wednesday, March 18</td>
<td>Brown Revisited</td>
<td>• Little Rock Central: 50 Years Later [in-class screening]</td>
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<td>Friday, March 20</td>
<td>Brown Revisited</td>
<td>• Adam Fairclough (2007) &quot;Integration: Loss and Profit&quot; from A Class of Their Own: Black Teachers in the Segregated South, p. 391-420</td>
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<td>Monday, March 23</td>
<td>Education, Childhood, and Youth Activism*</td>
<td>• Rury, pp. 211-229</td>
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<td>Wednesday, March 25</td>
<td>Education, Childhood, and Youth Activism</td>
<td>• Mintz, Ch. 14 &amp;15</td>
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<td>Friday, March 27</td>
<td>American Education in the 1980s – 2000s and Standards and Testing*</td>
<td>• A Nation at Risk Report (1983)</td>
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<td>• Mintz, Ch. 16</td>
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<td>Monday, March 30</td>
<td>American Education in the 1980s – 2000s and Standards and Testing Required Reading</td>
<td>• Ravitch, Ch. 1 &amp; 2</td>
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<td>Wednesday, April 1</td>
<td>Race, Poverty, the &quot;Achievement Gap,&quot; and School Reform</td>
<td>• Ravitch, Ch. 3 &amp; 4</td>
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<td>Friday, April 3</td>
<td>Easter Break</td>
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<td>Monday, April 6</td>
<td>Easter Break</td>
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<td>Wednesday, April 8</td>
<td>School Governance, No Child Left Behind (NCLB), and School Choice</td>
<td>• Ravitch, Ch. 5 &amp; 6</td>
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<td>Friday, April 10</td>
<td>Accountability, Market-based Reform and The Neighborhood School</td>
<td>• Ravitch, Ch. 7 &amp; 8</td>
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<td>Sunday, April 12</td>
<td>Second Paper Due by Midnight (Submit via Sakai)</td>
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<td>Accountability, Market-based Reform and The Neighborhood School</td>
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<td>• Ravitch, Ch. 9 &amp; 10</td>
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<td>Wednesday, April 15</td>
<td>Policy, Practice, and the Future of American Education</td>
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<td>• Ravich Ch. 11</td>
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<td>Friday, April 17</td>
<td>The Future of American Education and American Childhoods</td>
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<td>• Mintz, Ch.16</td>
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<td>Monday, April 20</td>
<td>The Future of American Education and American Childhoods</td>
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<td>• Mintz, Ch.17</td>
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<td>Wednesday, April 22</td>
<td>The Future of American Education and American Childhoods</td>
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<td>• Rury, pp. 229-248</td>
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<td>Friday, April 24</td>
<td>The Future of American Education and American Childhoods</td>
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Monday, April 27th 9-11am FINAL EXAM