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 taking social action through education, 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.”

This course also aims to advance the mission of the Cultural and Educational Policy Studies (CEPS) program at Loyola University Chicago which seeks to provide a multi-disciplinary examination of education policy and practice with an overarching emphasis on social justice. This objective is infused across this course with the intent of enacting and advancing the vision that The School of Education of Loyola University Chicago is a community that transforms its members to impact urban and global communities through the principles of social justice. This is also encapsulated in the SOE Conceptual Framework “Our mission is social justice, but our responsibility is social action through education,” which is similarly an orienting perspective in the design of this course.

From this Conceptual Framework SOE faculty have developed four conceptual framework standards (CFS), two of which are assessed in this course: CFS1: Candidates critically evaluate current bodies of knowledge in their field; and, CFS3: Candidates demonstrate knowledge of ethics and social justice. The CFS 1 “Existing Scholarship Analysis” assessment is implemented in this course through the second paper assignment. CFS 3 "Candidates demonstrate knowledge of ethics and social justice” is infused across the course in the attention we pay to how schooling has both created and denied opportunities, and is most concretely assessed through the first paper 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 and will be evaluated at the end of the semester via the IDEA Teaching Evaluations. Essential objectives are:

- Learning to analyze and critically evaluate ideas, arguments, and points of view.
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.

Alongside these two key essential objectives, which inform the way I have designed and will run the course, I also consider the following to be important:

- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing ethical reasoning and/or ethical decision-making.

In the final weeks of our course you will receive emails alerting you that evaluations for the 219. Please complete it promptly. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on “Student IDEA Login” on the left hand side of the page.

Reading List

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


Additional required readings will be posted as Adobe Acrobat PDF files on the Sakai site for ELPS 219.

Course Requirements

This course meets on Mondays, Wednesdays, and Fridays in Cuneo 202. 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 24. 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 trends, 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 May, 1 from 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 Friday, February 10 (by 11:59).

The second written assignment must be submitted via Sakai ("Submit Assignment") on Friday, March 24 (by 11:59). For this assignment, you are to select two source document 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 on Wednesday, March 15 (by 11:59). Additional information about the second paper will be made available.

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. 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.

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**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Wednesday, January 18</td>
<td><strong>Course Introduction</strong></td>
<td>• Review syllabus</td>
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<td>• Class activity</td>
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<tr>
<td>Friday, January 20</td>
<td><strong>Education(s), Childhood(s), and Social Change</strong></td>
<td>• Mintz, Huck's Raft, preface &amp; prologue</td>
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<td></td>
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<td>• Rury, pp. 1-17</td>
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<td>Monday, January 23</td>
<td><strong>Puritanism and Schooling in Colonial America</strong></td>
<td>• Rury, pp. 19-38</td>
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<td>• Mintz, Ch. 1</td>
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<td></td>
<td></td>
<td>• Massachusetts' Education Laws (1642, 1647, 1648) &amp; Cotton Mather, &quot;The Education of Children&quot; (1699) [PDF on Sakai]</td>
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<td>Wednesday, January 25</td>
<td><strong>The American Revolution and the Enlightenment</strong></td>
<td>• Rury, pp 38-48</td>
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<td>• Mintz, Ch. 2</td>
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<tr>
<td>Friday, January 27</td>
<td><strong>The American Revolution and the Enlightenment</strong></td>
<td>• Mintz, Ch. 3</td>
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<tr>
<td>Monday, January 30</td>
<td><strong>Schooling in the Context of the Revolution and Enlightenment</strong></td>
<td>• Benjamin Rush, “Thoughts Upon the Mode of Education Proper in a Republic”</td>
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<td>• Thomas Jefferson &quot;Bill for Establishing Religious Freedom&quot; (1779/1786) &quot;Bill for a More General Diffusion of Knowledge&quot; (1779) [PDF on Sakai]</td>
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<tr>
<td>Wednesday, February 1</td>
<td>&quot;Sheltered” and “Unprotected” Childhoods*</td>
<td>• Mintz, Ch. 4 &amp; 7</td>
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<td>Friday, February 3</td>
<td><strong>The Common School in the Early 19th Century</strong></td>
<td>• Rury, pp. 49-73</td>
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<td>• Horace Mann, &quot;Twelfth Annual Report&quot; (1848) [PDF on Sakai]</td>
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<tr>
<td>Monday, February 6</td>
<td><strong>The Common School Debate</strong></td>
<td>• Primary Source Common School Debate (in class activity)</td>
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<tr>
<td>Wednesday, February 8</td>
<td><strong>Religion, Ethnicity, and Gender in 19th Century Schooling</strong></td>
<td>• Rury, p. 74-97</td>
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</tbody>
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**Friday, February 10**  
*First Paper due by 11:59 (Submit via Sakai)*  
The Education of African-Americans in the 19th Century  
• Mintz, Ch. 5  
• Rury, pp. 97-108

**Monday, February 13**  
The Education of African-Americans in the 19th Century  
• James Anderson "Introduction" and "Ex-Slaves and the Rise of Universal Education in the South 1860-1880" p. 1-32. [PDF on Sakai]  
• 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)  
[PDF on Sakai]

**Wednesday, February 15**  
African-American Education Post Reconstruction  
• Booker T. Washington, "Speech at Atlanta Exposition" (1895)  
• W.E.B. Dubois, "The Talented Tenth" (1903)  
[PDF on Sakai]

**Friday, February 17**  
Native American Education in the 19th Century  
• Rury, 108-115  

**Monday, February 20**  
Progressive Education and Social Reform in the Early 20th Century  
• Rury, p. 117-131  
• John Dewey "Child and the Curriculum" (1902)  
• Visual Images as Sources: John and Evelyn Dewey's "Schools of To-morrow"  
[on Sakai]

**Wednesday, February 22**  
Progressive Education and Social Reform in the Early 20th Century  
• Mintz, Ch. 8 & 9

**Friday, February 24**  
*MIDTERM EXAM*

**Monday, February 27**  
Immigrants, Youth Culture, Race and Ethnicity in Early 20th Century Schools  
• Mintz, Ch. 10

**Wednesday, March 1**  
Immigrants, Youth Culture, Race and Ethnicity in Early 20th Century Schools  
• Third Plenary Council of Baltimore (1884); Mary Antin "The
Promised Land" (1912); Lewis Merriam "The Problem of Indian Administration" (1928) [PDF on Sakai]

Friday, March 3

**Immigrants, Youth Culture, Race and Ethnicity in Early 20th Century Schools**
- Mintz, Ch. 11
- Amy Best (2000) Prom Night: Youth, Schools and Popular Culture, p. 3-9

**March 6-10**

**Spring Break**

Monday, March 13

**Race, Civil Rights and the American School**
- Roads to Brown [in-class discussion and examination of pre Brown court cases]
- Brown v. Board Supreme Court decision (1954) [PDF on Sakai]
- Kenneth Clark, *Prejudice and Your Child*, “How Children Learn About Race” [PDF on Sakai]
- Rury, p. 165-177

**Wednesday, March 15**

**References for Second Paper due by 11:59 (Submit via Sakai)**
**Race, Civil Rights and the American School**

Friday, March 17

**Online Class Activity; No Class Meeting**
**Race, Civil Rights and the American School**
- Adam Fairclough (2007) "Integration: Loss and Profit" from *A Class of Their Own: Black Teachers in the Segregated South*, p. 391-420

Monday, March 20

**Online Class Activity; No Class Meeting**
**Social Change and Changing Schools 1960s-1980s**
- Episode of TV sitcom “Good Times”
- Rury, pp. 177-190

Wednesday, March 22

**Education in Post-War America (Cold War)**
- Rury, p. 155-165
- Mintz, Ch. 14
- MACOS (Man as Course of Study)

Friday, March 24

**Second Paper due by 11:59 (Submit via Sakai)**
**Education, Childhood, and Youth Activism**
- Rury, pp. 191-207

Monday, March 27

**Education, Childhood, and Youth Activism**
Wednesday, March 29  
**American Education in the 1980s – 2000s and Standards and Testing Required Reading**
- A Nation at Risk Report (1983)
- Mintz, Ch. 16

Friday, March 31  
**American Education in the 1980s – 2000s and Standards and Testing Required Reading**
- Ravitch, Ch. 1 & 2

Monday, April 3  
**Race, Poverty, the "Achievement Gap," and School Reform**
- Ravitch, Ch. 3 & 4

Wednesday, April 5  
**Race, Poverty, the "Achievement Gap," and School Reform**

Friday, April 7  
**Race, Poverty, the "Achievement Gap," and School Reform**
- Little Rock Central: 50 Years Later [in-class screening]

Monday, April 10  
**School Governance, No Child Left Behind (NCLB), and School Choice**
- Little Rock Central: 50 Years Later [in-class screening]

Wednesday, April 12  
**School Governance, No Child Left Behind (NCLB), and School Choice**
- Ravitch, Ch. 5 & 6
- Rury, 207-218

**Friday, April 14**  
**Easter Break; No Classes**

**Monday, April 17**  
**Easter Break; No Classes**

Wednesday, April 19  
**School Governance, No Child Left Behind (NCLB), and School Choice**
- Ravitch, Ch. 7 & 8

Friday, April 21  
**Accountability, Market-based Reform and The Neighborhood School**
- Ravitch, Ch. 9 & 10

Monday, April 24  
**Policy, Practice, and the Future of American Education**
- Ravich Ch.11
- Rury, 219-226
Wednesday, April 26  The Future of American Childhoods  
• Mintz, Ch. 17

Friday, April 28  Final Exam Review

FINAL EXAM—Monday, May 1 from 9:00-11:00 am

Loyola University Chicago  
School of Education  
Syllabus Addendum

IDEA Course Evaluation Link for Students  
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions  
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText  
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText. Effective Spring 2017 courses within Cultural and Educational Policy Studies will not be using livetext for CEPS undergraduate classes, but will be using taskstream instead. Taskstream has yet to be set up for this purpose, however, thus additional info will be forthcoming.

Syllabus Addendum Link  
• www.luc.edu/education/syllabus-addendum/
This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.