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, the family as well as notions of "American exceptionalism" and national identity. By exploring America's educational history, students 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 purpose of the course is to provide a historical perspective on the schooling options and experiences of diverse groups of people. This course will foreground issues of power and privilege and the ways that race, ethnicity, gender 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.

Course Objectives
Students will be able to demonstrate a historical understanding of the development of educational policy and schooling institutions, and demonstrate a knowledge of historiographic approaches and debates in the history of education. Toward this end this course will foremost emphasize (1) your gaining a basic understanding of the subject; (2) your learning to analyze and critically evaluate ideas, arguments, and points of view; and (3) your developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.

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. Toward this end, this particular course advances the preparation of our students to meet the following program outcomes:
- CEPS graduates apply disciplinary (humanities, social science) perspectives to issues and questions in educational policy and practice.
- CEPS graduates critically assess the methodological, epistemological & ethical foundations of research.
- CEPS graduates possess an independent and specific area of expertise.

These outcomes and objectives are 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. The CFS 3 “Education Reform Analysis” assessment is implemented in this course through the original research paper assignment. The CFS assessment rubrics can be found in LiveText.

The Loyola SOE expects its students to exhibit a commitment to *professionalism, social justice and inquiry*. In this course students will be assessed on the degree to which they meet these dispositional expectations, rubrics for which can be found in LiveText. 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.

All students, except those who are non-degree, must have access to LiveText to complete the aforementioned assessments. More information on LiveText is available [here](#).

At the end of the semester you will receive a request to evaluate the professor’s teaching using the online IDEA Campus Labs system. Please promptly respond to any emails you receive indicating that the evaluation is available. To learn more about IDEA or to access the website directly to complete your course evaluation go to: [http://luc.edu/idea/](http://luc.edu/idea/) and click on “Studente IDEA Login” on the left hand side.

**Reading List**
The following 6 required books are available at the Loyola University Bookstore (Water Tower Campus).


Additional required readings will be posted on Sakai. There are also several readings that are available through the Loyola library website (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 Sakai. 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.

This course will use Sakai as the course management platform (http://sakai.luc.edu) and you must have working access to your Loyola email account in order to use Sakai and to access Loyola library resources (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 Sakai tools as part of integrating technology into teaching and learning. This semester we will also be using Apple TV to enable wireless projection from portable devices in our classroom.

Electronic devices such as laptops and iPads 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. Generally speaking I prefer that cellphones remain off during class, however if you have a family or professional situation that necessitates your being reachable please let me know at the start of class.

Some form of notetaking as you read is recommended so that you can easily raise questions about the text, objections and the like during our class discussions. You should read intelligently and critically: hold authors to the claims that they make about what they intend to accomplish; hold them accountable for faulty logic and unexamined assumptions; consider alternate explanations and views to the ones presented. Since class discussions will frequently refer to the text of these books and articles, you are required to bring copies of the readings to class. You will be graded on your participation in class discussions.

You are required to bring assigned readings to class the day that we are discussing them. When assigned texts / readings are available electronically I recommend that you bring a printed-out paper copy for ease of reference. However, if you prefer to use the electronic version please make sure to have it loaded to your device (laptop, iPad or similar) at the start of class. I do not permit students to access course readings via smartphone.

Course Assignments
Over the course of the semester students will be required to write two short papers and a final research paper. All of these assignments will require additional research and reading outside the assigned class readings.

The first paper is a source analysis paper (4-6 pages, 1000-1500 words) that requires you to locate and analyze primary and secondary sources used by either Steven Mintz, Clif Stratton or Kim Warren. This assignment is part of (a) introducing you to the strategies through which historians develop arguments and back their
claims; it is also designed (b) to sharpen your critical analysis skills. The paper is due by 11:59pm on Sunday February 26th, to be submitted through Sakai. A prospectus for the paper that simply provides citation information for the sources you plan to use will be due 2 weeks in advance (to be submitted through Sakai by 11:59pm on Sunday February 12th). Additional information about this assignment will be distributed in class.

The second paper is an **historiographic analysis paper** (7-10 pages, 1750-2500 words) that will require additional research outside the assigned class readings. The objectives of this assignment 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 further 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.

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 this paper 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. In this assignment you are required to treat something in the period prior to 1960. You should choose a topic of interest to you (examples will be provided in class) and then select four pieces of secondary, scholarly literature that treat this topic – typically these are articles, books or book chapters. The paper is due by 11:59pm on Sunday March 26th, to be submitted through Sakai. A prospectus for the paper that simply provides citation information for the sources you plan to use will be due 2 weeks in advance (to be submitted through Sakai by 11:59pm on Monday March 12th). Additional information about this assignment will be distributed in class.

The final assignment in this course is an **original research paper** (20 pages, 5000 words) in which you conduct historical scholarship on a topic – of your choice – that falls in some way under the heading of the history of American education and social policy. Your paper should be a historical study that relies in some measure on the analysis of primary source material. In class we will discuss kinds of primary source material that you can draw on (inclusive of and in addition to archival sources). Your paper should also be grounded in the secondary scholarly literature on the topic you choose to explore. Reference to secondary literature allows you to establish to your readers that you are well read in the area, and that your findings and interpretations are unique and a contribution to the field. Over the course of the semester we will devote extensive attention to the development of a research project of this nature. And in many ways the preceding three written assignments are designed to serve as preparation for you to conduct your own historical research study. Though the bulk of your work on the paper will probably occur in late March and April, this paper is something you should give some thought to across the course. You will be required to submit a 1-2 paragraph description of your research project by 11:59pm Sunday March 19th (via Sakai). Then, you are to schedule a 20 minute advising session with the professor at some point in the subsequent two weeks. A 300 word abstract of the paper with title, written in the style of a conference proposal submission, is to be posted as a blog entry on Sakai by 11:59pm on Sunday April 9th, and you will be asked to read and comment on each others projects-in-progress. The final paper itself will be due by 11:59pm on Sunday April 30th.

As you have discerned, there are a number of Sunday 11:59pm assignment deadlines across the semester. To summarize,

Sunday February 12th – Prospectus for Paper 1 Source Analysis due
Sunday February 26th – Paper 1 Source Analysis due
Sunday March 12th – Prospectus for Paper 2 Historiographic Analysis due
Sunday March 19th – Initial Prospectus for Final Research Paper due
Sunday March 26th – Paper 2 Historiographic Analysis due
Sunday April 9th – Abstract for Final Research paper due
Sunday April 30th – Final Research Paper due

**Evaluation & Grading**
Papers one and two will each make up 20% of your course grade. The final research paper will compose 40% of your grade in the course, with the specific grading criteria provided on each assignment sheet. 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. A rubric for assessing class participation is posted on Sakai. The professor reserves the right 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 issues, health problems and the like, grades of "Incomplete" will not be given in this course.

**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/resources/academic-policies/](http://www.luc.edu/education/resources/academic-policies/). 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](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 as well as the citation / reference formats that I will be asking you to use.

**Additional Statements**
Additional information on the School of Education’s and University’s policies with regard to accessibility, conceptual framework, ethicsline reporting, and electronic communication policies and guidelines can be found here: [http://luc.edu/education/syllabus-addendum/](http://luc.edu/education/syllabus-addendum/)

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<th>Course Schedule and Readings</th>
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<tr>
<td>Weds., January 18</td>
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<tr>
<td>Course Introduction</td>
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<tr>
<td>• Documentary: “School, the story of American public education. 1, The Common school, 1770-1890” (55min) [view in class]</td>
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<td>Weds., January 25</td>
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<tr>
<td>The &quot;Puritan Origins&quot; of American Schooling?</td>
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<td>Required Reading – HISTORIOGRAPHY ACTIVITY:</td>
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<tr>
<td>• Jeremy Belknap (1784) &quot;History of New Hampshire&quot;, p. 34-41.</td>
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<td>• Linus Brockett (1859) &quot;History of Education&quot;, p. 223-229.</td>
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<td>• David Tyack (1967) &quot;A City on A Hill: Education in the Massachusetts Bay Colony&quot;</td>
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from *Turning Points in American Education*, p. 1-5
• Douglas McKnight (2003) *Schooling, the Puritan Imperative and the Molding of an American National Identity*, selection
• Mintz, Prologue & Ch 1-3

Weds., February 1  Common Schools and the Origins / Exclusions of Modern Mass Schooling
Required Reading:
• Steven Mintz, *Huck's Raft*, Ch. 4 & 7
Recommended Reading:

Weds., February 8  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.
• Benjamin Rush (1786) "Thoughts Upon the Mode of Education Proper in a Republic", p. *9-23.

Weds., February 15  American Education and Citizenship
Required Reading:
• Kim Warren, *Quest for Citizenship*, p. 1-96
• Steven Mintz, *Huck's Raft*, Ch. 5+7

Weds., February 25  American Education and Empire
Required Reading:
• Clif Stratton, *Education for Empire*, p. 1-117
• Steven Mintz, *Huck’s Raft*, Ch. 8, 9+10

Wed., March 1  American Education and Empire (II)
Required Reading:
• Clif Stratton, *Education for Empire*, p. 118-217

Weds., March 8  *No Class LUC Spring Break*
Weds., March 15  
No Class

Thurs., March 16  
Class session and Wozniak lecture with Prof. Dionne Danns

Required Reading:
• Kim Warren, *Quest for Citizenship*, p. 97-180

Weds., March 22  
Progressive Education and Conservativism

Required Reading:
• Adam Laats, *Other School Reformers*, p. 1-122
• Steven Mintz, *Huck's Raft*, Ch. 11, 12+13

Weds., March 29  
Childhood, The Cold War and Educational Change

Required Reading:
• Steven Mintz, *Huck's Raft*, Ch. 14
• Amy Ogata, “Building Creativity in Post-War Schools”, Ch 4 in *Designing the Creative Child: Playthings and Places in Midcentury America*, p. 105-146

Recommended 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

Weds., April 5  
Civil Rights – School Segregation, Desegregation and Resegregation

Required Reading:
• Adam Fairclough (2007) "Integration: Loss and Profit" from *A Class of Their Own: Black Teachers in the Segregated South*, p. 391-420

Weds., April 12  
Conservative Activism and School Reform

Required Reading:
• Adam Laats, *Other School Reformers*, p. 123-244
• Steven Mintz, *Huck's Raft*, Ch. 15
• *Through These Eyes*, 55 min. documentary on "MACOS: Man a Course of Study" – access information on Sakai (watch in advance of class)

Weds., April 19  
Policy and Education Standards, 1980s and 1990s

Required Reading:
• Ronald Evans, *Schooling Corporate Citizens*, p. 1-128
• Steven Mintz, *Huck's Raft*, Ch. 16

Weds., April 26  
Accountability, Childhood and Schools in the 21st Century

Required Reading:
• Ronald Evans, *Schooling Corporate Citizens*, p. 139-248.
• Steven Mintz, *Huck's Raft*, Ch. 17