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 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." The course places a special emphasis on the School of Education’s Conceptual Framework Standard CFS 3 "Candidates demonstrate knowledge of ethics and social justice" which 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 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 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 we have designed and will run the course, we 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 219 002 lecture section (Instructor Allen). 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) or online:

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

Course Requirements

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 lecture sessions having read the assigned readings for the week. The course will be discussion based and thus class engagement is incumbent upon you reading the materials and coming prepared to class. Class participation will be graded. Since it is likely that our class discussions will refer to particular sections of the texts, I require that you bring the assigned readings to discussion section meetings – in instances where the assigned readings are available electronically you can either bring a printed copy or make sure that the reading is loaded onto an electronic device (iPad, laptop etc.) in advance of class.

Electronic devices may only be used in the 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.

Over the course of the semester students will be required to write two papers, 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 the documentation of student learning around the course objectives.

The mid-term examination will be given on Thursday, October 19th. 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 Tuesday, December 13th from 1:00-3:00 PM. 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 the second week of the semester. The paper is to be submitted via the Sakai page ("Assignments") by 11:59pm Friday, September 29th.

The second written assignment must be submitted via Sakai ("Assignment") by midnight Friday, November
17th. 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 through the “Assignments” Sakai page by 11:59pm Friday, November 3rd. Additional information about the second paper will be distributed in your discussion section.

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 your discussion section and the insights and questions on assigned readings that you contribute towards your own and the entire class' enlightenment. The professor reserves the right to add specific additional assignments (such as short reaction papers, the preparation of discussion questions and 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.

Additional Statements
Additional School of Education and University Policies regarding accessibility, ethics line reporting and electronic communication policies and guidelines, in addition to more information on the School of Education Conceptual Framework are available online at www.luc.edu/education/syllabus-addendum/.
## Course Schedule and Readings

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>Tuesday, August 29</td>
<td>Course Introduction</td>
<td>Required Reading:</td>
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<td></td>
<td></td>
<td>• Rury, p. 1-17</td>
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<td>• Sample pages from American Spelling textbooks (1800, 1875, 1926, 1955)</td>
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<tr>
<td>Thursday, August 31</td>
<td>Puritanism and Schooling in Colonial America</td>
<td>Required Reading:</td>
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<td>• Rury, p. 19-38</td>
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<td>• Massachusetts' Education Laws (1642, 1647, 1648)</td>
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<tr>
<td>Tuesday, September 5</td>
<td>Puritanism and Schooling in Colonial America</td>
<td>Required Reading:</td>
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<td>• Mintz, preface, prologue and Ch 1, p. vii-31</td>
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<td>• Cotton Mather, &quot;The Education of Children&quot; (1699) [PDF on Sakai]</td>
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<td>Thursday, September 7</td>
<td>The American Revolution and the Enlightenment</td>
<td>Required Reading:</td>
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<td>• Mintz, Chapter 2-3</td>
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<td>Tuesday, September 12</td>
<td>The American Revolution and the Enlightenment</td>
<td>Required Reading:</td>
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<td>• Rury, p. 38-48</td>
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<td>• Thomas Jefferson &quot;Bill for Establishing Religious Freedom&quot; (1779/1786)</td>
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<td>&quot;Bill for a More General Diffusion of Knowledge&quot; (1779) [PDF on Sakai]</td>
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<td>Thursday, September 14</td>
<td>The Common School in the Early 19th Century</td>
<td>Required Reading:</td>
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<td>• Rury, p. 49-73</td>
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<td>Tuesday, September 19</td>
<td>The Common School in the Early 19th Century</td>
<td>Required Reading:</td>
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<td>• Mintz, Ch 4+7, p. 74-93, 133-153</td>
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<td>• Horace Mann, &quot;Twelfth Annual Report&quot; (1848) [PDF on Sakai]</td>
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<td>Thursday, September 21</td>
<td>Religion, Gender and Ethnicity and 19th Century Schools</td>
<td>Required Reading:</td>
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<td>• Rury, p. 74-97, 108-115</td>
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<td>Schools, 1870-1940</td>
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<td>• In Trafzer, C. E.; Keller, J. A.; &amp; Sisquoc, L. (Eds). Boarding School Blues:</td>
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<td>Revisiting American Indian Educational Experiences, p. 35-64. [PDF on Sakai]</td>
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<td>Tuesday, September 26</td>
<td>The Education of African-Americans in the 19th Century</td>
<td>Required Reading:</td>
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• Rury, p. 97-108
• James Anderson "Introduction" and "Ex-Slaves and the Rise of Universal Education in the South 1860-1880" p. 1-32. [PDF on Sakai]

Thursday, September 28  The Education of African-Americans in the 19th Century
Mid-term Study Guide Distributed
Required Reading:
• Mintz, Ch. 5, p. 94-117
• 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]

Friday, September 29  First Paper to be submitted via Sakai page by 11:59pm.

Tuesday, October 3  The Education of African-Americans in the 19th Century
Required Reading:
• Booker T. Washington, "Speech at Atlanta Exposition" (1895)
• W.E.B. DuBois, "The Talented Tenth" (1903) [PDF on Sakai]

Thursday, October 5  Progressive Education and Social Reform in the Early 20th
• Rury, p. 117-131
• John Dewey "Child and the Curriculum" (1902) [PDF on Sakai]
• Visual Images as Sources: John and Evelyn Dewey's "Schools of Tomorrow" [on Sakai]

Tuesday, October 10  LUC Fall Break – No Lecture

Thursday, October 12  Progressive Education and Social Reform in the Early 20th Century
Required Reading:
• Rury, p. 131-154
• Mintz, Ch 8+9, p. 154-199

Tuesday, October 17  Progressive Education and Social Reform in the Early 20th Century
• Mintz, Ch 8+9, p. 154-199

Thursday, October 19  Midterm Examination given during Class

Tuesday, October 24  Immigrants, Youth Culture, Race and Ethnicity in Early 20th Century Schools
Required Reading:
• Mintz, Ch. 10+11, p. 200-232

Thursday, October 26  Immigrants, Youth Culture, Race and Ethnicity in Early 20th Century Schools
• Amy Best (2000) Prom Night: Youth, Schools and Popular Culture, p. 3-9
• Third Plenary Council of Baltimore (1884); Mary Antin "The Promised Land" (1912)
• Lewis Merriam "The Problem of Indian Administration" (1928) [PDF on Sakai]

Tuesday, October 31  Race, Civil Rights and the American School
Required Reading:
• Brown v. Board Supreme Court decision (1954) [PDF on Sakai]
• Brown v. Board II

Thursday, November 2  Race, Civil Rights and the American School
• Rury, p. 165-177
• Adam Fairclough (2007) "Integration: Loss and Profit" from A Class of Their Own: Black Teachers in the Segregated South, p. 391-420

Friday, November 3  References for Second Paper to be submitted via Sakai by 11:59pm

Tuesday, November 7  Education in Post-War America (Cold War)
Required Reading:
• Rury, p. 155-165
• Mintz, Ch. 14, p. 275-309

Thursday, November 9  Social Change and Changing Schools 1960s-1980s
Required Reading:
• Rury, p. 165-190
• Mintz, Ch. 15, p. 310-334

Tuesday, November 14  Social Change and Changing Schools 1960s-1980s
Required Reading:
• Ravitch, p. 1-30

Thursday, November 16  American Education and Urban Change in the 1980s and 1990s
Required Reading:
• Rury, p. 191-207
• Mintz, Ch 16, p. 335-371

Friday, November 17  Second Paper to be submitted via Sakai by 11:59pm

Tuesday, November 21  American Education and Urban Change in the 1980s and 1990s
Required Reading:
• Ravitch, Prologue-p. 34
• A Nation at Risk Report (1983) [PDF on Sakai]
Thursday, November 23  
*No class-Thanksgiving Break*

Tuesday, November 28  
*Race, Poverty, the “Opportunity Gap” and the Future of the American School*

Final Study Guide Distributed

Required Reading:
- Rury, p. 207-226
- Opportunity Gap vs. Achievement Gap:  

Thursday, November 30  
*Race, Poverty, the “Opportunity Gap” and the Future of the American School*

Required Reading:
- Ravitch, p. 99-176
- Mintz, Ch 17, p. 373-384

Tuesday, December 5  
*Applying the History of Education to Chicago*

Required Reading/Listening:
- Vevea, B. (2015, May 13). Were Chicago’s schools ever good? WBEZ. Accessible online at  
  [http://www.wbez.org/series/curious-city/were-chicagos-public-schools-evergood-112025](http://www.wbez.org/series/curious-city/were-chicagos-public-schools-evergood-112025).
- Eidelson, J. (2012). Teachers’ strike: Chicago’s just the beginning. Salon. Accessible online at  
- Ahmed-Ullah, N., Chase, J. & Sector, B. (2013). CPS approves largest school closure in Chicago history. Chicago Tribune, accessible online:  

Thursday, December 7th  
Review for the final

*Tuesday December 12th  Final Examination*
Loyola University Chicago
School of Education
Syllabus Requirements

Section I: Integrate the following content into your syllabus.

Conceptual Framework and Conceptual Framework Standards
Each syllabus is required to have a statement explaining how the SOE’s Conceptual Framework (CF)—Social Action through Education—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses diversity and the social justice mission of the School of Education.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

SOE Conceptual Framework Standards (CFS)
- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Dispositions
All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: Professionalism, Inquiry, and Social Justice. Full transparency is critical to ensure that students are able to meet the expectations in this area. Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

IDEA Objectives for the Objectives Selection Form
- To facilitate the process for online course evaluations developed by IDEA and delivered by Campus Labs, please include no more than 3 – 5 objectives as an essential or important objective for the course on your syllabus.
- Multiple sections of the same course should have the same essential and/or important objectives (check with your Program Chair to see if your course is in this category).
- Be sure to rate these objectives as essential or important on your Objectives Selection Form (OSF) for the IDEA online course assessment, and to rate the remaining objectives as minor.