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 are available. 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):


  
  o Also available as an e-book via the Loyola library website.

- Additional required readings will be posted as Adobe Acrobat PDF files on the Sakai site for ELPS 219 001.

**Course Requirements**
This course involves a weekly class. Attendance is required every week.

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 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 class 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.
Grading and Evaluation
Over the course of the semester students will be required to present a chapter from Mintz (participation grade), participate in a mock debate (participation grade), write two papers, a midterm 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, March 1. 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 Thursday, May 3 from 4:15 pm-6:15 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 11:59 pm, Sunday, February 18.

The second written assignment must be submitted via Sakai ("Assignment") by 11:59 pm, Sunday, April 8. 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 11:59 pm, Sunday, March 25. Additional information about the second paper will be discussed in class.

Assignment Weights
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. Specifically, attendance at class each week counts towards 13% of your final grade (1% per class meeting), while active participation in class discussions counts towards 7% of your final grade. This grade will be principally reflective of your engagement in class 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.

Your course grade will be calculated on a 100-point scale as follows:
A  93-100
A-  90-92
B+  87-89
B   83-86
B-  80-82
C+  77-79
C   73-76
C-  70-72
D+  67-69
D   63-66
F   < 63

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. Plagiarism – presenting someone else's writing or ideas as your own – is one form of academic dishonesty and will not be tolerated. In class we will discuss how to cite and include others' work in your own writing.
- 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.
- There are several good "How not to plagiarize" guides available on the web, such as:

**Communication between instructor and students**
In addition to updates I may give verbally in class, I will occasionally send electronic updates to the class using the Sakai system. I will assume that if I have sent any updates to you at the address you have provided to the university, and the email has not bounced back to me, that you have read it and that I may hold you accountable for understanding these updates’ contents. If you wish to reach me, the best way to do so is by my Loyola email address. I will respond within 48 hours between Monday and Friday.

**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 SOE 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.

**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**

Thursday, January 18  
**Course Introduction**
Required Reading:
- Ravitch, Ch. 1, p. 1-14
- Ravitch, Ch. 2, p. 15-30
- Sample pages from American Spelling textbooks (1800, 1875, 1926, 1955)
Thursday, January 25  
**Puritanism and Schooling in Colonial America**

Required Reading:
- Rury, p. 1-17
- Rury, p. 19-38
- Mintz, preface, prologue and Ch 1, p. vii-31
- Massachusetts' Education Laws (1642, 1647, 1648) & Cotton Mather, "The Education of Children" (1699) [PDF on Sakai]

Thursday, February 1  
**The American Revolution and the Enlightenment**

Required Reading:
- Rury, p. 38-48
- Mintz, Ch. 2
- Thomas Jefferson "Bill for Establishing Religious Freedom" (1779/1786) "Bill for a More General Diffusion of Knowledge" (1779) [PDF on Sakai]
- **Group Presentation: Mintz, Ch 3**

Thursday, February 8  
**The Common School in the Early 19th Century**

*Common School Primary Source Debate*

Required Reading:
- Rury, p. 49-73
- Mintz, Ch 7
- Horace Mann, "Twelfth Annual Report" (1848) [PDF on Sakai]

Thursday, February 15  
**Religion, Gender and Ethnicity and 19th Century Schools**

*Mid-term Study Guide Distributed*

Required Reading:
- Rury, p. 74-97, 108-115
- Ravitch, Ch. 3, p. 31-46
- Ravitch, Ch. 4, p. 47-68
- **Group Presentation: Mintz, Ch 4**

**Sunday, February 18**  
*First Paper to be submitted via Sakai page by 11:59pm.*

Thursday, February 22  
**The Education of African-Americans in the 19th Century**

Required Reading:
- Rury, p. 97-108
- Mintz, Ch. 5
- Ravitch, Ch. 5, p. 69-92
- **Group Presentation: Mintz, Ch 6**
• **Small group sign-up** (you will sign-up for one of the following readings to be an “expert” on for a jigsaw activity):
  - 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]
  - Booker T. Washington, "Speech at Atlanta Exposition" (1895) and W.E.B. Dubois, "The Talented Tenth" (1903) [PDF on Sakai]

Thursday, March 1  
*Midterm Examination.*

Required Reading:
- Rury, p. 117-131
- Ravitch, Ch. 6, p. 93-112
- John Dewey "Child and the Curriculum" (1902) [PDF on Sakai]
- Visual Images as Sources: John and Evelyn Dewey's "Schools of Tomorrow" [on Sakai]

Thursday, March 8  
*LUC Spring Break – No Class.*

Thursday, March 15  
*Progressive Education and Social Reform in the Early 20th Century*

Required Reading:
- Rury, p. 131-154
- Ravitch, Ch. 7, p. 113-148
- Mintz, Ch 8
  - **Group Presentation: Mintz, Ch 9**

Thursday, March 22  
*Immigrants, Youth Culture, Race and Ethnicity in Early 20th Century Schools*

Required Reading:
- Mintz, Ch. 10
- Ravitch, Ch. 8, p. 149-168
- Third Plenary Council of Baltimore (1884); Mary Antin "The Promised Land" (1912); Lewis Merriam "The Problem of Indian Administration" (1928) [PDF on Sakai]
  - **Group Presentation: Mintz, Ch 11**

**Sunday, March 25**  
*References for Second Paper to be submitted via Sakai page by 11:59pm*

Thursday, March 29  
*LUC Easter Holiday – No Class.*
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Required Reading</th>
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<tr>
<td>Thursday, April 5</td>
<td>Race, Civil Rights and the American School</td>
<td>Required Reading:</td>
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<td>• Brown v Board Supreme Court decision (1954) [PDF on Sakai]</td>
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<td>• Rury, p. 165-177</td>
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<td>• Rury, p. 207-226</td>
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<td>• Mintz, Ch 17</td>
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<td>• <strong>Small group sign-up</strong> (you will sign-up for one of the following readings to be an “expert” on for a jigsaw activity):</td>
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<td>• Adam Fairclough (2007) &quot;Integration: Loss and Profit&quot; from <em>A Class of Their Own: Black Teachers in the Segregated South</em>, p. 391-420</td>
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<td>Sunday, April 8</td>
<td>Second Paper to be submitted via Sakai page by 11:59pm</td>
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<td>Thursday, April 12</td>
<td>Education in Post-War America (Cold War)</td>
<td>Required Reading:</td>
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<td>• Rury, p. 155-165</td>
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<td>• Mintz, Ch. 14</td>
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<td>• Ravitch, Ch. 9, p. 169-194</td>
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<td>• <strong>Group Presentation: Mintz, Ch. 12</strong></td>
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<td>Thursday, April 19</td>
<td>Social Change and Changing Schools 1960s-1980s</td>
<td>*Final Examination Study Guide Distributed</td>
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<td>• Rury, p. 165-190</td>
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<td>• Ravitch, Ch. 10, p. 195-222</td>
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<td>• Mintz, Ch. 15</td>
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<td>• <strong>Group Presentation: Mintz, Ch. 13</strong></td>
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<td>Thursday, April 26</td>
<td>American Education and Urban Change in the 1980s and 1990s</td>
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<td>• Rury, p. 191-207</td>
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<td>• Ravitch, Ch. 11, p. 223-242</td>
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<td>• A Nation at Risk Report (1983) [PDF on Sakai]</td>
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<td>• Mintz, Ch 16</td>
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*Thursday May 3rd (4:15pm-6:15 pm) Final Examination*