Course Information
Instructor: David T Boven, PhD
Term: Spring, 2018
Class Time: Mondays from 7:00pm to 9:30pm
Classroom: Corboy Law Center – Room 523
E-Mail: dboven@luc.edu
Phone: 773-575-2430
Office Hours: available at WTC by appointment

Course Description
In this course we will examine the history of education in the United States from the time of European colonization to the present. As the course title suggests we will also consider the history of American social policy alongside our 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 putting educational developments in their broader context. Thus, we will examine changing ideas about childhood, the family, notions of "American exceptionalism," and national identity. Schools in the United States are not simply an isolated and independent collection of institutions—by exploring our educational history, we will develop a deeper understanding of how schooling fits into broader cultural and social transformations over time.

One key goal of the course is to provide a historical perspective on the schooling options and experiences of diverse groups of people. This course will explore 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 firm 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. To this end this course will focus on (1) students gaining a basic understanding of the subject; (2) students learning to analyze and critically evaluate ideas, arguments, and points of view; and (3) students 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. This particular course advances the preparation of CEPS 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 and ethical foundations of research.
- CEPS graduates possess an independent and specific area of expertise.
These outcomes and objectives are infused across the 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 these assessments. More information on LiveText is available at http://www.luc.edu/education/admission/tuition/course-management-fee/.

At the end of the semester students 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/ and click on “Student IDEA Login” on the left hand side.

Reading List
The following 6 required books are available at the Loyola University Chicago 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
Class 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 instructor regarding the topics and discussions covered in class. These 3-5 page (750-1250 word) papers should be submitted to the instructor in person, as printed 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.

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.

Again, 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 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, tablet, 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 will help to (a) introduce 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 25 and will 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 11). Additional information about this assignment will be distributed in class.

- The second paper is a 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 25, 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, March 11). 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 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 18 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 8, and you will be asked to read and comment on each other’s projects-in-progress. The final paper itself will be due by 11:59pm on Wednesday, April 25.
As you have surmised, there are a number of Sunday 11:59pm assignment deadlines across the semester. To summarize,

- Sunday, February 11 – Prospectus for Paper 1 Source Analysis due
- Sunday, February 25 – Paper 1 Source Analysis due
- Sunday, March 11 – Prospectus for Paper 2 Historiographic Analysis due
- Sunday, March 18 – Initial Prospectus for Final Research Paper due
- Sunday, March 25 – Paper 2 Historiographic Analysis due
- Sunday, April 8 – Abstract for Final Research paper due
- Wednesday, April 25 – Final Research Paper due

**Evaluation & Grading**

Papers one and two will each make up 20% of your course grade. The final research paper will comprise 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 instructor 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, ethics 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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**Course Schedule and Readings**

### Session 1

**Monday, January 22**  
**Course Introduction**  
**Media:**  
- Documentary: “School, the story of American public education. 1, The Common school, 1770-1890” (55min) [to be viewed in class]
Friday, January 26
School of Education and CEPS Forum:
“Education Policy in the Trump Presidency: One Year In”
3:00PM to 5:00PM in the Galvin Auditorium on Lakeshore Campus

Session 2
Monday, January 29
The "Puritan Origins" of American Schooling?
Required Reading:
• Steven Mintz, Huck’s Raft: Prologue, Chapters 1, 2, and 3
• HISTORIOGRAPHY ACTIVITY:
  o Jeremy Belknap (1784) "History of New Hampshire", p. 34-41.
  o Douglas McKnight (2003) Schooling, the Puritan Imperative and the Molding of an American National Identity, selection
  o Joel Spring (2005) "Religion and Authority in Colonial Education" in American School 1642-2004, 4-page excerpt

Session 3
Monday, February 5
Common Schools and the Origins / Exclusions of Modern Mass Schooling
Required Reading:
• Mintz, Huck's Raft, Chapters 4 and 7
Recommended Reading:

Sunday, February 11
Prospectus for Paper 1 (Source Analysis) due at 11:59pm

Session 4
Monday, February 12
Discipline, Reform and the Institution of Schooling
Required Reading:
• Michel 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.
Session 5
Monday, February 19  American Education and Citizenship
Required Reading:
• Kim Warren, *Quest for Citizenship*, p. 1-96
• Mintz, *Huck's Raft*, Chapters 5 and 7

Sunday, February 25  Paper 1 (Source Analysis) due at 11:59pm

Session 6
Monday, February 26  American Education and Empire
Required Reading:
• Clif Stratton, *Education for Empire*, p. 1-117
• Mintz, *Huck's Raft*, Chapters 8, 9, and 10

Monday, March 5  No Class – LUC Spring Break

Session 7
Monday, March 12  American Education and Empire (II)
Required Reading:
• Stratton, *Education for Empire*, p. 118-217

Sunday, March 18  Initial Prospectus for Final Research Paper due at 11:59pm

Session 8
Monday, March 19  Progressive Education and Conservatism
Required Reading:
• Adam Laats, *Other School Reformers*, p. 1-122
• Mintz, *Huck's Raft*, Chapters 11, 12, and 13

Sunday, March 25  Paper 2 (Historiographic Analysis) due at 11:59pm

Session 9
Monday, March 26  Childhood, The Cold War and Educational Change
Required Reading:
• Mintz, *Huck's Raft*, Chapter 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
Session 10
Monday, April 2
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

Sunday, April 8
Abstract for Final Research Paper due at 11:59pm

Session 11
Monday, April 9
Conservative Activism and School Reform
Required Reading:
- Adam Laats, Other School Reformers, p. 123-244
- Mintz, Huck's Raft, Chapter 15
Media:
- Through These Eyes, 55 min. documentary on "MACOS: Man a Course of Study" [to be viewed in class]

Session 12
Monday, April 16
Policy and Education Standards, 1980s and 1990s
Required Reading:
- Ronald Evans, Schooling Corporate Citizens, p. 1-128
- Mintz, Huck's Raft, Chapter 16

Session 13
Monday, April 23
Accountability, Childhood and Schools in the 21st Century
Required Reading:
- Evans, Schooling Corporate Citizens, p. 139-248.
- Mintz, Huck's Raft, Chapter 17

Wednesday, April 25
Final Research Paper due at 11:59pm
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.

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.