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 seeking to foster "professionalism in the service of social justice", 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."

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.

Conceptual Framework: Social Action through Education

The School of Education's conceptual framework (www.luc.edu/education/mission/) – through its components of service, skills, knowledge, and ethics – guides the curricula for this course. In keeping with the SOE’s conceptual framework Social Action through Education, this course will place particular emphasis on the following conceptual standards:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.

Issues of diversity, ethics, and social justice are embedded in various ways in the assigned readings and will intentionally surface during class discussions. Throughout the course, we will discuss the role of pluralism in participatory democracy, the significance of race and gender in
the historical foundations of education, and issues of cosmopolitanism.

**Dispositions**

All courses in the SOE assess student dispositions on *Professionalism, Inquiry, and Social Justice*. Full transparency is critical to ensure that students are able to meet the expectations in this area. Although you can find rubrics for these disposition on LiveText, you will not be assessed on dispositions in this course.

**Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

Of the 13 possible objectives those bolded below are essential for this course:

1. **Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)**
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. **Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. **Learning to analyze and critically evaluate ideas, arguments, and points of view**
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

**Use of Technology**

The Sakai course management system will be used throughout this course. Additionally, you must have working access to your Loyola e-mail account. Either use your luc.edu address or set it to forward to another e-mail account that you check regularly since the luc.edu e-mail is the one that will be used to communicate with you.

Electronic devices (laptop, iPad, etc.) may only be used in class only if you are using them 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, e-mailing, using internet sites like Facebook or Twitter, playing games, or browsing the web for content not related to the course is not permitted. *Cell phones should be placed in silent mode or turned off and placed out of sight.*

**Reading List**

The following three required books are available at the Loyola University Bookstore:

- **Diane Ravitch (2010)** *Death and Life of the Great American School System* (Basic Books)

Additional required readings will be posted as .pdf files on Sakai. Several assigned journal articles are available through the LUC libraries (www.libraries.luc.edu), locatable under the "Electronic Journals" link.

**Course Requirements**

This course meets on Tuesday and Thursday in Mundelein Center, Room 404. 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 ensure 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.

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. 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.

Exams

The midterm examination will consist of one essay question 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 a cumulative exam and will include short identifications as well as several essay questions.

Written Assignments

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 7.

The second written assignment must be submitted via Sakai ("Submit Assignment") on Friday, March 27th. 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 to me via email on Thursday, February 27th (by midnight). Additional information about the second paper will be made available.

Evaluation & Grading

The midterm 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 30% 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 15% 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.

**Grading Distribution**

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>100-93%</td>
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<td>A-</td>
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<td>B+</td>
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<td>B</td>
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<td>59% and below</td>
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**Course Schedule and Readings**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Tuesday, January 14</td>
<td>Course Introduction</td>
<td>• Review syllabus&lt;br&gt;• Class activity</td>
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<tr>
<td>Tuesday, January 21</td>
<td>Puritanism and Schooling in Colonial America</td>
<td>• Rury, pp. 19-43&lt;br&gt;• Mintz, Ch. 1&lt;br&gt;• Massachusetts' Education Laws (1642, 1647, 1648)</td>
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<tr>
<td>Thursday, January 23</td>
<td>American Education in the 18th Century</td>
<td>• Rury, pp 43-55&lt;br&gt;• Mintz, Ch. 2 &amp; 3</td>
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| Tuesday, January 28 | Schooling in the Context of the Revolution and Enlightenment          | • Benjamin Rush, “Thoughts Upon the Mode of Education Proper in a Republic”<br>• Thomas Jefferson "Bill for Establishing Religious Freedom" (1779/1786) "Bill for a More
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Thursday, January 30</td>
<td>“Sheltered” and “Unprotected” Childhoods</td>
<td>Mintz, Ch. 4 &amp; 7</td>
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| Friday, January 31, 3:00 pm on LSC | CEPS Policy Forum  
EC points available for 1 page response | CEPS Policy Forum  
EC points available for 1 page response |
| Tuesday, February 4  | The Common School Reform Movement                                      | Rury, pp. 55-80  
Horace Mann, "Twelfth Annual Report" (1848)                                                |
| Thursday, February 6 | The Common Schools Debate                                              | Common School Debate Primary Source (in class)                                              |
| ASSIGNMENT DATE: Friday, February 7 | First Paper Due- submit to Sakai by 5:00pm | First Paper Due- submit to Sakai by 5:00pm |
| Tuesday, February 11 | Religion, Ethnicity, and Gender in 19th Century Schooling              | Rury, pp. 81-115  
Mintz, Ch. 5                                                                 |
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) |
<p>| Tuesday, February 18 | African-American Education Post Reconstruction                         | Booker T. Washington, &quot;Speech at Atlanta Exposition&quot; (1895)                               |</p>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
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<tbody>
<tr>
<td>Thursday, February 20</td>
<td>Native American Education in the 19th Century</td>
<td>• W.E.B. Dubois, &quot;The Talented Tenth&quot; (1903)</td>
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<td>Tuesday, February 25</td>
<td>Midterm</td>
<td>Midterm</td>
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<tr>
<td>Thursday, February 27</td>
<td>The Origins of Progressive Education</td>
<td>• John Dewey &quot;Child and the Curriculum&quot; (1902)</td>
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<td>Tuesday, March 3</td>
<td>Spring Break</td>
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<td>Thursday, March 5</td>
<td>Spring Break</td>
<td>Spring Break</td>
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<td>Tuesday, March 10</td>
<td>Progressive Education</td>
<td>• Mintz, Ch. 8</td>
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<td>• Rury 125-133</td>
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<td>Thursday, March 12</td>
<td>Social Reform and School Reform</td>
<td>• Mintz, Ch. 9</td>
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<td>• Rury, 133-154</td>
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<td></td>
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<td>• Committee of Ten Report (1892) [in class]</td>
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<td>• Cardinal Principles Report</td>
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| Tuesday, March 17  | Immigrants, Ethnicity, and Native Americans: Early 20th Century Education | - Mintz, Ch. 10  
- Rury, pp. 155-165  
- Mary Antin "The Promised Land" (1912); Lewis Merriam "The Problem of Indian Administration" (1928) |
| Thursday, March 19 | Youth Culture in the first half of the 20th Century                  | - Mintz, Ch. 11  
- Amy Best (2000) Prom Night: Youth, Schools and Popular Culture, p. 3-9 |
| Thursday, March 26 | Postwar Era Ideologies and Education                                 | - Prior to class, watch "Through These Eyes," documentary on MACOS  
- National Defense Education Act, NDEA (1958)  
- Mintz, Ch. 14 |
| ASSIGNMENT DATE, FRIDAY, March 27 | **Second Paper Due- Submit to Sakai by 5:00pm** | **Second Paper Due- Submit to Sakai by 5:00pm** |
| Tuesday, March 31  | Civil Rights and Brown v. Board                                       | - Roads to Brown [in-class discussion and examination of pre-Brown court cases]  
- Kenneth Clark, How Children Learn About Race  
- Brown v. Board of Education, 347 U.S. 483  
- Brown v. Board of Education, 349 U.S. 294 |
| Thursday, April 2  | Brown Revisited                                                       | - Adam Fairclough (2007) "Integration: Loss and Profit" from A Class of Their Own: Black Teachers in the Segregated South, p. 391-420  
<table>
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<tbody>
<tr>
<td>Tuesday, April 7</td>
<td>Education, Childhood, and Youth Activism</td>
<td>Rury, pp.165-182</td>
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<tr>
<td>Tuesday, April 14</td>
<td>Race, Poverty, the &quot;Achievement Gap,&quot; and School Reform</td>
<td>Ravitch, Ch. 5 &amp; 6, Gloria Ladson-Billings (2007) &quot;Pushing past the achievement gap: An essay on the language of deficit&quot; Journal of Negro Education, 76(3), 316-323.</td>
</tr>
<tr>
<td>Thursday, April 16</td>
<td>School Governance, No Child Left Behind (NCLB), and School Choice</td>
<td>Ravitch, Ch. 7 &amp; 8, Mintz Ch. 17</td>
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<td>Tuesday, April 21</td>
<td>Policy, Practice, and the Future of American Education</td>
<td>Ravitch Ch. 9 &amp; 11, Rury, pp. 201-226</td>
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<td>Thursday, April 23</td>
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**Loyola University Chicago**
**School of Education**
**Syllabus Addendum**

**Smart Evaluation**
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
• Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

**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/](http://www.luc.edu/education/syllabus-addendum/)

**Center for Student Access and Assistance (CSAA)**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csa](http://www.LUC.edu/csaa]. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

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.*