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.

**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  

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


LUC EBook link https://www.jstor.org/stable/10.1525/j.ctv1wxswg  


In addition, students in the course will be doing group book presentation projects related to school segregation/desegregation in the 20th century on one of the following books (sign-up / register preferences at the first class meeting):  


Emily Straus (2014) *Death of a suburban dream: Race and schools in Compton, California.* University of Pennsylvania Press. available through LUC Library eBooks

Additional required readings will be posted on Sakai. There are also a number of 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 more than one class 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 and will affect your participation grade. 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.

Course Assignments
Over the course of the semester students will be required to write two short papers, a final research paper, and participate in a group book project/presentation. 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 Burke & Grosvenor, Fass or Stratton. 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 23rd, 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 10th). 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 require to treat something in the period prior to 1980. 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 22nd, 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 8th). 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 15th (via Sakai). 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 5th, 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 26th.

The **group book presentation/project** will have you working with four other classmates to lead a 45 minute class segment (either March 25 or April 1) in which you present on and lead a class discussion of a contemporary book on the history of segregation, desegregation and re-segregation in relation to education in urban spaces. The five book choices are listed above and you will submit your preferences on the first day of class and the professor will assign you to book groups – you may not receive your first choice so please wait to purchase this additional book. Each group should meet several times in the month preceding the class to discuss their assigned book. One week prior to your presentation you will need to identify a 20 page excerpt (approximately) that you would like your classmates (and provide a PDF scan to the professor to post on Sakai). Then, during the 45 minute session your group task is to lead the class through a succinct and engaging presentation of the overall book, including its strengths and weaknesses, and also to generate a discussion among the whole class.

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

- **Sunday February 10th** – Prospectus for Paper 1 Source Analysis due
- **Sunday February 23rd** – Paper 1 Source Analysis due
- **Sunday March 8th** – Prospectus for Paper 2 Historiographic Analysis due
- **Sunday March 15th** – Initial Prospectus for Final Research Paper due
- **Sunday March 22nd** – Paper 2 Historiographic Analysis due
- **Sunday April 5th** – Abstract for Final Research paper due
- **Sunday April 26th** – Final Research Paper due

**Evaluation & Grading**

Papers one and two will each make up 17.5% of your course grade. The Group Book project will compose 10% of your grade (half of this will be a collective group grade and half will be related to your individual contributions). The final research paper will compose 35% 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. 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.

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**Course Schedule and Readings**

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**Monday January 13**  
Course Introduction – the Architecture of the School  

**Monday January 20**  
*No Class – MLK Jr Day*

**Monday January 27**  
The "Puritan Origins" of American Schooling?  
Required Reading – *HISTORIOGRAPHY ACTIVITY*:
• Jeremy Belknap (1784) "History of New Hampshire", p. 34-41.  
• Douglas McKnight (2003) *Schooling, the Puritan Imperative and the Molding of an American National Identity*, selection  
• Steven Mintz (2004), *Huck's Raft* Ch 1 “Children of the Covenant”

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*Friday January 31*  
**CEPS Policy Forum: The 4th Industrial Revolution**

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**Monday February 3**  
Common Schools and the Origins / Exclusions of Modern Mass schooling  
Required Reading:  
• Documentary: “School, the story of American public education. 1, The Common school, 1770-1890” (55min) [view in advance of class] Recommended Reading:

Monday February 10 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.

Monday February 17 Race, Indigeneity, Citizenship and Education

Monday February 24 American Education and Empire
• Clif Stratton, Education for Empire, entire book.

Monday March 2 No Class. LUC Spring Break.

Monday March 9 CEPS Speaker- Erin Castro, University of Utah Prison Education Project ➔Short reactions due to Saki forum (200-300 words).

*Tuesday March 10* SOE Wozniak Lecture

Monday March 16 Childhood, Parenting and Education across the 20th Century
Monday March 23  School Segregation and Civil Rights
• Adam Fairclough (2007) "Integration: Loss and Profit" from A Class of Their Own: Black Teachers in the Segregated South, p. 391-420

Group Book Presentations:

Monday March 30  School Desegregation and Resegregation

Group Book Presentations:

Monday April 6  Conservative Activism and US School Reform
• Adam Laats, Other School Reformers, entire book.
• Through These Eyes, 55 min. documentary on "MACOS: Man a Course of Study" – access information on Sakai (watch in advance of class)

Monday April 13  American Education Reform 1980s and 1990s
• Ronald Evans, Schooling Corporate Citizens, Ch. 1 “Origins of Accountability Reform”, Ch. 2 “A Nation at Risk?”
• Andrea Gabor, After the Education Wars, p. 1-75.

Monday April 20  American Education in the 21st Century
• Andrea Gabor, After the Education Wars, p. 76-296
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/

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/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.*