ELPS 444
American Schooling & Social Policy
Loyola University Chicago
Spring 2022

Course Schedule and Location
Monday 5:30-8pm
Via Zoom (link is under Announcements on Sakai page)
Corboy Law Center, Room 205 (When in-person classes resume)
https://sakai.luc.edu/x/RStY9n

Instructor Information
Kathleen T. Hayes, Ed.D. (she/her/hers)
khayes10@luc.edu
Office hours - Email to make an appointment.
I will respond to all email inquiries within 48 hours.

School of Education Commitment - COVID-19
Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](https://www.loyola.edu/health) under the COVID-19 Related Information Tab at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola’s COVID-19 Response webpage](https://www.loyola.edu/covid) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers
information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professors is encouraged. We know the SPRING 2022 Return to Campus will continue to challenge all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*COVID-19 Required Personal Safety Practices*: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all LUC REQUIRED Safety Protocols.

*COVID-19 Reporting Protocol*: In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur this semester.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

Loyola University is advising that although removing a mask to take a drink is acceptable, removing a mask to eat is not. Students who need to have food available during class should work with the Student Accessibility Center to have that accommodation documented.

Recording of Zoom Learning Sessions
In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

**Privacy Statement**
Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus (see previous page of this syllabus for this statement) for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

**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 alongside the contemporaneous history of American social policy. More specifically, the course will provide a historical analysis of the economic, political, cultural and social factors that helped to shape educational policy and schooling in the United States. The course will also examine changing and consistent ideas about the purposes of public education through the lens of the historical origins of critical issues and problems in contemporary American education, such as what is often referred to as the "achievement gap." In the interest of more broadly contextualizing educational developments, the readings in the course will be drawn from both history of education literature and education policy literature. The 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.

By exploring America's educational history alongside education policy, 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.

The assignments in the course are designed to develop your analytical writing ability, as well as to give you a broader understanding of important social issues in the history of American education.

**Essential Questions**
I assume that all students in the course bring their own questions and will pursue answers to those questions throughout the semester. In addition, I hope that the readings and our discussions will help prompt new questions about the history of American schooling and social and education policy that differ from the ones you began the course with. The following questions will guide our collective inquiry:

- How have race and power interacted throughout the history of U.S. public schooling and education policy?
- What purposes of schooling remain salient throughout the history of American schooling? By whom are these articulated and fought for?
- What/who is/are the primary forces behind social change and its interaction with education policy?
- What or who should be defining and propelling such change?

**Learning Outcomes**
In this course, I will emphasize your developing skills and competencies, and the perspectives needed by students of education and social policy now and in your future career. I also position your learning for several purposes:

- to apply course material to enhance thinking, problem-solving and decision-making
- to analyze and critically evaluate ideas, arguments and perspectives
- to apply knowledge and skills to benefit others or serve the public good

Upon completing this course, students will be able to
• demonstrate an understanding of the historical social, cultural, economic and political conditions and events that have shaped past and present U.S. educational circumstances and policies.
• Apply that understanding toward their own analyses of historical, current and future debates about the purposes of schooling and contemporaneous education policies.

Required Texts


Rury, J. (2013). *Education and social change: Contours in the history of American schooling* (6th edition). Routledge. Select chapters will be required. Online version not available in Loyola Library. However, a PDF of required chapters will be posted prior to the class meetings for which they are required, so you do not have to purchase this book.


We will use just the Introduction from this book, so I will post a PDF. No need to buy this book unless you want to.

Other assigned readings will be available for download on the SAKAI site via the syllabus posted there and the Resources tab.
**How to read**

You should complete all assigned readings **prior to the class** in which they’ll be discussed. Some questions to consider as you read:

- What is the specific issue under analysis? Is there a problem? If so, how is it defined? What argument is the author trying to make?
- What evidence does the author use to support their argument? In what ways is the argument persuasive? In what ways does it fall short?
- What has the author not considered about the issue?
- Where do you agree with the author and why? Disagree?
- What does this reading have to do with particular aspects of U.S. schools, teaching and/or student learning? Where do you see this issue or the legacy of this issue in U.S. schools today?
- In your educational experience (as a student, teacher or observer) the professional work you might have done or are doing in education, what do the ideas in this reading remind you of with respect to the dynamics of that experience?
- How does the argument, analysis or topic relate to other material you have read?

**Student Feedback**

*Informal feedback to me*

I consider it a tremendous honor to spend this semester working and learning with you. I am here to support you and help you think critically about important historical and current U.S. education issues. Please do not hesitate to let me know what you need and how I can best support you. I eagerly welcome your input on any/all course-related issues. I take student feedback seriously and am committed to implementing student ideas for enhancement where feasible.

*Formal feedback to the university and SoE*

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

The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how to best shape the curriculum.

Assessment of Learning
Assessment of your learning will be ongoing throughout the semester. Assignments are spread out as evenly as possible across the semester, and there is no high-stakes final assessment (e.g., major research paper or final exam). This assignment structure achieves three purposes:

1. It enables the development of a breadth of knowledge, which is important given this course’s guiding questions and goals. You’ll reflect on and respond to a variety of issues and readings in this course (vs. a final assignment topic) as you progress through the semester.
2. It helps provide balance against the substantial assigned reading load (approximately 100 pages per week). My hope is that you are able to focus on processing and responding to the assigned readings (and in some weeks, podcasts) free of the additional pressure of a cumulative summative assignment.
3. Finally, a series of analytical assignments coupled with in-class discussions and activities helps me as the instructor continually gauge how you’re making sense of the course content and, if needed, make adjustments to better suit your strengths, needs and interests.

Criteria for determining your final course grade:
Class engagement (attendance, focused presence, participation in class discussions and activities; final grade based in part on self-evaluation) 20%
Critical analysis paper 1 15%
Critical analysis paper 2 15%
Critical analysis paper 3 15%
Critical analysis paper 4 15%
Final integration of course material 20%

Class engagement
This is a highly interactive course, which makes every student’s attendance and participation very important. So that you and your coursemates can best engage in the class, please do your best to
● arrive on time, prepared for class having read and brought to class all assigned materials (either the hardcopy text or an electronic copy where you have taken notes on the document or separately)
● attend for the duration of class
● engage actively in class activities -- there will be many ways to engage
● return from breaks in a timely manner

In terms of active engagement in class, there are a variety of ways you can contribute to the class that should help all students feel comfortable. Engagement can include offering your opinion or reaction verbally or in writing; paraphrasing or summarizing what someone else said; asking for clarification; asking a question; and moving the discussion to a new idea.

My facilitation of this particular course will rely heavily on structured discussion. Although there will be some small-group or paired discussion, the majority of class meetings will be based on whole-class discussion of the readings and associated guiding questions generated by both me and you. Additionally, the course typically enrolls a small number of students. For these reasons, it will be especially important for you to come to class prepared to engage in substantive discussion with your peers about the assigned readings and/or podcasts.

During our class sessions, we will engage in discussions, debates and other activities. The richness and depth of our discussions is contingent upon the contributions of each member of our learning community. When a member of our learning community misses class or comes unprepared, the collective suffers. We need each of you, so please come to class fully prepared (having completed related assignments/readings) and ready to actively participate. Together, we will discuss what active participation can look like and will co-develop our class norms.

Please contact me in advance if there are any reasons to miss class or come unprepared; again, I want to work with you to ensure your learning experience is a rich one.

This course involves topics that are often challenging to discuss (race, class, gender, immigrant status, identity issues of various sorts, privilege and power). Let’s co-create a space and dialogue that is open, thoughtful and founded on the basis of research in the field and personal lived experience. Being in a space among people who are racially, socially, economically and politically different from you will call you to be aware of how you present yourself, your intention and motives, and your perception of power in relationships. Part of developing self-awareness comes through an internal conversation that challenges us to see the multifaceted ways we can be seen, understood, unseen and misunderstood. As we get better at
seeing ourselves, we become more proactive in resolving conflict, we don’t default to externalizing, and it helps us to build trust in our relationships.

Some texts and class discussions will touch upon deeply personal issues, including those related to our various personal identities. I will do my best to provide timely anticipatory warnings, but the nature of our course is that discussions and contemporary readings/video at times take unexpected turns. You are always welcome to step out of the classroom to take care of yourself during these discussions. In addition, let’s share responsibility: Please indicate to me privately and confidentially if you feel vulnerable around certain topics. Also, please note that campus resources are available to assist you. Students can find useful resources for safety and security, academic support, and mental and physical health and well-being by contacting the Office of the Dean of Students and 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.

Together, let’s develop a safe space that allows for respectful free expression and exchange of ideas.

**Written Assessments**
The assessment structure is designed to balance against the substantial and occasionally quite heavy load of assigned reading, which is approximately 100 pages per week. Rather than assign a short critical analysis paper or response paper every week, I have assigned four critical analysis papers throughout the semester. This helps me as the instructor gauge how you are making sense of the readings and discussions and adjust if needed to better suit your strengths, needs and interests.

**Formatting and submission requirements for all written assessments**
Please submit all written assignments (except those requiring inline submissions in Sakai, which will be noted) as Word Documents so I can use Track Changes to indicate and facilitate revisions. Please do not submit written assignments as Google Docs or PDFs.

12-point font, double-spaced, 1-inch margins. Sources must be cited parenthetically and at the end of the paper. Use APA style throughout.

Additionally, all written assignments must be spell-checked and proofread before I will review them for a grade.
Before you submit your papers to Sakai, please label the file you submit using your last name and the assignment name. For example, if I were submitting a paper, I would title it **Hayes.Critical Analysis Paper 1.docx**.

Because the length of these papers is deliberate on my part (and specified in each separate analytical paper assignment later in this section), please note that if your paper exceeds the maximum number of required pages, I will complete reading after that page number and will then stop reading your paper, assigning a grade to the material I have read up to that point.

**Critical Analysis Papers**
Readings and, occasionally, podcasts, are part of every class meeting. To help you critically analyze the numerous readings (and occasional podcasts) and our related discussions, you will be assigned a series of four critical analysis papers. Topics for each are at the end of this section of the syllabus and will be posted in Sakai.

**Critical analysis paper requirements**
These papers serve as the main vehicle for developing your abilities as described in the course’s goals and learning objectives. Each paper should consist of an introduction and 3 key parts:

➢ **Introduction**
  ○ Because you are conducting an analysis and reaching your own original conclusions, please include a thesis statement in your introductory paragraph. Your introduction should not exceed 3 paragraphs; one paragraph can suffice, but you are not limited to just one.

➢ **Summary**
  ○ Summarize the source material (whether an author’s historical analysis, an author’s argument, a policy or practice, depending on the assignment and material you are using) that you will analyze in the remainder of your paper. This summary should be brief and describe the reading(s)’ main argument(s), central point(s) and/or issue(s) that directly pertain to your paper. This summary should concisely orient the reader to the material you are considering in the paper. It should be a minor part of your paper compared to the other components and not exceed one page.

➢ **Application of concepts/theories from class and course readings**
  ○ Elucidate for the reader how these concepts, theories or perspectives from class help you interpret and understand the summarized readings. What can you see in this material through the “lens” that these concepts, theories or perspectives provide? What interesting issues, opportunities, obvious contradictions or problems surface through these readings? Do the readings reveal an opportunity
to extend or challenge a particular concept or theory? Do they uncover hidden solutions to an education problem?

➢ Your critical evaluation
  ○ **This is the most important part of your paper.** This component builds on the application of the concepts and theories as discussed above. Please provide your own unique and original analysis of and reaction to the reading(s). It’s fine to say you liked or disliked whatever you are analyzing (the point of view, the policy, the document, etc.), but that is not sufficient for these assignments. Please offer your own thoughtful analysis of what you have read based on the perspectives you have gained through the previous components of this assignment. This analysis will ideally be reflected in your paper’s thesis (in the paper’s introduction).

I will grade your papers according to the presence and quality of the above components. Additionally, I will assess the strength of your writing (including organization, clarity and conventions of writing (spelling, grammar, usage, punctuation, sentence and paragraph structure).

**Critical analysis paper grading rubric**

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<thead>
<tr>
<th>Areas for improvement</th>
<th>Assignment standards</th>
<th>Evidence of exceeding standards</th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>briefly and concisely frames the paper’s direction and includes a clear, strong thesis statement. (5 points)</td>
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<tr>
<td><strong>Summary</strong></td>
<td>concisely, coherently and accurately orients the reader to the historical events, activism or other examples you are required to draw on for the assignment. (5 points)</td>
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<tr>
<td><strong>Application of concepts/theories/perspectives</strong></td>
<td>clearly describes one or more of these elements used in the paper and applies them accurately, explicitly and thoroughly to the content of the reading(s). (5 points)</td>
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<tr>
<td><strong>Critical analysis</strong></td>
<td>of material provides evidence of original</td>
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<tr>
<td><strong>Critical analysis</strong></td>
<td><strong>Writing</strong></td>
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<td>Analysis unique to the student, and critical evaluation is connected to the student’s application of perspectives, concepts and/or theories. (15 points)</td>
<td>Critical analysis of material presents a coherent argument that flows from the introduction to the end of the paper in a cumulative, well-developed and easy-to-follow manner, and substantiates all arguments with credible evidence. (15 points)</td>
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<td>Writing is clear, easy to understand even if concepts discussed are complex; student follows conventions of writing (spelling, grammar, usage, punctuation, sentence/paragraph structure) and APA style is consistently employed, including proper use of in-text and bibliographic citations. (5 points)</td>
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<td><strong>Total points available = 50</strong></td>
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**Critical analysis paper topics**

Paper #1 (due noon 2.13.22)

*Conservative reformers, progressive reformers and American schooling - 4-6 pages*

Choose a specific case of either conservative education reform or progressive reform from the readings thus far and analyze that case in response to the following questions that apply:

1. How does contemporary American schooling reflect the values and priorities of conservative reformers ("reformers" meaning the conservative individuals and/or groups whom we’ve read about thus far)? Where do we see conservative goals for schooling show up?
2. How does contemporary American schooling reflect the values and priorities of progressive reformers ("reformers" meaning the progressive individuals and/or groups whom we’ve read about thus far?) Where do we see progressive goals for schooling show up?

You are welcome to choose a case that’s applicable to BOTH types of reform, but you are required to choose only one.

You can also consult resources other than the readings for this course if you would like.
Paper #2 (due noon 3.3.22)

**Segregation and American schooling - 4-6 pages**

Using at least two examples from Part II course readings thus far, analyze the intersection of race, citizenship and the American legal system as vehicles for justifying the segregation of students of color in American schools. How do race, citizenship and the legal system interact to justify segregation in the examples you have chosen?

Paper #3 (due noon 3.20.22) -

**Desegregation, integration and American schooling - 4-6 pages**

In Chapter 2 of Integrations, Blum and Burkholder assert that Brown v. Board of Education in its goal of equalizing education for students of color “...has not been entirely successful, as high levels of segregation and corresponding educational inequality continue to haunt American schools.” Using at least two examples from Part II course readings thus far, analyze why and how this is true. Include the ways that American school desegregation and integration interconnect, and how they are made complex by varying racial perspectives and dynamics.

Paper #4 (due noon 4.24.22)

**The Accountability movement and neoliberal education reform - 4-6 pages**

Neoliberalism has undergirded American public education for the past three decades and, critics say, it has caused great harm to schools, teachers and students -- particularly students of color. Of the five broad topics covered in Part III of this course (listed below), pick one. Then analyze how neoliberal education policies have enacted new forms of racism and segregation on students of color as evidenced by the readings on the topic you chose.

- Zero-tolerance policies and the school-to-prison pipeline
- Urban neoliberalism, mayoral control and school choice
- Developing cities/slum clearance making way for global city
- Standards & accountability
- Teacher accountability & union power

*Revision/Resubmission Policy*

You have the option of revising and resubmitting any of the assigned critical analysis papers one time **except for Paper #4**, which is due the last week of classes and thus would not offer enough turnaround time for revision. Although revision is never required and does not guarantee a higher grade, it offers you a chance to incorporate feedback into the development and improvement of your work, and toward the enhancement of your learning. I am always available to discuss my feedback with you before you revise; simply email me to schedule a
Zoom conversation. **When you revise your paper, please either use Track Changes or highlight all of the changes you have made so that I can see how and where you have revised. I will not be able to grade revised papers that are not submitted this way. Revised papers are due within 2 weeks of the original due date and must be submitted to me via email.**

**Final Integration of Learning Assignment (due 5pm 5.2.22)**

In this assignment, you will integrate what you have learned in this course into your research and/or professional practice. Specifically, you will reflect on and discuss ways this course has influenced your understanding of how your work as an education professional relates to educational justice.

Required questions to address in this assignment:

- What was your thinking about that question at the beginning of this course, and how have your thinking and your actions changed, expanded, shifted, reversed, deepened?
- What do these changes signal for your practice and/or research as you move forward in your education and your work?
- Name at least 3 specific readings or concepts discussed in this course, and explain how they have influenced your thinking and your experience. **At least one of the readings must be from Part III of this course.**

This assignment is much more flexible than the analysis papers: You can complete this assignment in writing (**3- to-5-page essay**), or you can record yourself speaking or using another communication vehicle. You can be as creative as you’d like (or not!) **as long as you address all of the questions and requirements laid out in the previous paragraph in an organized fashion.**

**Grading Policy & Scale**

The assignments for this course are strategically designed to help you learn, reflect, synthesize ideas, challenge your thinking and engage in authentic education policy analysis. As you are working on the assignments, the learning objectives and purpose should be clear, relevant, and meaningful. You should be able to understand the practical applications of your work. If this is ever not the case, please see me.

Detailed instructions for each assignment will be provided in class and/or through Sakai. You can also track your grade on Sakai.

**Grading scale**

For the final course grade, I will round total points to the closest whole number (e.g., 88.2 points would round to 88; 89.6 points would round to 90). The final grade is based upon the completion of course requirements, as weighted above and following this scale:
### Grade Percent

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<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<td>B</td>
<td>83-86%</td>
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<tr>
<td>C+</td>
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<td>C</td>
<td>76-73%</td>
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<td>C-</td>
<td>70-72%</td>
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<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>59% and below</td>
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### Class Requirements

**Attendance**

Attendance is required. If you have to miss a class, please email me in advance, whenever possible. **If you are absent, you are required to complete the written assignment for the missed class by the next class meeting (e.g., if you are absent on a Tuesday, I expect to see the assigned work submitted by Thursday’s class).** If there is no written assignment for the missed class, you should submit a 1- to 2-page reaction paper that synthesizes and analyzes the readings that were assigned for the missed class. Submit these by email or hard copy to me in class. This will give you the chance to engage with me about the topics and discussions covered in the class you miss.

Missing three 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. With four or more absences, you may be unable to complete the class.

Of course **serious** life circumstances (e.g., illness, death or illness of a loved one) occasionally arise and hinder a student’s ability to be present in class and/or complete work. These are rare
occasions, but if they happen to you, please communicate with me as soon as possible so we can co-create a plan to support you.

**Accommodations**

All people benefit from and occasionally require accommodations in order to perform at their best. If there are accommodations the instructor can make to facilitate your success in this course, please make time to meet with the instructor and discuss.

**Late work - extensions and required communication**

Assignments are due by the dates posted within this syllabus. If you are experiencing a circumstance that hinders your ability to complete an assignment on time, please schedule a conversation with me within 24 hours of the assignment deadline so I can learn how to best support you. You do not have to explain why you are seeking an extension. At this syllabus’ writing, we are grappling with a new variant of the COVID-19 virus; life situations are topsy-turvy for most of us.

When we do talk, please be prepared to state the date and time by which you can submit the assignment. Failure to communicate with me within 24 hours of the assignment deadline will result in your grade on the late assignment being lowered by five points. Unsubmitted assignments will receive a grade of zero.

**Electronic devices**

Laptops and iPads may be used in class only if they do not disrupt your learning and the learning environment for others, and only if you are using the device to take notes, reference course materials, search online for material related to the course discussion, or, to a limited extent, browsing online to follow a train of thought stimulated by course material or discussion. Using electronic devices to engage in activities such as texting, emailing or deleting emails, using internet sites like Facebook or Twitter, playing games, paying bills, writing for personal reasons, typing for reasons other than taking notes, chatting or browsing the web for content unrelated to the course (I’ve truly seen it all) is not permitted and will result in your being barred from using your device in class in the future. Additionally, it disrupts the community of the classroom for everyone because you aren’t fully present, and it obviously hinders your own learning and contributions to the class.

In general, cell phones should not be out during class. Please ensure that your phone is set to off or in silent mode during class, and keep it in your bag. If you have a family situation that necessitates your being reachable, please let me know at the start of class that you will be keeping your phone out.
**Sakai**

Most of the materials you need for this course will be posted to Sakai (all except the required book, which you can purchase or access through the library). In Sakai, you will find the syllabus, non-book readings, powerpoint presentations, assignments, rubrics, and other materials. All assignments are to be submitted through Sakai, and you will receive feedback and grades through Sakai as well.

**Class Schedule**

### Part I: Where We Are Today: The (Continued) Fight to Define Public Education’s Purpose

#### Pre-reading (for Class #1 - 1.24.22)
- Laats - The Other School Reformers - Introduction
- Anti-CRT school board candidates are winning
- Why are states banning critical race theory?
- Masks off: How US school boards became ‘perfect battle grounds’ for vicious culture wars
- -1619 Project article -
  https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html (what it is)
- -Op-ed against 1619 Project -
  https://www.courier-journal.com/story/opinion/2021/05/13/why-teaching-1619-project-disastrous-for-our-schools-nation/5029998001/
  https://www.theatlantic.com/ideas/archive/2019/12/historians-clash-1619-project/604093/ (what the fight is really about)

#### Week 1 - 1.24.22: Welcome, Course Overview, Introductions

Conservative Education Reformers - What Do They Want?

**IN CLASS TONIGHT**
- Introduction to the course
- Course goals
- Community of the classroom
- Student survey
- The other school reformers + conservative education policy reform in the age of COVID and racial justice
  - Laats - Introduction
  - Anti-CRT school board candidates are winning
  - Why are states banning critical race theory?
  - Masks off: How US school boards

**FOR NEXT CLASS**

**Read:**
- Scopes trial background
- Laats - Ch. 2/Monkeys, Morality and Modern America Conservative Educational Activism in the Scopes Era
- Rury - Ch. 4/Growth, Reform & Differentiation: The Progressive Era
became ‘perfect battle grounds’ for vicious culture wars
- 1619 Project article -
  https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html (what it is)
- Op-ed against 1619 Project -
  https://www.courier-journal.com/story/opinion/2021/05/13/why-teaching-1619-project-disastrous-for-our-schools-nation/5029998001/
- https://www.theatlantic.com/ideas/archive/2019/12/historians-clash-1619-project/604093/ (what the fight is really about)

Week 2 - 1.31.22 - Conservative + Progressive Reformers: Contrasting Goals

- Creating a classroom community
- What is conservatism?
- Laats Ch. 2 - Monkeys, Morality and Modern America Conservative Educational Activism in the Scopes Era
- Rury Ch. 4 - Growth, Reform & Differentiation: The Progressive Era

Read:
- Laats - Ch. 4/ Rich, Republican and Reactionary + Conclusion/Conservatism and American Education

Listen:
The Folk Devil Made Me Do It - NPR Code Switch Podcast (approx. 38 mins)

Upcoming assessment due:
Critical analysis paper #1 - 4-6 pages
Due noon 2.13.22

Week 3 - 2.7.22 - Conservatism Vis a Vis “Rich, Reactionary Republicans”

IN CLASS TODAY
- Critical Analysis Paper #1
- Laats Ch. 4/Rich, Republican and Reactionary
- Laats Conclusion/Conservatism & American Public Education
- The Folk Devil Made Me Do It - NPR Code Switch Podcast (approx. 38 mins)

FOR NEXT CLASS
Read:
- Rury - Ch. 2/Emergence of a Modern School System: The 19th Century
- Blum & Burkholder - Introduction through page 9 + Ch.1/Segregation

I recommend reading Rury first, then B&B. Rury sets up the broader historical context.

Assessment due:
Critical analysis paper #1 - 4-6 pages
Due noon 2.13.22
Supplemental (optional) reading/viewing on residential segregation

1. https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america

Part II - How did we get here?
Mass Modern Schooling, Exclusion, Assimilation & Resistance

Week 4 - 2.14.22 - Mass Schooling & Segregation

IN CLASS TODAY
➢ Blum & Burkholder - Introduction through page 9 + Ch.1 - Segregation
➢ Rury Ch. 2 - Emergence of a Modern School System: The 19th Century

FOR NEXT CLASS
Read:

Upcoming assessment due:
Critical analysis paper #2 - 4-6 pages
Due noon 3.3.22

Week 5 - 2.21.22 - The Resistance: How People of Color Fought for Educational Justice

IN CLASS TODAY

FOR NEXT CLASS
Week 6 - 2.28.22 - Desegregation is Not the Same as Integration

IN CLASS TODAY
The Limitations of Brown v. Board of Ed
➢ B&B Ch. 2
➢ Rury Ch. 5/Education, Equity & Social Policy: Postwar America to the 1970s
➢ Ms. Buchanan’s Period of Adjustment: Black teachers during desegregation

FOR NEXT CLASS
Read:

Listen:
The Problem We All Live With - Nikole Hannah Jones podcast - Prologue
Transcript (in case you want to read)

Supplemental (optional) reading:
Within-school segregation:

Assessment due:
Critical analysis paper #2 - 4-6 pages

Read:
➢ Givens - Introduction + Ch. 5/Fugitive Pedagogy as a Professional Standard: Woodson’s “Abroad Mentorship” of Black Teachers
➢ Pak - Intro plus chapters 1/Making Sense of Dissonance & 6/Dissonance Embodied
➢ Haig-Brown, C. chapter 3 up to top of p. 75 + Chapter 4

Listen:
Ms. Buchanan’s Period of Adjustment - podcast
Another link:
https://www.pushkin.fm/episode/miss-buchanans-period-of-adjustment/
Transcript:
https://www.simonsays.ai/blog/miss-buchanans-period-of-adjustment-revisionist-history-podcast-transcript-b4c65731f73c

Upcoming assessment due:
Critical analysis paper #2 - 4-6 pages
Due noon 3.3.22
Due noon 3.3.22

Upcoming assessment due:
Critical analysis paper #3 - 4-6 pages
Due noon 3.20.22

NO CLASS 3.7.22 - Loyola Spring Break

Week 7 - 3.14.22 - Desegregation and The Southern-Dominant Paradigm

IN CLASS TODAY
➢ The Problem We All Live With - Nikole Hannah Jones podcast - Prologue
➢ Transcript (in case you want to read)

FOR NEXT CLASS

Read (in this order):
3. Chicago Public Schools School Resource Officer (SRO) controversy - articles:
➢ https://www.cps.edu/about/local-school-councils/school-resource-officer-program-information/  
➢ https://southsideweekly.com/cps-high-schools-vote-to-keep-all-some-or-none-of-their-police-officers/  

Supplemental reading:

Assessment due:
Critical analysis paper #3 - 4-6 pages
Due noon 3.20.22

Part III: A Nation at Risk -
The Accountability Movement and Neoliberal Education Reform (1980-present)

Week 8 - 3.21.22 - Segregation by Discipline: Zero-tolerance Policies and the School-to-Prison Pipeline

IN CLASS TODAY
- Chicago Public Schools School Resource Officer (SRO) controversy - articles:
  - [https://www.cps.edu/about/local-school-councils/school-resource-officer-program-information/](https://www.cps.edu/about/local-school-councils/school-resource-officer-program-information/)
  - [https://southsideweekly.com/cps-high-schools-vote-to-keep-all-some-or-none-of-their-police-officers/](https://southsideweekly.com/cps-high-schools-vote-to-keep-all-some-or-none-of-their-police-officers/)

FOR NEXT CLASS
Read:
- Rury - Ch. 6/Globalization and Human Capital: From A Nation at Risk to Neoliberal Reform

Upcoming assessment due:
Critical analysis paper #4 - 4-6 pages
Due noon 4.24.22

Week 9 - 3.28.22 - Urban Neoliberalism, Mayoral Control & School Choice

IN CLASS TODAY

FOR NEXT CLASS
Read:
3. 2013 School Closings - articles on the aftermath:
➢ [https://www.chicagoreporter.com/study-after-mass-school-closings-impacted-students-lagged-academically/](https://www.chicagoreporter.com/study-after-mass-school-closings-impacted-students-lagged-academically/)
➢ [https://www.chicagoreporter.com/black-cps-student-migration/](https://www.chicagoreporter.com/black-cps-student-migration/)
4. The Fight for National Teachers Academy articles:
➢ “Teachers academy to open amid unanswered questions.”
➢ South Side Weekly “Who Controls South Loop Schools?”

Supplemental readings (optional):

Upcoming assessment due:
Critical analysis paper #4 - 4-6 pages
Due noon 4.24.22

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**Week 10 - 4.4.22 - Developing Cities: Slum Clearance Makes Way for The Global City**

➢ Slum clearance & gentrification
➢ Renaissance 2010 & 2013 CPS school closings The fight for National Teachers Academy

**FOR NEXT CLASS**
Read:
- National Education Association. [History of standardized testing in the United States](https://www.nea.org/), (website w/timeline - very brief read)
- Hutt, E. & Schneider, J. (2018). A history of achievement testing in the United States or: Explaining the persistence of inadequacy. Teachers College Record, 120(11), 1-34.
Supplemental reading (aka optional):

Upcoming assessment due:
Critical analysis paper #4 - 4-6 pages
Due noon 4.24.22

Week 11 - 4.11.22 - But Can You Measure It? Standards and Accountability

**IN CLASS TODAY**
The standards and accountability movement:
No Child Left Behind and high-stakes testing

**FOR NEXT CLASS**
Read:
- Goldstein, D. (2014). The teacher wars: A history of America’s most embattled profession. - Ch. 4/Schoolmarms as Lobbyists + Ch. 8/Very Disillusioned: How Teacher Accountability Displaced Desegregation and Local Control. (PDF to be posted in 4.18.22 Resources folder).

Upcoming assessment due:
Critical analysis paper #4 - 4-6 pages
Due noon 4.24.22

Week 12 - 4.18.22 - Teacher Accountability + Union Power

**IN CLASS TODAY**
➢ Teachers & feminism
➢ The organizing power of teacher unions
High-stakes teacher evaluations

**FOR NEXT CLASS**
The teacher wars  
Final assessment of learning: review of assignment


Assessment due:  
Critical analysis paper #4 - 4-6 pages  
Due noon 4.24.22

Week 13 - 4.25.22 - Where is U.S. Schooling Headed?

IN CLASS TODAY  
- Can we disrupt neoliberal/neoconservative education reform? Should we?  
- Will PK12 education wake up to GLB's education debt?  
- Will public education be dismantled?  
- …and your enduring questions

FINAL ASSESSMENT OF LEARNING:  
Post to Sakai by 5pm on Monday, 5.2.22

SOE Vision
The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission
The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Conceptual Framework and Conceptual Framework Standards
The SOE's conceptual framework is built from the idea of social action through education. Its components of service, skills, knowledge, and ethics guide the curriculum 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.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

This course also aims to advance the mission of Loyola University Chicago’s Cultural and Educational Policy Studies (CEPS) program, which seeks to provide a multidisciplinary examination of education policy and practice with an overarching emphasis on social justice. To this end, this 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 education 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.

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. 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.

- 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. The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

Of the 13 possible objectives those below are essential for this course:
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Learning to analyze and critically evaluate ideas, arguments, and points of view

Syllabus Addenda
More information can be found [here](#) on the following policies:

- Academic Honesty
- Accessibility
- Center for Student Access and Assistance (CSAA)
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines
- IDEA Campus Labs Link for Students

**Special Circumstances -- Receiving Assistance**

I am committed to ensuring that this class is fully accessible to every member of our learning community. If anything is impeding your success in this class, please see me so that we can work together to find solutions. I believe in differentiation and want to work with you to tailor this course to best meet your needs, readiness, and interests. The earlier I am aware of any assignment accommodations you might need, the sooner I can support you and, if necessary, coordinate with Student Accessibility Center (SAC) ([http://www.luc.edu/sac/](http://www.luc.edu/sac/)).

**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](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.

**Digication**

Digication is Loyola’s ONLINE portfolio platform. Many of the School of Education programs use Digication for assessment and data collection to manage accreditation and licensure requirements. Your professor and program chair will work with you to better understand submission requirements specific to courses and programs.

**Privacy Statement**

Ensuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include
student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

**Loyola University Chicago Land Acknowledgment Statement**

Below you will find the University’s land acknowledgment statement, which recognizes that Loyola is a beneficiary of the United States’ settler colonial history. Noting that Chicago has the third largest urban Indigenous population in the country, this land acknowledgment should serve as a grounding point for our shared obligation to learn about our local Native communities as well as how to support Native youth’s success and well-being. You can find more information and resources here. The Loyola community occupies the ancestral homelands of the people of the Council of Three Fires, an alliance which formed based on the shared language, similar culture, and common historical background of its three historical members: the Odawa, Potawatomi, and Ojibwe nations. The land that Loyola occupies, which includes the shore and waters of Lake Michigan, was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes, including the Menominee, Michigamea, Miami, Kickapoo, Peoria and Ho-Chunk nations. The history of the city of Chicago is intertwined with histories of native peoples. The name Chicago is adopted from the Algonquin language, and the Chicagoland area is still home to the largest number of Native Americans in the Midwest, over 65,000. This historical relationship is not innocuous. The 1833 Treaty of Chicago forced the migration of the Odawa, Potawatomi and Ojibwe to drastically smaller lands west of the Mississippi River. Chicago was also the destination, more than a century later, for coerced relocation of Native peoples under the Indian Relocation Act of 1956, which resulted in widespread disenfranchisement, poverty and isolation for the Native people relocated to Chicago and other urban centers. The history of the lands Loyola occupies, and the history of Native Americans in Chicago and Illinois, is a history of displacement, conquest, and dehumanization. We at Loyola, in step with our Jesuit Catholic tradition, must commit to acknowledging this violent history by incorporating Native American texts and perspectives into our classes and working to keep this shared history alive in our study, conversation, and professional development.