Loyola University Chicago
School of Education

ELPS 219
American Education
Fall 2014
Tuesdays and Thursdays
Cudahy Hall - Room 206

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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." The course places a special emphasis on the School of Education’s Conceptual Framework Standard #7 "Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others." This is infused across the course in the attention we pay to how education reformers have sought to create and change schooling for others and is most concretely assessed through the first written assignment.

Course Objectives
Students will be able to demonstrate an understanding of the development of American education. Students will be able to explain the historical conditions and events that have shaped present educational circumstances and policies. Students will be able to demonstrate an understanding of history as a form of scholarly inquiry.

This course also has a set of pedagogical objectives that can be broadly defined as:
- Learning to analyze and critically evaluate ideas, arguments, and points of view
- Learning fundamental principles, generalizations, or theories

Alongside these two key essential objectives, which inform the way the course has been designed and will be run it is also important to:
- Gain factual knowledge (terminology, classifications, methods, trends),
- Learn to apply course material (to improve thinking, problem solving, and decisions), and
- Develop a clearer understanding of, and commitment to, personal values

Reading List
The following three required books are available at the Loyola University Bookstore (Lake Shore):


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Additional required readings will be posted as .pdf files on Blackboard. 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 Tuesdays and Thursdays from 11:30am-12:45am in Cudahy Hall Room 206 (LSC). 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 secure your understanding of the material. This make-up assignment allows you to make up any participation points lost due to up to two absences; however, missing three or more classes will adversely affect your overall participation grade.

You must have working access to your Loyola email account in order to use the Sakai course management system (http://sakai.luc.edu). Either use your luc.edu address or set it to forward to another email account that you check regularly since the luc.edu email is the one that will be used to communicate with you. This course also requires use of the LUC libraries' on-line resources as part of integrating technology into teaching and learning.

Students are expected to come to class 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 and participate in a group assignment. 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.

The mid-term examination will be given in class on Thursday, October 9, 2014. It will consist of one or two essay questions plus short identifications in which you are required to identify, explain the broader context, and discuss the significance of a particular educator, reformer, policy, institution, cultural trend, etc.

The final examination will be given during the LUC exam period. This means that, according to the university calendar, our exam will take place Tuesday, December 9 from 9:00am to 11:00am. The final exam will be a cumulative exam and will include short identifications as well as several essay questions.

The first written assignment is to be a 750-1250 word paper (3-5 pages) in which you analyze an early-19th-century primary source that is connected with the Common School movement. Primary sources will be provided and additional information about this assignment will be posted on Sakai and distributed in class early in the semester. The paper is to be submitted via Sakai ("Submit Assignment") on Sunday, September 21, 2014 (by midnight).
The second written assignment must be submitted via Sakai ("Submit Assignment") on Sunday, November 23, 2014 (by midnight). 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, October 30, 2014 (by midnight). Additional information about the second paper will be made available.

For the group assignment, each group is to select a minimum of three images relevant to the topic(s) of the week. Each group is to make the selected images accessible to the class and lead the class through an analysis/discussion of the images and their relevance to the topic(s) of the week and the broader context of the course. After leading the class through an analysis/discussion of the images, each group is to provide its own interpretation of the images and state its rationale for selecting them. To accommodate students’ request to integrate the “contemporary” throughout the course, each group can select historical, contemporary, or historical and contemporary images and discuss them with regard not only to the topic of the week and broader context of the course but also contemporary society (e.g. discuss whether or not the images are relevant to contemporary educational policies/practices—why or why not—and the social/educational changes that have occurred from the pertinent historical period to the present). Presentations should be approximately 10 to 15 minutes in duration; each group has creative-license in terms of the format of the presentation and analysis/discussion. Groups and presentation dates TBD.

**Evaluation & Grading**

The mid-term exam will make up 20% of your final grade in the course. It will be graded based on (a) how well your answers demonstrate a deep, studied familiarity with significant events, people and moments in the history of US education, as well as (b) the clarity and effectiveness of your writing. The final exam will make up 20% 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.

The group assignment will constitute 10% of your grade. Additional grading criteria will be provided.

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.

**Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. More information is available at: http://www.luc.edu/sswd
Dispositions
Loyola’s School of Education has a series of dispositions that courses are asked to address. This course will specifically address the disposition of fairness as an indicator of growth for this program. This will be assessed in the written assignments for the course and their focus on the growth of educational access over time in the United States.

Harassment (Bias Reporting)
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

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. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml. 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 In class we will discuss how to cite and include others' work in your own writing.

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

Diversity
The School of Education and this program are committed to issues of diversity in many areas including, but not limited to, race, gender, sexual orientation, social class, ethnicity, and ability status. This class is designed to facilitate your development as a multiculturally competent professional, able to work effectively with diverse students and communities.

Course Schedule and Readings

Tuesday, August 26

Course Introduction
- Review syllabus
- Class activity
Thursday, August 28

Course Introduction

Required Reading:
• Mintz, Huck's Raft, preface & prologue
• Rury, Education and Social Change, pp. 1-21

Tuesday, September 2

Puritanism and Schooling in Colonial America

Required Reading:
• Rury, pp. 22-43
• Mintz, Ch. 1
• Massachusetts' Education Laws (1642, 1647, 1648)

Thursday, September 4

American Education in the 18th Century

Required Reading:
• Rury, pp. 43-54
• Mintz, Ch. 2

Tuesday, September 9

Schooling in the Context of the Revolution and Enlightenment

Required Reading:
• Mintz, Ch. 3
• Benjamin Rush, Thoughts Upon the Mode of Education
• Noah Webster, On the Education of Youth in America
• Thomas Jefferson "Bill for Establishing Religious Freedom" (1779/1786)
"Bill for a More General Diffusion of Knowledge" (1779)

Thursday, September 11

“Sheltered” and “Unprotected” Childhoods

Required Reading:
• Mintz, Ch. 4 & 7

Tuesday, September 16

The Common School Reform Movement

Required Reading:
• Rury, pp. 55-91

Thursday, September 18

The Common Schools Debate

Required Reading:
• Common School Debate Primary Source [assigned in class]
• Horace Mann, "Twelfth Annual Report" (1848)

Sunday, September 21

First Paper due by Midnight (Submit via Sakai)

Tuesday, September 23

Religion, Ethnicity, and Gender in 19th Century Schooling

Required Reading:
• Rury, pp. 92-110
Thursday, September 25  
African-American Education during the Antebellum/Reconstruction Periods  
Required Reading:  
• Mintz, Ch. 5  
• Rury, pp. 111-123  
• 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)

Tuesday, September 30  
African-American Education Post Reconstruction  
Required Reading:  
• Booker T. Washington, "Speech at Atlanta Exposition" (1895)  
• W.E.B. Dubois, "The Talented Tenth" (1903)

Thursday, October 2  
Native American Education in the 19th Century  
Required Reading:  
• Rury, pp. 123-132  

Mid-Semester Break  
October 6-7

Thursday, October 9  
Mid-term Exam

Tuesday, October 14  
The Origins of Progressive Education  
Required Reading:  
• John Dewey "Child and the Curriculum" (1902)  
• Mintz, Ch. 8

Thursday, October 16  
Social Reform and School Reform  
Required Reading:  
• Mintz, Ch. 9  
• Rury, pp. 133-167  
• Committee of Ten Report (1892) [in class]  
• Cardinal Principles Report (1915) [in class]

Tuesday, October 21  
Immigrants, Ethnicity, and Native Americans: Early 20th Century Education  
Required Reading:  
• Mintz, Ch. 10  
• Rury, pp. 167-178  
• Mary Antin "The Promised Land" (1912); Lewis Merriam "The Problem of Indian Administration" (1928)

Thursday, October 23  
Youth Culture in the first half of the 20th Century  
Required Reading:  
• Mintz, Ch. 11  
• Amy Best (2000) Prom Night: Youth, Schools and Popular Culture, p. 3-9
Tuesday, October 28  
African-American Education to 1950  
Required Reading:  
• James Anderson (1988) "Common Schools for Black Children" pp.148-185

Thursday, October 30  
Postwar Era Ideologies and Education  
Prior to class, watch "Through These Eyes," documentary on MACOS  
Required Reading:  
• Anthropology as a Subversive Art: A Review of Through These Eyes  
• Rury, pp. 179-190  
• National Defense Education Act, NDEA (1958)

Thursday, October 30  
References for Second Paper to be submitted via email by midnight

Tuesday, November 4  
Civil Rights and Brown v. Board  
• Roads to Brown [in-class discussion and examination of pre-Brown court cases]  
Required Reading:  
• 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, November 6  
School Desegregation and “Compensatory” Programming  
• Episode of TV sitcom “Good Times” [in-class screening]  
Required Reading:  
• Rury, pp. 190-210

Tuesday, November 11  
Brown Revisited  
• Little Rock Central: 50 Years Later [in-class screening]  
Required Reading:  

Thursday, November 13  
Education, Childhood, and Youth Activism  
Required Reading:  
• Rury, pp. 210-228  
• Mintz, Ch. 14 &15

Tuesday, November 18  
American Education in the 1980s – 2000s and Standards and Testing  
Required Reading:  
• A Nation at Risk Report (1983)  
• Mintz, Ch. 16  
• Ravitch, Ch. 1 & 2

Thursday, November 20  
Race, Poverty, the "Achievement Gap," and School Reform  
Required Reading:  
• Ravitch, Ch. 3 & 4  

Sunday, November 23  
Second Paper due by Midnight (Submit via Sakai)

Tuesday, November 25  
School Governance, No Child Left Behind (NCLB), and School Choice  
Required Reading:  
• Ravitch, Ch. 5, 6, & 7
Thanksgiving Break  November 26-29

Tuesday, December 2  Accountability, Educators, and Market-based Reform and The Neighborhood School
Required Reading:
• Ravitch, Ch. 8, 9, & 10

Thursday, December 4  Policy, Practice, and the Future of American Education
Required Reading:
• Ravitch, Ch. 11
• Mintz, Ch. 17
• Rury, pp. 229-244

Tuesday, December 9  Final Exam (9:00am to 11:00 am)