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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. 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, notions of "American exceptionalism" and national identity, the advent of the social sciences, and historically changing concepts of what it means to govern and formulate social policy. By an exploration of America's educational history, it is hoped that historians and/or education professionals 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. 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. 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 the historiographic approaches and debates in the history of education.

IDEA Objectives  
Learning to analyze and critically evaluate ideas, arguments, and points of view  
Learning fundamental principles, generalizations, or theories  
Gaining factual knowledge (terminology, classifications, methods, trends)

Conceptual Framework  
The School of Education's conceptual framework – through its components of service, skills, knowledge, and ethics – guides the curricula for this course in the preparation of "professionals in service of social justice." In keeping with the conceptual framework, this course will place particular emphasis on the following conceptual standards:

- CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field  
- CF5: Candidates demonstrate technological knowledge and skills which enhance education  
- CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others
Dispositions
In this course, students will be assessed in relation to the dispositions of “Professionalism” and “All Students Can Learn.”

Diversity
One important aim of this course is to provide a historical perspective on the schooling options and experiences of diverse groups of people. Toward this end, 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.

Technology
This course will use Sakai as the course management platform (http://sakai.luc.edu). Students are required to use various features available through Sakai and LUC libraries’ online resources as part of integrating technology into teaching and learning. Students are expected to use technology with prudence, respect, and integrity. 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. I prefer that people not use smart phones for this purpose or for accessing online readings during the class session. Please note that you must have working access to your Loyola email account. Either use your luc.edu address or set it to forward to another email account that you check regularly, as the luc.edu email is the one that will be used to communicate with you.

Required Texts
The following 4 required texts are available at the Loyola University Bookstore (Water Tower Campus).


Additional required readings will be posted on Sakai. There are also several readings that are available through the Loyola library website (e-journals).

Course Requirements
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 via email within two weeks of the missed class. Failure to write make-up reaction papers for any class absences will result in your grade being lowered one letter grade. Missing two (2) or more classes over the course of the semester will significantly hinder your learning and – unless
arrangements are made with the professor – will result in your grade being lowered.

Students are expected to come to class having carefully read the required readings, prepared to discuss them, and prepared to participate in class activities related to them.

Participation in class discussions will be graded and will compose part of your final grade in this course. As the course description notes, across the semester we will pay considerable attention to the educational experiences of different groups of people as well as the reforms that have been directed at them. Students’ participation in in-class discussions will also be used by the instructor to assess the School of Education’s Conceptual Framework Standard #7 ("Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others"). In several instances, I will provide specific suggestions for how to go about reading a particular piece. In general, however, you are requested to be sympathetic but critical readers. You may find it useful to take notes as you read.

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 – though not smart phones) at the start of class.

Course Assignments

Over the course of the semester students will be required to complete two short papers, one book review presentation, and a final research paper. All of these assignments will require additional research and reading outside the assigned class readings and will also entail brief in-class presentations to your classmates.

The first paper is a source analysis paper (4-6 pages, 1000-1500 words) that requires you to locate and analyze primary and secondary sources used by either Steven Mintz or Hilary Moss. 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 15th, to be submitted through Sakai. You will be asked to prepare a single Powerpoint slide and make a short presentation of your findings in class on Thursday February 19th. 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 1st). 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, as well as a brief in-class presentation to your classmates. 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. This assignment directly addresses the School of Education's Conceptual Framework Standards #1 ("Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field") and #5 ("Candidates demonstrate technological knowledge and skills which enhance education").

Historiography is the study of how history is (or has been) written. Your historiographic analysis will examine several historical accounts of a particular educational topic or issue. This type of analysis examines the different approaches historians have taken to researching and writing about a topic. In many ways this is akin to doing a limited literature review: you are to find out what historical research has been done on a topic, what different interpretations have been proposed; and on what points historians agree and disagree. In writing this paper you will need to include some descriptive historical information; it is crucial, however, to bear in mind that you are not writing a report about a given topic. The paper is to be primarily an analysis
of the secondary, scholarly historical research that has been done on the topic. In this assignment you are required to treat something in the period prior to 1960. You should choose a topic of interest to you (examples will be provided in class) and then select four pieces of secondary, scholarly literature that treat this topic – typically these are articles, books, or book chapters. The paper is due by 11:59pm on Sunday March 15th, to be submitted through Sakai. You will be asked to make a short presentation of your findings in class on Thursday March 19th. 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 Thursday March 5th). Additional information about this assignment will be distributed in class.

The third assignment in the course is a book review presentation. The professor will furnish a selected list of book-length recent history of education scholarship, most of which will focus on education in the 20th century. One objective of this assignment is to further your abilities to critically evaluate scholarship; it also serves to familiarize you with the genre of book reviewing; as well as, provides you with an opportunity to explore a topic/issue of particular concern or interest. You are to prepare three powerpoint slides that will guide an 8-10 minute presentation of your book to your classmates. So, rather than a uniform deadline that will apply universally across the board we will be weaving in the book reviews and prospectuses across March and April as different books relate to the topics examined in our class sessions. 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 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 February 22nd (via Sakai). Then, you are to schedule a 20 minute advising session with the professor at some point in the subsequent two weeks. A 300 word abstract of the paper with title, written in the style of a conference proposal submission, is to be posted as a blog entry on Sakai by 11:59pm on Sunday March 22nd. Reading and commenting on each other’s work is an important dimension of this learning experience (and is in fact a key dimension of academic knowledge production) and therefore the paper will be due by 11:59pm on Friday April 17th, and we will devote our final class session (Thursday April 23rd) to discussing each other’s papers.

Evaluation & Grading
Papers one and two will make up 15% and 20% of your final grade in the course, respectively. The Book Review assignment will make up 10% of your course grade, and the final Research Paper will compose 35% of your course grade. One component of the grading will relate to the in-class presentations tied to each assignment; specific grading criteria will be outlined on each assignment sheet.

Your class participation grade will make up the remaining 20% of your final course grade. This grade will be reflective of your engagement in class discussions and the insights and questions on assigned readings that you contribute towards your own and the entire class' enlightenment. A rubric for assessing class participation will be posted on Sakai. 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 problems, 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. The School of Education’s Policy on Academic Integrity can be found at: [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/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml).

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. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/).

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here [on-line](http://www.luc.edu/ethicsline) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice, and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity, and good judgment. Each community member should demonstrate respect for the rights of others. [www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)

Electronic Communications 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](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf) [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)

Course Schedule and Readings

Thursday, January 15  Course Introduction
- Documentary: “School, the Story of American Public Education. 1, The Common School, 1770-1890” (55 min)

Thursday, January 22  The "Puritan Origins" of American Schooling?
- Jeremy Belknap (1784) “History of New Hampshire”, p. 34-41
- Linus Brockett (1859) “History of Education”, p. 223-229
- Ellwood P. Cubberly (1919) "Beginnings of American Education", p. 12-20
- David Tyack (1967) "A City on A Hill: Education in the Massachusetts Bay
Common Schools and the Origins / Exclusions of Modern Mass Schooling
- Mintz, Ch. 4 & 7

African-American Education in the 19th Century
- Hillary Moss, Schooling Citizens, entire book
- James Anderson, Education of Blacks in the South, 1860-1935, Intro & Ch 1

Discipline, Reform, and the Institution of Schooling
- Michel Foucault, Discipline and Punish, p. 1-69; 73-131;135-228; 229-308
- Benjamin Rush (1786) "Thoughts Upon the Mode of Education Proper in a Republic", p. 9-23

Native American Education in the 19th and early 20th Centuries
- Visual Images as Sources: Off-Reservation Boarding Schools (on Sakai)
- Margaret Szasz, "Education and the American Indian: The Road to Self-Determination Since 1928", p.1-7&50-80
- Lewis Merriam "The Problem of Indian Administration" (1928), excerpt
Choose one of the following:

Progressive Education and Social Reform
- Mintz, Ch. 8-11

No Class – LUC Spring Break

Childhood, The Cold War and Educational Change
- Mintz, Ch. 14
- Amy Ogata, “Building Creativity in Post-War Schools”, Ch. 4 in Designing the
Creative Child: Playthings and Places in Midcentury America, p. 105-146

Required Watching (in advance of class):
• Through These Eyes, 55 min. documentary on "MACOS: Man a Course of Study" – access information on Sakai

Thursday, March 19  African-American Education in the 20th Century – Pre- & Post-Brown
• Adam Fairclough (2007) "Integration: Loss and Profit" from A Class of Their Own: Black Teachers in the Segregated South, p. 391-420

Thursday, March 26  Poverty, School Desegregation, and Resegregation
• Mintz, Ch. 15

Thursday, April 2  No Class – Easter Break

Thursday, April 9  Accountability, Standards, and Education Reform
• Diane Ravitch, interview (posted online)
• Peter Taubman, Teaching by Numbers, Ch. 1-5

Thursday, April 16  The Future of American Education and American Childhoods
• Taubman, Teaching by Numbers, Ch. 6-7 & Conclusion
• Mintz, Ch. 16-17

Thursday, April 23  Final Class – Discussion of Final Research Papers
• Your classmates’ research papers (to be posted online by Sun April 19th)