

**Loyola University Chicago**  
**Cultural and Educational Policy Studies**

**ELPS 445 / HIST 456**  
**US and Canadian Education in the 20th Century**

Noah W. Sobe  
Assistant Professor  
Lewis Towers, Suite 1107  
Phone: (312) 915-6954  
email: [nsobe@luc.edu](mailto:nsobe@luc.edu)  
Office Hours: Mondays 3:00 pm – 4:00 pm; additional times available by appointment.

Course Description

This graduate-level advanced seminar takes a comparative approach to studying the history of education in the United States and in Canada in the 20th Century. Part of the rationale for the course comes from French historian Marc Bloch's well-known suggestion that productive historical comparisons can be drawn between societies that are at once neighboring and contemporary. Bloch proposed that constant mutual influence and exposure to the same broad causes – particularly when there are elements of a common origin – allows for more rigorous comparative research than when one selects societies widely separated in time and space. In one part, the course will make Bloch's methodological suggestion a subject of study in and of itself. Our attempts to compare US and Canadian education will serve as a test case for comparative methodologies. And towards this end, the course will include a number of readings in the theory and methods of comparative history – including contemporary writings on global history, transnational history and *histoire croisée*. A second rationale for 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.

Topics that will be covered in the class include: the educational treatment and experiences of indigenous peoples; the "nationalizing" character of public schooling; citizenship education; the education of immigrant students; and, the cultural politics of curriculum development and reform. Major questions to be explored include how modernity, notions of liberal individualism and ideas of good government informed the development of schooling in the US and Canada over the course of the 20th century; how the Cold War was differently experienced in the US and Canada, as well as what consequences this had for public schooling; and, how the needs and constraints of adapting education to a multi-cultural, diverse society have been – and are being – realized in Canada and the US.

The course will begin with a historiographic examination of how US and Canadian scholars have studied the history of education in the two countries. Following this, a set of readings on Canadian and American childhoods, together with an examination of how the educational past has been presented in recent documentary films (one produced by PBS and the other by the National Film Board of Canada), will equip us with a general overview of the trends and contours of the history of education in the US and Canada in the 20th century. With this initial background, we will then spend two weeks reading a set of texts on different approaches to doing comparative history. The final portion of the course will be devoted to careful study of selected topics (indigenous peoples, the Cold War, national identity, citizenship, immigrant students) with readings that present Canadian and American, single-country case studies. Here, the burden of comparison will largely fall on students in the course. Our insights, together with the analytic possibilities, limitations and pitfalls thus presented, will be the chief subject of class discussions.

### Course outcomes

Students will be able to explain changes in educational practices and educational knowledge over the twentieth century. Students will also be able to demonstrate an understanding of comparative historical methods as well as the advantages and limitations these present for studying the history of education.

### Reading List

The following required books are required for the course.

Robert Adamoski, Dorothy Chunn & Robert Menzies (Eds.) Contesting Canadian Citizenship: Historical Readings (Peterborough, ON: Broadview Press, 2002)

Mona Gleason Normalizing the Ideal: Psychology, Schooling and the Family in Postwar Canada (Toronto: University of Toronto Press, 1999)

Neil Sutherland Growing Up: Childhood in English Canada from the Great War to the Age of Television (Toronto: University of Toronto Press, 1997)

Margaret Szasz Education and the American Indian: The Road to Self-Determination 1928-1998 (University of New Mexico, 1999)

The following book is recommended reading.

Paul Axelrod The Promise of Schooling: Education in Canada, 1800-1914 (University of Toronto Press, 1997)

Additional required readings will be posted on Blackboard. There are also several readings that are available through the Loyola library website (full text 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 500-800 word papers should be submitted to the professor in person, as printed-out papers, within two weeks of the missed class. Please do NOT submit make-up papers via email or through Blackboard's Digital Dropbox. Failure to write make-up reaction papers for any class absences will result in your grade being lowered one letter grade. Missing three (3) 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.

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

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. 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. In instances where the assigned readings are available electronically I request that you print your own copies

and bring them to class since it is likely that in our discussions we will be referring to particular sections of the texts.

In the first five weeks of the course you will be required to write three (3) short reflection papers (September 8-29). If circumstances arise that force you to miss one of these classes, the writing assignment will also count as your make-up assignment. These critical reflection papers will be graded and they are to be submitted via Blackboard (Digital Dropbox) in advance of class (by midnight of the previous day). Please submit Microsoft Word documents, or, if you use another software program as .txt or .rtf files. These reflection papers may not be handed in late, and thus must be prepared in advance of the class discussion of particular readings. These 2-3 page papers (500-800 words) may address one, several, or all of the readings assigned for that day.

You will also be required to write a research paper. The expectation is that you will write a 15-20 page paper (4000-6000 words, excluding references) that engages in a comparative study of some aspect of US and Canadian education. This assignment will be discussed in greater detail in class. A detailed 1-2 page prospectus that discusses the topic of the paper as well as a preliminary list of references is to be submitted via Blackboard's Digital Dropbox by the start of class on Monday, October 20th. The final paper is due by midnight Wednesday, November 26th (no exceptions!) The reading assignment for the final class is to read each of your classmates' papers and for this reason the November 26th deadline is a solid deadline. Papers received after November 26th will be automatically penalized a letter grade (e.g. an A would drop to a B). Choose a reference style -- footnotes/endnotes or in-text parenthetical citations in APA, Chicago, Turabian, etc. -- that suits you and make sure to use it accurately and consistently. The final paper is to be submitted (as one document that includes a cover page, paper, and reference list) via the "Submit Final Assignment" option in Blackboard.

#### Evaluation & Grading

The reaction papers will collectively make up 15% of your final grade in the course. The final paper will compose 60% of your grade in the course. Your class participation grade will make up the remaining 25% of your final course grade. This grade will be reflective of your engagement in class discussions and the insights and questions on assigned readings that you contribute towards your own and the entire class' enlightenment. The professor reserves the right, however, 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.

#### 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/>

#### Harassment

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. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at: <http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf> If you believe you are subject to such harassment,

you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the SOE Associate Dean of Academic Affairs at 312-915-6464.

### 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.shtml#honesty](http://www.luc.edu/education/academics_policies.shtml#honesty) (M.Ed and Ed.D students) or [http://www.luc.edu/gradschool/academics\\_policies.shtml#academic\\_integrity](http://www.luc.edu/gradschool/academics_policies.shtml#academic_integrity) (M.A. and PhD. students). To plagiarize is to present someone else's writing or ideas as your own and will not be tolerated. There are several good "How not to plagiarize" guides available on the web, such as <http://www.utoronto.ca/writing/plagsep.html>. In class we will discuss how to cite and include the work of others in your own writing. Please also note that submitting the same paper or pieces of the same papers to meet the course requirements for two or more LUC courses is also academic dishonesty and will not be tolerated.

### Course Schedule and Readings

August 25     Introduction

September 1    *Labor Day – No Class*

September 8    20th Century Education in the US and Canada – Historiography Compared

Required Reading:

- Sol Cohen "Reconstructing the history of urban education in America" in Gerald Grace (Ed.) Education and the City: Theory, History and Contemporary Practice (London: Routledge, 1984)
- Barbara Finkelstein (1992) "Education Historians as Mythmakers." Review of Research in Education 18 (1992): 255–297. [*Available electronically through LUC libraries, under "electronic journals"*]
- Ruben Donato and Marvin Lazerson (2000) "New Directions in American Educational History: Problems and Prospects." Educational Researcher 29(8). [*Available through LUC libraries*]
- J. Donald Wilson (1990) "The New Diversity in Canadian Educational History". Acadiensis XIX, 2 (Spring), pp. 148-169.
- Paul Axelrod (1996) "Historical Writing and Canadian Education from the 1970s to the 1990s" History of Education Quarterly 36(1). [*Available through LUC libraries*]

Recommended Reading:

- J. Donald Wilson (1984) "From Social Control to Family Strategies: Some observations on recent trends in Canadian educational history" History of Education Review 13(1).

September 15   Childhood in Canada and the United States

Required Reading:

- Neil Sutherland (1997) Growing Up: Childhood in English Canada from the Great War to the Age of Television (Toronto: University of Toronto Press)
- selections from Steven Mintz (2006) Huck's Raft: A History of American Childhood (Cambridge: Harvard)

- September 22 Approaches to Comparative History I  
Required Reading:
- Natalie Zemon Davis, "A Modern Hero [review of Carole Fink, *Marc Bloch: A Life in History*]," New York Review of Books, April 26, 1990, 27-30.
  - Skocpol, Theda and Margaret Somers, "The Uses of Comparative History in Macrosocial Inquiry," Comparative Studies in Society and History. Vol. 22, No. 2, April 1980, pp. 174-197. [*Available through LUC libraries*]
  - Richard Eaton, "Comparative History as World History" Journal of World History 8:2 (1997) [*Available through LUC libraries*]
  - Bruce Mazlish, "Comparing Global History to World History," Journal of Interdisciplinary History 28 (1998): 385-395. [*Available through LUC libraries*]
- September 29 Approaches to Comparative History II  
Required Reading:
- Ann Laura Stoler (2001) "Tense and Tender Ties: The Politics of Comparison in North American History and (Post) Colonial Studies." The Journal of American History 88(3).
  - Jürgen Kocka (2003) "Comparison and Beyond" History and Theory 42(1): 39-44. [*Available through LUC libraries*]
  - Michael Werner, Bénédicte Zimmermann (2006) "Beyond Comparison: *Histoire Croisée* And The Challenge Of Reflexivity" History And Theory 45(1), p. 30–50. [*Available through LUC libraries*]
  - Thomas S. Popkewitz (2005) "Introduction" in Inventing the Modern Self and John Dewey: Modernities and the Traveling of Pragmatism in Education (New York: Palgrave)
- October 6 *No Class – LUC Fall Break*
- October 13 Representing the Educational Past  
FILM: "Growing Up Canadian: Schools" National Film Board of Canada (2003), 46 min.  
FILM: "School: The Story of American Public Education, Volume 2, As American as Public School 1900-1950", PBS (2004), 55 min.
- October 20 Native American / Indigenous Schooling in the US and Canada  
*Prospectus for Final Paper to be submitted via Blackboard by start of class*  
Required Reading:
- Margaret Szasz Education and the American Indian: The Road to Self-Determination 1928-1998 (University of New Mexico, 1999)
  - Vic Satzeurica and Linda Mahoud (1995) "Indian Agents and the Residential School System in Canada, 1946-1970" Historical Studies in Education 7(1): 45-70. [*Available through LUC libraries*]
  - Jean Barman (1995) "Schooled for Inequality: The Education of British Columbia Aboriginal Children" in Barman, Sutherland and Wilson (Eds.) Children, Teachers, and Schools in the History of British Columbia (Calgary: Detsilig), p. 57-80.
- October 27 World War II and the Post-War Era in the US and Canada
- Mona Gleason (1999) Normalizing the Ideal: Psychology, Schooling and the Family in Postwar Canada (Toronto: University of Toronto Press)
  - Andrew Hartman "From Hot War to Cold War for Schools and Teenagers: The Life Adjustment Movement as Therapy for the Immature" in Education and the Cold War: The Battle for the American School (New York: Palgrave, 2008), p. 55-72

- Paula Fass "Bringing it Home: Children, Technology, and family in the Post-World War II World" in Children of a New World: Society, Culture and Globalization (New York: NYU Press, 2007), p. 168-193.

November 3 Comparative Cold War Studies

Required Reading:

- Selections from Richard Cavell (Ed.) Love, Hate and Fear in Canada's Cold War (Toronto: Univ Toronto Press, 2004)
- selections from Andrew Hartman Education and the Cold War: The Battle for the American School (New York: Palgrave, 2008)

November 10 Multiculturalism, National Identity and Citizenship (I)

Required Reading:

- Elke Winter (2007) "Neither 'America' nor 'Quebec': constructing the Canadian multicultural nation" Nations and Nationalism 13(3).
- selections from Robert Adamoski, Dorothy Chunn & Robert Menzies (2002) Contesting Canadian Citizenship: Historical Readings (Peterborough, ON: Broadview Press)
- selections from Doyle Stevick (Ed.) Crusading for Democracy: American Promotion of Citizenship Education at Home and Abroad (Greenwich, CT: Information Age Publishing, 2008)

November 17 Multiculturalism, National Identity and Citizenship (II)

Required Reading

- Richard Cavell & Imre Szeman (2007) "New Cultural Spaces: Cultural Studies in Canada Today" Review of Education, Pedagogy, and Cultural Studies 29(2+3), p. 139-158.
- selections from Robert Adamoski, Dorothy Chunn & Robert Menzies (2002) Contesting Canadian Citizenship: Historical Readings (Peterborough, ON: Broadview Press)
- selections from Doyle Stevick (Ed.) Crusading for Democracy: American Promotion of Citizenship Education at Home and Abroad (Greenwich, CT: Information Age Publishing, 2008)

November 24 The Education of Immigrant Students in the US and Canada

Required Reading:

- Tim Stanley (1995) "White Supremacy and the Rhetoric of Educational Indoctrination" in Barman, Sutherland and Wilson (Eds.) Children, Teachers, and Schools in the History of British Columbia (Calgary: Detsilig).
- Selection from Stacy Lee (2005) Up Against Whiteness: Race, School and Immigrant Youth (New York: Teachers College Press)
- Selection from Daniel Yon (2000) Elusive Culture: Schooling, Race, and Identity in Global Times (Albany: SUNY Press)
- Bruce Collet (2007) "Islam, national identity and public secondary education: perspectives from the Somali diaspora in Toronto, Canada" Race, Ethnicity & Education 10(2): 131-153.

*Wednesday, November 26 Final Research Papers to be submitted via Blackboard*

December 1 Discussion of Students' Research Papers