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 the idea of "America", notions of "American exceptionalism", the advent of the social sciences, as well as 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. The assignments in the course are designed to develop your secondary literature research skills, your analytic writing ability and to give you a broader understanding of important issues in the history of American Education.

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

William J. Reese (2005) America's Public Schools: From the Common School to "No Child Left Behind" (Baltimore: Johns Hopkins University Press)

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 allow you the chance to have some interaction with the professor regarding the topics and discussions covered in class. These 500-750 word papers should be submitted to the professor by 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.

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.

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.

Over the course of the semester students will be required to write two historiographic analysis papers, each of which will require additional research outside the assigned class readings, as well as a brief in-class presentation to your classmates. The objectives of these assignments 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 a familiarity with methods of historical writing and interpretation; and (d) to help you learn how to identify research problems that are both viable and significant.

Historiography is the study of how history is (or has been) written. Your historiographic analysis will examine several historical accounts of a particular educational topic or issue. This type of analysis examines the different approaches historians have taken to researching and writing about the 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, also where historians seem to agree and where they disagree. In writing these papers you will need to include some descriptive historical information; it is crucial, however, to bear in mind that you are not writing a report. The paper is to be primarily an analysis of the secondary, scholarly historical literature.

The first assignment will treat some topic in the period before 1900; you will be required to write a 10-12 page paper analyzing how historians of education have researched and written about this one particular issue. You should choose something of interest to you (examples will be provided in class) and then find four pieces of secondary, scholarly literature that treat this topic —
typically these are articles, books or book chapters. A brief prospectus describing your topic and the sources you will be using should be submitted via Blackboard's digital dropdown on or by Friday, September 29th. You will be required to make a short presentation of your sources and analysis to your classmates on October 23rd. The completed paper must be submitted (in Microsoft Word or .txt file format as one single document that includes the paper and reference list) through Blackboard by the end of the evening on Friday, October 27th.

The second assignment will treat some topic in the period after 1900, again in a 10-12 page paper. You should choose something of interest to you and then find four pieces of secondary, historical literature that treat this topic. As in the first paper you will probably have to tinker with the focus and scope of the paper so that it is a manageable project. If you are interested in examining one particular policy or court case, remember to keep the general topic foremost in your mind as you search for secondary sources. Events or topics from the past 20 or so years typically prove difficult to tackle in this assignment because of the limited number of historical studies undertaken so far. A prospectus must be submitted via Blackboard's digital dropdown on or by Friday, November 10th. You will be required to make a presentation of your sources and analysis to your classmates on December 4th. The completed paper must be submitted (as above) through Blackboard by the end of the evening on Friday, December 8th.

Evaluation & Grading
The papers will each make up 40% of your final grade in the course. One component of the grading will relate to your in-class presentation of your paper, however the main part of the grading will relate to (a) how well it demonstrates a deep, studied understanding of the issue/policy document under examination; (b) the creativity and care put into finding secondary sources; (c) the concise, effective presentation of these sources; (d) the quality of your analysis – comparing, contrasting, juxtaposing the scholarly literature; and (e) the clarity and organization of your writing.

Your course 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. Halfway through the semester the instructor will email you some feedback and a mid-point assignment of a tentative grade for the class participation portion of your final course grade. 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. Except in very unusual circumstances, relating to family problems, health problems and the like, grades of "Incomplete" will not be given in this course.

Accessibility
I would like to ensure that students with disabilities are fully included in this course. If there are any special accommodations that you require, as provided for under the Americans with Disabilities Act (ADA), please let me know as soon as possible to enable your full participation. Any information shared with me will be held in strict confidentiality to the greatest degree possible.
Academic Honesty
To plagiarize is to present someone else’s writing or ideas as your own and will not be tolerated. As per LUC policy, plagiarism on a course assignment will result minimally in the instructor assigning the grade of “F” for that assignment. There are several good “How not to plagiarize” guides available on the web, such as http://www.utoronto.ca/writing/plagsep.html. In addition, in class we will discuss how to cite and include the work of others in your own writing.

Course Schedule and Readings

Monday, August 28
Introduction

 Monday, September 4
No Class – Labor Day

Monday, September 11
The "Puritan Origins" of American Schooling?
Required Reading – HISTORIOGRAPHY ACTIVITY:
• McKnight, Schooling, the Puritan Imperative and the Molding of an American National Identity, pages to be posted on-line.

Monday, September 18
The American Revolution and the Enlightenment
Required Reading
• Cotton Mather (1699) "The Education of Children"
• Thomas Jefferson (1779) "Bill for a More General Diffusion of Knowledge"
• Benjamin Rush (1786) "Thoughts Upon the Mode of Education Proper in a Republic", p. *9-23.
• Noah Webster, “Blue Backed Speller” (circa 1820).

Monday, September 25
The Common School Movement
Session on secondary source research strategies
Required Reading
• William J. Reese, America’s Public Schools, Chapter 1, p. 10-44
• Horace Mann, Twelfth Annual Report (1848)  
  Recommended Reading  
• Carl F. Kaestle, Pillars of the Republic, Chapter 6 "The Common-School Reform Program", p. 104-135

**Friday, September 29**  
Prospectus for first paper to be submitted via Blackboard

**Monday, October 2**  
The Common School in the Late 19th Century  
Required Reading:  
• William J. Reese, America's Public Schools, Chapter 2, p. 45-78  

**Monday, October 9**  
No Class – LUC fall break  
[Blackboard threaded discussion on Foucault 10/3-10/15]

**Monday, October 16**  
Power, Discipline and the Institution of Schooling  
Required Reading:  
• Michel Foucault, Discipline and Punish, p. 1-69; 135-228  
• Michel Foucault, Discipline and Punish, p. 73-131

**Monday, October 23**  
African-American Education in the 19th Century  
In-class presentations of first papers.  
Required Reading:  
• James D. Anderson, Education of Blacks in the South, p. 1-109  
• Booker T. Washington, "Speech at Atlanta Exposition" (1895)  
• W.E.B. DuBois, "The Talented Tenth" (1903)

**Friday, October 27**  
First paper to be submitted via Blackboard by end of evening.

**Monday, October 30**  
"New Education" and School Bureaucratization  
Required Reading:  
• William J. Reese, America's Public Schools, Chapter 3-4, p. 79-148  
• Barry Franklin, From Backwardness to 'At Risk', p. xii – 48  
• Alice O'Connor Poverty Knowledge: Social Science, Social Policy, and the Poor in Twentieth-Century US History Ch. 1 "Origins: Poverty and Social Science in the Era of Progressive Reform", p. 25-54

**Monday, November 6**  
Progressivism and Policy in the Early 20th Century  
Required Reading:  
• William J. Reese, America's Public Schools, Chapter 5-6, p. 149-214  
• James D. Anderson, Education of Blacks in the South, p. 110-185
Recommended Reading:
• James D. Anderson, Education of Blacks in the South, p. 186-286
• Margaret Szasz, Education and the American Indian: The Road to Self-Determination Since 1928, p. 1-7 & 50-80

Friday, November 10  Prospectus for first paper to be submitted via Blackboard

Monday, November 13  Education in Post-WW II America
Required Reading:
• William J. Reese, America's Public Schools, Chapter 7, p. 215-250
• John Rudolph "From World War to Woods Hole: The Use of Wartime Research Models for Curriculum Reform" Teachers College Record 104(2) p. 212-235

Monday, November 20  No Class — due to conference [Blackboard threaded discussion of Franklin, 11/14-11/22]
Required Reading:
• Barry Franklin, From Backwardness to 'At Risk', p. 49-154

Monday, November 27  Civil Rights and Social Policy in the 1960s and 1970s
Required Reading:
• Brown v Board Decision (1954)
• Diane Ravitch, The Troubled Crusade Ch. 4 "Race and Education: The Brown Decision" and Ch. 5 "Race and Education: Social Science and Law", p. 14-181
Recommended Reading:

Monday, December 4  Primary and Secondary School into the 1990s and Beyond
In-class presentations of second papers.
Required Reading:
• William J. Reese, America's Public Schools, Chapter 8+9+epilogue, p. 251-333
Recommended Reading:
• Nikolas Rose, "Citizenship, Community and the Third Way" American Behavioral Scientist 43(9) p. 1395-1411

Friday, December 8  Second paper to be submitted via Blackboard by end of evening