ELPS 447 / HIST 438
Modern European Education
Spring 2007

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Office Hours: Mondays 2:30 pm - 4:00 pm; additional times available by appointment.

Course Description
This course will examine the historical development of pedagogy and schooling in Europe, together with current trends and transformations in European education. The course aims to cover the period from 1800-2007, which means that we will move from examining the emergence of universal public education in the nineteenth century to also looking at education reforms associated with post-communist transition in Central and Eastern Europe as well initiatives connected with the EU and the formation of a "European educational space". Identity, the nation, and the state -- and the ways in which we see these produced and reproduced through formal systems of education -- are key themes that will run across the course. In the view of certain strands of scholarship, what has just been described would indicate that in one sense this course is about the rise and fall of national systems of education. Indeed, one of our tasks this semester is to discern whether we can in fact identify fundamental transformations in how the nation and the state (as well as notions of identity and citizenship) are allied to schooling practices. The course will also set in the foreground the question of how "Europe" has been, and is at present, variously defined. The inscription of conceptual and topographic borders is a recurring and pressing issue and we will examine the ways that European schooling is caught up in and affected by this. The course will also devote some attention to European colonial empires as one of the sites of "modern European education" -- both because of the enduring significance that colonial projects have had for people(s) around the globe and because there are critical ways in which European identities and schooling have been formed through European interactions with other parts of the world. Educational issues connected with migration, immigration and cultural diversity also etch the course as historical and contemporary topics.
Course assignments are designed to sharpen students' analytic skills and capacity for undertaking original research projects.

Reading List
The following books are available at the Loyola University Bookstore (Water Tower).

Hanna Schissler & Yasemin Nuhoglu Soysal (Eds.) The Nation, Europe and the World: Textbooks and Curricula in Transition (New York: Berghahn, 2005) [required]


Bo Strath & Mikael af Malmborg (Eds.) The Meaning of Europe: variety and contention within and among nations (Oxford, New York: Berg, 2002) [recommended]
You also will be required to purchase one additional book for a group project, as described below. Additional required readings will be posted on Blackboard as PDF files. There are also several readings available through the Loyola library website.

Course Requirements, Evaluation & Grading
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 500-750 word papers should be submitted to the professor as printed-out papers within two weeks of the missed class. (Please do not email or use Blackboard's Digital Dropbox for this.) 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.

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. In several instances I will provide specific suggestions in advance 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.

A grade for class participation will make up 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. 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 next 25% of your grade will be determined in connection with a group book assignment that will require you to work with 3-4 fellow classmates. Your group will be assigned to read and then lead a 50-60 minute class session on one of the books listed below. On the first day of class I will ask you to rank your interest in each of the following books and I will then form appropriate groups. You are required to purchase this book – each is easily available on amazon.com, orderable at the Borders on Michigan Avenue, and/or procurable at bookfinder.com. Your group should plan to meet outside of class time several times over the course of the semester and you should plan to have completed reading the book well before the date on which you will lead a segment of the class. Two classes in advance of the class in which your book is to be featured, you are to have collectively decided upon a 20-40 page excerpt that the instructor will take charge of distributing to other students in the class. This need not necessarily be the first or last chapter, though it could be. Ideally it is a segment of the piece (or compilation of segments) that includes some 'meaty' analysis and relates to the topics or other readings to be covered that day. One class prior to the class that will feature your book, you are to email the professor a 1-2 page handout that will then be made available for others to read in conjunction with the selected 20-40 pages of text. Your group will be charged with leading an hour
long class session, in which you include some presentation or information on the piece as a whole and also generate a productive, whole-group discussion. Powerpoint is not to be used, though you should feel free to prepare an additional handout or an overhead transparency or two if you feel it necessary. How the class session is organized is entirely up to you and your group. Subsequent to the class I will be asking each group member to email me answers to a set of questions about how you felt the session went and what you felt your best individual contributions were to the entire group project. Half of the grade for this assignment will be a team grade, the same for all members; the other half will be specific to the individual, according to your role in setting up & running the class session and your reflections on the project. The book options for this activity are:

- Ann Laura Stoler *Carnal Knowledge and Imperial Rule: Race and the Intimate in Colonial Rule* (Berkeley: Univ. of California Press, 2002)
- John Rodden *Textbook Rads: Schoolbooks, Ideology, and Eastern German Identity* (State College: Penn State Univ. Press, 2006)
- Deborah Reed-Danahay *Education and Identity in Rural France: The Politics of Schooling* (Cambridge: Cambridge Univ. Press, 1996)

The final course assignment is to write a research paper. The expectation is that you will write an 18-25 page paper (4800-6250 words, excluding references) on a historical or contemporary topic that falls under the broad umbrella of "Modern European Education". In order to more accurately model academic writing – which is typically a process that involves extensive re-writing – you will be handing in this paper twice. Three weeks prior to the close of the semester (April 9th) you will be submitting the paper for peer-review and instructor comment. This initial submission should not be a rough draft; it is expected to be a complete, polished paper, one that you might otherwise hand-in as an end of semester term paper. Your initial paper will be circulated – without identifying information – to two members of the class. At the following class (April 16th), authors' anonymity will be removed and the peer reviewers will provide you with feedback on the overall strength of argument and intellectual framing of the project. You will, in turn, serve as a reviewer for two of your peers' papers and provide them with feedback. You will also receive a paper grade and written feedback from the professor on April 16th. Please note, however, that neither the instructor commentary nor peer-review is designed to serve a copy-editing purpose – it is to help you think more deeply about the logical steps of your argument(s), how you back-up your claims, and the overall structure of your piece of writing. To some extent, this process will be similar to a journal article submission that results in a "revise and resubmit". You should expect (and hope for) extensive commentary / suggested revisions that help you recast the paper as a much stronger piece of scholarship. The second, revised version of the paper will be due Friday, May 4th, a week and a half after the last scheduled class.

Altogether, the research paper will make up 50% of your grade in this course. The grade that you receive on the first version of the paper will compose 20%; the grade that the second version of the paper receives will count for 25%; and, your thoughtful participation as a peer-reviewer of two of your colleagues' papers will make up the remaining 5%. Please note that meeting the April 9th deadline for paper submission is critical; failure to do so will result in your final grade in the course being lowered two degrees (i.e. A to B+, A- to B).
The research paper itself should be a contemporary or historical study that deals with some aspect of "modern European education". It should be original research that includes some sort of empirical data collection (in a historical study this would be original analysis of primary source documents). Your paper should (to some extent) 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 (a) that you are well read in the area, and (b) that your findings and interpretations are unique and a contribution to the field. Conventions for empirical data collection vary from discipline to discipline — on March 2nd you will be required to submit a detailed 1-2 page prospectus that discusses the topic of the paper and what questions frame your research. This will serve as one opportunity to discuss the research design with the professor; you are also encouraged to seek out advice during office hours. If yours will be a historical study it will need to rely on primary source documents, namely materials produced during the period(s) you are studying, including, for example, textbooks, film or photographs, archival records, newspapers, oral history interviews, government documents, educational journals, etc. Choose a reference style (APA, Chicago, Turabian, etc.) that suits you and make sure to use it accurately and consistently. Papers are to be submitted (as one document that includes a cover page, paper, and reference list) via Blackboard's digital dropbox.

To recap, the sequence of tasks for the research paper assignment is as follows:
- Friday, March 2nd - you will submit a paper prospectus via Blackboard's digital dropbox and get feedback, via your LUC email, from the professor sometime in the following week.
- Monday, April 9th - initial version of paper (without your name) is to be submitted to the professor via Blackboard's digital dropbox prior to start of class.
- Tuesday, April 10th - you will receive, via your LUC email, the papers of two classmates together with a hand-out to complete for each.
- Monday, April 16th - you will provide feedback in class to two classmates and receive feedback in turn. Feedback and grade from the instructor will be provided to you via email.
- Friday, May 4th - you are to.submit the second version of the paper via Blackboard's digital dropbox by the end of the evening.

The grading of the paper will be based on (a) how well it demonstrates a deep, studied understanding of the issue under examination; (b) the creativity and care put into constructing the research project and data collection; (c) the quality of your analysis - specifically, your use of empirical data to build arguments; (d) evidence, where appropriate, of some engagement with reading assigned in the course, though not necessarily through extensive citation of it; and (e) the clarity and organization of your writing.

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 Integrity
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/plagiarism.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
Course Schedule and Readings

Monday, January 22

**Introduction**

Recommended Reading


Monday, January 29

**Survey of European Education 1800-1900**

Required Reading

- Marcelo Canuso "Locating Educational Authority: teaching monitors, educational meanings and the importing of pedagogical models, Spain and the German States in the Nineteenth Century", p. 59-78.
- Joseph Lancaster (1821), selection.

Monday, February 5

**Survey of European Education 1900-1940**

Required Reading


Also, as required reading, choose one of the following from Tomiak (Ed.) *Schooling, Educational Policy and Ethnic Identity*:

Recommended Reading

- Jürgen Oelkers (1995) "Origin and Development in Central Europe" in Röns & Lenhardt (Eds.) *Progressive Education Across the Continents*, p. 31-44

Monday, February 12

**Assembling European Education and the Modern Individual**

Required Reading


Recommended Reading

Monday, February 19  
**European Education and State Formation**

**Required Reading:**
- Abram de Swaan, *In Care of the State* Chapter 3 "The Elementary Curriculum as National Communication Code", p. 52-117

**Recommended Reading:**
- James Scott, *Seeing Like a State* Chapter 1 "Nature and Space", p. 11-52

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Monday, February 26  
**Class cancelled - CIES Conference in Baltimore**

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Friday, March 2  
**Prospectus for research paper to be submitted via Blackboard**

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Monday, March 5  
**No Class – LUC Spring Break**

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Monday, March 12  
**Education and the Nation**

**Student-run discussion of Harp text**

**Required Reading:**
- Selection from Stephen Harp Learning to be Loyal: Primary Schooling as Nation Building in Alsace and Lorraine, 1850–1940, to be determined

**Recommended Reading:**

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Monday, March 19  
**“Modern European Education” and Colonialism**

**Student-run discussion of Stoler text**

**Required Reading:**
- Selection from Ann Laura Stoler *Carnal Knowledge and Imperial Rule: Race and the Intimate in Colonial Rule*, to be determined

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Monday, March 26  
**European Education 1945-1990**

**Required Reading:**

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Recommended Reading:

Monday, April 2

Cold War and Post-Communist Transitions
Student-run discussion of Rudden text
Required Reading:
- Selection from John Rodden Textbook Rods: Schoolbooks, Ideology, and Eastern German Identity, to be determined.
Recommended Reading:
- Eleoussa Polycroft, Michael Fallan & John Anchan (Eds.) Change Forces in Post-Communist Eastern Europe, p. 3-9, 34-54.

Monday, April 9

Identity in Europe and in the Nation 1980s-2000s
Research paper to be submitted via Blackboard’s Digital Dropbox prior to the start of class; student-run discussion of Reed-Danahay
Required Reading:
- Selection from Deborah Reed-Danahay Education and Identity in Rural France: The Politics of Schooling, to be determined.

Monday, April 16

The European Union (EU) and Educational Policies and Practices
Peer-review of research papers
Required Reading:
Recommended Reading:
Monday, April 23
The Future of the EU, The Future of European Education
Required Reading:
- One article of your choice from either the Fall or Winter 2006 (Vol. 37, Nr. 3,4) issue of European Education (theme: Integration and Identity) (Available through LUC library e-journals)

Monday, April 30
Exam period class to be held if an earlier one has to be cancelled.
Possible Film: To Be and To Have (2004)