

**Loyola University Chicago
School of Education**

**ELPS 219
American Education
Fall 2013**

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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. Essential objectives are:

- 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 we have designed and will run the course, we also consider the following to be important:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing a clearer understanding of, and commitment to, personal values

Discussion Sections

In addition to a weekly lecture by the professor (ELPS 219 001) on Tuesdays 2:30 pm – 4:00 pm, students will also meet in smaller-size discussion sections led by Teaching Assistants who are all graduate students in Loyola's Cultural and Educational Policy Studies program.

Section ELPS 219 002 - 2:45PM - 3:45PM Wed (Mundelein 415)	TA: David Boven
Section ELPS 219 003 - 2:45PM - 3:45PM Wed (Life Sciences 212)	TA: Michael Hines
Section ELPS 219 004 - 2:45PM - 3:45PM Thurs (Mundelein 205)	TA: Teresa Barton
Section ELPS 219 005 - 2:45PM - 3:45PM Thurs (Cuneo Hall 324)	TA: Beth Wright

Reading List

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

John L. Rury (2009) Education and Social Change: Contours in the History of American Schooling FOURTH Edition. (New York, NY: Routledge) ISBN: 780415526937

Steven Mintz (2006) Huck's Raft: A History of American Childhood (Cambridge: Harvard) 0674019989

Diane Ravitch (2010) Death and Life of the Great American School System (Basic Books) ISBN (Hardcover): 0465014917

Additional required readings will be posted as Adobe Acrobat PDF files on the Sakai site for ELPS 219 001. Several assigned journal articles are available through the LUC libraries (www.libraries.luc.edu), locatable under the "Electronic Journals" link.

Course Requirements

This course involves a weekly lecture and discussion section meeting. Attendance is required every week at both the lecture and the discussion session.

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 lecture sessions having read the assigned readings for the week. The discussion sections are designed to complement and extend beyond the professor's lectures. In discussion sections you will frequently be working with primary texts as part of furthering your knowledge of the history of American education. Participation in these discussions will be graded and will compose part of your final grade in this course. Since it is likely that your discussions will refer to particular sections of the texts we require that you bring the assigned readings to discussion section meetings – in instances where the assigned readings are available electronically you can either bring a printed copy or make sure that the reading is loaded onto an electronic device (iPad, laptop etc) in advance of class.

Electronic devices may only be used in lecture and discussion section meetings 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.

Over the course of the semester students will be required to write two papers, 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 the documentation of student learning around the course objectives.

The mid-term examination will be given in the lecture session on Tuesday, October 15th. 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 Thursday December 12th from 9am to 11am. 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 your Discussion Section Meeting the second week of the semester. The paper is to be submitted via your Discussion Section's Sakai page ("Assignments") by midnight Friday, September 27th.

The second written assignment must be submitted via your Discussion Section's Sakai page ("Assignment") by midnight Monday, November 11th. 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 through your Discussion Section Sakai page by midnight Friday, November 1st. Additional information about the second paper will be distributed in your discussion section.

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 25% 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.

Your class participation grade will make up the remaining 20% of your final course grade. This grade will be principally reflective of your engagement in your discussion section and the insights and questions on assigned readings that you contribute towards your own and the entire class' enlightenment. The professor and TAs reserve the right to add specific additional assignments (such as short reaction papers, the preparation of discussion questions and 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>

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.

Course Schedule and Readings

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| Tuesday, August 27 | <u>Lecture 1 – Course Introduction</u>
Required Reading: <ul style="list-style-type: none">• Rury, p. 1-22• Sample pages from American Spelling textbooks (1800, 1875, 1926, 1955) |
| Tuesday, September 3 | <u>Lecture 2 – Puritanism and Schooling in Colonial America</u>
Required Reading: <ul style="list-style-type: none">• Rury, p. 23-36• Mintz, preface, prologue and Ch 1, p. vii-31• Massachusetts' Education Laws (1642, 1647, 1648)• Cotton Mather, "The Education of Children" (1699) |
| Tuesday, September 10 | <u>Lecture 3 – The American Revolution and the Enlightenment</u>
Required Reading: <ul style="list-style-type: none">• Rury, p. 37-55• Mintz, Ch. 2+3, p. 32-74• Thomas Jefferson "Bill for Establishing Religious Freedom" (1779/1786) "Bill for a More General Diffusion of Knowledge" (1779) |
| Tuesday, September 17 | <u>Lecture 4 – The Common School in the Early 19th Century</u>
<i>Common School Primary Source Debate in Discussion Section</i>
Required Reading: <ul style="list-style-type: none">• Rury, p. 57-92• Mintz, Ch 4+7, p. 74-93, 133-153• Horace Mann, "Twelfth Annual Report" (1848) |
| Tuesday, September 24 | <u>Lecture 5 – Religion, Gender and Ethnicity and 19th Century Schools</u>
Required Reading: <ul style="list-style-type: none">• Rury, p. 93-111• Adams, D. W. (2006). Beyond bleakness: The brighter side of Indian boarding Schools, 1870-1940. In Trafzer, C. E.; Keller, J. A.; & Sisquoc, L. (Eds). <u>Boarding School Blues: Revisiting American Indian ed.experiences</u>, p. 35-64. |

- Friday, September 27* *First Paper to be submitted via your Discussion Section's Sakai page by midnight.*
- Tuesday, October 1* Lecture 6 – The Education of African-Americans in the 19th Century
Mid-term Study Guide Distributed in Discussion Section
 Required Reading:
 • Rury, p. 111-131
 • Mintz, Ch. 5, p. 94-117
 • James Anderson "Introduction" and "Ex-Slaves and the Rise of Universal Education in the South 1860-1880" p. 1-32. [PDF on Sakai]
 • 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, October 8* *LUC Fall Break – No Lecture*
 Required Reading for Discussion Section meetings:
 • Booker T. Washington, "Speech at Atlanta Exposition" (1895)
 • W.E.B. Dubois, "The Talented Tenth" (1903)
- Tuesday, October 15* *Midterm Examination given during Lecture Session.*
 Required Reading for Discussion Section meetings:
 • Rury, p. 133-150
 • John Dewey "Child and the Curriculum" (1902)
 • Visual Images as Sources: John and Evelyn Dewey's "Schools of To-morrow"
- Tuesday, October 22* Lecture 7 – Progressive Education and Social Reform in the Early 20th Century
 Required Reading:
 • Rury, p. 150-164
 • Mintz, Ch 8+9, p. 154-199
- Tuesday, October 29* Lecture 8 – Immigrants, Youth Culture, Race and Ethnicity in Early 20th Century Schools
 Required Reading:
 • Rury, p. 164-174
 • Mintz, Ch. 10+11, p. 200-232
 • Amy Best (2000) Prom Night: Youth, Schools and Popular Culture, p. 3-9
 • Third Plenary Council of Baltimore (1884); Mary Antin "The Promised Land" (1912); Lewis Merriam "The Problem of Indian Administration" (1928)
- Friday, November 1* *References for Second Paper to be submitted via your Discussion Section's Sakai page by midnight*
- Tuesday, November 5* Lecture 9 – Race, Civil Rights and the American School
 Required Reading:
 • Brown v Board Supreme Court decision (1954)
 • Rury, p. 186-190
 • Gloria Ladson Billings (2004) "Landing on the wrong note: The price we paid for Brown" Educational Researcher 33(7), p. 3-13 [Available through LUC library website – electronic journals]
 • Adam Fairclough (2007) "Integration: Loss and Profit" from A Class of Their Own: Black Teachers in the Segregated South, p. 391-420
- Monday, November 11* *Second Paper to be submitted via your Discussion Section's Sakai page by midnight*

- Tuesday, November 12 Lecture 10 – Education in Post-War America (Cold War)
 Required Reading:
 • Rury, p. 175-186
 • Mintz, Ch. 14, p. 275-309
- Tuesday, November 19 Lecture 11 – Social Change and Changing Schools 1960s-1980s
 • Rury, p. 190-212
 • Mintz, Ch. 15, p. 310-334
 • Ravitch, p. 1-30
- Tuesday, November 26 Lecture 12 – American Education and Urban Change in the 1980s and 1990s
No Discussion Section meetings this week.
 Required Reading:
 • Rury, p. 213-229
 • Mintz, Ch 16, p. 335-371
 • Ravitch, p. 30-112
 • A Nation at Risk Report (1983)
- Tuesday, December 3 Lecture 13 – Race, Poverty, the “Achievement Gap” and the Future of the American School
 Required Reading:
 • Rury, p. 229-248
 • Gloria Ladson-Billings (2007) "Pushing past the achievement gap: An essay on the language of deficit" Journal of Negro Education, 76(3), 316-323
 [Available through LUC library website – electronic journals]
 • Ravitch, p. 149-242
 • Mintz, Ch 17, p. 373-384

Thursday December 12th (9am - 11am) Final Examination