

Historical Perspectives on US Education

EDU 210/HIS 210

Spring 2020

Instructor: Prof. Deborah Michaels

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Class: T,Th 1-2:20pm HSSC N1116

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Course Description

To what degree has the educational system in the U.S. fulfilled the promise to provide all people—regardless of social class, gender identity, sexual orientation, ethnicity, race, or (dis)ability—equal access to high quality schooling? By exploring historical conceptions of the purposes of public schooling, we will investigate inequities in the US school system and the perennial tensions associated with it. Specifically, three overarching questions will guide our inquiry: (1) Whose interests should schools serve and whose interests have schools served in the past and why? (2) What should be included in our basic school curriculum, and how does that ideal compare with the curricular choices of the past? (3) What structures of school organization have we inherited from past generations, why were schools established in these ways, and what is the impact of these organizational choices on our current educational system? This course will have implications for current school reform by uncovering some of the cultural values, pedagogical assumptions, and institutional structures embedded in our educational system today.

To disrupt the European-American, master narrative of US school history, we will look in depth at aspects of the history of education of African Americans and Native Americans in this country. This choice inevitably limits time for exploring how schooling has impacted other minoritized groups. However, you will have opportunities to pursue topics of interest to you through course assignments and learn from the research of your peers.

Required Texts

(in order of reading schedule)

Urban, Wayne J., and Jennings L. Wagoner. 2013. *American education: a history*.

Available as an [ebook](#)

Adams, David Wallace. 1997. *Education for extinction: American Indians and the boarding school experience, 1875-1928*. Lawrence, Kan: University Press of Kansas.

Not available as an ebook. On course reserves at Burling Circulation Desk.

Geary, Cindy Waszak, and LaHoma Smith Romocki. 2017. *Going to School in Black and White: a dual memoir of desegregation*. Chicago: Torchflame Books.

Available as an [ebook](#)

Other required readings are available on PWeb.

Please bring to class printed or electronic copies and your notes on those readings.

Course Learning Goals

In this course, you will learn to:

- Describe and analyze some of the perennial challenges that public schools face and how those challenges have often arisen out of beliefs about the purposes of schooling.
- Interrogate how your own schooling experiences have been shaped by past and current conceptions of “public interest,” informed by ideologies such as democracy and capitalism, racism, sexism, and classism, and more.
- Learn how to contextualize and interpret primary documents in line with basic tenets of historical research.
- Develop historical skills to contextualize and interpret past practices and artifacts in schooling.
- Take informed positions on proposed school reforms and their likelihood of fulfilling the promise of public education based on historical data.

Assessments & Grading

1. Participation & Engagement (20%):

In this course, your voice and perspectives are central to our learning as a class community. We will engage in various forms of dialogue to challenge our understandings about schooling. For these reasons, your attendance and participation count significantly toward your final grade. To encourage participation for all learners, I regularly vary groupings in class, i.e. whole-class discussion, small-group, pairs, and individual quick writes. Peer reviews—providing written and oral feedback to your peers on their work—is another dimension of participation in our course.

Attendance is the most basic aspect of participation. Not only do I hope we can all show up in body, but also in mind and spirit. Missing 6 classes or more results in an F in the course, except in highly unusual circumstances. In the case of documented, chronic health issues, I will collaborate with Student Services to see if accommodations for multiple absences are possible.

Note on Dialogue & Our Class Culture

I seek to foster with you a classroom in which we value each other’s experiences and respond with civility and curiosity to each other’s comments. Active listening means working to understand not just what someone is saying, but their viewpoint—i.e. why they are saying it—even if you disagree with their idea. To that end, I encourage you to ask follow-up or clarifying questions of your peers and me, to summarize what you understand someone else to be saying before you make a counterargument, and to disagree with ideas rather than people.

When adding to a conversation, try to connect to what others have already said. What we strive for in the class is provocative discussion of ideas in an environment where everyone feels safe participating.

Questions are always welcome, not only perceived answers. In short, effective class dialogue is an exercise in inclusion and active listening. Invite others into the conversation.

Listen. Ask. Contribute.

Dilemmas of Gauging Engagement

As someone who struggled with public speaking, I feel you if you are someone whose heart leaps into their throat at the thought of speaking up in class. Nonetheless, I still ask you to take the risk of speaking up and entering the dialogue. We need your voice: in our classroom, in the world. I'm happy to meet with you to talk about strategies for managing discomfort with public speaking. Another dilemma of gauging engagement is that if you regularly speak up in class but don't reference the readings/texts, I can't know that you have actually engaged with the texts. That doesn't mean that I want you to only speak to our course readings—in fact, I appreciate it when you bring your own experiences and outside readings into our class conversations. However, if you regularly don't show me that you've read and thought about our readings/texts—through written notes, marginalia, or through speaking—I can't "see" that engagement.

2. Discussion Board Posts (10%)

Discussion Board posts (DB's) are another opportunity for you to show me how you are engaging with our course texts outside of class time. In other words, Discussion Board (DB) posts render visible your thoughts on the texts and "prime the pump" for class discussion.

For DB's, I'll ask you to write: 1) a brief summary of a major argument or thesis (approximately 2 sentences) in the texts that you wish to discuss in class, accompanied by 1 relevant quote from each text to evidence your theme/point. Include after each quote a brief in-text citation (author, p. #); and the bulk of your DB should be 2) one comprehension inquiry or critical inquiry based on the texts along with your thoughts on that question. By *comprehension inquiry* I mean something you didn't understand or would like to learn more about. It should *not* be something that can be easily discovered by quick web search. In contrast, a *critical inquiry* seeks to consider a main point in the texts or connect the texts to other readings/discussions from our course or other courses. **DBs are due the day before class on PWeb.**

These inquiries + grappling with your question will take the form of a tentative dialogue. For example a comprehension question might look like this: "I looked up the term 'social reproduction,' and from the definitions I found, I believe [author X] means in their statement on page 68 that schools replicate socio-economic class status from one generation to the next. But I'm uncertain because they then write, 'Schools are vehicles for positive social change' on page 72." In other words, ask questions of the texts and engage with your questions (see "Reading Critically" under "Course Policies" for more guidance). Use the "I" voice in DBs and focus on content more than on prose/style. Be prepared to share your questions with the class.

3. Reading Room Analysis (10%)

We will spend class time doing historical research in the Reading Room in the basement of Burling. Referencing primary documents from the College's Special Collections and the archives, you will write an analysis of how these sources support, challenge, and/or complicate themes from our class. I will provide you with a written guide to help you structure this activity. We will learn about and practice fundamental historical inquiry skills in these class sessions, so don't worry if you've had no previous experience in history methods.

3. Current Events & Historical Connections (CEHCs) (10%)

During the semester, we will take turns connecting historical themes in education to current educational issues. These short assignments will help solidify how History of Education is relevant to schooling today. **Twice** during the semester you will research a theme from our syllabus as it has appeared in reliable U.S. news sources in the past three years. You will then summarize the current debates on that theme in a 1-2-page memo and share your findings with the class. These deadlines are rolling based on themes in our Tentative Schedule. It is your responsibility to complete one CEHC's by 2/24, and another CEHC's by 4/23.

4. Digital History Project (50%)

You will write a historical analysis of an educational topic of interest to you, create a website that exhibits your work, and present it to the class in the final week of the term. You will create this project with the general public in mind as your audience. Only high-quality projects will be "published" (i.e. made public) on the Grinnell server. In addition to text, your online exhibit will include photos, video, audio, maps, and other visual and audio sources. You will have intermittent deadlines to help you pace your progress on this assignment and provide opportunities for peer and instructor feedback. Each milestone will receive a grade to promote your success with this major project.

Summary of Course Evaluation

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| 1. <u>Participation</u> | <u>20%</u> |
| • Class Discussions/Activities | |
| • Attendance | |
| • Peer Reviews | |
| 2. <u>Discussion Board Posts</u> | <u>10%</u> |
| 3. <u>Reading Room Analysis</u> | <u>10%</u> |
| 4. <u>Current Events & Historical Connections</u> | <u>10%</u> |
| 5. <u>Digital History Project</u> | <u>50%</u> |
| • Annotated Bibliography | (10%) |
| • 7-page research paper | (20%) |
| • Final webpage | (15%) |
| • Class Presentation | (5%) |

Course Policies & Tips

Taking Notes: Lectures are not the main source of learning in our class. For this reason, you may need to take notes differently than you are used to. Here are some suggestions:

- Bring a notebook/paper to class every day.
- Take notes on your peers' comments. Have conversations with those ideas by writing your responses next to them in your notes.
- Take notes whenever we do an activity that pulls our discussions together.
- Keep a "Running Questions" section in your notebook. Many ideas will get started during class but not necessarily brought to resolution. As we loop back to these ideas, you can add comments from yourself, from readings, and from peers.
- Make a point of going back over your notes routinely to make connections between the readings, your own experience, and observations from your peers.

Reading Critically: In the Education department, we define "reading critically" as engaging *with* a text rather than merely absorbing a text. At the same time that you question texts as you engage with them, try to understand why an author is saying what they are saying rather than simply dismissing their perspective. To practice this balance (between rejecting completely and accepting completely), I encourage you to ask the following questions:

- What are the author's purposes in this text and how do I know this?
- Who is the intended audience for this piece and how do I know this?
- Whom has the author left out or ignored in the text and why?
- Whose knowledge does the author appear to value?
- Whose knowledge is marginalized, devalued, or excluded and why?
- How do the author's identities inform this text?
- How do my identities inform my response to this text?
- How should the social, cultural and historical contexts of the text influence my reading?

Out of Class Work Expectations: I expect that outside of class time, you will spend 6-9 hours per week with course texts, taking notes, and working on course assignments. If you are taking considerably less or more time than that, please sign up for my office hours, and we can discuss strategies of learning that might help shorten or deepen your study time.

Academic Resources. I strongly encourage you to take advantage of the many resources available to you on campus that can help you improve your academic skills. Here are just a few:

The Writing Lab offers one-on-one instruction in composition, including organization, coherence, grammar, and style. Make an appointment here:

<https://www.grinnell.edu/academics/arc/writing-lab>

The Academic Advising Office offers academic support through peer tutoring, time management strategies, and individual accommodations, when appropriate. Advocate for yourself! <https://www.grinnell.edu/about/offices-services/academic-advising>

Library Resources: Julia Bauder [bauderj] ext. 4431 is the librarian on campus who focuses on the field of education. She is happy to work with you on finding resources relevant to your assignments. See also PWeb/Library Resources /Subject Guide for useful research links.

Electronic Devices. I encourage anyone with a laptop, tablet, or smartphone to bring it to class (fully charged due to limited outlets). If you do not have access to a laptop, please let me know that, and I will bring a tray of laptops to class when I think these devices are useful to course activities. I do ask that you respect the class by only using your devices to do activities that are related to our course and at appropriate times. Out of respect for others teaching and learning in our mutual space, phones should be silenced during class time. Checking your phone for texts, weather, or even the time distracts you, me and your peers. Laptop screens create a physical barrier and obstruct dialogue, so please tilt down the screen when we have group discussions. If you are experiencing an emergency and need to have your phone on, of course do so: just notify me before class.

Reasonable Accommodations. I aim to create an educational experience that allows each of you your best opportunity to learn and to demonstrate to me what you have learned in our course. If you anticipate the format and/or requirements of this course are not well suited to you, please meet with me to discuss these concerns within the first 3 weeks of the course. Whether or not you have a legal right to disability-related accommodations, I have an ethical commitment to work with you to create an environment that supports your learning. If formal, disability-related accommodations are necessary for you, it is important to provide documentation to the Coordinator for Disability Resources, John Hirschman, located on the 3rd floor of the JRC [hirschma] ext. 3089 to discuss your needs. His office will notify me of your eligibility for reasonable accommodations. Then, please make an appointment with me so that we can talk through your formal accommodations and coordinate.

Religious Observances. Grinnell College offers alternative options to complete academic work for students who observe religious holy days that fall during the semester. Please contact me within the first three weeks of the semester to discuss specific instances that are relevant to you so we can make arrangements.

Academic Honesty, Intellectual Integrity. "When you submit a piece of work (whether a paper or paper draft, report, examination, homework, computer program, creative project, or other assignment) for a grade, you are claiming that its form and content represent your own original work produced for this assignment, except where you have clearly and specifically cited other sources (Grinnell College's *Academic Honesty Handbook*, 2017-18, p. 4)." Please refer to the following website to inform yourself about the College's policies. Note, you even must cite yourself if you are quoting your own previous work:

https://www.grinnell.edu/sites/default/files/documents/AcademicHonesty_2017-18.pdf

Communication with the Instructor/Office Hours. Check your email and our course site on PWeb for updates. Note: I usually check my email twice on weekdays (e.g. mid-morning and mid-afternoon) but not on weekends. Plan accordingly, especially before assignments are due. Please make use of my office hours: <https://calendly.com/profmichaels>. Sign up for up to two consecutive 15-minute slots in one day (not more to give other students a chance to meet with me).

Be prompt for your appointment and please let me know when you've arrived by knocking on my door or waving hello, even if I'm meeting with someone else. Come with specific questions or comments. If your schedule conflicts with my office hours, email me with alternative times.

Health and Wellness. We live in a close community. To protect the health and well-being of yourself and others in the class, if you are ill, do not come to class. Send me an email letting me know the situation. *Take care of yourself.*

Food Insecurity. I urge any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live to contact the Dean of Students Ben Newhouse [newhouse] ext. 3709 for support. Please also notify me, if you are comfortable doing so, and I will work with you to find resources in the community.

Assignment Submission Requirements

- Any assignment submitted one day after the due date will lose half credit. Any assignment submitted late by more than one day will lose all credit. For extenuating circumstances, contact me prior to the deadline.
- All students are permitted ONE 72-hour extension on any of the following assignments: a DB post, the Reading Room Analysis, the annotated bibliography or the 7-page paper. To receive this extension, email me at least 30 minutes prior to the deadline simply stating that you are taking the extension for X assignment. You will not hear back from me but will automatically receive the extension as long as it is your first/only extension and you emailed me ahead of the deadline. You must have the assignment in before the end of the 72-hours from the original deadline or you will receive a zero for that assignment.
- All typed work must be uploaded as a Word document, 12-point Times New Roman font (or equivalent), paginated, and include both your name and title of the assignment.
- All citations and references must be in a consistent, commonly accepted format (i.e. Chicago Style, APA, Turbian). The library has citation guides available or you can check this link, among many others, for assistance: <https://owl.english.purdue.edu/>
- Please name any files submitted as an attachment to PWeb or to email using the following convention: [Last name first initial_EDU 210_Name of Assignment]. For example, if Marna Smith were submitting their first project to me, they would name the file: <SmithM_EDU210_CECH1>
- Unless noted otherwise, all assignments should be submitted via PWeb/Assignments. If PWeb gives you a problem, email me the assignment right away as an attachment.

TENTATIVE COURSE SCHEDULE

I. History of Education:

Making sense of the field

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| Jan. 21 Tues. | <u>Introductions</u> What is the history of education and why study it? | <u>In Class:</u> Schooling today and connections to the past. |
| Jan. 23 Thurs. | Purposes of Pre-Colonial and Colonial Education | <u>Readings Due:</u> Urban & Wagoner (2014). <i>American Education: Chps 1 & 2: Pre-Colonial America & Colonization.</i> (pp. 1-54) <u>In Class:</u> <ul style="list-style-type: none"> • What purposes and forms did education have before European colonization up to the American Revolution? • CEHC assignment guide |

II. Education for Protestantism & Nation-Building, 1650-1865

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| Jan. 28 Tues. | Comparative Colonial Childhoods | <u>Due:</u> DB post Mon. 1/27 by 11:59pm <u>Readings Due:</u> <ol style="list-style-type: none"> 1. Mintz, "Children of the Covenant," In <i>Huck's Raft: A History of American Childhood</i> (2004), (pp. 7-31). 2. Mintz, "Red, White, and Black in Colonial America," In <i>Huck's</i> (2004), 32-52. <u>In Class:</u> <ul style="list-style-type: none"> • Religion & Schooling: then and now • Small Group Discussion of primary documents (distributed in class). • Brainstorming U.S. Pre-Revolutionary Heroes |
| Jan. 30 Thurs. | Nation-Building: Education for a New Republic | Due (option) 1/29: Current Events Historical Connection: Christianity or Nation-Building in Schooling <u>Readings Due:</u> <ol style="list-style-type: none"> 1. Urban & Wagoner (2014). "Education and the Building of a New Nation," Chp. 3 (55-108). In <i>American Education</i>. 2. Loewen, James W. (1995). "Handicapped by History: the process of hero-making," Chp. 1 (9-27). In <i>Lies my teacher told me: everything your American history textbook got wrong</i>. New York: New Press. <u>In Class:</u> <ul style="list-style-type: none"> • Primary Source Analysis. Jefferson, Rush, & Webster • Textbook wars |

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| Feb. 4 Tues. | Enslaved African-Americans and Unofficial Education | <p><u>Due:</u> DB post Mon. 2/3 by 11:59pm</p> <p><u>Readings Due:</u></p> <ol style="list-style-type: none"> 1. Mintz. Chp 5. "Growing Up in Bondage" (pp. 94-117) 2. Williams, Heather A. (2005). "In Secret Places" Chp. 1 (pp. 7-29). In <i>Self-Taught: African American Education in Slavery and Freedom</i>. Chapel Hill: University of NC. <p><u>In Class:</u></p> <ul style="list-style-type: none"> • Historian of Education, James Anderson's findings • Final Project Topics: exploration & annotated bibliography guide |
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III. The Common School Ideal

Democratic ideals v Industrialization & Capitalism

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| Feb. 6 Thurs. | Common School Movement: Horace Mann | <p>Due 2/5 CEHC (option): School Choice Debates (Charter & Private Schools)</p> <p><u>Readings Due:</u> Urban & Wagoner (2014). "Common School," Chp. 4 & "Class, Caste, and Education in the South" Chp. 5 (83-144). In <i>American Education</i>.</p> <p><u>In Class:</u></p> <ul style="list-style-type: none"> • Radicalism of the Common School Ideal • Source Analysis: Common School Movement • Industrialization & Capitalism in Schooling • Myth of Meritocracy |
| Feb. 11 Tues. | Inventing "the Child" through School | <p><u>Due:</u> DB post Mon. 2/10 by 11:59pm</p> <p><u>Reading Due:</u> Mintz, "Ch.4: Inventing the Middle-Class Child," In <i>Huck's Raft: A History of American Childhood</i> (2004), 75-93.</p> <p><u>In Class:</u></p> <ul style="list-style-type: none"> • McGuffey Reader excerpts & analysis • Imagining a counter-narrative to the McGuffey Reader • Lareau, <i>Unequal Childhoods</i> |
| Feb. 13 Thurs. | The Modern State & Schooling | <p>Due 2/12 CEHC (option): Social Mobility & Education</p> <p><u>Readings Due:</u> Urban & Wagoner (2014). "Beginning the Modern Sch Sys," Chp. 6 & "Organizing the Modern..." Chp. 7 (145-208). In <i>American Education</i>.</p> <p><u>In Class:</u></p> <ul style="list-style-type: none"> • Short lecture: Progressive Education • Catholic School Debates |

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| Feb. 18 Tues. | Progressive-Era Schooling | <p>Due 2/17 CEHC (option) Immigrants & School Assimilation <u>Due:</u> DB post Mon. 2/17 by 11:59pm</p> <p><u>Readings Due:</u> Urban & Wagoner (2014). "Completing the Modern Sch Sys," Chp. 8 (209-230). In <i>American Education</i>.</p> <p><u>In Class:</u></p> <ul style="list-style-type: none"> • Workshop final project ideas • Short lecture: public v private schooling, the state v family & church, compulsory v voluntary schooling. • Reminder: Annotated Bibliography coming due, 3/1 |
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IV. Schools as Sites of Racialization and Trauma

Forced Assimilation, Abuse, and Disenfranchisement

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| Feb. 20 Thurs. | Common School, for All? | <p>Due 2/19 CEHC (option): Progressive-Era Legacies (e.g. vocational education, tracking, IQ testing)</p> <p><u>Readings Due:</u> Adams, David Wallace (1997). Prologue-Part I (pp. 1-94) In <i>Education for Extinction: American Indians and the boarding school experience, 1875-1928</i>. Lawrence, Kan: University Press of Kansas.</p> <p><u>In Class:</u></p> <ul style="list-style-type: none"> • Booker T Washington & WEB DuBois |
| Feb. 25 Tues. | Education for Extinction | <p>Due 2/24 CEHC (last option for CEHC 1): Native American Education Now <u>Due:</u> DB post Mon. 2/24 by 11:59pm</p> <p><u>Readings Due:</u> Adams, DW (1997). Part II Chp. 4 & 5 (pp. 95-164) In <i>Education for Extinction</i>.</p> <p><u>In Class:</u></p> <ul style="list-style-type: none"> • Short lecture: Meskwaki History & Schooling • Rubric for Reading Room Analysis |
| Feb. 27 Thurs. | Schools as Sites of Trauma | <p><u>Readings Due:</u> Adams, David Wallace (1997). Part II Chp. 6-Part III Chp. 7 (pp. 164-238) In <i>Education for Extinction</i>.</p> <p><u>Due:</u> Sun. 3/1 by 11:59pm, Annotated Bibliography for Final Project</p> <p><u>In Class:</u></p> <ul style="list-style-type: none"> • Excerpts from Boarding School film |

V. Working with Archives

Reading Room Analysis, Historical Research Methods

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| Mar. 3 Tues | Meeting in the Reading Room for class, Basement of Burling | <p><u>Readings Due:</u> None.</p> <p><u>In Class:</u></p> <ul style="list-style-type: none"> • Orientation to the Reading Room • Workshop time • Questions & preliminary findings |
| Mar. 5 Thurs. | Meeting in the Reading Room for class, Basement of Burling | <p><u>Readings Due:</u> Read documents related to your Reading Room Analysis Assignment</p> <p><u>In Class:</u></p> <ul style="list-style-type: none"> • Workshop time • Questions & preliminary findings <p><u>Due:</u> Sunday 3/8 by 11:59pm, Reading Room Analysis</p> |
| Mar. 10 Tues | Field Trip | <p>Due: Mon 3/9 by 11:59pm DB post</p> <p><u>Readings Due:</u> Adams, David Wallace (1997). Part III Chp. 8-Conclusion (pp. 239-338) In <i>Education for Extinction</i>.</p> |
| Mar. 12 | Midterm Review | <p><u>Readings Due:</u> Ian Grosvenor, "On Visualising Past Classrooms," In <i>Silences and Images: The Social History of the Classroom</i> (Peter Lang, 1999), pgs., 83-104</p> <p><u>In Class:</u></p> <ul style="list-style-type: none"> • Field Trip Debrief • Final Project: Next Steps • Analyzing Photos • Review: major contradictions in education ideals v reality • Midterm assessments |
| Enjoy Spring Break! March 14-29 | | |

VI. The Legacies of the Progressive Era & the Feminization of Teaching

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| Mar. 31 Tues. | Review of Progressive-Era Legacies | <p><u>Readings Due:</u> Urban & Wagoner (2014). "Depression and War" Chp. 9 and "1945-1960" Chp. 10 (231-280). In <i>American Education</i>.</p> <p><u>In Class:</u></p> <ul style="list-style-type: none"> • Excerpts from film, Race: The Power of an Illusion, Part II • Assign readings for Thursday's jigsaw |
| April 2 Thurs. | White Feminization of the Teaching Profession | <p>Due 4/1 CEHC (option): Feminization of Teaching, Teacher Unions, Teacher Strikes</p> <p><u>Due:</u> DB post Wed. 4/1 by 11:59pm</p> <p><u>ONE Reading Due</u> and will present to the class:</p> <ol style="list-style-type: none"> 1. Blount, "Manly Men and Womanly Women: Deviance, Gender Role Polarization, and the Shift in Women's School Employment, 1900-1976," <i>Harvard Educational Review</i> 66 (Summer 1996). 2. Jo Anne Preston, "Reading Teachers' Mail: Using Women's Correspondence to Reconstruct the Nineteenth-Century Classroom," <i>Silences and Images</i>, p.199-216. 3. Kate Rousmaniere, "Sixteen Years in a Classroom," <i>Silences and Images</i>: 237-255 <p><u>In Class:</u></p> <ul style="list-style-type: none"> • Jigsaw discussion of readings • Current events |
| April 7 Tues. | Field Trip: One-Room School House | <p><u>Due:</u> DB post Mon. 4/6 by 11:59pm</p> <p><u>Readings Due:</u> Geary, Cindy Waszak, and LaHoma Smith Romocki. 2017. Prologue-Chp 6 (pp. 9-87). In <i>Going to School in Black and White: a dual memoir of desegregation</i>. Chicago: Torchflame Books.</p> <p><u>In Class:</u></p> <ul style="list-style-type: none"> • Connections between the one-room schoolhouse and course texts • Rural schools, McGuffey & whiteness • Field trip reflection |

VI. The Ongoing Fight for Racial Equity in U.S. Education

The construction of whiteness, the rise of suburbia, and the disenfranchisement of Black Americans

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| <p>April 9 Thurs.</p> | <p>Unions, Bank Loans, and White Privilege</p> | <p>Due CEHC (option): Racialized Inequalities in US Schooling (e.g. funding, resources, the “achievement gap,” discipline/school-to-prison pipeline)</p> <p><u>Reading Due:</u> Urban & Wagoner (2014). “In Pursuit of Equality” Chp. 11 (281-308). In <i>American Education</i>.</p> <p><u>In Class:</u></p> <ul style="list-style-type: none"> • Equality v Equity • Excerpts from film, Race: The Power of an Illusion, Part III • Lecture: Brown v Board of Education |
| <p>April 14 Tues.</p> | <p>White Flight & Suburbia</p> | <p>Due CEHC (option): School & Residential Segregation in US Schools Today</p> <p><u>Due:</u> DB post Mon. 4/13 by 11:59pm</p> <p><u>Reading Due:</u> Geary, Cindy Waszak, and LaHoma Smith Romocki. 2017. Chp 7 -Epilogue (pp. 88-137). In <i>Going to School in Black and White</i>.</p> <p><u>In Class:</u></p> <ul style="list-style-type: none"> • Film excerpts: Eyes on the Prize • Excerpts from <i>Warriors Don’t Cry</i> • Vanessa Siddle-Walker & Afrocentric Schooling |
| <p>April 16 Thurs.</p> | <p>Integration & Equity</p> | <p>Due (option): Current Events Connection: Recent court cases on desegregation</p> <p><u>Due:</u> DB post Wed. 4/15 by 11:59pm</p> <p><u>Text Due:</u> The Problem We All Live With (2-hour podcast by Nikole Hannah-Jones):</p> <p><u>In Class:</u></p> <ul style="list-style-type: none"> • NYTimes map of racial residential segregation • Film excerpts: Eyes on the Prize on the Prize • Supreme Court Cases post- Brown |

VIII. 1990s-Today: Equity Movements, Standards, and Privatization

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| April 21 Tues. | Ongoing Struggle for Equity | <p><u>Due:</u> DB post Mon. 4/20 by 11:59pm</p> <p><u>Readings Due:</u> Urban & Wagoner (2014). Chps. 12 & 13 (309-370). In <i>American Education</i>.</p> <p><u>In Class:</u></p> <ul style="list-style-type: none"> • Urban & Wagoner’s narrative in perspective • Sputnik & Nation at Risk • NYTimes patterns of residential segregation |
| April 23 Thurs. | The Appeal and Problems of Standards | <p>Due (Last chance option): Current Events Connection: School Vouchers, Magnet Schools, and Open Enrollment for Racial Integration</p> <p><u>Readings Due:</u> Paris, Django, and Alim, H. Samy. “What is ‘Culturally Sustaining Pedagogy’ and why does it matter?” (Chp. 1 pp 1-17). In <i>Culturally Sustaining Pedagogies : Teaching and Learning for Justice in a Changing World</i> . New York: Teachers College Press, 2017.</p> <p><u>In Class:</u></p> <ul style="list-style-type: none"> • Short Lecture: No Child Left Behind (NCLB) • Current events • Final review of Digital History Project Presentations |
| April 28 Tues. | <p>Presentations of Your Research</p> <p>You have a few days after your final project presentation to tweak your website based on peer feedback in the Q&A from the presentation. However, please note: My assessment of your presentation depends on you having a solid website during the final week of classes. See final project guides/rubrics on PWeb.</p> | |
| April 30 Thurs. | | |
| May 5 Tues. | | |
| May 7 Thurs. | | |
| May 12 at 11:59pm | Due: Final Website | Upload final weblink to PWeb/Assignments |

**Congratulations you’ve completed the academic year!
Wishing you a wonderful Summer Break.**