

Historical Perspectives on US Education

EDU 210/HIS 210

Instructor: Deborah Michaels

Class Times: M,W 1-2:20pm

Classroom: BCA 269

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Office: Steiner 301, Ext. 4552

Office hrs: M 2:30-4pm, Th 4-5:30pm

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 purpose of public schooling, we will investigate educational equity 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 school system today.

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

Required Texts

(in order of reading schedule)

1. Kaestle, Carl F., and Eric Foner. 1983. *Pillars of the republic: common schools and American society, 1780-1860*. New York: Hill and Wang.
2. Child, Brenda J. 2000. *Boarding school seasons: American Indian families, 1900-1940*. Lincoln: University of Nebraska Press.
3. Patterson, James T. 2001. *Brown v. Board of Education: a civil rights milestone and its troubled legacy*. Oxford: Oxford University Press.
4. Ravitch, Diane. 2013. *Reign of error: the hoax of the privatization movement and the danger to America's public schools*. New York: Knopf.

Other required readings will be available on PWeb.

Course 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 about whose interests schools should serve and how those interests are best served.
- 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 and Grading

1. Participation (10%):

This course will proceed largely through discussion rather than lecture. Because discussion requires many voices, your attendance and punctuality count toward your final grade. You are allowed two unexcused absences before absences begin to lower your participation grade significantly. If you arrive late, use your phone in class, use your laptop inappropriately, or are otherwise not a full participant in class, you will be considered absent that day. Your participation grade includes the following: completing the readings ahead of time and being prepared to discuss them; attending class and arriving on time; active listening; participating in small group discussions; and engaging thoughtfully in class exercises.

Note on Classroom Culture

We must respect our fellow classmates, value others' experiences, and respond with civility, compassion, and humility while avoiding hostility and unproductive antagonism. Class dialogue is an exercise in inclusion. Invite others into the conversation. Listen. Respond to each other. Care. I aim in this class to develop active listening, which I understand to mean attempting to understand not just what someone is saying, but their viewpoint—i.e. why they are saying it. What we strive for in the class is provocative discussion of ideas in an environment where everyone feels safe participating. Thoughtful questions are always welcome, not only perceived answers.

2. Critical Reading Responses (20%)

Four times during the semester, you will use Blackboard to post an online response to ALL of the readings assigned for that day. **CRRs are due the day before class, by 11:59pm.** Your response should include: 1) a brief summary of all the readings for that day, referencing a few short, well-chosen quotes from the readings to evidence your points, 2) your own reaction to the readings, and 3) at least one comprehension question and one critical question you have after completing the reading. A *comprehension question* is about 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 question* seeks to expand your knowledge of a reading or connect it to other readings.

Strong comprehension and critical questions will sometimes take the form of a tentative dialogue. Here is an example of what a comprehension question might look like: "I looked up the term 'social reproduction,' and from the definitions I found, I believe Rury means in his statement on page 68 that schools replicate social class status from one generation to the next. But I'm uncertain because he then writes, 'Schools are vehicles for positive social change' on page 72. How can schools be both?" I encourage you to attempt to answer your own questions in a tentative voice. Be prepared to discuss your questions with the class. Your response should be no longer than 1 single-spaced page of text (or two pages double-spaced). If it helps you to organize your thoughts, feel free to use headings to mark the three parts of your response.

3. Blogs & Pop Quizzes (20%)

For blog assignments, I will provide you with questions prompting you to reflect on specific aspects of course readings, class discussions, field trips, and current events. **Blogs are due by 11am on the day of class**, and they are under "Discussion Board" on PWeb. You should post about 1 paragraph (3-5 sentences) of your thoughts and questions on the topic, *and* respond to at least one of your colleague's posts. You should build on what others have already said, not simply repeat ideas.

Pop quizzes (3-5 during the term) will take the form of a mix of short-answer and identification questions. The best way to prepare for the quizzes is to take careful notes in class and as you read the assigned materials.

4. Digital History Project (50%)

You will write a historical analysis of an educational topic of interest to you and present it in the form of a web-based exhibition and essay. You will create this project with the general public in mind as your audience, and post your work to a website that we will build collaboratively. However, only high-quality projects will be "published" (i.e. made public) on the website. 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 to provide opportunities for peer and instructor feedback.

Your grade for this assignment will be broken down as follows: (1) Primary documents analysis 5-page paper (10%) due 11/11 ~~11/4~~; (2) Annotated bibliography (10%) due 11/11; (3) Due: Friday, 11/18 ~~11/11~~ Draft of Project Webpage; (4) Due Sunday, 11/20 ~~Friday 11/18~~ Peer Review of Draft Webpage; (5) Due 12/13 by 9pm Final Webpage (30%).

Summary of Course Evaluation

Participation	10%
Critical Reading Responses	20%
Blogs & Quizzes	20%
Digital History Project	50%

Course Policies

1. Attendance and Punctuality

Your presence in this course is essential not only to your own learning but to that of the entire class. We will rely on diverse voices and engaged dialogue to challenge our understandings about schooling. To document attendance, I pass around an attendance sheet at the start of every class: it is your responsibility to make sure you sign the sheet. More than two absences will significantly lower your overall grade in the course. Exceptions with additional makeup work may be made at the discretion of the instructor in cases of documented emergencies and illnesses that are chronic and serious. I will deduct days you are absent due to routine illness (i.e. a note from student health). If you are ill, I would appreciate an email from you letting me know that. If you do miss class, you are responsible for finding out from peers what announcements and materials you missed. Repeated tardiness and early departures will count as absences.

2. Written Assignment Format

All written assignments should be typed and free of grammatical and stylistic errors. Use Times 12 font or the equivalent and standard margins. Please include in the heading of your Word files your name, the date, the name of the assignment, and an interesting, academic title for your paper. All files should be in doc or docx format, using this format [YourLastName_AssignmentAbbrev.docx]. For example, Michaels_CRR1]. CRR=Critical Reading Response.

3. Citations and Academic Honesty:

You may cite your sources using any recognized citation style. Please be consistent, and take great care to cite the origin of direct quotes, ideas, phrasing, terminology, and statistics used in your essays. Citing is an active responsibility and "forgetting" is not a sufficient excuse. Cases of academic dishonesty are taken seriously at Grinnell. All of your assignments at Grinnell must represent original work. Please refer to the following website to inform yourself about the College's policies regarding issues such as cheating and plagiarism:

<http://www.grinnell.edu/Offices/studentaffairs/shb/section3/academichonesty/>

4. Submitting Assignments by the Deadlines

As a rule, I do not accept late papers. If exceptional circumstances arise, please contact me as soon as possible to discuss possible exceptions to this rule. Submit all assignments to Pweb unless stated otherwise. Make sure that your assignment has posted correctly to the website. Pweb time stamps all assignments, and assignments are on-time or late according to that stamp. If you have difficulty with the website or are in doubt that your assignment uploaded, please email me the assignment as an attachment or deliver a hard copy to my office before the deadline. You have a 72-hour extension on one written assignment, but this extension cannot be used for pop quizzes or the final project webpage. It can be used for a critical reading response, blog post, the annotated bibliography, or the primary document analysis. To get this extension email me at least 24 hours before the deadline and let me know you are choosing to use your extension, no explanation necessary.

5. Electronic Devices

During class discussion, I ask that you not use your laptop unless it is part of an academic accommodation. Laptops create a physical barrier, and thus obstruct dialogue. E-readers are better on this front, but use them to reference readings only. Cell phones should be silenced and put away during class time. If you are experiencing an emergency and need to have your phone on and out, then notify me before class. In short, the rule with all devices is to respect your classmates and me by being fully present with us—not with your devices—in class.

6. Accommodations and Support

As your instructor I want you to be successful and comfortable in this class and in the college at large. I encourage students to discuss appropriate accommodations with me for visible and invisible (dis)abilities. You will also need to meet with Autumn Wilke, Coordinator of Disability Resources, who will provide me with documentation of your need for accommodation; she is located on the 3rd floor of the JRC (Tel. ext. 3089).

7. Communication with the Instructor

Use email to communicate with me between classes. Check your email and our course site on PWeb for updates to assignments and announcements. I generally look at my work email twice a day on weekdays. However, do not count on my responding to email before 9am or after 7pm on weekdays; on weekends, I am infrequently on email. Plan accordingly, especially before assignments are due.

8. Religious Observances

I encourage students who plan to observe holy days that coincide with class meetings or assignment due dates to consult with me in the first three weeks of classes so that we may reach a mutual understanding of how you can meet the terms of your religious observance as well as the requirements for this course.

9. Office Hours.

Please sign up for my office hours at:

<https://docs.google.com/document/d/113ldgHGgnVbbjSHvAgtePt5S9WUtCj2nIDnXk7pjLiE/edit>

Sign up for no more than two 15-minute slots in one day to give other students a chance to meet with me too. Be prompt for your appointment. If no students are signed up 24-hours prior to my office hours, I will cancel office hours for that next day. Please come to my office hours with specific questions or comments to make the appointment efficient. If your schedule conflicts with my office hours, please email me with alternative times M-F 8am-5pm. Please do not knock on my office door if it is shut unless you have an urgent matter or you have an appointment. Frequently, I work in my office with the door shut to focus on lesson prep, grading, research, and publication writing.

Tentative Course Schedule
 (* SUBJECT TO CHANGE)

I. History of/ and Education:
Making sense of the field

Aug. 29 Mon.	Introduction: Why study history of education?	<ul style="list-style-type: none"> • Introductions • School rituals and their meanings • Discussion: Why study the history of education? • Review assignments for next class.
Aug. 31 Wed.	What is the history of education?	<ul style="list-style-type: none"> • Discussion: The stories historians of education tell • Learning to see: analyzing photos • Assignment guide: Critical Reading Response (CRR) #1 <p><u>Reading Due:</u></p> <ol style="list-style-type: none"> 1. The course syllabus 2. Barbara Finkelstein, "Education Historians as Mythmakers," <i>Review of Research in Education</i> 18 (1992) http://rre.sagepub.com/content/18/1/255.full.pdf+html 3. Ian Grosvenor, "On Visualising Past Classrooms," In <i>Silences and Images: The Social History of the Classroom</i> (Peter Lang, 1999), pgs., 83-104. [PWeb/Readings] <p><u>Assignment(s) Due:</u> Questions on the syllabus; your learning goals for the course.</p>
Sept. 5 Mon.	Purposes of Pre-Colonial and Colonial Education	<ul style="list-style-type: none"> • What purposes and forms did education have before European colonization and after, up till the American Revolution? • Review blog assignment for Wednesday. • Iowa Room introduction to final project work. <p><u>Reading Due:</u></p> <ol style="list-style-type: none"> 1. Urban & Wagoner (2014). <i>American education: A history</i>. Chapters 1&2 (pp. 1-54) 2. Rury, J. L. (2009). <i>Education and social change: Contours in the history of American schooling</i>. Chapter 2. (pp. 22-54). <p><u>Assignment(s) Due:</u> Due Sunday, 9/4, Critical Reading Response #1</p>

II. Education for Christianity to Citizenship in Red, White, and Black, 1650-1865

Historical synthesis or divergence; Narrative vs. Counter-narrative; many histories

Sept. 7 Wed.	Comparative Colonial Childhoods: Contexts for Education	<ul style="list-style-type: none"> • Comparing historical narratives: Rury v Urban & Wagoner. • Blog guide • Small Group Discussion of primary documents (distributed in class). • Syllabus questions and highlights <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> • Mintz, "Children of the Covenant," In <i>Huck's Raft: A History of American Childhood</i> (2004), (pp. 7-31). http://quod.lib.umich.edu/cgi/t/text/text-idx?c=acls;idno=hebo6195 • Mintz, "Red, White, and Black in Colonial America," In <i>Huck's</i> (2004), 32-52. (see above link) <p><u>Assignment(s) Due:</u> Blog by 11am today: Reactions and questions to Mintz.</p>
Sept. 12 Mon.	Education for a New Republic	<ul style="list-style-type: none"> • Discussion about discussion, then about <i>Pillars of the Republic</i> • Jig Saw: Education for a Democratic Republic: Primary Source Analysis • Critical Reading Response (CRR) 1, returned and reviewed. <p><u>Reading Due:</u></p> <ol style="list-style-type: none"> 1. Kaestle, Chp 1-3, In <i>Pillars of the Republic</i> 2. Read assigned document by Jefferson, Rush, or Webster [distributed in previous class] <p><u>Assignment(s) Due:</u> Blog: Readings, insights and questions.</p>
Sept. 14 Wed.	Enslaved Africans, Native Americans, and Unofficial Education	<ul style="list-style-type: none"> • Lecture: Historical Context of Black Education <p><u>Reading Due:</u></p> <ol style="list-style-type: none"> 1. Mintz Chp 5. <i>Growing Up in Bondage</i> (pp. 94-117) (see link to ebook) 2. Williams, From <i>Self-Taught</i>, Intro and Chp. 1 In <i>Secret Places</i> (pp. 1-29). <p><u>Assignment Due Sunday, 9/18 by 11:59pm:</u> (Optional) Rewrite of CRR 1</p>

III. The Common School Ideal

Nation-Building through State Schooling

Sept. 19 Mon.	Common School Movement, beginnings	<ul style="list-style-type: none"> • Source Analysis: Common School Movement • Short lecture on nation-building <p><u>Reading Due:</u></p> <ol style="list-style-type: none"> 1. Horace Mann [distributed in previous class] 2. Kaestle: Chapter 4-6 <p><u>Assignment(s) Due:</u> CRR 2 (option 1)</p>
Sept. 21 Wed.	Inventing "the Child" through School	<ul style="list-style-type: none"> • Imagining a counter-narrative to the McGuffey Reader <p><u>Reading Due:</u></p> <ol style="list-style-type: none"> 1. McGuffey Reader excerpt [distributed in previous class] 2. Mintz, "Ch.4: Inventing the Middle-Class Child," In <i>Huck's Raft: A History of American Childhood</i> (2004), 75-93. (See PWeb link) <p><u>Assignment(s) Due:</u> CRR 2 (option 2)</p>
Sept. 26 Mon.	Attending School: Voluntary to Compulsory	<ul style="list-style-type: none"> • Short lecture: Public v Private, the State and the Family. • Current events • Final Project Topics: exploration <p><u>Reading Due:</u></p> <ol style="list-style-type: none"> 1. Kaestle: Chapter 7-end <p><u>Assignment(s) Due:</u> CRR 2 (option 3)</p>
Sept. 28 Wed.	Common School, for All?	<ul style="list-style-type: none"> • Guide to Final Project, Primary Document Analysis <p><u>Reading Due:</u></p> <ol style="list-style-type: none"> 1. Anderson, James D. "Ex-Slaves and the Rise of Universal Education in the South, 1860-1880." In <i>The Education of Blacks in the South, 1860-1935</i> (1998): pp. 4-32. <p><u>Assignment(s) Due:</u> CRR 2 (option 4, last chance)</p>
Oct. 3 Mon.	Common School, for All?	<ul style="list-style-type: none"> • Short lecture: Education <i>for</i> vs. Education <i>by</i> Native Americans • Excerpts from Boarding School film <p><u>Reading Due:</u> (entire book) Child, Brenda J. 2000. <i>Boarding school seasons: American Indian families, 1900-1940</i>. Lincoln: University of Nebraska Press.</p> <p><u>Assignment(s) Due:</u> Blog on Boarding school seasons.</p>

IV. Working with Archives

Doing Public History: Final Project Workshops

Oct. 5 Wed.	WordPress Workshop, Final Project Guidance	<ul style="list-style-type: none">• Orientation to the software and website from Mike Conner <p><u>Reading Due:</u> two scholarly articles on your research topic</p> <p><u>Assignment(s) Due:</u> two annotations for final project, annotated bibliography.</p>
Oct. 10 Mon	WordPress Workshop	<ul style="list-style-type: none">• Guides to Final Assignment <p><u>Reading Due:</u> scholarly articles on your research topic</p> <p><u>Assignment(s) Due by end of class period:</u> Identify at least five visuals to upload onto WordPress, with complete citation information, that are relevant to your final project idea.</p>
Oct. 12 Wed.	Tentative Trip to One-Room Schoolhouse	<p><u>Reading Due:</u> three more scholarly articles on your research topic</p> <p><u>Assignment(s) Due:</u> Draft annotated bibliography, with five complete annotations and bibliographic information for relevant, scholarly secondary sources that we did not read for class.</p>
Fall Break: October 15-October 23		

V. Transforming Students, the Curriculum, and Teachers in the Early 20th Century
Curriculum history—official and unofficial

Oct. 24 Mon.	Progressive Education as Democratic Theory and Practice	<ul style="list-style-type: none"> • Discussion: Progressive Education and Democratic Theory <p><u>Reading Due:</u></p> <ol style="list-style-type: none"> 1. Lawrence Cremin, <i>The Transformation of the School</i>, p.127-142. [e-reserves] 2. Arthur Zilversmit, "Chapter One: Progressive Education: A Definition," In <i>Changing Schools: Progressive Education Theory and Practice, 1930-1960</i> (Chicago: University of Chicago Press, 1993): 1-18. [e-reserves] 3. Excerpts from Dewey's <i>Democracy and Education</i>
Oct. 26 Wed.	Scientific Management of Schooling	<ul style="list-style-type: none"> • Lecture: Industrialization's impacts on schooling • Group work with Lipmann pieces from <i>New Republic</i>. <p><u>Reading Due:</u></p> <ol style="list-style-type: none"> 1. Terman, L., "The Great Conspiracy or the Impulse Imperious of Intelligence Testers, Psychoanalyzed and Exposed by Mr. Lippmann," <i>New Republic</i> 33 (December 27, 1922): 116-120. 2. Callahan, R. (1964). <i>Education and the cult of efficiency: A study in the forces that have shaped the administration of public schools</i>. Chp. 5, (pp. 95-125).
Oct. 31 Mon	Schooling the Immigrant: For Assimilation or Participation?	<ul style="list-style-type: none"> • Lecture: Schooling Immigrants in Chicago • Knowing and Not Knowing: Small Group Discussions <p><u>Reading Due:</u></p> <ol style="list-style-type: none"> 1. Steven Mintz, "Ch.10: "New to the Promised Land," In <i>Huck's Raft: A History of American Childhood</i> (2004), 200-212. Available at: http://quod.lib.umich.edu.grinnell.idm.oclc.org/cgi/t/text/text-idx?c=acls;idno=hebo6195 2. Jeffrey Mirel, "Chapter 2: Americanization and the Public Schools, 1890-1930," In <i>Patriotic Pluralism</i>, Cambridge, MA: Harvard University Press, 2009, pgs. 48-100. [e-reserves] <p><u>Assignment(s) Due:</u> Blog</p>

Nov. 2 Wed.	History of Teaching	<ul style="list-style-type: none"> • Jigsaw discussion of readings • Professionalization, Feminization, and Unionization of Teachers <p><u>Reading Due:</u></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). [e-reserves] 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>Assignment(s) Due:</u> Blog <u>Due: Friday, 11/4, by 9pm: Primary Documents (5 minimum) analysis.</u></p>
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VI. Race, Educational Inequality, and Schooling as a Civil Right

Connections: the past and present; the personal and universal

Nov. 7 Mon.	Schooling and the Social Construction of Race	<ul style="list-style-type: none"> • Film excerpts: Eyes on the Prize <p><u>Reading Due:</u></p> <ol style="list-style-type: none"> 1. Patterson, James T. 2001. <i>Brown v. Board of Education</i>. Chp. 1-3 <p><u>Assignment Due:</u> CRR #3 (option 1) <u>Due: Friday, 11/11 by 9pm Draft of Final Project Webpage</u></p>
Nov. 9 Wed.	Pursuit of Equality: The Long Civil Rights Movement	<ul style="list-style-type: none"> • Film excerpts: Race, the Power of an Illusion • Discussion: Our educational genealogies <p><u>Reading Due:</u></p> <ol style="list-style-type: none"> 1. Patterson, James T. 2001. <i>Brown v. Board of Education</i>. Chp 4-6 <p><u>Assignment Due:</u> CRR #3 (option 2) Due Friday 11/11 by 9pm, Annotated bibliography2 Due Friday 11/11 by 9pm: 5-page paper for DH Project</p>
Nov. 14 Mon.	Pursuit of Equality: Failure of Brown	<ul style="list-style-type: none"> • Film excerpts: Race, the Power of an Illusion • Talk about Meskwaki Community and Field Trip • Film excerpts: Boarding School • School as Cultural and Physical Genocide <p><u>Reading Due:</u></p> <ol style="list-style-type: none"> 1. Patterson, James T. 2001. <i>Brown v. Board of Education</i>. Chp 7-end. <p><u>Assignment Due:</u> CRR #3 (option 3, last chance) <u>Due Friday 11/18 by 9pm Peer Review of Final Project Webpage</u></p>

<p>Nov. 16 Wed.</p> <p>Workshop 3 with Mike & Julia</p>		<ul style="list-style-type: none"> In-class peer review of final project progress <p><u>Readings Due:</u></p> <ol style="list-style-type: none"> Foley, Douglas. (2005). <i>The Heartland Chronicles Revisited: The Casino's Impact on Settlement Life</i>. <i>Qualitative Inquiry</i> (11) 296. Loewen, "The Truth About the First Thanksgiving." In <i>Lies My Teacher Told Me</i>. <p><u>Assignment Due:</u> Blog Due Friday, 11/18 by 9pm: DH Webpage, draft Due Sunday, 11/20 by 9pm: Peer review of DH webpage</p>
<p>Nov. 21 Mon.</p>	<p>Tentative date of Field Trip to Meskwaki Settlement School</p>	<ul style="list-style-type: none"> Meskwaki Educational History and Sovereignty <p><u>Assignment Due:</u> Reflections on field trip</p>
<p>Nov. 23 Wed.</p>	<p>No Class</p>	<ul style="list-style-type: none"> Time for Group Work on Final Project <p><u>Reading Due:</u></p> <ol style="list-style-type: none"> Chp. 1-8 from Ravitch, Diane. 2013. <i>Reign of error: the hoax of the privatization movement and the danger to America's public schools</i>. New York: Knopf. <p><u>Assignment Due:</u> CRR #4 (option 1)</p>
<p>Thanksgiving Break, November 24-27</p>		

VIII. Equality to Excellence: Standards, Accountability, and Privatization

Nov. 28 Mon.	Old Dilemmas, New Movements in Schooling	<ul style="list-style-type: none"> • Textbooks today <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> • Chp. 9-end from Ravitch, Diane. 2013. <i>Reign of error: the hoax of the privatization movement and the danger to America's public schools.</i> New York: Knopf. <p><u>Assignment Due:</u> CRR #4 (option 2, last chance)</p>
Nov. 30 Wed.	Schooling for Democracy?	<ul style="list-style-type: none"> • Small Groups: Current events in US schooling • Culminating Discussion: Where have we been, where are we now? • Time for Group Work <p>Due Friday, Dec. 2 by 9pm: Theme Page of DH project</p>
Dec. 5 Mon.	Presentations of Final Websites	<ul style="list-style-type: none"> • Peer Reviews due in class • Course evaluations
Dec. 7 Wed.	Presentations of Final Websites	<ul style="list-style-type: none"> • Peer Reviews due in class • Celebration
<p>Due: Tuesday, 12/13 by 9pm, Final Webpage for Digital History Project</p> <p><u>Wishing you a relaxing Winter Break and a Joyous New Year!</u></p>		