

Historical Perspectives on US Education
EDU 210/HIS 210
Fall 2021

Instructor: Prof. Deborah Michaels
Class: T10:11:50, Th 10:50am
Office hours: M-F 9am or by appt
Office hour sign up: <https://calendly.com/profmichaels>

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Classroom: HSSCN2110
Office: HSSC A1242
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Course Description

Why has the educational system in the US failed to fulfill the promise of providing all people equal access to high quality schooling? We will explore in this course the historical reasons for supporting public schools and investigate how these economic, political, social, and ethical agendas have played out over time in the US. Essential overarching questions will guide our inquiry: (1) Whose interests should schools serve and whose interests have schools served in the past? (2) What should be included in our basic 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 school reform by uncovering oppressive ideologies embedded in the structures and everyday practices of schooling, while also touching upon liberating alternatives. To disrupt the European/American narrative of the history of US education we will look in depth at the dimensions of Black and Native American education in this country. This choice inevitably limits time exploring US education for other marginalized groups. However, you will have the opportunity to investigate present to the class research of interest to you through your current event memos and final project, thus expanding the scope of this course through your own contribution.

(in order of reading schedule)

Urban, Wayne J., and Jennings L. Wagoner. *African American education: a history*.
Available as an

Dilemmas of Gauging Engagement

As someone who struggled with public speaking, I fear I leap into your boat at the thought of speaking up in class. Nevertheless, still ask you to take the risk of speaking up and opening the dialogue. We need you to voice your concerns in class (or, on the happy path earuggl3.9 (.).glom

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.

4. Current Events Memo (5%)

During the semester, we will take turns connecting historical themes to current events. These short assignments will help solidify how History of Education is relevant to schooling today. Early in the term, you will sign up for a week when you will be connecting a current event in education to a topic we are reading about in class that week. You will find two texts from reliable news sources on your topic (published between 2021 and 2016) and connect the topic to our course readings in a 4-page memo (approx. 300 words). You will then informally share your findings with the class to promote discussion.

4. Short Papers (20%)

You will write two papers (500-600 words) in our course with

Course Policies & Tips

Taking Notes: Lectures are not the main source of learning in our class. Here are some suggestions:

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

Reading Critically: I define reading critically as engaging with a text in dialogue. I believe that the first step to critical reading is making an effort to understand why an author is saying what they are saying rather than simply dismissing their perspective or is rubbing you the wrong way, that's a great opportunity to ask why and to practice the art of holding space for ideas that differ from your own. To practice between rejecting completely and accepting completely, scholarly texts 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?
- How do the author's identities inform this text?
- How do my identities inform my response to this text?
- How might 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 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 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 skills. Here are just a few:

The Writing Center offers one-on-one instruction in composition, organization, coherence, grammar, and style. Make an appointment here: <http://mywco.com/grinnell>

The Academic Advising Office provides academic support through tutoring, time management strategies, and individual accommodations.

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 can bring a tray of laptops to class when I think these devices are useful to course activities. Please respect the class by only using your devices to do activities that are related to our course at appropriate times. Out of respect for others' space, your phones should be silenced during class time. Checking your phone distracts you, me, and your peers. Laptops create a physical barrier and obstruct dialogue, so please turn the screen when we have group discussions. If you are experiencing an emergency and need to have your phone on, of course do so, but I ask that you notify me before class.

Reasonable Accommodations. I aim to create an educational experience that allows each of you to demonstrate what you are learning 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 concerns within the first 3 weeks of the course. Disability-related accommodations will be supportive for you, important to provide documentation to the Coordinator for Disability Resources, Jackie Schman, whose office is the 3rd floor of the [DRS] next to 3089. Their office will notify me of your eligibility for reasonable accommodations. That way, please make an appointment with me so that we can talk through your formal accommodations.

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.

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TENTATIVE COURSE SCHEDULE
(subject to change)

I. History of Education: Foundations from the Past

Aug. 26

In Class Current events assignment guide

Sept 9

Th Rural to Urban Shifts impacts of Education

Read Kaestle (1983). Chp 2 & 3 (pp. 113-118). Pillars of the Republic Common Schools and American Society, 1780-1860

Coming Due:

- DB2 responses to 2 peers posts from past week, F 9/9 pm
- DB3 due M 9/13 by 11:59pm on next T s readings

Sept. 14

T African American Resilience Self-Education

Due: DB3 due M 9/13 by 11:59pm

Read

- Williams, Heather A. (2005). In Secret Places Chp 29 (pp. 106-111). Self-Taught African American Education in Slavery and Freedom
- Danna, Purdy, & Span (2015). Chp. 1 & 2 (pp. 11-17). Using Past as Prologue

III. The Common School Ideal: Democracy & Capitalism in Contention

Sept. 16

Th Beginnings of the Common School Movement

Read:

- Loewen (1995). Chp. 27 (pp. 109-110). Handicapped by History: the process-making In Lies my teacher told me: everything your American history textbook got wrong
- U&W Chp. 4 (pp. 83-88). The Common Man and the Common School 1820-1860. In American Education.

Coming Due:

- DB3 responses to 2 peers posts from past week, F 9/9
- DB4 due M 9/20 by 11:59pm on next T s readings

Sept. 21

T Common for Whom?

Due: DB4 due M 9/20 by 11:59pm

Read U&W Chp. 5 (pp. 104-109). Class, Caste, and Education in the South 1900-In American Education.

Sept. 23

Th The Modern State & School Read U&W Chp. 6. (pp. 147-154). Beginning the Modern School System: 1800-1860.

Coming Due:

- DB4

Sept. 28

T Mass Education & Standardization

Due: DB5 due M 9/27 by 11:59pm

Read

- U&W Chp

Read U&W Chp9&10(pp. 23-28) 1930-1960

In Class:

- Final Project orientation
- Sign-up for Using the Past as Prologue jigsaw

Oct. 14

Th

Common School for All?

Read U&W Chp.11&12(pp.281-348) 1960-2000

Coming Due

- DB6 responses to 2 peers posts from past week, 15
- Read ahead: omawaima, McCarty, & Gilberto. (2006) "To Remain an Indian" : Lessons in Democracy from a Century of Native American Education (TRI)
- DB7 due M 10/25 by 11:59pm on ~~OFF~~ TRI
- Short paper 2 on ~~TRI~~ Su 10/31 by 11:59pm

Enjoy Fall Break!
October 16-24

VI. Native American Education in the History of US Schooling

Oct. 26

T To Remain an Indian (TRI)

Due: DB7 due M 10/25 by 11:59pm on ~~OFF~~ TRI-

Read Chp 16 of To Remain an Indian (TRI)

In Class:

- Guided Lecture: Kill the Indian, Save the Man Indian Boarding Schools, Physical and Cultural Genocide through Schooling

Oct. 28

Th To Remain an Indian (TRI)

Due: Chp 7 end of TRI

In Class:

- Guided Lecture: We Are Still Here: Native American Resilience, Meskwaki Settlement School.
- Sign-up for Using the Past as Prologue jigsaw
- How jigsaw will work

Coming Due:

- Short paper 2 on ~~TRI~~ Su 10/31 by 11:59pm

- DB7 responses to 2 peers posts from past 10/29, F
- DB8 due M11/1 by 11:59pm on next T's readings

VII. Black American Education

Nov. 2

T Using Past as Prologue (UPP) Due: DB8 due M11/1 by 11:59pm
 Read Chp 2 & 3 of UPP

In Class:

- Final Project orientation
- Reminder of jigsaw/share expectations for T 11/
- Lecture: Brown v Board of Education
- UPP Discussion

Nov. 4

Th Using Past as Prologue (UPP) Due: DB8 responses to 2 peers posts 11/5 sn: Boa58 P) (F (

