

Course Goals

In this course, you will learn to

- x 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;
- x 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.
- x Learn how to contextualize and interpret primary documents in line with basic tenets of historical research;
- x Develop historical skills to contextualize and interpret past practices and artifacts in schooling;
- x 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, 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. Responses should include: 1) a brief summary of all the readings for that day, referencing a few well-chosen quotes from the readings to evidence your points, 2) your own thoughts on the readings.

discoveredby

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, 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 case of documented emergencies and illnesses that are chronic and serious. We will deduct days you are absent due to routine illness (i.e. a note from student health). If you are ill, we 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. 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, phrases, 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 mailbox before the deadline. You have a 7-2 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. Visit this

5. Electronic Devices

During class discussion, I ask that you use your laptop unless it is part of an academic accommodation. Laptops create a physical barrier, and thus obstruct dialogue. 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

Tentative Course Schedule
(* SUBJECT TO CHANGE)

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

III. The Common School
 Nation-Building through State Schooling

<p>Sept. 19 Mon.</p>	<p>Common School Movement, beginnings</p>	<ul style="list-style-type: none"> x Source Analysis: Common School Movement x 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 46 <p><u>Assignment(s) Due:</u> CRR 2 (option 1)</p>
<p>Sept. 21 Wed.</p>	<p>Inventing "the Child" through School</p>	<ul style="list-style-type: none"> x 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

IV. Working with Archives

Doing Public History: Final Project Workshops

Nov. 16
Wed.

Workshop
3 with
Mike &
Julia

x In-class peer review of final project progress

Readings Due:

1. Foley, Douglas. (2005). The Heartland Chronicles Revisited: The Casino's Impact on Settlement Life. *Qualitative Inquiry* (11) 296.
2. Loewen, "The Truth About the First Thanksgiving." In *Lies My Teacher Told Me* 52.24 357.12 161.76 re W 6i(e)65217 Td ()Tj E

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

Nov. 28
Mon.