

EAD944 Social Context of Education

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Goals of the Course

This course provides a foundation for entering doctoral students by examining the American educational enterprise. We will explore interplay between economic and political forces and the development of K-12 public schooling in the United States. It will provide foundational knowledge and skills upon which the remainder of your program will rest.

We will study the diverse and competing purposes of education, and struggles over the relative priority citizens have assigned to alternative goals. We will consider the history of educational thought and practice that have accompanied the development of mass public schooling, and the consequent struggles faced in educating a diverse population: the *purposes* of education and the resulting *manifestations or internal effects* of competing purposes on knowledge, learning, teaching, and structure. We will highlight the role of broad economic and political developments in shaping the trajectory of education reforms, and we will consider in particular the educational consequences of rising in income inequality during the contemporary era. We will study competing explanations for gaps in cognitive and non-cognitive abilities across socioeconomic groups and the prospects for alternative policies to improve educational and economic outcomes. The seminar will introduce you to enduring questions in education, expose you to seminal works in the educational literature, and induct you into ways of framing and analyzing issues that you will draw on throughout your graduate career.

This is also a course in learning to think, analyze, argue, and write with imagination and discipline. You will be expected to frame questions, critically evaluate theoretical hypotheses and evidence and to make conjectures. This involves taking intellectual risks. Developing a culture in which taking such risks is valued, encouraged, and supported is part of our collective task.

One Course, Two Faculty Leaders

We will convene in one group every week, although we might separate into smaller groups for specific purposes. For the most part, each faculty member has leadership responsibilities for specific sessions, although both will participate in discussion, regardless of the topic. The content was developed collectively. We will plan each session together and prepare the orienting memos that are distributed before each class. Both of us will evaluate all of the required assignments and will take responsibility for reading, responding to, and evaluating your work.

Course Themes

The following themes are central to our investigations.

Conflicting visions of schools and their purpose

One theme we will explore is the perennial tension about the aims of schooling. In the U.S., for example, from the time of the common school era, Americans have expected much of schools. And since then, purposes and aims have multiplied, accompanied by more and

more critique. We will consider multiple criticisms of schooling and the visions of reform they spawn. Examining such waves of criticism and reform, we want to probe what reformers explicitly promote for the improvement of education. And, because, in times of ferment, multiple critiques and visions of reform co-exist, we will try to uncover the conflicts and connections within the discourse about schools and schooling in different contexts.

The interconnectedness of dimensions of schooling

Although analysis of particular dimensions of schooling can be illuminating, a second theme is the interconnectedness of those dimensions. Isolating any one dimension can lead to oversimplification; we need to keep the relationships complex. Views of learning are embedded within images of teaching; the formal curriculum reflects the surrounding political context. Larger societal issues shape the emergence of particular reform ideas, and notions about whom the students are and what they need to learn shape textbook content. As we pursue questions about teachers, teaching, content, learning, students, purposes of schooling, and the contexts in which these are discussed, we will look for relationships among these dimensions that offer clues to understanding schools and those who seek to shape or change them.

The unforeseen consequences of reform

A fifth theme in our inquiry is to look beyond the obvious outcomes of reforms. As reformers seek to change the processes and outcomes of schooling for particular students, it is reasonable to ask about the extent to which their dreams are realized. However, we are also concerned with what happens in the wake of efforts to make change. In making comparisons of the different visions that reformers advanced, we want to look closely at how the identities and position of reform actors and the people on whom they focus affect the dynamic of the reform and its consequences. What unforeseen consequences emerge that shape subsequent problems, critiques, and reform efforts? What happens that reformers did not intend, and why? Does anyone seem to notice these unintended consequences, and, if so, what do they do about it? To what extent do solutions aggravate the problems they were intended to remedy? To what extent do they create new problems?

The Work of the Class

Inquiry through Reading, Discussion, and Writing

Another way to talk about the course involves attending to the actual work entailed. This course involves inquiring into educational issues in three ways: reading, discussion, and writing.

Reading

We will read a wide variety of texts this semester. Some are primary source materials gathered from various places and times; others are secondary or interpretive commentaries written from different standpoints. The work we do in this course depends on reading interactively, on bringing both collective and individual goals to the act of reading, considering, and reconsidering our texts. In its most straightforward expression, this involves bringing questions to think about while preparing to read something, reading a text, and reflexively placing what one has read in the context of both evolving scholarship bearing on a subject and one's own development as a scholar. Below we pose several sets of general questions for all of us to bring to our reading, questions that we have found effective.

Who is the author and what is the item's purpose?

Why was this work written? To whom was the author speaking and why? What can you know or infer about the author's motivation? What seems to be the context for the work's origination? Can you dissect its politics? How does the work's purpose seem to affect the author's selection of questions, methods, or interpretation? Was the author trying to

confront a body of scholarship with a new interpretation based on new methodologies, or new evidence? Was the work intended to persuade a segment of the public to change its mind or to act on something it already believed?

What is the author trying to say? To whom was the author speaking?

What are the author's principal and subsidiary arguments or theses? What are the important conceptual terms? What do the author's assumptions seem to be? What sorts of evidence and methods are used? Can you identify specific passages that support your interpretation? Are there other passages that either contradict or appear less consistent with your understanding? What are the strengths and weaknesses of the author's argument? Can you make sense of, or account for, these differences?

How effective is the author's argument?

What are the important conceptual terms?

What are the author's assumptions?

What are the key causal relationships embedded in the author's argument?

What sorts of evidence does the author produce to support his or her arguments?

Try to identify specific passages that support your interpretations. Can you recognize important weaknesses in the author's arguments, concepts, assumptions or evidence? Can you identify compelling counterarguments to the author's position?

How do the author's assumptions and ideas fit with your own understanding?

How might your response to the work be affected by values, beliefs, and commitments that you think that you share with the author? Can you read and make sense of the work on its own terms, not just that it confirms your existing thinking or values? Can you consider all of the work, rather than just those passages that you agree with, or which you can label "good," or dismiss as "bad?" Can you approach it with a spirit of discovery and let the story be told in its own right? Can you notice what seems strange or surprising, and accept its offerings as opportunities for discussion?

How do the author's arguments fit within various communities of discourse?

How is a piece of work connected to the efforts of others dedicated to similar purposes? In what community or communities does the author locate him or herself? How can you tell? How might an author's work connect with your own understanding of the work of others, and of your own evolving work on an issue or topic?

It is essential that you read all of the required texts for each class meeting, as outlined in our orienting memos for each session. Much of the reading that we will do this term will consist of pieces you will return to repeatedly in your doctoral studies. You'll see them referenced in other readings, and you'll revisit some of them in your comprehensive exams.

Discussion

Working Expectations for Course Participation

Through discussion of common texts and other resources, this seminar depends on shared respect for one another in order to be successful. Our beliefs, values, and ideas often differ from one another because we draw from different life experiences. In this class, we will discuss, question, and challenge ideas impersonally and sympathetically.

The course will be run as a seminar, so your participation in discussions is important not only for your own benefit but also for that of others. What you do in this course will be influenced by the degree of everyone's engagement in and contributions to these discussions. Preparing the readings and coming to class with questions, insights, and issues is crucial to making the course work. A community like this one relies on the contributions and participation of all its members. Building the culture of the class so that genuine inquiry is possible will take all of our efforts. We want to make the seminar a context in which

people listen and are listened to, in which evidence matters, in which thoughtful questioning of one another's claims is desirable, and in which alternative perspectives and interpretations are valued.

Writing

Writing is an important vehicle for exploring and clarifying ideas, for trying out interpretations and arguments, and for representing ideas and communicating with others. Writing plays a central role in doctoral work, and in educational scholarship. For some students, the amount of writing in the doctoral program is completely new. You may never have been asked to do much writing, not in school and not in any position you have held. The writing you are asked to do may therefore be unfamiliar, and perhaps even make you feel anxious. For other students, writing is commonplace. You may feel comfortable with writing and write a lot. You may have been told you are a good writer, and you may find writing easy and enjoyable. However, whether you have done much writing or little, whether you feel yourself to be a good writer or not, the writing we are trying to help you learn to do is different from writing you have typically done in other school and non-school contexts. It may be helpful to keep in mind that you are now expanding, not replacing, your writing style and skill. You are learning to participate in a community of educational scholars who have a specialized discourse, of which writing is an important part. Because we want the class to provide you with occasions to focus on and develop these new aspects of your writing, we have structured the assignments to provide guidance and resources, as well as the opportunity for comments and suggestions.

Course Assignments

I. Analysis papers. You are required to write **two** short reaction papers. These papers should be **turned in by 12:00 noon** on the required due date. They should be approximately **three pages in length (750 words)**, typed and double-spaced. They can run slightly longer, if you wish, but this is not necessary or even necessarily desirable. Please use Verdana 10pt font, with one-inch margins on all sides. Do not forget to put your name at the top of the first page; do not use a cover or title page.

Please submit these essays as email attachments. Because we may wish to respond through the Word Tracker tool, please make certain that you submit your file as a Word.docx document that is *not saved* in "read only." And, please remember this for **everything** you submit as an email attachment, as a matter of courtesy to your recipients: **always** include your last name in the file name. So, to enable us to handle your submissions properly, title your file in the following fashion: EAD944Essay1[your last name].docx: i.e., **EAD944Essay1Smith.docx**. You should adjust the other document title accordingly: EAD944Essay2Smith.docx. Please do not use spaces in the filename

You will receive further guidelines for preparing these two brief essays. Every student will prepare the first Analysis Essay for **Week 3, due by 12:00 noon on September 20**; you can choose any other week, to submit your other essay. It is desirable to wait at least until you have received full feedback on your first essay before preparing your second essay; so, it is probably a bad idea to submit it for Week 4. Your second Analysis Essay will be due before noon on the day that the readings on which your essay draws are discussed. **Each paper will comprise 20 percent of your final grade.**

We have two aims in asking you to write these brief analysis papers. First, they will encourage you to keep up with the reading and to come to class with some already-formulated thoughts about the reading. This course will be run as a seminar, with students sharing responsibility for the conduct of the class. This means you should come in every week with a set of questions and comments and issues that you developed while doing the week's readings, and you should be prepared to draw on these insights selectively in a

constructive effort to help shape seminar discussion. The reaction papers help to facilitate this kind of preparation and thereby help to promote an informed and broad-based discussion of the issues in class each week. Second, these short papers will provide you, at the end of the term, with a set of elaborated notes on course issues and readings that should serve as a useful resource when you write your final paper, when you encounter related issues in your future work, or when you want to revisit some of the readings at a later point. You may want to use these papers to write a running commentary on the issues in the course, with your individual papers building on each other from week to week -- perhaps from the standpoint of a particular subject matter or a particular perspective on schooling. You may want to try out ideas in these papers that you will later develop in a final paper for the course. Also, you may want to use these papers as a way to hold an ongoing conversation with us about readings, schools, and teaching. Whatever you do in each of these papers, however, you should make sure that in some substantial way you are making a response to a significant aspect of the reading.

II. Final Synthesis paper. For the final paper, we will give you a question that asks you to analyze a major issue related to the course and support it with a synthesis of relevant course readings. The paper should be no more than **8-10 double-spaced pages (2000-2500 words)**. We will distribute the assignment for this piece of writing near the end of the semester. You should follow formal citation guidelines. It will be due before noon, just after our last regular class meeting, **December 9 [EAD944FinalPaperSmith.docx]**. **This synthesis paper will comprise 40 percent of the course grade.**

Written assignments will be evaluated according to the following criteria: consistency with assignment, thoughtfulness of response, effectiveness of argument, and clarity of communication. Submitting work late is highly discouraged, and work submitted late may receive lower grades. However, sometimes extenuating circumstances may prevent you from completing work on time, and we would rather you submit the work late than not submit it at all. If you need an extension, please notify the instructors in advance.

To help you with your writing, we would like to recommend a text, *The Craft of Research*, by Wayne Booth and his colleagues. While not intended to be a primer for how to construct a scholarly argument, the authors of this text nevertheless offer significant insights into scholarly work.

III. Participation: You are entering a trade where you often need to live by your wits and on the fly. Learning in this class is assumed to be more than scanning documents accurately. Participation in discussions as an active listener and speaker is a skill we want you to take seriously. What happens in the class should be as valuable as what occurs when you sit down in isolation to do your reading or writing. So, realize we take the development of our classroom culture as worth your attention. **Our evaluation of the quality of your contributions to seminar discussions will comprise 20 percent of the final course grade.**

Evaluation

Summary of course requirements and evaluation:

Your grade for this course will be based on the following distribution:

Brief analysis paper I	20%
Brief analysis paper II	20%
Final synthesis paper	40%
Class participation	20%

Course Policies

Attendance

You are expected to be present and prepared to participate in class each week. If an extenuating circumstance prevents you from attending class, please notify your instructors by phone or e-mail before the start of class that week. After class, please communicate with your instructor and another student about what happened in the class you missed.

Academic Honesty and Citations

We assume that everyone is honest and that all coursework and examinations represent the student's own work; standard practices for citation and attribution are expected. Also, the writing should be work produced solely and specifically for this course.

Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments, or academic fraud are grounds for academic action and/or disciplinary sanction as described in the University's student conduct code. The principles of truth and honesty are recognized as fundamental to the community of teachers and scholars. This means that all academic work is prepared by the student to whom it is assigned, without unauthorized aid of any kind.

Incidents of plagiarism are taken very seriously and can result in a failing grade in the course.

Note: please see the following website for more information on what constitutes plagiarism:

http://plagiarism.org/learning_center/paraphrase.html

For University regulations on academic dishonesty and plagiarism, refer to

<http://www.vps.msu.edu/SpLife/rule32.htm>

<http://www.msu.edu/unit/ombud/plagiarism.html>

Scholars in education use different citation styles, but APA is the most-often used style for education. Learning APA early on in your career will save you time and energy later on. Students should acquire a copy of the *APA Publication Manual*: American Psychological Association.

Technology

Our expectation is that you attend to all your email, social media, and other technology needs/interests before class starts and during the break we'll have in each session. During class, we ask that you not use cell phones, tablets, or laptops for these activities. On occasion, we might ask you to use devices to participate in class activities.

In general, we expect cell phones off during class and laptops or tablets only for activities in class happening at that time.

Writing Support

Support is available through the University's Writing Center, at 300 Bessey Hall, 432-3610, Grammar Hotline: 432-1370, Website: <http://writing.msu.edu>.

Accommodations for Disabilities

Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY). Instructors in the course may request a VISA Form (Verified Individual Student Accommodations Form) from a student requesting services.

If you are a student with a disability, we strongly recommend that you contact the Resource Center, register with them and get your VISA Form taken care of. In addition, we strongly encourage you to speak with us about your disability and the accommodations you need.

Please do not wait until there is an issue—we will make whatever accommodations you need to make this course successful for you.

Religious Observance Policy

Michigan State University has long had a policy recognizing that many individuals observe religious holidays associated with their particular faiths. The MSU policy on religious observance can be found on the web at

<http://www.reg.msu.edu/read/UCC/Updated/religious.pdf>

Course Schedule for Readings

Below we list both the required readings and recommended (*) readings for each class session. As we mentioned earlier, productive class discussion will depend on every student having read all the required readings. This is a reading-intensive course (just as doctoral study is reading intensive). Please note that readings will vary in terms of coverage during class discussion: we will spend more time on some readings than others. Because the direction of our class sessions relies on the questions and insights you bring to class, we cannot always predict which readings will receive the most attention. We will provide as much guidance as possible in our weekly memos. Required materials, including the films, are available on D2L, which should be opened on Tuesday, September 6th, although most of the online sources are accessible by clicking the link in the Syllabus.

Recommended readings are not required. In part, we list these here for reference after the course, and further reading of topics that are especially interesting to you during the course. We invite you refer to recommended readings in class discussion, but please be mindful that other students may not have read the reading. Thus, you may need to provide a quick overview to give your classmates context for your comments.

Required Text: please acquire a personal copy from any bookseller.

Putnam, Robert. (2015). *Our kids: The American dream in crisis*. New York: Simon & Schuster.

Lichtenstein, Nelson. (2009). *The retail revolution: How Wal-Mart created a brave new world of business*. New York: Metropolitan Books.

Week 1 (Sept. 6): Introduction to Course, and Educational Goals: Public Perspectives

Labaree David. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34(1), 39-81.

Dewey, John. (1902). The school as social centre. *The Elementary School Teacher*, 3(2), 73-86.

Friedman, Milton. (1962). The role of government in education. In Milton Friedman, *Capitalism and freedom* (pp. 108-118). Chicago, IL: The University of Chicago Press.

Jacobsen, Rebecca, & Rothstein, Richard. (2015). Educational goals: A public perspective. In Helen Ladd & Margaret Goertz (Eds.), *Handbook of research in education finance and policy* (pp. 77-86). New York: Routledge.

Green, Thomas. (1983). Excellence, equity and equality. In L.S. Shulman & Gary Sykes (Eds.), *Handbook of teaching and policy* (pp. 318-341). New York: Longman Inc.

Jefferson, Thomas. (1787). *Notes on the State of Virginia, Query XIV*, (excerpts). Retrieved from <https://www.loc.gov/exhibits/jefferson/jeffrep.html> under "The Role of Education." We have attached Jefferson's original handwritten *Notes* and a printed version of the same section, so use these documents rather than the website.

(*) Peshkin, Allen. (1986). *God's choice: The total world of a fundamentalist Christian school*. Chicago, IL: University of Chicago Press.

(*) Gutmann, Amy. (1987). *Democratic education*. Princeton, NJ: Princeton University Press.

(*) Rothstein, Richard, Wilder, Tamara, & Jacobsen, Rebecca. (2007). Balance in the balance. *Educational Leadership*, 64(8), 8-14.

(*) Stone, Deborah. (2002). *Policy paradox: The art of political decisionmaking*. New York, NY: Norton and Company.

Week 2 (Sept 13): Educational Goals: Private Visions and Consequences

Educating Rita, Film.

Brighouse, Harry. (2006). *On education* (pp. 1-16, 18-26). New York, NY: Routledge.

Franklin, Benjamin. (1907). Remarks concerning the savages of North America." In Albert Henry Smyth, *The writings of Benjamin Franklin Vol. X* (pp. 98-99). New York: Macmillan.

Du Bois, W. E. Burghardt. (1903). Of the coming of John. In W.E.B. DuBois, *The souls of black folk*. Chicago, IL: A.C. McClurg & Co.

Suskind, Ron. (1998). "Something to Push Against." In Suskind, *A hope in the unseen: An American odyssey from the inner city to the Ivy League* (pp. 1-23). New York: Broadway Books.

(*) Shachtman, Tom. (2006). *Rumspringa: To be or not to be Amish*. New York: North Point Press.

(*) Drake, Daniel. (1835). On the education of immigrants - Remarks. In Western Literary Institute and College of Professional Teachers, Transactions of the fifth meeting of the Western Literary Institute and College of Professional Teachers (pp. 80-81). Cincinnati, OH.

(*) Jefferson, Thomas. (1779). 79. *Bill for the more general diffusion of knowledge* [Virginia, June 18, 1779]. Retrieved from: <http://founders.archives.gov/documents/Jefferson/01-02-02-0132-0004-0079>

Week 3 (Sept. 20): The New Nation and Educational Provision on the Eve of the Common School Movement, 1780-1815

I. Walton, Gary, & Rockoff, Hugh. (2005). *History of the American economy* (pp. 101-04). Mason, OH: Thomson.

II. Rury, John. (2002). Colonial origins: Education in a preindustrial society. In John Rury, *Education and social change: Themes in the history of American schooling* (pp. 23-56). Mahwah, N.J.: Lawrence Erlbaum.

Massachusetts Bay Colony. (1647). [Law 682: *Ye Ould Deluder Satan Act*, November 11, 1647].

Downing, Lucia B. (1951). Teaching in the Keeler 'Deestrick' School. *Vermont Quarterly*, 19, 233-40.

Fowle, William B. (n.d.), Memoir of Caleb Bingham. In Henry Barnard, *American Journal of Education*, vol. V, 325-34.

Anonymous. (1869). My school-boy days in New York City forty years ago, c. 1820. *The New York Teacher and American Educational Monthly*, VI, 89-100.

Rule of Three. (n.d.)

Week 4 (Sept. 27): Economic, Social, and Demographic Change after 1815 and the First Wave of Reform and Investment in Public Schooling: The Common School Movement, 1815-1860

I. Howe, David. W. (2007). The new economy. In David Howe, *What hath God wrought: The transformation of America, 1815-1848* (pp. 525-69). New York: Oxford University Press.

Walton, Gary, & Rockoff, Hugh. (2005). *History of the American economy* (pp. 184-96, 203-19). Mason, OH: Thomson.

Reich, Michael. (1986). "The proletarianization of the labor force." In Edwards, Richard, Reich, Michael, and Weisskoff, Thomas, *The capitalist system: A radical analysis of American society* (pp. 122-31). Englewood Cliffs, N.J.: Prentice-Hall.

Smith, Adam. (1776). *An inquiry into the nature and causes of the wealth of nations*, excerpts, Division of Labour, 1.1.1-1.1.4.

Smith, Adam. (1904). *The wealth of nations* (5th Ed.). Retrieved from <http://www.econlib.org/library/Smith/smWN1.html>

Old Apprentice. (1826). Letters. *New York Observer*, October 7, 14, and 28, 1826.

II. *School: The story of American public education. Episode I: The common school (1770-1890)*. Film. Stone Lantern Films, 2001.

Rury, John. (2002). The 19th century: Beginnings of a modern school system In John Rury, *Education and social change: themes in the history of American schooling* (pp. 57-134). Mahwah, N.J.: Lawrence Erlbaum.

Rury, John. (2002). Ethnicity, gender, and race: Contours of social change in the 19th century. In John Rury, *Education and social change: themes in the history of American schooling* (pp. 57-134). Mahwah, N.J.: Lawrence Erlbaum.

Mann, Horace. (1842). *Fifth annual report of the Secretary to the Board of Education of Massachusetts* (pp. 80-102). Boston.

Siljestrom, Per Adam. (1853). *The educational institutions of the United States*, (n.p.), tr. by Frederica Rowan. London.

Report of the Working-Men's Committee of Philadelphia. (1830), (n.p.). *Mechanics' Free Press*.

Stowe, Calvin. (1835). On the education of immigrants - Report. In Western Literary Institute and College of Professional Teachers, Transactions of the fifth meeting of the Western Literary Institute and College of Professional Teachers (pp. 65-66, 68-71), Cincinnati, OH.

Labaree, Benjamin. (1850). The education demanded by the peculiar character of our civil institutions (excerpt). In Benjamin Labaree, *Lectures delivered before the American Institute of Instruction, 1849*. Boston, MA.

Week 5 (October 4): The Industrial Era, Progressivism, and the Noble Quest for Educational Differentiation, with its Disastrous Consequences, 1880-1930

I. Walton, Gary, & Rockoff, Hugh. (2005). *History of the American economy* (pp. 326-45, 348-66, 439-40). Mason, OH: Thomson.

http://www.pewresearch.org/fact-tank/2015/10/07/a-shift-from-germany-to-mexico-for-americas-immigrants/ft_15-09-28_immigrationmapsgif/

II. *School: The story of American public education. Episode II: As American as public school (1900-1950): Americanizing Immigrants*. Film. Stone Lantern Films, 2001.

Cohen, David K., & Neufeld, Barbara. (1981). The failure of high schools and the progress of education. *Daedalus*, 110, 69-89.

Eliot, Charles W. (1908). Industrial education as an essential factor in our national prosperity. *National Society for the Promotion of Industrial Education, Bulletin 5*, 12-14.

Elliott, Edward C. (1908). Equality of opportunity. *National Education Association, Proceedings and addresses* (pp. 159-61).

Committee on Secondary School Studies Appointed at the Meeting of the National Education Association. (1893). *Report of the Committee of Ten*. Washington, D.C.: National Education Association.

Commission on the Reorganization of Secondary Education Appointed by the National Education Association. (1918). *Cardinal Principles of Secondary Education* (excerpts). Washington, D.C.: National Education Association.

Educational Policies Commission. (1938) *The purposes of education in American democracy* (pp. 152-53). Washington, D.C.: National Education Association.

Dewey, John. (1916). The democratic conception in education. In John Dewey, *Democracy and education* (pp. 81-99). New York: Macmillan.

Dewey, John. (1902). *The child and the curriculum* (pp. 236-45). Chicago, IL: University of Chicago Press.

Schnaiberg, Lynn. (January 27, 1999). Immigrants: Providing a lesson in how to adapt. *Education week*.

III. Unique Experiences in Educational Differentiation

African-Americans

Anderson, James. D. (1988). Introduction. In James D. Anderson, *The education of blacks in the south, 1860-1935* (pp. 1-4). Chapel Hill, NC: University of North Carolina Press.

Anderson, James. D. (1988). Ex-Slaves and the rise of universal education in the south, 1860-1880. In James D. Anderson, *The education of blacks in the south, 1860-1935* (pp. 4-32). Chapel Hill, NC: University of North Carolina Press.

Anderson, James. D. (1988). The Black public high school and the reproduction of caste in the urban south, 1880-1935. In James D. Anderson, *The education of blacks in the south, 1860-1935* (pp. 186-237). Chapel Hill, NC: University of North Carolina Press.

Washington, Booker T. (1903). Industrial education for the Negro. In Booker T. Washington, et. al., *The negro problem. A series of articles by representative American negroes of today* (pp. 7-30). New York: J. Pott & Co.

Du Bois, W. E. Burghardt. (1903). Of Mr. Booker T. Washington and others (Ch. 3). In W.E.B. Du Bois, *The souls of black folk*. Chicago, IL.

Native Americans

Adams, David. W. (1995). "Institution," and "Classroom." In David W. Adams, *Education for extinction: American Indians and the boarding school experience* (pp. 97-135, 136-163). Lawrence, Kansas: University Press of Kansas.

Leupp, Francis E. (1910). Critique of Indian boarding schools. In Francis E. Leupp, *The Indian and his problem* (pp. 125-31). New York.

Pratt, Richard. (1892). The advantages of mingling Indians with whites, (excerpts). Reprinted in Francis Paul Prucha. (1978). *Americanizing the American Indians: Writings by the "Friends of the Indian," 1880-1900*. Lincoln: University of Nebraska Press.

Weaver, Hilary N. (2015). Intersections of identity and education: The Native American experience. In W. James Jacob, Sheng Yao Cheng, & Maureen Porter (Eds.), *Indigenous education: Language, culture, and identity* (pp. 447-461). Netherlands: Springer.

(*) Mirel, Jeffrey. (1993). *The rise and fall of an urban school system: Detroit, 1907-81*. Ann Arbor: University of Michigan Press.

(*) Hogan, David J. (1985). *Class and reform: School and society in Chicago, 1880-1930*. Philadelphia: University of Pennsylvania Press.

(*) Troen, Selwyn. (1975). *The public and the schools: Shaping the St. Louis system, 1838-1920*. Columbia: University of Missouri Press.

(*) Lippmann, Walter (1922). "The Mental Age of Americans," *New republic* 32, no. 412 (October 25, 1922): 213-215; no. 413 (November 1, 1922): 246-248; no. 414 (November 8, 1922): 275-277; no. 415 (November 15, 1922): 297-298; no. 416 (November 22, 1922): 328-330; no. 417 (November 29, 1922): 9-11.

(*) Terman, Lewis M. (1922). The great conspiracy or the impulse imperious of intelligence testers, psychoanalyzed and exposed by Mr. Lippmann. *New Republic*, 33, 116-120.

(*) Terman, Lewis M. (1919). *The intelligence of school children*. Boston, MA.

(*) Bobbitt, Franklin. (1918). *The curriculum*. Cambridge, MA: Riverside Press.

(*) Counts, George S. (1932). *Dare the school build a new social order?* New York: John Day.

- (*) Kilpatrick, William H. (1918). The project method. *Teachers College Record*.
- (*) Chicago Commission on Race Relations. (1922). *The negro in Chicago: A study of race relations and a race riot*. Chicago, IL.
- (*) Hill, Merton E. (1928). A call for the Americanization of Mexican-American children. In Merton E. Hill, *The development of an Americanization program*, (pp. 98-110). Ontario, CA.
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