

**ED 641-001/HIST 681-001: Winter 2020
History of American Education**

Bob Bain, Ph.D.
Class: Monday, 1- 3:50 pm
Room: 4212 SEB
Office Hours: Thur., 1 pm 2:30 pm

Office: 4118 SEB
**Phone: (O) 734.615.0585/
(H) 734.340.3089**
Email: bbain@umich.edu

Course Description

This course explores the history of American public education from colonial to modern times. Using important primary and secondary sources, we will focus on some enduring issues including the role education has played in developing American political and cultural identities; the use of schools to solve major social problems; attempts to reform or restructure schools in the United States to meet social goals. We will also examine some of the major interpretations of events in American educational history and discuss the relationship between these interpretations to current issues and conflicts.

A few problems about schooling in America will be central to our investigations.

- What have been (and are) the accumulating, changing, and competing visions of American public schools and their purposes?
- How have the complex and interconnected dimensions of schooling influenced and been influenced by the larger societal changes and issues?
- What have been the consequences – intended and unintended – of attempts to reform schooling and education?
- How has the governance structure and the various coalitions around American education supported or challenged the nature, structure, and reform of public schools?

While the course focuses on schooling in the United States, we will keep our eyes focused on Detroit. Though the governance structure of American schooling is decentralized – the implications of which form a central issue in this course – Detroit provides us with an important case study, enabling us to look at the dynamic relationship between the different communities interested and served by America's schools. While the Detroit story is unique to Detroit and Michigan, it illuminates and informs our understanding of larger history of schooling in the United States by providing us an on the ground picture of American schools. Adding the specific context to a study of American education is particularly valuable for those of us working, studying, and researching in southeast Michigan.

Required texts:

- Mirel, Jeffrey. *The Rise and Fall of an Urban School System: Detroit, 1907-81, 2nd Edition*. Ann Arbor Paperbacks. Ann Arbor: University of Michigan Press, 1999. (Available from the publisher as well as online and local book sellers).
- Kang, Leanne. *Dismantled: The Breakup of an Urban School System: Detroit, 1980-2016*. (Penultimate Manuscript). NYU Press. (Available on Canvas)
- Sugrue, Thomas J. *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. Princeton, N.J.: Princeton University Press, 1996 (Excerpts on Canvas).
- Zunz, Olivier. *The Changing Face of Inequality: Urbanization, Industrial Development, and Immigrants in Detroit, 1880-1920*. Chicago: University of Chicago Press, 1982 (Excerpts on Canvas).

In addition to these books, I will assign some essays, articles, book chapters, and even an occasional video. I will post these on Canvas or hand them out in class.

Goals of the Course

This course provides a foundation for examining American schooling. We will study the diverse and competing purposes of education and struggles over the relative priority citizens have assigned to alternative and often competing goals. We will consider the history of educational thought, policy, and practice that have accompanied the development of mass public schooling, and the consequent struggles faced in educating a diverse population

This will be challenging academic and practical work that requires disciplined reading, writing, and conversations. Over the term, you will identify, analyze, evaluate, and synthesize arguments to support, extend and/or challenge yours and other's ideas about historical and contemporary issues. Doing this work will require you to employ an *intellectual etiquette* and use our *intellectual craftsmanship*.

What is *intellectual etiquette*? Philosopher Mortimer Adler argues that *before* we begin our criticism, we should first complete our outline or analysis of a book or an argument. That is before agreeing, disagreeing, or even suspending judgments, we should first be able to say, "we understand." That is, we should first work to identify the major and minor claims, weigh the evidence, and assess the implications before accepting or rejecting all or part of another's argument. Then, in our criticism, we should assess the degree to which the argument was uninformed, misinformed, illogical, or incomplete. Or, to phrase it positively, we can then determine the degree to which an argument or explanation is logical, complete, accurate, or informed.¹

Intellectual craftsmanship involves the ways thinkers work, the practice they use in their craft. Sociologist C. Wright Mills argued that such craft develops "only by conversation in which experienced thinkers exchange information about their actual ways of working." Thus, to enhance our craft, we will discuss some of our intellectual practices, such as,

- reading analytically and reading "synoptically," (across two or more texts)
- making notes on what we are reading
- giving and accepting fair criticism and evaluation
- writing informally to figure out what we understand (self-audience)
- writing to convey our understanding to others in writing or orally
- providing good criticism/feedback to peers

More specifically, the actual work of the course involves inquiring into the issues of schooling by questioning, reading, discussion, and writing.

Reading: We will read a wide variety of texts in a variety of genres this semester. Some will be primary sources taken from the historical events we are studying. Others are secondary sources, constructed by historians or social scientists offering analysis and interpretation of the events we are studying. Some of texts will be images, data arrays, and even films. Much depends on our reading analytically and synoptically, considering and reconsidering how the ideas in texts *supports, extends, or challenges* your thinking.

Here a few questions to consider as you read and write this term

¹ For more on this, see Mortimer J. Adler and Charles van Doren, *How to Read a Book* (New York: Simon and Schuster, 1972), 164.

Who is the author and what is the text' purpose?

Why did the author produce the text? To whom was the author speaking and why? What do you know or infer about the motivation? What was the context in which the author created this text? How does your understanding of the author inform your reading of the text?

What is the author trying to say? What is the text doing?

What problem or question is the author trying to answer? What are the author's principal and subsidiary claims or arguments? What are the important concepts? How does the author support the claims? What are the explicit and implicit assumptions in the text? What specific passages best support your interpretation? What passages contradict or are less consistent with your understanding?

How effective is the text in achieving the author's purpose?

To what degree is the text logical? Complete? Informed? Accurate?

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

How does the text support, extend, or challenge your understanding? What ideas and commitments do you share with the text? What ideas and commitments in the text are different than yours? 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?

What other authors or texts *support, extend, or challenge* this text? In what ways is the text related to others with 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 my orienting memos for each session.

Discussions: Your participation in discussions is important not only for your own benefit but also for that of others. 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 to create 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: "To see what is in front of one's nose," George Orwell once wrote, needs a constant struggle." One thing that helps, he argued

is to keep a diary, or, at any rate, to keep some kind of record of one's opinions about important events. Otherwise, when some particularly absurd belief is exploded by events, one may simply forget that one ever held it. Political predictions are usually wrong. But even when one makes a correct one, to discover why one was right can be very illuminating.²

² First published: Tribune, Great Britain, London (March 22, 1946). Reprinted in *The Collected Essays, Journalism and Letters of George Orwell*, Penguin Publishers (1968).

Writing then is a vital means for “seeing what is in front of one’s nose” as well as a tool for exploring and clarifying ideas, for trying out interpretations and arguments, and for representing ideas and communicating with others. Of course, it plays a key role in educational scholarship. To that end, we will write regularly over this semester by crafting questions about the readings, taking informal notes, developing analytical and synthesis papers. The assignments will provide guidance, structure and resources for this thinking on paper.

Course Assignments

I. Active preparation, attendance, and participating (15% of final grade)

Attendance and participation each week are critical. Of course, there are things that might prevent you from attending. Please let me know in advance by either email or a phone call. Also, an essential feature of participation is posing questions for us to consider in class. Therefore, each week please post at least three discussion questions that address the key issues or themes in the assigned reading. Post these to the assignment section on Canvas by noon on Sunday before class on Monday at noon. Late postings receive no credit.

II. Three analysis papers (45% of final grade).

The course requires you to write three short analytical papers. These papers should be approximately three-four pages in length, typed, double-spaced, and using a 10pt font and one-inch margins on all sides. The papers can run slightly longer, if you wish. Do not forget to put your name at the top of the first page. There is no need to use a cover or title page.

Please submit the papers on Canvas by noon on the date due. Please submit these as a Word.docx document, including the essay number and your name in the file name (i.e., Essay1Smith.docx). Please do not use spaces in the filename. I will provide you further guidelines for preparing these brief essays. Each paper will comprise 15 percent of your final grade. Late postings receive no credit

Note: I have two aims in asking you to submit questions and 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. Second, these papers and questions should provide you 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

III. Final Synthesis paper.

For the final paper, I 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 and at least two other scholarly treatments of the issue beyond the common readings. The paper should be no more than 10-14 double-spaced pages. I will distribute the assignment for this piece in a few weeks. You should follow formal citation guidelines. A draft of the paper is due on the Sunday before our last class. The final paper is due on April 29th during the final exam scheduled for this class. This synthesis paper will comprise 40 percent of the course grade. Late postings receive no credit

Evaluation and grading

I will evaluate written assignments will be evaluated according to the following criteria:

- consistency with assignment,
- thoughtfulness of response,
- effectiveness of argument,
- evidence to support claims,
- clarity of communication.

To help you with your writing, I recommend *The Craft of Research*, by Wayne Booth and his colleague and the *Craft of Argument* by Joe Williams. There are excerpts from both on the Canvas site.

Final course grade

| | | |
|---|--|-----|
| Analysis paper I | Due Sun, Feb. 16 th at noon | 15% |
| Analysis paper II | Due Sun, Mar.15 th at noon | 15% |
| Analysis paper III | Due Sat, March 28 th at noon | 15% |
| Final synthesis paper | Draft: Sun, April 19 at noon Final: Due Wed April 29 th at 6 pm. | 40% |
| Class participation, including weekly questions | Due Weekly, Sun at noon | 15% |

All assignments are due by noon on the due date. I do not evaluate late papers. However, if there are extenuating circumstances regarding absences or meeting deadlines, contact me as soon as you are aware of them so we can discuss the possibility of making other arrangements.

Note on Mastery Learning: Since I want you to “master” this content, you will be able to resubmit every paper -- *except for late papers* --for full credit within 10 days after I post a grade. This includes the final paper.

Grading Scale

| | | | | |
|------------|-----------|-----------|-----------|-------------------|
| 98- 100 A+ | 88- 89 B+ | 78- 79 C+ | 68- 69 D+ | 59 and below E |
| 93- 97 A | 83- 87 B | 73- 77 C | 63- 67 D | |
| 90- 92 A- | 80- 82 B- | 70- 72 C- | 60- 62 D- | |

A Personal Comment: If you are having difficulties of *any sort* in the course – with presentations, discussions, reading, writing, classmates, or the instructors – we encourage you to meet with us to discuss your concerns. And if you have special needs for which accommodations may be needed, please inform us as soon as possible. Or, if you simply want to come around to chat about the work we are doing, please see us Making this a challenging, productive, and successful learning experience for you are my fundamental goal and we need your input and perspective to achieve this!

Other Course Policies

Assignment Submissions & Returns: Students should submit all assignments via CANVAS, unless otherwise noted. I will use CANVAS to return the assignments. Do NOT submit assignments via email or other software apps.

Professionalism & Classroom Citizenship: Attendance and participation are expectations in this class as a form of professionalism. I expect you to attend every class, to arrive on time for a prompt start and to stay until the end. University policy indicates there are three acceptable reasons for missing class: illness, family or personal emergency, religious holiday. If you cannot be present for a class session, please notify me in advance.

Absences for Religious Observances: Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments because of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. In accordance with this university policy, please let us know at the beginning of the semester for absences because of religious observance.

Assignment Completion & Make-Up Work for Missed Classes: You should turn in any written assignment on the day it is due. If, however, you miss class please contact me about making sure you have all the handouts, slides, or activities you missed. While it will not be possible to recreate a missed class, please arrange with me to "catch up" on work you missed.

Late assignment submissions: I expect all assignments to be completed by the due date. *Missed and/or late assignments will have a negative impact on your grade.* In general, I do not accept late papers, though if you anticipate a need to extend a deadline, please contact me in advance.

Participation: Active participation includes being prepared for classroom discussions and activities by completing all readings and assignments and contributing to whole group and small group discussions. I expect you to come to class on time and prepared.

Personal Technology Use: Appropriate use of electronic devices is a part of your responsibility in our class. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of devices during class is unacceptable. Please let me know if there is an emergency that affects your need for using a phone during class time.

Gender Pronouns: All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. You could indicate your personal pronouns via Wolverine access, using the *Gender Identity* tab under *Student Business*.

Rackham Academic and Professional Integrity Policy: The University is an academic community. As members of this community, and as future leaders in research and the professions, all Rackham students are expected to take personal responsibility for

understanding and observing the following standards of academic and professional behavior that safeguard the integrity of the academic mission of the University. Misconduct in the pursuit of scholarship and research includes at least the following major offenses:

- Cheating
- Plagiarism and other misappropriation of the work of another
- Falsification of Data
- Improperly obtaining or representing laboratory or field data
- Obstruction of the academic activities of another
- Aiding or abetting academic misconduct

The Rackham Graduate School maintains an academic, scholarly, and professional code of conduct to safeguard standards of learning, research, and professional integrity. The academic policies and regulations in this document have been established by the Rackham Executive Board to ensure consistent standards in admissions, registration, degree requirements, and the awarding of degrees across all Rackham graduate programs. Individual graduate programs have additional requirements and rules. Students are expected to be familiar with both the policies of the Graduate School and those of their programs and to observe these standards. In conjunction with the schools and colleges, the Graduate School has procedures for investigating allegations of misconduct and imposing sanctions. The authoritative version of Rackham Graduate School Academic Policies is updated annually and published online at <https://rackham.umich.edu/academic-policies/> . I have downloaded a copy of the document and included it in the Canvas course site. The penalties for deliberate cases of plagiarism and/or other forms of academic misconduct are zero on the assignment, with no opportunity to resubmit

Accommodations for Students with Disabilities: If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734.763.3000; ssd.umich.edu) typically recommends accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

SUPPORT SERVICES

Office of Services for Students with Disabilities <http://ssd.umich.edu/> : Offers selected student services that are not provided by other University offices or outside organizations. Services are free of charge. Assists students in negotiating disability-related barriers to the pursuit of their education. Strives to improve access to University programs, activities, and facilities for students with disabilities. **Location:** G-664 Haven Hall 505 South State Street | **Hours:** 8:00AM-5:00PM Mon-Fri | **Phone:** (734) 763-3000 | **E-mail:** ssdoffice@umich.edu

Mental health support resources: University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

Counseling and Psychological Services <http://www.umich.edu/~caps/>

Offers a variety of support services aimed at helping students resolve personal difficulties and strengthen the skills, attitudes and knowledge that will enable them to take full advantage of their experiences at the University of Michigan. **Location:** Third floor of the Michigan Union (Room 3100) | **Hours:** 8:00AM-7:00PM Monday-Thursday and 8:00AM-5:00PM Friday | **Phone:** (734) 764-8312

ITCS Computing Assistance Hotline <http://its.umich.edu/help/> Provides support for various computer resources and services at the University of Michigan. **Monday-Friday:** 7:00 a.m.–6:00 p.m. | **Sunday:** 1:00 p.m.–5:00 p.m. (email only) | (734) 764-HELP

Sweetland Writing Center <http://www.lsa.umich.edu/sweetland/> The Sweetland Writing Center offers a variety of writing courses and support for graduate students. Sweetland Writing Workshop faculty offer skillful, supportive advice to graduate students as they draft their course papers, projects, and theses. We act as an interested outside audience, direct students to resources, and give specific suggestions about organization, disciplinary modes, evidence, clarity, grammar, and style. Graduate students may schedule one 60-minute appointment per week, with a limit of seven (7) visits during fall and winter terms including walk-ins. During spring and summer half-terms, the limit on visits is four (4) including walk-ins. | **Location:** 1310 North Quad | **Hours:** For hours each semester, click on *Schedule a Writing Workshop Appointment* | **Phone:** (734) 764-0429 | **Email:** sweetlandinfo@umich.edu

Schedule: Major Topics and Due Dates³

- January 13: Class 1 —Introduction: Issues and Problems in Schooling in the U.S.
- January 20: No class, MLK Day
- January 27: Class 2 — The Common School Movement in the North, West, and South
Reading due:
 1. David Labaree, "Founding of the American School System," from *Someone Has to Fail* pg. 42-80.
 2. David Tyack and Elizabeth Hansot, "An Aristocracy of Character, 1820-1890," from *Managers of Virtue*, pg. 15-105.
 3. Lawrence Cremin, "Horace Mann's Legacy," from *The Republic and the School: Horace Mann on the Education of Free Men*, pg. 2-29.
 4. Horace Mann, Excerpts from *First* (1837) and *Twelfth* (1848) *Annual Reports from The Republic and the School: Horace Mann on the Education of Free Men*, (pg. 29 – 33; pg. 79-112).
 5. James Anderson, "Ex-Slaves and the Rise of Universal Education in the South, 1868-1880," from *The Education of Blacks in the South, 1860-1935*, pg. 4-32.
 6. Dana Goldstein, "Two States. Eight Textbooks. Two American Stories," from *The New York Times*, January 12, 2020.
<https://www.nytimes.com/interactive/2020/01/12/us/texas-vs-california-history-textbooks.html>

³ **Note:** I will provide a detailed reading and assignment schedule for the semester next week as well as an agenda each week to orient you to the work. Deadlines, however, will typically not change.

- February 3: Class 3— Progressive Reform in America and its Schools: A Search for Order and the “one best system”

Reading Due

Common Schools and Diversity (Primary Sources)

1. Desegregation of the Boston Public Schools, 1846-1855, (9 pages)
2. Petition of the Catholics of New York for a Portion of the Common School Fund to the Honorable Board of Aldermen of the city of New York, 1840. (5 pages)
3. The Third Plenary Council of Baltimore, 1884 (3 pages)
4. Mary Antin, *The Promised Land*, 1912 (4 pages)
5. Lewis Meriam, *The Problem of Indian Administration*, 1928 (5 pages)
6. *The Asian Experience in California, 1919-1920* (8 pages)

Reforming the Common School Project (Secondary Sources)

1. Labaree, David F. “The Progressive Effort to Reshape the System.” In *Someone Has to Fail: The Zero-Sum Game of Public Schooling*, 80–105. Cambridge, Mass.: Harvard University Press, 2010 (25 pages)
2. Anderson, James D. “Common Schools for Black Children: The Second Crusade, 1900–1935.” In *The Education of Blacks in the South, 1860–1935*, 148–85. Chapel Hill: University of North Carolina Press, 1988. (37 pages).
3. Goldstein, Dana. “School Ma’ams as Lobbyists” in *The Teacher Wars: A History of America’s Most Embattled Profession*, 66-90. New York: Random House, 2014.(34 pages)

- February 10: Class 4— Changing face of Detroit, 1880-1929

Reading Due: Excerpts from Olivier Zunz, *The Changing Face of Inequality:*

Urbanization, Industrial Development, and Immigrants in Detroit, 1880-1920 (243 pages)

1. “Introduction”, pg. 1-14. (14 pgs.)
2. “Conclusion,” pg. 399-403 (4 pgs)
3. “Detroit in 1880: Space and Society,” Chapters 1-4, pg. 15-90 (75 pgs)
4. “Urban Growth and the Unequal Distribution of Services,” in *City-Building, 1880-1900*, Chp 5, pg. 91-128 (37 pgs.)
5. “Detroit in 1920: A New City, Another Society?“, Chapters 285-298 (113 pgs.)
6. Reread: “Introduction”, pg. 1-14 and “Conclusion” pg. 399-403 (14 pgs.)

Analytical paper 1: Due Sunday, February 16th at noon

- **February 17: Class 5 – Progressive Reform and Detroit Schools, 1900 - 1929**

Reading Due: Jeffrey Mirel, *The Rise and Fall of an Urban School System* (184 pgs)

1. “Preface” pg. vii-xvii) (10 pgs)
2. “Note on Sources,” pg. 445- 457 (12 pgs)
3. Skim the “Appendix: Longitudinal Data on Detroit Public Schools” pg. 457-470 (13 pgs)
4. “Chapter 1: Beer and Pedagogy, 1907-1919” pg. 1-42 (43 pgs)
5. “Chapter 2: One of the Finest School Systems in the World, 1919-1920) pg. 43-88 (45 pgs)
6. “Chapter 3: School Politics Divided, 1929-1940”, pg. 89-150 (61 pgs)

- **February 24: Class 6— The Changing Shape of Post Industrial America and The Origins of the Urban Crisis**

Reading due: Excerpts Thomas Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*, 2nd ed. (2005), (203 pgs)

1. Introduction, pg. 3-15
2. Conclusion “Crisis: Detroit and the Fate of Post Postindustrial America” pg. 259-271
3. Chapter : “‘Arsenal of Democracy’”, pg 15-32
4. Chapter 2: “‘Detroit’s Time Bomb’: Race and Housing in the 1940s,” pg. 33-55
5. Chapter 4: “‘The Meanest and Dirtiest Jobs’: Structures of Employment Discrimination,” pg. 89-124
6. Chapter 5 “‘The Damning Mark of False Prosperities’: The Deindustrialization of Detroit,” pg. 125-152
7. Chapter 7: “‘Class, Status, and Residence: The Changing Geography of Black Detroit,”pg. 179-208
8. Chapter 8: “‘Homeowners’ Rights’: White Resistance and the Rise of Antiliberalism”, pg. 209-230
9. Chapter 9: “‘United Communities are Impregnable’: Violence and the Color Line,” pg. 231-259
10. Conclusion “Crisis: Detroit and the Fate of Post Postindustrial America” pg. 259-271

- **March 2 —Winter Break, No Class**

- **March 9: Class 7—Using Schools to Mangle Social and Political Issues: Federal Courts, Federal Programs, and National Concerns**

Reading Due: (173 pgs)

Primary Sources

1. George Counts, *Dare the School Build a New Social Order*, 1934
2. Septima Clark, *Ready from Within* pg.
3. Kenneth Clark, “How Children Learn about Race”, 1950
4. *Brown v. Board of Education*, 1952
5. Daisy Bates, *The Long Shadow of Little Rock*, Reflections on 1957
6. NAACP Boston Branch, Statement to the Boston School Committee, June 11, 1963
7. Jonathan Kozal, *Death at an Early Age*, 1967
8. James Rutherford, *Sputnik and Science Education*, 1957
9. National Defense Education Act, 1955
10. The Elementary and Secondary Education Act and the Great Society
11. *Tinker vs. De Moines*, 1962
12. Title IX, The Education Amendments of 1972
13. *Lau v. Nichols*, 1974
14. Public Law 94-142, 1975
15. Dillon P:latero, *The Rough Rock Demonstration School*, 1970
16. *A Nation at Risk*, 1983

Secondary Sources

1. Patricia Albjerg Graham, “Access, 1954-1983” from *Schooling America: How the Public Schools Meet the Nation’s Changing Needs*,” pg. 98-152
2. Patricia Albjerg Graham, “Achievement, 1983- the Present,” from *Schooling America: How the Public Schools Meet the Nation’s Changing Needs*, pg. 153-200

Analytical paper 2: Due Sunday, March 15th at noon

- March 16: Class 8—Transformations of Detroit Schools, 1949 to 1981
Reading Due: Jeffrey Mirel, *The Rise and Fall of an Urban School System* (293 pgs)
 1. Chapter 4: Expansion of Conflict, 1940-1949, pg. 151-216
 2. Chapter 5: The Rise of the Liberal-Labor-Black Coalition, 1949-64, pg. 217-292
 3. Chapter 6 "There is Enough Blame for Everyone to Share,' 1964-1981" pg. 293-398
 4. Epilogue, pg. 299-410
 5. Epilogue to the Second Edition, 411-445
 Jeffrey Mirel, *The Rise and Fall of an Urban School System: Detroit, 1907-81*, chapters 5, 6, and epilogues, pp. 217-443.
- March 23: Class 9 — **Study week (No formal class meeting)**
 Read *Dismantling: The Breakup of an Urban School System: Detroit, 1980-2016*.
 (Dismantling)

Analytical Paper 3 -Due Saturday, March 28th at noon
- March 30: Class 10— Discussion of "*Dismantling: The Breakup of an Urban School System: Detroit, 1980-2016*"
No Additional Reading Due
- April 6: Class 11 — Reform Efforts over the past three decades
 Reading Due: TBD
- April 13: Class 12 – Returning to the Beginning: Where are the Levers of Reform?
 - Reading due: TBd
- April 20: Class 13 – Study Week: **(No formal class meeting)**
- April 29: University Scheduled Exam time: **Final paper Due on Wednesday, April 29th at 6 pm.**