

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	SST
Prefix: HU L	Number: 494	Title: Educating for Inclusion	Units: 3

Course description:

Is this a cross-listed course? **Yes** If yes, please identify course(s): **ENG/JUS 494**

Is this a shared course? (Choose one) If so, list all academic units offering this course:

Note- For courses that are crosslisted and or shared, a letter of support from the chair director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? **No**

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required)

Requested designation: Humanities, Arts and Design-HU **Mandatory Review:** No

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Monica Boyd E-mail mboyd2@asu.edu Phone 480-727-7229

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Sally Kitch Date: 9-10-19

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<u>X</u>	—	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Syllabus
<u>X</u>	—	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Syllabus
—	—	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
—	—	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<u>X</u>	—	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus
—	—	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<u>X</u>	—	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	Syllabus
—	—	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
HUL	494	Educating for Inclusion	H

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Students analyze the values underlying the current educational system including how historical values of the past have shaped the current system, and studying ASU's value to be inclusive, equitable and provide greater access.	<p>Key Questions</p> <p>Consultants and Collaborators.</p> <p>Lab Outcomes: "... their engagement with public history, digital and material archives, librarians and curators, and alumni of schools that have been embroiled in national debates about access, inclusion, and equity."</p> <p>Example readings: The Schoolhouse Gate: Public Education, the Supreme Court, and the Battle for the American Mind; Sarah's Long Walk: The Free Blacks of Boston and How Their Struggle for Equality Changed America.</p> <p>Assignments: Present to President Crow and University Leadership on access, inclusion, equity and the ASU Charter (proposal on how students can instill the ASU Charter); and create multi-media timeline for the public to better understand the values that have shaped Indigenous and African American education histories and the impact those values have on the present system.</p>
2	Students will be analyzing the ASU charter and interpretations of education in the United States throughout its history via historical site visits (visual artifacts) and archival research (visual artifacts and texts).	<p>Consultants and Collaborators.</p> <p>Learning Goals: "Develop capacity for nuance and critical reading and analytical skills of traditional and understudied sources and primary materials; ... developing the tenacity to develop new research tools and questions in order to overcome gaps in the archives and missing or lost information and documentation."</p> <p>Assignments: Present to President Crow and University Leadership on access, inclusion, equity and the ASU Charter (proposal on how students can instill the ASU Charter); and create multi-media timeline for the public to better</p>

		<p>understand the values that have shaped Indigenous and African American education histories and the impact those values have on the present system; and create position papers on access, inclusion and diversity based on archival objects and histories.</p>
<p>4a</p>	<p>Students will study the differing moral standpoints and judgements, historical and contemporary, of educational stakeholders in regards to inclusion, equity, and access.</p>	<p>Key Questions</p> <p>Consultants and Collaborators</p> <p>Lab Description: "This Lab will use the ASU charter, with its commitment to inclusion, access and equity, as a foundation for addressing challenges within the politics of education like those revealed by the histories of education for Indigenous and African American communities."</p> <p>Lab Outcomes: student "engagement with public history, digital and material archives, librarians and curators, and alumni of schools that have been embroiled in national debates about access, inclusion and equity."</p> <p>Readings: Required Materials and those within the draft schedule.</p>
<p>4c</p>	<p>Students will be creating digital humanities projects using different media tools and platforms to engage the public.</p>	<p>Assignment: "Create multi-media timeline of Indigenous and African American education histories ..."</p> <p>Grading: "Student participation, effort and creativity will be at the heart of the grading process ... creative and contemplative team projects"</p> <p>Part of the process of creating a digital humanities project like the timeline is to engage with the public, which requires attention to the aesthetic experience for the audience as part of the creative process.</p>

Course Catalog Description:

The ASU charter emphasizes the need for recognizing the relationship between institutional excellence and its commitment to inclusion, access, and equity. This Lab will use the ASU charter as a foundation for addressing challenges within the politics of education, as revealed by histories of education for Indigenous and African American communities. This investigation will be hands-on, as we arrange site visits to schools in and beyond Arizona that were on the front lines of American battles over education for Indigenous Peoples and African Americans.



Educating for Inclusion

HUL/ENG/JUS 494

Spring 2020

RBHL 171

T/Th 12:00 – 1:15

Built-in student collaborative time:

F 11:00 – 1:00

INSTRUCTIONAL TEAM

Bryan Brayboy

Center for Indian Education

Payne 301

Email: bryan.brayboy@asu.edu

Office hours: TBD

Lois Brown

English Department, CLAS

Center for the Study of Race and Democracy

Arizona Center, Suite 355

lois.a.brown@asu.edu

Office hours: TBD

KEY QUESTIONS

- How do histories of segregation, displacement and disenfranchisement impact today's educational commitments to serve diverse populations?
- How does the ASU Charter serve as a foundation for addressing challenges within the politics of education?
- What is inclusive education? How is it imagined and by whom?
- What constitutes success when it comes to diversity and inclusion in education?

What is a Humanities Lab?

The Humanities Lab at ASU is where students can engage in **hands-on, exploratory, question-based learning** as they tackle **grand social challenges**, such as the effort to educate for inclusion and to achieve equity and access to education for all. Labs are taught by **interdisciplinary teams** of faculty who work alongside students in collaborative teams to produce outcomes—proposed problem solutions—that are **shared publicly**. Putting the **humanities** at the center of inquiry means getting beneath the surface of challenges and grappling with the ideas, beliefs, assumptions, and confusions that underlie and perpetuate problems. Working with other disciplines widens the inquiry, expands resources and expertise, and **improves solutions**. Students can be from any major or background, working at any level of their academic programs. It's called a **Lab** because teams **work together** to address a common problem, and class periods are more like workshops than typical lecture/listen sessions. Students also **acquire skills** that prepare them to address other grand social challenges in the **future**.

LAB DESCRIPTION

This Lab will use the ASU charter, with its commitment to inclusion, access and equity, as a foundation for addressing challenges within the politics of education like those revealed by the histories of education for Indigenous and African American communities.

Our semester-long investigation into questions about inclusion in education will include rigorous dialogues, creative projects and meaningful collaborations with historic education sites that have been on the front lines of American battles over inclusive education for Indigenous Peoples and African Americans.

Student teams will share the insights and results of their investigations with audiences on and beyond our ASU campus. These collaborative, research-driven and visually engaging presentations will be a resource for those who are working to achieve greater inclusion, equity and access in education.

Humanities Lab: Here to help you.

Because Labs allow students greater responsibility and independence in the learning process than do most classes, the Humanities Lab staff can work directly with student teams to promote Lab outcomes in several ways: spreading the word about the work you are doing via the Lab's social media and website; linking with print and other external media to publicize your work, etc. You may also see us in your Lab from time to time, taking pictures, asking questions, helping to organize events, etc.

Sally Kitch, Director

Juliann Vitullo, Co-Director

Monica Boyd, Program Coordinator, Sr.

Maureen Kobierowski, Program Coordinator

Yewande Lewis, Comm. and Office Asst.

Stephanie Sadonik, Comm. and Office Asst.

Email at us at HumanitiesLab@asu.edu.

CONSULTANTS and COLLABORATORS

[Arizona Historical Society, Tempe](#)

[Brown v. Board of Education National Historic Site, Kansas](#)

[Carlisle Indian School Digital Resource Center](#)

[George Washington Carver Cultural Center, Phoenix](#)

[Heard Museum, Phoenix](#)

[Steele Park Indian School Cultural Center, Phoenix](#)

[Museum of African American History, Boston](#)

[Indian Country Today](#)

TYPES of ACTIVITIES

We look forward to engaging and generative class meetings that feature daily writing, active and collaborative reflection, revelatory archival research and memorable site visits. Students will work in teams to generate weekly class discussion questions, workshop their presentations to gather insights and helpful critiques, and will develop their strengths as persuasive public speakers through supportive speaking workshop activities.

LAB OUTCOMES

Students will be key stakeholders in the Lab Outcomes. The course will provide many opportunities for students to articulate and showcase the subtle, noteworthy and transformative outcomes that are emerging as a result of their

engagement with public history, digital and material archives, librarians and curators, and alumni of schools that have been embroiled in national debates about access, inclusion and equity.

LEARNING GOALS

- Practice generating, refining and proposing promising research questions.
- Practice and demonstrate increased collaborative research skills through working with others from a wide array of disciplines.
- Develop capacity for nuance and critical reading and analytical skills of traditional and understudied sources and primary materials.
- Become more comfortable with intellectual and historical ambiguities and incomplete narratives while developing the tenacity to develop new research tools and questions in order to overcome gaps in the archives and missing or lost information and documentation.
- Recognize that to design and administer an effect research investigation requires determining the appropriate methods for the problem/project being addressed and that making such a determination requires
 - Identifying a wide variety of methods within and outside of one's discipline (strategic knowledge) and the possible sources of one's own bias towards any of them (self-knowledge)
 - Evaluating the merits of those approaches toward achieving generative outcomes
 - If beneficial to the inquiry, synthesizing more than one of the methods into a unified approach, and
 - Be able to explain and implement the approach.
- Demonstrate the cross-disciplinary knowledge and multi-faceted intellectual and interpersonal skills acquired by designing collaborative, interdisciplinary projects.

REQUIRED MATERIALS

David Wallace Adams, *Education for Extinction: American Indians and the Boarding School Experience, 1875 - 1928* (1995)

Carol Anderson, *White Rage: The Unspoken Truth of Our Racial Divide* (2016)

Brenda J. Child, *Boarding Schools as a Metaphor*

Colored Citizens of Boston, *Triumph of Equal School Rights in Boston: Proceedings of the Presentation Meeting Held in Boston, December 17, 1855* (1855)

Michael Crow and William Dabars, *Designing the New American University* (2015)

Justin Driver, *The Schoolhouse Gate: Public Education, the Supreme Court, and the Battle for the American Mind* (2018)

Stephen Kendrick and Paul Kendrick, *Sarah's Long Walk: The Free Blacks of Boston and How Their Struggle for Equality Changed America* (1992)

Richard Kluger, *Simple Justice: The History of Brown v. Board of Education and Black America's Struggle for Equality* (2011)

K. Tsianina Lomawaima and Teresa L. McCarty, *'To Remain an Indian': Lessons in Democracy from A Century of Native American Education* (2006)

Susan Paul, *Memoir of James Jackson, the Attentive and Obedient Scholar (1835)*

Nathan Sorber, *Land-Grant Colleges and Popular Revolt: The Origins of the Morrill Act and the Reform of Higher Education (2018)*

Alison Stewart, *First Class: The Legacy of Dunbar: America's First Black Public High School (2015)*

Clifford Trafzer, Jean Keller and Lorene Sisquoc, *Boarding School Blues: Revisiting American Indian Educational Experiences (2006)*

LAB STRUCTURE



Assignments

- Weekly journal reflections that focus on how students' perspectives on the ASU Charter are developing in relation to class discussions, team research and site visits.
- Develop small-team collaborative presentation on access, inclusion, equity and the ASU Charter to President Crow and University leadership.
- Create multi-media timeline of Indigenous and African American education histories, with a focus on Phoenix and Arizona histories, to be hosted on CSRD and CIE websites and also shared with Phoenix-based education sites.
- Create position papers on access, inclusion and diversity based on archival objects and histories.



Grading Information

Student participation, effort and creativity will be at the heart of the grading process for this Humanities Lab. We look forward to seeing evidence of thoughtful and ambitious writing and critique, creative and contemplative team projects and increasingly informed contributions to class discussions and dialogues.

Class Engagement: 25%

Weekly Writing: 25%

Collaborative Presentation Projects: 25%

Final Project: 25%

Draft Schedule

Week One

January 14, 16 and 17

Welcome and Introductions

What is the potential and Promise of the ASU Charter? How does the ASU Charter serve as a foundation for addressing challenges within the politics of education? What is inclusive education?

Activities

Mapping Education and Inclusion

Selected Readings:

Carol Anderson, *White Rage*; Brenda Child, *Boarding School Seasons: American Indian Families, 1900-1940*; Michael Crow and William Dabars, *Designing the New American University (2015)*

Week Two

January 21, 23 and 24

What do we need to know about Indigenous experiences with state education as we consider more inclusive education models with greater access for marginalized groups?

Activities

Site visits: Heard Museum and Phoenix Indian School Visitors Center

Selected Readings:

David Wallace Adams, *Education for Extinction: American Indians and the Boarding School Experience, 1875 - 1928 (1995)*; K. Tsianina Lomawaima and Teresa L. McCarty, *'To Remain an Indian': Lessons in Democracy from A Century of Native American Education (2006)*

Week Three

January 28, 30 and 31

What do we need to know about National and State policies regarding Indigenous education models?

Activities

TBA

Selected Readings:

David Wallace Adams, *Education for Extinction: American Indians and the Boarding School Experience, 1875 - 1928 (1995)*; Brenda J. Child, *Boarding School Seasons: American Indian Families, 1900- 1940 (2000)*; K. Tsianina Lomawaima and Teresa L. McCarty, *'To Remain an Indian': Lessons in Democracy from A Century of Native American Education (2006)*

Week Four

February 4,6, and 7

What do we need to know about African-American experiences with state education as we consider more inclusive education models with greater access for marginalized groups?

Activities

Site Visit: George Washington Carver Cultural Center, Phoenix

Conversations with Archivists and Educators featuring one of more representatives from [Arizona Historical Society, Tempe](#), [Brown v. Board of Education National Historic Site, Kansas](#), [Carlisle Indian School Digital Resource Center](#), [George Washington Carver Cultural Center, Phoenix](#), [Heard Museum, Phoenix](#), [Steele Park Indian School Cultural Center, Phoenix](#) and/or [Museum of African American History, Boston](#)

Selected Readings

TBA

Week Five

February 11, 13 and 14

What are the values and beliefs that have gone into the different perspectives on fights around inclusion, access and equity leading to key Supreme Court and Federal/State rulings?

Activities

Conversations with Archivists and Educators featuring one of more representatives from [Arizona Historical Society, Tempe](#), [Brown v. Board of Education National Historic Site, Kansas](#), [Carlisle Indian School Digital Resource Center](#), [George Washington Carver Cultural Center, Phoenix](#), [Heard Museum, Phoenix](#), [Steele Park Indian School Cultural Center, Phoenix](#) and/or [Museum of African American History, Boston](#)

Selected Readings

Nathan Sorber, *Land-Grant Colleges and Popular Revolt: The Origins of the Morrill Act and the Reform of Higher Education (2018)*; Colored Citizens of Boston, *Triumph of Equal School Rights in Boston: Proceedings of the Presentation Meeting Held in Boston, December 17, 1855 (1855)*; Justin Driver, *The Schoolhouse Gate: Public Education, the Supreme Court, and the Battle for the American Mind (2018)*

Week Six

February 18, 20 and 21

What do we need to know about African-American experiences with state education as we consider more inclusive education models with greater access for marginalized groups?

Activities

Conversations with Archivists and Educators featuring one of more representatives from [Arizona Historical Society, Tempe](#), [Brown v. Board of Education National Historic Site, Kansas](#), [Carlisle Indian School Digital Resource Center](#), [George Washington Carver Cultural Center, Phoenix](#), [Heard Museum, Phoenix](#), [Steele Park Indian School Cultural Center, Phoenix](#) and/or [Museum of African American History, Boston](#)

Selected Readings

Susan Paul, *Memoir of James Jackson*; Justin Driver, *The Schoolhouse Gate: Public Education, the Supreme Court, and the Battle for the American Mind (2018)*; Stephen Kendrick and Paul Kendrick, *Sarah's Long Walk: The Free Blacks of Boston and How Their Struggle for Equality Changed America (1992)*

Week Seven

February 25, 27 and 28

How has inclusive education been imagined and by whom?

Activities

Site Visits: Arizona Historical Center: Special Collections and Archives, Tempe

Selected Readings

Stephen Kendrick and Paul Kendrick, *Sarah's Long Walk: The Free Blacks of Boston and How Their Struggle for Equality Changed America (1992)*

Week Eight

March 3, 5 and 6

How do histories of segregation, displacement and disenfranchisement impact today's educational commitments to serve diverse populations? How has inclusive education been imagined and by whom?

Activities

Workshop Week: Students will provide samples of their emerging projects relating to multi-media timelines of Indigenous and African American education histories, with a focus on Phoenix and Arizona histories

Week Nine

March 10, 12, and 13

No Classes • Spring Break

Week Ten

March 17, 19 and 20

How does the ASU Charter serve as a foundation for addressing challenges within the politics of education?

Activities

Conversations with President Crow

Selected Readings:

Michael Crow and William Dabars, *Designing the New American University (2015)*; Richard Kluger, *Simple Justice: The History of Brown v. Board of Education and Black America's Struggle for Equality (2011)*; Clifford Trafzer, Jean Keller and Lorene Sisquoc, *Boarding School Blues: Revisiting American Indian Educational Experiences (2006)*

Week Eleven

March 24, 26 and 27

As we work to delineate the struggles that have complicated implementing inclusive education, what can we learn from ASU Library archival holdings including first-hand personal narratives (oral recordings and writings), photographs, newspapers, government documents, and more? How can we use these sources to create a multi-media timeline to help others understand how histories of segregation, displacement and disenfranchisement have impacted today's education commitments to serve diverse populations?

Activities

ASU Library Immersion: Special Collections, Archives and Research Librarian Consultations and Discussions

Week Twelve

March 31, April 2 and 3

What constitutes success when it comes to diversity and inclusion in education?

Activities

Collaboration Workshops and In-Class Discussions of Projects

Week Thirteen

April 7, 9 and 10

TBD in consultation with students

Week Fourteen

April 14, 16 and 17

TBD in consultation with students

Week Fifteen

April 21, 23 and 24

TBD in consultation with students

Week Sixteen

April 28, 30 and May 1

TBD in consultation with students

WHITE RAGE

*The Unspoken Truth of
Our Racial Divide*

Carol Anderson

B L O O M S B U R Y
NEW YORK • LOS ANGELES • OXFORD • NEW DELHI • MUMBAI

Contents

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Four. Rolling Back Civil Rights

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Afterword to the New Edition. After the Election: Imagining

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By the Same Author

A Note on the Author

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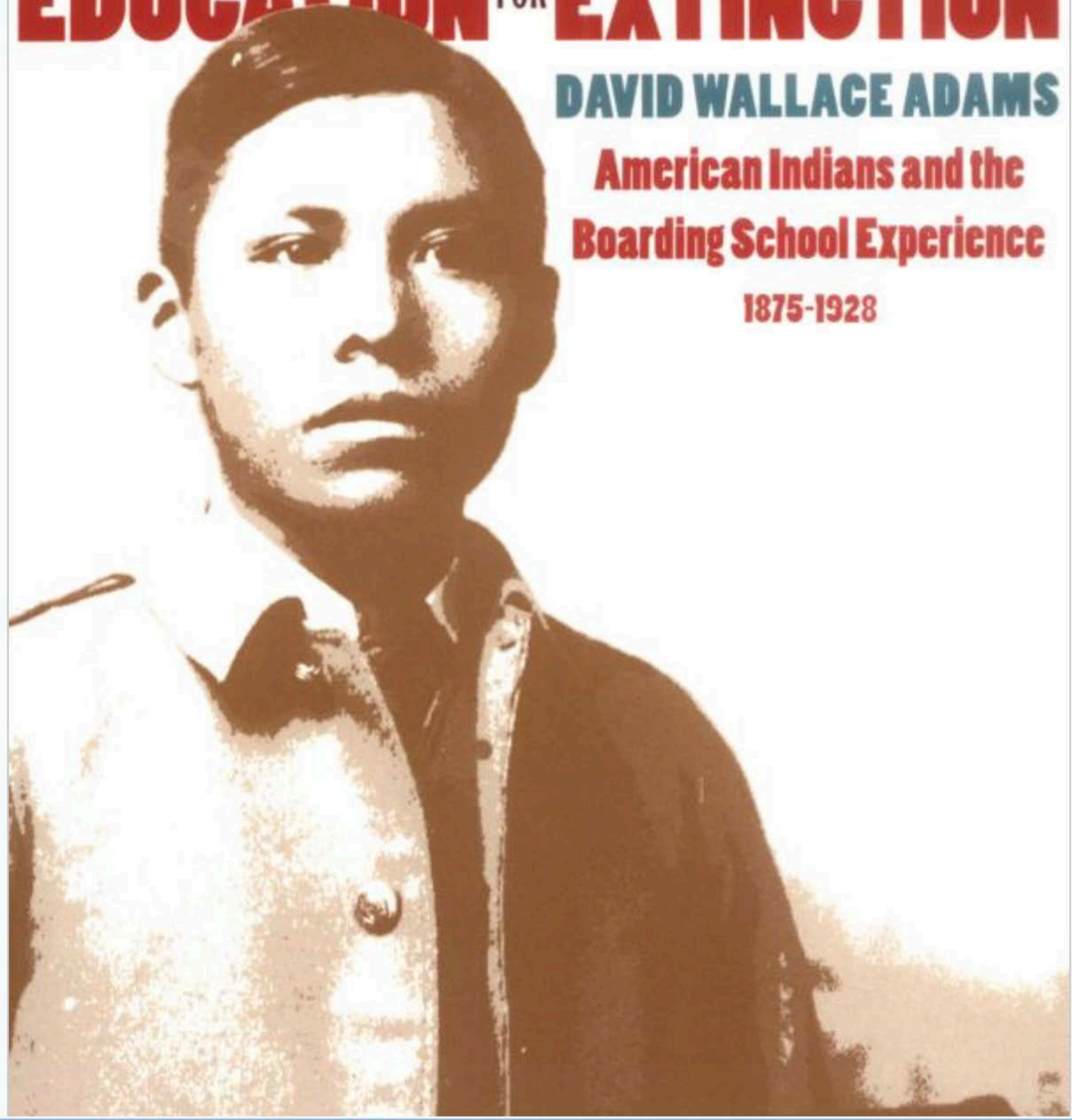
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EDUCATION FOR EXTINCTION

DAVID WALLACE ADAMS

American Indians and the
Boarding School Experience

1875-1928



For my parents
William Wallace Adams
and
Winona Marie Adams

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DESIGNING
THE  NEW
AMERICAN
UNIVERSITY

MICHAEL M. CROW
——— AND ———
WILLIAM B. DABARS

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THE
PUBLIC EDUCATION,
SCHOOL-
THE SUPREME COURT,
HOUSE
AND THE BATTLE FOR
GATE
THE AMERICAN MIND

JUSTIN DRIVER

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Sarah's Long Walk

Stephen Kendrick & Paul Kendrick



*The Free Blacks of Boston and
How Their Struggle for Equality
Changed America*

"An exceptionally full and compelling account of the antebellum struggle for racial equality." —James Baker Stewart, author of *Holy Warriors*

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THE HISTORY OF *BROWN V. BOARD OF EDUCATION*
AND BLACK AMERICA'S STRUGGLE FOR EQUALITY

WITH A NEW FINAL CHAPTER TO MARK THE
50TH ANNIVERSARY OF THE LANDMARK RULING

RICHARD KLUGER

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Pulitzer Prize-winning author of Ashes to Ashes

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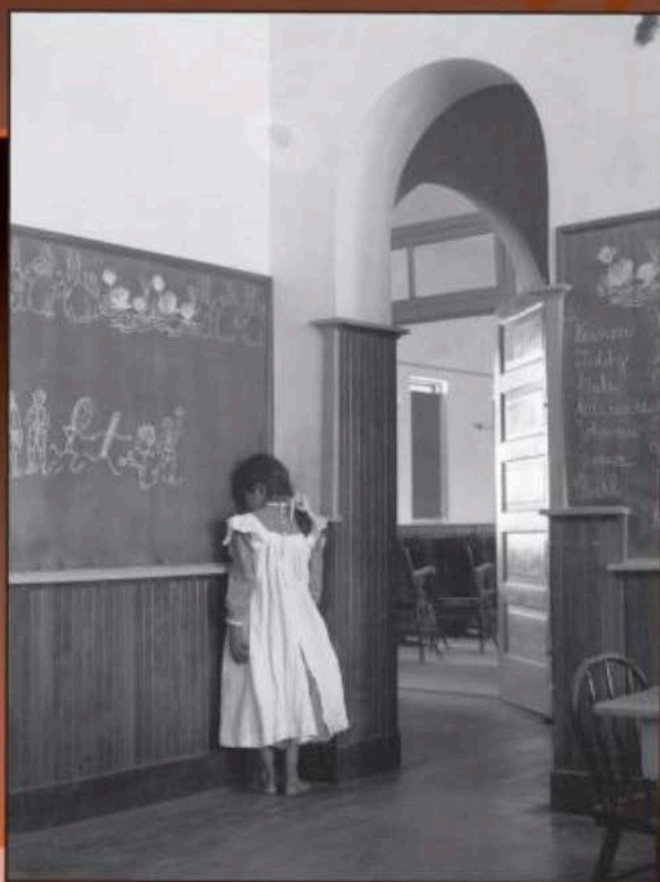
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TO REMAIN AN INDIAN

Lessons in
Democracy
from a
Century of
Native
American
Education



K. TSIANINA LOMAWAIMA
AND TERESA L. McCARTY

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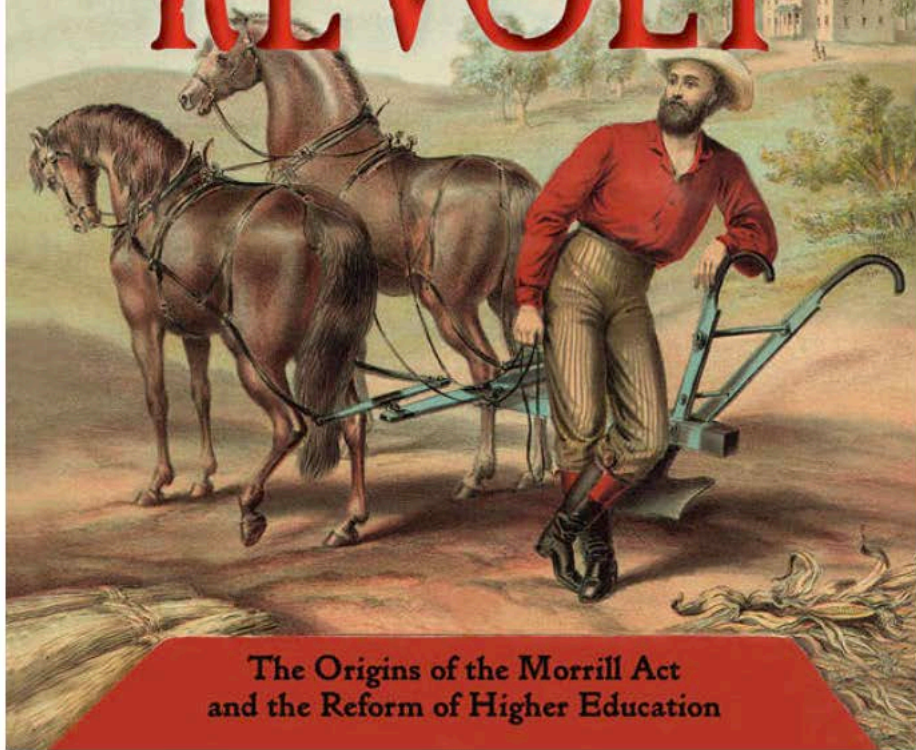
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Nathan M. Sorber

LAND-GRANT COLLEGES AND POPULAR REVOLT



The Origins of the Morrill Act
and the Reform of Higher Education

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The
LEGACY of DUNBAR,
AMERICA'S FIRST
BLACK
PUBLIC HIGH SCHOOL

ALISON STEWART

foreword by

MELISSA HARRIS-PERRY

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BOARDING SCHOOL BLUES

Revisiting American Indian Educational Experiences

Edited and with an introduction by Clifford E. Trafzer, Jean A. Keller, and Lorene Sisquoc

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