

## Schooling the Golden State: A History of Education in California



Quarter/Year: Summer 2024

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Meeting Times: 9:00am-11:30am

Location: CERAS 527

### Course Description:

This pilot course examines key moments in the history of education in California. Troubling the popular notion that California was/is a “golden state,” that is, “a land of liberal tolerance, progressive politics, and picturesque cosmopolitanism,” we pay particular attention to how race, religion, gender, language, citizenship, empire, and migration have shaped the educational experiences of waves of Californians from past to present in ways that were/are often deeply unjust and unequal. At the same time, we make space to center the resistance of Californians of varying backgrounds, Indigenous, Asian, Black, and Brown, teachers and students, families and communities, who imagined otherwise and worked to make their dreams reality. Throughout, we draw connections between California’s past and the here and now, in order to think together about how history can/should inform teacher’s current work in classrooms and communities.

### Essential Questions:

1. How has education been a site of struggle in the history of California? How have contests over education both shaped and responded to larger social movements and historical moments?
2. What does it mean to be **historically conscious**? How can/should history inform professional practice and personal identity for educators?

### Learning Goals:

Students will strengthen their capacity to engage in historical thinking through:

1. Analyzing primary sources for context and content.
2. Analyzing secondary sources for methodology, arguments, and evidence they bring to bear.

### Required Texts:

All texts will be provided by the instructional team through canvas or available through Stanford Libraries as electronic copies.

**Assignments and Grading:**

Assignments will include:

\**Informal assessment in class through quick writes, exit tickets, etc.*

\**Short written reflections*

\**Reading discussions in small groups*

**Engagement:** Engagement comes in many forms and goes far beyond attendance. Taken holistically engagement includes (but is not limited to) the following:

*Preparation: reviewing readings and materials before class*

*Presence: engaged and responsive during group activities*

*Posing Questions: in class, out of class, online and offline*

*Listening: hearing what others are saying and also what they aren't saying, asking for clarification when necessary*

*Specificity: referring to specific ideas from readings and discussions*

*Synthesis: making connections between/across readings and discussions and to your own experiences*

**A Note on Reading for History Courses:**

History courses like this one require careful and calibrated reading. To make the most out of your experience, we highly encourage you strategically. This means having a clear purpose in mind, taking notes and annotating the text as you go, and paying more attention to “big ideas” and “themes” than whether you memorize every fact, figure, or minute detail. To help, we’ve provided some Key Questions to frame each day, and linked some resources below, please give them a look. Happy Reading :)!!!

1. Reading Strategies: <https://studentlearning.stanford.edu/academicskills/tips-and-tools/reading>
2. Speechify (text to voice reader): <https://speechify.com/>

**Course Schedule:****Day #1:**

*Key Questions: What educational traditions did the Indigenous Peoples of California develop before European invasion? How do these traditions continue into the present? How can those pedagogies and practices inform our own?*

Readings:

1. Adrea Lawrence, “Pre-colonial Indigenous Education in the Western Hemisphere and the Pacific,” in John L. Rury and Eileen H. Tamura (eds), *The Oxford Handbook of The History of Education* (New York: Oxford University Press, 2019).
2. Damon B. Akins and William J. Bauer Jr., “Introduction (pages 1-4)” and “A People of the Land, a Land of the People” in *We Are the Land: A History of Native California*, (Oakland, University of California, 2021)

**Day #2:**

*Key Questions: What was the relationship between schools and settler colonialism in California during the decades surrounding its annexation by the United States? What avenues did communities of color use to resist inequitable school laws and policies?*

Readings:

Everyone

1. Matthew G. Kelly, “Schoolmaster's Empire: Race, Conquest, and the Centralization of Common Schooling in California, 1848–1879” *Matthew Gardner Kelly History of Education Quarterly*, Vol. 56, No. 3 (August 2016).

Small Groups

2. Michael D. Bottoms, "'A Most Satanic Hate': Racial Segregation and Reconstruction in California Schools" in *An Aristocracy of Color: Race and Reconstruction in California and the West, 1850-1890* (Norman, University of Oklahoma Press, 2013).
3. Clif Stratton, "Visions of a White California" in *Education for Empire: American Schools, Race, and the Paths of Good Citizenship* (Oakland, University of California Press, 2016).
4. Jean Pfaelzer, "Native American Boarding Schools: 'Things We Should Remember and Things We Should Forget,'" in *California, a Slave State* (New Haven, Yale University Press, 2023)

**Day #3:**

Key Questions: *How did schools both reflect and shape the boundaries of American citizenship in Progressive Era California, from the 1890s to the 1940s?*

Readings:

1. Marisela Martinez-Cola, "The Mendezes-The Understated" in *Bricks Before Brown: The Chinese American, Native American, and Mexican Americans' Struggle for Educational Equality* (Athens, University of Georgia Press, 2021)
2. Jimmy Patiño, "You Don't Know Exactly Which Country You Have to Belong To: Rethinking Alvarez v. Lemon Grove through the Deportation Regime, 1924–1931," *Pacific Historical Review* 89, no. 3 (Summer 2020).

**Day #4:**

Key Questions: *What role did education play in the mass movements that swept California during the 1960s and 1970s?*

Readings:

Small Groups

1. Joy Ann Williamson, "Community Control with a Black Nationalist Twist: The Black Panther Party's Educational Programs" in *Black Protest Thought in Education*, William H. Watkins ed. (New York: Peter Lang, 2005).
2. Mario T. Garcia and Sal Castro *Blowout! Sal Castro and the Chicano Struggle for Educational Justice* (Chapel Hill, University of North Carolina Press, 2011). Chapters 6-7.
3. Sara Smith-Silverman "'Gay Teachers Fight Back!': Rank-and-File Gay and Lesbian Teachers' Activism against the Briggs Initiative, 1977–1978." *Journal of the History of Sexuality* 29, no. 1 (2020).
4. Russell Rickford, "African Restoration and the Promise and Pitfalls of Cultural Politics" in *We Are An African People: Independent Education, Black Power, and the Radical Imagination* (Oxford, Oxford University Press, 2016)

**Day #5:**

Key Questions: *How did the rise of the New Right in the 1970s and 1980s reshape California's classrooms? What did resistance look like in an era of conservative ascendancy?*

Readings:

1. "Sex Education and the Un-Making of Anaheim's Golden Age" Natalia Mehlman Petrzela, *Classroom Wars: Language, Sex, and the Making of Modern Political Culture* (Oxford, Oxford University Press, 2015).