

Stanford



Michael Hines

Assistant Professor of Education
Graduate School of Education

CONTACT INFORMATION

- **Admin. Support**

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Bio

BIO

Michael Hines is a historian of American education whose work concentrates on the educational activism of Black teachers, students, and communities during the Progressive Era (1890s-1940s). He is an Assistant Professor of Education, and an affiliated faculty member with the Center for the Comparative Study of Race and Ethnicity and the Bill Lane Center for the American West. He is the author of *A Worthy Piece of Work* (Beacon Press, 2022) which details how African Americans educator activists in the early twentieth century created new curricular discourses around race and historical representation. Dr. Hines has published six peer reviewed articles and book chapters in outlets including the *Journal of African American History*, *History of Education Quarterly*, *Review of Educational Research*, and the *Journal of the History Childhood and Youth*. He has also written for popular outlets including the *Washington Post*, *Time* magazine, and *Chalkbeat*. He teaches courses including *History of Education in the U.S.*, and *Education for Liberation: A History of African American Education, 1800-The Present*.

ACADEMIC APPOINTMENTS

- Assistant Professor, Graduate School of Education

ADMINISTRATIVE APPOINTMENTS

- Postdoctoral Fellow, Teachers College Columbia University, (2017-2019)
- Graduate Researcher, Loyola University Chicago, (2015-2016)
- Curriculum Writer, Education Pioneers, (2014-2014)
- Graduate School Fellow, Education Pioneers, (2012-2012)
- Teacher, Friendship Public Charter Schools: Friendship Technology Preparatory Academy, (2009-2011)
- Teacher, Prince George's County Public Schools, (2007-2009)

HONORS AND AWARDS

- Faculty Teaching Award, Stanford GSE Student Guild (2020)

PROFESSIONAL EDUCATION

- Ph.D., Loyola University Chicago , Cultural and Education Policy Studies (2017)
- M.A., Loyola University Chicago , Cultural and Education Policy Studies (2013)
- B.A., Washington University in Saint Louis , History (2007)

Research & Scholarship

RESEARCH INTERESTS

- History
- History of Education
- Race and Ethnicity

Teaching

COURSES

2022-23

- Beyond Equity: EDUC 299A (Sum)
- Beyond Equity: EDUC 299B (Spr)
- Education for Liberation: A History of African American Education, 1800 to the Present: CSRE 292, EDUC 392 (Win)
- History of Education in the United States: AMSTUD 201, EDUC 201, HISTORY 258B (Spr)

2021-22

- Beyond Equity: EDUC 299A (Sum)
- Education for Liberation: A History of African American Education, 1800 to the Present: CSRE 292, EDUC 392 (Win)
- History of Education in the United States: AMSTUD 201, EDUC 201, HISTORY 258B (Spr)

2020-21

- Education for Liberation: A History of African American Education, 1800 to the Present: CSRE 292, EDUC 392 (Win)
- History of Education in the United States: AMSTUD 201, EDUC 201 (Spr)

2019-20

- Education for Liberation: A History of African American Education, 1800 to the Present: EDUC 392 (Win)
- History of Education in the United States: AMSTUD 201, EDUC 201, HISTORY 258B (Spr)

STANFORD ADVISEES

Doctoral Dissertation Reader (AC)

Sandra Habtamu

Doctoral (Program)

Ayan Ali

Publications

PUBLICATIONS

- **Pedagogical Progressivism and Black Education: A Historiographical Review, 1880-1957** *REVIEW OF EDUCATIONAL RESEARCH*
Hines, M., Fallace, T.
2022
- **A Worthy Piece of Work: The Untold Story of Madeline Morgan and the Fight for Black History in Schools**
Hines, M.
Beacon Press.2022
- **“We Have Emerged Better Equipped to Fight Greater Battles”:** Black Education and the Civilian Conservation Corps, 1933–1942 *The Journal of African American History*

Hines, M.
2021; 106 (3)

- **Troublemakers: Students' Rights and Racial Justice in the Long 1960s. (Book Review)** *HISTORY OF EDUCATION QUARTERLY*
Book Review Authored by: Hines, M.
2020; 60 (1): 123–25
- **Educational Reconstruction: African American Schools in the Urban South, 1865-1890 (Book Review)** *JOURNAL OF THE GILDED AGE AND PROGRESSIVE ERA*
Book Review Authored by: Hines, M.
2018; 17 (1): 202–4
- **They Do Not Know How to Play: Reformers' Expectations and Children's Realities on the Playgrounds of the Progressive Era** *Journal of the History of Childhood and Youth*
Hines, M.
2017
- **Learning Freedom: Education, Elevation, and New York's African-American Community, 1827-1829** *HISTORY OF EDUCATION QUARTERLY*
Hines, M.
2016; 56 (4): 618-645
- **Learning Freedom: Education, Elevation, and New York's African-American Community, 1827-1829** *History of Education Society Quarterly*
Hines, M.
2016; 56 (4)