Schools, Scholarship and Policy is a Political Science course that will focus on public policy making and the relationship between social science scholarship on schooling and policy outcomes, including court decisions.

Are the findings of scholars relevant for influencing policy outcomes? Do policies made in states and the federal level reflect the results and collective wisdom of scholarship? We in the academy would certainly hope so, but is such hope naïve?

What are the most significant court decisions governing education and what explains the divergent directions the courts have taken school policy? How have institutional arrangements (federalism), endogenous factors (interest groups), and exogenous factors (international competition, free trade) affected school policy?

This is a 200-level course. This means that a primary goal is to introduce students to a breadth of topics and whet appetites for follow-up research in 300-level seminars or independent studies. At this level, familiarization with the literature and the debates among scholars is our goal, rather than conducting original research that seeks to advance the field. Development of oral skills and the writing of succinct summaries and analyses will be emphasized rather than the techniques for writing a research paper. With this in mind, the pedagogical approach of the course will emphasize and require that students are able to summarize the major points of readings for each class session. Expectations include student leadership of class discussions and independent student initiative in pursuing footnote materials, web sites and think tanks that are mentioned in readings. Intellectual curiosity is expected and discussions will be your best opportunity to demonstrate this!

Grading and student evaluation in this course will have four components. Required assignments, class participation, attentiveness, and attendance will be evaluated at the midterm (15%) and end of the term (15%), a take-home midterm exam of approximately 10-12 pages (30%), and EITHER a final examination of approximately 10-12 pages (40%) or a Literature Review of at least 15 pages that must be initiated with a consultation with the instructor, at which you should submit a one page topic explanation, and a preliminary bibliography (5 of the minimum 10 citations). Instructions for the Literature Review are found below in the syllabus.

When a reading is not from a course text and not in the Moodle, your first option to be to use the Carleton Library database to find, download and read the article. Because participation is evaluated, attendance is crucial. When you miss class, you should submit a page that elaborates in depth, with page references and quotations from the readings, two issues that you would have raised in class.

All assignments, essays, and exams must be done on your own. Note that academic dishonesty includes, not only cheating, fabrication, and plagiarism, but also helping other students commit acts of academic dishonesty by allowing them to obtain copies of your work. Cases of academic dishonesty will be dealt with strictly. Each such case will be referred to the Academic Standing Committee via the Associate Dean of Students or the Associate Dean of the College. A formal finding of responsibility can result in disciplinary sanctions ranging from a censure and a warning to permanent dismissal in the case of repeated and serious offenses. The academic penalty for a finding of responsibility can range from a grade of zero in the specific assignment to an F in this course.

WEEK 1

Class One:
DUE TO OPENING CONVO, THIS CLASS MAY BE AT A DIFFERENT TIME THAN USUAL;
CHECK THE SCHEDULE! IF you skip this class due to a religious holiday, there will be no penalty for
non-attendance; however, these materials are relevant for the course, for research topics, and for sources, so
do attend to them asap.

Class Two: One could plausibly claim that the formation of lily white suburbs was the product of
thousands of individuals making choices in a free market of housing, with those who desired and could
afford picket fences and front lawns choosing the suburbs and those with fewer resources or different
preferences staying in the city. One might see an invisible hand, sorting people by preferences and
incomes.

BE READY TO DISCUSS: What alternative causal variables, contrary to the independent agency or
invisible hand, are posited, perhaps even culpable, in these chapters? How do these two chapters yield a
scaffolding of late 20th century segregation by race, by class, by schools, and by opportunity?
(Being ready to discuss means that I can call on you, regardless of whether you volunteer, and you can
present a summary of some of the highlights of the reading and how this reading might relate to previous
readings. Coming to class prepared to participate is a requirement.)

- K. Jackson, CRABGRASS FRONTIER, chs. 11-12.

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Class Three: We want to get a handle on the difference between a poverty area and a high poverty or
concentrated poverty area. In many cities in the US today, the proportion of residents living below the
poverty line is declining. Not surprising. Yet at the same time, the proportion of residents living in
extreme poverty, far below the poverty line, is increasing.

- P. Irons, "Two Cities -- One White, the Other Black." JIM CROW'S CHILDREN: THE BROKEN
PROMISE OF THE BROWN DECISION. [This is taking us back before the Crabgrass Frontier
chapters. Also, this is discussing two cities, not city and suburb. Yet …]
- P. Jargowsky, “Characteristics of High Poverty Neighborhoods,” Poverty and Place: Ghettos,
Barrios and the American City.

WEEK 2

- J. Crane, "The Epidemic Theory of Ghettos and Neighborhood Effect …" AMERICAN
- L. Datcher, "Effects of Community and Family Background on Achievement." REVIEW OF

BE READY TO DISCUSS: These two articles are not about education policy, so what is their relevance
for our topic and the preceding readings?
Why does the variable %HIGH STATUS have such a powerful impact?
How do the findings in the Crane article echo themes from popular culture films about high school, for
instance, Mean Girls?
What is the relevance, from a policy perspective, of the claim that epidemic theory is predicated on short-
term dynamics rather than deeply rooted personality traits? (1248)

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Assignment (ANSWER these 3 questions, two pages or less, due at start of class, typed, printed, with spelling checked; no late submissions accepted): The Gautreaux experiment is widely viewed as an educational achievement success.  1. What is the evidence, quantitative and qualitative, for evaluating this policy experiment?  2. What is the logic of why this policy is successful; think about the previous readings in particular?  3. Is it education by osmosis or proximity ... to what or whom?

BE READY TO DISCUSS

Is this experiment still continuing? Has it been replicated? Is this experiment similar to a laboratory-style experiment? What university seems to be the likely candidate for finding continuing investigation of this experiment?

What about a reverse effect?

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WEEK 3

Conservative Perspectives on Education Policy

J. Klein, “Time to ax public programs ...” [Head Start], Time, 7/7/11.
"Bill to offer an option to give school vouchers," NYT (1/28/14). Do vouchers offer choice so that any kid can go to school anywhere? Won't this unleash competition that will improve schools?
"Republicans see Political Wedge in Common Core," NYT (4/20/14). What defines conservatism? Which party is the conservative party? If we have a common core, what happens to the textbook market and the national standards test market (“follow the money”)?

Be able to summarize Herrnstein and Murray's devastating critique of Head Start, a program that has repeatedly been attacked and faced spending cuts. You should also be prepared to turn us to another stimulating and persuasive aspect of this chapter. If you have never heard of The Bell Curve, you should look it up on Wikipedia. It was a landmark book for American conservatives and Charles Murray remains a highly respected figure among conservative political philosophy exponents, so if you are looking for additional conservative writing on poverty policy, his work and his bibliographies are a good start.

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**Assignment** (one or two pages, typed, printed and submitted at the start of class): What **explanation** for the fade out of Head Start benefits is offered? Does this **undermine or corroborate** the ideas presented in last week's readings, and **why**? **Be specific** about author/idea from last week's reading.

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"Rewriting the Sentence: College behind bars" is a 55 minute podcast available from Educate from American Radio Works. It is a podcast worth your time. This one can be found at

https://www.apmreports.org/story/2016/09/08/rewriting-the-sentence-resources

Be ready to discuss, analyze, write!

**WEEK 4**

**POLITICAL PRAGMATISM VS. POLICY RATIONALITY**


**BE READY TO DISCUSS**

○ **Who are the competing factions in school politics, according to this article?**
○ What is the author's evaluation of programs in Cleveland, Milwaukee, Florida and even voucher battles for parochial schools (which have proven effective at what?)?

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• J. Logan, “Choosing Segregation: Racial Imbalance in American Public Schools.”

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**What is the track record of substituting money for desegregation?** Have there been cases of court-ordered inter-district desegregation since Milliken?
BIBLIOGRAPHY ASSIGNMENT DUE IN THREE WEEKS, optional Literature Review and exemption from Final Exam.

WEEK 5

- H. Schwartz, "Housing Policy is School Policy."
- M. Allen, "No Certification, No Money," Planning Commissioners Journal
- C. Gurian and M. Allen, "Making Real the Desegregating Promise ..."
- “Trump Administration postpones and Obama fair housing rule” NYT 1/4/18. More recent?

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RATHER THAN DESEGREGATION … one set of EDUCATION POLICIES/CритIQUES


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MIDTERM EXAM DUE this coming Tuesday at noon. Clear your weekend calendar now! Plan ahead.

A BUNCH OF SHORT CLIPS THAT ARTICULATE CONTEMPORARY CONSERVATIVE POLICY APPROACHES (“The plural of anecdote is data.”)

- ITPI Report, "Cashing in on kids: Brought to you by Walmart?"
- S. Metcalf, "Reading Between the Lines." THE NATION (1/10/02), available online at <thenation.com> and be sure to read beyond page 1.
- P. Dreier, “Why are Walmart Billionaires Bankrolling Phony School “Reform” in L.A?" (find on web, Moyers and Company or Truthout sites)

AND


Q: If you follow the money, where does it lead and what does it suggest?

WEEK 6

MIDTERM BREAK

MIDTERM EXAM DUE this coming Tuesday (TOMORROW) at noon.

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• J. Shulman and W. Bowen, "The Admissions Game," THE GAME OF LIFE, chs. 2, 3, 6, 7.
  Q (Be ready to discuss): What are the difference between admissions preferences for athletes, musicians, and legacies vs. racial preferences?

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• J. Freedman, "Why American Colleges are becoming a force for inequality." The Atlantic (16 May 2013).

WEEK 7

NEOLIBERALISM AND EDUCATION POLICY


**WEEK 8**

**NOTE:** Bibliography Assignment: Today, Monday, by 4 pm, you should submit the one page description and the bibliography (explained in the upper part of the syllabus) if you hope to do a Literature Review instead of a Final Exam. This is not a required assignment, it is only for students hoping to do the Literature Review.

• B. Jacob and J. Ludwig, “Educational Interventions … Poor Children,” *Neighborhood and Life Chances*.

Why do talented teachers seem to gravitate to teaching privileged students?

• B. Jacob, "The Challenges of Staffing Urban Schools with Effective Teachers."

• “Poorest Schools Get Least Qualified Teachers,” *Star Telegram* (Oct. 18, 2010).

• M. Gladwell, "Most Likely to Succeed," *New Yorker* 12/15/08. This article begins with the new hot premise in conservative scholarship (that label tells you a lot about how politicized this area of policy is), value added analysis.
• Laczko-Kerr and D. Berliner, “The Effectiveness of Teach for America … on Student Academic Achievement,” (Sept. 6, 2002), *Education Policy Analysis Archives, 10*(37).

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TBA PODCAST

**WEEK 9**
THE MOST PROMISING ROADS? WHERE YOU STAND OFTEN DEPENDS ON WHERE YOU SIT.

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- G. Whitehurst and M. Croft, "The Harlem Children's Zone ... " Brown Center on Education Policy, Brookings (2010).
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- Partanen, "What Americans Keep Ignoring about Finland's School Success," The Atlantic

WEEK 10

- W. Weindling, "School Choice as a Method of Reducing the Achievement Gap," (senior Comprehensive Exercise).

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The FINAL EXAM or Literature Review Essay will be due at the end of the final exam period.