

**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.

How important are the findings of scholars for influencing policy outcomes? Which principles of the American creed are most significant in Education Policy? What are the most significant court decisions governing education and what explains the divergent directions the courts have taken school policy? How have institutions (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.

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, one or two issues that you would have raised in class.*

Assignments, exams and grading will be finalized when it is clear how many students are enrolled in this class.

## WEEK 1

Wednesday:

Intro to the course and your goals

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Friday

Ryan, *Five Miles Away, A World Apart*, Intro and ch. 1. This is a course textbook available in the bookstore.

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## 1. Introduction

What does the word *metropolitan* signify that is different from urban school district?  
What was Nixon's compromise?

It will be worth your time to spend 5-10 minutes looking into the Supreme Court cases *Milliken v. Bradley* and *San Antonio v. Rodriguez*.

"State legislatures ... tend to be dominated by suburban representatives, for the simple reason that most people live in the suburbs" (Ryan, 8).

EXAM QUESTION? Start a page on this in your notebook, your answer is likely to evolve.  
"[I]ntegrated schools are superior to segregated ones both as a matter of *education policy* and as a matter of *political strategy*" (Ryan, 15). Better for whom? Is this education by osmosis, with poor BIPOC children sitting next to privileged white kids and breathing enriched air? Is this, to quote Harvard Law professor Derrick Bell, a "racially demeaning and unproven assumption that blacks must have a majority white presence in order to either teach or learn effectively" (Ryan, 104)?

"Suburbs are becoming more diverse economically, racially, and ethnically, especially *inner-ring suburbs*" (Ryan, 16).

## Chapter 1

*Massive resistance* (to *Brown v. Board*) is a term used throughout the literature. What were the strategies of massive resistance in Virginia?

"Token integration was more attractive to middle-class whites than was massive resistance ..."  
(Ryan, 47).

**Is school segregation merely a result of the happenstance of residential segregation, perhaps driven by preferences? Or are there identifiable policy decisions that were made to facilitate school desegregation?**

What was the significance of *Green v. New Kent County*? Did this decision take place before or after Nixon was elected and made appointments to the Supreme Court?

## WEEK 2

For Monday:  
Jackson, *Crabgrass Frontier*, ch. 11

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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 could afford picket fences and front lawns choosing the suburbs and those with fewer resources 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 independent choice, 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?

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For Wednesday

Jackson, *Crabgrass Frontier*, ch. 12

Systemic underinvestment in neighborhoods is arguably the most crucial component of systemic racism and a cause of achievement gaps and wealth gaps. Modern Jim Crow, before mass incarceration. The solidification of the status quo that preserves and perpetuates our caste system.

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For Friday:

[Kruse](#), "Urban separatism and suburban succession"

Ryan, *Five Miles*, ch. 2 stop at p. 91.

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### [WEEK 3](#)

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Ryan, *Five Miles*, ch. 2, 91-120

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Ryan, *Five Miles*, ch. 3

"Minnesota's loose special ed rules drive up costs, boost enrollment." *Star Tribune* 10/13/13. **What does per capita funding hide?**

Why are schools systematically underfunded? When urban schools have higher per pupil spending levels than suburban schools, why do scholars still insist that these schools are underfunded in comparison to suburban schools?

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Ryan, *Five Miles*, ch. 4 to p. 165

A. Morantz, "Money and Choice in K.C."

#### [WEEK 4](#)

Ryan, *Five Miles*, ch. 4, p. 165-end

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Rubinowitz and Rosenbaum, *Crossing the Class and Color Lines*, chs. 1, 8.

Our course is concerned with whether or not the findings of scholarship are reflected in future policy. What is the scholarly assessment of the Gautreaux policy experiment and what might future policy recommendations look like based on this?

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Kaufman and Rosenbaum, "Education and Employment of Low-Income Black Youth in White Suburbs."

Keels, "15 Years later"

## WEEK 5

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- Schwartz, "Housing Policy is School Policy"
  - "An affordable housing project ... in wealthy Chappaqua"
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### **PREVIOUS SCHOLARSHIP that influenced Gautreaux (and busing?)**

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- Jargowsky, "High Poverty Neighborhoods"
  - Crane, "Epidemic Theory of Ghettos"
  - "Why American Schools are even more unequal than we thought" *NYT* 8/12/16.
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- Watch for homework film Minneapolis, "Jim Crow of the North"
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  - "Eden Prairie school board to grapple with contentious boundary plan tonight," *MinnPost.com* 11/23/10. A great project, what has happened since then?
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  - Discuss and Course Review
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DROP MIDTERM EXAM

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WEEK 6

Monday MIDTERM BREAK

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MIDTERM EXAM DUE

After enrollment levels are set for the course, I will decide the format of grading (oral midterm, written midterm, grading weighted toward participation quality).

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College Admissions

J. Karabel, *The Chosen: the hidden history of admission and exclusion at Harvard, Yale, and Princeton*, Intro, ch. 3, 6.

WEEK 7

Karabel, *The Chosen*, ch. 9

Keiser, "Subverting the American Dream," *Le Monde Diplomatique*

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Ryan, *Five miles*, ch. 5-6

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Ryan, *Five Miles*, ch. 7

Koyama

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## WEEK 8

# The New Panacea: Charter Schools and Separatism

Our focus will be on the Harlem Children's Zone. Our textbook introduced us to KIPP. Below are some quotes from an excellent book on Success Academy, another of the very few charter schools that produce dramatically impressive, and rarely replicated, outcomes. Beware of outliers, or if it seems too good to be true, it usually isn't true.

“The more time you spend with families at ... Success Academy schools, the more easily you can see that certain types of families are overrepresented, much along the lines predicted ... married, employed, deeply religious or spiritual, many recent immigrants” (R. Pondiscio, *How the other half learns*, 97).

“[T]here is something undeniably exclusionary about it. If you don't have the resources to get your child to school by 7:30 and pick her up at 3:45 – at 12:30 on Wednesdays – Success Academy is not for you. Literally” (R. Pondiscio, *How the other half learns*, 267).

“We have a lot of kids in black socks, but what a cool way to just set the standard for your maniacal level of noticing and addressing. They know it's supposed to be navy, but they don't expect you to actually check. Parents are getting an impression from us about how much we care about every little detail” (R. Pondiscio, *How the other half learns*, 50).

“For every adherent ... there is a critic who complains that aggressive policing of their behavior teaches children merely to be compliant and subservient. Some have even insisted it's a racist echo of colonial school systems and inappropriate” (R. Pondiscio, *How the other half learns*, 43).

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For Monday:

P. Tough, *Whatever It Takes*, chs. 1-5

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P. Tough, *Whatever It Takes*, chs. 6-11

Whitehurst and Croft on HCZ (Brookings)

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Again, the agenda for the rest of the term will be decided by the number of students enrolled and their interests.

[WEEK 9](#)

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[WEEK 10](#)