

POSC 218
Fall 2011
Prof. Keiser

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, *mastering 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, student leadership of class discussions, and student initiative in pursuing footnote materials, web sites and think tanks that are mentioned in readings and ascertain what these have to offer for students of education policy. Intellectual curiosity is expected! Fridays throughout the term will be reserved for students to fulfill this course expectation and report to our community on their research. Each student is expected to submit a report on a minimum of four scholarly articles or book chapters during the term. Two of these reports should be presented orally (no longer than 10 minutes, please, with clear linkage to our course) during the Fridays that have been set aside for this.

Grading and student evaluation in this course will have four components. Oral presentations, class participation, attentiveness, and attendance will be evaluated at the midterm and end of the term (20%), a take-home midterm exam of approximately ten pages (30%), a literature review essay (20%) and a final examination of approximately 10 pages (30%). 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.

All assignments, quizzes, and exams must be done on your own. Note that academic dishonesty includes not only cheating, fabrication, and plagiarism, but also includes 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 a F in this course.

WEEK 1

Class One:

- Introduction and discussion of education in the news.

Class Two:

- Birkland, "Focusing Events."

- Patrick J. McGuinn, NO CHILD LEFT BEHIND AND THE TRANSFORMATION OF FEDERAL EDUCATION POLICY, 1965-2005, ch. 3.

McGuinn presents an understanding of ESEA and the status quo of the federal role in education; insight into the bases of conservative and liberal points of departure on education policy, important post-Brown vs. Board history that you need to learn, and a discussion of "A Nation At Risk." It would be wise to learn a bit more about this report.

Birkland offers a useful theoretical concept that we will attempt to apply. What is a focusing event, what is meant by agenda setting, how do focusing events set the agenda, whose agenda is being set, who was thinking about the issue long before but was not capable of getting it on to the agenda, does a focusing event promise to produce a policy outcome, and is there a focusing event mentioned in the McGuinn chapter?

Class 3:

- Ripley and Franklin, CONGRESS, THE BUREAUCRACY AND PUBLIC POLICY, "Redistributive Policy" and "Distributive Policy" chapters.

The historical cases are not important to us in these two chapters. You want to understand why it would be accurate to say that distributive policy provides to the many and redistributive provides to the few, how "haves and have-nots" enters this picture, which actors promote and benefit from each of the two types of policy, and by what mechanisms are redistributive policies turned into distributive policies and why this matters for ultimate passage of legislation. Be sure to look back at McGuinn's chapter, particularly the discussion of ESEA, which employs the terminology of Redistributive and Distributive policy.

WEEK 2

Class 1:

- K. Jackson, CRABGRASS FRONTIER, chs. 11-12.
- D. Judd, "Symbolic Politics ... African-Americans ... Democrats." In A. Reed, Jr., WITHOUT JUSTICE FOR ALL: THE NEW LIBERALISM AND OUR RETREAT FROM RACIAL EQUALITY.
- Recommended: Newsclip on restrictive covenants, "Rehnquist assailed."

Is it plausible to argue that the racial separation between black and white that corresponds to city and suburb in the US is an accident of history? Is it plausible to argue that it is the result of governmental decision making, and if so, does the culpability rest with the government of the city, suburb, state or federal level? BE PREPARED WITH EVIDENCE AND CITATIONS TO WRITE ON EITHER SIDE (affirmative or negative) OF THIS ARGUMENT; OR BRING TO CLASS A WRITTEN SET OF ANSWERS.

Class 2:

- K. Kruse, "City Limits: Urban Separatism and Suburban Secession," WHITE FLIGHT: ATLANTA AND THE MAKING OF MODERN CONSERVATISM.
- J. Fleishman, "The Real Against the Ideal -- Making the Solution Fit the Problem: The Atlanta Public School Agreement of 1973."

How can the Fleishman article be understood to support (a) the adage that the rich use politics to protect their riches and power and (b) one that suggests that getting a larger share of the spoils/benefits for leaders of a group is tantamount to gaining benefits for all including the least advantaged of the group?

Class 3:

YOUR DAY: An opportunity for you to submit a 2-5 page summary of an article that piqued your curiosity. Perhaps the article was drawn from a footnote in a reading or perhaps it is an article that is part of your Literature Review. You will have an opportunity to summarize the article in class. Many Fridays throughout the term will be structured this way.

WEEK 3

Class 1:

- Rubinowitz and Rosenbaum, *CROSSING THE CLASS AND COLOR LINES*, chs. 1 and 8.
- J. Kaufman and J. Rosenbaum, "The Education and Employment of Low-Income Black Youth in White Suburbs." *EDUCATIONAL EVALUATION AND POLICY ANALYSIS* 14:3 (Autumn 1992): 229-240.
- Recommended Only: Keels, et al., "Fifteen Years Later: Can Residential Mobility Programs Provide a Long-Term Escape from Neighborhood Segregation, Crime, and Poverty?"

The Gautreaux experiment is widely viewed as an educational achievement success. How is "success" being defined and what evidence supports such a claim? 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?

Class 2:

- L. Datcher, "Effects of Community and Family Background on Achievement." *REVIEW OF ECONOMICS AND STATISTICS* (1982) 64:32-41.
- J. Crane, "The Epidemic Theory of Ghettos and Neighborhood Effect ..." *AMERICAN JOURNAL OF SOCIOLOGY* 96:5 (March 1991): 1226-59.
- J. Brooks-Gunn, "Do Neighborhoods Influence ..." *AMERICAN JOURNAL OF SOCIOLOGY* 99:2 (September 1993): 353-95.

These three articles are not explicitly about education policy. As social science data, what is their relevance to this course and the preceding readings?

Class 3:

- A. Wells and R. Crain, "Perpetuation Theory and the Long-Term Effects of School Desegregation." *REVIEW OF EDUCATIONAL RESEARCH* 64:4 (winter 1994): 531-555.

AND YOUR DAY, partial

WEEK 4

Class 1:

- Thernstrom, AMERICA IN BLACK AND WHITE, ch. 13.
- P. Irons, "Two Cities -- One White, the Other Black." JIM CROW'S CHILDREN: THE BROKEN PROMISE OF THE *BROWN* DECISION.
- "Poorest School Districts Get Least Qualified Teachers." Star Telegram, Oct. 18, 2010 (NOTE YEAR!)
- "State's Separate Systems for Rich and Poor." Los Angeles Times, May 19, 2002, try Lexis-Nexis Academic database.

Class 2:

- S. Eaton, "Still Separate, Still Unequal: The Limits of Milliken II's Monetary ..." In DISMANTLING DESEGREGATION: THE QUIET REVERSAL OF BROWN ...
- B. Gadsden, "The Other Side of the Milliken Coin," JOURNAL OF URBAN HISTORY (2010) 36:173.
- Quillan and Pager, "Black Neighbors, Higher Crime." Cener for Demography and Ecology, Univ. of Wisconsin, Madison, Working Paper 2000-03.

Class 3:

- J. Areen and L. Ross, "The Rodriguez Case: Judicial Oversight of School Finance." THE SUPREME COURT REVIEW 1973: 33-35.

WEEK 5

Class 1:

- J. Ryan and M. Heise, "The Political Economy of School Choice." YALE LAW JOURNAL 111:8 (June 2002):2043-2136.
 - 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?)?
 - Why is the Nixon Presidency a turning point?
 - Footnotes 49-50, slow down
 - What evidence do we have about the impact of more money? Which groups advocate for this and which do not?
 - To all those who begin a conversation about Minnesota schooling by proudly stating that we have "an open enrollment policy" which negates segregation, your response is ...?
 - What does the magnet school experience teach us?
 - Take a look at Wikipedia or some source that explains the concept of bread and circuses. Then answer, how are charter schools a policy that could be seen as bread and circuses?
 - What often discusses panaceas are "much ado about nothing?"
 - Why are ballot initiatives for voucher plans defeated?
 - Pages 2081-82 explain why school choice is a wedge issue for both Republicans and Democrats. Be sure you understand.

Class 2:

- H. Schwartz, "Housing Policy is School Policy: Economically Integrative Housing Promotes Academic Success in montgomery county, Maryland." Century Foundation Report, 2010.
- M. Orfield and N. Wallace, "Expanding Educational Opportunity through School and Housing Choice." CURA REPORTER (Sept. 2007): 19-26.
- Speech Bishop Anthony M. Pilla, Bishop of Cleveland, Ohio @

www.citc.org/speeches.htm

Class 3: **MIDTERM EXAM DUE** this coming Tuesday at noon.

WEEK 6

CLASS 2:

- McGuinn, NO CHILD LEFT BEHIND, chs. 4-5
- J. Logan, "Choosing Segregation: Racial Imbalance in American Public Schools, 1990-2000.

Class 3:

- McGuinn, NO CHILD LEFT BEHIND, chs. 6-7.

WEEK 7

CLASS 1:

- "Charter Schools Trail in Results."
- "A Better Charter School Debate."
- J. Betts and E. Tang, "Charter Schools and Student Achievement."
- J. Henig, "Research Outside the Spotlight," SPIN CYCLE.
- R. Rothstein, "Grading the Education Reformers."
- S. Abernathy, "Charter Schools, Parents, and Public Schools in Minnesota." CURA REPORTER 34:1 (Winter 2004):1-7.
- T. Swartz, J. Lee, J. Mortimer, "Achievements of First-Generation Hmong Youth." CURA REPORTER (Spring 2003): 15-21.
- D. Goldstein, "The Education Wars" AMERICAN PROSPECT (April 2009): 18-22.

CLASS 2:

- McGuinn, NO CHILD LEFT BEHIND, chs. 8-9.
- S. Metcalf, "Reading Between the Lines." THE NATION (1/10/02), available online at <thenation.com>
- Daily Kos and Project Censored, "Bush Profiteers Collect Billions From No Child Left Behind." March 30, 2007, search online.
- Koyama, MAKING FAILURE PAY, ch. 3

CLASS 3:

YOUR DAY

WEEK 8

Class 1:

- P. Tough, WHATEVER IT TAKES, chs. 1-5

Class 2:

- P. Tough, WHATEVER IT TAKES, chs. 6-11 and afterword.
- G. Whitehurst and M. Croft, "The Harlem Children's Zone ... " Brown Center on Education Policy, Brookings (2010).

Class 3:

YOUR DAY

WEEK 9

- J. Shulman and W. Bowen, "The Admissions Game," THE GAME OF LIFE, ch. 2.

What is the difference between admissions preferences for athletes, musicians, and legacies vs. racial preferences?

- J. Harvie Wilkinson III, "The Bakke Decision."
 - Why the emphasis on elite professions?
 - Whose liberty is being infringed upon to promote what equality for whom?
 - Is diversity achieved when middle class minorities advance but the lower class remains behind?
 - What is Justice Douglas saying (and omitting) when he says the goal should be "good lawyers for Americans" (285)?

Class 2:

- Paul Attewell and David Lavin, PASSING THE TORCH: DOES HIGHER EDUCATION FOR THE DISADVANTAGED PAY OFF ACROSS THE GENERATIONS? ch. 2 and 8
- R. Kahlenberg, "Still Forgotten: Low Income Students at Selective Colleges."
http://www.mindingthecampus.com/originals/2008/05/still_forgotten_low_income_stu.html

Class 3:

- Thernstrom, AMERICAN IN BLACK AND WHITE, ch. 14 (pdf in week 4).

WEEK 10

Class 1:

- G. Orfield, E. Frankenberg and L. Garces, "Statement of American Social Scientists of Research on School Desegregation to the US Supreme Court in Parents v. Seattle School District ..."
URBAN REVIEW (2008) 40:96-136.
- K. Welner and E. Spindler, "The Post-PICS Picture." In FROM THE COURTROOM TO THE CLASSROOM, C. Smrekar and E. Goldring, eds.

Class 2:

- LITERATURE REVIEW DUE AT 4 PM (12-15 pages; more welcome)