

UNIVERSITY OF MASSACHUSETTS AMHERST
OFFICE OF THE SECRETARY
THE FACULTY SENATE

COURSE PROPOSAL SIGNATURE SHEET
(Undergraduate and Graduate)

CREDITS 3


DEPARTMENT, COURSE NUMBER AND TITLE: POLSCI 394R "~~Education Politics~~"

SCHOOL OR COLLEGE: SBS

379 Race, Class and the Politics
of Education

SIGNATORIES:

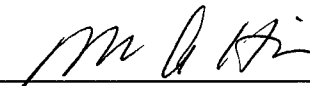
The following persons certify their approval for the course described in the accompanying document:

1.  3-21-2011
Department Curriculum Committee Chair (Undergraduate - 001-599) Date

2. _____
Department Curriculum Committee Chair (Graduate - 500-999) Date

The Committee Chair will sign the signature sheet for each course and submit both with the course proposal to the Department Head/Chair.

NOTE: Courses numbered 500-599 will be signed by both the Undergraduate and Graduate Department Curriculum Committee Chairs.

3.  _____
Department Head/Chair Date

The Department Head/Chair must sign the signature sheet. It will then be sent with copies of the course proposal to the College/School Curriculum Committee. One copy of the proposed course description will be forwarded to the Faculty Senate Office for publication on the University's Web Site

4. _____
School or College Curriculum Committee Chair Date

The Committee Chair shall then sign this sheet and forward it, with copies of the course proposal, to the Dean of the School or College.

5. _____
Dean of the School or College Date

The Dean shall sign this sheet and send it with copies (10 copies needed for courses numbered 001-499 and 20 copies for courses numbered 500-999) of the course proposal to the Faculty Senate Office. For courses numbered 500-999, the Faculty Senate Secretary shall forward the signature sheet and 5 copies of the course proposal to the Graduate Council Chair and then the Dean of the Graduate School.

6. _____
Graduate Council Chair (for courses 500-999) Date

The Graduate Council Chair shall sign and forward it to the Dean of the Graduate School.

7. _____
Dean of the Graduate School Date

The Dean of the Graduate School shall sign this sheet and forward it to the Faculty Senate Secretary.

(OVER)

8. _____ Date _____
Academic Matters Council Chair (for courses 001-599)

NOTE: *The Faculty Senate Council(s) listed will review proposals that involve issues (graduate credit, continuing education) that they are charged to monitor.*

9. _____ Date _____
Faculty Senate Secretary

Before signing this sheet, the Secretary will distribute copies of this course proposal to the Faculty Senate Councils and Committees for review, will publish the proposed course on the University's Web Site and will present the course for approval at a regular meeting of the Faculty Senate.

10. _____ Date _____
Provost

After signing this sheet, the Provost will send a copy of the completed signature sheet to the Department which proposed the course, to the Scheduling Office and to the Faculty Senate.

cc: Proposer
Scheduling Office, 213 Whitmore
Faculty Senate Secretary, 105 Hampshire House

UNIVERSITY OF MASSACHUSETTS AMHERST
OFFICE OF THE SECRETARY
THE FACULTY SENATE

UNDERGRADUATE COURSE APPROVAL FORM
(Courses Numbered 001-599)

15 Copies Required for Courses Numbered 001-499
20 Copies Required for Courses Numbered 500-599

379 Race, class & the Politics of

- 1. DEPARTMENT, COURSE NUMBER AND TITLE: Political Science, 379R, Education Politics
- 2. SCHOOL OR COLLEGE: SBS
- 3. Proposer's Name, Telephone and Email: Jesse Rhodes x 6185, jrhodes@polsci.umass.edu
- 4. Proposed Instructor: Jesse H Rhodes
- 5. Course Credits: 3
- 6. Are there Prerequisites? NO If yes, please specify _____

- 7. What is the intended clientele? Lower Division _____ Upper Division
- Department majors only _____ Departmental/related majors Non-Majors _____
- If course is intended for majors, what role will it play in the curriculum? Required _____ Elective _____

8. Complete Course Catalog Description (30 Words):
 This course examines the development of the American education system, as well as contemporary debates about standards + accountability, school choice, teachers unions, school finance, and segregation.

- 9. Please attach the following materials:
 - Week-by-week outline of topics covered in course (or syllabus)
 - List of Required readings
 - Description of required assignments (papers, exams, projects, reports, presentations, etc.)
 - Summary of course grade criteria
 - Selected bibliography of works used by instructor in developing course, especially recent works (as appropriate)

10. If course has been offered as an experimental or special topics course, please comment (on an attached page) on its evolution.

Upon approval of the course by the department head, one copy of this form shall be sent from the departmental office to the Faculty Senate Office to allow for the course to be published on the University's Web Site for comment.

For courses numbered 500-599, the "Guidelines for Course Approval Form" from the Graduate Council must accompany the new course proposal.

EDUCATION POLITICS AND POLICY

Spring 2010

Professor Jesse Rhodes
Thompson Tower 310
jrhodes@polsci.umass.edu (use SPARK first!)

Americans expect a lot from the schools: training in citizenship, preparation for work and family life, teaching of tolerance and mutual respect, socialization in American values. Schools play a big role in the nation's effort to provide equality of opportunity for young Americans; indeed, some would say that we expect too much! In any case, we make huge investments in schools today – more than \$500 billion per year on public elementary and secondary education (about the same as the Department of Defense's budget). Public elementary and secondary schools serve more than 50 million children every year in hundreds of thousands of classrooms throughout the nation, and employ more than 5 million teachers, assistants, and other workers.

Schools are not only major social investments; they are also sites of huge struggles over academic achievement, school choice, and the politics of race. Indeed, precisely because we depend on schools to do so much, education politics engage basic battles over values and policy. What is "education"? How do we know when someone is "well-educated"? What subjects and issues should schools prioritize? Who should pay for schools, and how much should different individuals and groups have to pay? Are schools responsible for providing equality of opportunity?

Moreover, while many people agree that we need to improve schools to ensure that young people get a fair shot in life, they disagree dramatically about how to do it. Do we need higher standards, more testing, and more accountability for results? Would school choice – including choice of private schools – improve education? What about teachers – do we need to hold teachers accountable for their performance (as the Obama administration hopes)? And how do we deal with racial and class inequalities that inevitably shape students' achievement?

This class investigates both the politics and the policy of schooling. On the political side, we will explore the development of public schooling, the controversies over the purposes of schools, and the use of education as a political issue. On the policy side, we'll analyze the vociferous debates over standards, testing, accountability, school choice, school finance, and resegregation.

The readings for this course were deliberately selected to reflect VERY different viewpoints on the schools. By wading into the debates, and hearing from very different voices, we'll develop the tools to make informed decisions about difficult policy issues.

TEACHING APPROACH AND EXPECTATIONS

My goals in this class are:

1. To encourage understanding of basic information about the way the American education system is organized and operates
2. To promote appreciation of major debates about how to improve schools
3. To encourage development of understanding of values and ideologies that permeate discussion of education and school reform
4. To foster understanding of the complexity and difficulty of school reform

I believe that active learning and investment by the students and the professor make for the most successful class. I'll be organizing this course as a seminar, encouraging free exchange of arguments and ideas. We'll be engaging in a variety of styles of learning in the classroom, including discussions, small group work, activities, debates, and so forth.

OFFICE HOURS/COMMUNICATIONS

I will be holding regular office hours throughout the semester. I encourage you to visit if you have questions or concerns about the class.

Remember, it's your responsibility to keep me informed if you have an illness, a personal emergency, or some other situation that will affect your attendance/participation/ability to complete work.

Additionally, if you're struggling in the class, please let me know. I can't help if I'm not aware of it.

CLASS PROCEDURES

To facilitate our discussion and activities, please bring your books, class readings, or class notes to class every day. You must at least bring written notes.

I will provide discussion questions for each class's readings – posted on spark – the evening before each class. I strongly encourage you to write out answers to the discussion questions for each reading. You should expect questions from the discussion questions to show up on the midterm and final exams.

GRADING

1. Attendance, Participation, and Short Quizzes/Assignments/Classroom Activities (25%)

I believe that learning requires active engagement with the readings and classroom activities. Class is a place to clear up questions about the readings, discuss the implications of the readings in detail, and gain new knowledge about the course themes not presented in the readings. Indeed, we'll be covering important information in class that will not be presented in the readings, which will show up on the midterm and final.

Because engagement in learning is so important, I want to reward students who prepare diligently for class and come prepared to participate in discussion. Thus, during the semester,

I'll be conducting a variety of evaluations on your preparation, which will reward active and prepared students. These will include pop quizzes, pre-announced quizzes, short writing assignments, group writing assignments, and other activities for credit.

I will also reward students for consistent attendance and participation in class. On some random days, I will take attendance; and I'll certainly provide credit for those who are active in class. For those who aren't as vocal in discussion, but want to participate, I'll also provide credit for active involvement in group activities.

2. Midterm Examination (25%) – DUE MARCH 8, 2010.

The midterm examination will test everything up to Friday, March 5. The midterm will evaluate both your knowledge of the basics of the education system (based on what we've read so far) and your understanding of the theories and debates surrounding education and school reform. The midterm will include a mix of true/false, multiple choice, and written essay components.

You should expect to have to study diligently for the midterm.

I will discuss the midterm – and answer questions – in class.

3. Research Paper (25%) – DUE APRIL 16, 2010

You will write a 9 page research paper in the class.

The research paper is an opportunity for you to extend your analysis of one of the major themes we discuss in class – trends in student achievement; standards, testing, and accountability; school choice; teacher quality and distribution; school finance reform; and race, resegregation, and equity.

Your paper will be a policy memo to President Barack Obama, which will:

1. Identify a major problem in the area of education policy you select
2. Explain how the president should address the policy problem you choose
3. Explains why your policy solution is a good one
4. Critiques at least two major alternatives to your preferred solution.

Your research paper should draw significantly on materials from outside of class, and should exhibit a deep understanding of the issues related to your policy topic. You should expect to have to do outside research, bringing specific evidence and information to bear that supports your arguments. This paper is not an opinion piece; but a persuasive argument grounded in research/evidence you identify.

4. Final Examination (25%) – DATE/LOCATION TBA (will be available on SPIRE)

The final exam will test your knowledge and understanding of the readings after the midterm. It is not cumulative. You should expect the final to have a similar format as the midterm – a combination of true/false, multiple choice, and essay – but it will be longer.

POLICIES ON COURSE WORK

Learning is a collaborative process, but assessments and research projects are individual efforts. It is very important that your work be your own. Don't plagiarize others' work. Consult your student handbook on plagiarism policies; if you're ever in doubt, ask me.

Unless you have made prior arrangements with me, late work will be penalized 10% per day late. Please do not ask for an extension *after* the due date.

COURSE MATERIALS

The following books have been ordered, and are available in the bookstore.

1. Jennifer Hochschild and Nathan Scovronick, *The American Dream and the Public Schools*. Oxford University Press, 2003.
2. Lorraine McDonnell, Michael Timpone, and Roger Benjamin, *Rediscovering the Democratic Purposes of Education*. University Press of Kansas, 2000.

Additional readings are posted on the SPARK course website.

CLASS SCHEDULE

W 1/20: Introduction

1. What is Schooling For?

F 1/22

Hochschild and Scovronick, *American Dream and the Public Schools*, 9-27.

Alfie Kohn, "What does it mean to be well educated?," 1-10.

M 1/25

Carl F. Kaestle, "Toward a Political Economy of Citizenship: Historical Perspectives on the Purposes of Common Schools," *Rediscovering the Democratic Purposes of Education*, 47-67.

Laura Vanderkam, "The Permanent Recession," *USA Today*, June 16, 2009.

2. The Development of American K-12 Education – Broad Historical Review

W 1/27

Lorraine Smith Pangle and Thomas L. Pangle, "What the American Founders Have to Teach Us about Schooling for Democratic Citizenship," *Rediscovering the Democratic Purposes of Education*, 21-41.

Diane Ravitch, "American Traditions of Education," pp.1-13.

F 1/29

Joel Spring, "The Ideology and Politics of the Common School," *The American School, 1642-1993*, 62-86.

M 2/1

William J. Reese, "Democracy, Efficiency, and School Expansion," *America's Public Schools: From the Common School to No Child Left Behind*, 118-147.

W 2/3

Patricia Albjerg Graham, *Schooling America: How the Public Schools Meet the Nation's Changing Needs*, 127-152.

F 2/5

Patrick McGuinn, "The National Schoolmarm: No Child Left Behind and the New Educational Federalism," *Publius: The Journal of Federalism* 35(2005): 41-68.

3. Student Achievement, the Achievement Gap, and Civic Skills

M 2/8

US Department of Education, *NAEP 2008: Trends in Academic Progress*, pp. 8-17, 28-37.

Education Trust, "Gauging the Gap: A Deeper Look at Student Achievement," 2009, 1-6.

W 2/10

Eric Hanushek, "The Economic Value of Education and Cognitive Skills," *American Educational Research Association*, 2010, 39-50.

Claudia Goldin and Lawrence Katz, "Education and technology: Supply, demand, and income inequality," *VOX* (June 2009), pp. 1-7.

F 2/12

Amy Gutman, "Why Should Schools Care about Civic Education?" *Rediscovering the Democratic Purposes of Education*, 73-88.

Margot Stern Strom, "Education, Democracy, and Rights," *Boston Globe*, November 20, 2008.

4. School Reform – Standards, Assessments, and Accountability

T 2/16 (Makeup for Cancelled Class for President's Day 2/15)

Jennifer Hochschild and Nathan Scovronick, *American Dream and the Public Schools*, 77-106.

W 2/17

Charles Payne, *So Much Reform, So Little Change*, 191-205.

David Tyack and Larry Cuban, *Tinkering Toward Utopia*, 60-75.

F 2/19

Frederick M. Hess, "Refining or Retreating? High-Stakes Accountability in the States," *No Child Left Behind? The Politics and Practice of School Accountability*, 55-75.

Paul Peterson and Frederick Hess, "Few States Set World-Class Standards," *Education Next*, 2008, 1-4.

M 2/22

Eric Hanushek and Margaret Raymond, "The Effect of School Accountability Systems on the Level and Distribution of Student Achievement," *Journal of the European Economic Association*, 2004, 2-13.

Eric Hanushek, "What to Do about NCLB," *Education Next*, 2009, 1-4.

W 2/24

Leadership Conference on Civil Rights, "Reauthorize the No Child Left Behind Act with More Funding, Better Enforcement, and Additional Supports for Struggling Schools," Letter to Chairmen of Senate Committee on Health, Education, Labor & Pensions and House Committee on Education and the Workforce, March 13, 2007, pp. 1-6.

Diane Ravitch and John E. Chubb, "The Future of No Child Left Behind," *Education Next* (2009), pp. 1-10.

"Point-Counterpoint: Should We Repair "No Child Left Behind" or Trade It In?" Conversation between Robert Gordon and Richard Rothstein, *Center for American Progress/Economic Policy Institute*, pp. 4-19.

F 2/26

Stacey Childress, Denis Doyle, and David Thomas, *Leading for Equity: The Pursuit of Excellence in Montgomery County Public Schools*, 13-31, 131-147.

5. School Choice and Vouchers

M 3/1

Jennifer Hochschild and Nathan Scovronick, *American Dream and the Public Schools*, 107-132.

DeWayne Wickham, "On School Vouchers, Obama Takes Middle Ground," *USA TODAY*, May 25, 2009.

W 3/3

Terry Moe, "The Two Democratic Purposes of Public Education," *Rediscovering the Democratic Purposes of Education*, 127-145.

John Chubb, "The Private Can be Public," 13-22.

F 3/5

Amy Guttman, "Assessing Arguments for School Choice: Pluralism, Parental Rights, or Educational Results?" *School Choice: The Moral Debate*, 126-148.

M 3/8

*****MIDTERM EXAMINATION*****

W 3/10

William Howell, Patrick Wolf, Paul Peterson, and David Campbell, "The Impact of Vouchers on Student Performance," *Choice and Competition in American Education*, 183-193.

Caroline Hoxby, "Do Vouchers and Charters Push Public Schools to Improve?" *Choice and Competition in American Education*, 194-205.

F 3/12

CREDO (Center for Research on Education Outcomes, Stanford University), "Multiple Choice: Charter School Performance in 16 States," 2009, 1-6, 21-33.

*******SPRING BREAK (3/13-3/21)*******

6. Teachers – Quality and Distribution

M 3/22

Andrew Rotherham and Sara Mead, "Back to the Future: The History and Politics of State Teacher Licensure and Certification," *A Qualified Teacher in Every Classroom: Appraising Old Answers and New Ideas*, Harvard Education Press, 2004, 11-43.

W 3/24

Laura Goe and Leslie Stickler, "Teacher Quality and Student Achievement: Making the Most of Recent Research," *Education Testing Service*, 1-11 (use page numbers in the file).

Jeannie Oakes, "Teaching to Change the World," *Urban Education with Attitude*, 109-120.

F 3/26

Brian Jacob, "The Challenges of Staffing Urban Schools with Effective Teachers," *The Future of Children*, 2007, 129-148.

M 3/29

Diane Ravitch, "Why Teacher Unions are Good for Teachers and the Public."

Erich Martel, "Protecting Academic Standards: How My Union Makes it Possible."

Todd DeMitchell and Casey Cobb, "The Professional and the Union Member."

Terry Moe, "A Union by Any Other Name: The NEA and the AFT will Promote Reforms, but Only Those that Serve Teachers' Interests."

W 3/31

Randall Eberts, "Teacher Unions and Student Performance: Help or Hindrance?" *The Future of Children*, 2007, 175-193.

Bob Herbert, "A Serious Proposal," *New York Times*, January 11, 2010.

F 4/2

Elena Silva, "The Benwood Plan: A Lesson in Comprehensive Teacher Reform," *Phi Delta Kappan*, 2008, 1-6.

Marilyn Cochran-Smith and Mary Kim Fries, "Sticks, Stones, and Ideology: The Discourse of Reform in Teacher Education," *Educational Researcher* 2001, 3-15.

7. School Finance – Spending, Finance Equity, and Reform

M 4/5

Education Trust, "Funding Gaps 2006," 2006, 1-13.

Penny Howell and Barbara Miller, "Sources of Funding for Schools," *The Future of Children* 39-50.

Nicholas Kristof, "Our Grestest National Shame," *New York Times*, February 14, 2009.

W 4/7

Gareth Davies, "Compensatory Education through the Courts," *See Government Grow*, 194-220.

F 4/9

Jennifer Hochschild and Nathan Scovronick, *American Dream and the Public Schools*, 52-76.

M 4/12

Eric Hanushek, "Spending on Schools," *Public Education: A Primer*, 68-88.

Josh Dunn and Martha Derthick, "Judging Money," *Education Next*.

W 4/14

Jonathan Kozol, "A National Horror Hidden in Plain View: Why Not a National Response?" *Shame of the Nation*, 236-263.

F 4/16

*****RESEARCH PAPERS DUE*** - NO CLASS.**

8. Race, Class, and Education – Equity, Access, Resegregation, and Achievement

M 4/19 (Holiday – Patriot’s Day, NO CLASS)

W 4/21

Hochschild and Scovronick, *The American Dream and the Public Schools*, 28-50.

F 4/23

David J. Armor, “Lessons Learned from School Desegregation,” *Generational Change: Closing the Test Score Gap*, 115-119, 122(“new national and state data”)- 135.

M 4/26

Gary Orfield and Chungmei Lee, “Why Segregation Matters: Poverty and Educational Inequality,” Harvard Civil Rights Project, 4-20, 40-43.

Richard Kahlenberg, “The New Look of School Integration,” *American Prospect*, June 3, 2008.

W 4/28

William Koski and Jeannie Oakes, “Equal Educational Opportunity, School Reform, and the Courts: A Study of the Desegregation litigation in San Jose,” *From the Courtroom to the Classroom: The Shifting Landscape of School Desegregation*, 71-102.

F 4/30

David Berliner, “Investing in Student Lives Outside of Schools to Increase Achievement Inside Schools,” *To What Ends and By What Means? The Social Justice Implications of Contemporary School Finance Theory and Policy*, 161-184.

9. Conclusion

M 5/3 – Last Day of Class: Review for Final Exam