

Education Reform, Past and Present

Educational Studies (EDUC) 300

Trinity College

Spring 2022 | TR 1:30–2:45pm

For in-person class meetings: LSC 137

For virtual class meetings: <https://trincoll.zoom.us/j/99014554496>

Professor: Elise Castillo, Ph.D. (she/her)

Email: Elise.Castillo@trincoll.edu (I aim to return emails within 24 hours, except on Saturdays)

Office Hours: Wednesdays, 10:00am–12:00pm; in McCook 318 (or outside Peter B's in warm weather)

And by appointment: Book via <https://calendly.com/elise-castillo/15min>

Office Hours

Office hours are times that I reserve specifically for meeting with students. During the Wednesday 10:00am–12:00pm block, you do not need to sign up in advance. If you would like to meet with me outside this time block, please sign up in advance via the Calendly link above (also posted in Moodle).

During office hours, I am happy to answer your questions about class material or assignments and offer academic advice or mentorship. Generally, I meet with each student for 15 minutes, so it's helpful if you come with a clear sense of what you'd like to discuss so that we can make the most of our time together.

Course Description

To what aims have education reformers aspired over time? When and how did schools become tools for divergent goals, such as reducing inequality, advancing capitalism, creating cultural uniformity, and liberating oppressed peoples? Why have reforms succeeded or failed to achieve these ends, and what were some of the unintended consequences? Over a century of education reforms, what has changed about public schooling, and what has remained the same?

In this mid-level undergraduate course, we compare and contrast selected movements, both past and present, to reform elementary, secondary, and higher education in the United States from the 19th-century Common Schools era to the modern day. We examine how these reform movements facilitated or hindered equitable educational opportunity and access for minoritized communities. Students will develop skills in reading and researching primary and secondary sources, interpreting divergent perspectives, and expository writing.

Learning Objectives

Over the course of the semester, you will be able to:

- a) Interpret historical sources from different periods and perspectives to better understand how education has varied from your current-day experiences.
- b) Compare and contrast different explanations about the causes and consequences of educational change and continuity over time.
- c) Propose a research question, identify appropriate sources, and write a substantive essay that supports their thesis with persuasive evidence.

Course Materials

Readings will be posted to our course Moodle site. Alternatively, for a fee of around \$20 (exact amount TBD), I will provide printed copies of these readings throughout the semester. Read and reflect on all the assigned readings **before** class on the date they are listed on the syllabus. Come to class prepared to engage with discussing the readings. Reading loads and difficulties will vary; it will be in your best interest to look ahead and budget your time accordingly. Readings may be subject to change.

Course Assignments and Evaluation

Assignment	Due Date	Points Possible
Class attendance and participation	Every class; Mid-semester	10
	Every class; End-of-semester	10
Practice midterm essay #1	Thursday, February 17, 11:59pm ET	5
Peer review for Practice midterm essay #1	Sunday, February 20, 11:59pm ET	5
Practice midterm essay #2	Thursday, March 3, 11:59pm ET	5
Peer review for Practice midterm essay #2	Sunday, March 6, 11:59pm ET	5
Midterm exam	Thursday, March 17, 2:45pm ET	10
Final paper proposal	Thursday, April 8, 11:59pm ET	5
Final paper draft (minimum of 4 paras.)	Thursday, April 22, 11:59pm ET	5
Final paper peer review (for 2 classmates)	Thursday, April 29, 11:59pm ET	2 x 5 = 10
Final paper presentation + peer feedback	Thursday, May 5, 1:30pm ET	2 x 5 = 10
Final paper	Thursday, May 12, 11:59pm ET	20
		Total possible: 100

Your final course grade will be calculated by dividing the total points earned by the total points possible.

The grading scale is as follows:

90 to 100% = A (outstanding work)

80 to 89% = B (good work)

70 to 79 % = C (adequate work)

Below 70% = D or F (unsatisfactory work)

Each letter grade is divided into equal thirds for minus (-), regular, and plus (+) letter grades (e.g. 80 to 83.33 is a B-, 83.34 to 86.67 is a B, and 86.68 to 89.99 is a B+).

Class Attendance and Participation (Evaluated at mid-semester and end-of-semester; 10 x 2 = 20 points)

*"As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence."
bell hooks, *Teaching to Transgress* (1994), p. 8*

Excellent class participation includes the following:

- *Attending all classes from start to finish.* You are each entitled to two excused absences this semester (which I encourage you to reserve in cases of illness). More than two absences will affect your participation grade, except in cases of religious observances or documented medical or family emergencies. **Absences for these reasons may be made up through a makeup assignment. You must email me to receive permission to complete a makeup assignment.** Please

notify me during the first week of the course if you require any scheduling accommodations for religious observances.

- If any student is required to isolate or quarantine due to a positive Covid-19 test or exposure to someone who tests positive, the entire class will meet virtually via Zoom. Please see the Academic Policies on p. 5 for more details.
- *Coming prepared to each class.* Come to each class having completed all required readings and assignments and with all necessary materials, such as readings and notes. Arrive on time and ready to engage.
- *Actively engaging in class discussions.* Make thoughtful and analytic contributions to small- and large-group discussions based on completed readings and assignments.
- *Listening and respond to others with respect.* Make space for others to share their perspectives and opinions in class discussions. Listen attentively and respectfully. If you disagree with something someone has said, do so graciously, respectfully, and with evidence to support your counterargument. Be open to learning from others' experiences, perspectives, and interpretations.

You will self-evaluate your participation at mid-semester and at the end of the semester, to reflect on your strengths and on how you can improve. I will take into account your self-evaluation when determining your grade, and I will discuss with you individually if my assessment differs from your own.

A note on class participation during virtual/remote class meetings: When our class must meet virtually via Zoom, please know that there are multiple ways to show your engagement and participation, including: speaking aloud (in a breakout room or whole-class discussion), contributing in written form (e.g., chat or shared notes), or contributing in visual form (e.g., emoji reactions or body language, such as nodding or giving a thumbs-up when you agree with a point someone else makes).

Your own personal circumstances may impact your ability to participate and engage in class when we meet virtually. That said, during virtual class meetings, I ask that you do your best to attend class on time, minimize distractions actively engage, and **turn on your camera when possible**. Please also do your best to communicate with me as soon as possible should you encounter any challenges to attending or participating actively during virtual class meetings.

Practice Midterm Essays (2 essays x 5 points each = 10 points)

Each practice midterm essay (around 250 words each, in 1–3 paragraphs) offers an opportunity to familiarize yourself with, and prepare for, the types of questions you will see on the midterm exam. For each essay, you will illustrate your understanding of course readings and themes, support claims with evidence and examples, and demonstrate your interpretation and analysis of education reform movements.

- Practice Midterm Essay #1 – due Thursday, February 17, 11:59pm ET
- Practice Midterm Essay #2 – due Thursday, March 3, 11:59pm ET

Practice Midterm Essay Peer Review (2 essays x 5 points each = 10 points)

Giving and receiving feedback are some of the most effective ways we can each improve as analytic thinkers and writers. Therefore, you will also review and provide feedback on two peers' practice essays.

- Peer Review for Practice Midterm Essay #1 – due Sunday, February 20, 11:59pm ET
- Peer Review for Practice Midterm Essay #2 – due Sunday, March 6, 11:59pm ET

Midterm Exam (2 essays x 5 points each = 10 points)

The midterm exam evaluates your skills in interpreting and analyzing education reform movements. I will provide you with three questions, and you must choose two questions to answer. Typical questions may resemble one of the following formats:

- Explain why reformers A and B supported the same movement, but for different reasons.
- How would reformer C, from one historical period, respond to reformer D, from a different historical period?
- Read a passage by author X and explain how reformer Z would respond.

The midterm is *interpretive*, meaning that you cannot study in the same way you would for a memorization-based exam. The Practice Midterm Essay assignments give you an opportunity to practice and prepare for the exam. You are also encouraged to prepare for the midterm by working in small groups to brainstorm a list of anticipated questions, then rehearse (oral or written, solo or group) how to answer each. Additional details regarding the guidelines for the midterm will be distributed in class.

Final Research Paper

- Proposal (Due Thursday, April 7, 11:59pm ET, 5 points)
- Draft (Minimum of four paragraphs; Due Thursday, April 21 ET, 11:59pm, 5 points)
- Peer review (For two classmates; Due Thursday, April 28, 11:59pm ET, 5 points)
- Research presentation (~5 minutes; 3–4 slides; Due Tuesday, May 3, 1:30pm ET, 5 points)
- Final draft, 8–10 double-spaced pages (Due Thursday, May 12, 11:59pm ET, 20 points)

The final paper evaluates your research, historical interpretation, and analysis skills. The paper is a research essay that addresses **change and/or continuity over time** regarding any topic in education. By design, the boundaries are very broad. You may explore **any topic** related to education, at **any level inside the schooling system** (early childhood, elementary & secondary, or higher education) **or outside the system** (home schooling, community-based education, etc.), in **any location** (local, domestic, or international) **or time period** (centuries ago or recent events), as long as you frame the question around change and/or continuity over time.

Appropriate types of research questions that address change and/or continuity over time:

1. Historical origins — *How did X first arise at this period in time?*
2. Historical causation — *What factors caused X to happen over time?*
3. Multiple definitions — *How did different reformers envision X over time?*
4. Social history of human experiences — *How did group Y experience X over time?*
5. Historiographical — *How have different historians interpreted X over time?*
6. Policy formation — *How did X arise as a policy issue over a specific period?*
7. Policy implementation — *How was X transformed from policy into practice?*

Additional information about the final paper will be distributed in class.

Academic Policies

Face Mask Requirement

Per Trinity College policy, you are required to wear a surgical or N95 face mask in the classroom, from the beginning to the end of class. Masks must cover your nose and mouth completely. Cloth masks and gaiters are not permitted. There are no exceptions to this policy. You may not remove your mask to eat or drink during class; therefore, please plan ahead.

At times, it may be difficult to hear one another with our masks on. Therefore, please do your best to speak loudly and clearly during class discussions.

Accommodations for Students in Isolation or Quarantine

If any student must isolate or quarantine, our entire class will meet virtually via Zoom, using the meeting link on p. 1 of this syllabus (also posted to Moodle). Although not ideal, meeting virtually as an entire class is much more effective and inclusive than a “hybrid” format, where some students are in-person while others are virtual. In addition, a virtual class maintains the confidentiality of isolated or quarantined students.

If you are in isolation or quarantine, *and* feeling healthy, you are required to attend virtual class sessions. Excused absences from a virtual class session are only permitted if you provide documentation of a family or medical emergency.

Use of Electronics

You may bring a laptop to class **only** for the purposes of accessing electronic copies of course readings and to take notes. Please refrain from using your laptop or phone for non-class-related purposes. At any point in the semester, I reserve the right to disallow laptop use if students are using them for non-class purposes.

Late Assignments

You are each entitled to two 36-hour extensions, no questions asked. You may use these extensions for any assignment. When you submit the assignment on Moodle, please note in the comment box that you are using the extension. Other than the use of these extensions, late assignments will be penalized with a 10% deduction for every 1 to 24-hour period beyond the deadline. Exceptions will be granted only for documented family or medical emergencies.

Excused Absences and Making Up Work

As noted above under “Class Attendance and Participation,” you are each entitled to two excused absences this semester (which I encourage you to reserve in cases of illness). More than two absences will affect your participation grade, except in cases of religious observances or documented medical or family emergencies. **Absences for these reasons may be made up through a makeup assignment. You must email me to receive permission to complete a makeup assignment.** Please notify me during the first week of the course if you require any scheduling accommodations for religious observances.

Accessibility

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. Like many things, the need for disability accommodations and the process for arranging them may be altered by the Covid-19 changes we are experiencing and the safety

protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class are urged to contact the Student Accessibility Resource Center, as soon as possible, to explore what arrangements need to be made to assure access.

If you have approval for academic accommodations, please notify me by the end of week two of classes. For those students with accommodations approved after the start of the semester, a minimum of 10 days' notice is required. Please be sure to meet with me privately to discuss implementation. Student Accessibility Resources can be reached by emailing SARC@trincoll.edu.

Intellectual Honesty

According to Trinity College policy, intellectual honesty "assumes that students do their own work and that they credit properly those upon whose work and thought they draw" (Trinity College Student Handbook, 2016). While we often draw upon the work of others, it is essential that any work presented as your own is indeed your own, no matter how big or small the assignment. Ideas and/or words that are not yours should always be appropriately cited.

You may use any citation style (e.g., APA, Chicago, MLA), as long as you do so consistently. If you have any questions about how to cite another author's work appropriately, or how to draw upon another author's work without plagiarizing, please ask me.

Intellectual dishonesty and plagiarism in any form will not be tolerated in this class. Instances of academic dishonesty or plagiarism may result in assignment failure, course failure, referral to the Honor Council, and/or other consequences.

Asking for Assistance or Clarification

I am usually happy to assist you and answer questions on anything related to course readings or assignments. However, part of being a successful college student is learning how to problem-solve on your own. So, before you ask me for assistance or clarification, please first consult at least two sources: (1) the course syllabus and Moodle site; (2) a classmate. If you still do not find the answer to your question after consulting these sources, feel free to ask me!

Helpful Things to Know

Trinity College Student Emergency & Equity Fund. This fund is available for all students to apply for financial support that will help ensure their academic success. This includes such things as course or lab fees, textbooks, software required for courses, emergency travel, and even graduate and medical school entrance exam fees. To apply for funding, please visit [the Dean of Students' website](#) (also in Moodle).

Trinity College Writing Center. We are all developing as writers and thinkers (myself included), and we all improve through receiving feedback. For assistance and feedback on your writing, at any stage, consider scheduling an appointment with a Writing Associate at Trinity's [Writing Center](#). If you visit the Writing Center for support your final paper, you will receive extra credit (0.5 point).

Trinity College Library. Our librarians are amazing and eager to help you identify sources for research projects or other assignments. Although you can make a virtual appointment with any librarian, Rob Walsh, our social science librarian, has particular expertise in the library sources relevant to our class. You can email him at Robert.Walsh@trincoll.edu or [make an appointment on the library website](#).

Student Technology Assistants. The Student Technology Assistants (STA) work with Trinity's Research, Instruction, and Technology (RIT) staff to provide assistance and support regarding your technology needs, including using Zoom and Moodle. Contact the STAs at sta-help@trincoll.edu, drop by their virtual help desk (https://trincoll.zoom.us/my/sta_helpdesk), or read more on their [website](#).

SensusAccess File Converter. If you wish, you may convert course readings in PDF form into alternative formats, including audio files. In doing so, you can listen to the reading while following along with the written text. Trinity's RIT website includes additional details on the [SuccessAccess File Converter](#).

Title IX Resources and Mandated Reporting. As a faculty member, I am considered a "Responsible Employee." This means that if you disclose to me instances of sexual assault, sexual harassment, other sexual misconduct, dating violence, domestic violence, or stalking, I am required to share this information with Trinity's Title IX Coordinator or Deputy Coordinator. See Trinity's [Title IX website](#) for additional information.

If you need to talk to someone who will maintain confidentiality, you can reach out to "Privileged Employees" at the following places:

Spiritual and Religious Life, Trinity College Chapel, (860) 297-2013

The Reverend Marcus G. Halley

Counseling Center: 135 Allen Street, (860) 297-2415

Randolph M. Lee, Ph.D., Director

Kristine Kennan, Psy.D., Associated Director

[After business hours, call to receive an available counselor's phone number]

In addition, the following "Confidential Employees" are required to report basic information about alleged incidents, but will not disclose names or other details that may reveal individuals' identities, unless there is imminent harm to the campus or person/s disclosing.

The Health Center: Wheaton Hall 1st Floor, (860) 297-2018

Martha Burke O'Brien, Director

All non-student staff

Women & Gender Resource Action Center (WGRAC), Mather Hall, 2nd Floor, (860) 297-2408

Laura Lockwood, Director

All non-student staff

Queer Resource Center (QRC), 114 Crescent Street, (860) 987-6273

Carrie Robinson, Director

All non-student staff

Mental Health. Many of us face issues with our mental health over the course of our lives. Sometimes, being a student can create or exacerbate these issues. In addition, it is common to experience additional anxiety due to the global pandemic and other national political events. If you are struggling, your mental health is suffering, or you just need someone to talk to, I encourage you to make an appointment with the [Counseling and Wellness Center](#), or call (860) 297-2415. These services are free and confidential.

Learning During the Pandemic. Many challenges and uncertainties remain as we continue to navigate life during the Covid-19 pandemic. My goal is to support you in doing the best work you can in light of these challenges. I encourage you to prioritize your health and wellness, which are far more important

than the grades you get in this class or any class. If you are finding it difficult to balance your health and wellness with your work in this class, please let me know. It's okay to ask for help.

I ask that you be patient with me if the challenges to the semester force me to make last-minute changes. I will do my best to communicate any changes clearly and with as much notice as possible. Finally, please be patient with your peers as well as we all navigate this semester together.

Course Schedule

Unit 0: Course Introduction and Overview

Guiding questions: What are the competing goals of public education? How have these competing goals impacted education reform efforts over time?

Tuesday, February 1: Course Introduction and Overview

Hochschild, J. L., & Scovronick, N. (2003). Introduction. In *The American Dream and the Public Schools* (pp. 1–5). New York, NY: Oxford University Press. [5]

Unit 1: The Common Schools Era (Mid to Late 19th Century) and its Legacy

Guiding questions: What were the goals of the Common Schools Era? What were movement's advantages and shortcomings? How are the goals of the Common Schools Era reflected in contemporary public schooling?

Thursday, February 3: Ideology of Common School Reformers: Examining 19th Century Textbooks

Skim (don't read!) ANY TWO Common School Era textbooks (links in Moodle). Come to class prepared to discuss the guiding questions on the "Analyzing 19th Century Textbooks" worksheet (link in Moodle).

Guest Speaker: Eric Johnson DeBaufre, Ph.D., Special Collections Librarian, Watkinson Library

Tuesday, February 8: The Feminization of Teaching and its Legacy

Goldstein, D. (2014). Ch. 1: "Missionary teachers" and Ch. 2: "Repressed indignation" (pp. 13–46). In *The Teacher Wars*. New York, NY: Doubleday. [33]

Thursday, February 10: American Indian Boarding Schools and Their Legacy

Adams, D. W. (1995). Excerpt from Ch. 4: Institution (pp. 97–112). In *Education for Extinction: American Indians and the Boarding School Experience, 1875–1928*. Lawrence, KS: University of Kansas Press. [15]

Covello, L. (1958). Excerpt from *The Heart is the Teacher*. New York: McGraw Hill. [2]

Taylor, D. B., & Morales, C. (2020, June 21). [Professor who asked student to 'Anglicize' her name is put on leave](#). *The New York Times*.

Unit 2: The Progressive Era (Early 20th Century) and its Legacy

Guiding questions: How did reformers define the goals of education during the Progressive Era? What were movement's advantages and shortcomings? How are these goals reflected in contemporary public education and school reform efforts?

Tuesday, February 15: Interpreting the Progressive Era Through Secondary Source Excerpts

Tyack, D. B. (1974). Excerpts from Part IV (pp. 126–129 and 182–191). In *The One Best System*. Cambridge, MA: Harvard University Press. [22]

Thursday, February 17: Interpreting the Progressive Era Through Primary Source Excerpts

Bobbitt, J. F. (1912). The elimination of waste in education. *The Elementary School Teacher*, 12, 259–271.

Cubberley, E. P. (1916). The organization of school boards. In *Public School Administration*. Houghton Mifflin.

Haley, M. (1904). Why teachers should organize. In *National Association of Education. Journal of Addresses and Proceedings of the 43rd Annual Meeting (St. Louis)* University of Chicago Press, 145–152.

Yerkes, R. M. (1919). The mental rating of school children. *National School Service*, 1(12), 6–7.

****Practice Midterm Essay #1 due Thursday, February 17, 11:59pm ET**

****Peer Review for Practice Midterm Essay #1 due Sunday, February 20, 11:59pm ET**

Tuesday, February 22: Black Education in the Progressive Era

Randall, D. (1969) "Booker T. and W. E. B." In *Cities Burning*. Detroit: Broadside Press.

Rooks, N. (2018). Ch: 2: White philanthropy, Black education (pp. 49–77). In *Cutting School: Privatization, Segregation, and the End of Public Education*. New York: Basic Books. [28]

Unit 3: Equalizing Educational Opportunity (1950s–1970s): Policy Successes, Downfalls, and the Road Ahead

Guiding questions: What were the successes and downfalls of policies that aimed to equalize public educational opportunity for students of color, students with disabilities, English learners, and poor students? How have these policies exemplified the tensions between the individual and collective goals of public schooling?

Thursday, February 24: School Desegregation Policies, Part 1: *Brown* and Its Impact

Johnson, R. (2019). Excerpts from Ch. 1: Before *Brown*, and beyond (pp. 23–40); and Ch. 2: The integrated classroom (pp. 57–66). In *Children of the Dream: Why School Integration Works*. New York: Basic Books. [27]

Delmont, M. (2016). Excerpts from Introduction (pp. 1–6). In *Why Busing Failed: Race, Media, and the National Resistance to School Desegregation*. University of California Press. [6]

Optional: Quinn, R. (2020). Excerpts from Introduction (pp. 11–14). In *Class Action: Desegregation and Diversity in San Francisco Schools*. University of Minnesota Press. [5]

Tuesday, March 1: School Desegregation Policies, Part 2: Rethinking “De Jure” and “De Facto”

Rothstein, R. (2019). The myth of de facto segregation. *Phi Delta Kappan*, 100(5), 35–38. [3]

Meraji, S. M. (Host). (2019, Sept. 11). [A tale of two school districts](#). [Audio podcast episode]. In *Code Switch*. NPR.

Thursday, March 3: School Desegregation Policies, Part 3: Shortcomings

Ladson-Billings, G. (2004). Landing on the Wrong Note: The Price We Paid for *Brown*. 2004 DeWitt Wallace-"Reader's Digest" Distinguished Lecture. *Educational Researcher*, 33(7), 3–13. [10]

Horsford, S. D. (2019). Whose school integration? *Voices in Urban Education*, 49(1), 21–25. [5]

****Practice Midterm Essay #2 due Thursday, March 3, 11:59pm ET**

**** Peer Review for Practice Midterm Essay #2 due Sunday, March 6, 11:59pm ET**

Tuesday, March 8: Special Education Policies

Hochschild, J. L., & Scovronick, N. (2003). Excerpt from Ch. 6: Separation and inclusion. In *The American Dream and the Public Schools* (pp. 133–148). New York, NY: Oxford University Press. [15]

Ferri, B. A., & Connor, D. J. (2005). In the shadow of *Brown*: Special education and the overrepresentation of students of color. *Remedial and Special Education*, 26(2), 93–100. [7]

Thursday, March 10: Bilingual Education Policies

Hochschild, J. L., & Scovronick, N. (2003). Excerpt from Ch. 6: Separation and inclusion. In *The American Dream and the Public Schools* (pp. 148–159). New York, NY: Oxford University Press. [11]

Gándara, P., Losen, D., August, D., Uriarte, M., Gómez, M. C., & Hopkins, M. (2010). Ch. 2: Forbidden language: A brief history of U.S. language policy. In *Forbidden language: English learners and restrictive language policies* (pp. 20–36). New York, NY: Teachers College Press. [16]

Tuesday, March 15: School Finance Policies

Johnson, R. (2019). Ch. 3: Equality Promised, Equality Denied (pp. 67–87). In *Children of the Dream: Why School Integration Works*. New York: Basic Books. [20]

*****Thursday, March 17: Midterm Exam (in class)**

Tuesday, March 22 and Thursday, March 24: No class: Spring Break

Unit 4: School Choice and Accountability Policies (1980s–Present): From Equity to Excellence?

Guiding questions: In what ways do accountability policies and school choice complement or complicate the goal of achieving equitable education? How do these policies exemplify the tensions between the individual and collective goals of public schooling?

Tuesday, March 29: School Choice Policies, Part 1: Overview

Scott, J., & Quinn, R. (2014). The Politics of Education in the Post-*Brown* Era: Race, Markets, and the Struggle for Equitable Schooling. *Educational Administration Quarterly*, 50(5), 749–763. [10]

Thursday, March 31: School Choice Policies, Part 2: Vouchers, Charters, and Their Limits

Letson, A. (Host). (2019, Aug. 17). ["The Cost of School Choice."](#) [Audio podcast episode]. In *Reveal*. The Center for Investigative Reporting. [[Listen to first 42:18 \(3 segments\)](#)]

Welner, K. G. (2013). The dirty dozen: How charter schools influence student enrollment. *Teachers College Record [Online]*. [5]

Tuesday, April 5: Overview of your final research paper

Guest speaker: Rob Walsh, Social Science Librarian

Thursday, April 7: High-Stakes Standards, Testing, and Accountability

Ravitch, D. (2010). Ch. 2: Hijacked! How the standards movement turned into the testing movement (pp. 15–30) and Ch. 8: The trouble with accountability (pp. 149–168). In *The death and life of the great American school system: How testing and choice are undermining education*. New York, NY: Basic Books. [34]

****Final paper proposal due Thursday, April 7, 11:59pm ET**

Tuesday, April 12: Rethinking Accountability Policies

Gottlieb, D., & Schneider, J. (2018). Putting the Public Back into Public Accountability. *Phi Delta Kappan*, 100(3), 29–32. [4]

Berkshire, J., & Schneider, J. (Hosts). (2017, Aug. 14). [The mismeasure of schools: Data, real estate, and segregation](#). [Audio podcast episode]. In *Have You Heard*.

Edutopia. (2012). [Making a Case for Authentic Assessment at a New York High School](#).

Unit 5: Connecting Education and Other Social Policies

Guiding questions: What is the connection between public school reform and other social policies? How have these connections played out over time? How do these connections map onto broader racial and socioeconomic inequities? How do these connections manifest in the early education and higher education contexts?

Thursday, April 14: "The Educational Debt"

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher*, 35(7), 3–12. [10]

Tuesday, April 19: Policies Supporting Teacher Recruitment, Retention, and Education

Carver-Thomas, D. (2018). [Diversifying the teaching profession through high-retention pathways](#). Research Brief. Palo Alto, CA, and Washington, DC: Learning Policy Institute. [8]

Berkshire, J., & Schneider, J. (Hosts). (2018, Oct. 31). [The Zombie: Undying Attacks on Ed Schools](#). [Audio podcast episode]. In *Have You Heard*.

Thursday, April 21: No class (Prof. Castillo at American Educational Research Association conference)

****Final paper first draft due Thursday, April 21, 11:59pm ET**

Tuesday, April 26: Early Childhood Education Policy

Johnson, R. (2019). Ch. 4: Getting ahead with Head Start (pp. 89–113). In *Children of the Dream: Why School Integration Works*. New York: Basic Books. [24]

Nalpathanchil, L. (Host). (2022, Jan. 25). [As staffing issues persist, child care leaders and providers call for federal lifeline](#) [Audio podcast episode]. In *Where We Live*. Connecticut Public Radio.

Thursday, April 28: Advancing Equity in Higher Education Through Admissions Reform

Tough, P. (2019, Sept. 10). [What college admissions offices really want](#). *The New York Times*.

Glass, I. (Host). (2021, Mar. 19). [“The Campus Tour Has Been Cancelled.”](#) [Audio podcast episode]. In *This American Life*. WBEZ Chicago.

****Final paper peer review due Thursday, April 28, 11:59pm ET**

Unit 6: Making Sense of School Reform and Course Wrap-Up

Guiding questions: What are the challenges to achieving meaningful school reform? How do these challenges map onto debates over the multiple goals of public schooling?

Tuesday, May 3: Challenges to School Reform

Karp, S., & Christensen, L. (2003). Why is school reform so hard? *Education Week*. [3]

Revisit/skim the first reading of the semester:

Hochschild, J. L., & Scovronick, N. (2003). Introduction. In *The American Dream and the Public Schools* (pp. 1–5). New York, NY: Oxford University Press. [5]

Thursday, May 5: Student Research Presentations (in groups)

****Research presentation slides due by the beginning of class (1:30pm ET).**

****Peer feedback on presentations due by the end of class (2:45pm ET).**

Thursday, May 12:

****Thursday, May 12: Final paper due by 11:59pm ET on Moodle**

Acknowledgements

This syllabus was adapted from prior EDUC 300 syllabi from Professor Jack Dougherty.

Some of the statements on this syllabus were inspired by or adapted from statements on the syllabi of other scholars, including Professors Jessica Calarco, Eve Ewing, and Stefanie Wong.