

POLS 325
A Dream Deferred: The politics, promise, and pitfalls of American education
(aka Education Politics)

Fall 2022

Sarah James, PhD, MEd
Department of Political Science
Gonzaga University

COURSE OVERVIEW

The heralded story of American education is that it is the gateway to the American dream, and that those who invest in education can achieve greater financial, political, and social power. Yet American public education started as a fundamentally unequal institution, mostly limited to white propertied young men. Unequal access to an excellent education continues today. This course explores the roots of this system, its role in creating and addressing racial and economic inequality, and how and why partisan politics influences the design of American education policy. Specifically, we will examine the following essential questions:

- What are the goals of American public education? What should they be and how have ideas about this question changed over time?
- Why has a seemingly universal goal of providing access to learning been so contentious at various points in American political history?
- What role have different actors played in instigating change or protecting the status quo?
- What features of American political institutions have exacerbated inequalities or spurred equitable innovation?

Our purpose in this class is three-fold:

- First, we will engage in respectful, evidence-based, and moving discussion about education, race, power, and politics to develop answers to our essential questions.
- Second, we will examine and apply foundational concepts from political science to understand and evaluate debates, developments, and ethical questions in education policy.
- Third, we will learn to efficiently and precisely conduct social science research. This includes improving our ability to write convincingly and concisely about our findings for both scholarly and practical audiences. This is intended as preparation for writing a senior thesis.

Our course is divided into four parts. In the first unit (Promises), we will lay important theoretical groundwork for the remainder of the course by examining different perspectives on the role that education can and should play in the American democracy. Second (Politics), we will explore the different actors and institutions that have had influenced the design and politics of American education. Third, we will turn to the ways in which education in America has both lived up to and fallen short of the lofty goals ascribed to it (Promises *and* Pitfalls). And finally, in our fourth and final unit (Promises *or* Pitfalls) students will have the opportunity to choose two specific policy areas or solutions to education inequality for us to examine. We will look at the origins of the ideas and how their implementation has played out and how the policy has changed the politics of education.

We will begin each class with discussion and application of the readings, followed by a brief break, and conclude each day with a mini lesson on how to conduct research and write coherently for social scientists. This time may also include workshoping and peer review opportunities for students to share challenges and successes and get feedback on their progress.

ASSIGNMENTS & GRADING

There are three types of assignments in this course: **reflections on the readings; annotated bibliographies, and memos for the final project.**

Reading reflections are worth 20% of the overall grade and the various research assignments are worth 80%. Students should complete 5 reading reflections over the course the semester; they may choose on which weeks they submit reflections. **Reading reflections are due by 8am on Thursdays and should cover the week's readings.** Reflections should be submitted on Blackboard via the discussions tab for the specific date relevant to the readings.

We will complete three **annotated bibliography** assignments, worth 15% of your grade, to help us progress through the research process at a steady pace. We will discuss further details for formatting and content of these assignments in class. Note that the second two are worth double the first assignment to reward students who improve over time.

Students may also choose how to earn the other 65% from their **final project**. We will spend a portion of most sessions learning about the different aspects of conducting social science research and writing about our findings. Each of the **memos** are intended to be “drafts” of that section for the final project. More detailed descriptions of each assignment and the rubrics I will use to score them are available on Blackboard and will be discussed in class.

Both annotated bibliographies and memos should be submitted via Dropbox link that will be circulated ahead of the deadline.

Assignment Type	Options	Value
Reading reflections (5 total)	2-3 page reflection that identifies key themes from the readings, articulating how the readings either connect or contradict one another and other ideas from the course	4% each for total of 20%
Annotated bibliographies	Policy problem sources (due 9/23/22)	3%
	Policy history sources (due 10/21/22)	6%
	Policy proposal sources (due 11/17/22)	6%
Research or Policy Paper (see rubric for grading criteria)	Policy problem memo (due 10/7/22)	5 %
	Policy history memo (due 11/4/22)	10 %
	Policy proposal memo (due no later than 12/2/22)	15 %
	Final draft (due date dependent on exam schedule)	35 %

Late assignments

All students who are working individually on their final project may have an *automatic 48-hour extension on any final project assignment*. Students should let me know before the stated deadline if they tend to take advantage of the extension (note this is not intended to be a request for permission to use the extension—you should just assume you have the extension if you need it).

A note about participation

I believe that students can contribute in a myriad of ways: writing excellent reflection papers, asking questions of their peers, raising their hand in class, attending office hours, and reaching out to the instructor via email, just to name a few. Contributing to the intellectual dialogue and conversations in our class is a foundational expectation of the course but is not explicitly included in the grading scheme because of how subjective assessing participation can be. I will touch base with students if I am concerned about their engagement in the course, but otherwise trust that students will do their best to contribute to our collective learning when and how they are most excited about doing so. This being said, *attendance at our weekly seminars is mandatory*; students who miss multiple sessions without documented rationale may lose up to 5 points off their final grade. *Laptops and cell phones are permitted, but only to reference the readings, not for notetaking; there should be no typing happening. If they are distracting, I will ban them.*

STATEMENT OF INCLUSION & BELONGING

One of the goals of this class is to use social science research to ground conversations about race and racism, but this approach does not remove the passion, emotion, and challenge of having such conversations. Furthermore, we all interpret findings through the lenses of our own experiences, be it ideological, racial, regional, or economic (to name a few). I have done my best to include a diverse set of perspectives; however, I acknowledge that it is possible there may

be both overt and covert biases in the material, due to both the lens through which much of political science and journalism is written and through my own biases when choosing materials.

We will discuss topics that may generate strong personal and emotional reactions. Our conversations will not always be easy; we will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an additional aim of our course necessarily will be for us to increase our facility with the sometimes-difficult conversations that arise as we deepen our understandings of multiple perspectives. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to address it:

1. Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Starting by asking a question from a position of assuming the best about the speaker's intentions can be a useful strategy for bringing something to the class' attention. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to consult the various resources available on campus:
 1. The [Office of Diversity, Equity & Inclusion](#), which cultivates an academic environment that is welcoming and accessible to students, staff, and instructors regardless of gender, race, ethnicity, religion, disability, and sexual orientation or identity.
 2. The [Bias Incident Assessment and Support \(BIAS\) Team](#) exists to foster a campus environment where everyone feels safe and respected. Those who experience or witness a bias incident should visit the [BIAS Report site](#).

COURSE SCHEDULE & READINGS

We will read between 120 and 250 pages each week. Note that the course intentionally starts with a heavier reading load and lightens up as the semester goes along to allow for students to shift their focus to the final project. Be sure to check each citation for any specifics on which chapters or pages to focus on. At the end of each class, I will preview the following week's readings and offer suggestions on what can be skimmed vs. what should be read in detail.

August 30 & September 1: Introductions and introduction to political science

No readings for the first class. You will be assigned one of the following readings for September 1

Theories of policy change (you will be assigned ONE reading on the first day of class).

Howlett, Michael, Allan McConnell, and Anthony Perl. "Streams and stages: Reconciling Kingdon and policy process theory." *European Journal of Political Research* 54.3 (2015): 419-424 ONLY & Walt, Stephen & Belfer, René. "Are scholars becoming too scholastic?" *Foreign Policy*. July 2010. (Students assigned to this group should read both readings)

Baumgartner, Frank R., and Bryan D. Jones. *Agendas and instability in American politics*. University of Chicago Press, 2010. Introduction.

Canes-Wrone, Brandice. "From mass preferences to policy." *Annual Review of Political Science* 18 (2015): 147-165

PART I: PROMISE

What is the role of education in American democracy? How should educators and policymakers balance the needs of individuals with the collective?

September 6 & 8: Purpose of Education for Society

What is the role of education in a liberal democracy? Who has defined this purpose and how has it changed over time?

Skill: The arc of research

Tuesday: Historical purpose

Anderson, James D. *The education of Blacks in the South, 1860-1935*. Univ of North Carolina Press, 1988. Introduction & Chapter 3.

Feldman, Joe. *Grading for equity: What it is, why it matters, and how it can transform schools and classrooms*. Corwin Press, 2018., Chapter 2: A brief history of grading.

Thursday: Theoretical purpose

Allen, Danielle. *Education and equality*. University of Chicago Press, 2016. Pages 1-50 (Prologue, Chapter 1 and Chapter 2)

September 13 & 15: Purpose of education for the individual

How should schools balance the needs of individuals with the needs of the collective (be in the community or society)? Whose needs should be prioritized in a school setting (i.e., the lowest or highest achieving? Those meeting expectations? Students with the fewest resources?)?

Skill: Finding scholarly resources

Tuesday: Overview

Labaree, David F. "Public goods, private goods: The American struggle over educational goals." *American educational research journal* 34.1 (1997): 39-81.

Thursday: Specific purposes

Chetty, Raj, John N. Friedman, and Jonah E. Rockoff. *The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood*. No. w17699. National Bureau of Economic Research, 2011. Focus on Intro and charts at the end (**SKIP all of the quantitative parts in the middle**)

Thursday: Specific subgroups (students will be assigned one of the following readings to complete)

Barshay, Jill. "Proof Points: What Research Tells Us About Gifted Education." *The Hechinger Report*. October 18, 2021. <https://hechingerreport.org/proof-points-what-research-tells-us-about-gifted-education/>

Katsiyannis, Antonis, Mitchell L. Yell, and Renee Bradley. "Reflections on the 25th anniversary of the Individuals with Disabilities Education Act." *Remedial and Special education* 22.6 (2001): 324-334.

Mitchell, Corey. "“English-only” Laws in Education on Verge of Extinction." *Education Week*. October 23, 2019. <https://www.edweek.org/ezp-prod1.hul.harvard.edu/teaching-learning/english-only-laws-in-education-on-verge-of-extinction/2019/10>

Shapiro, Eliza. "De Blasio to phase out N.Y.C. gifted and talented program." *The New York Times*. October 8, 2021. <https://www.nytimes.com/2021/10/08/nyregion/gifted-talented-nyc-schools.html>

PART II: POLITICS

What role does federalism play in the design and implementation of American education policy and politics?

What powers does each level of government have over education policy?

Which actors are most powerful in education politics?

September 20 & 22: Executive and federal power

In what ways has the executive branch influenced education policy? How has this changed over time? What can the case of the Common Core curriculum teach us about the effectiveness of executive power in education?

Skill: Staying organized while researching

Tuesday: Overview of executive power

Howell, William G., and Asya Magazinnik. "Presidential prescriptions for state policy: Obama's race to the top initiative." *Journal of Policy Analysis and Management* 36.3 (2017): 502-531.

Moe, Terry M., and William G. Howell. "Unilateral action and presidential power: A theory." *Presidential Studies Quarterly* 29.4 (1999): 850-873. **read pages 850-856 and 858-865 only. The rest is optional.**

Thursday: Common Core as an example of executive power in education

Bindelwald, Benjamin J., Rory P. Tannebaum, and Patrick Womac. "The common core and democratic education: Examining potential costs and benefits to public and private autonomy." *Democracy and Education* 24.2 (2016): 4. **(SKIM)**

Hamlin, Daniel and Peterson, Paul E. 2018. "Have States Maintained High Expectations for Student Performance?" *Education Next*. 18(4): 42-49. <https://www.educationnext.org/have-states-maintained-high-expectations-studentperformance-analysis-2017-proficiency-standards/>

Goldstein, Dana. "After 10 Years of Hopes and Setbacks, What Happened to the Common Core?" *The New York Times*. December 6, 2019. <https://www.nytimes.com/2019/12/06/us/common-core.html>

Jochim, Ashley, and Lesley Lavery. "The evolving politics of the common core: Policy implementation and conflict expansion." *Publius: The Journal of Federalism* 45.3 (2015): 380-404.

Tampio, Nicholas. 2016. "A Democratic Critique of the Common Core English Language Arts (ELA) Standards." *Democracy and Education*. 26(1) **(SKIM) (Note this is a response to Bindelwald et al., so you may want to read it right after you read that piece).**

Assignment 1 due 9/23/22

September 27 & 29: State Power

What role do the states play in designing and regulating education? How much power should states have?

Specific examples of state power

Goldstein, Dana. "Two States. Eight Textbooks. Two American Stories. "" *The New York Times*. January 12, 2020. <https://www.nytimes.com/interactive/2020/01/12/us/texas-vs-california-history-textbooks.html>

Morel, Domingo. *Takeover: Race, education, and American democracy*. Oxford University Press, 2018. (we will start discussing the book on Tuesday, so try to get through at least the first two chapters by Tuesday's class)

OPTIONAL: Theoretical framework

Michener, Jamila. "Policy feedback in a racialized polity." *Policy Studies Journal* 47.2 (2019): 423-450.

October 4 & 6: Local Power and School Boards

What are the benefits and disadvantages of local control over schools? Should school boards be appointed or elected?

Skill: Using evidence in social science writing

Tuesday: Local electoral politics in education (you will be assigned ONE of the following readings)

Anzia, Sarah F. "The election timing effect: Evidence from a policy intervention in Texas." *Quarterly Journal of Political Science* 7.3 (2012): 209-248. **(209-217; 221-225; 228-246, but SKIM over the details of the empirical strategy. Focus on the findings)**

Berkman, Michael B. *Ten thousand democracies: Politics and public opinion in America's school districts*. Georgetown University Press, 2005, pages 1-8, 145-158

Flavin, Patrick, and Michael T. Hartney. "Racial inequality in democratic accountability: Evidence from retrospective voting in local elections." *American Journal of Political Science* 61.3 (2017): 684-697

Hess, Frederick M. "Looking for leadership: Assessing the case for mayoral control of urban school systems." *American Journal of Education* 114.3 (2008): 219-245.

Thursday: The politicization of school boards

Sawchuk, Stephen. "Why School Boards are Hot Spots for Nasty Politics." *Ed Week*. July 29, 2021. <https://www-edweek-org.ezp-prod1.hul.harvard.edu/leadership/why-school-boards-are-now-hot-spots-for-nasty-politics/2021/07>

"School Board Wars Part I" The Daily. *The New York Times* 11/16/21 <https://www.nytimes.com/2021/11/16/podcasts/the-daily/school-boards-mask-mandates-crt-bucks-county.html>

"School Board Wars Part I" The Daily. *The New York Times* 11/17/21 <https://www.nytimes.com/2021/11/17/podcasts/the-daily/school-board-bucks-county.html>

Assignment 2 due 10/7/22

October 11 & 13: Parents and policy entrepreneurs

What levers of power do parents have over schools and education policy? Under what conditions do they exercise this power? How have policy entrepreneurs influenced education policy? How has this changed over time?

Skill: The why behind contextualizing research

Tuesday: Theoretical concepts

Gilens, Martin. "Preference gaps and inequality in representation." *PS: Political Science & Politics* 42.2 (2009): 335-341.

Gutmann, Amy. *Democratic Education*, "Parental Choice," pages 115-122

Thursday: Historical Examples

Henig, Jeffrey R., Hula, Richard C., Orr, Marion and Pedeseleaux, Desiree S. 1999. "Parental and Community Participation in Education Reform." *The Color of School Reform: Race Politics, and the Challenge of Urban Education*. Princeton: Princeton University Press. Pages 3-26

Anderson, James D. *The education of Blacks in the South, 1860-1935*. Univ of North Carolina Press, 2010. Chapter 4.

Sheingate, Adam D. 2003. "Political Entrepreneurship, Institutional Change, and American Political Development." *Studies in American Political Development*. 17. **Read only 185 to 191. The rest is optional**

October 18 & 20: Unions

What are teacher unions and what purpose do they serve? How have teacher unions impacted the development of education politics and reform?

Tuesday: Political power and purpose of unions

Freeman, Richard B., and James L. Medoff. "The two faces of unionism." (1979).

Moe, Terry. 2015. "Vested Interests and Political Institutions." *Political Science Quarterly*. 130: 277-318.

~~Hertel-Fernandez, Alexander, and Ethan Porter. "Why Public Sector Union Members Support Their Unions: Survey and Experimental Evidence." *Social Forces* 100.1 (2021): 375-399.~~

Thursday: Impact of unions in education

Bradley, Marianno and Katharine Strunk. 2018. "After Janus: A New Era of Teachers Union Activism." *Education Next*. 18(4). <https://www.educationnext.org/after-janusnew-era-teachers-union-activism-agency-fees/>

Hartney, Michael, and Patrick Flavin. "From the schoolhouse to the statehouse: Teacher union political activism and US state education reform policy." *State Politics & Policy Quarterly* 11.3 (2011): 251-268.

Assignment 3 due 10/21/22

PART III: PROMISES AND PITFALLS

When and how have schools been sites of communicating and enforcing racial, social, and cultural hierarchies? In what ways has education become more equitable? Less equitable? Under what conditions do more equitable education policies get passed and implemented?

October 25 & 27: Schools as tools of oppression

When and how have schools been sites of communicating and enforcing racial, social, and cultural hierarchies? How has this changed, if at all?

Skill: Research design and data

Tuesday: Education and discrimination against African Americans

Givens, Jarvis R. "“There would be no lynching if it did not start in the schoolroom”: Carter G. Woodson and the occasion of Negro History Week, 1926–1950." *American Educational Research Journal* 56.4 (2019): 1457-1494.

Radiolab, “Ghosts of Football Past” <https://radiolab.org/episodes/football>

Silverstein, Jack. “1619 Project and the Long Battle Over U.S. History.” *The New York Times*. November 12, 2021. <https://www.nytimes.com/2021/11/09/magazine/1619-project-us-history.html>

Thursday: Education and discrimination against other groups (you will be assigned to one of the following readings)

Gonzales, Roberto G., Luisa L. Heredia, and Genevieve Negrón-Gonzales. "Untangling Plyler's legacy: Undocumented students, schools, and citizenship." *Harvard Educational Review* 85.3 (2015): 318-341.

Jiménez, Tomás R., and Adam L. Horowitz. "When white is just alright: How immigrants redefine achievement and reconfigure the ethnoracial hierarchy." *American Sociological Review* 78.5 (2013): 849-871.

Misawa, Mitsunori. "Political aspects of the intersection of sexual orientation and race in higher education in the United States: A queer scholar of color's perspective." *Journal of Curriculum and Pedagogy* 4.2 (2007): 78-83.

November 1 & 3: Desegregation and resegregation

What has the trajectory of desegregation in the US been? What factors have accelerated and blocked changes in the racial make-up of schools?

Skill: Citations

Tuesday: History of desegregation and resegregation

Ogletree, Charles J. *All deliberate speed: Reflections on the first half century of Brown v. Board of Education*. WW Norton & Company, 2004. Chapter 18 & Conclusion.

Tillman, Linda C. "(Un)intended consequences? The impact of the Brown v. Board of Education decision on the employment status of Black educators." *Education and urban society* 36.3 (2004): 280-303

Walker, Vanessa Siddle. *Their highest potential: An African American school community in the segregated South*. Univ of North Carolina Press, 1996. Introduction and Afterword

Thursday: Contemporary impacts of desegregation and resegregation

Ryan, James E. 2010. *Five Miles Away and a World Apart: One City, Two Schools, and the Story of Educational Opportunity in Modern America*. Oxford: Oxford University Press. Pages 1-4, Ch 1 & Ch 6

Frankenberg, Erica, Ee, Jongyeon, Ayscuc, Jennifer B. and Orfield, Gary. 2019. *Harming our Common Future: America's Segregated Schools 65 Years After Brown*. UCLA's Civil Rights Project

Assignment 4 due 11/4/22

November 8 & 10: Exit and Integration

What role does "exit" play in American education? Should integration be a goal of public education? If so, how should we achieve this?

Skill: Quoting, paraphrasing, and summarizing

Tuesday: Theoretical frame

Hirschman, Albert O. 1970. Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States. Pages 1-54, 76-86, 106-120

Thursday: Examples

Siegel Hawley, Genevieve; Diem, Sarah; and Frankenberg, Erica. 2018. "The Disintegration of Memphis-Shelby County, Tennessee: School District Secession and Local Control in the 21st Century." *American Educational Research Journal* 55(4): 651-92. **SKIM**

Episode 1: The Book of Statuses. "Nice White Parents" *The New York Times* & *Serial Productions*.
<https://www.nytimes.com/2020/07/23/podcasts/nice-white-parents-serial.html>

Episode 5: We Know it When We See It. "Nice White Parents" *The New York Times* & *Serial Productions*.
<https://www.nytimes.com/2020/07/23/podcasts/nice-white-parents-serial.html>

November 15: The role of higher education

What responsibilities does higher ed have in addressing inequities in American education? Does the structure of American higher education address or exacerbate inequality in education?

Skill: Writers' workshop

Tuesday: Historical examples & contemporary reactions

Anderson, James D. *The education of Blacks in the South, 1860-1935*. Univ of North Carolina Press, 1988. Chapter 7.

[The Daily Podcast](#). *The New York Times*. November 3, 2022.

Jack, Anthony Abraham. *The privileged poor*. Harvard University Press, 2019. Introduction, Chapter 1, and Conclusion.

Nidiffer, Jana, and Jeffrey P. Bouman. "The Chasm between Rhetoric and Reality: The Fate of the "Democratic Ideal" When a Public University Becomes Elite." *Educational Policy* 15.3 (2001): 432-451.

PART IV: PROMISE OR PITFALL?**November 17: Teaching Corps**

What are the justifications for a teaching corps? Does bringing people into teaching temporarily hinder or address educational inequality? What are the racial implications of a teaching corps model?

Kopp, Wendy. *One day, all children...: The unlikely triumph of Teach for America and what I learned along the way*. PublicAffairs, 2008.

McAdam, Doug, and Cynthia Brandt. "Assessing the effects of voluntary youth service: The case of Teach For America." *Social Forces* 88.2 (2009): 945-969.

Rogers, Bethany. "'Better' People, Better Teaching: The Vision of the National Teacher Corps, 1965-1968." *History of Education Quarterly* 49.3 (2009): 347-372.

Conn, Katharine, et al. "How Teach For America Affects Beliefs About Education." *Education Next*. Fall 2020.

Eckert, Sarah Anne. "The National Teacher Corps: A study of shifting goals and changing assumptions." *Urban Education* 46.5 (2011): 932-952.

Raz, Guy. "[Teach For America: Wendy Kopp.](#)" *How I Built This Podcast*. National Public Radio. July 2019.

D'Amico, Diana. "Teachers' rights versus students' rights: Race and professional authority in the New York City Public Schools, 1960–1986." *American Educational Research Journal* 53.3 (2016): 541–572.

Assignment 5 due 11/18/22

November 22: No class for Thanksgiving break

November 29 & December 1: No excuses and school discipline

What were the origins of no excuses school discipline? What are the justifications for such systems? How have these justifications changed over time?

Skiba, Russell J., Mariella I. Arredondo, and Natasha T. Williams. "More than a metaphor: The contribution of exclusionary discipline to a school-to-prison pipeline." *Equity & Excellence in Education* 47.4 (2014): 546–564.

Tuesday: Defining no excuses

Lopez Kershen, Julianna, Jennie Miles Weiner, and Chris Torres. "Control as care: How teachers in “no excuses” charter schools position their students and themselves." *Equity & Excellence in Education* 51.3-4 (2018): 265-283.

Tough, Paul. "What it takes to make a student." *The New York Times Magazine*. 2006.

Thursday: Alternatives to no excuses

Zimmerman, Alex. "NYC's push for restorative justice was put to the test this school year." *Chalkbeat*. June 2022.

Ayoub, Lama Hassoun et al. "Restorative Justice in NYC High Schools: Perceived Impact and Mixed Findings from a Randomized Control Trial." *Center for Court Innovation*. March 2022.

["What is Restorative Justice for Young People?"](#) *Annie E. Casey Foundation*. May 24, 2033.

Assignment 2 due 12/2/22

December 6 & 8: Accountability and high stakes testing

How did public officials justify the need for high stakes testing? What problems was accountability supposed to solve? How has the approach to and arguments against accountability changed over time?

Tuesday: Origins of accountability and testing

Garrison, Mark J. *A measure of failure: The political origins of standardized testing*. SUNY Press, 2009. Chapters 8 & 9

Thomas, Paul. "No Child Left Behind fails to work 'miracles', spurs cheating. The Conversation. March 19, 2015. <https://theconversation.com/no-child-left-behind-fails-to-work-miracles-spurs-cheating-38620>

OPTIONAL: Onosko, Joe. "Race to the Top leaves children and future citizens behind: The devastating effects of centralization, standardization, and high stakes accountability." *Democracy and Education* 19.2 (2011): 1.

Option 1: Choice & Charters

To what extent are charter schools and expanded parent choice a solution to the challenges of inequality facing public education? How have the justifications for charters and choice changed over time? Who benefits and who is disadvantaged by choice?

Kahlenberg, Richard D. *Tough liberal: Albert Shanker and the battles over schools, unions, race, and democracy*. Columbia University Press, 2007. Pg 308-318.

Hackett, Ursula, and Desmond King. "The Reinvention of Vouchers for a Color-Blind Era: A Racial Orders Account." *Studies in American Political Development* 33.2 (2019): 234-257.

Lay, J. Celeste, and Anna Bauman. "Private governance of public schools: Representation, priorities, and compliance in New Orleans charter school boards." *Urban Affairs Review* 55.4 (2019): 1006-1034.

Jessen, Sarah Butler. "Special education & school choice: The complex effects of small schools, school choice and public high school policy in New York City." *Educational Policy* 27.3 (2013): 427-466.

Paredes Scribner, Samantha M., and Erica Fernández. "Organizational politics of parental engagement: The intersections of school reform, anti-immigration policies, and Latinx parent organizing." *Educational Policy* 31.6 (2017): 895-920

Moe, Terry M. *The politics of institutional reform: Katrina, education, and the second face of power*. Cambridge University Press, 2019. Chapters TBD

Ryan, James Edward, and James E. Ryan. *Five miles away, a world apart: One city, two schools, and the story of educational opportunity in modern America*. Oxford University Press, 2010. Pages 181-216, 228-238.

COURSE POLICIES & RESOURCES

You can find more information on all of the following policies on [Gonzaga's Academic Policy and Procedures](#) page. A full list of course policies is available on the course site.

Academic accommodations

As COVID-related challenges persist, students with qualifying disabilities and/or medical conditions, as per [CDC recommendations for higher education](#), are eligible for and may request reasonable accommodations through established procedures. Students should contact the [Disability Access Office](#) to begin the process. In addition, Gonzaga University seeks to provide equal access to electronic content consistent with applicable federal and state laws, such that when possible "Accessible Documents" will be created with the proper formatting tools to maximize communication of content regardless of what device or adaptive equipment he or she is using; see [Electronic Information Technology Accessibility \(EITA\)](#).

Academic integrity policies

All members of the Gonzaga community are expected to adhere to principles of honesty and integrity in their academic endeavors, and this course will abide strictly by procedures and guidelines of the University's Academic Integrity Policy, which can be found in full [here](#) or at the [Academic Integrity Policy Resources webpage](#). Students and faculty are governed by this policy. Familiarize yourself with its scope and procedures. Ignorance of the policy shall not serve as a defense against any violations.

Attendance & participation policies

I believe that students can contribute in a myriad of ways: writing excellent reflection papers, asking questions of their peers, raising their hand in class, attending office hours, and reaching out to the instructor via email, just to name a few. Contributing to the intellectual dialogue and conversations in our class is a foundational expectation of the course but is not explicitly included in the grading scheme because of how subjective assessing participation can be. Attending class is a core component of the learning opportunity of our course, thus in-person attendance is mandatory, unless students are observing a religious holiday, experiencing illness, or managing a personal emergency. I expect students to communicate anticipated absences at least 48 hours in advance. Attendance is not explicitly part of the final grade; however, missing a substantial portion of classes will reflect in students' preparation to complete the assignments well. I will reach out to discuss attendance if I notice that chronic absenteeism is becoming an issue. Laptops and cell phones are permitted, but only to reference the readings, not for notetaking; there should be no typing happening. If technology becomes distracting, I will ban them.

Class recordings

Please read the university policy on [Class Recordings](#). Only the instructor may cause a class meeting to be recorded for those students. You shall not make audio or video recordings of class meetings without the prior written authorization of the instructor. By remaining registered in this course, you agree to your voice and image being recorded, and you agree to use any recordings of our class meetings ONLY for the educational purposes of this class (or other sections of this class taught by the same instructor). You agree to delete recordings of our class meetings no later than the end of this semester. You do not have permission to use or share recordings (video or audio) of our class meetings beyond the reach of our class for any purpose, including, but not limited to, posting to any digital application or platform, such as social media. You may not duplicate or distribute recordings of class sessions. In short, your instructor and your classmates intend to appear in these videos only for the purposes of carrying out our teaching and learning in this class. Your compliance with the terms of this syllabus regarding use of class session recordings is subject to the [Student Code of Conduct](#); violations will be reviewed according to the provisions in the [Administration of Student Code of Conduct](#).

Religious accommodations

In compliance with Washington State law, I will reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program.

IMPORTANT RESOURCES

While I am always happy to be your first stop for any support you may need or questions you might have during the semester, Gonzaga does offer a wealth of resources for students. The following is a non-exhaustive list of some of the resources available to you for navigating the many academic, personal, and health challenges you may encounter during your time at Gonzaga:

Mental Health Support: College can be a wonderful time of growth and new experiences, but it can also be challenging. Accessing mental health support is a great resource for navigating the challenges of college (and life in general!). The Center for Cura Personalis (CCP) and Health and Counseling Services have an array of resources for students. You can see their full range of services on the [CCP](#) and [HCS](#) websites.

Research Support: Our librarians are some of the most underutilized resources on campus! They can help you locate resources, find data, or brainstorm research ideas. Shayna Pekala is the librarian assigned to work with political science students. Her email address is pekala@gonzaga.edu. You can make an appointment with her via email or by visiting the [library's appointment page](#).

Writing Support: For specific information on social science style writing, check out [GovWrites](#) (a free resource from the Harvard Government Department). For more general help with grammar, proofreading, and overall clarity, consider making an appointment with the [Writing Center](#).