

ELPS 757—Education in American Society
School of Education, University of Kansas

Fall 2011

Monday 7:30pm to 10:00pm, JRP 143

Argun Saatcioglu

Department of Educational Leadership and Policy Studies and (by courtesy) Sociology

Office Hours – by appointment

argun@ku.edu

785-864-1826

Overview

This class focuses on the relationship between education and broader societal processes and structures. Most people in the field of education give little thought to the ways in which schooling interacts with economic, social, cultural, and political factors in American society. The course has three basic objectives. First, it aims to introduce you to both the classical and contemporary academic and policy writings on the interaction of education with other forces in its environment. Second, the course is designed to help you uncover your own and others' assumptions and beliefs about education and society. Thus, it aims to broaden your skills in addressing important questions such as: Why people go to school? Why do some succeed more? What factors outside of education play a role in this? How? Why are certain schools more effective than others? And, what forces determine the structure, curricular features, and the pedagogical techniques used in different schools? Answers to such questions often remain implicit, although they pervade the actions and choices of educational professionals, researchers, and the public at large. The third objective is to develop a deeper understanding of contemporary policy initiatives. Every policy is predicated on particular assumptions regarding the education-society relationship. Regardless of whether you are on the receiving or the originating end of the policy chain, it is important that you develop and articulate your views on any given policy with an eye on the implications of broader societal factors that influence policy-formation and implementation.

The content of the class is divided into three parts. We begin by reviewing the goals and functions of education in American society from a sociological perspective. Then, we address the relationship of education to three particular domains, namely the economy, community, and the family. We also address recent approaches to non-school problems that affect education. In part three, we get into policy and address four reform movements in particular. These are school desegregation, achievement and accountability, school choice, and No Child Left Behind.

Course Requirements

Course requirements include completion of the assigned readings (we'll read quite a bit), active participation in the class discussions, 10 short personal reflection essays, 1 group presentation, and a term paper on a topic of your own choosing. See below for details on the assignments.

It is expected that students are lively participants in class discussions. You should be prepared to share your personal responses to the readings and criticize or agree with them based on your own views and beliefs. The golden rule is to explain your reasoning. There are no right or wrong answers in that regard. Participation in class discussions counts for a considerable portion of your final grade.

Assignments

Personal reflection essays

These are limited to 1 page, double-spaced, 12 Times Roman font, and all margins at 1 inch *please*. You are expected respond either to one of the assigned readings or find material from the popular, professional, or policy press that relates to at least one idea from the assigned readings for each relevant session. The material can be directly related to the topic (e.g., “the role of education in the labor market or in accumulating personal wealth” when we are scheduled to discuss the relationship of education with the economy), or indirectly related. For instance, you can find a news story or professional report that address technological change in recent years and then interpret that story or report from the perspective of at least 1 idea in the readings on the education-economy relationship. On due dates, submit a hard copy of both your write-up and the original material on which it is based, if the material is not among the assigned readings.

Group assignment

Once during the semester, you are expected to work with 3-4 others in the class to prepare a 40-45 minute session on the class topic. The session must involve mainly a discussion of some material you find from scholarly, popular, professional, or policy press—material that may involve competing views on the particular class topic or provide insight on the most recent developments, findings on debates on the topic. Please do your best to structure the time in ways to foster a lively debate as well. A key goal of this exercise is to stimulate thought provoking questions and insights in class. The ultimate structure of the 1-hour segment is up to you. You may choose to have a presentation format, do role-plays, design structured debates, or combine several activities, even do an origami show if you think it would work.

Term paper

You are expected to develop your knowledge and interest further in a particular topic of your own choosing. This could be anything—directly out of the class material or something that is

not included in class. It could be an abstract theoretical issue (e.g., race/ethnicity and schooling), a policy initiative (e.g., NCLB), or a practical question (e.g., teacher effectiveness). However, you must work from a **macro** perspective, writing with an eye on the education-society relationship; and you need to tie the topic unequivocally to class material in general. The paper must provide a clear *description* of the topic, a brief *review of relevant writings*, and, most importantly, *your own view or argument* regarding the matter. Be sure to convey your reasoning as rigorously as possible. Use Times New Roman 12 font and set margins at 1 inch. Double-spaced. 20-25 pages.

Due dates for the term paper:

September 12—Short (300 word) write-up on initial thoughts for topic.

October 3—Progress report (no longer than 2 pages)

October 24—Paper proposal outlining the description of the topic, a review of writings on it, and your “working” argument (5-page minimum length).

November 7—Short presentation.

December 5, December 12—Final paper and presentation.

Grading

Personal reflection essays	30% (10x3%)
Group assignment	15%
Term paper	35%
Class participation	20%

Texts

Required:

Hochschild, Jennifer H., and Nathan Skovronick. 2003. *The American Dream and the Public Schools*. New York, NY: Oxford University Press.

Ballantine, Jeanne H. 1997. *The Sociology of Education: A Systematic Analysis. Fourth Edition*. Upper Saddle River, NJ: Prentice Hall.

Supplemental:

Rothstein, Richard. 2004. *Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap*. New York, NY: Teachers College Press.

* Copies of all other readings for the class, both required and supplemental, will be provided in class. Some are downloadable from databases available through KU.

Schedule

August 22: NO CLASS, Argun away at a conference in Vegas!

Required readings:

Mills, C. Wright. 1959. "The Promise." Pp. 3-24 in *The Sociological Imagination*. New York, NY: Oxford University Press.

August 29: Basic functions and goals of American public education

We will review class objectives, assignments, and term paper.

This session addresses the goals of American public education as they are manifested in popular discourse as well as in the domains of policymaking and academic research.

Required readings:

Hochschild, Jennifer L., and Nathan Skovronick. 2003. "What Americans Want from Public Schools?" Pp. 9-27 in *The American Dream and the Public Schools*. New York, NY: Oxford University Press.

Labaree, David F. 1997. "Public Goods, Private Goods: The American Struggle over Educational Goals." *American Educational Research Journal* 34:39-81.

Supplemental readings:

Ballantine, Jeanne H. 1997. "Conflicting Functions and Processes of Education: What Makes the System Work." Pp. 23-55 in *The Sociology of Education: A Systematic Analysis. Fourth Edition*. Upper Saddle River, NJ: Prentice Hall.

Ballantine, Jeanne H. 1997. "Education and the Process of Stratification." Pp. 56-85 in *The Sociology of Education: A Systematic Analysis. Fourth Edition*. Upper Saddle River, NJ: Prentice Hall.

Assignments:

Individual assignment—Short reflection piece relating material from the popular, professional, or policy press to at least 1 idea from the readings. Do not exceed 1 page, bring a hard copy of the original material that you reflect on along with your own write-up. Be prepared to talk about it in class.

September 12: Functionalist approach to education

This session covers the functionalist or the "consensus" approach to education. Functionalism is a sociological paradigm that considers society a system of harmoniously interdependent parts. In this regard, education contributes to the maintenance of a system where individuals and groups

agree on the essential features of the social order. To what extent does this view hold true? How can we understand education from a functionalist perspective? What are the advantages of this perspective?

Required readings:

- Hochschild, Jennifer L. 1995. "What is the American Dream?" Pp. 15-38 in *Facing up to the American Dream: Race, Class, and the Soul of the Nation*. Princeton, NJ: Princeton University Press.
- Davis, Kingsley, and Wilbert E. Moore. 1945. "Some Principles of Stratification." *American Sociological Review* 10:242-249.
- Durkheim, Emile. 2008. "Moral Education." Pp. 29-33 in *Schools and Society: A Sociological Approach to Education. Third Edition*, edited by Jeanne H. Ballantine and Joan Z. Spade. Los Angeles, CA: Pine Forge Press.

Supplemental readings:

- Barnes, Barry. 1995. "Functionalism." Pp. 37-60 in *The Elements of Social Theory*. Princeton, NJ: Princeton University Press.
- Tyack, David. 1966. "Forming the National Character: Paradox in Educational Thought of the Revolutionary Generation." *Harvard Educational Review* 36:29-41.
- Parsons, Talcott. 1959. "The School Class as a Social System: Some of Its Functions in American Society." *Harvard Educational Review* 29:297-318.

Assignments:

Individual assignment (1)—Short reflection piece. The material you find or your reflection on it can either agree or disagree with the "functionalist" view. The key is for you to make a point, develop your own argument. Do not exceed 1 page.

Individual assignment (2)—Think about possible topics that you would be interested in for writing your term paper on. These could be anything including an enduring issue in education, such as school funding or school effectiveness, or a particular policy question, such as small class size or NCLB. The key is to justify your interest by relating the topic to societal dynamics that influence or is influenced by education. Write a short report, no longer than 300 words. Please write efficiently.

September 19: Conflict approach to education

This time we will focus on the conflict approach to education, which considers society a context of continuous struggle and competition among various groups for resources, power, and privilege. Education typically contributes to the sectional interests of some groups and hurts other groups. To what extent does this view hold true? What are its strengths and weaknesses?

Required readings:

- Collins, Randall. 1971. "Functional and Conflict Theories of Educational Stratification." *American Sociological Review* 36:1002-1019.
- Anyon, Jean. 1990. "Social Class and the Hidden Curriculum of Work." Pp. 424-432 in *Education and Society: A Reader*, edited by Kevin J. Dougherty and Floyd M. Hammack. Orlando, FL: Harcourt Brace Jovanovich, Publishers.
- Cookson, Peter W., Jr., and Caroline H. Persell. 1985. "English and American Residential Secondary Schools: A Comparative Study of the Reproduction of Elites." *Comparative Education Review* 29:283-298.

Supplemental readings:

- Rist, Ray C. 1977. "On Understanding the Process of Schooling: The Contributions of Labeling Theory." Pp. 292-305 in *Power and Ideology in Education*, edited by Jerome Karabel and A. H. Halsey. New York, NY: Oxford University Press.
- Barnes, Barry. 1995. "Social Classes." Pp. 172-192 in *The Elements of Social Theory*. Princeton, NJ: Princeton University Press.
- Weber, Max. 1946. "Class, Status and Party." Pp. 180-195 in *Max Weber: Essays in Sociology*. New York, NY: Oxford University Press.

Assignments:

Individual assignment—Short reflection piece. The material you find or your reflection on it can either agree or disagree with the “conflict” view. As before, the key is for you to make a substantiated point.

September 26: Education and the economy

Education and economics are closely intertwined. We will focus on two areas in particular. The first is the relationship between education on the one hand and income and wealth on the other, both for individuals and nations. The second area deals with the relationship of schooling with the labor market.

Required readings:

- Schultz, Theodore W. 1961. "Investment in Human Capital." *American Economic Review* 51:1-17.
- Reich, Robert B. 1997. "Why the Rich Are Getting Richer and the Poor, Poorer?" Pp. 163-171 in *Education: Culture, Economy, Society*, edited by Hugh Lauder A. H. Halsey, Phillip Brown, and Amy Stuart Wells. New York, NY: Oxford University Press.
- Pallas, Aaron M. 1995. "Schooling, Achievement, and Mobility." Pp. 11-33 in *Transforming Schools*, edited by Jr. and Barbara Schneider Peter W. Cookson. New York, NY: Garland Publishing, Inc.
- Bowles, Samuel. 1977. "Unequal Education and the Reproduction of the Social Division of Labor." Pp. 137-153 in *Power and Ideology in Education*, edited by Jerome Karabel and A. H. Halsey. New York, NY: Oxford University Press.

Supplemental readings:

- Bills, David. B. 2004. "Schooling and Socioeconomic Success: Establishing their Relationship." Pp. 14-36 in *The Sociology of Education and Work*. Malden, MA: Blackwell Publishing.
- Rosenbaum, James E., and Stephanie Alter Jones. 2006. "Interactions between High Schools and Labor Markets." Pp. 411-436 in *Handbook of the Sociology of Education*, edited by Maureen T. Hallinan. New York, NY: Springer.
- Chabott, Colette, and Francisco Ramirez. 2006. "Development and Education" Pp. 163-187 in *Handbook of the Sociology of Education*, edited by Maureen T. Hallinan. New York, NY: Springer.
- Brown, Phillip, and Hugh Lauder. 1997. "Education, Globalization, and Economic Development." Pp. 172-192 in *Education: Culture, Economy, Society*, edited by Hugh Lauder A. H. Halsey, Phillip Brown, and Amy Stuart Wells. New York, NY: Oxford University Press.

Assignments:

Individual assignment—Short reflection piece; members of Group 1 are exempt.

Group Assignment—**Group 1** designs a small session regarding the positive (functional) and negative (conflict-driven) relations between education and economics.

October 3: Education and community

This session addresses school-community relations. In the "localized" structure of American public education, the quality of education that children receive is often influenced by the nature of social resources and institutions available in the surrounding community. What are those influences? How do they transpire in various locations? And, what are their consequences?

Required readings:

- Coleman, James S. 1988. "Social Capital in the Creation of Human Capital." *American Journal of Sociology* 94:S95-S120.
- MacLeod, Jay. 1987. "Teenagers in Clarendon Heights: The Hallway Hangers and the Brothers." Pp. 25-49 in *Ain't No Makin' It: Aspirations and Attainment in a Low-Income Neighborhood*. Boulder, CO: Westview Press.
- Epstein, Joyce L., and Mavis G. Sanders. 2008. "Connecting Home, School, Community: New Directions for Social Research." Pp. 285-306 in *Handbook of the Sociology of Education*, edited by Maureen T. Hallinan. New York, NY: Springer.

Supplemental readings:

- Stewart, Endya, Eric A. Stewart, and Ronald L. Simons. 2007. "The Effect of Neighborhood Context on the College Aspirations of African-American Adolescents." *American Educational Research Journal* 44:896-919.
- Cohen, Cathy. 2001. "Social Capital, Intervening Institutions, and Political Power." Pp. 267-289 in *Social Capital and Poor Communities*, edited by Susan Saegert, J. Phillip Thompson, and Mark R. Warren. New York, NY: Russell Sage Foundation.

- Sampson, Robert J. 2001. "How do Communities Undergrid or Undermine Human Development? Relevant Contexts and Social Mechanisms." Pp. 3-30 in *Does it Take a Village? Community Effects on Children, Adolescents, and Families*, edited by Alan Booth and Ann Crouter. Mahwah, NJ: Lawrence Erlbaum Associates.
- Tough, Paul. 2008. *Whatever it Takes: Geoffrey Canada's Quest to Change Harlem and America*. Boston, MA: Houghton Mifflin. (Please remind me for a related CD)

Assignments:

Individual assignment (1)—Short reflection piece; members of Group 2 are exempt.

Individual assignment (2)—Time to commit to a particular topic. Write a short “progress report,” no longer than 2 pages, which outlines your interest, the reason why you want to focus on this particular topic, and the relevance of the topic for the objectives and material in this class.

Group Assignment—**Group 2** designs a small session regarding positive (functional) and negative (conflict-driven) relations between education and community social dynamics.

October 10: Fall break, no class

October 17: Education and the family

Family is by far the most critical social institution that affects education. It is possible to take on a more functionalist or conflict-oriented view of the family's role. How do parents influence education? What are the key individual and societal consequences?

Required readings:

- Bourdieu, Pierre. 2006. "The Forms of Capital." Pp. 105-118 in *Education, Globalization, and Social Change*, edited by Phillip Brown Hugh Lauder, Jo-Anne Dillabough, and A. H. Halsey. New York, NY: Oxford University Press.
- Lareau, Annette. 1987. "Social Class Differences in Family-School Relationships: The Importance of Cultural Capital." *Sociology of Education* 60:73-85.
- Jarrett, Robin L. 1999. "Successful Parenting in High-Risk Neighborhoods." *The Future of Children* 9:45-50.
- Linver, Miriam R., Allison Sidle Fulingi, and Jeanne Brooks-Gunn. 2004. "How Do Parents Matter? Income, Interactions, and Intervention during Childhood." Pp. 25-50 in *After the Bell: Family Background, Public Policy, and Educational Success*, edited by Dalton Conley and Karen Albright. New York, NY: Routledge.

Supplemental readings:

- Hardy, Lawrence. 2007 (June). "Children at Risk: The Family." *American School Board Journal*:19-23.
- Cooperman, Saul. 2007 (January 24). "Good Families Make Good Schools." *Education Week*:38-39.

- Chin, Tiffani, and Meredith Phillips. 2004. "Social Reproduction and Child-Rearing Practices: Social Class, Children's Agency, and the Summer Activity Gap." *Sociology of Education* 77:185-210.
- Halsey, A. H., and Michael Young. 1997. "The Family and Social Justice." Pp. 784-798 in *Education: Culture, Economy, Society*, edited by Hugh Lauder A. H. Halsey, Phillip Brown, and Amy Stuart Wells. New York, NY: Oxford University Press.

Assignments:

Group Assignment—**Group 3** designs a small session regarding positive (functional) and negative (conflict-driven) relations between education and the family.

October 24: School and nonschool problems

Both policymakers and practitioners often downplay the extent and nature of social problems outside the schools. They instead focus on the role of school to counteract these problems and level the playing field in American society. There is, however, a growing effort to understand and tackle non-school problems more directly. What are these problems? How can we recognize them when we see them? And, what can be done about them?

Required readings:

- Hochschild, Jennifer L., and Nathan Skovronick. 2003. "School Reform" Pp. 77-106 in *The American Dream and the Public Schools*. New York, NY: Oxford University Press.
- Rothstein, Richard. 2004. "Social Class, Student Achievement, and the Black-White Achievement Gap." Pp. 13-59 in *Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap*. New York, NY: Teachers College Press.
- Rothstein, Richard. 2004. "Schools That 'Beat the Demographic Odds'." Pp. 61-83 in *Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap*. New York, NY: Teachers College Press.

Supplemental readings:

- Cohen, Judith H. 1995. "Schools Must Do More for Children—Child Advocacy as an Educational Responsibility." Pp. 267-299 in *Transforming Schools*, edited by Peter W. Cookson, Jr. and Barbara Schneider. New York, NY: Garland Publishing, Inc.
- Berliner, David C., and Bruce J. Biddle. 1995. "Other Myths about American Schools." Pp. 65-127 in *The Manufactured Crisis: Myths, Fraud, and the Attack on America's Public Schools*. Cambridge, MA: Perseus Books.
- Downey, Douglas B., Paul T. von Hippel, and Beckett A. Broh. 2004. "Are Schools the Great Equalizer? Cognitive Inequality during the Summer Months and the School Year." *American Sociological Review* 69:613-35.

Assignments:

Individual assignment (1)—Short reflection piece; members of Group D are exempt.

Individual assignment (2)—Draft of proposal for term paper; 5-page minimum. Discuss the topic, the particular angle you are taking, some of the material you have read so far, and any specific policy implication of your interest.

Group Assignment—**Group 4** designs a small session regarding the convergence and divergence of school-related and non-school related policies.

October 31: Theories of inequality in American society, and their implications for schools

Many policies to improve education involve implicit and explicit assumptions about the nature of social inequality in America. In this session, we will review the basic popular and academic views of inequality and discuss how these views underpin our own beliefs and attitudes as well as various education policies.

Required readings:

- Beatty, Brian. 2007 (August). "The Bell Curve." <http://www.indiana.edu/%7Eintell/bellcurve.shtml>.
- Thernstrom, Abigail, and Stephan Thernstrom. 2003. "Culture Matters." Pp. 83-150 in *No Excuses: Closing the Racial Gap in Learning*. New York, NY: Simon and Schuster.
- Thernstrom, Abigail, and Stephan Thernstrom. 2003. "Conventional Wisdom." Pp.151-212 in *No Excuses: Closing the Racial Gap in Learning*. New York, NY: Simon and Schuster.
- Wilson, William J. 1996. "Ghetto-Related Behavior and the Structure of Opportunity." Pp. 51-86 in *When Work Disappears: The World of the New Urban Poor*. New York, NY: Vintage Books.
- Wilson, William J. 1996. "The Fading Inner-City Family." Pp. 87-110 in *When Work Disappears: The World of the New Urban Poor*. New York, NY: Vintage Books.

Supplemental readings:

- Herrnstein, Richard J., and Charles Murray. 1994. "The Leveling of American Education." Pp. 417-445 in *The Bell Curve: Intelligence and Class Structure in American Life*. New York, NY: Free Press.
- Sugrue, Thomas J. 1993. "Structures of Urban Poverty: The Reorganization of Space and Work in Three Periods of American History." Pp. 85-117 in *The "Underclass" Debate: Views from History*, edited by Michael B. Katz. Princeton, NJ: Princeton University Press.
- Massey, Douglas S. 1990. "American Apartheid: Segregation and the Making of the American Underclass." *American Journal of Sociology* 96:329-357.

Assignments:

Individual assignment—Short reflection piece; members of Group 5 are exempt. Please interpret the material you find with a particular eye on the assumptions (both implicit and explicit) that are made in it regarding the causes and consequences of inequality.

Group Assignment—**Group 5** designs a small session on what inequality (and *equality*) means in America and how such conceptions are related to public schooling.

November 7: Paper proposals and individual presentations due

Paper proposals are due (5-page minimum length). Be prepared for a 6-8 minute presentation of your work so far. PowerPoint preferred.

November 14: Race and education: Racial achievement gap and school segregation

Racial and ethnic segregation is an enduring problem in American public education, a problem some consider intractable. We will review the history and the basic challenges of segregation and desegregation in the schools, along with various views on the causes, consequences, and the repertoire of solutions available. We will also discuss the most current developments.

Required readings:

- Mickelson, Roslyn A. 1990. "The Attitude-Achievement Paradox among Black Adolescents" *Sociology of Education* 63:44-61.
- Ferguson, Ronald F. 2007. "Test-Score Trends along Racial Lines, 1971 to 1996." Pp. 41-78 in *Toward Excellence with Equity: An Emerging Vision for Closing the Achievement Gap*. Cambridge, MA: Harvard Education Press.
- Hochschild, Jennifer L., and Nathan Skovronick. 2003. "Desegregation." Pp. 28-51 in *The American Dream and the Public Schools*. New York, NY: Oxford University Press.
- Caldas, Stephen J., and Carl N. Bankston III. 2005. "School Desegregation: A Policy in Crisis." Pp. 1-22 in *Forced to Fail: The Paradox of School Desegregation*. Westport, CT: Praeger.
- Orfield, Gary. 1996. "Plessy Parallels: Back to Traditional Assumptions." Pp. 23-51 in *Dismantling Desegregation: The Quiet Reversal of Brown v. Board of Education*, edited by Gary Orfield and Susan E. Eaton. New York, NY: New Press.
- Hochschild, Jennifer L. 1995. "'What's All the Fuss About?'" Blacks' and Whites' Beliefs about the American Dream." Pp. 55-71 in *Facing up to the American Dream: Race, Class, and the Soul of the Nation*. Princeton, NJ: Princeton University Press.

Supplemental readings:

- Saatcioglu, Argun. 2010. "Disentangling School- and Student-Level Effects of Desegregation and Resegregation on the Dropout Problem in Urban High Schools: Evidence from the Cleveland Municipal School District, 1977-1998." *Teachers College Record* 112.
- Mithaug, Dennis E. 1996. "Freedom as Right." Pp. 151-196 in *Equal Opportunity Theory*. Thousand Oaks, CA: Sage.
- Mithaug, Dennis E. 1996. "Justice as Fairness." Pp. 47-92 in *Equal Opportunity Theory*. Thousand Oaks, CA: Sage.
- Orfield, Gary. 1996. "Turning Back to Segregation." Pp. 1-22 in *Dismantling Desegregation: The Quiet Reversal of Brown v. Board of Education*, edited by Gary Orfield and Susan E. Eaton. New York, NY: New Press.

Assignments:

Individual assignment—Short reflection piece.

November 21: Markets and education—Decentralized governance and school choice

Efforts to establish a “free market” system in the governance and distribution of public schooling have intensified in the last 25 years. Debates about the educational, political, and social consequences of these efforts endure. We will review the origins of this movement and the paradoxes involved in its outcomes and implementation.

Required readings:

- Hochschild, Jennifer L., and Nathan Skovronick. 2003. "Choice." Pp. 107-132 in *The American Dream and the Public Schools*. New York, NY: Oxford University Press.
- Chubb, John E., and Terry M. Moe. 1988. "Politics, Markets, and the Organization of Schools." *American Political Science Review* 82:1065-1087.
- Kantor, Harvey, and Robert Lowe. 2000. “Bureaucracy Left and Right: Thinking about the One Best System.” Pp. 130-147 in *Reconstructing the Common Good in Education: Coping with Intractable American Dilemmas*, edited by Larry Cuban and Dorothy Shipp. Stanford, CA: Stanford University Press.
- Martinez, Valerie J., R. Kenneth Godwin, Frank R. Kemerer, and Laura Perna. 1995. "The Consequences of School Choice: Who Leaves and Who Stays in the Inner City." *Social Science Quarterly* 76:485-501.

Supplemental readings:

- Friedman, Milton. 1955. "The Role of Government in Education." Pp. 123-144 in *Economics and the Public Interest*, edited by Robert A. Solo. New Brunswick, NJ: Rutgers University Press.
- Matland, Richard E. 1995. "Exit, Voice, and Loyalty." *Social Science Quarterly* 76:506-512.
- Lee, Valerie. 1995. "San Antonio School Choice Plans: Rewarding or Creaming?" *Social Science Quarterly* 76:513-521.
- Hirschman, Albert O. 1970. *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*. Cambridge, MA: Harvard University Press.

Assignments:

Individual assignment—Short reflection piece.

November 28: No Child Left Behind

NCLB is one of the most ambitious reform policies in American public education. It not only has high goals, but it combines a number of contemporary perspectives and redefines the federal role in public schooling. We will discuss its origins, issues surrounding the first five years of its implementation, and its possible outcomes in the future.

Required readings:

- Desimone, Laura M., Thomas M. Smith, and David Friswold. 2008. “Has NCLB Improved Teacher and Teaching Quality for Disadvantaged Students?” Pp. 89-199 in *Standards-*

- Based Reform and the Poverty Gap: Lessons for "No Child Left Behind,"* edited by Adam Gamoran. Washington, D.C.: Brookings Institution.
- Loveless, Tom. 2008. "The Peculiar Politics of No Child Left Behind." Pp. 253-285 in *Standards-Based Reform and the Poverty Gap: Lessons for "No Child Left Behind,"* edited by Adam Gamoran. Washington, D.C.: Brookings Institution.
- Metz, Mary Haywood. 2008. "Symbolic Uses of NCLB: Reaffirmation of Equality of Educational Opportunity of Delegitimization of Public Schools?" Pp. 343-358 in *No Child Left Behind and the Reduction of the Achievement Gap: Sociological Perspectives on Federal Education Policy*, edited by Alan Sadovnik, Jennifer O'Day, George W. Bohrnstedt, and Kathryn M. Bohrman. New York, NY: Routledge.
- Cuban, Larry. 2000. "Why Is It So Hard to Get 'Good' Public Schools?" Pp. 150-169 in *Reconstructing the Common Good in Education: Coping with Intractable American Dilemmas*, edited by Larry Cuban and Dorothy Shipps. Stanford, CA: Stanford University Press.
- Hochschild, Jennifer L., and Nathan Skovronick. 2003. "Challenging the American Dream." Pp. 168-190 in *The American Dream and the Public Schools*. New York, NY: Oxford University Press.

Supplemental readings:

- Bush, George W. 2002. "No Child Left Behind." Washington, D.C.: The White House.
- The National Commission on Excellence in Education. 1983. "A Nation at Risk: The Imperative for Educational Reform." Washington, D.C.: U.S. Government Printing Office.
- Rothstein, Richard. 2004. "Standardized Testing and Cognitive Skills." Pp. 85-94 in *Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap*. New York, NY: Teachers College Press.
- Sunderman, Gail L., Kames S. Kim, and Gary Orfield. 2005. "Test-Based Accountability and the Achievement Gap." Pp. 23-38 in *NCLB Meets School Realities: Lessons from the Field*. Thousand Oaks, CA: Corwin Press.

Assignments:

Individual assignment—Short reflection piece; members of Group 6 are exempt.

Group Assignment—**Group 6** designs a small session regarding the pros and cons of NCLB.

December 5, December 12: Final papers and individual presentations

Term paper is due. Also, prepare a 10-minute presentation of your paper. Describe the issue you are addressing and defend your argument and your reasoning. Include 2-3 minutes of Q&A.

University of Kansas - School of Education and Human Sciences Logo. Apply Now Call an Advisor. To be an effective leader in education, you need to understand not only pedagogy, but policy development and the political, economic and social forces that influence administrative decisions across the field of education. KU's renowned faculty brings its diverse experience and expert knowledge to each of your classes throughout this program to prepare you with the theoretical and practical understanding you'll need in your leadership career. ELPS 757 - Education in American Society. A study of the roles and goals of education in the United States, the interrelationships among schools and students, teachers, administrators, and parents, and the culture of schools. Publication Name: American Journal of Education. Research Interests: American education. Elements of a "New" Comparative History of Education: The University in Society Lawrence Stone; Education and the Industrial Revolution E. G. West more. by John Rury. Suburban public schools have become the predominant form of American education in the past fifty years. As a number of commentators have noted, however, historians have devoted relatively little attention to the development of these more. Suburban public schools have become the predominant form of American education in the past fifty years. As a number of commentators have noted, however, historians have devoted relatively little attention to the development of these educational systems. Education in Kansas is governed at the primary and secondary school level by the Kansas State Board of Education. The state's public colleges and universities are supervised by the Kansas Board of Regents. The Kansas Board of Regents governs or supervises thirty-seven public institutions. It also authorizes numerous private and out-of-state institutions to operate in the state. In Fall 2009 the state's six public universities reported a combined enrollment of 93,307 students, of which more than a... From University of Kansas. We're an innovative research institution, a school rich with tradition, and a home to students who, as alumni, go on to lead their professions. We push the boundaries of knowledge, transform the academic experience, and create solutions through innovative research. Niche rankings are based on rigorous analysis of key statistics from the U.S. Department of Education and millions of reviews. Best College Athletics in America. 25 of 1,401. Why US universities, Tertiary education in the US, Infrastructure of US universities, Pattern of study at US universities, Enrollment process and requirements. Depending on the size of the university, a grad school can combine several fields of study (mostly Humanities). Professional school. Highly specialized graduate school. An organization of leading private and state research universities of North America (63 in the USA and 2 in Canada [3]), founded in 1900. AAU members receive most of the federal funding for research.