

# Ed Studies 300: Education Reform — Past & Present

Trinity College                      Spring 2008  
TR 11:20am-12:35pm              McCook 225  
<http://www.trincoll.edu/depts/educ>

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Office Hours: Tues 1-4pm and by appointment

## Introduction:

How do we explain the rise and decline of movements to reform education? How do we evaluate their levels of “success” and lessons for future generations? Drawing on primary source materials and secondary interpretations, this course investigates efforts to change education in the United States from the perspectives of reformers, opponents, educators, and students. This survey begins with the Common School movement of the mid-1800s and concludes with the “No Child Left Behind Act” of 2001. Each semester, the course addresses a new topic in contemporary educational policy with a public discussion, including local and state policymakers, educators, and activists as guests.

Cross-listed with American Studies, Public Policy and Law

Prerequisite: Ed 200 or permission of instructor

## Objectives for student learning:

- a) compare & contrast U.S. education reform movements across four periods:
  - support and opposition to the common-school movement (1830s-70s)
  - competing definitions of Progressive-era school reform (1890s-1930s)
  - struggles over educational equity and excellence (1930s to present)
  - tensions between systemic change and decentralization (1960s to present)
- b) develop information literacy skills using both print and digital source materials
- c) interpret primary and secondary source materials to understand past contexts
- d) propose, write, and revise a research paper on topic in educational history / policy

## Readings available at the bookstore:

Carl Kaestle, *Pillars of the Republic*. (Hill and Wang, 1983). ISBN 8090-0154-3

James Patterson, *Brown v. Board of Education* (Oxford, 2001). Paperback 0-19-51563-23

Constance Curry, *Silver Rights* (Harcourt Brace, 1995). ISBN 015-600479-8

**OR**

David Cecelski, *Along Freedom Road* (UNC Press, 1994) ISBN 08078-4437-3

Additional readings will be made available in class.

## Assessment:

### Source detective questions:

Can you identify and locate source materials using information literacy skills?

Pairs of students respond to an assigned information literacy question by posting 1-2 paragraphs on search strategy and results on Blackboard.

Some items exist only in print OR in digital format. Others appear in both.

If appropriate, explain how you determined the reliability of a source.

Due 9pm on night before class; bring one copy and be prepared to discuss.

2 @ 5 points = 10

### Historical interpretation essays:

Individuals respond to assigned questions on readings with 1-page essay in word processor, posted directly into text on Blackboard (no attachments).

Make insightful arguments and support your major claims with direct evidence, using simple in-line page citations when appropriate.

e.g. Mann saw education as the "great equalizer" (p. 3).

Due 9pm on night before class; bring one copy and be prepared to discuss.

2 @ 7.5 points = 15

Exam #1      One-hour, open-book, synthesis questions  
with short essay responses      15

Research Paper - on change over time regarding any topic in education reform  
Proposal (research question, significance, and sources)      10  
Final draft (suggested length is approximately 10 pages)      30

Exam #2      Two-hour, open-book, cumulative, synthesis questions  
with short essay responses (TBA during exam week)      20

total = 100

Be advised that adequate work (70-79%) earns a C, good work (80-89%) earns a B, and outstanding work (90-100%) earns an A in this class.

Students are expected to engage in academic honesty in all forms of work for this course. If this is unclear to you, ask me for clarification.

The penalty for overdue assignments will be 10% for every 12-hour period beyond the deadline, with exceptions granted only for documented medical or family emergencies.

Please notify me during the first week of the course if you require any special accommodations.

## **Tues Jan 22 Course Overview; Linking Past & Present**

In class: Course overview; Linking education reform with family timelines

Linda Christensen and Stan Karp, "Why is School Reform So Hard?" *Education Week* October 8, 2003.

Assignments:

On the Discussion Board section of Blackboard for this course, go to "Practice Posting Exercise" and add a new thread about yourself and your interests in this course. Also, start reading Kaestle's book (see chapters listed below)

## **Thur Jan 24 Information Literacy Resources -- Print and Digital**

**SPECIAL LOCATION:** Meet at the Watkinson Library (go past Reference Desk)

Information literacy resource specialists for this course:

Katy Hart, Research and Instruction Librarian

Reference Desk phone x2252

email: Katherine.Hart@trincoll.edu

Peter Knapp, Special Collections Librarian & College Archivist

Watkinson Library phone x2268

email: Peter.Knapp@trincoll.edu

In class:

- a) Orientation by Peter Knapp to 19th-century common school textbooks from the Henry Barnard Collection, Watkinson Library; ASSIGNMENT DUE at next class
- b) Orientation by Katy Hart to information literacy resources and search strategies. Complete sample Source Detective Postings as a group
- c) Blackboard assignments distributed for the semester

## **Tue Jan 29 The Context and Ideology of Common School Reformers**

*Guiding questions:*

*What purposes did common school reformers envision? What changes were achieved?  
How did social, material, and ideological contexts spark reform at this point in time?*

Read:

Carl Kaestle, *Pillars of the Republic*. (New York: 1983), preface & chapters 1, 4-6.

Horace Mann, "Intellectual Education as a Means of Removing Poverty and Securing Abundance," excerpted from *Fifth Annual Report of the Board of Education of Massachusetts* (1842).

"The Little Chimney Sweep" from McGuffey's *First Reader* (1836-1857 eds.), reprinted in Stanley Lindberg, *The Annotated McGuffey*. (New York, 1976).

Source detective postings due before class: [see Blackboard for full question]

- 1) Historical statistics on US immigrant population from 1800-60?, by \_\_\_\_\_
- 2) Locate Thomas Nast political cartoons in *Harper's Weekly* (1870s), by \_\_\_\_\_

- 3) Are McGuffey's Readers still in print and used to educate today?, by \_\_\_\_\_  
4) Search strategy for locating full text of Horace Mann's 1842 report?, by \_\_\_\_\_

Historical interpretation essays due before class: [see Blackboard for full question]

- a) Clarify and evaluate Kaestle's thesis on common schools, by \_\_\_\_\_  
b) Reconstruct Horace Mann's 1842 argument on public ed, by \_\_\_\_\_

In Class:

Statistical indicators of social and economic change in the US, 1800-1860

Images of US vs. European civilization in Colton's *Common School Geography* (1878), and "The Races of Men" from Guyot's *Physical Geography* (1866), reprinted in Ruth Elson, *Guardians of Tradition: American Schoolbooks of the Nineteenth Century* (1964).

### **Thur Jan 31 Common-School Reformers, Teachers, and Dissenters**

Guiding questions:

- How did men's and women's roles as teachers change during this period?*  
*Why did some coalitions of dissenters rise up against the common schools?*

Read:

Catherine Beecher, "Remedy for Wrongs to Women," from *The Evils Suffered by American Women and Children* (1846).

" 'Civilizing' the West: Letters from the Frontier," by Ellen Lee (1852) and Mary Adams (1853), from the Connecticut Historical Society, in Nancy Hoffman, *Woman's "True" Profession: Voices from the History of Teaching, revised & expanded edition* (2003).

Carl Kaestle, *Pillars of the Republic*, chapters 7-9.

Source detective postings due before class:

- 5) How to locate archival materials from Hartford Female Seminary?, by \_\_\_\_\_  
6) How to find more teachers' letters like those by Lee and Adams?, by \_\_\_\_\_

Historical interpretation essays due before class:

- c) Reconstruct Beecher's 1846 domestic-to-public sphere argument, by \_\_\_\_\_  
d) Draw on Kaestle to speech for 1840 common school role-playing simulation  
d1) common school supporter, by \_\_\_\_\_  
d2) Catholic immigrant, by \_\_\_\_\_  
d3) German immigrant farmer, by \_\_\_\_\_

In Class:

Statistics on teachers hired in Massachusetts, 1834-1860

Role-playing simulation on three views of common school reform

Thomas Nast cartoon, "American River Ganges" *Harper's Weekly* (May 8, 1875)

## **Tue Feb 5            The Multiple Meanings of “Progressive” Education**

Guiding questions:

What did “Progressive” education mean to different groups of reformers?

How did the surrounding social and economic context influence reformers’ ideas?

Read:

“High School Curriculum proposed by the Committee of Ten”, table II (1893), reprinted from George Willis, ed., *The American Curriculum*, (1993).

National Center for Educational Statistics, *120 Years of American Education*, pp. 25-32. (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=93442>)

John Dewey, *The School and Society* (1900), pp. 3-29.

Jane Addams, “Educational Methods” from *Democracy and Social Ethics* (1902); and “The Humanizing Tendency of Industrial Education” from *Chautauquan* (1904).

Ellwood P. Cubberley, “The Organization of School Boards” from *Public School Administration* (Boston, 1916).

Source detective postings due before class:

7) What curriculum did Hartford Public HS offer at turn of century?, by \_\_\_\_\_

8) Evaluate the best print or digital resources on Addams' Hull House, by \_\_\_\_\_

9) Identify writings by Addams in the popular press, by \_\_\_\_\_

Historical interpretation essays due before class:

e) Clarify the argument behind Dewey's "School and Society" essay, by \_\_\_\_\_

f) Contrast Addams' and Cubberley's views of "Progressive" ed, by \_\_\_\_\_

In Class:

photographs from John Dewey’s Lab School at the University of Chicago

[http://www.ucls.uchicago.edu/photo\\_album/1900s/](http://www.ucls.uchicago.edu/photo_album/1900s/)

## **Thu Feb 7    Progressive Reform: Intelligence Testing and “The Gary Plan”**

Read:

Robert Yerkes, "The Mental Rating of School Children," *National School Service* (1919).

Stephen Jay Gould, *The Mismeasure of Man* (1981), excerpt of Army Beta test (1919)

Franklin Bobbitt, “The Elimination of Waste in Education,” *Elementary School Teacher* (February 1912).

Margaret Haley, “The Factory System,” *The New Republic* (November 1924).

John and Evelyn Dewey, *Schools of Tomorrow* [on Gary, Indiana], (New York: 1915).

Source detective postings due before class:

- 10) Criticism of intelligence testing published during the 1920s?, by \_\_\_\_\_
- 11) Find book reviews of Nicholas Lemann's *The Big Test*, by \_\_\_\_\_
- 12) Search strategy for locating Dewey & Dewey, *Schools of Tomorrow?*, by \_\_\_\_\_

Historical interpretation essays due before class:

- g) Contrast Yerkes' view of "progressive" ed from contemporaries, by \_\_\_\_\_
- h) What was the Gary "platoon school" and why disagreement?, by \_\_\_\_\_

## **Tue Feb 12 Debates over African American Higher Education**

Guiding questions:

*How were Washington's and DuBois's educational views shaped by their historical contexts?*  
*How were these reform movements expressed in African-American schools and colleges?*

Read:

Robert Margo, *Race and Schooling in the South* (1990), selected data tables

Heather Williams, *Self-Taught: African American Education in Slavery and Freedom* (University of North Carolina Press, 2005), pp. 1-29.

brief biographical sketches of Booker T. Washington and W. E. B. Du Bois

James Anderson, *Education of Blacks in the South*, (1988), selected photos

Booker T. Washington, "Cast Down Your Bucket Where You Are" (1903)  
<http://historymatters.gmu.edu/d/88> [go to web to hear audio version]

Booker T. Washington, "Industrial Education for the Negro," *Negro Problem* (1903)  
[http://douglassarchives.org/wash\\_b04.htm](http://douglassarchives.org/wash_b04.htm)

W. E. B. Du Bois, "The Talented Tenth," in *The Negro Problem* (New York, 1903).  
[http://douglassarchives.org/dubo\\_b05.htm](http://douglassarchives.org/dubo_b05.htm)

W. E. B. Du Bois, "Of Mr. Booker T. Washington & Others," *Souls of Black Folk* (1903)  
<http://historymatters.gmu.edu/d/40>

Tennessee Agricultural and Industrial Institute, *Catalogue* 1913-14.  
[\*not in packet -- see Blackboard – Course Documents]

Source detective postings due before class:

- 13) How to locate more photos of Tuskegee Institute from early 1900s?, by \_\_\_\_\_
- 14) What kind of curriculum did Trinity College offer in 1913-14?, by \_\_\_\_\_

Historical interpretation essays due before class:

- i) Write historically authentic dialogue between Washington and Du Bois, by \_\_\_\_\_
- j) Interpret Tennessee A&I as Washington, Du Bois, or other, by \_\_\_\_\_

**Thur Feb 14 Progressive Education – Views from the Classrooms**

Guiding questions:

How did various teachers and students experience Progressive-era school reform?

To what extent did educational policy influence classroom-level instructional practice?

Read:

Captain Richard C. Pratt, "Kill the Indian, and Save the Man," in *Official Report of the Nineteenth Annual Conference of Charities and Correction* (1892)

<http://historymatters.gmu.edu/d/4929>

David Wallace Adams, *Education for Extinction: American Indians and the Boarding School Experience*. (Kansas, 1995), pp. 97-112.

Carlisle Indian Industrial School (1879-1918) web - read "Homepage" & "History"

<http://home.epix.net/~landis/index.html> [\*not in packet - go to website]

Leonard Covello, *The Heart is the Teacher* (New York, 1958), excerpts.

Larry Cuban, *Teachers and Machines* (New York, 1986), photograph from preface.

Larry Cuban, *How Teachers Taught* (New York, 1984), pp. 1-40.

Source detective postings due before class:

15) Evaluate whether Carlisle website is a credible source, by \_\_\_\_\_

16) Locate book review of Lassonde, *Learning to Forget*, by \_\_\_\_\_

Historical interpretation essays due before class:

k) Compare American Indian and Italian immigrant student experiences, by \_\_\_\_\_

l) Restate Cuban's central argument, and evaluate strength of his evidence, by \_\_\_\_\_

**Tue Feb 19 Contrasting Interpretations of Progressive Education**

Guiding questions:

How and why have historians interpreted Progressive education in different ways?

Which accounts are most persuasive -- and why?

Read:

Lawrence Cremin, *Transformation of the School*. (1961), preface, pp. 135-142.

David Tyack, *The One Best System* (1974), pp. 126-9, 182-91.

S. Bowles & H. Gintis, *Schooling in Capitalist America* (1976), p.180-1, 191-5.

Diane Ravitch, *The Troubled Crusade* (1983), pp. 43-48.

Historical interpretation essays due before class:

m1) Cremin, by \_\_\_\_\_ m2) Tyack, by \_\_\_\_\_

m3) Bowles & Gintis, by \_\_\_\_\_ m4) Ravitch, by \_\_\_\_\_

In class: Jigsaw cooperative learning exercise on historical interpretations

**Thur Feb 21 Exam #1**

One-hour, open-book, synthesis questions with short essay responses

**Tue Feb 26 African-American Strategies leading up to *Brown v Board***

*Guiding questions:*

*How did African American school reform strategies evolve in the years leading up to Brown?*

*How did the US Supreme Court justify the overturning of Plessy v Ferguson?*

Read:

James T. Patterson, *Brown v Board of Education* (New York, 2001), preface & chps 1-3

W. E. B. Du Bois, "Does the Negro Need Separate Schools?" *Journal of Negro Education* 4 (1935): 328-335.

*Brown v. Board of Education*, 347 U.S. 483, (1954).

Source detective postings due before class:

17) Du Bois' viewpoint shared in 1935 *Journal of Negro Education?*, by \_\_\_\_\_

18) Locate text of a 1950 US Supreme Court desegregation decision, by \_\_\_\_\_

In Class:

*Separate But Equal* (1991 fictionalized video), excerpt

"Punching-American Style" cartoon, *Milwaukee Sentinel*, May 21, 1954

**Thur Feb 28 Trinity Day - no class**

[continue reading Patterson]

**Tue March 4 *Brown v Board* and its Aftermath**

*Guiding question:*

*How did expressions of racism -- and school desegregation struggles -- change after Brown?*

Read:

Patterson, *Brown v Board*, chapters 4-9

"Their Day in Court: Selected US Supreme Court Rulings affecting School Segregation," adopted from Education Week, *Lessons of a Century*, (1999)

Start reading:

Curry, *Silver Rights* OR Cecelski, *Along Freedom Road* [see below]

Source detective postings due before class:

19) *Hartford Courant* coverage of *Brown* during week of May 17, 1954, by \_\_\_\_\_

20) *New York Times* coverage of *Brown* during week of May 17, 1954, by \_\_\_\_\_

21) Analysis of Court's ruling in Louisville and Seattle 2007 cases?, by \_\_\_\_\_

In Class:

*Eyes on the Prize*, "Fighting back (1957-1962)," [excerpts from the Little Rock Crisis of 1957], video by Blackside, Inc., (1986). VID 0272 part 2.

## **Thu March 6 Comparing Historical Interpretations of Desegregation**

Guiding question:

*How did two different African-American communities experience school desegregation?*

Finish reading:

Constance Curry, *Silver Rights* (1995) [on Sunflower County, Mississippi]

**OR**

David Cecelski, *Along Freedom Road* (1994) [on Hyde County, North Carolina]

In class:

Complete reading guide with cross-talk book discussion groups

## **Tue March 11 Connecticut Segregation and the *Sheff v O'Neill* case**

Guiding questions:

*What changed from early attempts to segregate Hartford schools (1917), to later desegregation discussions (1965), to the Sheff decision (1996), its legal settlement (2003), and today?*

*How does the Sheff case compare to prior efforts to desegregate Southern & Northern schools?*

Read:

Mark H. Jones, "When Hartford Almost Segregated Its Schools [1917]", *Hartford Courant*, November 6, 1994.

*Schools For Hartford*, Center for Field Studies, Harvard Graduate School of Education, 1965, pp. 1-14.

"Court Orders Desegregation" and "How the Connecticut Supreme Court Voted" and "Separate Schools?" [timeline], *Hartford Courant*, July 10, 1996.

"Sheff v. O'Neill Lawsuit Settled" and "Racially Isolated Schools: A Timeline," *Hartford Courant* January 22, 2003; "Sheff Deadline 2007," *Hartford Courant* January 23, 2003.

Jack Dougherty, Jesse Wanzer, Christina Ramsay, *Missing the Goal: A Visual Guide to Sheff vs. O'Neill School Desegregation*, June 2007. Cities, Suburbs and Schools Research Project at Trinity College. <<http://www.trincoll.edu/depts/educ/CSS>> [\*Read on-line]

Source detective postings due before class:

22) Most recent data on race, social class, and test scores in local schools?, by \_\_\_\_\_

23) Locate other *Hartford Courant* articles about *Sheff* during the past year?, by \_\_\_\_\_

## **Thu March 13 Reassessing *Brown v Board***

Guiding question:

*How do we make sense of school desegregation policy in the decades after Brown?*

Read:

Robert L. Carter, "A Reassessment of *Brown v Board*," in Derrick Bell, ed., *Shades of Brown: New Perspectives on School Desegregation* (NY, 1980).

Patterson, *Brown v Board*, chapter 10 and appendix II

Jack Dougherty, "Introduction" and "Conclusion: History and Policy in the Post-Brown Era," in *More Than One Struggle: The Evolution of Black School Reform in Milwaukee* (Chapel Hill, 2004).

**March 18 & 20**      **Spring break - no class**

**Tue March 25**      **Post-World War II Schooling and its Critics** (TBA:AERA Conf)

*Guiding questions:*

*On what grounds did various post-war critics base their charges against public schooling?*

*How did the mass media portray struggles over school reform from 1950s through 1970s?*

Read:

"Famous Educator's Plan" [James B. Conant & comprehensive high school],  
*Life Magazine* (14 April 1958): 120-121.

"Does School + Joy = Learning?" [Charles Silberman & informal / open education]  
*Newsweek* (3 May 1971): 60-68.

"1950s: Progressives Under Fire" and "1960s: New Progressives" and "Open to Innovation" in *Education Week: Lessons of a Century* (1999).

In Class:

*Blackboard Jungle* (film directed by Richard Brooks, 1955), excerpt. VID 1954

Images from the "Crisis in Education" series, *Life Magazine* (1958).

*High School* (documentary film by Frederick Wiseman, 1968), excerpt. VID 2583

\*\* Distribute research proposal guide -- PROPOSAL DUE on Blackboard, Fri March 28th

Source postings due before class:

24) Locate *Blackboard Jungle* movie review (from 1955) and historical analysis, by \_\_\_\_

25) Locate education story from a 1950s popular news magazine, by \_\_\_\_\_

**Thur March 27**      **1960s Struggles in Higher Education at Trinity** (TBA: AERA Conf)

SPECIAL LOCATION: Meet in the 1823 Room, Trinity Library level 2

*Guiding questions:*

*What factors sparked student protests and coeducation at Trinity in the late 1960s?*

*How do different types of sources reveal – or obscure – the history of these events?*

Read:

Glenn Weaver, *The History of Trinity College* (Hartford, 1967), pp. 50-51 [on the 1828 disturbance at Washington College]

In seminar: Contrasting perspectives from various primary & secondary sources:

1) newspaper clippings from *Hartford Courant*, *Hartford Times*, and *New York Times* on Trinity students' "lock-in" of Board of Trustees, April 1968

2) Dean of Faculty Robert Fuller, Memo to President Lockwood, "The Admission of Women Undergraduates to Trinity College," 30 September 1968

3) *Tripod* [student newspaper], Spring 1968 to Fall 1969

4) *Bulletin* [course catalog], 1966-72

5) *Trinity Handbook* [information and policies on student life], 1967-68 to 71-72

6) *Trinity Ivy* [student yearbook], 1967-1974

7) Keith Miles, "A Statistical Analysis of the Trinity College Student Body with Specific Reference to the Demonstration of April 22, 1968." (1968).

8) President Theodore Lockwood [1968-81], oral history with Peter Knapp, 1981

9) "Coeducation: First 20 Years," *Trinity Reporter* alumni magazine (1990), pp. 11-31

10) Prof. Noreen Channels, "Survey of Trinity College Alumnae," Spring 1990

11) selected admissions statistics, Trinity College, 1967 to present

12) Peter Knapp with Anne Knapp, "Chapter 6: Currents of Change," *Trinity College in the Twentieth Century* (Hartford, 2000).

\*For more on this topic, enroll in Dean Alford's Ed 315: Higher Ed in America

## **Tues April 1 Sex, Religion, and School Reform**

*Guiding questions:*

*How have interpretations of religion, education, and the First Amendment changed over time?*

*How have competing reform movements on sex education changed since the 1960s?*

Read:

James W. Fraser, *Between Church and State: Religion and Public Education in a Multicultural America* (NY: 1999), pp. 127-182.

Charles C. Haynes and Oliver Thomas, "The Supreme Court, Religious Liberty, and Public Education," in *Finding Common Ground* (Nashville: First Amendment Center, 2001), chapter 4.

Anaheim Union High School District, *Family Life and Sex Education: Course Outline, Grades 7 through 12, fourth revision*. (Anaheim, CA: 1967), excerpts.

Janice Irvine, *Talk About Sex: The Battles Over Sex Education in the United States* (University of California Press, 2002), paperback preface, introduction, chapter 5.

In class: Analysis of US Supreme Court cases on religion and public education

In class: *With God on Our Side: Rise of the Religious Right in America*, "Episode 1: The Early Crusades" (PBS Video, 1996), excerpt on Anaheim sex education controversy.

Source postings due before class:

- 26) Have any Trinity students previously researched sex education in CT?, by \_\_\_\_
- 27) Locate current CT state policies on sex education, by \_\_\_\_\_

### **Thur April 3 Language, Multiculturalism, and Political Power**

*Guiding questions:*

*How did the experiences of language-minority students and activists vary across different contexts in the 1960s and '70s?*

*How have attempts to create multicultural curriculum in classrooms changed over time?*

Read:

Esmeralda Santiago, *When I Was Puerto Rican* (1994) [on New York City in early 1960s], excerpted in V. MacDonald (see below), pp. 172-179.

Victoria-Maria MacDonald, "K-12 Education and the Puerto Rican Diaspora," *Education in the United States* (Palgrave, 2004), pp. 220-223.

Ruben Donato, *The Other Struggle for Equal Schools: Mexican Americans during the Civil Rights Era* (SUNY Press, 1997), pp. 104-107, 119-130.

L. Ling-Chi Wang (Director of Youth Service Center, Chinatown, San Francisco) and Edison Uno (Japanese-American educator, San Francisco), *Hearings before the Select Committee on Equal Educational Opportunity of the United States Senate, Part 9A*. (Washington, DC: Government Printing Office, 1971), pp. 4228-4240, 4248-4261.

Kenji Hakuta, "Bilingual Education" [on Coral Way two-way bilingual program, Dade County, Florida], in *Mirror of Language: The Debate on Bilingualism*. (NY: Basic Books, 1986), pp. 193-198.

Zoe Burkholder, "'Out to DeBunk the Bunk': Antiracist Teaching in the 1940s and Today." *Teachers College Record* on-line <[www.tcrecord.org](http://www.tcrecord.org)>, published July 17, 2007.

\*For more on this topic, enroll in Professor Dyrness' Ed 307: Latinos in Education

### **Tues April 8 The Federal Role from "Great Society" to "No Child Left Behind"**

*Guiding question:*

*How has the federal-state relationship on public schooling evolved from the 1960s to present?*

Read:

Patrick J. McGuinn, *No Child Left Behind and the Transformation of Federal Education Policy, 1965-2005* (University Press of Kansas, 2006), introduction and chapters 3, 8, 9.

"No Child Left Behind" background essay, in Education Week on-line, Research Center A-Z Issues <<http://www.edweek.org>> [\*not in packet -- see Blackboard\*]

In class:

*In Schools We Trust* (The Merrow Report videotape, 1997), excerpts.

Source postings due before class:

28) Locate the U.S. government document, "A Nation At Risk," by \_\_\_\_\_

29) When did phrase "teach to the test" first arise in mass media?, by \_\_\_\_\_

30) Locate sample questions from a Connecticut Mastery Test (CMT), by \_\_\_\_\_

### **Thurs April 10 Centralized System-Building versus Decentralized Reforms**

*Guiding question:*

*How do two different approaches to education reform -- system-building vs. decentralization -- conflict with one another?*

*How does "decentralization" mean different things to different people?*

Read:

Stefanie Chambers, "Introduction" to *Mayors and Schools: Minority Voices and Democratic Tensions in Urban Education* (Temple University Press, 2006).

Frederick Hess, "Introduction" to *Revolution at the Margins: The Impact of Competition on Urban School Systems* (Washington, 2002).

Guest TBA \_\_\_\_\_

\*For more on this topic, enroll in Professor Chambers' Pols 355: Urban Politics

### **Tues April 15 State & Federal Policies and Local Implementation**

*Guiding question: How do educational policies developed in Washington, DC and state capitols become transformed in local schools? How do politics and local contexts alter reforms?*

Read:

Amanda Datnow et al., "How Context Mediates Policy: The Implementation of Single Gender Public Schooling in California." *Teachers College Record* 103 (April 2001): 184-206.

James P. Spillane, *Standards Deviation: How Schools Misunderstand Education Policy* (Harvard University Press, 2004), chapter 1.

In class: examples from elementary science ed reforms in Connecticut

\* For more on this topic, enroll in my seminar, Educ 350: Teaching and Learning

**Thurs April 17 Present-day Reform: Early Childhood Education Policy**

Guiding questions:

*While many reformers agree on the need for improving early childhood education, should the focus be targeted to low-income families, or universal preK for all? Should additional early childhood education be built into the existing K-12 public school system, or maintained in its own institutions?*

Read:

Elizabeth Rose, "Learning from Head Start: Preschool Advocates and the Lessons of History." Invited paper presented at "Clio at the Table: A Conference on the Uses of History to Inform and Improve Education Policy," Brown University, June 2007.

Carlota Schechter and Beth Bye, "Preliminary Evidence for the Impact of Mixed-Income Preschools on Low-Income Children's Language Growth," *Early Childhood Research Quarterly* 22 (2007): 137-46.

Early Childhood Research and Policy Council, State of Connecticut  
<http://www.ecpolicycouncil.org/> [selected documents to be assigned]

**Tues April 22 Community Discussion:  
What Kind of Early Childhood Education is Best for Connecticut?**

Event TBA with guests \_\_\_\_\_

**Thur April 24 Writing and Evaluating Research Papers**

Read:

sample Ed 300 papers from previous semesters [to be assigned to groups]

In class:

Guidelines for writing, citing sources, and evaluating final papers; group activity on evaluating papers from past semesters

**Tues April 29 Paper-in-Progress Presentations**

In Class:

Brief oral presentations (2 minutes) for classmates on papers-in-progress;  
Instructor's wrap-up; Prep for Final Exam; Course Evaluations

**Fri May 2 Final draft of paper due at 12 noon**

**Fri May 9 at 3pm (OR EARLIER, if consensus) \_\_\_\_\_ Exam #2**  
Two-hour, open-book, cumulative, synthesis questions with short essay responses