

EDUC 506: Politics, Policymaking, and America's Schools
University of North Carolina - Chapel Hill
Spring 2023

Time and place: Mondays and Wednesdays 11:55 AM - 1:10 PM, PE 3044, Peabody 2080

Instructor: Christopher Brooks

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Office Hours: Fridays 9:00 AM - 12:00 PM or by appointment as needed

I. Course Overview and Objectives

Politics is fundamentally the process of distributing the legitimate use of power in social settings. And education can serve as an anchoring point for nearly every major political issue in modern American politics. Education reform is a topic of major policy interest and upheaval in recent decades, and with it has come policy contestation and controversy. Politics plays a vital role in education, since education shapes the skills and values of future generations, and thus both economic and social policy are central in the decision and political processes of education.

Should school prepare students for technical careers or college, and how do we determine which paths are best for which students? What role should schooling have in imparting cultural values and civic norms, and who dictates what 'values and norms' means? What role should parents or communities have in dictating their child's education within schools, compared to the interests of policymakers, researchers, the general public, or children themselves? These questions are inherently political. But accompanying these political considerations are the deeply contextual and multifaceted policymaking processes that identify problems and then formulate policy solutions.

This course will use the context of modern issues in educational policy to examine the tensions and challenges of policy and policymaking. Students' skills will be developed, with a focus on understanding the complexities of education policy issues and developing the analytical and critical techniques to better understand and be engaged participants in these processes.

To this end, students will be able to:

1. Compare and engage contending perspectives on key topics of political debate in education today, like curricular censorship, school accountability, and college affordability.
2. Identify key stakeholders and political challenges in the educational policymaking process
2. Assess educational policy debates using a framework of goal identification, problem conveyance, and solution development
3. Generate and justify policy recommendations on topics covered in the course through persuasive and data-driven memo writing and policy presentations

II. Course routine

While the course will include occasional lectures by the instructor on more technical topics, the general format of the course will focus heavily on student participation and discussion. This participation and discussion is an ongoing dialogue, both in and out of class, and students are

encouraged to frequently attend office hours to cover logistical questions, follow up on course content and discussions, and bring up topics you would like to see covered in class. And for class meetings, our experiences will be greatly enriched by your engagement with the assigned materials, your willingness to express your views, opinions, and critical insights into the breadth of topics we cover, and to be compassionate and engaged listeners to one another.

While most of the readings for this course will be academic and media articles posted to Sakai, there are two required texts that we will use throughout the semester. These texts are readily available through online book retailers.

- Policy Paradox: The Art of Political Decision Making (3rd edition) by Deborah Stone.
 - I will be using the paperback of the third edition and encourage you to find the same edition as well. Used copies can be found ~30-40 dollars online, with new copies being a similar price range.
- Writing Public Policy (4th edition) by Catherine F. Smith.
 - There is a 5th edition available, but I will be using the 4th edition. Get whichever is available cheaper to you, the examples should be the only major differences between versions.

Both texts are excellent introductions to the study of public policy. These texts are foundational to our study of education policy and the policymaking process, and will be used to frame our discussions, other readings, and assignments on specific policy topics. All other readings will either be directly uploaded or linked in the syllabus by the end of the first week of class. Any changes to readings will be announced either in class or by email.

I will also seek feedback throughout the semester on what education policy topics are most interesting to the class and will do my best to integrate these throughout.

III. Education Current Events

At the beginning of each class session, we will reserve time to discuss education policy topics that you saw in the news. Topics must be from a newspaper or other reputable news source (no blogs or twitter threads, generally), but discussions of the topic in question can branch out in any direction. This is a good opportunity to apply the concepts we are studying to the pressing issues in education today and ensures that such discussions are student-led and relevant to your interests. There is no requirement to bring an article, and we may not have a topic to discuss every class, but this is a good way for you to build participation into your routine and is meant to encourage you to be an active participant in educational topics outside of class.

IV. A Note on Readings and Sources

As this course is both on politics and policy, our readings do not always rely exclusively or even primarily on academic literature. Instead, we will often engage with news sources, opinion columnists, think tanks, and advocacy organizations that present issues broadly and often have explicit communication objectives. Reading these sources is important for understanding how the issues we discuss are being framed and presented to the many audiences which engage in these topics across the polity. All writing has some objective, and by engaging with a breadth of sources, we can better understand what objectives are held and how other engaged in the policy arena

attempt to reach their objectives. (This is not to say academic research is lacking in biases. But academic writing also *generally* has a greater reliance on evidence, a more nuanced understanding of the scientific process, a different audience, and enjoys the benefits of peer review.)

This is to say that I include readings that I don't agree with necessarily and endorse only to the extent that I find them worthwhile to at least discuss. It is not my goal for this course to be a platform where I share my opinions, or for me to present a correct solution to any of these complicated problems. Rather, I hope by presenting a breadth of perspectives, you will have both positive and negative reactions, and bring those to class to allow us to examine these topics thoroughly. If you feel there is perspective or voice missing from assigned readings we cover in class, please meet with me in office hours or voice these concerns in class and I will do my best to be corrective in future class sessions and in future iterations of my teaching.

Additionally, the types of work that make for a good discussion are not necessarily the types of work that are useful for your assignments. Newspaper articles often discuss academic studies or policies, but citations should generally be of the underlying original work. Likewise, opinion pieces by an author on a given subject are generally unconvincing forms of evidence for whether a given policy is or is not a good idea.

V. Grading

Assignment	Percentage of Final Grade
Attendance and Participation	20%
Self-Introduction Memo (1 page, individual work)	5%
Memo 1 (up to 4 pages)	10%
Memo 2 (2 pages, individual work)	15%
Memo 3 (1 page, individual work)	20%
Memo 4 (2 pages)	15%
Presentation of Memo 4	15%

Grading will follow this scale:

	B+ = 87-89	C+ = 77-79	D+ = 67-69		
A = 94-100	B = 84-86	C = 74-76	D = 64-66	F = Below 60	
A- = 90-93	B- = 80-83	C- = 70-73	D- = 60-63		

Grades that meet the basic requirements of the assignment should expect grades in the B- to B+ range. Exceptional work that goes above and beyond can expect grades in the A and A- range.

All due dates for assignments are communicated in this syllabus. Extensions can be obtained if the need is communicated to the instructor at least 72 hours prior to the final due date and with due reason. Any reasonable request will be granted if proper notice is given. It is the responsibility of the student to communicate the need for an extension with the instructor. In light of this flexibility, no late work will be accepted. Students with grading concerns must communicate these within one week of the original grade being assigned. This does not guarantee a change of grade, but any grading discrepancies agreed upon by the student and instructor can lead to a grade change within this period. No grade changes will occur after this time period.

Attendance and Participation (20%)

Regular attendance and engaged participation are essential to success in this course. Thus, attendance is required. Two absences are allowed for the semester. Every absence not communicated to the professor prior to class meeting with good reason above these two allotted absences will result in a 5-percentage point decrease from your final grade, taken from the attendance and participation portion.

The discussion-heavy nature of this course means that participation is essential. Participation comes through engagement as an active participant or engaged listener during paper discussions or asking relevant questions during lectures. Participation can also occur in several other areas that convey one's engagement with the course, including discussion with the instructor before or after class, during office hours, or over email, although engaging in arenas where peers are able to also participate is strongly encouraged.

Memos (65%)

******individual assignments (memos 2 and 3) should be submitted on Sakai and be turned in as a printout******

Memos are the preponderance of coursework for the semester. Rather than 1-2 longer papers, these assignments are shorter and distributed over the course of the semester. As the semester goes forward, the length of papers decreases while the relative weight increases. This is meant to give you practice at the art of memo writing – taking complex policy ideas and potential solutions and consolidating information into a concise, clear, and information-rich format. Such writing is vital to anyone seeking to build change or relay knowledge in organizations and exists at every level of policymaking and implementation we discuss. Great ideas are only as great as one's ability to communicate them and building these skills in short formats makes them translatable to longer formats. These assignments will push you to engage deeply with the topics of the course and prepare you to be an active participant in such discourse later in your academic or professional careers.

All memos should be single-spaced in 12-point Times New Romans Font and have 1-inch margins. Figures and tables do count against space counts and should be used sparingly in shorter formats. Chicago style endnotes are the preferred citation style, and any citations will not count against the

length of the paper. Further formatting details or questions will be covered in class and agreed upon in advance of assignment submission.

With the exception of the self-introduction memo, each memo covers a different case study in educational policy. Students will be expected to offer an overview of the case, define all aspects of the policy problem, develop criteria by which policy alternatives will be addressed, deliver at least three policy alternatives, analyze these alternatives based on the outlined criteria, and make a policy recommendation. We will cover examples of this style of memo writing, and the assigned course textbooks offer essential content and styling guides for this type of writing. Given the complexity of the issues we discuss in this course, grading is not determined by finding the 'correct' policy. Rather, grades are determined by your ability to state a problem based on the prompt and develop and analyze solutions based on the topic, with an eye towards thoroughness, concision, originality, and readability.

Memos will be divided into group work (memos 1 & 4) and individual work (memos 3 & 4). Group memos will be written collaboratively. Groups will be assigned at random before the distribution of memo 1. After the submission of each group assignment, each group member will fill out a peer assessment form and be given the opportunity to provide feedback on each group member's participation and contribution towards the project. It is the intention that you work with the same persons throughout the semester as you build towards the final paper and presentation, but your feedback will also allow for a reset of groups if consistent issues arise. Individual concerns with groups can be raised with me as needed, although I hope and expect we can all work together amicably.

For memo 1, you will be allowed to resubmit the assignment as individual work for a new grade. This memo will not be anonymous so I can see that you responded to my feedback for your group. Please do not collaborate with your group on this assignment. It is encouraged that you meet with me before resubmitting your paper, especially if any of the feedback I provide is unclear. This resubmission must occur before memo 2 is due and requires that you visit during office hours to discuss your planned revisions. The resubmission can be a refined version of your group's submission or be a new version entirely. The grade you receive will be at least equal to the initial grade for your group, so there is no downside risk to resubmitting. No other resubmissions will be allowed for assignments.

Memos should be printed out and submitted as a hard copy anonymously. Before the rewrite of memo 1 is due, I will distribute a paper where each student creates a 6-digit code to represent their identity on assignments throughout the semester. Only this number should appear on assignments. It is never my intention to be biased in my evaluations of your work, but creating explicit structures like this helps ensure a uniform process that is most fair to all students. I will use the code sheet to post grades on Sakai, but this system should promote a fairer grading system.

Final Presentation of Memo 4 (15%)

The last two class sessions will be used to give formal policy presentations based on memo 4. The specific length of the presentations will depend on the number of groups but will be approximately 15 minutes. These presentations will cover the same content as a memo but communicate the

policies visually and under a time constraint. This work is the encapsulation of the skills and content we practiced throughout the semester as we share and analyze the original policy idea that we generate as a group on a real-world educational issue. We will cover policy presentations during a regular class session, and the advice therein should be utilized for these presentations.

Presentations should be geared towards the subject of the memo, and I will try and get guests to sit in and play the part of the school or legislative leaders involved in the policy decisions. The presentations will occur before the final memo is due. This gives you an opportunity to receive feedback from myself and the class on your policy ideas prior to submission. All group members should be active participants during the presentation. Peer evaluation forms will be distributed to gather anonymous feedback on working together on the presentation. A copy of the group's slides will need to be submitted to Sakai at 11:59 PM on April 23rd in the format you wish to present (pdf, google drive, ppt, etc). Presentations will occur on the 24th and 26th, and who presents on which day will be randomly assigned, with the uploaded slides being the ones used for presentation so the later groups do not get the advantage of additional time.

Final Exam

Per UNC policy, we will have a sit-down final examination for the course. No prior preparation is required for the final. We will participate in a model education policy activity regarding the topic of school content, parent's rights, and educational policy.

VI. On Academic Policy Writing and Communication

As outlined above, your analytical reasoning and writing skills are essential to success in this course. Engaging writing inherently demonstrates a mastery of the content one discusses. While citation counts and other research requirements are not outlined for any assignment, successful students will deeply engage with course content and rigorous academic and news resources and apply it to the work they submit. To achieve the level of rich information density required for later assignments in the course, you must ensure that you are investing in the course and working closely with all resources, including myself, as you develop your projects.

Because the assignments this semester are memos meant to be delivered to stakeholders involved in the case studies described, your grammar, syntax, word choice, and clarity are as essential to successful writing as the content itself. Your writing should be addressed to the stakeholder described in the case study, and thus your language should be appropriate for each audience. Your goal should be academic rigor and persuasive prose. If this style of writing is new to you, I encourage you to meet with me prior to beginning your assignments so we can discuss your plans (NOT meeting after it is written for editing and writing advice). Additionally, the *Writing Public Policy* text offers several great examples of this style of writing. Other resources you may want to investigate are the Hemmingway App (<https://hemingwayapp.com/>), a simple tool for checking clarity, readability, and the strength of your language, and the old but much read *Elements of Style*.

All assignments will be returned with a lot of feedback. These comments are to help you strengthen your writing over the course of the semester. They also make a great conversation starter for office hours, should you have any questions or desire additional assistance based on the feedback given.

V. OTHER IMPORTANT INFORMATION

Basic Needs

Students facing food or housing insecurity that believe these may affect their performance in the course are urged to contact the Office the Dean of Students (www.deanofstudents.unc.edu) for support. Furthermore, if you feel comfortable, please contact me. This will enable me to better support you.

Academic Difficulty

I will report to the School of Education Dean's office around the middle of the term the names of students whose achievement may be affected adversely by excessive absences or grades below a predicted average of C. You should expect to be reported as deficient if you have had an unusual number of absences by the middle of the term (2 or more), usually are late in arriving or have not done well in meeting deadlines or in class discussion.

Honor Code Information

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected. If you require further information on the definition of plagiarism, authorized vs. unauthorized collaboration, unauthorized materials, consequences of violations, or additional information on the Honor Code at UNC, please visit <http://honor.unc.edu> or contact the Office of Student Conduct at 919-962-0805 or at jpa@unc.edu

Students have responsibility for:

1. Refraining from cheating and plagiarism.
2. Refusing to aid or abet any form of academic dishonesty.
3. Notifying professors and/or appropriate administrative officials about observed incidents of academic misconduct. The anonymity of a student reporting an incident of academic dishonesty will be protected.

Students who witness plagiarism, cheating, or other forms of academic dishonesty should contact me. I will report all instances of academic dishonesty to the appropriate Associate Dean and will not give credit for plagiarized work.

Accessibility and Resources Services Office

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in barriers to fully accessing University courses, programs, and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and

federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Policy on Prohibited Harassment and Discrimination/Title IX Resources

The University's Policy on Prohibited Harassment, Discrimination and Related Misconduct <http://sexualassaultanddiscriminationpolicy.unc.edu/> prohibits discrimination or harassment on the basis of an individual's race, color, national origin, age, religion, creed, disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or veteran's status. Related Misconduct includes sexual and gender-based harassment, sexual violence, interpersonal violence and stalking. This Policy provides specific information for students who believe that they have been discriminated against or harassed on the basis of one or more of these protected classifications.

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim - titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Students who want additional information regarding the University's process for investigating allegations of discrimination or harassment should contact the Equal Opportunity and Compliance Office for assistance at 919-966-3576 or via email at <http://eoc.unc.edu/> or through U.S. Mail at:

Equal Opportunity and Compliance Office
The University of North Carolina at Chapel Hill
100 East Franklin Street, Unit 110
Campus Box 9160
Campus Box 9160 Chapel Hill, NC 27599-9160

Syllabus Changes

This syllabus is a living document. It is a mutual contract between me and you. We are able to modify this document throughout the semester if need be. To do so, both myself and everyone in the class must be in unanimous agreement. I reserve the right to unilaterally delay the due date of an assignment but will do so well in advance. Additionally, all the above is contingent on normal university operation and our personal wellbeing. Unexpected circumstances can often arise, I can be flexible in attendance, due dates, participation, etc. in light of significant need due to extenuating circumstances.

VII. Schedule of Readings

Week 1

Jan 9th: Course introduction and syllabus overview

- In class quiz on topics of interest

Jan 11th: Schools, Children, Values and Politics

- Assigning groups for memo 1
- Readings:
 - Bruenig, E. (2022, February 15). Kids Have No Place in a Liberal Democracy. The Atlantic. <https://www.theatlantic.com/ideas/archive/2022/02/kids-liberal-democracy-schools/622084/>
 - Labaree, D. F. (1997). Public Goods, Private Goods: The American Struggle Over Educational Goals. *American Educational Research Journal*, 34(1), 39–81. <https://doi.org/10.3102/00028312034001039>
 - Collins, J. (2009). Social Reproduction in Classrooms and Schools. *Annual Review of Anthropology*, 38(1), 33–48. <https://doi.org/10.1146/annurev.anthro.37.081407.085242>.

 - STOP AT “THE TURN FROM REPRODUCTION AND THE CURRENT SCENE”

Week 2

Jan 16th: No Class, MLK Day

Jan 18th: Understanding the policy arena

- **Personal introduction memo is assigned.**
- *Policy Paradox* Chapter 1: The Market and the Polis
- *Writing Public Policy* Introduction and chapters 1-4 (you don't need to read every word of the example, just get the main points and keep moving. Reference these when memo writing)
- We will discuss memo writing examples and formats.

Week 3

Jan 23th: Goals and Problems in Education

- **Personal introduction memo due at the beginning of class in hard copy**
- *Policy Paradox* Chapter 2: Equity and 3: Efficiency
- *Writing Public Policy* Chapters 6 and 8

Jan 25th: The Past 4 Decades of Education Policy

- Nelson, L. (2015, July 27). *The scariest lesson of No Child Left Behind*. Vox. <https://www.vox.com/2015/7/27/9045491/no-child-left-behind-accountability>
- Race to the Top Executive Summary, <https://files.eric.ed.gov/fulltext/ED557422.pdf> (skim the information and highlight the selection criteria you find most interesting)
- A Short Introduction to the Every Student Succeeds Act, <https://www.vox.com/policy-and-politics/2015/12/2/9836014/every-student-succeeds-act>
- *A Nation at Risk*, <https://www.reaganfoundation.org/media/130020/a-nation-at-risk-report.pdf>
- Kamenetz, A. (2018, April 29). What “A Nation At Risk” Got Wrong, And Right, About U.S. Schools. *NPR*. <https://www.npr.org/sections/ed/2018/04/29/604986823/what-a-nation-at-risk-got-wrong-and-right-about-u-s-schools>

Week 4

Jan 30th: Finishing Goals and Analyzing Problems

- *Policy Paradox* Chapter 4: Welfare and 5: Liberty (chapter 6: security is optional)
- Next week we will discuss chapters 12-16. Get a head start this week!

February 1st: Follow the Money

- Chingos, M. M., & Blagg, K. (2017). Making sense of state school funding policy. *Urban Institute*. Retrieved December, 4, 2017. https://www.urban.org/sites/default/files/publication/94961/making-sense-of-state-school-funding-policy_0.pdf
 - Burnette, Daarel. (2019). Student Outcomes: Does More Money Really Matter?. *Education Week*. <https://www.edweek.org/policy-politics/student-outcomes-does-more-money-really-matter/2019/06>
 - Barnum, M. (2022, February 3). *What happened to the \$190 billion schools got in COVID aid?* Chalkbeat. <https://www.chalkbeat.org/2022/2/3/22916590/schools-federal-covid-relief-stimulus-spending-tracking>
 - **Memo 1 will be distributed, and we will reserve time at the end of class to discuss the memo**
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Week 5: Policy Solutions

Skim the 5 chapters to get the main points. We will discuss the chapters in lecture and discussion to cover the core topics in both sessions this week in relation to memo 1.

February 6th and 8th:

- *Policy Paradox* Chapter 12: Incentives, Chapter 13: Rules, and 14: Facts Chapter 15: Rights and Chapter 16: Powers
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Week 6 – Why do we take so many tests?

February 13th: Wellness Day

February 15th: What does standardized testing tell us?

- Goldhaber, D., & Özek, U. (2018). *How much should we rely on student test achievement as a measure of success?* The Thomas B. Fordham Institute. <https://fordhaminstitute.org/national/commentary/how-much-should-we-rely-student-test-achievement-measure-success>
 - Kamenetz, A. (2015, January 6). What Schools Could Use Instead of Standardized Tests. *NPR*. <https://www.npr.org/sections/ed/2015/01/06/371659141/what-schools-could-use-instead-of-standardized-tests>
 - Jackson, C. K. (2018, October 23). The Full Measure of a Teacher. *Education Next*. <https://www.educationnext.org/full-measure-of-a-teacher-using-value-added-assess-effects-student-behavior/>
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Week 7: Teacher week

February 20th: Teacher evaluations, compensation, and movement

- Brooks C.D. and Springer, M.G. (2023), Identifying, Establishing, and Distributing the Economic Value of the Classroom Teacher in *The Economics of Equity in K-12 Education: Connecting Financial Investments with Effective Programming*. (On Sakai)
- Sawchuk, S. (2015, September 4). Teacher Evaluation: An Issue Overview. *Education Week*. <https://www.edweek.org/teaching-learning/teacher-evaluation-an-issue-overview/2015/09>

February 22nd: The need for teacher diversity

- **Memo 1 is due at the beginning of class online and in hard copy**
- Gershenson, S., Holt, S. B., & Papageorge, N. W. (2016). Who believes in me? The effect of student-teacher demographic match on teacher expectations. *Economics of Education Review*, 52, 209-224. <https://doi.org/10.1016/j.econedurev.2016.03.002>
- Lindsay, C. A., & Hart, C. M. D. (2017). Exposure to Same-Race Teachers and Student Disciplinary Outcomes for Black Students in North Carolina. *Educational Evaluation and Policy Analysis*, 39(3), 485-510. JSTOR. <https://doi.org/10.3102/0162373717693109>

Week 8: Schooling from grade pppk - 16?

February 27th: Free college policies and college loan forgiveness

- Swanson, E., Watson, A., Ritter, G. W., & Nichols, M. (2016). Promises Fulfilled? A Systematic Review of the Impacts of Promise Programs. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.2849194>
- Look at the NC promise website (<https://www.ncpromise.com/>).
- Bass, J. C. (2022). After President Biden Cancels Student Debt. Center for American Progress. <https://www.americanprogress.org/article/after-president-biden-cancels-student-debt/> (skim)
- Looney, A. (2021, February 12). Putting student loan forgiveness in perspective: How costly is it and who benefits? *Brookings*. <https://www.brookings.edu/blog/up-front/2021/02/12/putting-student-loan-forgiveness-in-perspective-how-costly-is-it-and-who-benefits/> (skim)

March 1st: Should school start at 3 years old?

- Malik. (2018). *The Effects of Universal Preschool in Washington, D.C.* Center for American Progress. <https://www.americanprogress.org/article/effects-universal-preschool-washington-d-c/>
 - Bailey, D., Duncan, G. J., Odgers, C. L., & Yu, W. (2017). Persistence and Fadeout in the Impacts of Child and Adolescent Interventions. *Journal of Research on Educational Effectiveness*, 10(1), 7-39. <https://doi.org/10.1080/19345747.2016.1232459>
 - Wong, A. (2014, November 18). *The Case Against Universal Preschool*. The Atlantic. <https://www.theatlantic.com/education/archive/2014/11/the-case-against-universal-preschool/382853/>
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Week 9: Outside of the School: The environment and neighborhoods

March 6th: How neighborhoods and homes impact students

- All Memo 1 revisions handed in today in hard-copy will receive feedback by Wednesday in class.
- Memo 2 is assigned
- Click through the section this guide to ‘toxic stress’ (<https://developingchild.harvard.edu/guide/a-guide-to-toxic-stress/>)
- Bornstein, D. (2013, October 30). Protecting Children From Toxic Stress. *Opinionator*. <https://opinionator.blogs.nytimes.com/2013/10/30/protecting-children-from-toxic-stress/>
- Chetty, R., Hendren, N., & Katz, L. F. (2016). The Effects of Exposure to Better Neighborhoods on Children: New Evidence from the Moving to Opportunity Experiment. *American Economic Review*, 106(4), 855–902. <https://doi.org/10.1257/aer.20150572>

March 8th: How the environment impacts students

- Memo 1 revisions due on 3/10 at the latest
- Komisarow, S., & Pakhtigian, E. L. (2022). Are power plant closures a breath of fresh air? Local air quality and school absences. *Journal of Environmental Economics and Management*, 112, 102569. <https://doi.org/10.1016/j.jeem.2021.102569>
- Yglesias, M. (2020, January 8). Installing air filters in classrooms has surprisingly large educational benefits. Vox. <https://www.vox.com/2020/1/8/21051869/indoor-air-pollution-student-achievement>

SPRING BREAK 3/13-3/17

Week 10: Content questions: censorship, speech, and power

March 20th: Book banning

- Harris, E. A., & Alter, A. (2022, January 30). Book Ban Efforts Spread Across the U.S. *The New York Times*. <https://www.nytimes.com/2022/01/30/books/book-ban-us-schools.html>
- Knox, E. J. M. (2020). Books, censorship, and anti-intellectualism in schools. *Phi Delta Kappan*, 101(7), 28–32. <https://doi.org/10.1177/0031721720917526>

March 22nd: Curricular Battles and Student Speech

- Millhiser, I. (2021, June 23). *The Supreme Court’s “cursing cheerleader” case is its biggest student free speech case in 14 years*. Vox. <https://www.vox.com/2021/6/23/22547040/supreme-court-cursing-cheerleader-stephen-breyer-free-speech-mahanoy-bl-brandi-levy>
 - Lepore, J. (2022, March 14). Why the School Wars Still Rage. *The New Yorker*. <https://www.newyorker.com/magazine/2022/03/21/why-the-school-wars-still-rage>
 - Jamnah, D., & Zimmerman, J. (2022). Policy Dialogue: The War over How History Is Taught. *History of Education Quarterly*, 62(2), 231–239. Cambridge Core. <https://doi.org/10.1017/heq.2022.6>
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Week 11: Who goes where?

March 27th: Segregation

- **Memo 2 is due at the start of class in hard copy**
- Reardon, S. F., & Owens, A. (2014). 60 Years After Brown: Trends and Consequences of School Segregation. *Annual Review of Sociology*, 40(1), 199–218. <https://doi.org/10.1146/annurev-soc-071913-043152> (**Skim for the main points on the trends**)
- Fry, R., & Taylor, P. (2012, August 1). The Rise of Residential Segregation by Income. *Pew Research Center's Social & Demographic Trends Project*. <https://www.pewresearch.org/social-trends/2012/08/01/the-rise-of-residential-segregation-by-income/>
- Verbruggen, R. (2016, January 5). Nowadays, We Marry Our Grad-School Sweetheart. *National Review*. <https://www.nationalreview.com/2016/01/assortative-mating-uptick-people-marry-others-same-level-education/>

March 29th: School choice, charter schools, and homeschooling

- **Memo 3 is assigned**
- Valant, J. (2019, October 15). What are charter schools and do they deliver? *Brookings*. <https://www.brookings.edu/policy2020/votervital/what-are-charter-schools-and-do-they-deliver/>
- Chen, G. (2021). *Private School Vouchers: The Controversy*. Public School Review. <https://www.publicschoolreview.com/blog/private-school-vouchers-the-controversy>
- Thompson, C. (2022, April 14). As U.S. schools reopen, many families continue to opt for homeschooling. PBS NewsHour. <https://www.pbs.org/newshour/education/as-u-s-schools-reopen-many-families-continue-to-opt-for-homeschooling>
- Worthen, M. (2020, September 25). Opinion | ‘When You Get Into Unschooling, It’s Almost Like a Religion.’ *The New York Times*. <https://www.nytimes.com/2020/09/25/opinion/sunday/unschooling-homeschooling-remote-learning.html>

Week 12: Comparative Perspectives on Public Policy

April 3rd: The Finnish ‘Dream’

- Walker, T. D. (2015, October 1). *Kindergarten: While American Kids Read, Their Finnish Peers Play*. The Atlantic. <https://www.theatlantic.com/education/archive/2015/10/the-joyful-illiterate-kindergartners-of-finland/408325/>
- Magazine, S., & Hancock, L. (n.d.). *Why Are Finland’s Schools Successful?* Smithsonian Magazine. Retrieved May 8, 2022, from <https://www.smithsonianmag.com/innovation/why-are-finlands-schools-successful-49859555/>
- Nelson, L. (2015, February 18). *9 reasons Finland’s schools are so much better than America’s*. Vox. <https://www.vox.com/2015/2/18/8063785/finland-schools-education>

April 5th: The Chilean ‘Dream’

- **Memo 3 is due in hard copy**
 - **Memo 4 is assigned at the end of class**
 - Murnane, R., Waldman, M., Willett, J., Soledad Bos, M., & Vegas, E. (2017). *The Consequences of Educational Voucher Reform in Chile* (No. 833; IDB Working Paper Series). Inter-American Development Bank. <https://publications.iadb.org/publications/english/document/The-Consequences-of-Educational-Voucher-Reform-in-Chile.pdf>
 - Vegas, E. (2018, March 20). 5 lessons from recent educational reforms in Chile. *Brookings*. <https://www.brookings.edu/research/5-lessons-from-recent-educational-reforms-in-chile/>
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Week 13: Grab bag

April 10th: Schools as more than schools?

- Dunn, E. G. (2020, September 15). These Unsung Heroes of Public School Kitchens Have Fed Millions. *The New York Times*. <https://www.nytimes.com/2020/09/15/nyregion/coronavirus-nyc-schools-cafeterias.html>
- Westbrook, M., Martinez, L., Mechergui, S., & Yeatman, S. (2020). The Influence of School-Based Health Center Access on High School Graduation: Evidence From Colorado. *Journal of Adolescent Health*, 67(3), 447–449. <https://doi.org/10.1016/j.jadohealth.2020.04.012>
- McDaniels, A. (2018). Building Community Schools Systems. Center for American Progress. <https://www.americanprogress.org/article/building-community-schools-systems/>
- Discussion of expectations for presentations

April 12th: Are boys in trouble?

- Reeves, R. V. (2022, September 14). Redshirt the Boys. *The Atlantic*. <https://www.theatlantic.com/magazine/archive/2022/10/boys-delayed-entry-school-start-redshirting/671238/>
- Reeves, R. V. (2022). Why boys fall behind | *The Spectator*. Retrieved October 17, 2022, from <https://www.spectator.co.uk/article/why-boys-fall-behind>
- Thompson, D. (2021, September 14). Colleges Have a Guy Problem. *The Atlantic*. <https://www.theatlantic.com/ideas/archive/2021/09/young-men-college-decline-gender-gap-higher-education/620066/>
- Loveless, T. (1 C.E., November 30). Girls, boys, and reading. *Brookings*. <https://www.brookings.edu/research/girls-boys-and-reading/>

Week 14: Student Choice – What should be in the politics of education, and how does it get there?

April 17th:

- Student choice – Student Health – **As this is student choice, the expectation is that this will be a student-driven conversation.**
- Basch, Charles. Healthier Students Are Better Learners: A Missing Link in School reforms to Close the Achievement Gap. *Journal of School Health*. <https://healthyschoolscampaign.org/wp-content/uploads/2017/03/A-Missing-Link-in-School-Reforms-to-Close-the-Achievement-Gap.pdf>
- Goldberg, Emily. The New Focus on Children’s Mental Health. *The Atlantic*. <https://www.theatlantic.com/education/archive/2016/10/the-new-focus-on-childrens-mental-health/504227/> (On Sakai)
- Heissel and Norris. Rise and Shine. *Education Next*. <https://www.educationnext.org/rise-shine-how-school-start-times-affect-academic-performance/>
- **Half of class will be reserved for group work on presentation and discussion of memo**

April 19th:

- Student choice – Critical Race Theory in Education – **As this is student choice, the expectation is that this will be a student-driven conversation.**

- Ray and Gibbons. 2021. Why are states banning critical race theory?. Brookings. <https://www.brookings.edu/blog/fixgov/2021/07/02/why-are-states-banning-critical-race-theory/>
 - Ledesma and Calderon. 2015. Critical Race Theory in Education: A Review of Past Literature and a Look to the Future. Qualitative Inquiry. <https://journals-sagepub-com.libproxy.lib.unc.edu/doi/10.1177/1077800414557825>
 - **Half of class will be reserved for group work on presentation and discussion of memo.**
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Week 15: Presentations

All groups must submit their complete slides to me via Sakai by 11:59 on April 23rd in the format you wish to present (pdf, google drive, ppt, etc). 4 groups will present on Monday and 3 groups will present on Wednesday. Whoever is presenting on a given day will be randomly assigned so that no group has the advantage of extra time to work. Groups will have 15 minutes to present, with about 5 minutes for questions afterwards. In the past, I have had groups wish to come in business casual for the formal presentation, and while a nice touch, dress will not contribute to the grade of the presentation.

April 24th: presentations part 1

April 26th: presentation part 2

Memo 4 is due on May 3rd on Sakai.