

UC/CSU Joint Doctoral Program in Leadership for Educational Equity
School of Education, University of California, Berkeley
Summer 2005 Mondays and Thursday, 9 – 12; Tolman 5509.

Education 278A

EQUITY AND EXCELLENCE IN EDUCATION

PART 1: INEQUALITY AND EQUITY

The issues of inequality, of various kinds, and of equity, again with many different conceptions, have been central to debates over American schooling, particularly in urban areas. This course provides a conceptual framework to begin understanding the different dimensions of inequality and equity. As part of the theme in the JDP of “Achieving Excellence and Equity in Practice”, it will be followed by additional courses that examine certain topics in greater depth.

You are taking this course along with one in “Systematic Educational Reform”. This course therefore avoids the specific issues raised in that course including state accountability systems, No Child Left Behind, and other systematic reform practices. However, it will sometimes be useful to bring into this course the practices or policies examined in “Systematic Educational Reform” and ask questions like the (often implicit) understanding of sources of inequality and conceptions of equity embedded in various reform efforts.

Of course, inequality and equity are subjects that generate great passion. (See Topic 3, on conceptions of equity, and the section below on moral texts.) I assume that most members of the JDP are concerned about equity, and some may be concerned about equity for particular groups — migrant children, for example, or African-American students, or low-income children. However, the premise of this course is that a disciplined and analytic approach to inequality is necessary in order to identify what the underlying issues are, to devise appropriate policies, and then to persuade others about their value. In particular, the course is concerned with disentangling what are often confusing strands of debate.

In addition I sometimes rely on the historical traditions of the U.S. and historical continuity in its institutions. The underlying assumption is that the U.S. (or California, or districts in the Bay Area) aren't going to be able to adopt the practices of Finland or Germany, or attain a socialist utopia (whatever that would mean), but we can rely on the conceptions of equity embedded in our own history and educational institutions. The goal of this course, therefore, is to promote thoughtful debate around the complex phenomena involved in equity issues in schools.

One focus of this course is what *districts* (and potentially other levels of the education system dealing with multiple schools, like county offices) can do about the

inequalities they confront. To do this, I will consistently pose three questions about practices related to inequality and equity:

(1) What do districts now do, for a particular issue in this course? What does *your* districts do??

(2) What explicit or implicit conception of the districts underlies these actions? That is, what idea about what districts ought to do, or how districts justify their existence, helps explain these actions?

(3) What could districts do? What are the alternative ways of addressing an inequity, or changing a practice,

(4) What is feasible — politically, economically, administratively, etc. — for districts to do? On their own? With allies? With help from the state, or even the federal government?

(5) Is there an alternative conception of the district that underlies the changes in #3 or #4?

Many of the exercises we will discuss in class will ask you to address at least the first and third of these, and in particular to be explicit about the policies that your districts now follow.

Elements of the course:

1. Class meetings. Classes will depend largely on discussion and presentations by groups of students; there will be only limited lecturing, but there will be some when it becomes necessary to synthesize a great deal of material. It is crucial for the quality of class discussions for everyone to have completed reading and exercises for each week, prior to classes.

2. Readings. There are core readings in boldface, which everyone should read; and additional readings, which we will figure out how to share among members of the class.

It is crucial to read this material *actively* and critically, identifying the debates in which any reading is participating, the major issues it raises, and the purpose of the readings within this course. It is also important to read *relationally*; that is, every reading (at least the readings within each topic) has some relationship to every other reading, and it's valuable to be explicit about how one reading comments on others.

Optional readings are marked by asterisks. These are often what I consider great works, but whose length, special nature, or complexity precludes assigning them to the class as a whole. I am always open to members of the class substituting some of these readings for others, as long as they report to the class about their reading.

3. Exercises for class: For each week there will be some kind of exercise for you to think about how the practices in your district (or sometimes in schools that you know well) reflect the issues of the course and that specific class. These cannot be effectively completed casually, in the last 5 minutes before class; you need to think about them before you do the reading and again afterward, and you ought to write down your responses in some organized way. We will use the results of these exercises in class, and — as in all oral presentations — it's crucial to be prepared and organized in what you say to the rest of the class.

4. A course paper. This will be an analytic paper of about 15-20 pages, on a subject chosen by each member that is related to the themes of the course. A subsequent hand-out will explain the paper in greater detail, and yet another hand-out will provide some basic information about writing analytic papers. The paper itself is due at the end of week 8, by **August 11**. A 1-2 page outline of the paper is due by **July 14**. It should present the topic, the argument, the kinds of materials and information you plan to use in justifying your argument, and anything else I need to see to provide you feedback on the proposed paper.

This is just the first semester of the JDP, and it's probably too early to be worrying much about a dissertation project. However, this and other course papers are good places to begin exploring topics, for example by carrying out literature reviews, by conducting preliminary explorations of what practices are being followed (or are developing) around the country, or by starting some preliminary examination of a reform in your district that has some promise for being the focus of a dissertation project.

5. Readings about current events in education: It is helpful to this course to be broadly informed about developments in education; I will bring in newspaper clippings and other writing about current developments related to the course, and you should do the same. Two excellent sources are *Education Week* and *Phi Delta Kappan*, a monthly. The Ed-Psych Library has copies of these, but I urge you to subscribe.

I urge you to subscribe to the *New York Times* so that your knowledge of current events is relatively complete. This newspaper is expensive in both time and money, but it's the easiest source of relatively complete news and commentary unless you want to spend hours on line or rely on multiple sources. The *San Francisco Chronicle* is a mediocre paper, with most of its stories from wire services and enormous sins of both commission and omission, and its news placement — what goes on the first page, etc. — is truly atrocious. If you're getting news from trash sources like television news and weeklies like *Time*, then you're getting biased and incomplete news, with distorted approaches to the news agenda — what counts as being newsworthy. Anyone who brings up Fox "News" or MTV "News" or the tabloids will have to perform five acts of contrition.

6. Moral texts: Thinking about equity is inescapably value-laden and moral; equity is a normative concept, not a descriptive one. However, as a country we have lost much of the moral consensus (of sorts) that was present when the common schools were established in the first half of the 19th century, and many people didn't agree with that morality anyway — it was conformist, Protestant, nativist and thus unfriendly to immigrants, racist, gender-stereotyped, highly assured of its own value and therefore closed to conceptions of pluralism. So the challenge of finding a common morality — some version of E Pluribus Unum — remains a difficult task. We won't try to address this enormous problem, but one way to start is to think of what you consider moral texts that provide ways of thinking about moral behavior in education. For many Americans, Jefferson's Declaration of Independence is one, and the introduction to the Constitution is another. More recent ones influencing concern about equity have been Michael Harrington's *The Other America* (1963), a famous book sometimes credited with launching Johnson's war on Poverty; Jonathan Kozol, *Death at An Early Age* (1966), as well as more recent books like *Savage Inequalities* (1991) and ???; Mike Rose, *Possible*

Lives: The Promises of Public Education in America (1995); Pedro Noguera's *City schools and the American dream : Reclaiming the promise of public education*. Of course, other movements have their own moral texts like feminism (Betty Freidan's *The Feminine Mystique*), the civil rights movement (*Brown v. Board of Education*, or Martin Luther King's "I Have a Dream" speech), environmentalism (Rachel Carson's *Silent Spring*), the consumer movement (Nader's *Unsafe at Any Speed*), hereditarians (Richard Herrnstein and Charles Murray's *The Bell Curve*), creationists (Genesis, the Judeo-Christian creation myth), free marketeers (the novels of Ayn Rand, Milton Friedman's *Capitalism and Freedom*), and on and on. But you might want to define your own conceptions of moral texts and think about the ones that have moved you.

1. Introduction	6/20
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Simple models of family background, education, and adult outcomes

Who or what is to blame for inequality in school performance?

Sarah Deschenes, Larry Cuban and David Tyack, "Mismatch: Historical Perspectives on Schools and Students Who Don't Fit Them", *Teachers College Record* Aug. 2001.

Exercise 1: Identifying the current manifestations of the Deschene et al. framework.

2. Inequality and poverty: descriptive issues	6/20, 6/23
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Inequality of what?

Funding; resources; instructional mechanisms; non-instructional conditions.

Family background: income; education; occupation; class; race/ethnicity; values (including religious values); immigrant status; language status;

Individual characteristics: gender; disabilities; good looks; "cool";

Community characteristics: the character of "urban".

Measures and trends of inequality and poverty:

International comparisons from the Luxembourg Income Study, tables on inequality and poverty, www.lisproject.org/keyfigures/ineqtable.htm and www.lisproject.org/keyfigures/povertytable.htm.

Lawrence Mishel, Jared Bernstein, and Heather Boushey, *The State of Working America 2002/2003* (2003), Ch. 5, "Poverty: Historic Progress, But High Rates Persist". See also *Ch. 7, "International Comparisons".

Measures of U.S. income and poverty, from Current Population Reports and the P-60 series: *Income in the United States: 2002*, excerpts.

Poverty in the United States: 2002, excerpts.

* Paul Alison, "Measures of inequality", *American Sociological Review* December 1978.

Measures of inequality in California:

Tables from CPEC, *Performance Indicators of California Higher Education*, 2001.

Reed, D., & Bailey, A. (2002). *California's young children: Demographic, social and economic conditions*. California Counts: Population Trends and Profiles, Vol. 4(2). San Francisco, CA: Public Policy Institute of California.

Hill, L.E. & Hayes, J.M. (2003), November). California's newest immigrants. California Counts: Population Trends and Profiles, Vol. 5(2). San Francisco, CA: Public Policy Institute of California.

Tafoya, S.M. (2002, November). *The linguistic landscape of California schools*. California Counts: Population Trends and Profiles, Vol. 3(4). San Francisco, CA: Public Policy Institute of California.

Exercise 2: Interpreting patterns of inequality.

3. Conceptions of equity: The normative issues

6/30, 7/1

Historical conceptions:

*J.R. Pole, *The Pursuit of Equality in American History* (1978; highly revised edition 1993).

WNG, Cheat Sheet on Conceptions of Equity.

W. Norton Grubb and Marvin Lazerson, "The Evolution of Inequality", Ch. 8 of *The Education Gospel: The Economic Power of Schooling*, 2004.

Edmund Gordon, "Toward defining equality of educational opportunity", in F. Mosteller and D. Moynihan, *On Equality of Educational Opportunity* (1971).

The American Dream

Jennifer Hochschild and Nathan Scovronick, *The American Dream and the Public Schools* (2003), Introduction.

Steven Greenhouse, "Crossing the border into the middle class", *NY Times* 6/3/04.

*Jennifer Hochschild, *Facing up to the American Dream: Race, Class, and the Soul of the Nation* (1995), Preface, Ch. 1.

Philosophical perspectives:

Amy Gutman, "Distributing Primary Schooling", in *Democratic Education*; concentrate on pp. 127 – 139.

Exercise 3: Implicit or explicit conceptions of equity in districts.

4. Inequalities in family background and effects on education	7/5, 7/7
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Disentangling causality from association:

Roslyn Mickelson, "When are Racial Disparities in Education the Result of Racial Discrimination?" *Teachers College Record*, Aug. 2003.

* Holzer, H.J. & Ludwig, J. (2003). "Measuring discrimination in education: Are methodologies from labor and markets useful?" *Teachers College Record*, 105(6), 1147-1178.

Multi-causal models, particularly of the racial achievement gap:

Christopher Jencks and Meredith Phillips, eds. *The Black-White Text Score Gap* (1998), Introduction.

Debra Viadero, "Lags in Minority Achievement Defy Traditional Explanations", *Education Week*, March 22, 2000.

Gualdalup San Miguel and Richard Valencia, "From the Treaty of Guadalupe Hidalgo to *Hopwood*: The Educational Plight and Struggle of Mexican Americans in the Southwest", *Harvard Educational Review* Fall 1998.

*Richard Rothstein, "Social class, student achievement, and the black-white achievement gap", Ch. 1 of *Class and Schools* (2004).

Comparing different aspects of family background

W. Norton Grubb,

*Michael Hout, "Educational Progress for African Americans and Latinos in the U.S> from the 1950s to the 1990s: The Interaction of Ancestry and Class".

Early preparation and "School readiness":

Richard Coley, *An Uneven Start: Indicators of Inequality in School Readiness* (2002), Executive summary.

George Farkas, "Racial Disparities and Discrimination in Education", *Teachers College Record* Aug. 2003, particularly pp. 1121 – 1127.

Jennifer Cheng, "At Home and at School: Racial and Ethnic Gaps in Educational Preparedness", *California Counts*, PPIC, Nov. 2001.

Peer effects, including resistance, "acting white"

Paul Willis, *Learning to Labor: How Working Class Kids Get Working Class Jobs* (Hampshire, England: Gowen House, 1977), Introduction, "Elements of a Culture".

Signithia Fordham and John Ogbu, "Black Students' School Success: Coping with the 'Burden' of 'Acting White' ", *Urban Review*, 1986.

Excerpts from NRC, *Engaging Schools* (2004), Ch. 5, "Family, Community, and Peers".

5. Inequalities within schooling	7/6, 7/8, 7/14
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Perspectives on funding, resources, and school finance litigation:

William Clune, "The shift from equity to adequacy in school finance", *Educational Policy* Dec. 1994.

Williams v. State of California: ACLU News, "Landmark Case Challenges Pervasive Substandard Conditions in Schools". In addition, the brief is available at www.aclunc.org/students/williams-brief.htm; a series of expert reports (including one by Norton Grubb and Laura Goe!!) is available at www.idea.gseis.ucla.edu/publications/williams/reports, and an excellent summary by Jeannie Oakes at www.idea.gseis.ucla.edu/publications/williams/reports/wws16.html.

Jonathan Kozol, *Savage Inequalities* (1991), "Looking Backward, 1964 - 1991"; Ch. 2, "Other People's Children: North Lawndale and the South Side of Chicago".

**Serrano v. Priest* (1971), reprinted in the *Harvard Educational Review*, Nov. 1971 (skim).

Eric Hanushek, "The Impact of Differential Expenditures on School Performance", *Educational Researcher*, May 1989, especially Table 3.

W. Norton Grubb, Luis Huerta, and Laura Goe, "Straw Into Gold, Resources Into Results: Spinning Out the Implications of the 'Improved' School Finance", Oct. 2003.

Tracking/sorting

Jeannie Oakes (1984). *Keeping Track: How Schools Structure Inequality* (New Haven: Yale University Press), Ch. 1, 3.

Sam Lucas, *Tracking Inequality: Stratification and Mobility in American High Schools* (1999), Ch. 1, "Introduction", and Ch. 8, "After the Unremarked Revolution: Summary and Conclusions".

* Reba Page and Linda Valli, "Curriculum Differentiation: An Introduction", and "Curriculum Differentiation: A Conclusion", in *Curriculum Differentiation: Interpretive Studies in U.S. Secondary Schools* (Albany: State of New York Press, 1990).

Testing/sorting

Lee J. Cronbach, "Five decades of controversy over mental testing," in Charles Frankel (Ed.), *Controversies and Decisions: The Social Sciences and Public Policy* (New Haven: Russell Sage Foundation, 1976), pp. 123-147.

Curricular/pedagogical variation

Arthur Powell, Eleanor Farrar, and David Cohen, *The Shopping Mall High School* (1985), Ch 1, on the horizontal and the vertical curriculum.

Teacher quality and preparation

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Teacher expectations

Rona Weinstein, *Reaching Higher: The Power of Expectations in Schooling* (2002), excerpts.

Promotion/retention/turnover

Russ Rumberger and Scott Thomas, "The distribution of dropout and turnover rates among urban and suburban high schools", *Sociology of Education* January 2000.

Gender differences in treatment

Anne Danenberg, "Who's lagging now? Gender differences in secondary course enrollments", PPIC, *California Counts*, Feb. 2001.

Dynamic sources of inequality

John Collingsworth and Silvia Ybarra, "Analyzing Classroom Instruction: Curriculum Calibration".

W. Norton Grubb, "Inequality and Intervention: Lessons from a Small Country".

Exercise 4: Sources of unequal practices in local districts.

6. Correcting inequalities in schooling	7/18, 7/21
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The instruments of district policy

Michael Knapp et al, "The school and district environment for meaning-oriented instruction", in *Teaching for Meaning in High-Poverty Classrooms* (1995).

Creating targeted programs and the debates over differentiated programs

Martha Minow, *Making All the Difference: Inclusion, Exclusion, and American Law* (Cornell University Press, 1990), Ch. 1, "The Dilemma of Difference".

Allocating funds and resources

Site-based management/budgeting/planning; weighted student formulas; teacher assignment

Alison Cole and W. Norton Grubb, ??? forthcoming.

"New voc" programs and "education through occupations":

NRC, *Engaging Schools* (2003), Ch. 6, "Education Through Theme-based Learning Communities.

Language programs:

Thomas and Collier, *A National Study of School Effectiveness for Language-Minority Students' Long-Term Academic Achievement*, Summary.

Small schools and learning communities

Deborah Meier, *The Power of Their Ideas: Lessons for America from a Small School in Harlem* (1995), Ch. 2, "Central Park East: An Alternative Story".

Instructional and Pedagogical Innovation

Michael Knapp et al., *Teaching for Meaning in High-Poverty Classrooms* (1995), Introduction, Ch.7, "The Outcomes of Teaching for Meaning in High-Poverty Classrooms".

Gad Yair, "Not just about time: Instructional practices and productive time in schools", *Educational Administration Quarterly* Oct. 2000.

Extra-curricular Activities

Herbert Marsh and Sabina Kleitman, Extracurricular school activities: The good, the bad, and the nonlinear", *Harvard Educational Review* Winter 2002.

School and community partnerships

Steven Sheldon, "Linking school-family-community partnerships in urban elementary schools to student achievement on state tests", *Urban Review* June 2003.

Exercise 5: Approaches to intervention
Outlining a district equity policy.

7. Correcting inequalities beyond schooling	7/18, 7/21
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School-based approaches to correction

James Comer et al., *Rallying the Whole Village: The Comer Process for Reforming Education* (1996), Ch. 1, "The School Development Program".

Joy Dryfoos, *Full-service schools : a revolution in health and social services for children, youth, and families* (1994), Ch. 1, "The Full-service vision".

Patricia Gándara and José Moreno, "The Puente Project: Issues and Perspectives on Preparing Latino Youth for Higher Education", *Educational Policy*, Sept. 2002; see other articles in this issue for other aspects of Puente.

NRC, *Engaging Schools* (2003), Ch. 6, "Meeting Students' Nonacademic Needs".

Bob Peterson, "Survival and justice: Rethinking teacher union strategy. *In Transforming Teacher Unions* (1999).

Approaches beyond schooling:

Clarence Stone, forthcoming; from *Building civic capacity : the politics of reforming urban schools* (2001).

Richard Rothstein, "Reforms that could narrow the achievement gap", Ch. 5 of *Class and Schools* (2004), Ch. 5,

Gosta Esping-Anderson, "A Child-Centered Social Investment Strategy", in Esping-Anderson, *Why We Need a New Welfare State* (2002).

W. Norton Grubb and Marvin Lazerson, *The Education Gospel: The Economic Power of Schooling* (2004), Ch. 8, "The evolution of inequality", especially pp. 237 – 244; Ch. 9, "Vocationalism and the education gospel in the twenty-first century", especially pp. 260 – 269.

David Hilfiker, *Urban Injustice: How Ghettos Happen* (2002), Ch. 1, "Building the ghetto", and Ch. 6, "Ending poverty as we know it".

Isabelle Sawhill, "Introduction", *One Percent for the Kids* (2003).

Jane Costello et al., "Relationships between poverty and psychopathology", *Journal of the American Medical Association*, Oct. 15, 2003.

The politics of correcting inequalities

Theodore Lowi, *The End of Liberalism*, Second Edition (1979). Part III, Why Liberal Governments Cannot Achieve Justice. Ch. 7, "Cities: The American Tragedy"; Ch. 8, "Interest-Group Liberalism and Poverty".

Michael Katz, *The Price of Citizenship: Redefining the American Welfare State* (2001), Prologue and Ch.12, "The End of Welfare".

Amy Stuart Wells and Irene Serna, "The politics of culture: Understanding local political resistance to detracking in racially mixed schools", *Harvard Educational Review*, Spring 1996.

Visions of Hope

Mike Rose, *Possible Lives: The Promise of Public Education in America* (1995), Ch. 10, "Possible Lives".

Lawrence Cremin, *The Genius of American Education* (1965), Ch. I, "The commitment to popular education".

Exercise 6: Making common cause with other urban initiatives,