

Education 290D
(Control No. 24361)

**EQUITY, INEQUALITY, AND
OPPORTUNITY IN EDUCATION**

W. Norton Grubb
3521 Tolman
642-3488
wngrubb@berkeley.edu
Office hours: Mon. 12 - 2
Tues. 12 - 2

Ingrid Seyer-Ochi
5637 Tolman
643-2757
seyeroch@berkeley.edu
office hours: Thur. 10-12

Questions of equity, inequality, and opportunity are central to educational issues and debates. Despite this centrality, conceptions like equity, social justice, and opportunity are often left undefined or under-conceptualized when people use them loosely. Then equity as a primary goal is left to the rhetorical margins, and inequalities at key levels of schools and society continue to increase.

This course is organized around a number of issues related to the *normative* issues related to equity, and the *positive* or *descriptive* issues of inequality in various outcomes, of which schooling outcomes are the ones this course emphasizes. We will examine what causes inequalities, which policies minimize inequality and which exacerbate them. In particular, we will consistently focus our analysis around several core questions:

1. When and why do questions of equity, inequality, and opportunity matter?
2. Which groups that matter (and in what ways?) when we talk about inequality? Race/ethnicity, class (measured how?), income, wealth, gender, age, immigrant status, urban/rural differences, sexual orientation?? Religious affiliation (as in a theocracy), party affiliation (as in communist states), heredity (as in monarchies)? Inequalities associated with handedness, attractiveness, thinness/obesity, height?
3. What conceptions of equity and opportunity do we draw upon — in this country, perhaps in other countries? Which of them are actively used in policy and political debates? Which are purely intellectual constructs without much application? Are they consistent or inconsistent with each other? And what kind of policies do they support?
4. What are the various explanatory frameworks that attempt to analyze inequality? What concerns do different explanations bring with them, and what are the implications? What assumptions are embedded within conceptual

approaches or theories?

5. What analytic tools are useful in examining equity, inequality, and opportunity? In what contexts to whom towards what ends with what costs, benefits, consequences, and implications?

Inevitably, a course seeking to engage on such broad issues cannot address all topics or contexts. In order to make the (difficult) decisions as to what to include and exclude, we have worked from a particular logic and set of objectives. We will start with conceptual and normative issues surrounding equity, fairness, justice, and the like. We will then start to examine various dimensions of *inequality*, trying not only to measure them but also to understand how they arise. We will then examine how some of these inequalities external to schools influence formal schooling (and other forms of education, as interest in the class allows). We then raise questions related to what kinds of inequality are created by educational institutions themselves, along with the related question of what policies and practices are developed to counter inequalities and promote greater equity (trying to be precise about what conception of equity is involved). We finally return to the larger set of inequalities in our economy and society, and pose the question of what policies and practices might address these larger inequalities and thereby remedy some educational inequalities.

Course Elements

1. Class meetings.

Classes will depend largely on discussion and presentations by groups of students; there will be only limited lecturing (or “lecturettes”). We will tend to run these classes as extended conversations — between students and us, among students, among all of us and others who have written and thought hard about schooling — the “great conversation”. As in all conversations, it’s not possible to determine precisely what the direction of the conversation will be; that’s what makes a class novel. We will try to invite all students into the conversation, sometimes by calling on students with particular interests and expertise; but it isn’t possible to participate actively in the conversation unless you have completed the appropriate readings before class. Each week we will hand out questions related to the next week’s readings, so that students can be prepared to participate actively.

A course like this depends on the sustained participation of a group of students working together, and casual attendance is unhelpful to the class as a whole. Please let us know ahead of time if you have to be absent for some reason.

During class, we will sometimes break the class into small groups of about 4-5 people to work collectively on specific issues. In addition, topics may arise during the course that are appropriate for small groups to tackle.

Cell-phone rings disrupt everyone else in the class. Please turn off cell phones — unless you are a parent or someone with other care responsibilities.

A final note on participation. Active participation in discussion is an essential part of learning in this class and hence of evaluating your work. Participation means listening as well as talking, monitoring your own contributions to a discussion, helping others develop their ideas, and, of course, expressing your own thoughts in whole and

small-group discussions. In order to participate at this level it is essential to complete the required readings before class. This does not mean you are expected to have a complete understanding each and every reading, but you should come with questions and an overall sense of each selection's content and argument.

2. Blackboard

We will be using a Blackboard site throughout the course. All students should sign up for a Blackboard account and register with this course as soon as possible.

3. Readings.

There's quite a bit of reading in the course. 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.

We expect that students will come to each class prepared to discuss the assigned readings. This preparation entails (at a minimum) reading each piece, taking careful notes on the central argument and its main points, ascertaining how the piece fits into the broader themes of the course, and noting key questions or concerns. On days where the reading is particularly heavy, we will divide the readings among the class.

We realize that you will need to make choices about how to use your time. With this in mind we have marked in bold those readings that are absolutely necessary. Readings not in bold are those among which you may choose, depending on your interests. Truly optional readings are marked by asterisks; These are often what we consider great works, but whose length, special nature, or complexity precludes assigning them to the class as a whole — at least without facing revolt. We are 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.

We do not plan to discuss each and every one of the readings; we assume at this point in your education you can learn from reading without a class discussion. However, if we don't discuss a reading that puzzles, enrages, or enlightens you, bring it up as a point of class discussion.

Reading responses: Class discussions are most productive for all of us when everyone comes to class having read and critically reflected upon all the readings. To facilitate reflection prior to class, we will hand out questions of "advanced organizers" for each week of reading. Then students will be posting (on Blackboard) some form of written response to these questions, where the nature and focus of the responses will vary. Reading responses are due by the Sunday evening (9pm) prior to class. Unless otherwise instructed, please do not read your peers' responses until you have posted your own. We will vary the format of the responses and how they will be used to facilitate discussion and learning in the classroom and beyond. Please bring a copy of your responses to each class.

Each student may select one week for a response "pass." Note "pass" in the subject heading for your posting for this week.

Reading questions: Regardless of any given week's format, all responses should end with up to five critical reading questions.

4. Papers:

The principle writing requirements of the class are three shorter papers (around 5 - 10 pages each), rather than a longer course paper; they cover the three principal issues of the course. For each of these you will submit a brief overview presenting the rationale, bibliography, and outline of what you plan to do; you should provide us enough idea of your topic and argument so that we can give you feedback about potential directions and sources. Here's a schedule of when these are due:

Paper No. 1 outline	Sept. 19 (4 th week)
Paper No. 1	Oct. 3 (6 th week)
Paper No. 2 outline	Oct. 24 (8 th week)
Paper No. 2	Nov. 7 (10 th week)
Paper No. 3 outline	Nov. 14 (12 th week)
Paper No. 3	Dec. 8 (end of 15 th week)

A handout on each paper will be distributed during the second week of class. Briefly, the first paper will ask you to wrestle with the core concepts and conceptual frameworks used in examining equity and inequality; the second paper will ask you to read and critique some of the moral texts or ethnographies related to equity; and the third paper will ask you to examine some specific school practices or problems. Students may elect to address different issues in each of the papers or may chose to explore one common issue across the three, with possibilities for combining the three papers into a longer stand-alone piece with position paper options.

5. Timelines and Evaluation

Approximate grading weights:	
Class and Group Participation	30%
Weekly responses	20%
Papers 1,2, and 3 (20% each)	60%

Our philosophy of grading is that letter grades are marks that record your accomplishments. We do not use letter grades to rank or sort students. In most courses we teach, we will do our best to set clear standards and will help you reach those standards. Given the focus of this course, it is our hope that the processes and structures of learning, evaluation, sorting, and outcomes of our class will be become fodder for analysis and understanding and that new or adapted pedagogies, participatory possibilities, standards, and evaluation mechanisms will emerge.

With that said: late assignments will be accepted only if prior arrangements have been made with both instructors. An exception is the final project, which cannot be accepted

late or re-written since grades are to be turned in to the University a few days after the assignment is due.

6. Current events, including current reforms efforts in education:

It is helpful in this course to be broadly informed about developments in education and in the economy, and other policies that influence inequality. We will bring in newspaper clippings and other writing about current developments in education related to the course, and students should do the same. Two excellent sources are *Education Week* and *Phi Delta Kappan*, a monthly. On higher education, see especially the *Chronicle of Higher Education*. The Ed-Psych Library has copies of these, but we urge you to subscribe.

We also 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 read a series of other worthy weeklies. 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. And if you're getting news from trash sources like television 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.

Josef Goebbels, Hitler's minister of propaganda, once said: "Think of the media as a great keyboard which governments can play". All governments do this, though the Bush regime is worse than most; it's your duty as a citizen to make sure you are not complicit in this "play".

7. Customizing the course:

The topics of the course and the readings are those that strike us as the most important. However, given a subject that is so vast, there are inevitably some aspects that we will not formally cover as a class — for example, international dimensions of inequality including differences among countries in the inequality of their education systems, or certain kinds of inequality (e.g., urban/rural differences, differences associated with sexual orientation, etc.) There are several ways that students can "customize" the course by pursuing additional/new topics.

- 1) Through your selection of paper topics.
- 2) Through the readings and activities of the weeks 13 and 14 (more on this later in the semester).

8. Moral Texts

Education 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. One way to start thinking about this problems is to consider what we call the moral texts that provide ways of thinking about moral behavior in education. Moral texts are not research, and should not be read as research even if they have some empirical content. For many Americans, Jefferson’s Declaration of Independence is one, and the introduction to the Constitution is another. Many of them emerged in the struggle for civil rights in the 1960s’s; a terrific one is James Baldwin, *Notes of a Native Son*. 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); Mike Rose, *Possible Lives: The Promises of Public Education in America* (1995); Pedro Noguera’s *City schools and the American dream*. 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 *Since 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.

We’ll plan a wholly voluntary exercise in which students read one of a couple of moral texts, and then gather at Norton Grubb’s house for dinner to discuss them. This will probably take place on the evening of October 12, subject to change depending on students’ interests.

1. OVERVIEW, INTRODUCTIONS, AND KEY QUESTIONS	(Aug. 29)
--	------------------

Since none of you have done any reading for this week, we will introduce the course, and then the class will work in small groups to address a series of key issues.

Assignments for the coming week:

- 1) Register on the course Blackboard site.
- 2) Individual biographies – Post your biography on Blackboard in the “Communication” area, “Discussion Board” under “Biographies” by Sunday, September 3 at 9PM. Be sure to set aside time to full read the posted biographies of your colleagues and instructors before class.
- 3) Reading Response #1– Post your critical reading response on Blackboard under “Assignments” by Sunday, September 3 at 9PM.

Exercise 1: Responding to short readings in small groups. (I S-O)

2. KEY CONCEPTS AND FRAMEWORKS:

EQUITY, EQUALITY OF EDUCATIONAL OPPORTUNITY

(Sept. 5)

Readings:

WNG, Cheat Sheet on Conceptions of Equity

Seyer-Ochi, Cheat Sheet on Theories of Equality

Sen, Amartya. Introduction and Chapter 1 ("Equality of What?"), *Inequality Reexamined*, New York: Russell Sage (1992)

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

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

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

Iris Marion Young, "Displacing the Distributive Paradigm", in *Equality*, David Johnson, Ed. Indianapolis: Hackett Publishing (2000)

Assignments for the coming week:

- 1) Reading Response #2 - Post on Blackboard by Sunday, 9/10
- 2) Paper #1 – Post a draft proposal of your first paper by Sunday, 9/10. By Wed. 9/13 you should have read and provided feedback to the paper posted directly BEFORE yours. First poster, reply to the last posting.

3. Equity in Practice

(Sept. 12)

Readings:

Jencks, Christopher "Whom must we treat equally for educational opportunity to be equal?" *Ethics* 98 (April 1988), 518-533.

Assignments for the coming week:

- 1) Reading Response #3 - Post on Blackboard by Sunday, 9/17
- 2) Paper #1 – incorporating your peer feedback, revise your paper outline and bring ONE printed copy to class on 9/19.

Exercise 3: I S-O

4. Measuring Inequality: What Should be Measured, and How? (Sept. 19)

Readings:

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.

Measures of U.S. income and poverty, from Current Population Reports, *Income, Poverty, and Health Insurance Coverage in the United States: 2003*.

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".

Conceptions of class: **Janny Scott and David Leonhardt, "Shadowy Lines That Still Divide", in *Class Matters* (Times Books, 2005).** See also some of the other articles, originally published in the N.Y. Times.

Conceptions of the underclass:

W.J. Wilson, "Social Theory and the Concept 'Underclass' ", in D. Grusky and R. Kanbur, *Poverty and Inequality* (2006).

Gosta Esping-Anderson, "A Child-Centered Social Investment Strategy", in Esping-Anderson, *Why We Need a New Welfare State* (2002). Concentrate on pp. 28 – 49 and the concept of "entrapment".

Paul Jargowsky and Isabel Sawhill, *The Decline of the Underclass*", CCF Brief #36, Brookings Institution.

Assignments for the coming week:

1) Reading Response #4 - Post on Blackboard by Sunday, 9/24

Exercise: Reading data on poverty and inequality (WNG).

5. The Causes of Inequality: The Culture of Poverty vs. Alternative Explanations (Sept. 26)

Oscar Lewis, Introduction and Chapter 35 "Simplicio: That's when I began to be bad," *Five Families: A Puerto Rican Family in the Culture of Poverty- San Juan and New York*. New York: Vintage (1965)

Patrick Moynihan, *The Moynihan Report* (linked on Blackboard site)

Charles Valentine, Introduction and Chapter 4: "Beginnings of a Challenge to Accepted Images of the Poor" in *Culture and Poverty: Critiques and Counter-proposal*. Chicago: University of Chicago Press (1968)

Ruby Payne, Chapters 3, 4 and 8. *A Framework for Understanding Poverty*, Highlands, Texas: Aha! Press (1996)

Mark Rank, "American poverty as a structural failing: Evidence and arguments", *Journal of Sociology and Social Welfare*, Dec. 2003.

Ann Ferguson, "Naughty by Nature," in *Gender in Education*, San Francisco: Jossey-Bass (2002)

Various selections (jigsaw reading assignment) to be distributed from *Random Family, A Hope in the Unseen*, current welfare reform policies, newspaper selections.

Assignments for the coming week:

- 1) Reading Response #5, Post on Blackboard by Sunday, 10/1.
- 2) Paper #1 – Due in class on 10/3

6. The Causes of Inequality: Segregated Housing, Segregated Work, Segregated Schools (Oct. 3)
--

Readings:

Orfield, Gary and Eaton, Susan. Chapter 11 "Segregated Housing and School Resegregation" in *Dismantling Segregation*, New York: The New Press (1996).

Massey, Douglas, and Denton, Nancy. Chapter 1 "The Missing Link" in *American Apartheid: Segregation and the Making of the Underclass*. Cambridge: Harvard University Press (1993).

Neil Smith, Part I "Toward a Theory of Gentrification" *The New Urban Frontier: Gentrification and the Revanchist City*. London: Routledge (1996). (NOTE: We will jigsaw the three chapters).

Linked articles on Blackboard to current housing patterns in the Bay area; Hope VI

Assignments for the coming week:

- 1) Reading Response #6, Post on Blackboard by Sunday, 10/8

**7. The Causes of Inequality:
Employment and the Welfare State**

(Oct. 10)

Readings

D. Autor, L. Katz, and M. Kearney, The Polarization of the U.S. Labor Market, *American Economic Review*, May 2006.

Gosta Esping-Anderson, *The Three Worlds of Welfare Capitalism* (1990), Ch. 1, "The Three Political Economies of the Welfare State".

Timothy Smeeding, "Government Programs and Social Outcomes: Comparisons of the United States with Other Rich Nations. In A. Auerbach, D. Card, and J. Quigley, eds., *Public Policy and the Income Distribution* (2006).

Martin Carnoy, *Faded Dreams: The Politics and Economics of Race in America*, Ch. 2, Ch. 8.

Additional readings linked on Blackboard, on gender patterns.

Assignments for the coming week:

- 1) Reading Response #7 - Post on Blackboard by Sunday, 10/15
- 2) Paper #2 – Post a draft proposal of your second paper by Sunday, 10/8. By Wed. 10/11 you should have read and provided feedback to the paper posted directly BEFORE yours. First poster, reply to the last posting.

Exercise: WNG

8. Inequality within Schooling: Conceptual Perspectives

(Oct. 17)

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

Talcott Parsons, "The School Class as Social System: Some of Its Functions in American Society", *Harvard Educational Review*, Fall 1959 (a structural-functional view).

Samuel Bowles and Herbert Gintis, *Schooling in Capitalist America* (New York: Basic, 1976), Ch. 4.

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

Jay MacLeod, *Ain't No Makin' It: Leveled Aspirations in a Low-Income Neighborhood* (Boulder: Westview Press, 1987), Ch. 2, "Social Reproduction in Theoretical Perspective".

W.N. Grubb, "Dynamic Inequality I", fragment.

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

W. Norton Grubb et al., "Dynamic Inequality III: What Schools Do for Students Who are Behind", forthcoming on Blackboard.

Assignments for the coming week:

- 1) Reading Response #8 - Post on Blackboard by Sunday, 10/22
- 2) Paper #2 – Outline due in class, 10/24

9. Linking Inequality and Education:

The Effects of Family Background on Schooling

**(Oct. 24)
(Annette Lareau)**

Readings:

Heath, S.B. (1983). *Ways with Words: Language, Life, and Work in Communities and Classrooms*. New York: Cambridge University Press, Ch. 7, "The Townspeople".

Grubb, W.N. "Families and schools raising children: The inequitable effects of family background on schooling outcomes", forthcoming in *Raising Children: Emerging Needs, Modern Risks, and Social Responses*, edited by Jill Duerr Berrick and Neil Gilbert.

Clark, R. (1983). *Family Life and School Achievement: Why Poor Black Children Succeed or Fail*. Chicago: University of Chicago Press, Ch. 9 – 10.

Lareau, A. (2003). *Unequal Childhoods: Class, Race, and Family Life*. Berkeley: University of California Press, Ch. 1, Ch. 12.

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

Assignments:

- 1) Reading Response #9, Post on Blackboard by Sunday, 10/29 (Daylight Savings Time ends!)

In considering the rest of the reading, look first at Section 13, on specific reforms that have been promoted as enhancing equity. We want everyone to identify the theories of change, causal mechanisms, and/or interest groups involved in these reforms. We want everyone to choose one of these reforms — or perhaps a different one that you find more compelling — and “adopt” this reform for purposes of class discussions, certainly on Nov. 21 and 28 but perhaps also in the next two weeks, as we examine specific schools practices that create inequality.

10. Mechanisms of Inequality: Sorting

(Oct. 31)

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

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

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

Ronald Ferguson, “Teachers’ perceptions and expectations and the black-white test score gaps”, in Jencks and Phillips, *The Black-White Test Score Gap*.

Charles Willie and Sarah Willie, “Black, white, and brown: The transformation of public education in America”, *Teachers College Record*, March 2005.

Bernie Gifford and Guadalupe Valdez, “The linguistic isolation of Hispanic students in California’s public schools”, 2005.

Assignments for the coming week:

- 1) Reading Response #10, Post on Blackboard by Sunday, 11/5
- 2) Paper #2 - Due in class on 11/7
- 3) Paper #3 – Post a draft proposal of your third paper by Sunday, 11/5. By Wed. 11/8 you should have read and provided feedback to the paper posted directly BEFORE yours. First poster, reply to the last posting.

11. Mechanisms of Inequality: Resources

(Nov. 7)

Readings:

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

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", *Journal of Educational Finance*, 2006.

Brooks Allen, *The Williams v. California Settlement: The First Year of Implementation* (2005).

Susanna Loeb and Michelle Reininger, *Public Policy and Teacher Labor Markets: Why We Know and Why It Matters*, Executive Summary.

Ingersoll, R. "Why do high-poverty schools have difficulty staffing their classrooms with qualified teachers?", Nov. 2004.

Assignments for the coming week:

- 1) Reading Response #11, Post on Blackboard by Sunday, 11/12
- 2) Paper #3 – incorporating your peer feedback, revise your paper outline and bring ONE printed copy to class on 11/14

12. Mechanisms of Inequality: Race/ethnicity and class	(Nov. 14)
---	------------------

Readings:

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

Guadalupe 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.

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

Akom, Antwi "Racial Profiling at School: The Politics of Race and Discipline at Berkeley high School", in William Ayers et al., eds., *Zero Tolerance*.

Harriet Romo and Toni Falbo, *Latino High School Graduates*, Ch., 2, "The tracking of Hispanic students".

Charles Willie and Sarah Willie, "Black, white, and brown: The transformation of public education in America", *Teachers College Record*, March 2005.

Richard Rothstein, *Class and Schools* (2004), Introduction and Ch. 1, "Social Class, Student Achievement, and the black-white achievement gap.

William Julius Wilson, *The Declining Significance of Race*, second edition (1980), "Epilogue: Race, Class, and Public Policy", especially pp. 167 – 170.

Peer effects:

National Research Council, *Engaging Schools* (2004), segment on peers.

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.

Assignments for the coming week:

No reading responses for weeks 13 and 14.

Work on activity for weeks 13 and 14 and your final paper/poster session.

13. Equity, Reforms, and Possibilities for Change	(Nov. 21 and 28)
--	-------------------------

Readings: We will jigsaw the readings for this week based upon student interest in various reforms and change strategies. These readings are included in a third volume of the reader. There are three copies of the reader on reserve. Students will form groups based upon interest and select from the lists below as well as from a wider array of sources.

Marshall Smith and Jennifer O'Day, 'Equality in Education: Progress, Problems, and Possibilities', *CPRE Policy Briefs*, 6/91.

David Tyack and William Tobin, "The grammar of schooling: Why has it been so hard to change?" *American Educational Research Journal*, Fall 1993.

Responding to Accountability: The Pedagogy Wars

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.

E. Debray, G. Parson, and S. Avila, "Internal Alignment and External Pressure", in M. Carnoy, R. Elmore, and L. Siskkin, *The New Accountability: High Schools and High-Stakes Testing* (2003).

Judith Haymore Sandholtz, Rodney T. Ogawa & Samantha Paredes Scribner, "Standards Gaps: Unintended Consequences of Local Standards-Based Reform", 2004.

Teacher quality, preparation, and expectations

S. Loeb and M. Reininger, *Public Policy and Teacher Labor Markets: What We Know and Why It Matters*. Education Policy Center, Michigan state University, 2004.

B. Achinstein, R. Ogawa, and A. Spiegelman, "Are We Creating Separate and Unequal Tracks of Teachers?" *American Educational Research Journal* 41(3), 2004.

Student Empowerment and Engagement

Jim Cummins, "Empowering minority students: A framework for intervention", *Harvard Educational Review* Winter 2001.

Gil Conchas, "Structuring Failure and Success: Understanding the Variability in Latino School Engagement", *Harvard Education Review* 2001.

Language programs

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

Russell Rumberger and Patricia Gandara, "Seeking equity in the education of California's English Language Learners", *Teachers College Record* 2004.

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".

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

School services and community partnerships

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

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

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

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

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

Whole-school reforms

Quint, J. (2006). *Meeting Five Critical Challenges of High School Reform*. New York: MDRC.

Quint, J., Bloom, H., Black, A.R., Stephens, L., and Akey, T. (2005). *The Challenge of Scaling Up Educational Reform: Findings and Lessons from First Things First*. New York: MDRC.

Tuesday, December 5 – Poster Session (two rounds, ten papers each) and discussion

Friday, December 8 – Paper #3 Due

Recommended Readings

September 5

* Stefan Gosepath, "Equality", *Stanford Encyclopedia of Philosophy*, <http://plato.stanford.edu/entries/equality/>. See also Richard Arneson's "Equality of Opportunity" in the same series.

* J.R. Pole, *The Pursuit of Equality in American History* (1978; highly revised edition 1993). Chapter 1: "The Idea of Equality in a Hostile World".

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

September 19

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

* Emmanuel Saenz, "Income and wealth concentration in a historical and international perspective, in A. Auerbach, D. Card, and J. Quigley, eds., *Public Policy and the Income Distribution* (2006).

* J. Williamson and P. Lindert, *American Inequality: A Macroeconomic History* (1980).

For those who want information specifically on California, see the following, available on the web site of the Public Policy Institute of California:

* Deborah Reed, *Poverty in California: Moving Beyond the Federal Measure*, May 2006.

* 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. 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.

October 10

* Michael Katz, *In the shadow of the poorhouse: A social history of welfare in America* (1996).

*Linda Gordon, *Pitied But Not Entitled: Single Mothers and the History of Welfare*.

October 17

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

October 31

* 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).

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.

November 7

* Richard Ingersoll, "Why do high-poverty schools have difficulty staffing their classrooms with qualified teachers?" Report prepared for *Renewing Our Schools, Securing Our Future* (2004).

* B. Achinstein, R. Ogawa, and A. Spiegelman, "Are We Creating Separate and Unequal Tracks of Teachers?" *American Educational Research Journal* 41(3), 2004.

* Linda Darling-Hammond et al., *Building Instructional Quality*.