

EFND 7210: Examining Race and Culture in Education Reform and Policy

Fall 2007
Social Foundations of Education
University of Georgia College of Education

Fall Semester, 2007
Tuesday (5:00-7:45pm)
Room 62 Rivers Crossing

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Office Hours

Tuesday (1-3pm) and by appointment

Overview of the Course

Schools have played a pivotal role in mediating social tensions in the broader society over race and culture. However, many of the discussions in educational reform and policy fail to acknowledge how deeply that race and culture shape our thinking and influence our actions with regard to educational policy and reform. This course highlights how these factors have historically shaped and continue to shape the rhetoric and the reality of school reform and educational policies. In this course, I encourage students to thoroughly explore, and examine the underlying assumptions about the purposes of schooling, the beliefs that underpin educational reform historically, and in contemporary society, and the actions by educational leaders and policymakers.

Approach to the course

This course will approach the issues of race and culture in education reform from an interdisciplinary perspective--historical, philosophical, anthropological, political, and sociological perspectives. A task of the course is to obtain an understanding of the policy process and efforts to create reform in education. Next, the course seeks to have students to explore the ideological basis underpinning efforts to bring about reform in education. Finally, it is my hope that students will begin to critically assess educational reform along multiple dimensions, in addition to assessing educational reform targeted towards individuals from various racial, cultural, ethnic, and linguistically diverse social groups.

Course Requirements

I expect students to approach the course with an open mind and a willingness to subject their perspectives and beliefs to scrutiny. I hope that we are able build a community of insightful and reflective scholars who are not afraid to deal with the issue of race—an issue that pervades a great deal of discussions in society and schooling. You are free to express your views; but please do so in a respectful and civil way. We are all responsible for creating a positive learning environment.

The course will operate in a seminar format in which students are expected to present on a topic. Expectations for the course include each student examining an issue or topic that focuses on some aspect of education reform and policy along the dimensions of race and culture, and to develop a product from the course that explicates the implications of the reform/policy for

schools and society. In addition to the final paper, other possible products from the course may include a paper for possible presentation at a conference or for publishing, or the development of research ideas/topics for a master's thesis or doctoral dissertation.

Attendance

Attendance is essential for participating in a learning community. All students are expected to attend class regularly and to offer their voices to the discussions and presentations. I expect everyone to come to class prepared and to contribute to class discussions and activities.

Therefore, complete the readings before class begins. I expect regular attendance and will take excessive absences into account in the final grade. If you plan to miss more than two or more class periods, I strongly suggest that you consider taking this course when your schedule best permits. Ten points will be allotted for this requirement. Two (2) points from this allotment will be deducted for each unexcused absence. Frequent lack of preparation or failure to contribute will also be taken into account in the final course grade.

Email Accounts

All students are required to have and to use an electronic mail account. These are available free in the Office of Information Technology (OIT) in Aderhold Hall. Email is an effective means of communicating.

Required Texts (Available at Off Campus Bookstore, 696 Baxter Street)

- Derrick Bell (2004). *Silent Covenants: Brown v. Board of Education and the Unfulfilled Hopes for Racial Reform*. Oxford University Press.
- Angela Valenzuela. (1999). *Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring*. State University of New York Press.
- Erin McNamara Horvat and Carla O'Connor. (2006). *Beyond Acting White: Reframing the Debate on Black Student Achievement*. Rowman and Littlefield.
- Henig, Jeffrey R. Henig, Richard C. Hula, Marion Orr, & Desiree S. Pedescleaux (1999). *The Color of School Reform: Race, Politics, and the Challenge of Urban Education*. Princeton University Press.
- Annette Lareau (2003). *Unequal Childhoods: Class, Race, and Family Life*. University of California Press.
- Frank H. Wu (2003). *Yellow: Race in America Beyond Black and White*. Basic Books

Grade Assessment

Grades for the course will be assessed in the following manner:

1. Preparation and contribution to the intellectual environment	10%
2. Group presentation	20%
3. First critique of a set of readings	10%
4. Second critique of a set of readings	10%
5. Submission of paper idea (referred to as abstract)	5%
6. First Development of <i>Research/Policy Paper (Due at Midterm)</i>	15%
7. Presentation of <i>Research/Policy Paper</i>	10%
8. Final <i>Research/Policy Paper</i> and Abstract	20%
TOTAL	100%

TENTATIVE COURSE OUTLINE FOR THE SEMESTER

Week 1: August 21 (Introduction of Course and Community Building)

- I. What do we know about race and culture in U.S. society? (Initial discussion).
- II. Write reflectively (15-20 minutes) on your motivation for taking this course. Volunteers are encouraged to share their thoughts with the class. Then, turn these reflections in to the professor.
- III. Logistical matters for the semester

PART I: RACE AND IDEOLOGY IN SOCIETY AND SCHOOLING

Week 2: August 28: Deconstructing Race in U.S. Society

- Frank H. Wu (2003). *Yellow: Race in America Beyond Black and White*. Basic Books (Chapters 1-4).
- Morris, J. E. (2003). Race, ethnicity and culture: Cultural expectations and student learning, volume 6, pp. 1961-1966. In J. W. Guthrie, *Encyclopedia of Education (2nd Edition)*. Macmillan Reference.
<http://www.coe.uga.edu/welsf/faculty/morris/encyclopedia.pdf>

Week 3: September 4: Historical Examples of Race and Culture in Educational Reform

- Continue reading Frank H. Wu (2003). *Yellow: Race in America Beyond Black and White*. Basic Books (Chapters 5-8).
- Anderson, James D. (1988). *The Education of Blacks in the South, 1860-1935*. Chapel Hill, North Carolina: University of North Carolina Press. (Handout chapter 1).
- Adams, David Wallace (1995). *Education for Extinction: American Indians and the Boarding School Experience, 1875-1928*. Lawrence, Kansas: University Press of Kansas. (Handout chapters 1-2).
- Viewing of Video: *In the White Man's Image*

Submit idea for paper

Week 4: September 11: Race and Social Class: Inside Families

- Annette Lareau (2003). *Unequal Childhoods: Class, Race, and Family Life*. University of California Press. (Chapters 1-7).

Week 5: September 18: Race and Social Class: Inside Families Continued

- Annette Lareau (2003). *Unequal Childhoods: Class, Race, and Family Life*. University of California Press. (Chapters 8-12 and appendices A, B, and C).

Week 6: September 25: Culture and Language: Inside Schools

- Angela Valenzuela. (1999). *Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring*. State University of New York Press. (Foreword and Chapters 1-3).

Week 7: October 2: Culture and Language: Inside Schools Continued

- Angela Valenzuela. (1999). *Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring*. State University of New York Press. (Chapters 4-7, Epilogue and Appendix).

Week 8: October 9: Midterm papers due

PART II. CRITICAL DEBATES IN CONTEMPORARY EDUCATIONAL REFORM

Week 9: October 16: Desegregation and School Racial Composition

- Derrick Bell (2004). *Silent Covenants: Brown v. Board of Education and the Unfulfilled Hopes for Racial Reform*. Oxford University Press. (Introduction and Chapters 1-8).
- Morris, J. E. (2004). Can Anything Good Come from Nazareth? Race, Class, and African American Schooling and Community in the Urban South and Midwest.” *American Educational Research Journal*.
<http://www.coe.uga.edu/welsf/faculty/morris/Morris.new.AERJ.pdf>
- Supreme Court Case: *Parents Involved in Community Schools v. Seattle School District No. 1, et al.*, and *Meredith v. Jefferson County Board of Education et al.* Brief signed by 553 social scientists in support of Amici Curiae in Support of Respondents. (amicus_parents_v_seattle.pdf)
- Morris, J. E. (July 24, 2007). U.S. allows racial gap in education? To curb neglect, it'll take another march. *The Atlanta Journal-Constitution*, A-11.
http://www.uga.edu/coenews/press_releases/0707morris_release.html

Week 10: October 23: Desegregation and School Racial Composition Continued

- Derrick Bell (2004). *Silent Covenants: Brown v. Board of Education and the Unfulfilled Hopes for Racial Reform*. Oxford University Press. (Chapters 8-15 and Conclusion).
- Mickelson, R. A. (2001). Subverting Swann: First- and Second-Generation Segregation in the Charlotte-Mecklenburg Schools. *American Educational Research Journal*, 38(2).
- Morris, J. E. (2001). Forgotten voices of African American Educators: Critical race perspectives on the implementation of a desegregation plan. *Educational Policy*, 15(4), 575-600. (<http://www.coe.uga.edu/welsf/faculty/morris/Morris.Ed.policy.article.pdf>)
- Video on tracking

Week 11: October 30: The Politics of Urban School Reform

- Henig, Jeffrey R. Henig, Richard C. Hula, Marion Orr, & Desiree S. Pedescleaux. *The Color of School Reform: Race, Politics, and the Challenge of Urban Education*. Princeton University Press. (Chapters 1-4).

Week 12: November 6: The Politics of Urban School Reform Continued

- Henig, Jeffrey R. Henig, Richard C. Hula, Marion Orr, & Desiree S. Pedescleaux. *The Color of School Reform: Race, Politics, and the Challenge of Urban Education*. Princeton University Press. (Chapters 5-8).

Week 13: November 13: The School Choice Debate (Magnets, Vouchers, Charters, and Reforms after Hurricane Katrina)

- Are Vouchers an Appropriate Choice Mechanism?
 - Yes: Gary Rosen, from “Are School Vouchers Un-American?”
 - No: National Education Association, from “School Vouchers: The Emerging Track Record,” A Report of the National Education Association (January 2002).

- Can Charter Schools Revitalize Public Education?
 - Yes: Chester E. Finn, Jr., Bruno V. Manno, and Gregg Vanourek, from “The Radicalization of School Reform,” *Society* (May/June 2001).
 - No. Marc F. Bernstein, from “Why I’m Wary of Charter Schools,” *The School Administrator* (August 1999).

- Charter Schools and Urban School Reform in Action in New Orleans
 - Aesha Rasheed (2006). Education in New Orleans: Some Background. *The High School Journal*, 90(2), 4-8.
 - Leigh Dingerson (2006). Dismantling a Community Timeline. *The High School Journal*, 90(2), 8-15.
 - Kathleen Vail (2006). Rebuilding New Orleans after Hurricane Katrina. *Education Digest*, 36-39. Education.Katrina.pdf
 - Theresa Perry (2007). The Plight of the Education Systems—Post Hurricane Katrina: An interview with Dr. Brenda Mitchell and Dr. Linda Stelly. *The High School Journal*, 90(2), 16-22.

- Morris, J. E. & Goldring, E. B. (1999). “Are Magnet Schools More Equitable? An Analysis of the Disciplinary Rates of African American and White Students in Cincinnati Magnet and Nonmagnet Schools.” *Equity & Excellence in Education*. 32 (3). 59-65.
<http://www.coe.uga.edu/welsf/faculty/morris/Magnet%20Schools.pdf>

Week 14: November 20: No Child Left Behind and the Achievement Gap

- *Education Week* Research Center. Overview of No Child Left Behind.
<http://www.edweek.org/rc/issues/no-child-left-behind/>

- Claudio Sanchez (January 8, 2006). No Child Left Behind Fails to Close Achievement Gap. National Public Radio. Weekend Edition, January 8, 2006. Four years after the No Child Left Behind Act became law, test results show progress in some areas. But many schools are not reducing the achievement gap between white and minority students, and closing that gap may take longer than the law's requirements:
<http://www.npr.org/templates/story/story.php?storyId=5134827>

- Excerpt from Richard Rothstein (2004). *Class and schools: Using social, economic, and educational reform to close the Black-White achievement gap*. Chapter 5: Reforms that could help narrow the gap. (Chapter to be passed out in class).

Week 15: November 27: The Achievement Gap Continued

- Erin McNamara Horvat and Carla O'Connor. (2006). *Beyond Acting White: Reframing the Debate on Black Student Achievement*. Rowman and Littlefield. (Entire Book)

Week 16: December 4: (Conference-style Presentation of Research/Policy Projects)

Week 17: December 11: (Final Projects Due)

Important Dates

September 4: Submission of paper idea

October 9: Midterm development of paper

December 4: Conference-style presentations

December 11: Submission of final paper

APPENDIX 1: ASSIGNMENT GUIDE

A. RESEARCH/POLICY PAPERS

1. PAPERS: You will submit: a 20-page research/policy paper at the end of the course that focuses on a topic in the broad area of “Race and Culture in Education Reform.” To prepare for this paper, you will turn in one shorter piece. First, you will prepare a one-page abstract of your piece. This preliminary piece will reflect your initial thinking about the subject and will include an outline of the paper and the material you intend to cite. Please attach separately a list of complete citations for any references. Second, you will turn in a development of the project on October 9—approximately 10 pages—that reflects your work up to that point. This version should be thoughtfully developed. Attach a reference list for *any* material cited. You should draw from a variety of resources: material read for class discussion, material read for your topical presentation, other literature encountered, personal experience, and so on. Your final paper is due at the end of the semester (by noon on December 11).

2. Alternative Option: You may substitute for the standard option a project negotiated with me. This may be work on an ongoing task such as a literature review of an educational policy for a thesis or a dissertation. It should result in a project sufficient for assigning you a grade for the course. The deadlines for the projects as noted in the syllabus, also applies to this project.

B. CLASS TOPICAL PRESENTATION: You and your colleagues will select a group of readings for the week and facilitate a great deal of the class during that particular week. You will prepare at least a one hour presentation to the rest of the class. This may be based entirely or partly on the readings that we have listed. You may substitute or include other materials, but be sure to share your citations. The presentation is intended to be a contribution from you and your colleagues on a topic that interests you during the semester. The subject you select may overlap with the topic you develop for the final project.

C. CRITIQUE OF TWO SETS OF READINGS: Other than the week in which you are presenting, students will select a set of readings (or a reading within the set) to critique. The critique is due before class.

APPENDIX 2: EVALUATING PAPERS AND OTHER PROJECTS

I will evaluate all projects for content, organization, and writing style and mechanics. The position you are taking should be clearly explained. Its rationale should be specified, and only content relevant to the position and rationale should be included. Your argument should be credible; claims should be grounded in data, in the literature, or other relevant sources. Be sure that the evidence you are presenting is logically connected to your argument. Content should be meaningful and significant; if its importance is not self-evident, it should be explained. Material should be accurate and thorough; where information is lacking or data are conflicting, this should be noted. Material should be framed conceptually if possible; concepts may be descriptive, interpretive, theoretical, etc. Creativity and originality separate excellent work from good work.

Projects should be organized clearly and logically. Transitions from one section to the next should be smooth and comprehensible. Avoid abrupt breaks in the narrative flow unless you are using them for some good purpose. Avoid leaps in the discussion; you lose the reader there. Precision and economy are crucial. Avoid unnecessary jargon, wordiness, evasiveness, and redundancy. For writing style and content begin with whatever style's guide is used in your area. Many education departments use latest edition of *The Publication Manual of the American Psychological Association*. Other groups use the latest editions of the following: *MLA Handbook for Writers of Research Papers* and *The Chicago Manual of Style*; practice the manual you choose. What I expect of you is consistency in use. The more polished, edited, and proofed your material, the better. Please note that the APA manual advocates use of the first person singular, I, rather than the third person in referring to the author of a report. First person singular is also the tradition in any writing that is intended to represent the author's views and positions on issues.

APPENDIX 3: GROUP PRESENTATION/LECTURE FACILITATION GUIDE

3. Consider beginning with some kind of activity.
4. Consider integrating video or audiovisuals into the presentation or facilitation.
5. A set of questions is a good way to center the discussion.
7. Discuss the readings within the context of race and culture in education reform and policy.
8. Make sure that all members participate in the planning and presentation of the material.