

EDUCATIONAL PLANS AND POLICIES

URBG 751.00

Spring 2007

Thurs 5:10-7:00 PM

Prof. S. Shipp

Office Hours 11:30 AM-1:00 PM (Mon)

Required Text:

1. Spring, **AMERICAN SCHOOL 1642-2004** (*Required*)
2. Drewry and Doerman, **STAND and PROSPER** (*Required*)

Available at the Hunter Bookstore. Check Amazon also for better prices.

This course will examine America's education systems in terms of politics and policies, from its historical roots to present day conditions. The class involves discussions of current issues: desegregation, school reform, financial equity, and community colleges. One of the major dilemmas discussed in the class is the difference between equity and excellence, which represents the difference between equal access and adherence to high standards of excellence—getting the twain to meet is easier to boast about than to deliver.

The class is designed to emphasize the importance of these issues and how they affect cities; in other words, this course is directly related to urban planning. For example, it is considered to be a given that a trained and education citizenry is a critical element that contributes to urban quality of life. The class will emphasize how the goal of educating citizens is being achieved.

GUEST LECTURES

Several guest lecturers will give presentations about specific educational policies. These lectures are designed to give students an idea about how educational policies are implemented in the 'real world.' The lectures will allow students to see the difference between educational theory and practice.

THE GROUP PROJECT: IDENTIFYING LOCAL PRACTICES

The project requires students to form groups of no more than four persons. The goal is to identify local projects and policies in New York City.

To complete the group project, students are required to

1. Select a policy or issue, e.g., special education, desegregation, vocational education, and describe its use in the New York City public school system.
2. Identify a school where the policies are being effectively used.
3. Develop case studies about this research for final oral/written presentations

Describe Policy Background

Each group should provide research about the policy by describing its history and its connection to theory presented in this class. Group should find statistical data that will describe the need for the policy and why the policy is purported to bring improvement in educational outcomes.

Describe Local Use of the Policy:

The objective is to describe local debate and discussion of the policy. This certainly requires a political analysis: locating those for and against the policy. Also, it will require an understanding of the regulations that the school system has created to ensure that the policy will be properly implemented, leading to positive outcomes for the students.

Locate a New York City School Where the Policies Are Being Implemented

The goal is to look at a best practice, i.e. the best implementation of the policy, which means finding a school where the policy is working well.

Develop the Case Studies for the Oral and Written Final Presentations

Each group will develop case studies that provide details about their research.

Remember that presentations should be linked to the literature, class discussions, and guest lectures. The ability to use these linkages in your written and oral presentations is considered a major part of completing these projects.

Final Group Project

Oral Presentation

Group oral presentations should be

- No more than 20 minutes long
- Every member of the group is expected to speak

Written Presentation

Group final written presentations will be due on the day scheduled for the final examination. These papers should

- Be no more than twenty pages long (double-spaced)
- Contain at least ten citations from the literature
- Formatted with one inch margins all around and 12 point font size

Grading for the final presentations will be based on content (50%) and professional execution (50%). Guidelines for the presentations will be given to students during the latter part of the semester.

COURSE FORMAT: The class consists of seminar style discussions. To participate, students should read the selections included on the syllabus. Class participation is an integral part of the grade. Care has been taken to choose readings that are interesting, current, factual, and insightful. These readings, my interpretations, and those of your colleagues are not sacrosanct and thus they should be challenged. The virtue of a seminar is the opportunity to critique and reformulate theories and ideas. This kind of discussion leads to growth and development. Note: Supplemental readings are optional but not required readings for class meeting. They serve as reference materials designed to highlight issues discussed in class.

There will be no incomplete in this class. I lower a grade a fourth of point for an assignment turned in late beyond an hour of the due date and time. I deduct an additional quarter each additional day the assignment is late.

REQUIREMENTS: Students will complete three short assignments during the semester. The first two will be short written exercises, no more than five pages in length. All papers should be **typewritten, doubled spaced, have one inch margins around, and use 12 point font**. They will require a critique of issues discussed in class and the readings.

Individual Oral Presentations

At some point, after I have lectured for certain number of classes, students will be responsible for the **third short assignment** – an oral précis of class readings at the beginning of each class – after which I will follow up with a critique of the reading(s) that will draw out salient features and key points pertaining to economic development and related issue

More specifically, I will assign each student a reading (from the articles marked w/superscript numbers)

Well-presented précis will include the following components:

- **Very** brief bio of author(s)
- Summary of text; basic theme of the article
- Linkages to other readings
- Implications to the plight of the poor, the plight of public schools, the plight of black colleges, etc.

Time limit: **10 minutes**

The goal of these oral presentations is to enhance the public speaking ability of students and their use of critical thinking skills. This class emphasizes critical thinking or analysis, which is possibly the most invaluable skill that students can develop. The mastery of the analytical process will not be easy. Expect frustrations but remain persistent.

The Final Project is described above.

Grading Criteria

Short Papers=45 points (15pts/assignment)

(This includes 2 written short papers and an individual oral presentation)

Final Group Written Assignment=25 points

Final Oral Presentation=30 points

I will not grade on a curve. There will be no incompletes.

The papers will be graded not only for substance and content but also on writing skills and grammar. **With regard to form or style of the written assignments, please follow these rules to avoid deduction of points:**

1. **Avoid use of the first person singular, "I" or the familiar you.**
2. **Avoid the use of colloquialisms e.g., "a lot of," "got to be." Avoid cliches, e.g., "life is a bowl of cherries," "six in-one hand a half-dozen in the other."**
3. **Avoid contractions, e.g., "didn't," "couldn't," "I'm," etc.**

4. Remember that quotations enclose commas and periods.' " . ; "
5. Avoid misspellings, which are largely inexcusable in the age of Spellcheck.
6. Underline book, newspapers, and journal titles, e.g., The New York Times, The Song of Solomon
7. Enclose the titles of articles in quotations, e.g., "Resources and Urban Growth."
8. Use its correctly, which is the possessive form of it; avoid use of it's completely. This is the contraction form of it is. Contractions, again, cannot be used for your papers.
9. Affect (a verb), meaning to influence is different than effect (a noun), meaning result. Papers that do not make the distinction will be penalized.
10. No plastic covers are needed. Please include a cover sheet with your name, date, and assignment number.

Syllabus

February 1: Introduction

February 8: "Lalee in Mississippi" (video)

February 15: Classes follow Monday schedule

February 22: Unequal in the Beginning-A Historical Perspective

Spring, Joel 2005

"Thinking Critically About History..." In Spring, Joel. The American School, 1642-2004. New York: McGraw-Hill Companies, Inc., pp. 1-7.

Spring, Joel 2005

"Religion and Authority in Colonial American," In The American School, pp. 9-43.

Spring, Joel 2005

"Nationalism, Moral Reform, and Charity in the New Republic." In The American School, pp. 44-72.

Supplemental

Guttek, Gerald L. 1992

"The Historical Foundations of American Education." In Guttek, Gerald. Education and Schooling in America, Boston: Allyn and Bacon, pp. 61-91.

Reed and Bergemann 1995

"The Historical Foundations of U.S. Education." In In the Classroom... pp. 132-169.

March 1: An Education for Whom and What Price?

Spring, Joel 2005

“The Ideology and Politics of the Common School.” In The American School...pp. 73-101.

Spring, Joel 2005

“The Common School and the Threat of Cultural Pluralism,” In Spring, Joel. The American School, ... New York: McGraw-Hill Companies, Inc. pp. 32-51.

Anderson, James D. 1988

“Common Schools for Black Children: The Second Crusade, 1900-1935,” In The Education of Blacks in the South, 1860-1935, pp. 148-185.

March 8: School Choice and Inclusion (First paper due)

Spring, Joel 2005

“Education in the Twenty-First Century.” In The American School, pp. 441-476.

¹Lee, Patrick W. May 1999

“In their Own Voice: An Ethnographic Study of Low-Achieving Students within the Context of School Reform,” Urban Education, Vol. 34, No. 2, pp. 214-244.

²Ross, Timothy 1998

‘Grassroots Action in East Brooklyn: A Community Organization Takes Up School Reform, In Clarence Stone. Changing Urban Education. Lawrence, Kansas: University Press of Kansas, pp. 118-138

Supplemental

Miller, Matthew July 1999

“A Bold Experiment to Fix City Schools.” The Atlantic Monthly, pp.1-9.

March 15: Desegregation

³Weiler, Jeanne April 1998

“Recent Changes in School Desegregation.” Clearinghouse on Urban Education: Digest, No, 133, pp. 1-7.

⁴Hochschild, Jennifer and Michael N. Danielson. 1998

“Can We Desegregate Public Schools and Subsidized Housing? Lessons from the Sorry History of Yonkers, New York.” In Clarence Stone Changing Urban Education... pp. 23-44.

⁵Hochschild, Jennifer and Scovronick 2003

“School Desegregation.” In Hochschild and Scovronick, The American Dream and the Public Schools. Oxford: Oxford University Press, pp. 28-51.

Supplemental:

Drewery, Henry N. and Doermann, Humphrey 2001

“Two Decades of Desegregation.” In Drewery and Doermann, Stand and Prosper: Private Black Colleges and their Students. Princeton: Princeton University, pp. 99-126.

Case Information: Brown vs. Board of Education of Topeka
Supreme Court of the United States (349 U.S. 294)

“Mr. Chief Justice Warren’s the Opinion from the Court”

Spring, Joel 2005

“The Great Civil Rights Movement and the New Culture Wars.” In The American School, pp. 405-440.

March 22: “Eyes on the Prize: Awakenings and Fighting Back”(video)

March 29: School Finance and the Political Economy of Urban Education

⁶Hochschild, Jennifer; Scovronick, Nathan; 2005

“School Finance Reform” In The American Dream and the Public School, pp. 52-76

⁷Stone, Clarence. 1998

“Introduction: Urban Education in Political Context” In Clarence Stone. Changing Urban Education. Lawrence, Kansas: University Press of Kansas, pp. 1-20.

⁸Anyon, Jean 1997

“Pauperization of the City and Its Schools: 1945-1960.” In Ghetto Schooling: A Political Economy of Urban Educational Reform New York. Teachers College Press, pp. 75-98

⁹Orr, Marion 1998

“The Challenges of School Reform in Baltimore: Race, Jobs and Politics” In Clarence Stone. Changing Urban Education. Lawrence, Kansas: University Press of Kansas, pp. 93-117

Supplemental

Gittell, Marilyn September 1994

“School Reform in New York and Chicago: Revisiting the Ecology of Local Games.” Urban Affairs Quarterly, Vol. 30, No. 1, pp.136-151.

Making Higher Education More Equitable

April 12: Community Colleges (Second Paper Due)

¹⁰Alfonso, Mariana December 2006

“The Impact of Community College Attendance on Baccalaureate Attainment.” Research in Higher Education, Vol. 47, No. 8.

¹¹Bowen, William; Kurzwell, Martin; Tobin, Eugene; 2005

“Improving College Preparedness.” In Equity and Excellence chapter 9. pp.224-243

¹²Shannon, Henry D.; Smith, Ronald C; 2006

“A Case for the Community College's Open Access Mission.” New Directions for Community Colleges, Winter2006, Vol. 2006 Issue 136, p15-21

¹³Thomas J. Kane; Cecilia Elena Rouse 1999

“The Community College: Educating Students at the Margin between College and Work.” The Journal of Economic Perspectives, Vol. 13, No. 1. pp. 63-84.

April 19: Climbing Jacob's Ladder--The Educational Struggles of Blacks

^{14,15}Drewey and Doermann, 2001

1st three chapters pp. 1-58 in Stand and Prosper

¹⁶Bowen, William; Kurzwell, Martin; Tobin, Eugene; 2005

"Race in American Higher Education: The Future of Affirmative Action"

In Equity and Excellence chapter 6. pp.139-160

April 26: Black Colleges and Service

¹⁷Maurasse, David 2001

"The Mission of Higher Education," pp. 11-28; "Community in the Roots: Xavier and New Orleans," pp. 103-144. In Beyond the Campus: How Colleges and Universities form Partnerships with their Communities. New York: Routledge.

Selected Case Studies: Black Colleges and Community Development

May 3:

Workshop Day

May 10: Student Presentations

May 17: Student Presentations

May 18 before 5pm

Final Paper Due