

Issues in Politics: Education (POLI 100)

Fall 2007

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Office Hours: Monday-Thursday, 4:00-5:00 p.m. (...and anytime else I'm around.)

Objectives

As the required fresher-level course in the Department of Politics, all Issues in Politics courses are meant to achieve three primary objectives. First, the course will introduce students to the ***scope*** of topics typically included in the academic study of political phenomena through an overview of the major subfields of the discipline. Second, the course will introduce students to the ***methods*** typically applied by scholars of politics through discussing and critiquing the assumptions made by social scientists and through giving students an opportunity to engage in manageable, hands-on research endeavors. Finally, through the theme selected for a particular Issues course, students are introduced to a ***particular substantive topic***, examining that topic through the lens of the different subfields of the discipline.

In this case, the substantive theme of the course is the politics of education, both at the elementary/secondary level and, to a slightly lesser degree, at the college level. Because the politics of education is such a mammoth topic, key topics will go unaddressed and other topics will be too superficially addressed. And, while the course will include sections that focus on political theory, comparative politics, and international relations in the spirit of the first objective of Issues courses, my own training will bias the course towards the related subfields of American politics and public law. That said, the variety of topics covered during the semester should give you insights into a number of key issues in the field of education policy and the politics surrounding education in the U.S. and abroad and should prepare you for additional study of the politics of education and political phenomena more generally.

Required Texts

1. Donald Alexander Downs, *Restoring Free Speech and Liberty on Campus*
2. Ellen Grigsby, *Analyzing Politics: An Introduction to Political Science*, 3rd Edition
3. Paul Manna, *School's In: Federalism and the National Education Agenda*
4. Waldo E. Martin, *Brown v. Board of Education: A Brief History With Documents*
5. Martin R. West and Paul E. Peterson, editors, *School Money Trials: The Legal Pursuit of Educational Adequacy*

These five texts are available in the Hendrix College Bookstore. The other required readings are either on reserve in Bailey Library (denoted by a *) or available on-line at the address listed (denoted by a +). In addition, you are required to purchase a subscription to *New York Times* from the Bookstore, both because a crucial component of being a student of politics is an awareness of change in the world around us and because the *Times*' "Education" page, published on Wednesday is a particularly good resource on the issues we will be discussing during the term.

Course Requirements and Evaluation

1. Three examinations: Each examination will consist of a combination of essay and identification questions with several potential essay questions distributed in advance of the exam for preparation. Grades on each of the two midterm examinations and the final examination compose **20%** of the final grade for the term.
2. Two short research exercises: At two points in the term, students will be assigned small assignments that will involve a limited amount of original research. These will each result in papers of about 6-7 pages that presents and analyzes the findings of that research. Grades on each of the assignments compose **15%** of the final grade for the term.
3. The final **10%** of the grade will be based on the student's in-class performance during the term. Students are expected to be in class on a daily basis, prepared to discuss the material for that day.

All work during this term will be guided by the Hendrix College Statement of Academic Integrity as presented in the Student Handbook. On all written work submitted throughout the term, please include a signed version of the following pledge: *"I have not received inappropriate assistance on this assignment."*

It is the policy of Hendrix College to accommodate students with disabilities, pursuant to federal and state law. Any student who needs accommodation in relation to a recognized disability should inform the instructor at the beginning of the course. In order to receive accommodations, students with disabilities are required to contact Julie Brown in Academic Support Services at 450-1482.

COURSE SCHEDULE

August 24

The “Scope” of the Study of Politics

Grigsby, pp. 1-13

August 27

Political Theory

Grigsby, Chapters 4 and 5

August 29-September 5 (NO CLASS: August 31 or September 3)

American Political Thought: What is the Purpose of Public Education?

*Thomas Jefferson, “A Bill for the More General Diffusion of Knowledge”

+Horace Mann, “Report No. 12 of the Massachusetts School Board,”

[<http://usinfo.state.gov/usa/infousa/facts/democrac/16.htm>]

*John Dewey, *The School and Society*, pp. 6-29

*Arthur Bestor, *Educational Wastelands*, pp. 40-60

September 7-10

Comparative Politics: Local versus National Control of Public Education in the U.S. and Other Nations

Grigsby, Chapter 8

*Jessica R. Adolino and Charles H. Blake, *Comparing Public Policies: Issues and Choices in Six Industrialized Countries*, pp. 277-316

September 12-17

American Public Law: Race and Public Schools

Grigsby, pp. 235-7

A) The *Brown* Decision and Its Backlash

Martin, pp. 1-38, 87-151, 168-174, and 191-223

September 19-24

B) The Lingering Politics of School Integration

**Swann v. Charlotte-Mecklenberg Board of Education* (1971)

**Milliken v. Bradley* (1974)

Martin, pp. 223-237

+Risa Goluboff, “The Battle Over *Brown*” [<http://www.slate.com/id/2169616/>]

*Keith A. Nitta, “The Little Rock School Debate”

FIRST EXAMINATION: Wednesday, September 26th

September 28-October 10 (NO CLASS: October 3 or 5)

American State and Local Public Policy: How Important is School Finance Equality?

**San Antonio School District v. Rodriguez* (1973)

Selected chapters from West and Peterson

+*Lake View School District v. Huckabee* (2002)

[<http://courts.state.ar.us/opinions/2002b/20021121/01-836.html>]

NO CLASS: October 12 (Fall Break)

October 15-17

Can Politics Be Studied “Scientifically”?

Grigsby, pp. 13-35

RESEARCH PROJECT I Assigned (Due October 30th, 5:00 p.m.)

NO CLASS: October 19

October 22-26

The Changing Federal Role in Education: From ESEA of 1965 to IDEA to “No Child Left Behind”

Grigsby, 220-233

Manna, all

+Nancy Lee Jones and Richard N. Apling, “Individuals with Disabilities Education Act: Overview and Selected Issues”

[http://www.opencrs.com/rpts/RS22590_20070131.pdf]

October 29-31

Comparative Politics: The Politics of Educational Testing in the United States and Japan

*Diane Ravitch, *The Language Police: How Pressure Groups Restrict What Students Learn*, 3-18, 50-62

*James Traub, “The Test Mess”

SECOND EXAMINATION: Friday, November 2nd

November 5-7

American Political Thought: What is the Proper Role for Higher Education?

*Students for a Democratic Society, “The Port Huron Statement”

*Allan Bloom, *The Closing of the American Mind*, pp. 47-81

November 9-14

The Boundaries of Free Speech and Academic Freedom on Campus

Downs, all

*Brian Friel, "Backlash 101"

November 16-19

Gender and Politics: Title IX and Athletics and Sexual Harassment

+Michael W. Lynch, "Title IX's Pyrrhic Victory"

[<http://www.reason.com/news/show/27986.html>]

+Lynn Sanders, "Hardly Sporting" [<http://www.slate.com/id/2071832/>]

*Sarah Karnasiewicz, "Classroom Confidential"

RESEARCH PROJECT II Assigned (Due December 4th, 5:00 p.m.)

NO CLASS: November 21 or 23 (Thanksgiving Break)

November 26-28

Comparative Politics: Affirmative Action in the US and Brazil

*Richard D. Kahlenberg, *The Remedy: Class, Race, and Affirmative Action*, pp. 16-41, 83-120

**Gruter v. Bollinger* and *Gratz v. Bollinger* (2003)

*Sérgio da Silva Martins, Carlos Alberto Medeiros, Elisa Larkin Nascimento, "Paving Paradise: The Road From "Racial Democracy" to Affirmative Action in Brazil"

November 30-December 3

International Relations: The Battles Over Curriculum in Middle East Studies Programs

Grigsby, Chapter 11

+Martin Kramer, "Said's Splash"

[<http://www.geocities.com/martinkramerorg/SaidSplash.htm>]

*Michelle Goldberg, "Osama University?"