

## **GenEd 1076**

### **EQUITY AND EXCELLENCE IN AMERICAN K-12 EDUCATION**

**Fall 2022**

**Tuesdays and Thursdays**

**12:00-1:15**

**Larsen 106**

**Faculty**

**Katherine K. Merseth, Senior Lecturer-Retired, HGSE**

**Kay\_Merseth@Harvard.edu**

**Canvas site:**

**<https://canvas.harvard.edu/courses/105801>**

**[Merseth Office Hours Sign Up](#)**

**Instructional Staff**

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### **Course description**

Throughout its history, the American education system has served as a critical force in reflecting, reinforcing, and reshaping American society. K-12 schools, arguably the most “common” of all public institutions, function as a microcosm in which broader social, political, legal, economic, and cultural issues play out. To study schools is to study our history, our society, and ourselves, and to contend with the interconnections among the three.

This course uses the multi-directional relationship between schools and society as a frame for analysis, considering some of the major dilemmas that have defined American K-12 education throughout history and up to the present. What should be the purpose of schooling? Who should have the authority to decide who and what is taught in a democracy? What constitutes educational excellence, and how can it be achieved? Does “equal” mean “equitable”? Finally,

how do we make sense of the landscape of schoolings when families, school-practitioners, policymakers, and the courts often disagree about the answers to these questions? This course will explore these questions from a variety of perspectives, drawing on historical, contemporary, comparative, and personal examples.

Americans are divided and generally silent about the purpose of schooling—largely because fundamental differences in values and beliefs characterize our pluralistic society. Specifically, these differences may revolve around the dual, and sometimes competing goals of equity and excellence. Without recognition and consideration of these differences, however, large-scale school reform will be impossible. Thus, the course asks students to “take a stand” on the deepest educational question of all—the question of purpose—and to explore potential levers for change to improve society.

This is a very engaging and active course that requires students to participate in debates and case study discussions. We expect students to both explore the complexity of the issues and to make connections with broader themes in American society. The course is relevant for students with public, private, parochial or home school K-12 experience in the United States and abroad in urban, suburban and rural areas.

### Lottery

This course is lotteried because of the size of the classroom. Please refer to <https://gened.fas.harvard.edu/fall-2021#enrollment> for details about the lottery process.

### Course Objectives

#### Knowledge:

- Students will develop an emergent understanding of the role of the education system in the U.S. by analyzing schooling as a social, political, economic, legal and cultural institution.
- Students will develop new understandings and ways of thinking about the influence of history, culture, and social identity on the structure and practices of American K12 schooling in the 21<sup>st</sup> century.

#### Skills:

- Students will be able to describe long standing tensions surrounding equity and excellence in American K12 education.
- Students will be able to describe and analyze historical and contemporary reform strategies for educational improvement.
- Students will be able to engage with opposing perspectives on dilemmas of equity and excellence, as well as defend perspectives that align with their personal values and beliefs.

- Students will be able to understand and strategize about possible first steps of education reform in social, political, cultural, and historical contexts.

### Course Policies and Expectations

Please keep these policies in mind as you plan your work for this class.

### Assignments

Students must receive passing grades on all assignments to receive a passing grade in the course.

All assignment deadlines will be based on Eastern Standard Time.

### Submission of Paper Policy

Students will have a window of time to declare their preferred due date for each of their three assignments for the course. Concurrent with the posting of the assignment, students will fill out a preferred submission date for the assignment. The selected due date must fall within the prescribed window for submitting the assignment. This form is **binding**.

If a student fails to meet their own self-assigned due date by midnight Eastern time of the selected date, the work will be **late**, and the following penalties will occur:

- The case will be brought to the Head TF and the assignment will be penalized one step on the grade scale [below] per 24 hours. Any assignment that is submitted late must be emailed directly to the TF and cc'd to the head TF with "GenEd 1076: Late Assignment Submission" in the subject of the email.
- An assignment that is more than 5 days late, past the self-selected due date, will require a meeting with the Head TF and/or the Course Instructor and will initiate contact with the student's resident dean.

### GenEd 1076: Grade Scale

A	B+/B	B-/C+	C-
A/A-	B	C+	C-/D+
A-	B/B-	C+/C	D+
A-/B+	B/B-	C	D+/D
B+	B-	C/C-	D

### Pass/Fail

The course may be taken on a Pass/Fail basis with all required assignments submitted at a satisfactory level of C/C- or above.

### Help Channel

Students should use the #allthingshelp channel on Slack to reach out for help related to assignments and course logistics. **Please note that this is a public channel accessible to the entire class.** The teaching team will monitor this and will be able to respond more quickly to issues that come up regarding, for example, missing readings, broken links, or issues with technology. If you have a specific issue related to your section, please contact your TF directly.

### Attendance

Attendance is **required for both lecture and section**. If you know that you will need to miss a lecture or section, **you must email your TF as soon as possible and in advance** to arrange to submit make-up work. Unexcused absences (i.e. no make-up work) will result in a 1/3 grade penalty to your participation grade for every occurrence. Each student may miss up to two sections and complete the make-up work without penalty to their grade. Every subsequent absence, even if excused, will receive up to a 1/3<sup>rd</sup> of a participation grade penalty. This policy will not apply to medically excused absences with a doctor or UHS note.

- Paper Formatting: All papers will be submitted via the Canvas website. Each paper must be double spaced, with one-inch margins and in 12-point Times New Roman font. The paper word count as well as your student ID is required on the front of every submitted paper.
- Questions about Grades: If you feel your paper deserves an additional review, please make an appointment to meet with your TF to discuss the paper. Come prepared with specific reasons why you think the grade should be changed. If you have conferred with your TF and still are not satisfied with the results, then please contact the Head TF. Please note that grades on reconsidered papers may either go *up or down*.
- Rewrite Policy: Every student in the course will have an opportunity to apply feedback and rewrite Paper 1. If you received a score below B, the rewritten paper will be re-evaluated for a score up to a B. If you received a score above a B, you are welcome to participate in rewriting for the sake of learning, but you will not receive a new score. The rewrite is due one week from the time your paper is returned to you. Once you have submitted your rewritten paper, you must schedule a 15–30-minute discussion with your TF to discuss the changes you made.

### Foundational Readings and required readings

These readings **will be discussed in each class**. Students must read these prior to the class session and be prepared to discuss them in large class sessions.

### Videorecording of class:

All classes will be video-recorded and available on Canvas site.

### Materials and Access

There is no required textbook for this class. All REQUIRED readings and resources are available on the Library Reserves Page of the Canvas site and will be marked “**LRT.**”

Recommended/optional readings are linked in the syllabus or searchable online, and in the Harvard Library System.

### Assignments and Grading Procedures

#### Class Participation (25%)

**Attendance at lectures and sections is required.** GENED 1076 includes two 75-minute lectures and one 75-minute discussion section each week. Due to the interactive nature of this class, students must read assigned materials and come to class prepared to discuss them. At times, there will be additional preparatory work required for lecture or section.

All students will be **required to visit a local school** for a minimum of two hours during the month of November. The schools that students visit are intended to be *different* from the schools they attended as a K-12 student. Resources and organization for these visits will be provided in class. Students will also receive a free T Pass to travel to these sites. Data collected from these visits will form a foundation for the personal essay in Assignment # 2.

Paper 1 [20%]: Due between 9am, Tuesday, October 11th, and 9pm, Sunday 16th [EST]

In response to the material in Unit 1, students will write a 1,500-2,000-word paper analyzing and interpreting the purposes of schooling and dilemmas in the history of American schools. Class discussions and details on Canvas will provide more information.

#### Assignment 2—**Two parts:**

Part 1 (10%) due by 9pm EST on Monday, November 21<sup>st</sup>.

Part 2 (10%) due by 9pm EST on Monday, November 21<sup>st</sup>.

In response to the material in Unit 2, students will submit two pieces of work.

Part 1: Part one will be a “personal narrative and analytic essay” (PAE) of no more than 2000 words which is an exploration of your personal experiences with identity development in schools in dialogue with the pre-class materials of this Unit. We expect that you will use your school visit experience as a counterpoint to your narrative. This assignment will be graded with a rubric.

Part 2: Part two is a Creative OR Active Engagement submission.

Creative Engagement: Students may engage creatively with something that arose for them from their (PAE) by writing a song or poem, painting or using another form of creative expression to

explore this identity and the school's influence on its development more deeply. The creative project will be accompanied by a short "artist's statement" no longer than one page in length.

Active Engagement: Students may write a policy brief or a letter to their school administrators or teacher(s) about how to preserve and/or increase student voice based on their personal experiences at the school. Students will have the option to take their creative or active engagement work and share it with their school or elected officials. Part 2 will be graded on a pass/fail basis. Class discussions and details on Canvas will provide more information.

Paper 3 (35%)— Due between 9am, Tuesday, December 12th and 9pm, Friday, December 16th EST.

In this 2,500-word final paper, students will synthesize material from the course into a proposal for education reform that will achieve an elevation of excellence and equity in K-12 American Schools in a post-COVID era. This proposal will consider multiple perspectives of reform from Unit 3 as well as a larger vision for the role of schooling in American society developed throughout the course. Class discussions will provide more information. This submission will be graded.

### Academic Integrity

Academic Integrity Policy: Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to consult with your classmates and Pedagogical Fellows on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on the same topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own writing and that it reflects your own approach to the topic.

Citation Policy: You must also adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, **and individuals** that have helped you with your work. This means that if you received any help with your writing (feedback on drafts, etc.), you must acknowledge this assistance formally in citations. ***When in doubt, include a citation!***

Collaboration: Unless specifically assigned as a group project, collaboration on assignments in this course is prohibited. The work you submit must be your own and not the result of work with peers in the current class

Honor Code: Members of the Harvard College community commit themselves to producing academic work of integrity—that is, work that adheres to the scholarly and intellectual standards of accurate attribution of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to their ideas, discoveries, interpretations, and conclusions. Cheating on exams or problem sets, plagiarizing or misrepresenting the ideas or language of someone else as one's own, falsifying data, or any

other instance of academic dishonesty violates the standards of our community, as well as the standards of the wider world of learning.

Academic Accommodations: Any student needing academic adjustments or accommodations is requested to present their letter from the Accessible Education Office (AEO) and discuss with the Professor Merseth by September 15, 2022. If reasonable accommodations are necessary to provide access, please contact the [Disability Access Office \(DAO\)](#). Accommodations do not alter fundamental requirements of the course and are not retroactive. Students should request accommodations as early as possible since they may take time to implement. Students should notify DAO at any time during the semester if adjustments to their communicated accommodation plan are needed. Failure to do so may result in the Course Head's inability to respond in a timely manner. All discussions will remain confidential, although AEO may be consulted to discuss appropriate implementation.

### Resources

Writing and Technical Support: Students are reminded to avail themselves of the various writing and academic support resources offered by the [Harvard Writing Center](#) and the [Academic Resource Center](#). Technical Support: services are available through [Harvard University Information Technology](#).

Harvard Affiliates may gain free access to the New York Times by going to this link and registering <http://nrs.harvard.edu/URN-3:HUL.ERESOURCE:NYT>

## **Course Schedule**

### **Unit 1: Purposes and Dilemmas of Schooling in American Society**

*What purposes and practices have characterized the American K-12 education system throughout the last two-and-a-half centuries? What changes in society have educators and policymakers responded to? Conversely, how has the education system shaped and reinforced broader norms and social structures in American society?*

#### **Class 1**

##### **Thurs., 9/01 – Dilemmas of Educational Equity and Excellence**

*What does it mean to achieve equity and excellence in K12 education? What sorts of dilemmas do educators, students, and families face in their efforts to achieve these ideals?*

#### **Foundational Readings:**

**LRT** Pondiscio, R. (2022) The Unbearable Bleakness of American Schooling. American Enterprise Institute Commentary 2022

**LRT** DemocracyReady NY. The Importance of Discussing Controversial Issues in the Classroom—Especially Today (July 14, 2022) New York: Teachers College

#### **Class 2**

##### **Tues., 9/06 –Early Schooling: Pre-Colonies to Civil War**

*What was common about Common Schools, if anything? How did different groups of Americans challenge notions of citizenship and membership through the first 100 years?*

#### **Foundational Readings:**

**LRT** Labaree, D. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34(1), 39–58. <https://www-jstor-org.ezp-prod1.hul.harvard.edu/stable/1163342>

#### **Required readings:**

**LRT** Webster, N. (1788). *On the education of youth in America*. The Federalist Papers Project, Boston, MA. pp. 22–29.

<https://thefederalistpapers.org/wp-content/uploads/2013/09/On-The-Education-of-Youth-In-America.pdf>



**LRT** Middlekauf, R. (1961). Education in colonial America. *Current History* 41, 5–8, 14. [https://search-proquest-com.ezp-prod1.hul.harvard.edu/docview/1309772314?rfr\\_id=info%3Axri%2Fsid%3Aprimo](https://search-proquest-com.ezp-prod1.hul.harvard.edu/docview/1309772314?rfr_id=info%3Axri%2Fsid%3Aprimo)

**Narratives:**

**LRT** Genovese, E. (1972). The children. *Roll, Jordan, roll: The world the slaves made*. New York: Pantheon Books, pp. 512-519.

**LRT** Jefferson, T. (1781). *Notes on the state of Virginia* (Laws pp. 191-221 and Manners pp. 240-242).

**LRT** Callahan, S. Alice. (1891) *Wynema A Child of the Forest*. (Chapter 1 Introductory pp. 1-5 and Chapter 2 The School pp.7-16). Philadelphia: H.J. Smith

**LRT** Douglass, F. (1843) *Narrative of the Life of Frederick Douglass, An American Slave*. Henry Louis Gates Introduction (pp. ix-xxiv) and pp. 72-81.

**Recommended:**

Moss, D. (2019). *Democracy*. Chapter 7 The struggle over public education in early America (1851). Cambridge, MA: Harvard University Press, pp 208-221.  
[https://hup-degruyter-com.ezp-prod1.hul.harvard.edu/view/title/543059?tab\\_body=toc](https://hup-degruyter-com.ezp-prod1.hul.harvard.edu/view/title/543059?tab_body=toc)

**Class 3**

**Thurs., 9/08 –Schooling Around the Time of the Civil War to 1920’s**

*How did immigration and industrialization influence schooling?*

*How were the emancipated African Americans educated and by whom?*

**Foundational Readings:**

**LRT** Mann, H. (1848). Twelfth annual report. In Cremin, L. *The republic and the school*. New York: Teachers College Press, pp. 79–80, 84–89.

**LRT** DuBois, WEB. (1903) *Souls of Black Folk*. Forethought and Chapters 1, 2 and 4. Project Muse

**Required readings:**

**LRT** Tyack, D. (1974). From village school to urban system: Bureaucratization in the nineteenth century. In D. Tyack, *The one best system: A history of American urban education*. Cambridge, MA: Harvard University Press, pp. 28–55

**LRT** Woodson, C.G. (1933). *The miseducation of the negro*. Chapters 1-4. Trenton, N. J: Africa World Press, pp.1-39. <http://www.historyisaweapon.com/defcon1/misedne.html>

**LRT** Anderson, J. (1988). J. Anderson, *The education of blacks in the South, 1860–1935.*, Introduction pp. 1-3 and Chapter 5: Common Schools for Black Children, 1900-1935 SKIM pp; 148–185. Chapel Hill, NC: University of North Carolina Press. <https://ebookcentral-proquest-com.ezp-prod1.hul.harvard.edu/lib/harvard-ebooks/detail.action?docID=880026>

### **Recommended:**

Fairclough, A. (2000). Being in the field of education and also being a negro...seems... tragic. *Black Teachers in the Jim Crow South. The Journal of American History*, (87(1), 65-91. <https://academic-oup-com.ezp-prod1.hul.harvard.edu/jah/article/87/1/65/717841>

Butchart, R. (2013). *Schooling the Freed people: Teaching, Learning and the Struggle for Black Freedom, 1861-1876*. Chapter 6: Race, Reconstruction and Redemption: The Fate of Emancipation and Education, 1861-1876. pp. 153-178. Chapel Hill, NC: University of North Carolina Press  
<https://ebookcentral-proquest-com.ezp-prod1.hul.harvard.edu/lib/harvard-ebooks/reader.action?docID=605907&ppg=176>

## **Class 4**

### **Tues., 9/13 – Progressives to Brown vs. Board**

*What does “equality of educational opportunity” mean? How did the focus on race and equality in Brown v. Board influence school quality?*

### **Foundational readings:**

**LRT** Kennedy, R. (August 26, 2020). Progressive Education: How Children Learn. *ThoughtCo*, <https://www.thoughtco.com/progressive-education-how-children-learn-today-2774713>.

**LRT** Solender, M. (March, 2021). Inside Rosenwald Schools. *The Smithsonian* Washington DC <https://www.smithsonianmag.com/history/how-rosenwald-schools-shaped-legacy-generation-black-leaders-180977340/>

### **Required Readings and watching:**

**LRT** LISTEN Gladwell, M. (2017, June 29). Revisionist History Pod Cast. Miss Buchanan’s Period of Adjustment <https://podcasts.apple.com/us/podcast/id1119389968>

**LRT** Hurston, Z. (1955, August 11). Letter to the Orlando Sentinel. <http://teachingamericanhistory.org/library/document/letter-to-the-orlando-sentinel/>

**LRT** Du Bois, W. E. B. (July, 1935), Does the Negro need separate schools? *The Journal of Negro Education*, 4(3), 328-335. <https://www-jstor-org.ezp-prod1.hul.harvard.edu/stable/2291871>

**LRT** Coleman, J. et al. (1966). Relation of achievement to school characteristics. In *Equality of educational opportunity*. Washington, DC: National Center for Education Statistics, pp. 21–23. <http://files.eric.ed.gov/fulltext/ED012275.pdf>

## **WATCH**

**LRT** Hampton, H. et al. PBS Video. (2006). Keys to the kingdom, *Eyes on the Prize*. Season 2, episode seven, Alexandria, VA: PBS Video. (First 30 minutes only.) Link available on Library Resource Page

Alternative: Get with a group of classmates and rent this film for \$6.99  
The Walk—a film on Youtube Jun 10, 2022. In 1974, a Boston Irish police officer confronts fierce social pressure after his assignment to protect Black high school students as they are bused into all-white South Boston High.

## **Recommended:**

*Brown v. Board of Education of Topeka*, 347 U.S. 483 (1954). <https://supreme.justia.com/cases/federal/us/347/483/>

Street law and landmark Cases of the US Supreme Court. *Brown v Board of Education*. [http://landmarkcases.org/en/landmark/cases/brown\\_v\\_board\\_of\\_education](http://landmarkcases.org/en/landmark/cases/brown_v_board_of_education)

Balkin, J. (2001). Brown as icon. In *What Brown v. Board of Education should have said: The nation's top legal experts rewrite America's landmark civil rights decision*. New York: NYU Press, pp. 3-8. <https://muse-jhu-edu.ezp-prod1.hul.harvard.edu/book/10742>

New Georgia Encyclopedia. (n.d.) Freedmen’s Education during Reconstruction.

## **Class 5**

### **Thurs., 9/15 – Waves of Reform from 1980's to 2000**

*What are the roles of local, state and federal government to determine if schools are effective?*

#### **Narrative:**

Gordon-Reed, A. (2021). *On Juneteenth* Chapter 2: pp. 31-56. New York: Liveright Publishing

#### **Foundational readings:**

**LRT** National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform: A report to the nation and the secretary of education, United States Department of Education*. Washington, D. C. pp. 13–16.  
<http://files.eric.ed.gov/fulltext/ED226006.pdf>

#### **Required Readings:**

**LRT** Delmont, M & Theoharis, J. (July 8, 2019). How school desegregation became the third rail of Democratic Politics. *The Washington Post*  
[https://www.washingtonpost.com/outlook/2019/07/08/how-school-desegregation-became-third-rail-democratic-politics/?utm\\_term=.5ca04eec4628](https://www.washingtonpost.com/outlook/2019/07/08/how-school-desegregation-became-third-rail-democratic-politics/?utm_term=.5ca04eec4628)

**LRT** Rotherham, A. (August 24, 2012). Virginia's 'together and unequal' School Standards. *Washington Post*. [https://www.washingtonpost.com/opinions/virginias-together-and-unequal-school-standards/2012/08/24/ad0d3e06-ed4e-11e1-b09d-07d971dee30a\\_story.html](https://www.washingtonpost.com/opinions/virginias-together-and-unequal-school-standards/2012/08/24/ad0d3e06-ed4e-11e1-b09d-07d971dee30a_story.html)

#### **Recommended readings:**

Ravitch, D. (2017, June 5) The demolition of American education. *New York Review of Books*. <http://www.nybooks.com.ezp-prod1.hul.harvard.edu/daily/2017/06/05/trump-devos-demolition-of-american-education/>

## **Class 6**

### **Tues., 9/20 --Schools Today—2000's -present**

#### **Narrative:**

**LRT** Young, A. (2022, July 14) *Student Voice: Pandemic Attendance Crisis is about more than Covid* <https://www.the74million.org/article/student-voice-pandemic-attendance-crisis-is-about-more-than-covid/>

This story was produced by The 74, a non-profit independent news organization focused on education in America

**LRT** Elliott, Andrea. *Invisible Child: Poverty, Survival and Hope in an American City*. Random House Publishing Group, 2021. <https://ebookcentral-proquest-com.ezp-prod1.hul.harvard.edu/lib/harvard-ebooks/detail.action?docID=6726808#> Read prologue, pp. 14-16.

### **Required Readings:**

**LRT** Ravitch, D. (2014) *The Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools* Chapter 2 pp.10-18. New York: Vintage Publishing

**LRT** Goldhaber, D., Kane, T., McEachin, A., Morton E., Patterson, T., Staiger, D., (2022) *The Consequences of Remote and Hybrid Instruction During the Pandemic*. Research Report. Cambridge, MA: Center for Education Policy Research, Harvard University SKIM ONLY

### **Recommended Readings:**

Halloran, C., Jack, R., Okun, J., and Oster, E. (2022). *Pandemic Schooling Mode and Student Test Score*. Cambridge, MA National Bureau of Economic Research. Working Paper 29497  
<http://www.nber.org/papers/w29497>

Omokha, E. (December 21,2021). *In the shadows: The orphans Covid left behind*. *Hechinger Report*. <https://hechingerreport.org/the-orphans-covid-left-behind/>

### **Class 7**

#### **Thurs., 9/24 What is the Purpose of Education?**

*What is the purpose of public schools? Can, and if so how, do schools serve multiple purposes in the U.S.?*

### **Foundational Readings:**

**LRT** Graham, P. (1984). *Schools: Cacophony about practice, silence about purpose*. *Daedalus*,

113(4), 29–55. [https://www.jstor.org/stable/20024941?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/20024941?seq=1#metadata_info_tab_contents)

**LRT** Cuban, L. & Shipps, D. (2000)., Chapter 1. *Reconstructing the common good in education: Coping with intractable American dilemmas*. Stanford, CA: Stanford University Press, pp. 1–8.

### **Required Readings:**

**LRT** King, M. (1947). [\*The Purpose of Education\*](#). Atlanta, GA: The Martin Luther King Papers Project.

**LRT** Baldwin, J. (2008). “A Talk to Teachers.” In *Yearbook of the National Society for the Study of Education*, 107(2), 15-20.

[https://hollis.harvard.edu/primo-explore/fulldisplay?docid=TN\\_cdi\\_gale\\_infotracacademiconefile\\_A190258059&context=PC&vid=HVD2&search\\_scope=everything&tab=everything&lang=en\\_US](https://hollis.harvard.edu/primo-explore/fulldisplay?docid=TN_cdi_gale_infotracacademiconefile_A190258059&context=PC&vid=HVD2&search_scope=everything&tab=everything&lang=en_US)

### **Recommended readings**

**LRT** X, M. & Haley, A. (1985). *Autobiography of Malcolm X (Repr)*. Saved. “Learning to read” Penguin pp. 174-182.

**LRT** Duncan-Andrade, J. (2009, July). “Note to educators: Hope required when growing roses in concrete.” *Harvard Education Review*, 79(2), 181–194. <http://www.hepgjournals.org/doi/abs/10.17763/haer.79.2.nu3436017730384w?code=hepg-site>

## **Class 8**

### **Tues., 9/27 -Pedagogy and Schools**

*What does it mean to teach? How do teaching, curriculum, and assessment shape learning?*

### **Foundational Readings:**

**LRT** Cohen, D. (2011) “Chapter 2 Human Improvement and Chapter 3 Teaching.” In *Teaching and its predicaments*. Cambridge, MA: Harvard University Press pp. 4-48.

### **CASE DISCUSSION**

Merseth, K. (1997). It ain’t fair. In K. Merseth. (Ed.), *Cases in educational administration*. New York: Addison Wesley Longman, pp. 21–26.

### **Required Readings:**

**LRT** Lampert, M. (2001). “An instance of teaching practice.” In M. Lampert, *Teaching problems and the problems of teaching*. New Haven, CT: Yale University Press, pp. 9-19.

## Recommended:

Lamov, D. (2010). Setting high academic expectations. In D. Lamov, *Teach like a champion*. New York: John Wiley and Sons. (**SKIM** Introduction and read pp. 27–34). <http://teachlikeachampion.com/wp-content/uploads/TLAC-Chapter-1.pdf>

Edwards, C. (2002). Three approaches from Europe: Waldorf, Montessori, and Reggio Emilia. *Early Childhood Research & Practice*, 4(1).  
<http://files.eric.ed.gov/fulltext/ED464766.pdf>

Freire, P. (1970). Chapter 2. In *Pedagogy of the oppressed*. pp. 57–74.  
[https://commons.princeton.edu/inclusivepedagogy/wp-content/uploads/sites/17/2016/07/freire\\_pedagogy\\_of\\_the\\_oppressed\\_ch2-3.pdf](https://commons.princeton.edu/inclusivepedagogy/wp-content/uploads/sites/17/2016/07/freire_pedagogy_of_the_oppressed_ch2-3.pdf)

## **Class 9**

### **Thurs., 9/29 – Schools Today—Curriculum and Equity**

*What should be taught and who should decide? Should different students be taught different things? How does what students study reflect different ideas about the purpose of schooling?*

## **Foundational readings:**

**LRT** Nomi, T. & Raudenbush, S. (2016). Making a success of “Algebra for All”: The impact of extended instructional time and classroom peer skill in Chicago. *Education Evaluation and Policy Analysis*, 38(2), **431-434, 439-447 ONLY**.  
<http://journals.sagepub.com.ezp-prod1.hul.harvard.edu/doi/abs/10.3102/0162373716643756>

## **PANEL DISCUSSION**

Reforms in Math Education: Professors Adrian Mims and Brendan Kelly Harvard University Math department

## **Required readings:**

**LRT** Levitt, S & Severts, J. (Summer 2022). Every student needs 21<sup>st</sup> century Data-Literacy Skills. *Education Next Vol 22 (3)* <https://www.educationnext.org/every-student-needs-21st-century-data-literacy-skills-forum-rethinking-math-education/>

**LRT** Barak, B. & Mims, A. (Summer 2022). Data Science Is No Panacea for High-School Math Education. *Education Next Vol 22 (3)*. <https://www.educationnext.org/data-science-is-no-panacea-for-high-school-math-education-forum-rethinking-math-education/>

**LRT** Bavis, P. (2016, December – 2017, January). Detracked – and going strong. *Phi Delta Kappan*, 98(4) 37-42. <http://www.kappanonline.org/detracked-and-going-strong/>

**LRT** Goldstein, D. (2018, Sept 13) Rethinking what gifted education means and whom it should serve. *New York Times*. <https://www.nytimes.com/2018/09/13/us/education-gifted-students.html?searchResultPosition=2>

### **Recommended Readings:**

Yee, V. (2013, June 9). Grouping students by ability regains favor in classroom. *New York Times*. <https://www.nytimes.com/2013/06/10/education/grouping-students-by-ability-regains-favor-with-educators.html>

Sawchuk, S. (2018, June 13). “In San Francisco, a bold effort to de-track algebra.” *Education Week*, (Vol. 37, #35, p. 1, 11), <https://www.edweek.org/ew/articles/2018/06/13/a-bold-effort-to-de-track-algebra-shows.html>

OECD (2012), *Equity and quality in education: Supporting disadvantaged students and schools*, pp. 9-13 OECD Publishing. <http://dx.doi.org/10.1787/9789264130852-en>

Tough, P. (2011, September 18). What if the secret to success is failure? *New York Times Magazine*. <https://www.nytimes.com/2011/09/18/magazine/what-if-the-secret-to-success-is-failure.html>

Ravitch, D. (2016, July 23) The common core costs billions and hurts students. *New York Times*. [https://www.nytimes.com/2016/07/24/opinion/sunday/the-common-core-costs-billions-and-hurts-students.html?\\_r=0](https://www.nytimes.com/2016/07/24/opinion/sunday/the-common-core-costs-billions-and-hurts-students.html?_r=0)

Hirsch, E.D. (2009). Creating a curriculum for the American people. *American Educator*, pp. 6–38. <http://www.aft.org/sites/default/files/periodicals/hirsch.pdf>

### **Class 10**

#### **Tues.,10/04–Assessment for Excellence**

*Why do teachers assess students and what does that look like? What can tests tell you about a student? How do different assessment systems reflect different beliefs about the purpose of schooling?*



### **Foundational Readings:**

**LRT** Dewey, J. (1922, December 6). [Mediocrity and individuality](http://ezp-prod1.hul.harvard.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=fjh&AN=15212781&site=ehost-live&scope=site). *The New Republic*. 33(418),35-37 **ONLY**. <http://ezp-prod1.hul.harvard.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=fjh&AN=15212781&site=ehost-live&scope=site>

**CASE DISCUSSION: GUEST SPEAKER:** Dr. Stefan Lallinger Executive Director, The Next100, New York Using testing in public school admissions: San Francisco, New York City and Boston.

Read these **three** articles and listen to the podcast and come to class prepared to discuss the issue of entrance exams in elite public schools across the country

### **LISTEN**

The Daily: One Elite High School's Struggle Over Admissions (Lowell HS in San Francisco). New York Times Podcast: <https://www.nytimes.com/2022/06/24/podcasts/the-daily/admissions-lowell-high-school-lottery-merit-system.html>?

### **READ**

**LRT** Shapiro, Eliza (2021) Only 8 Black Students Admitted to Stuyvesant High School. <https://www.nytimes.com/2021/04/29/nyregion/stuyvestant-black-students.html>

**LRT** Barry, Ellen (2021) Boston Overhauls Admissions to Elite Exam Schools. <https://www.nytimes.com/2021/07/15/us/boston-schools-entrance-exams-admissions.html>

### **REVIEW AS INTERESTED**

**LRT** De Blasio's Plan to Overhaul Specialized HS Admissions (PPT) <https://www.schools.nyc.gov/docs/default-source/default-document-library/specialized-high-schools-proposal>

**LRT** Veiga, C (2019). What has happened in the year since De Blasio called for overhauling specialized high schools? <https://ny.chalkbeat.org/2019/6/1/21108237/what-s-happened-in-the-year-since-mayor-bill-de-blasio-called-for-overhauling-nyc-s-specialized-high>

**LRT** Dynarski, S. (2018, July 19) Evidence on New York City and Boston exam schools. *Brookings Institute*. <https://www.brookings.edu/research/evidence-on-new-york-city-and-boston-exam-schools/>

**LRT** Lallinger, S. (May, 2020). NYC Schools Should Drop Admissions Screens for Upcoming Year. New York: Century Foundation. <https://tcf.org/content/commentary/nyc-schools-drop-admissions-screens-upcoming-year/>

**LRT** Adams, A. (May, 2020). What happens if NYC eliminates screened schools amid pandemic and cancelled state tests: Parents worry about equity in the district and being locked out of the discussion. *The 74 Million*. <https://www.the74million.org/article/what-happens-if-nyc-eliminates-screened-schools-amid-a-pandemic-and-canceled-state-tests-parents-worry-about-equity-in-the-district-and-being-locked-out-of-the-discussion/>

**OPTIONAL** For the amusement of law school aspirants: Henderson, W. (2004) The LSAT, Law School Exams, and Meritocracy: The Surprising and Undertheorized Role of Test-Taking Speed. *University of Texas Law School Review*. Research paper Number 20. <https://www.repository.law.indiana.edu/cgi/viewcontent.cgi?article=1342&context=facpub>

## **Unit 2: Schools, Society, and Identity**

*How should we understand the relationship between schools, society, and identity? How do school policies and practices influence students' social, racial, and gender identities? What impact do such influences have on efforts to advance excellence and equity?*

### **Class 11**

#### **Thurs.,10/06- Introduction to the Influence of Schools on Social Identities and Student Identities on Schools**

*How do schools influence student identities and school culture?*

#### **Foundational Readings and Viewings:**

**LRT** Carter, P. (2006, October). Straddling boundaries: Identity, culture, and school. *Sociology of Education*, 79(4), 304–324. <https://journals-sagepub-com.ezp-prod1.hul.harvard.edu/doi/abs/10.1177/003804070607900402>

**LRT** Delpit, L. (1988, September). The silenced dialogue: Power and pedagogy in educating other people's children." *Harvard Educational Review*, 58(3), 280–297 [https://search-proquest-com.ezp-prod1.hul.harvard.edu/docview/212264098?accountid=11311&rfr\\_id=info%3Axi%2Fsid%3Aprimo](https://search-proquest-com.ezp-prod1.hul.harvard.edu/docview/212264098?accountid=11311&rfr_id=info%3Axi%2Fsid%3Aprimo)

#### **WATCH**

**LRT** Smith, C. (2015). The danger of silence. [https://www.ted.com/talks/clint\\_smith\\_the\\_danger\\_of\\_silence#t-246745](https://www.ted.com/talks/clint_smith_the_danger_of_silence#t-246745) [Video file]

**LRT** Adichie, C. (2009). The danger of a single story. [https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)

### **Class 12**

#### **Tues., 10/11— Schools Role(s) in Identity Formation**

*How does school shape student identities? How do school policies and classroom practices affirm some identities and not others?*

### **Required Readings:**

**LRT** Valenzuela, A. (1999). Chapter 1: Introduction in *Subtractive Schooling*. Albany, NY: State University of New York Press, pp.3-32.

[https://catalog.hathitrust.org/Search/Home?lookfor=40338437&type=oclc&urlappend=;](https://catalog.hathitrust.org/Search/Home?lookfor=40338437&type=oclc&urlappend=)

**LRT** Pascoe, C. (2007). *Dude, you're a fag: Masculinity and sexuality in high school* Chapters Making masculinity: Adolescence, identity, and high school; Becoming Mr. Cougar: Institutionalizing heterosexuality and masculinity at River High. pp. 1-5, 28-39. Berkeley, CA: University of California Press,  
<https://journals-sagepub-com.ezp-prod1.hul.harvard.edu/doi/full/10.1177/0092055X14533906>

**LRT** Wing, J. (2007, November). "Beyond black and white: The model minority myth and the invisibility of Asian American students." *The Urban Review*, 39(4), 455–466.  
[https://search-proquest-com.ezp-prod1.hul.harvard.edu/docview/61967785?](https://search-proquest-com.ezp-prod1.hul.harvard.edu/docview/61967785?accountid=11311&rfr_id=info%3Axi%2Fsid%3Aprimo)  
[accountid=11311&rfr\\_id=info%3Axi%2Fsid%3Aprimo](https://search-proquest-com.ezp-prod1.hul.harvard.edu/docview/61967785?accountid=11311&rfr_id=info%3Axi%2Fsid%3Aprimo)

### **Recommended:**

Hehir, T. (2002). "Eliminating Ableism in Education," *Harvard Educational Review* 72, no. 1, pp. 1-32.  
[https://hollis.harvard.edu/primo-explore/fulldisplay?](https://hollis.harvard.edu/primo-explore/fulldisplay?docid=TN_cdi_proquest_journals_212279806&context=PC&vid=HVD2&search_scope=everything&tab=everything&lang=en_US)  
[docid=TN\\_cdi\\_proquest\\_journals\\_212279806&context=PC&vid=HVD2&search\\_scope=every](https://hollis.harvard.edu/primo-explore/fulldisplay?docid=TN_cdi_proquest_journals_212279806&context=PC&vid=HVD2&search_scope=everything&tab=everything&lang=en_US)  
[thing&tab=everything&lang=en\\_US](https://hollis.harvard.edu/primo-explore/fulldisplay?docid=TN_cdi_proquest_journals_212279806&context=PC&vid=HVD2&search_scope=everything&tab=everything&lang=en_US)

### **Class 13**

#### **Thurs., 10/13-Student Roles in Shaping School and Society Identity**

*How do students (and teachers) efforts to form and affirm their own identities (or that of their students) shape schools' policies and practices?*

### **Required readings:**

**LRT** Khan, S. (2011). Democratic inequality; Learning Beowulf and Jaws. In S. Khan, *privilege: The making of an adolescent elite at St. Paul's School*. Princeton, NJ: Princeton University Press, pp. 1–17, 151–172.

**LRT** Lewis, L. (June, 2019): That little Mexican part of me: race, place and transnationalism among U.S. African-descent Mexicans, *Ethnic and Racial Studies*, DOI: 10.1080/01419870.2019.1626016 To link to this article:  
<https://doi.org/10.1080/01419870.2019.1626016>

**LRT** Theoharis, J. (2009). "I hate it when people treat me like a fxxx-up": Phony theories, segregated schools, and the culture of aspiration among African American and Latino teenagers. In G. Alonso, N. Anderson, C. Su, & J. Theoharis, *Our schools suck: Students talk*

*back to a segregated nation on the failures of urban education*. New York: New York University Press, pp. 83–84, 94–102.

### **Recommended**

**LRT** Brayboy, B., & Castegno, A. (2008). “How might Native science inform ‘informal science learning’? *Culture Studies of Science Education* 3, pp. 731-750.  
[https://hollis.harvard.edu/primo-explore/fulldisplay?docid=TN\\_cdi\\_proquest\\_journals\\_205290432&context=PC&vid=HVD2&search\\_scope=everything&tab=everything&lang=en\\_US](https://hollis.harvard.edu/primo-explore/fulldisplay?docid=TN_cdi_proquest_journals_205290432&context=PC&vid=HVD2&search_scope=everything&tab=everything&lang=en_US)

### **Class 14**

#### **Tues., 10/18- DACA, ELL and Immigration**

*What is the public school’s responsibility regarding the immigration status of their students and how is it debated? How have policymakers, the media, and students shaped the status of those who do not have immigration documents?*

**GUEST SPEAKER:** Jin Park, Harvard College Alumni former USW 35/Gen Ed 1076 student, Rhodes Fellowship recipient, Harvard Medical School 3<sup>rd</sup> year student

### **Foundational Reading:**

**LRT** Gonzalez, R. (2011). Learning to be illegal: Undocumented youth and shifting legal contexts in the transition to adulthood. *American Sociological Review*, 76(4), 602–619 <http://asr.sagepub.com.ezp-prod1.hul.harvard.edu/content/76/4/602.full.pdf+html>

### **Narrative:**

**LRT** Olivares-Orellana, E. (2020). More than an English language learner: *testimonios* of immigrant high school students, *Bilingual Research Journal*, 43:1, 71-91, DOI: 10.1080/15235882.2019.1711463 <https://doi.org/10.1080/15235882.2019.1711463>

### **Required reading:**

**LRT** Park, J. (June 2020). DACA Isn’t What Made Me an American: Being a dreamer is. *The Atlantic*.

**LRT** Rodriguez, J. (2021, Oct. 21). The Supreme Court Case that Created the "Dreamer" Narrative. *Politico*. <https://www.politico.com/news/magazine/2021/10/31/dreamers-undocumented-youth-forever-children-516354>

## **Recommended**

**LRT** Allard, E. (2015, Fall). Undocumented status and schooling for newcomer teens. *Harvard Educational Review*, 85(3), 478–501.

**LRT** Sati, J. (2017, September 2017). How DACA pits ‘good immigrants’ against millions of others. *The Washington Post*. <https://www.washingtonpost.com/news/posteverything/wp/2017/09/07/how-daca-pits-good-immigrants-against-millions-of-others/http://www.hepgjournals.org/doi/abs/10.17763/0017-8055.85.3.478?code=hepg-site>

## **Class 15**

### **Thurs., 10/20-- Discipline**

*How do school discipline practices shape students’ identities?*

#### **Foundational Readings:**

**LRT** Badger, E. Miller, C., Pearce, A. & Quealy, K. (2018, March 19). Extensive data shows punishing reach of racism for Black boys. *New York Times*. <https://www.nytimes.com/interactive/2018/03/19/upshot/race-class-white-and-black-men.html>

**LRT** Whitman, D. (2009). “Foreword; The achievement gap and education reform.” In *Sweating the small stuff: The new paternalism in American schools*. Washington, DC: Fordham Institute, pp. ix– xiv, 19–28. <https://files.eric.ed.gov/fulltext/ED502972.pdf>

#### **Required Readings:**

**LRT** Ferguson, A. (2001). Naughty by nature. In A. Ferguson, *Bad boys: Public schools in the making of Black masculinity*. Ann Arbor: University of Michigan Press, pp. 77–96.

## **WATCH**

**LRT** Rios, V. (2019). The Pushouts. VOCES Public Broadcasting System <https://www.pbs.org/video/the-pushouts-qqym5c/>

## **Recommended:**

**LRT** Thompson, W. C., Beneke, A. J., & Mitchell, G. S. (2020). “Legitimate concerns: On complications of identity in school punishment.” *Theory and Research in Education*, 18(1), 78-97. <https://doi.org/10.1177/1477878520903400>

## **Class 16**

### **Tues., 10/25- Identities of Sexuality and Gender**

*How do student gender identities influence school policies and how do school policies influence student identities\_*

**GUEST SPEAKER:** Kathy Delaney Smith, Retired Women's Varsity Basketball Coach, Harvard University

**Required Readings:**

**LRT** US Department of Education. (2022) Proposed Changes to Title IX Regulations <https://www.ed.gov/news/press-releases/us-department-education-releases-proposed-changes-title-ix-regulations-invites-public-comment#:~:text=The%20Department's%20comprehensive%20review%20of,Sexual%20Orientation%20or%20Gender%20Identity>

**LRT** Swartz, N. (2017, May 26). Coming out while staying in. *Harvard Political Review*. <http://harvardpolitics.com/united-states/coming-out-while-staying-in-how-transgender-students-are-pushing-girls-schools-to-examine-gender-policies/>

**LRT** Powell, M. (June 15, 2022). What Lia Thomas could mean for Women's Elite Sports. *New York Times* <https://www.nytimes.com/2022/05/29/us/lia-thomas-women-sports.html?smid=url-share>

**WATCH:**

**LRT** O'Hara, E. (2018). Ethan. *PBS Digital Studios: Them* <https://www.them.us/story/trans-teen-navigates-coming-out-in-high-school>

**Class 17**

**Thurs., 10/27—Class, Meritocracy and Ability**

*How do schools reflect, reinforce, or challenge notions of ability and meritocracy? Can schools ever equitably sort students by ability or merit?*

**Narrative:**

**LRT** Stine, A. (2019). *Class Dismissed*. Longreads <https://longreads.com/2019/02/19/class-dismissed/?fbclid=IwAR0tkV2MMC62HEZaM5MFrCmxmGrIill-uPaaX5WoPwSFTnsMcV5J2-VKUsQ>

**Foundational Readings:**

**LRT** Anyon, J. (1980). "Social class and the hidden curriculum of work." *Journal of Education*, 162(1), 67–92. <https://www-jstor-org.ezp-prod1.hul.harvard.edu/stable/42741976>

**LRT** McClay, W. (2016). A distant elite: How meritocracy went wrong. *The Hedgehog Review* 18:2 (Summer). [https://drive.google.com/file/d/1HWedCoz7B85Q\\_qG-qBJgVw3ySieymjx/view](https://drive.google.com/file/d/1HWedCoz7B85Q_qG-qBJgVw3ySieymjx/view)

**Required Readings:**

**LRT** Boaler, J. (2018) “Rethinking giftedness” A video. Palo Alto, CA Youcubed project

**LRT** Brookings Institute. (2013). “The Resurgence of Ability Grouping and the Persistence of Tracking.” <https://www.brookings.edu/research/the-resurgence-of-ability-grouping-and-persistence-of-tracking/>.

<https://www.youcubed.org/rethinking-giftedness-film/>

**LRT** Du Bois, W. E. B. (1903). "The Talented Tenth." pp. 32-75. *The Seventh Son: The Thought and Writings of W. E. B. Du Bois*. New York: James Pott & Company.

### **Recommended Readings:**

Bjorklund, P. (23 April 2019). “Whoa. You Speak Mexican?”: Latina/o High School Students’ Sense of Belonging in AP classes. *Journal of Education for Students Placed at Risk*. Volume 24, (2).

[https://www.researchgate.net/publication/332592534\\_Whoa\\_You\\_Speak\\_Mexican\\_Latinao\\_High\\_School\\_Students'\\_Sense\\_of\\_Belonging\\_in\\_Advanced\\_Placement\\_and\\_Honors\\_Classes](https://www.researchgate.net/publication/332592534_Whoa_You_Speak_Mexican_Latinao_High_School_Students'_Sense_of_Belonging_in_Advanced_Placement_and_Honors_Classes)

McDermott, R. & Varenne, H. (1995). Culture as disability. *Anthropology & Education Quarterly*, 26(3), 325–341.

<https://anthrosource.onlinelibrary.wiley.com/doi/pdf/10.1525/aeq.1995.26.3.05x0936z>

## **Unit 3: Re-Imagining Schools**

*What are possible approaches to achieve excellence, equity and social justice together?  
What are the implications of the answers to this question for the future of school reform, and  
for the future of American education?*

### **Class 18**

#### **Tues., 11/01- The Mechanics of Reform**

*How and why are some school reforms effective while others are ineffective?*

### **Foundational Readings:**

**LRT** Spillaine, J. & Peurach, D. (2017). “The dilemmas of school reform.” *Educational Researcher*, 47 (3). pp. 204-212 DOI: 10.3102/0013189X17743488 © 2017 AERA.  
<http://edr.aera.net>

### **Required Readings:**

**LRT** McKinsey & Co. (June 2020). *COVID 19 and student learning in the United States: The hurt could last a lifetime*. <https://www.mckinsey.com/industries/public-sector/our-insights/covid->

[19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime?cid=other-eml-alt-mip-mck&hlkid=7a5458c27fb444bcae8269741aee171f&hctky=2048866&hdpid=f03ba96c-ba91-4e31-8bd3-b070af5574b9#OL](https://tntp.org/assets/documents/TNTP_Opportunity-Myth_Executive-Summary_WEB.pdf)

**LRT** The New Teachers Project. (2018). *The Opportunity Myth*. Executive Summary pp. 1-8 [https://tntp.org/assets/documents/TNTP\\_Opportunity-Myth\\_Executive-Summary\\_WEB.pdf](https://tntp.org/assets/documents/TNTP_Opportunity-Myth_Executive-Summary_WEB.pdf)

**LRT** Coburn, C. (2003). “Rethinking scale: Moving beyond numbers to deep and lasting change.” *Educational Researcher*, 32(6), 3–12. <http://edr.sagepub.com.ezp-prod1.hul.harvard.edu/content/32/6/3.full.pdf+html>

### **Class 19**

#### **Thurs., 11/03—Reimagining Schools: Early Childhood**

*What challenges and opportunities are created by a focus on children ages 0 to 5?*

#### **Foundational readings:**

**LRT** McCoy, D. Yoshikawa, H. et al. (2017). Impacts of Early Childhood Education on Medium- and Long-Term Educational Outcomes. *Educational Researcher*, Vol. 46 No. 8, pp. 474–487 DOI: 10.3102/0013189X17737739

**LRT** Durkin, K., Lipsey, M. W., Farran, D. C., & Wiesen, S. E. (2022, January 10). Effects of a Statewide Pre-Kindergarten Program on Children’s Achievement and Behavior Through Sixth Grade. *Developmental Psychology*. Advance online publication. <http://dx.doi.org/10.1037/dev0001301>

#### **Required readings:**

**LRT** Weiland, C. & Yoshikawa, H. (Nov-Dec 2013). Mathematics, Language, Literacy, Executive Function, and Emotional Skills. *Child Development*, 84 (6), pp. 2112–2130.

**LRT** Lipsey, M, Farran, D. & Durkin, K. (2018). Effects of the Tennessee Prekindergarten Program on children’s achievement and behavior through third grade. *Early Childhood Research Quarterly*. Intro, discussion and conclusion sections only.

### **Class 20**

#### **Tues., 11/08- Reimagining Schools: Choice**

*What problems in education can be solved by redesigning systems of school assignment? What is the value of giving students/families choice over their schools?*

#### **Foundational Reading:**

#### **PREPARE**

**LRT** Greenwood, R. (2021) Success Academy Charter Schools. HBS case



[https://courseware.hbs.edu/public/success\\_academy\\_courtesy\\_042622/](https://courseware.hbs.edu/public/success_academy_courtesy_042622/)

### **Required readings:**

**LRT** McCluskey, N. (July 2020). A pod for every child. *Cato Institute*.  
<https://www.cato.org/blog/pod-every-child>

LRT Pondiscio, R. (2022). [What Next for New York Charter Schools?](#) Education Next

**LRT** Hess, R. (June 13, 2019). School Choices for Rural America. *Education Week*.  
<http://www.aei.org/publication/school-choices-rural-america/>

### **Recommended reading:**

Hamlin, D. (2020). Home schooling happens everywhere. *Education Next*, 20(3)  
<https://www.educationnext.org/homeschool-happens-everywhere-less-formal-instruction-more-family-community-activities/>

## **Class 21**

### **Thurs., 11/10– Reimagining Schools: Community**

*What value does community have in reimagining schools? How do schools create community?  
How can efforts to reform schools lead to fractures in community?*

### **Required Readings:**

**LRT** Gabrieli, J. (2014, June 11). The promise of the Harlem Children's Zone. *Harvard Political Review*. <http://harvardpolitics.com/united-states/promise-harlem-children-zone/>

**LRT** Noguera, P. (2011). “A broader and bolder approach uses education to break the cycle of poverty.” *Phi Delta Kappan* 93(3),1-14.  
[http://www.communityschools.org/assets/1/AssetManager/H68\\_Nippert\\_Kappa%20Magazine%20Article%20-%20Poverty.pdf](http://www.communityschools.org/assets/1/AssetManager/H68_Nippert_Kappa%20Magazine%20Article%20-%20Poverty.pdf)

## **LISTEN**

**LRT** *Nice White Parents* Serial Productions (July 23-August 6, 2020). New York: Podcast Introduction Episode 1 The book of statuses; Episode 2 I still believe in it; Episode 3 This is our school. How dare you! New York Times. <https://www.nytimes.com/2020/07/23/podcasts/nice->

[white-parents-serial.html](http://white-parents-serial.html)

<https://www.nytimes.com/2020/08/06/podcasts/this-is-our-school-how-dare-you.html?action=click&module=audio-series-bar&region=header&pgtype=Article>

## **Class 22**

### **Tues., 11/15-Reimagining Schools: Teachers and Teaching**

*What problems in education can be solved by changing who teaches and the role of teachers?*

#### **Foundational Reading:**

**LRT** Darling-Hammond, L., Holtzman, D. J., Gatlin, S. J., & Heilig, J. V. (2005). “Does teacher preparation matter? Evidence about teacher certification, Teach for America and teacher effectiveness.” *Education Policy Analysis Archives*, 13(42). Pp.1-5, 20-24  
<https://epaa.asu.edu/ojs/issue/view/vol13> <https://epaa.asu.edu/article/view/147>

#### **Required readings:**

**LRT** Cohen, D. (1990). “A revolution in one classroom: The case of Mrs. Oublier.” *Educational Evaluation and Policy Analysis*, 12(3), 311-329. <https://www-jstor-org.ezp-prod1.hul.harvard.edu/stable/1164355>

**LRT** Johnson, S. (June 16, 2020). This isn’t what teachers signed up for. What’s next? *Education Week*. <https://www.edweek.org/ew/articles/2020/06/18/this-isnt-what-teachers-signed-on-for.html>

**LRT** Goldhaber, D. & Ronfelt, M. (2020). Sustaining teacher training in a shifting environment. Providence, RI: Annenberg Institute EdResearch for Recovery. Brief 7  
[https://annenberg.brown.edu/sites/default/files/EdResearch\\_for\\_Recovery\\_Brief\\_7.pdf](https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_7.pdf)

## **Class 23**

### **Thurs., 11/17-- Reimagining Schools: Technology**

*What problems in education can the use of technology solve and what problems can it not? Should technology be used to improve schooling or to radically rethink and redefine it?*

#### **Foundational Readings:**

**LRT** City, E., Elmore, R., & Lynch, D. (2012). Redefining education. In J. Mehta, R. Schwartz, & F. Hess (Eds.), *The futures of school reform*. Cambridge, MA: Harvard Education Press, pp. 151–176.

**Required Readings:**

**LRT** Cuban, L. (June 7, 2012) Three ways of integrating technology in schools [Blog post]. <https://larrycuban.wordpress.com/2012/06/07/three-ways-of-integrating-technology-in-schools/>

**LRT** Bryant, J. et al. (January, 2020) How artificial intelligence will impact K-12 teachers. McKinsey & Co. [https://hollis.harvard.edu/primo-explore/fulldisplay?docid=TN\\_cdi\\_proquest\\_miscellaneous\\_2375492097&context=PC&vid=HVD2&search\\_scope=everything&tab=everything&lang=en\\_US](https://hollis.harvard.edu/primo-explore/fulldisplay?docid=TN_cdi_proquest_miscellaneous_2375492097&context=PC&vid=HVD2&search_scope=everything&tab=everything&lang=en_US)

**Class 24****Tues., 11/29- Reimagining Schools: Funding**

*What problems in education can be solved by changing the model of financial support for schools?*

**Foundational Readings:**

**LRT** Hanushek, E.A. (2001). Spending on schools. In T.M. Moe (Ed.), *A primer on America's schools*. Stanford, CA: Hoover Institution Press. pp. 69–88.  
<http://hanushek.stanford.edu/publications/spending-schools>

**Required Readings:**

**LRT** Jackson, C., (Dec 10, 2018). Does School Spending Matter? The New Literature on an Old Question. Presented at the Fall 2018 Bronfenbrenner Center for Translational Research Conference

**LRT** Hess, F. (October 14, 2019). Of Course Money Matters, Now What? *Straight Up - Education Week*  
[https://blogs.edweek.org/edweek/rick\\_hess\\_straight\\_up/2019/10/of\\_course\\_money\\_matters\\_now\\_what.html?r=1352004998&utm\\_source=feedblitz&ut...](https://blogs.edweek.org/edweek/rick_hess_straight_up/2019/10/of_course_money_matters_now_what.html?r=1352004998&utm_source=feedblitz&ut...) 1/2

**Class 25****Tues12/01-Pathways Forward: What's Your Role?**

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*As you look back over the semester, what would you say is your biggest Aha moment in the course? As you look beyond this semester, what role do you see yourself taking to advance equity and excellence and social justice in K12 schools in America or your country?*

**GUEST SPEAKER: Mike Johnston, Former State Senator and Gubernatorial candidate in Colorado, CEO, Gary Community Foundation**

### **Foundational Readings:**

**LRT** Hirschman, A.O. (1970). Introduction; Exit; Voice. In A.O. Hirschman, *Exit, voice, and loyalty: Responses to declines in firms, organizations, and states*. Cambridge, MA: Harvard University Press, pp. 1–5, 21–43.

<https://quod-lib-umich-edu.ezp-prod1.hul.harvard.edu/cgi/t/text/text-idx?c=acls;cc=acls;idno=heb04043.0001.001;node=heb04043.0001.001%3A2;view=toc>