

POLI 100W: POLITICS AND EDUCATION

University of California, San Diego | Fall 2023

Updated October 4, 2023

Professor Paglayan

Email: apaglayan@ucsd.edu. Use email to contact me, not Canvas messages.
OH: Th 12:30-2:30pm. Sign-up required here: <https://calendly.com/apaglayan/oh>
OH location: <https://ucsd.zoom.us/j/2995458202>

Lectures

Day & Time: Tu & Th 3:30-4:50pm
Zoom link: <https://ucsd.zoom.us/j/93751310097> (sign in to Zoom using your UCSD email)

Teaching Assistant (TA):

Leonardo Bueno

Email: lbueno@ucsd.edu. Email is the best way to reach Leo, not Canvas.
OH: Tu 1pm-3pm. Sign-up required [here](#).
If this time does not work for you, please email Leo to schedule an alternative time for office hours.
Location: <https://ucsd.zoom.us/j/99464883182?pwd=ZlBwWTZtbXZRb1VvL0picFl6dGljZz09>

I Course Description

Education is often thought of as “the great equalizer,” but in the United States (and around the world), many governments fail to ensure that all citizens have access to high-quality educational opportunities. Why?

This course will give students analytical tools from political science and economics to understand (a) how education policy decisions affect the quality and equity of education systems, and (b) how politics shapes the education policy decisions that are made. Emphasis is on the United States but analyzed in comparative perspective. Special attention will be placed on understanding how politics and local, state, and federal K-12 education policy in the United States increases or reduces educational disparities between white students and racial minorities, and between wealthy and low-income students.

We will go back and forth between *theories* of how politics and policies shape education, and what the *empirical evidence* has to say about the validity of these theories. The course places considerable emphasis on developing analytical and critical thinking skills to assess the extent to which common arguments about the roots of educational disparities are supported by solid empirical evidence. These are useful skills to have; their applicability extends well beyond this course to almost every policy debate in a democracy.

The lectures will be delivered synchronously via Zoom. They will be recorded and uploaded to Canvas (it sometimes takes up to two days for lectures to post). I encourage you to attend the synchronous

lectures if you can, where you will have opportunities to share your reactions to the class materials, participate in debates, and ask questions. However, there is no course penalty for not attending classes synchronously, although everyone is expected to have completed the readings for the day before the beginning of class time, and everyone is expected to know the material covered in class and in the readings.

Throughout the quarter, you can follow the class schedule through the syllabus or by clicking on the “Modules” tab on the left-hand side menu on Canvas.

2 Learning Goals

By the end of this course, students should be able to:

- Describe the main patterns of educational quality and inequality that characterize the U.S.;
- Understand, and be able to talk and write about, how education policy shapes educational quality and inequality in the U.S.;
- Understand, and be able to talk and write about, how politics shapes education policy;
- Apply the knowledge and skills learned in the course to analyze and understand new education-related events or hypothetical scenarios.

In addition, the course seeks to promote the development of two general skills:

- Critical thinking and analytical skills (which will be applied to assess the logic of existing arguments and the quality of the evidence used to support these arguments);
- Professional development skills including, for example, the ability to communicate clearly both orally and in writing, come prepared to class meetings, and participate thoughtfully and respectfully in group discussions.

3 Office Hours

Office hours are an opportunity for you to discuss with me or your TAs course materials, exams, assignments, concerns about how the course is going, internships or academic opportunities, career aspirations, etc. You set the agenda. Office hour times, location, and sign-up sheets can be found on page 1 of this syllabus.

4 Pre-requisites

This is an upper division political science undergraduate course targeted to junior and senior students who have already taken POLI 30, POLI 30D, or a similar course that introduces them to statistics, quantitative data analysis, and regression. Regardless of your prior background in statistics, this is a challenging course that requires the willingness to learn how to analyze graphs and how to use quantitative data in order to make valid causal claims about how politics and policies impact education. If you have questions about whether this is the right course for you, come see me during office hours during week 1 or week 2.

5 Assignments and Grading Policies

Summary of assignments and grading weights:

Participation		20%
- <i>Attendance</i>		10%
- <i>In-Class Discussion and Participation Board</i>		10%
Bi-Weekly Assignments		10%
- <i>Syllabus Quiz</i>	<i>Due by 1pm on 10/15</i>	2%
- <i>Clarification Question</i>	<i>Submit 4 questions in total in either weeks 2, 4, 6 and 8 or weeks 3, 5, 7 and 9 Due by 5pm before the next class</i>	8% (2% per question)
Quizzes (5)	<i>Due by 1pm on 10/8, 10/29, 11/12, 11/19, and 12/8</i>	20% (5% per quiz, I will drop the lowest score)
Mid-Term Exam	<i>Due by the end of class on 11/7</i>	15%
Final Exam	<i>Due by 6pm on 12/11</i>	35%
Extra Credit	<i>Due by 6pm on 12/6</i>	5%
TOTAL		105%

Participation (20%). Participation by every student is integral for the success of the course. We will learn not only from the course material, but also from our diverse perspectives and lived experiences. Throughout the course, I will engage you with in-class assignments, and small and large group discussions. Active participation will increase your engagement, reinforce learning, and allow you to learn from each other. Your participation grade will be based on the following:

- **Attendance (10%):** I will track your attendance during synchronous meetings using Zoom Attendance reports. Zoom keeps track of your email address, so **make sure you sign in to Zoom using your UCSD email**. To get credit, you need to be physically *and* mentally present. Logging into the Zoom session is a necessary but not sufficient condition for this. If I call on you during class, you need to be aware of the conversation we are having, the question I asked, etc. If you are not, then you will not obtain synchronous attendance credit for that class, though you can still take the necessary steps (below) to obtain credit for asynchronous attendance for that class.

If you are **unable to attend the synchronous meeting, then you can get attendance points by submitting two paragraphs via Canvas, under the “Meeting Reflection” assignments**. Your “Meeting Reflection” must be submitted within 48 hours of the meeting’s posting on Canvas. It must be obvious from your reflection that you have viewed the entire synchronous meeting and done the required readings for that class. Your paragraphs must answer the following prompts:

- Paragraph #1 (5 sentences or more): Summarize what you learned from today’s class session;
- Paragraph #2 (2-4 sentences): In 1-2 sentences, what did you find most interesting, surprising, or new from today’s required reading(s)? In 1-2 sentences, what did you find most problematic or challenging from today’s required reading(s)?

- ***In-Class Discussions and Participation Boards (10%, 1% per week)***: Each week, you can get participation points in one of two ways: by participating orally in whole-class discussions of course readings and topics during *one* of the synchronous sessions from that week **OR**, for students who do not participate orally in whole-class discussions (because they do not want to, because we run out of time, or because they attend asynchronously), by responding to the prompt on that week's Participation Board on Canvas **before the end of Friday** of that week (you will not receive credit for late submissions of these assignments).
That is, to earn participation credit, *participate at least once per week in discussions of course readings and materials, either synchronously (during Zoom meetings) or asynchronously (on the Canvas Participation Board)*.

Bi-Weekly Short Assignments (10%): These assignments are intended to help you stay on track and help me identify in a timely manner any topics from lectures or readings where a sizable share of students has doubts or questions. You will not receive credit for late submission of these assignments.

- ***Syllabus Quiz (2%)***: Take the syllabus quiz to assess your understanding of the course requirements, expectations, and assignments. You may take the quiz as many times as you would like until the due date. The syllabus quiz will be available on Canvas and is due **by 1pm on Oct 15**. Late syllabus quizzes will not be accepted.
- ***Bi-Weekly Clarifying Questions (8%, 2% per question)***: Submit one clarification question per week for 4 weeks of the course: either weeks 2, 4, 6 and 8 or weeks 3, 5, 7 and 9. Each submission is worth 2%. Your clarification question should be based on the *previous* class's lecture or readings and needs to be submitted **by 5pm before the next class**. Late clarification questions will not be accepted. Based on all the submissions for a given week, I will identify common clarification questions shared by multiple students and will answer these common questions during class. If this does not include the specific clarifying question you submitted, please come see me or the TA during office hours.

Reading & Lecture Quizzes (20% of final grade). I will assign regular quizzes to test your understanding of the readings and material covered in class. There are 5 quizzes, each worth 5%; I will drop the lowest score. The quizzes will be open note but timed. So, study in advance and make sure you have stable internet access when taking each quiz. You will be able to choose when to take the quizzes as long as you take them before the deadline. The deadline for each quiz is 1pm on **Oct 8** (Quiz 1), **Oct 29** (Quiz 2), **Nov 12** (Quiz 3), **Nov 19** (Quiz 4), and **Dec 8** (Quiz 5). Late quizzes will not be accepted.

Mid-Term Exam (15% of final grade). The mid-term exam will be administered via Canvas during class time on **Nov-7**. Access the exam directly on Canvas as soon as class time begins and submit the exam before the end of class to avoid a late submission penalty.

Final Exam (35%). The final exam is an opportunity to *integrate* everything you have learnt in the course and *apply* what you have learnt to a real-world scenario. It will take place on **Monday, Dec 11 from 3:00-6:00pm on Canvas**. To prepare for this exam: (1) make sure you understand the course readings and lecture materials and how they connect to one another; (2) make sure you can answer the questions that appear on the syllabus at the beginning of each class; (3) think about what the materials covered in this course (readings + lectures) imply for ongoing education policy and political debates. Submit your exam as a PDF via Turnitin on Canvas. The PDF should include your essay and Student ID and nothing else; do *not* include your name or any other identifying information. This is an

individual exam. You can consult the readings, lectures, and your class notes. You are not allowed to get any other form of help, including from ChatGPT or other external tools. You are also not allowed to help others. Passing the final exam is a necessary condition for passing the course.

Extra Credit due Dec 6 at 6pm via Canvas (5%): In this optional assignment you will have an opportunity to work with primary source data to analyze how the content of school textbooks changed after the Civil Rights Movement. The analysis will focus on how the discussion of slavery changed (or not) in History textbooks. Additional instructions will be provided during week 9. The assignment should be 750 words excluding references and the appendix via Canvas. I recommend that you write this assignment if you are interested in delving deeper into how the Civil Rights Movement impacted education systems and/or want to gain experience doing research. (For masters' students only, this assignment is required.)

Submitting written work and course policy on the use of Artificial Intelligence tools. (1) Students agree that by taking this course they agree to have all written assignments reviewed for textual similarity and plagiarism using Turnitin or another tool chosen by the instructor. (2) Although Artificial Intelligence tools (e.g. ChatGPT) can be useful for many tasks, in this course the use of Artificial Intelligence tools or any other external aids *at any point* when producing written assignments or oral comments constitutes plagiarism and is therefore grounds for failing the course. (3) The instructor retains the right to evaluate students orally to determine the student's mastery of course materials and/or to determine whether a student's submitted work complies with academic integrity standards. The instructor may use the information gathered from an oral evaluation as an input to determine the grade on a student's assignment and/or to report a case of academic integrity violation to the Office of Academic Integrity.

Contesting a grade. I hope there will be no reason to contest a grade. However, if you strongly feel that your grade on an exam or assignment does not reflect the quality of your work, you may appeal through the following procedure: Write a one-page, single-spaced memo that explains, in as much detail as possible, why you think you should have received a different grade. Email me your memo, your graded assignment, and a letter in which you formally request a re-grade. I will reevaluate the work and assign a new grade, which may be higher, lower, or identical to the one you originally received. This new grade will be final. Grade complaints will not be entertained beyond seven calendar days after an assignment or exam has been returned graded to you.

Late submissions. Plan ahead to avoid late submissions. Late submission of quizzes, weekly clarification questions, and optional assignments will not be accepted. For all other assignments: (1) Late submissions will be penalized by 2.5 percentage points (p.p.) every 60 minutes late (e.g., if you submit your assignment 1 to 60 minutes late, you will have a 2.5-p.p. grade reduction; 61 to 120 minutes late, a 5-p.p. reduction, etc.); and (2) no assignments will be accepted more than 48 hours after the due date without an approved and documented excuse. Acceptable excuses include illness, which must be documented by the UCSD health service or your physician, or a death or serious illness in the immediate family. Please notify me in writing of your need for an extension.

6 Academic Integrity

All suspected cases of plagiarism, cheating, lying, or other violations of academic integrity standards will be referred to the Office of Academic Integrity. Any violation of UCSD's academic honesty policy for which a student is found responsible will be considered grounds for failing the course. You are expected to be the sole author of all your work, and to properly attribute ideas, quotations, and sources. If you are unsure how to do this, please come to office hours or ask in class. If you are unsure what constitutes plagiarism, cheating, or other violations, please see UCSD's [academic honesty policy](#).

7 Inclusive Learning Environment

Your TA and I are fully committed to creating a learning environment that supports diversity of thought, perspectives, experiences, and identities. We encourage each of you to contribute your unique perspectives to discussions of course questions, themes, and materials so that we can learn from them, and from each other. If you should ever feel excluded, or unable to fully participate in class for any reason, please let me know, or you may also submit feedback to our Undergraduate Student Affairs Advisor, Zain Sharifi (zasharifi@ucsd.edu). Zain will bring these comments to my attention.

8 Principles of Interaction: Be respectful. Be sensitive. Be aware.

Effective communication and open academic dialogue are crucial for sustaining a learning community that is respectful, considerate, relevant, creative, and thought-provoking. Expressions, meaning, and tone can easily be taken out of context. Therefore, it is imperative that everyone adheres to the communication guidelines below.

Do: Treat your classmates with respect. Be thoughtful and open in discussion. Be aware and sensitive to different perspectives. Build one another up and encourage one another to succeed.

Don't: Use insulting, condescending, or abusive words. Use all capital letters, which comes across as SHOUTING. Contact learners or post advertisements and solicitations. Post copyrighted material.

Our classroom abides by these principles:

- UCSD Student Conduct Code: <https://students.ucsd.edu/files/student-conduct/ucsandiego-student-conduct-code-interim-revisions1-16-18.pdf>
- Principles of Community: <https://ucsd.edu/about/principles.html>

9 Requesting Accommodations

Students requesting accommodations for this course due to a disability must have a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD: <http://disabilities.ucsd.edu>), which is located on the 3rd Floor of Pepper Canyon Hall. AFA letters are now provided to Faculty electronically by OSD, per student request. Please connect with the department's Undergraduate Advisor, Zain Sharifi (zasharifi@ucsd.edu), via the Virtual Advising Center as soon as possible so that accommodations may be arranged in advance. Contact the OSD for

further information: 858.534.4382 (phone); osd@ucsd.edu (email); <http://disabilities.ucsd.edu> (website).

10 Sexual Misconduct/Title IX Statement

UC San Diego prohibits sexual violence and sexual harassment and will respond promptly to reports of misconduct. If you wish to speak confidentially about an incident of sexual misconduct, please contact CARE at the Sexual Assault Resources Center at (858) 534-5793. Students should be aware that faculty members are considered responsible employees and are not a confidential resource; as such, if you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UC San Diego's Title IX office, the Office for the Prevention of Harassment & Discrimination (OPHD). To learn more about sexual misconduct, visit: <https://students.ucsd.edu/sponsor/sarc/index.html>. To report an incident to the University, please contact OPHD at ophd@ucsd.edu.

11 Additional Resources

Academic Advising: Students who have academic advising questions related to the Political Science major, should contact the department's Undergraduate Advisor, Zain Sharifi, via the Virtual Advising Center: <https://stark.ucsd.edu/students/vac/>. Academic advising questions often include (but are not limited to): add/drop deadlines, course enrollment policies, planning major and minor requirements, quarter-by-quarter plans, department petitions and paperwork, and referrals to campus and student support services.

Other Resources to Support Student Learning:

- Library Help, eReserves and research tools: <https://library.ucsd.edu/ask-us/triton-ed.html>
- Writing Hub: <https://commons.ucsd.edu/students/writing/index.html>
- Supplemental Instruction: <https://aah.ucsd.edu/supplemental-instruction/index.html>
- Tutoring: <https://aah.ucsd.edu>
- Mental Health Services: <https://caps.ucsd.edu>
- Community Centers: <https://students.ucsd.edu/student-life/diversity/index.html>
- UC San Diego Basic Needs Resources: <https://basicneeds.ucsd.edu/>

12 Schedule and Required Readings

This section provides an outline of the topic, motivating questions, and list of required readings for each class. (Recommended readings are also listed for those interested in reading more about a particular topic; we will cover some of these during lecture.) We may update the schedule throughout the quarter so stay tuned; we will use Canvas announcements to let you know if a revised syllabus has been posted.

All journal articles should be available on Canvas under the Modules section. If you have trouble finding a reading, you have the full citation information to find the article through a search on Google Scholar (you will need to be logged into VPN to download most articles/chapters).

A summary of the course structure can be found at the end of this document.

WEEK 0

Sept-28 **Course Overview**

Learning goals, expectations, and motivating questions: (1) What are the patterns of educational quality and inequality in the U.S.? (2) How do education policies affect these patterns? (3) How does politics shape education policy?

Required reading: Course Syllabus.

PART I: Patterns of U.S. Educational Quality and Inequality

WEEK 1

Oct-3 **No class**

Oct-5 **Measuring educational quality and inequality**

What are the goals of education systems? What should be the goals of education? How do we measure education systems' quality? What are the advantages and disadvantages of using test scores to measure educational quality?

Required reading (1):

Koretz, Daniel. 2017. *The Testing Charade: Pretending to Make Schools Better*. University of Chicago Press. Chapters 1 and 2. [Canvas]

QUIZ #1 due Oct-8 by 1pm, available here: <https://forms.gle/mU8w2getC2r2HHTFA>. For full credit, simply complete and submit QUIZ #1 by this deadline; we will not grade responses to this quiz as correct or incorrect. Make sure to keep a copy of your responses after completing the quiz! You will need to return to them later in the course to reflect on how your views have changed or solidified.

WEEK 2

Oct-10 **U.S. education patterns in comparative perspective**

How does educational attainment and the income achievement gap in the U.S. compare to other developed countries? How does educational attainment compare across U.S. states?

Required reading (1):

OECD. 2011. "Viewing Education in the United States through the Prism of PISA." Chapter 2 (read only pages 25-38) in *Strong Performers and Successful Reformers in Education Lessons from PISA for the United States*. [[link](#)]

Optional:

Chingos, Matt. 2015. "Breaking the Curve: Promises and Pitfalls of Using NAEP Data to Assess the State Role in Student Achievement." Washington, DC: The Urban Institute. [[link](#)]

Hansen, Michael, Elizabeth Levesque, Jon Valant, and Diana Quintero. 2018. *The 2018 Brown Center Report on American Education: How Well are American Students Learning?* Washington, DC: Brookings. [[link](#)]

Oct-12 Race, socioeconomic status, and educational attainment in the U.S.

How does educational attainment compare between white children and racial minorities in the U.S.? How does educational attainment compare between high- and low-income children in the U.S.? How have the racial and socioeconomic achievement gaps in the U.S. changed over time?

Required reading (1):

Reardon, Sean. 2011. “The widening academic achievement gap between the rich and the poor: New evidence and possible explanations.” Chapter 5 in *Whither opportunity? Rising Inequality, Schools, and Children’s Life Chances*, edited by Greg Duncan and Richard Murnane. Russell Sage Foundation. [[link](#)]

Optional:

Duncan, Greg, and Richard Murnane. 2011. “Introduction: The American Dream, Then and Now.” Chapter 1 in *Whither opportunity? Rising Inequality, Schools, and Children’s Life Chances*, edited by Greg Duncan and Richard Murnane. Russell Sage Foundation. [Canvas]

Chetty, Raj, Nathaniel Hendren, Patrick Kline, and Emmanuel Saez. 2014. “Where is the land of opportunity? The geography of intergenerational mobility in the United States.” *The Quarterly Journal of Economics* 129(4): 1553-1623. [[link](#)]

Badger, Emily, Claire Cain Miller, Adam Pearce, and Kevin Quealy. 2018. “Extensive Data Shows Punishing Reach of Racism for Black Boys.” *The Upshot (New York Times)*. [[link](#)]

Badger, Emily, and Quoc Trung Bui. 2018. “Detailed Maps Show How Neighborhoods Shape Children for Life.” *The Upshot (New York Times)*. [[link](#)]

Chmielewski, Anna, and Sean Reardon. 2016. “Patterns of Cross-National Variation in the Association Between Income and Academic Achievement.” *AERA Open* 2(3): 1-27.

SYLLABUS QUIZ due Oct-15 by 1pm

WEEK 3

Oct-17 A Primer on Causal Inference

Motivating questions: What are the difficulties that we face when trying to demonstrate that an education policy, program, or intervention affects student achievement, or when trying to demonstrate that a political actor influences education policy choices? What are some common statistical techniques that researchers use to estimate the counterfactual and, with that, the impact of a variable X on an outcome Y?

No required reading.

PART II: How Education Policy Shapes Educational Quality and Inequality in the U.S.

Oct-19 Education funding

How much money is spent on public schools in the U.S.? Where does this money come from? Does the amount of money that governments spend on education affect the quality and equity of education? Does the composition of education funding (from federal, state and local sources) affect educational inequality between racial and/or socioeconomic groups? What specific policies have been put in place to reduce inequality in education spending levels between high- and low-income school districts, and between wealthier and poorer states? Have these policies helped improve the quality and equity of public schools? Does money matter for educational quality and inequality?

Required reading (1):

Chingos, Matt, and Kristin Blagg. 2017. "Making Sense of State School Funding Policy." The Urban Institute. [\[link\]](#)

Lafortune, Julien, Jesse Rothstein, and Diane Whitmore Schanzenbach. 2018. "School Finance Reform and the Distribution of Student Achievement." *American Economic Journal: Applied Economics* 10(2): 1-26. [\[link\]](#)

Optional:

Jackson, C. Kirabo, and Claire Mackevicius. 2018. "The Distribution of School Spending Impacts." NBER Working Paper 28517.

WEEK 4

Oct-24 Educational Governance

Motivating questions: How is the authority to make education policy decisions (e.g., the content of the curriculum, how to compensate teachers, how much money to devote to education, etc.) distributed across school districts, state governments, and the federal government? How does this pattern of authority compare to how education policy is made in other countries? What are the consequences of the distribution of education policymaking authority for educational inequality?

Required readings (2):

McGuinn, Patrick, and Paul Manna. 2013. "Education Governance in America: Who Leads When Everyone Is in Charge?" Chapter 1 in *Education Governance for the Twenty-First Century: Overcoming the Structural Barriers to School Reform*, edited by Paul Manna and Patrick McGuinn. Brookings Institution Press. [Canvas]

Vergari, Sandra. 2013. "Education Governance in Canada and the United States." Chapter 11 in *Education Governance for the Twenty-First Century: Overcoming the Structural Barriers to School Reform*, edited by Paul Manna and Patrick McGuinn. Brookings Institution Press. [Canvas]

Optional:

Chmielewski, Anna, and Sean Reardon. 2016. "Patterns of Cross-National Variation in the Association Between Income and Academic Achievement." *AERA Open* 2(3): 1-27.

Oct-26 Teacher Policies

How are teachers recruited, trained, and compensated in the U.S. compared to other countries? How do teacher policies vary across states? What policies enhance, and which ones hinder, school districts' ability to attract and retain talented teachers?

Required readings (2):

OECD. 2011. "Ontario, Canada: Reform to Support High Achievement in a Diverse Context." Chapter 3 in *Strong Performers and Successful Reformers in Education Lessons from PISA for the United States*. [\[link\]](#)

Jacob, Brian. 2007. "The Challenges of Staffing Urban Schools with Effective Teachers." *The Future of Children*. Princeton-Brookings. [\[link\]](#)

QUIZ #2 due Oct-29 by Ipm (covers everything up to and including the Oct-26 readings and lecture)

WEEK 5

Oct-31 Discriminatory policies

When did most desegregation take place? What states and districts were most likely to implement school desegregation plans during the 1960s and 70s? How did court-ordered desegregation affect the level of school funding and the educational attainment of Black students? Is a court order alone sufficient to induce districts to desegregate?

Required readings (2):

Cascio, Elizabeth, Nora Gordon, Ethan Lewis, and Sarah Reber. 2008. "From Brown to Busing." *Journal of Urban Economics* 64(2): 296-325. [\[link\]](#)

Reber, Sarah. 2010. "School desegregation and educational attainment for blacks." *Journal of Human Resources* 45(4): 893-914. [\[link\]](#)

Optional:

Suresh Naidu. 2012. "Suffrage, Schooling, and Sorting in the Post-Bellum U.S. South." NBER Working Paper No. 18129. [\[link\]](#)

Tabellini, Marco. 2018. "Racial Heterogeneity and Local Government Finances: Evidence from the Great Migration." MIT Working Paper. [\[link\]](#)

Nov-2 Discriminatory policies (cont.)

Required skim-reading:

Steven Pfaff, Charles Crabtree, Holger L. Kern, and John B. Holbein. 2020. "Do Street-Level Bureaucrats Discriminate Based on Religion? A Large-Scale Correspondence Experiment among American Public School Principals." *Public Administration Review*. [\[link\]](#)

Optional:

Reardon, S.F., Grewal, E.T., Kalogrides, D. and E. Greenberg. 2012. "Brown Fades: The End of Court-Ordered School Desegregation and the Resegregation of American Public Schools." *Journal of Policy Analysis and Management* 31(4): 876-904. [[link](#)]

Reber, Sarah. 2005. "Court-ordered desegregation successes and failures integrating American schools since Brown versus Board of Education." *Journal of Human Resources* 40(3): 559-590. [[link](#)]

Cascio, Elizabeth, Nora Gordon, Ethan Lewis, and Sarah Reber. 2010. "Paying for Progress: Conditional Grants and the Desegregation of Southern Public Schools." *Quarterly Journal of Economics* 125(1): 445-482. [[link](#)]

WEEK 6

Nov-7 **MID-TERM EXAM (during class)**

PART III: How Politics Shapes Education Policies in the U.S.

Why do some states and school districts spend more money on education than others? Who determines what education policies are adopted? To what extent do politicians' education policy choices respond to the general interests of the electorate, pressure from teacher unions, pressure from business groups, or specific partisan interests? How does racial diversity at the neighborhood level affect education spending? How does the election of a politician who belongs to a racial minority group affect education spending? Does the political participation of women, black citizens, or other historically excluded groups lead to the adoption of education policies that reduce educational inequality?

Nov-9 **The political history of U.S. public schooling**

The Common School Movement, Progressive-Era elementary education reforms, and the rise of public high schools. What were the goals of common schools during the 19th century? What explains why elementary education during the 19th century expanded more in the North than in the South? When and why did educational governance in the U.S. take the form of a decentralized system with power concentrated at the school district and state levels? What explains the expansion of high schools in the early-20th century? How did (a) European immigration, (b) ethnic, racial, and religious diversity, (c) aggregate income, and (d) economic inequality affect governments' incentives and ability to provide elementary and high school education?

Required readings (3):

Kaestle, Carl. 1976. "Between the Scylla of brutal ignorance and the Charybdis of a literary education: Elite attitudes toward mass schooling in early industrial England and America." *Schooling and Society: Studies in the History of Education*. [Canvas]

Tyack, David. 1974. *The one best system: A history of American urban education*. Harvard University Press. Part II. [Canvas]

Goldin, Claudia, and Lawrence Katz. 1999. "Human Capital and Social Capital: The Rise of Secondary Schooling in America, 1910 to 1940." *Journal of Interdisciplinary History* XXIX 29:683-723. **Read pp.**

1-19 and pp. 25-27; skip the section “Who Gained from the High School Movement in Iowa, c. 1915?”
[\[link\]](#)

Optional:

Bandiera, Oriana, Myra Mohnen, Imran Rasul, and Martina Viarengo. 2015. “Nation-Building Through Compulsory Schooling During the Age of Mass Migration.” *The Economic Journal* 129: 62-109. [Canvas]

QUIZ #3 due Nov-12 by 1pm (covers all readings and lectures since QUIZ #2)

WEEK 7

Nov-14 Teacher unions

When did teachers organize collectively? Why do teachers join unions? What aspects of education do unions seek to influence? How (through what channels) do unions attempt to influence education policy?

Required reading (2):

Anzia, Sarah, and Terry Moe. 2015. “Public Sector Unions and the Costs of Government.” *The Journal of Politics* 77(1): 114-127. **Read only pages 114-117.** [\[link\]](#)

Frymer, Paul. 2012. “Review Symposium: Teachers Unions and Public Education.” *Perspectives on Politics* 10(1): 124-26. [Canvas]

Optional:

Miller, Berkeley, and William Canak. 1988. “The Passage of Public-Sector Collective Bargaining Laws: Unions, Business and Political Competition in the American States.” *Political Power and Social Theory* (7):249-292.

---- 1991. “From “Porkchoppers” to “Lambchoppers”: The Passage of Florida's Public Employee Relations Act.” *ILR Review* 44(2):349-366.

---- 1995. “Employers’ Reactions to Public Employee Unionism, 1965-1975.” *J. Collective Negotiations* 24(1):17-36.

Nov-16 Teacher unions, business groups, and philanthropists

How effective are teacher unions in obtaining higher teacher salaries, better benefits, lower classroom sizes, and more spending on education? How does teacher union strength affect student achievement? How have conservative groups tried to limit teacher unions’ power? Have they been successful? How have philanthropies sought to influence education policy? Have they been successful?

Required readings (2):

Paglayan, Agustina. 2019. “Public-Sector Unions and the Size of Government.” *American Journal of Political Science* 63(1): 21-36. [\[link\]](#)

Hertel-Fernandez, A. 2018. “Policy Feedback as Political Weapon: Conservative Advocacy and the Demobilization of the Public Sector Labor Movement.” *Perspectives on Politics* 16(2): 364-379. [\[link\]](#)

Required skim-reading (2):

Hoxby, Caroline. 1996. "How Teachers' Unions Affect Education Production." *Quarterly Journal of Economics*: 671-718.

Moe, Terry. 2009. "Collective Bargaining and the Performance of the Public Schools." *American Journal of Political Science* 53(1): 156-174. [Canvas]

Marianno, Bradley D., Paul Bruno, and Katharine Strunk. 2021. "The Effect of Teachers' Union Contracts on School District Efficiency: Longitudinal Evidence from California School Districts." *SAGE Open*. [[link](#)]

Reckhow, S., and M. Tompkins-Stange. 2015. "Singing from the Same Hymnbook: Education Policy Advocacy at Gates and Broad." In *The New Education Philanthropy*. Harvard Education Press. [[link](#)]

Optional:

McAlevy, Jane. 2020. "The Los Angeles Teachers' Strike Is a Master Class in Using Unions to Secure Progressive Wins." *Stanford Social Innovation Review*. [[link](#)]

Lovenheim, Michael. 2009. "The Effect of Teachers' Unions on Education Production: Evidence from Union Election Certifications in Three Midwestern States." *Journal of Labor Economics* 27(4):525-587.

Flavin, Patrick and Michael Hartney. 2015. "When Government Subsidizes Its Own: Collective Bargaining Laws as Agents of Political Mobilization." *American Journal of Political Science* 59(1):896-911.

Henig, Jeffrey, Melissa Lyon, and Sarah Anzia. 2019. "After the Teacher Walkouts." *Education Next* Winter: 52-60.

QUIZ #4 due Nov-19 by 1pm (covers all readings and lectures since QUIZ #3)

WEEK 8

Nov-21 Public opinion on education

Are education policies representative of the preferences of voters? Is the level of education spending at the school district level consistent with what voters in that district would want? Does public opinion shape education funding decisions?

Required reading (1):

Berkman, Michael, and Eric Plutzer. 2005. *Ten Thousand Democracies: Politics and Public Opinion in America's School Districts*. Washington, D.C.: Georgetown University Press. Chapters 1 and 3. [Canvas]

Optional:

Murillo, Maria Victoria. 2012. "Review Symposium: Teachers Unions and Public Education." *Perspectives on Politics* 10(1): 134-36. [Canvas]

Cheng, Albert, Michael B. Henderson, Paul E. Peterson and Martin R. West. 2018. "Public Support Climbs for Teacher Pay, School Expenditures, Charter Schools, and Universal Vouchers." *EducationNext*. [[link](#)] – **Pay special attention to the graphs**

Nov-23 **No class (Thanksgiving Day)**

WEEK 9

Nov-28 **Racial minorities' influence on education policy**

Do voting restrictions designed to disenfranchise racial minorities affect the level of education resources in communities with a high proportion of racial minorities? Does recognizing racial minorities' legal right to vote affect the level of education resources that governments allocate to communities with a high proportion of racial minorities? What might explain this effect? Does the partisan composition of local school boards (i.e., whether board members are Republican, Democrat, etc.) affect the level of racial segregation in a school district? Does it affect the level of economic segregation in the district? Does racial heterogeneity in school boards promote or hinder the provision of education? Does greater representation of racial minorities in school boards make a difference for education policy?

Required reading (2):

Cascio, Elizabeth, and Ebonya Washington. 2014. "Valuing the Vote: The Redistribution of Voting Rights and State Funds following the Voting Rights Act of 1965." *The Quarterly Journal of Economics* 129(1): 379-433. [[link](#)]

Kogan, Vladimir, Stéphane Lavertu, and Zachary Peskowitz. Forthcoming. "The Democratic Deficit in U.S. Education Governance." *American Political Science Review*. [[link](#)]

Required skim-reading (2):

Macartney, Hugh, and John Singleton. 2018. "School Boards and Student Segregation." *Journal of Public Economics* 164: 165-182. [[link](#)]

Kogan, Vladimir, Stéphane Lavertu, and Zachary Peskowitz. Forthcoming. "How Does Minority Political Representation Affect School District Administration and Student Outcomes?" *American Journal of Political Science*. [[link](#)]

Nov-30 **Women's influence on education policy**

Are education policies representative of the preferences of voters? How does recognizing women's right to vote affect the level of education spending? What might explain this effect? How does the enfranchisement of women affect racial educational disparities?

Required reading (1):

Carruthers, Celeste K., and Marianne H. Wanamaker. 2015. "Municipal Housekeeping: The Impact of Women's Suffrage on Public Education." *Journal of Human Resources* 50(4): 837-872. [[link](#)]

WEEK 10

Dec-5 **Curriculum debates**

Required reading: TBD

Optional:

Paglayan, Agustina S. 2021. "The Non-Democratic Roots of Mass Education: Evidence from 200 Years." *American Political Science Review* 115(1): 179-198. [[link](#)] **Read pp. 179-189 up to and including Figure 4.**

Paglayan, Agustina S. 2022. "Education or Indoctrination? The Violent Origins of Public School Systems in an Era of State-Building." *American Political Science Review* 115(1): 179-198. [[link](#)] **Read pp. 1-9.**

EXTRA CREDIT (optional) due by Dec-6 by 6pm

Dec-7 Recap: What have we learned?

No required reading

QUIZ #5 due Dec-8 by 1pm (covers all readings and lectures since QUIZ #4)

FINAL EXAM: Dec-11 from 3:00-6:00pm via Canvas

Summary of course structure:

WEEK 0	Sept-28 Course Overview	
WEEK 1	Oct-3 No Class	PART I: Patterns of U.S. Educational Quality and Inequality
	Oct-5 Measuring educational quality and inequality	
WEEK 2	Oct-10 U.S. education patterns in comparative perspective	
	Oct-12 Race, socioeconomic status, and educational attainment in the U.S.	
WEEK 3	Oct-17 A Primer on Causal Inference	
	Oct-19 Education Funding	
WEEK 4	Oct-24 Educational Governance	
	Oct-26 Teacher Policies	
WEEK 5	Oct-31 Discriminatory Policies	
	Nov-2 Discriminatory Policies (cont.)	
WEEK 6	Nov-7 MID-TERM EXAM	PART III: How Politics Shapes Education Policies in the U.S
	Nov-9 The Political History of U.S. public schooling	
WEEK 7	Nov-14 Teacher Unions	
	Nov-16 Teacher Unions, Business Groups, and Philanthropists	
WEEK 8	Nov-21 Public Opinion on Education	
	Nov-23 <i>No class (Thanksgiving Day)</i>	
WEEK 9	Nov-28 Racial Minorities' Influence on Education Policy	
	Nov-30 Women's Influence on Education Policy	
WEEK 10	Dec-5 Curriculum Debates	
	Dec-7 Recap: What Have We Learned?	
WEEK 11	Dec-11 FINAL EXAM	