

**SCHOOLS AND DEMOCRACY
POLITICAL SCIENCE 40025**

PROFESSOR DAVID CAMPBELL

Mondays and Wednesdays, 11:45 AM – 1:00 PM
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Office hours

Mondays: 3:30 – 5:00 PM Tuesdays: 10:30 AM to noon
(or by appointment)

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Description

Education sits high on the public policy agenda. We are living in an era of innovations in education policy, with heated discussion surrounding issues such as vouchers, charter schools, and the No Child Left Behind Act. This course introduces students to the arguments for and against these and other educational innovations, and does so through the lens of how schools affect the civic health of the nation. Often forgotten amidst debates over school choice and standardized testing is the fact that America's schools have a civic mandate—to teach young people how to be engaged citizens. Students in this course will grapple with the civic implications of America's educational landscape, and have an opportunity to propose ways to improve the civic education provided to young people.

Requirements

1. Come to class

The best reason to attend each and every class is that the quality of our collective learning experience rests on the willingness of everyone to be engaged in rigorous discussion. As an incentive, attendance will be taken. Plus, on some days there will be treats. Missing class will result in unpleasantness for everyone involved. I will have the unpleasant experience of assigning you a lowered grade, and you will experience the unpleasantness of receiving it.

Everyone will receive a single “bye”—one absence from class, no questions asked and no excuse required. Beyond that, your participation grade will suffer for every class that you miss. If you have a legitimate reason to miss a class, be sure to let me or your teaching assistant know ahead of time. An excused absence will be granted for legitimate reasons—illness, subpoenas, American Idol callbacks, and the like.

In short, come to class. Every time.

2. Do the reading

Coming to class is necessary--but not sufficient--to succeed in this course. The whole course is built around a series of provocative, even controversial, questions about what schools should do, and how they should do it. In other words, much of the time in class will be spent engaging in discussion. The discussion will be really lame, however, if you have not done the reading.

In short, do the reading. All of it. Every time.

3. Do your own work

As members of the academic community, we each have a responsibility to uphold rigorous standards of integrity. Every student is thus expected to abide by Notre Dame’s Academic Code of Honor. The Code of Honor can be found at:
<http://www.nd.edu/~hnr/code/docs/index.htm>.

Plagiarism (using the ideas, words, or work of others without attribution) will result in failing the course and, typically, even more serious consequences. If you have any questions about the Code of Honor, plagiarism, or academic honesty, please contact me.

In short, do your own work. Every time.

Evaluation

Your evaluation in the course will have the following components:

Group project on civic engagement	10%
Group project on another nation	10%
Opinion paper 1	15%
Opinion paper 2	15%
Research paper	30%
Participation	20%

Opinion Papers (Please Read Carefully)

Everyone will write two opinion papers of 1,000 – 1,250 words. One of your opinion papers, due on 4-16, will address the subject of school vouchers. You have a choice of topics for the other opinion paper:

Topic	Due date
School Ethos	2-20
Race I	3-10
Race II	3-12
Religion III	4-02

In order to ensure an even distribution of students for each topic, *you must sign up for your second opinion paper topic*. If there are no spaces available for your first choice, you will need to select another topic. The sign-up sheet will be circulated in class early in the semester.

Group Projects

Throughout the course of the semester, you will complete two group projects with fellow members of the class: one that will involve studying civic engagement among young people and another on the education system of a nation other than the United States. The second of these projects will also include delivering a presentation to the rest of the class. More details on both group projects will be provided as the semester proceeds.

Research Paper

In lieu of a traditional final exam, you will instead write a research paper that pertains to the themes of the course. Students will propose a topic early on in the semester (and receive feedback), and then develop an outline of the paper (again, with feedback). More details on the research paper will be forthcoming.

Readings

The course uses the following books, which are available at the Notre Dame bookstore.

A New Engagement? Political Participation, Civic Life, and the Changing American Citizen. Cliff Zukin, Scott Keeter, Molly Andolina, Krista Jenkins, and Michael X. Delli Carpini. Oxford University Press (2006).

Rediscovering the Democratic Purposes of Education. Lorraine M. McDonnell, P. Michael Timpane, and Roger Benjamin (editors). University of Kansas Press (2000).

The Education Gap: Vouchers and Urban Schools. William G. Howell and Paul E. Peterson (with Patrick J. Wolf and David E. Campbell), revised edition. Brookings Institution Press (2006).

There will also be a number of readings available on e-reserves (identified as “ER” in the course schedule).

Schedule (subject to revision)

Date	Topic	Readings
1-16	Introductions	
1-21	Young people and politics I	<i>A New Engagement</i> , chapters 1-3
1-23	Young people and politics II	<i>A New Engagement</i> , chapters 4-6
1-28	Planning for group project	
1-30	Why we have public schools	Pangle and Pangle, “What the American Founders Have to Teach Us About Schooling for Democratic Citizenship” Kaestle, “Toward a Political Economy of Citizenship: Historical Perspectives on the Purposes of Common Schools” [both in <i>Rediscovering</i>]
2-04	Should we do civic education? DUE: GROUP PROJECT	Hochschild and Scovronick, “Democratic Education and the American Dream” [<i>Rediscovering</i>] Murphy, “Tug of War” [ER] http://www.hoover.org/publications/ednext/3346656.html Macedo, “Crafting Good Citizens” [ER] http://www.hoover.org/publications/ednext/3287491.html
2-06	Two visions of civic education	Gutmann, “Why Should Schools Care About Civic Education?” Moe, “The Two Democratic Purposes of Public Education” [both in <i>Rediscovering</i>]
2-11	Civic Education in Practice	Niemi and Junn, <i>Civic Education</i> , chapters 1 and 6 [ER] Johanek and Puckett, “The State of Civic Education: Preparing Citizens In an Age of Accountability” [ER] Campbell, “Voice and Equality in the Classroom: How an Open Classroom Climate Fosters Political Engagement Among Adolescents [ER]

2-13	Social Capital	Putnam, "Thinking About Social Change in America" [ER] Coleman and Hoffer, "Schools, Families, and Communities" [ER]
2-18	School ethos I	Bryk, Lee, and Holland, "Catholic Lessons for America's Schools" [ER] Campbell, "Vote Early, Vote Often" [ER] http://www.hoover.org/publications/ednext/3219851.html
2-20	School ethos II DUE: OPINION PAPER	Minersville v. Gobitis West Virginia v. Barnette Tinker v. Des Moines [all on ER]
2-25	Group presentations	
2-27	Group presentations DUE: PROPOSAL FOR RESEARCH PAPER	
3-10	Race I DUE: OPINION PAPER	Hochschild and Scovronick, "School Desegregation" Brown v. Board Milliken v. Bradley [all on ER]
3-12	Race II DUE: OPINION PAPER	Parents Involved in Community Schools v. Seattle School District [ER]
3-17	Group presentations	
3-19	Group presentations DUE: OUTLINE FOR RESEARCH PAPER	
3-26	Religion I	Viteritti, "Why Schools Matter" [ER]

3-31	Religion II	Evolution video
4-02	Religion III DUE: OPINION PAPER	Wisconsin v. Yoder Mozert v. Hawkins County Board of Education [all on ER]
4-07	Religion IV	Campbell, “Making Democratic Education Work” Sikkink, “The Loyal Opposition: Evangelicals and Public Schools” Wolf, “Civics Exam” http://www.hoover.org/publications/ednext/7460537.html [all on ER]
4-09	Choice I	Friedman, “The Role of Government in Education” [ER] http://www.friedmanfoundation.org/friedman/friedmans/writings/1955.jsp Chapters 1-4, <i>The Education Gap</i>
4-14	Choice II	Chapters 5-8, <i>The Education Gap</i>
4-16	Choice III DUE: OPINION PAPER (ALL)	Gutmann, “Assessing Arguments for School Choice: Pluralism, Parental Rights, or Educational Results?” [ER] Zelman v. Simmons-Harris [ER]
4-21	Choice IV	Fuller, “The Public Square, Big or Small? Charter Schools in Political Context” [ER]
4-23	Accountability I	CQ Researcher, “No Child Left Behind: Is the Law Improving Student Performance?” [ER] Rudalevige, “No Child Left Behind: Forging a Congressional Compromise” [ER] Bishop, “Nerd Harassment, Incentives, School Priorities, and Learning” [ER]
4-28	Accountability II	Campbell, “The Civic Implications of Canada’s Education System”[ER] Elmore, “Agency, Reciprocity, and Accountability in Democratic Education” [ER]
4-30	Wrapping Up	
5-05	FINAL PAPER DUE @ 10:00 AM	