

A-203: Educational Justice

Spring 2016

Tuesday and Thursday, 10:00 a.m. - 12:00 p.m.

Professor:

Meira Levinson
413 Gutman
meira_levinson@harvard.edu

Faculty Assistant:

Cherise Kenner
423 Gutman
cherise_kenner@gse.harvard.edu

Office Hours:

<http://levinsonofficehours.wikispaces.com/>

Teaching Fellows:

Jacob Z. Fay
jzf554@mail.harvard.edu
Abena Subira Mackall
asm790@mail.harvard.edu

Course Description

Educators and educational policy makers regularly face challenging ethical decisions. For example, what should be done about a student with diagnosed emotional issues who frequently disrupts class, but who benefits from being mainstreamed? Should teachers resist grade inflation even if it helps their students in the college and labor market? Is it just to expand a charter school that achieves outstanding academic outcomes at the cost of high attrition rates? When school closure or teacher evaluation policies disproportionately impact low-income communities of color, is that in itself evidence of an injustice that must be addressed? These kinds of questions are often addressed as technocratic challenges of leadership, legal compliance, or accountability. This course, by contrast, addresses the ethical dimensions of educational practice and policy, with justice as our primary focus. We will engage with philosophical, theoretical, and empirical readings from a wide variety of disciplines. We will also grapple with case studies of dilemmas of educational justice from classrooms, schools, districts, and organizations at both the K-12 and higher education levels in the United States. Many of these case studies also have close analogues abroad. Our goals will be to deepen our own understandings of educational justice, to engage with others about complex ethical judgments across multiple lines of difference, and to learn how to enhance educators' and policymakers' capacities to make ethical decisions under challenging conditions.

This course is intended for masters and doctoral students from all concentrations and programs. Cross-registrants welcomed. Undergraduates permitted upon application to instructor.

Course Goals

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

1. Identify, analyze, and evaluate ethical dilemmas in K-12 and higher education policy and practice;
2. Apply normative concepts and principles to questions of educational policy and practice;
3. Engage with diverse others to discuss complex ethical judgments across multiple lines of difference;
4. Draw upon discussion protocols, heuristics, key concepts, and other resources to enhance educators' and policymakers' capacities to make ethical decisions under challenging conditions;
5. Write clear, cogent, well-organized analytic papers that demonstrate mastery of these goals.

Course Expectations and Assignments

Class participation/contribution: We expect you to attend class each day, complete your readings and assignments on time, listen actively, participate thoughtfully in discussions and other activities, ask questions when you have them, and collaborate with your peers and the teaching team to co-construct focused, analytic class discussions in a collaborative and inclusive framework. We will discuss what these goals mean and how to achieve them in our first class session; we will also reflect upon our class culture and collective practices at various points throughout the semester. If the teaching team has concerns about your participation, we will let you know as soon as possible; likewise, if you have any questions or worries, please contact your TF.

Daily readings: You are expected to read all assigned texts before coming to class. Read "actively" – i.e., highlight the text, take notes, write marginal comments and flag important passages with sticky notes, talk with others about the material, ask questions, draw connections, etc. in order to comprehend and process the readings before class begins. A few years ago, some doctoral students and I created an on-line [Analytic Reading and Writing Tutorial](#) to explain and model high-leverage techniques for reading analytically and keeping track of ideas. We encourage you to make use of this tutorial over the course of the semester.

Brief weekly feedback: We ask that you let us know what you're thinking about after class once per week. Our expectation is that you will write only a couple of lines, although you're welcome to write more if you wish. You may mention: a question that's on your mind; an issue you want to probe more deeply yourself, or that you wished we had probed more deeply in class; an idea you're excited about; a frustration you had; something you're confused about; a suggestion; what you wish you had thought of and said in class; something someone said that offended or disturbed you; etc. Your responses will be ungraded, but extremely helpful as we try to keep track of and stay responsive to what you and your classmates are thinking and learning. You will receive a prompt via e-mail each week.

Two short analytic papers: In the first half of the semester, you are responsible for writing two 300-500 word papers that analyze how one of the assigned texts addresses the framing question(s) for that class session. These papers are designed to: (1) help you make sense of potentially unfamiliar concepts and disciplinary approaches in two of the readings from the first half of the semester; (2) push you to think more deeply about the readings and framing questions; and (3) enable the teaching team to assess and give you formative feedback on your analytic writing. The rubric that we will use to evaluate your writing is posted on the “Assignments” tab of the Canvas site. Please read it carefully and use it to guide your planning and writing. Again, you may find the on-line [Analytic Reading and Writing Tutorial](#) helpful in guiding your work.

Papers are due on a rolling basis three days following the author/class you choose to write about. If you decide to write about an author/topic that we cover on a Tuesday, in other words, your paper is due by that Friday at 5 pm. If you address a Thursday reading/topic, your paper is due by that Sunday at 5 pm. Please submit your paper as a .doc or .docx file to the relevant dropbox on the Canvas site. The dropbox for each class will close promptly at 5 pm, so no late submissions will be accepted; you will simply have to write a new paper about a different author/topic. *You must submit one of your analytic papers by Friday, February 17. Both papers must be completed by Friday, March 11.*

One 1200-1500 word analytic paper: In the second half of the semester, you will expand your analytic lens to address two or three authors in light of the framing question(s) for that day. This paper should be 1200-1500 words. You may write about any authors/framing questions from Unit 3 or 4. The paper is due at 5 pm on April 16. We will use an expanded version of the short analytic paper rubric to assess this assignment. Yet again, the on-line [Analytic Reading and Writing Tutorial](#) offers specific guidance for how to read for, plan, and write this kind of paper.

Final project: You may select one of three options for your final project, which is due by 5 pm on May 9.

Option 1: Case discussion and analytic reflection

This option is designed to help you meet the third and fourth learning goals for this course: namely, to engage with diverse others to discuss complex ethical judgments across multiple lines of difference, and to draw upon discussion protocols, heuristics, key concepts, and other resources to enhance educators’ and policymakers’ capacities to make ethical decisions under challenging conditions. There are two steps to this assignment.

First, lead a small group discussion of an existing case related to dilemmas of educational justice. The case discussion group should consist of 3-6 people who are not enrolled in this course. Ideally, discussion group members will be practitioners in a field relevant to your work (e.g. teachers, principals, district policy makers, etc.), although this is not a requirement. We encourage you to do this with a partner, as you will need to obtain a detailed record of the case discussion either by audio recording the conversation or by having one of the partners write very detailed notes as the conversation proceeds.

Second, drawing on the transcribed conversation, you will write a 2500 word paper analyzing the case discussion. More specific guidance will be posted after spring break.

Option 2: Academic paper (perhaps plus another product)

This should be a 4000 word analytic paper, or possibly another product (web site, unit plan, policy memo, professional development sequence, etc.) plus a shorter academic paper, that demonstrates your mastery of the course goals in light of an issue, problem, event, case, or research question that is of interest to you. Your project may connect directly to one or more of the topics we cover in class; alternatively, it may be about something entirely different but that relates in some way to the overall theme(s) of the course. This project offers you the opportunity to dive deeply into a problem, idea, or set of authors that excites you. It also enables you to create a product that you anticipate using in your professional work after graduation. More specific guidance will be posted after spring break.

Option 3: Normative case study plus analytic note

For this project, you will research and write up a new normative case study of a dilemma of educational justice or ethics. The case study itself should be 1000-2000 words long. You will accompany the case study with a 1500-2000 word paper that analyzes the issues at stake in the case study and discusses who would benefit from using the case study and why. More specific guidance will be posted after spring break.

*All assignments should be uploaded to the appropriate dropbox on the course site as .doc or .docx files. Please do **not** upload .pdf, .txt, or Pages files.*

Summary of Assignments and Due Dates:

Due Date	Assignment
Every T/Th	Complete readings in advance and participate in class
Weekly	Weekly Feedback (a few sentences, ungraded)
Rolling, by 5 pm three days after the relevant class	Short (300-500 word) analytic papers <i>First one must be submitted by Feb. 17; second one by March 11</i>
April 16, by 5 pm	Longer (1200-1500 word) analytic paper
May 9, by 5 pm	Final project

Grading

You may take this course pass/fail or for a grade. In either case, you are expected to master all course goals, as demonstrated by consistent in-class preparation and participation, satisfactory completion of each assignment, and success on your final project. Grades will be calculated as follows:

Participation	20%
Short analytic papers (2)	10% each
Longer analytic paper	20%
Final project	40%

Course Readings

Most articles are available online via Hollis+ or the provided link. If there is no indication, please use Hollis+ (<http://hollis.harvard.edu>) to find the reading. Other texts are marked as follows:

[RT] = Required text. *Available for purchase at the Harvard Coop. Also on reserve at Gutman Library.*

[iPa©] = Electronic course pack on A203 Canvas site

[Canvas] = Available on course Canvas website via “Classes” link

Required Texts: These are available for purchase at the Harvard Coop. They will also be held on reserve at the 2nd floor circulation desk in Gutman Library.

Kennedy, Randall. *For Discrimination: Race, Affirmative Action, and the Law*. New York: Vintage, 2015.

Ross, Catherine J. *Lessons in Censorship: How Schools and Courts Subvert Students' First Amendment Rights*. Cambridge: Harvard University Press, 2015.

Levinson, Meira and Jacob Fay, editors. *Dilemmas of Educational Ethics: Cases and Commentaries*. Cambridge: Harvard Education Press, 2016. **Note this will not be available for purchase until late March or early April; we will provide pdfs of relevant chapters on the Canvas site until then.**

Outline of Syllabus

I. JUSTICE AND EQUALITY

Introduction

Justice

Equality

Family

Schools

Systems

Consolidation Day

II. INJUSTICE, RESPECT, AND RECOGNITION

Injustice

School to Prison Pipeline: Cell Phone Case

Historical Legacies of Injustice on College Campuses

Affirmative Action: Historical and Present-Day Injustice

Affirmative Action: Diversity

Disproportionate Admissions? The Stuyvesant Case

Consolidation Day

III. MERIT AND ACCOUNTABILITY

Grade Inflation

School Merit and Accountability

Student Merit and Accountability

Grit and Character Education

IV. LIBERTY AND DEMOCRACY

Liberty and Democracy

Teaching Citizenship

Student Speech

Religious Liberty and Civic Education: The Case of *Mozert v. Hawkins*

School Choice

School Closure

Philanthropy in Education Policy and Practice

Wrap-up

I. JUSTICE AND EQUALITY

Tuesday, January 26 Introduction

What is a dilemma of educational justice? How should we think about educational justice?

Levinson, Meira and Jacob Fay, editors. *Dilemmas of Educational Ethics: Cases and Commentaries*. Cambridge: Harvard Education Press, 2016: Introduction and Ch. 1. [RT/Canvas]

Thursday, January 28 Justice

What does justice mean? Why is it valuable--if at all? How do we know?

Miller, David. *Political Theory: A Very Short Introduction*. New York: Oxford University Press, 2003: Chs. 1 and 5. [link](#)

Rawls, John. *A Theory of Justice*. Cambridge: Belknap Press of Harvard, 1971: 3-22, 83-90. [iPa©]

Tuesday, February 2 Equality

What does equality mean? Why is it valuable--if at all? How do we know?

Walzer, Michael. "Complex Equality," In *Spheres of Justice*. New York: Basic Books, 1983: 3-30. [iPa©]

Satz, Debra. "Equality, Adequacy, and Educational Policy," *Education Finance and Policy* 3, no. 4 (2008): 424-443.

Rawls, John. *A Theory of Justice*. Cambridge: Belknap Press of Harvard, 1971: 60-65, 78-80. [iPa©]

Thursday, February 4 Family

What rights or even responsibilities do families have in passing benefits on to their own children? To what extent, if at all, can (practically) and should (ethically) families be prevented from advantaging their own children? How, if at all, should schools try to mitigate sources of inequality from beyond school?

Brighouse, Harry and Adam Swift. *Family Values: Ethics of Parent-Child Relationships*. Princeton: Princeton University Press, 2014: 23-56, 123-7. [iPa©]

Lareau, Annette. *Unequal Childhoods: Class, Race, and Family Life*. Berkeley: University of California Press, 2011: 1-13. [link](#)

Levinson, Meira. *Inequities Beyond School*. E-lecture, 2014. [link](#)

Select one of the following readings for an in-class jigsaw:

Phillips, Meredith. "Parenting, Time Use, and Disparities in Academic Outcomes." In *Whither Opportunity? Rising Inequality, Schools, and Children's Life Chances*, edited by Greg J. Duncan and Richard J. Murnane. New York: Russell Sage Foundation, 2011: 207-228. [link](#)

OR

Suárez-Orozco, Carola and Marcelo M. Suárez-Orozco "Conferring Disadvantage: Immigration, Schools, and the Family." In *Justice, Education, and Democracy*, edited by Danielle Allen and Rob Reich. Chicago: Chicago University Press, 2013: 133-154. [iPa©]

***Note: 4:30-6:30 tonight, 2/4/26, CMEI is hosting a conversation with 6 student activists from Brandeis and Harvard about racial justice and activism on college campuses. I encourage you to attend, as this is an issue we'll address directly on Feb. 25.*

Tuesday, February 9 Schools

How should teachers and schools balance diverse students' needs? What principles and practices should guide decisions to allocate school resources?

Jencks, Christopher. "Whom Must We Treat Equally for Educational Opportunity to be Equal?" *Ethics* 98, no. 3 (1988): 518-533.

Minow, Martha. In *Brown's Wake: Legacies of America's Educational Landmark*. New York: Oxford University Press, 2010: 69-83. [link](#)

In *Dilemmas of Educational Ethics*: Selections from Ch. 2. [Canvas]

Levinson, Meira and Sigal Ben-Porath. "Rocky Choices: Scientific Inquiry, Discipline, and Mental Illness at Rivers Elementary."

Ahlberg, Jamie. "Educational Justice in the Inclusive Classroom."

Andrew, Seth with Natalie Gould and Miriam Joelson. "Academic Engagement as Classroom Management."

Fay, Jacob. "From Interests to Membership."

Thursday, February 11 Systems

How should policymakers distribute resources across school systems? What resources matter?

Shores, Kenneth and Susanna Loeb. "Distributive Decisions in Education: Goals, Trade-Offs, and Feasibility Constraints." *Theory and Research in Education*, Online First, 2015. [link](#)

Levinson, Meira. "School Finance" E-lecture, 2014. [link](#)

Ryan, James. "Schools, Race, and Money" *Yale Law Journal* 109, no. 2 (1999): 249-316.

Tuesday, February 16 Unit I Consolidation Day

Consolidation days give us a chance to catch our breath, and to address ideas, controversies, and questions that we feel need more time with or that we did not anticipate covering but have become salient in the course.

UNIT II. INJUSTICE, RESPECT, AND RECOGNITION

Thursday, February 18 Injustice

What is injustice? How do we know? How does injustice relate to justice, on the one hand, and misfortune, on the other? What principles and practices should guide educators and policy makers in responding to injustice?

Shklar, Judith. *The Faces of Injustice*. New Haven: Yale University Press, 1991: 1-19. [iPa©]

Levinson, Meira. "Moral Injury and the Ethics of Educational Injustice." *Harvard Educational Review* 85, no. 2 (2015): 203-228.

Young, Iris Marion. *Justice and the Politics of Difference*. Princeton: Princeton University Press, 1990: 15-65. [iPa©]

Tuesday, February 23 School to Prison Pipeline: Cell Phone Case

How do educational injustice and other forms of social injustice intersect? What principles and practices should guide educators and policy makers in responding to multiple sources and forms of injustice? What roles, if any, should educators play in trying to disrupt the school-to-prison pipeline?

Dilemmas of Educational Ethics: Ch. 3. [RT/Canvas]

Fabelo, Tony et al. *Breaking Schools Rules: A Statewide Study on How School Discipline Relates to Students' Success and Juvenile Justice Involvement*. Council of State Governments Justice Center, 2011: ix-xii, 1-14. https://csgjusticecenter.org/wp-content/uploads/2012/08/Breaking_Schools_Rules_Report_Final.pdf

Thursday, February 25 Historical Legacies of Injustice on College Campuses

How should universities address the historical legacy of racism and colonialism on campus? Of what significance are symbols of discrimination-- building names, e.g.-- and why? How should colleges respond to these types of claims?

We are taking as motivation and background knowledge contemporary protests about the legacy of historical injustice on college campuses. If you are not familiar with these protests, please use the following link to start exploring students' claims:
<http://www.thedemands.org>

Campbell, James et al. *Slavery and Justice: Report of the Brown University Steering Committee on Slavery and Justice*. Brown University, 2003.

http://www.brown.edu/Research/Slavery_Justice/documents/SlaveryAndJustice.pdf

“Executive Summary: Brown University’s Response to Report of the Steering Committee on Slavery and Justice” Brown University, 2007.

http://brown.edu/Research/Slavery_Justice/report/response.html

Tuesday and Thursday, March 1 and 3 Affirmative Action

What justifications have been offered for affirmative action? What are the legal, normative, and social status of such justifications?

Read for Tuesday:

Kennedy, Randall. *For Discrimination: Race, Affirmative Action, and the Law*. New York: Vintage, 2015, Introduction (3-21), Ch. 2 (78-146) and Ch. 4 (182-239). [RT]

Read for Thursday:

Warikoo, Natasha. *The Diversity Bargain: And Other Dilemmas of Race, Admissions, and Meritocracy at Elite Universities*. Chicago: Chicago University Press, forthcoming: Chs. 1 and 4. [Canvas]

Schmidt, Peter. “A History of Legacy Preferences.” In *Affirmative Action for the Rich: Legacy Preferences in College Admissions*, edited by Richard Kahlenberg. New York: Century Foundation, 2010: 33-60. [iPa©]

Fullinwider, Robert and Judith Lichtenberg. *Leveling the Playing Field: Justice, Politics, and College Admissions*. Lanham, MD: Rowman and Littlefield, 2004: 39-59. [iPa©]

Tuesday, March 8 Disproportionate Admissions? The Stuyvesant Case

What are the ethics of admission to selective public schools such as Stuyvesant? Do Stuyvesant’s demographics demonstrate an underlying injustice? Why or why not? What should be done as a result, if anything?

By 3/1, we will post materials about the Stuyvesant High School admissions case on Canvas. Plan to spend about an hour reading through the materials to make sense of the case.

Hune, Shirley. “Demographics and Diversity of Asian American College Students.” *New Directions for Student Services* 97 (2002): 11-20. doi: [10.1002/ss.35](https://doi.org/10.1002/ss.35)

Thursday, March 10 Unit II Consolidation Day

UNIT III. MERIT AND ACCOUNTABILITY

Tuesday, March 22 Grade Inflation

How do grading practices both reflect and challenge ideals of *merit* and *accountability* in education?

Revisit from Week 1:

Miller, David. "Justice," In *Political Theory: A Very Short Introduction*. New York: Oxford University Press, 2003.

Dilemmas of Educational Ethics: Selections of Ch. 4:

Levinson, Meira and Ilana Finefter-Rosenbluh. "Inflated Expectations: How Should Teachers Assign Grades?"

Reich, Rob. "Three Ways to Grade."

Demerath, Peter. "Inflated Expectations in a World of Hypercredentialing."

Vasudevan, Deepa Sriya. "Grades Miss the Mark."

Levinson, Meira. *No Citizen Left Behind*. Cambridge, MA: Harvard University Press, 2012: 260-275. [link](#)

Thursday, March 24 School Merit and Accountability

For what should schools be held accountable, to whom, how, and why? What should policy makers do when schools' comparative or absolute merit is hard to assess?

Figlio, David and Susanna Loeb. "School Accountability." In *Handbooks in Economics, Vol. 3*, edited by Eric A. Hanushek, Stephen Machin, and Ludger Woessmann. The Netherlands: North-Holland, 2011: 383-421. [link](#)

Dilemmas of Educational Ethics: Ch. 6. [Canvas/RT]

Tuesday, March 29 Student Merit and Accountability

For what should students be held accountable, to whom, how, and why? What should educators and/or policy makers do when students' comparative or absolute merit is hard to assess?

Abu El-Haj, Thea. *Elusive Justice*. New York: Routledge, 2006: 103-139. [iPa©]

Nygreen, Kysa. *These Kids: Identity, Agency, and Social Justice at a Last Chance High School*. Chicago: University of Chicago Press, 2013: 1-21, 133-155. [iPa©]

Thursday, March 31 Grit and Character Education

Should students be assessed on character dispositions and/or non-cognitive skills? What are the ethical implications of doing so at all--and/or of choosing particular character traits as opposed to others?

Tough, Paul. *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*. Boston: Houghton Mifflin Harcourt, 2012: 49-104. [iPa©]

Morton, Jennifer. "Molding Conscientious, Hard-Working, and Perseverant Students." *Social Philosophy & Policy* 31, no. 1 (2014): 60-80.

Duncan-Andrade, Jeff. "Note to Educators: Hope Required When Growing Roses in Concrete." *Harvard Educational Review* 79, no. 2 (2009): 181-194.

UNIT IV. LIBERTY AND DEMOCRACY

Tuesday, April 5 Liberty and Democracy

What do liberty and democracy mean? Why is each valuable--if at all? How do we know? How should we understand the relationship between liberty and democracy?

Miller, David. "Freedom and the Limits of Government." In *Political Theory: A Very Short Introduction*. New York: Oxford University Press, 2003. [link](#)

Mill, John Stuart. "Education and the Limits of State Authority." In *Philosophy of Education*, edited by Randall Curren (156-158). Malden, MA: Blackwell Publishing. [iPa©]

Swift, Adam. *Political Philosophy*. New York: Polity Press, 2006: 180-197. [iPa©]

Gutmann, Amy. *Democratic Education*. Princeton, Princeton University Press, 1999: 19-47. [iPa©]

***Note: Catherine Ross, whose book we will discuss on 4/12, will be giving a book talk on April 6 at noon in Gutman Library. I encourage you to attend!*

Thursday, April 7 Teaching Citizenship

How can and should teachers promote both liberty and democracy in their classrooms? What opportunities do they have, and what risks do they face, from both practical and ethical perspectives?

Hess, Diana. *Controversy in the Classroom*. New York: Routledge: Chs. 4 and 7, 53-76, 113-129. [iPa©]

Barton, Keith C. "Expanding Preservice Teachers' Images of Self, Students, and Democracy." In *Making Civics Count*, edited by David E. Campbell, Meira Levinson, and Frederick Hess. Cambridge, MA: Harvard Education Press (2012): 161-182. [iPa©]

Beaubeouf-Lafontant, Tamara. "A Movement Against and Beyond Boundaries: 'Politically Relevant Teaching' Among African American Teachers." *Teachers College Record* 100, no. 4 (1999): 702-723. [iPa©]

Tuesday, April 12 Student Speech

What restrictions can be placed on student speech in public schools? What restrictions *should* be placed on student speech? Why, and under what circumstances? How might our answers to these questions change by students' age and/or developmental level?

Ross, Catherine J. *Lessons in Censorship: How Schools and Courts Subvert Students' First Amendment Rights*. Cambridge: Harvard University Press, 2015: 13-63, 160-206. [RT]

Thursday, April 14 Religious Liberty and Civic Education: The Case of *Mozert v. Hawkins*

Who should have liberty to determine the content of children's education, and on what grounds? How should the state respond to parents' and/or children's objections to specific lessons or practices in public schools?

Stolzenberg, Nomi Maya. "'He Drew a Circle that Shut Me Out': Assimilation, Indoctrination, and the Paradox of a Liberal Education." *Harvard Law Review* 106, no. 3 (1993): 581-667.

****Note:** Writing conventions in law reviews are different from other academic disciplines. Ignore the footnotes and you'll read much more quickly (without missing much of value). Also, concentrate primarily on pp. 581-634.

Spinner-Halev, Jeff. "Extending Diversity: Religion in Public and Private Education." In *Citizenship in Diverse Societies*, edited by Will Kymlicka and Wayne Norman. New York: Oxford University Press, 2000: 68-95. [iPa©]

Tuesday, April 19 School Choice

What values are *realized* and/or *impeded* by school choice, in principle and in practice? How can school choice policies be designed (or reformed) to balance competing values in justifiable ways?

Minow, Martha. *In Brown's Wake. In Brown's Wake: Legacies of America's Educational Landmark*. New York: Oxford University Press, 2010: 109-137. [link](#)

Wilson, Terri. "Contesting the Public School: Reconsidering Charter Schools as Counterpublics," Paper Presented at Spencer Foundation Conference on Hybridized Education and the Intersection of Public and Private. (Oct 3rd, 2015): 1-37. [Canvas]

Levinson, Meira. "The Ethics of Pandering in Boston Public Schools' School Assignment Plan." *Theory and Research in Education* 13, no. 1: 38-55.

Morton, Jennifer. "School Assignment Lotteries: What Should We Take for Granted?" In *Dilemmas of Educational Ethics*: 160-164. [Canvas]

Thursday, April 21 School Closure

What values are at stake in disputes over school closure, and how do diverse stakeholders understand these values differently? What principles and practices should guide decisions to close struggling schools--or to keep them open?

Ewing, Eve. "Phantoms Playing Double Dutch: Why the Fight for Dyett is Bigger than One Chicago School Closing." *Seven Scribes*. (August 26, 2015). [link](#)

Fay, Jacob. "School Closure and Abnormal Justice," Qualifying Paper, Harvard University (2015). [Canvas]

Stewart, Chris. "How to save a school without saving the kids," *Citizen Stewart Blog*. (January 2, 2015). [link](#)

Tuesday, April 26 Philanthropy in Education Policy and Practice

How does individual citizens' liberty to donate their own money to support particular educational institutions, programs, practices, and reforms intersect with citizens' collective, democratic governance of public education? To the extent that there are tensions, how should they be resolved or addressed?

Reich, Rob. "Philanthropy and Its Uneasy Relation to Equality." In *Taking Philanthropy Seriously: Beyond Noble Intentions to Responsible Giving*, edited by William Damon and Susan Verducci. Bloomington: Indiana University Press, 2006: 27-49. [iPa©]

Russakoff, Dale. *The Prize: Who's in Charge of America's Schools?* Boston: Houghton Mifflin Harcourt, 2015: 55-77. [iPa©]

Acs, Zoltan J. *Why Philanthropy Matters: How the Wealthy Give, and What It Means for Our Economic Well-Being*. Princeton: Princeton University Press, 2013: 1-18. [link](#)

Also, poke around the educational grants database for at least one major philanthropy that invests in/contributes to education (e.g. Gates, Walton, Broad)

Thursday, April 28 Wrap-Up

What knowledge and skills have we gained about identifying, analyzing, and addressing dilemmas of educational justice? What questions and challenges remain? What next steps should we take?