

**Arizona State University
College of Teacher Education and Leadership**

Proposed Course Syllabus

Prefix, Number and Title: *EDA 675 Politics of Education*

I. Catalog Description: Uses social science theory and research to consider the political context of educational policy making..

II. Prerequisite: Admission to graduate program in education.

III. Rationale for Course Level: The course would be open to advanced professional degree and certification students at the master's or doctoral level.

III. Course Objectives:

IV. Text books and Other Material to Be Provided by the Student

Fowler, F. (2003). *Policy studies for educational leaders: An introduction* (2nd ed.). Rev. Columbus, OH: Merrill/Prentice Hall.

Machiavelli, N. (1999). *The prince* (trans. G. Bull et al.). New York: Viking Penguin. See also <http://www.constitution.org/mac/prince00.htm>

V. Special Requirements of the Course: Travel may be required for site visits or conference attendance. Cost will be incurred by student.

VI. General methodology used in conducting the course: Lecture, discussion, small group and project activities will be the predominant methods used to deliver course materials. A Blackboard site will be set up to support the course. Use of Blackboard and participation in Blackboard discussions are required.

VII: Course Objectives: After completing this course, the student will be able to:

1. Identify and describe the principal influences that affect educational policy at federal, state, and local levels.
2. Prepare policy impact analysis.
3. Demonstrate appropriate techniques for influencing policy.
4. Demonstrate the ability to plan a strategy to bring about a policy change in a public school or other educational agency.
5. Describe the relationship of the federal, state and local governments in the creation and implementation of policy in local schools or other local educational agencies.
6. Identify and describe roles of agencies and organizations which have historically influenced educational policy.
7. Demonstrate an awareness of how government policies toward the economy, race, religion, gender, sexual orientation and ethnicity affect educational policy.

VIII: Course outline:

Given the assignments of this course, students will demonstrate, in discussion, oral and written presentations, product development, and a variety of test formats, knowledge and comprehension of each of the following topics as well as the ability to apply that knowledge to analysis of educational programs and practices.

Topics:

- Sources, practices and functions of policy analysis and development
- Policy impact analysis and evaluation
 - A. Governments – Local, State, Federal
 - B. School Practice – Local Board and State Department of Education
 - C. Family
 - D. Community
 - E. Individual
- Policy Creation
 - A. Federal
 - B. State
 - C. Local
 - D. Personal
- Policy Issues
 - A. Choice
 - B. Unions
 - C. Efficiency
 - D. Adequacy
 - E. Urban/Rural

IX: Assignments and Evaluation:

1. Class Participation (15%):

Appropriate involvement in class activities is expected. Unforeseen absences should be cleared with the instructor as soon as possible. Readings in the text and other materials should be done on an ongoing basis. Class participation will be assessed for the degree of preparation and appropriate involvement in activities. Use and participation in Blackboard discussions is part of class participation.

2. Concept Paper (5%)

Students should prepare a brief paper 1) identifying and describing an important policy of current interest and 2) defining the concept of *policy* in their own terms and illustrating, with reference to 1), key elements of their definition. These papers will be assessed for demonstration

of an understanding of logical thinking, rationale, clarity of writing, and organization of ideas. APA format should be used and will be part of the evaluation. (Note: the Blackboard site will provide more detailed descriptions of evaluation rubrics and a sample of APA format.)

3. *The Prince* (5%)

Read Machiavelli's *The Prince* (which is available in print as noted in the bibliography to the syllabus and at <http://www.constitution.org/mac/prince00.htm> and select two quotations that have relevance to you and your work. Be prepared to discuss these quotations in class. Make copies of the quotations for those in your class and post your selections to the appropriate Discussion in Blackboard.

4. *Book Analysis* (20%):

Prepare an analysis of a book focused on a specific educational, social, political, or economic policy issue that impacts public schools, higher education, or other social or non-profit institutions. The bibliography includes a number of suitable books. If the book you select is not from the bibliography, your selection should be cleared first with the instructor. The analysis should focus on key concepts, strength and clarity of presentation or argument, rigor of supporting materials and research, and implications. It is useful if you select a book that may be relevant to your dissertation topic. These reports are to be posted in the appropriate Blackboard discussion and you should make at least two comments in Blackboard on the reports of other students. Length: 1250 to 1500 words (5 to 6 pages) plus references and figures, if any.

5. *Policy Analysis Paper* (30%):

Students should analyze the policy manuals from a local school organization, higher education institution, public or non-profit organization and the process whereby policy is "made" within that organization. Part of the research will involve perusing the organization's bylaws and attending board meetings to observe or learn the policy enactment process, if practicable. Also included in the research should be an interview with a board member to get that person's perspective on the policy development/enactment process. The focal piece of the paper should include the analysis/relationship of a particular policy area with the emphasis of that issue on the state and national scene. (For example, how does the school organization deal with special education? Does it approach conform to extra-organizational stipulations?) Appropriate supportive research should be done (e.g., legal references, new items, articles, etc.). The paper will be assessed for conceptual and critical writing and analysis in an *integrated* format; writing style will also be considered and **APA is to be use**. Students should be sure to include the following components: (a) review and analysis of the policy manual and policy enactment process; (b) brief review of school board or institution bylaws; (c) synopsis of school board or institutional member interview; and (d) review of specific policy area (major emphasis); (e) discussion and conclusion; and (f) bibliography. Length: 2500 to 3000 words (10 to 12 pages) plus references and figures.

A one-page summary of your work should be posted at the appropriate Blackboard location and you are to make a total of at least two comments on the postings of others.

Note: If an individual is not studying a school district, higher educational institution, or major public or non-profit entity (e.g., municipality or United Way), clearance of the instructor should be sought in advance.

6. Oral Presentation (10%):

A seven minute oral presentation of the policy analysis paper will be made during the final class meeting(s). The presentation should include: (a) clear identification of the issues, (b) complete and systematic development of the major concepts in the time allotted, and (c) summary and conclusions. The oral presentation will be assessed primarily for organization and depth; vocal and nonverbal factors will be considered as well. [As with any scholarly presentation, key sources for the ideas and concepts presented should be stated.]

7. Final Exercise (15%):

A final exercise will determine the student's ability to synthesize course readings and class activities. In this assignment, which will be posted on Blackboard, you will be asked to respond to two of three questions that are similar to questions one might expect on policy on a doctoral comprehensive examination. You are to complete the assignment within three hours and submit the answer as a Word document to the Blackboard Digital Drop Box. Length: 750 to 1500 words per question.

Students will be asked to provide an evaluation of the instructor and the course with an eye toward improvement.

It is recognized that graduate study is demanding. Students are encouraged to discuss any difficulties with the instructor.

Grade Interpretations:

A/A-	Superior
B+/B/B-	Average
C	Poor
E	Failing

X. Bibliography

Books and Book Chapters

American Educational Research Association. (1979). *Educational evaluation and policy analysis*. Washington, DC: Author.

Bailey, W. J. (1991). *School-site management applied*. Lancaster, PA: Technomic.

Baldrige, J. V., & Deal, T. E. (1975). *Managing change in educational organizations*. Berkeley, CA: McCutchan.

Barnard, C. (1938). *The functions of the executive*. Cambridge, MA: Harvard University Press.

Bauman, P. C. (1996). *Governing education: Public sector reform or privatization*. Boston: Allyn & Bacon.

- Bennis, W., Benne, K. D., & Chin, R. (1985). *The planning of change* (4th ed.). New York: Holt, Rinehart & Winston.
- Bierlein, L. A. (1993). *Controversial issues in educational policy*. Newbury Park, CA: Sage.
- Beitler, R. (1958). *An analysis and summary of literature and research findings concerning public school written policies*. Unpublished doctoral dissertation, University of Indiana.
- Bendiner, R. (1969). *The politics of schools*. New York: Harper & Row.
- Bimber, B. A., & Rand Institute on Education & Training. (1994). *The decentralization mirage: Comparing decision making arrangements in four high schools*. Santa Monica, CA: Rand Corp.
- Birkland, T. A. (2001). *An introduction to the policy process: Theories, concepts and models of public policy making*. Armonk, NY: M. E. Sharpe.
- Blase, J. (Ed.). (1991). *The politics of life in schools: Power, conflict, and cooperation*. Newbury Park, CA: Corwin.
- Blase, J., & Anderson, G. (1995). *The micropolitics of educational leadership: From control to empowerment*. New York: Teachers College Press.
- Bogue, E. G. (1985). *The enemies of leadership: Lessons for leaders in education*. Bloomington, IN: Phi Delta Kappa.
- Brown, D. J. (1990). *Decentralization and school-based management*. Philadelphia: Falmer.
- Bulkley, K. E. & Wohlstetter, P. (Eds.) (2004). *Taking account of charter schools: What's happened and what's next*. New York: Teachers College Press.
- Campbell, N. J. (1998). *Writing effective policies and procedures: A step-by-step resource for clear communication*. New York: AMACOM.
- Campbell, R. F., & Layton, D. H. (1969). *Policy making for American education*. Chicago: University of Chicago, Midwest Administration Center.
- Campbell, R. F., & Mazzoni, T. L. (Eds.). (1974). *State policy making for the public schools: A comparative analysis*. Columbus, OH: The Ohio State University, Educational Governance Project.
- Capper, C. A. (Ed.). (1994). *Educational administration in a pluralistic society*. Ithaca, NY: State University of New York Press.
- Cibulka, J. G., & Kritek, W. J. (1996). *Coordination among schools, families, and communities: Prospects for educational reform*. Albany, NY: State University of New York Press.

- Clemmer, E.F. (1991). *The school policy handbook: A primer for administrators and school board members*. Boston: Allyn & Bacon.
- Committee for Economic Development, Research and Policy Committee. (1994). *Putting learning first: Governing and managing the schools for high achievement*. New York: Author.
- Cookson, P. W., & Schneider, B. (1995). *Transforming schools*. New York: Garland.
- Coombs, P. H., & Hallak, J. (1987). *Cost analysis in education: A tool for policy and planning*. Baltimore: Johns Hopkins University Press.
- Cooper, B. S., Fursarelli, L. D., & Randall, E. V. (2004). *Better policies, better schools: Theories and Applications*. Boston: Pearson – Allyn and Bacon.
- Cunningham L. L. (1958). *A community develops educational policy: A case study*. Unpublished doctoral dissertation, University of Oregon.
- Duffy, F. M. (1996). *Designing high-performance schools: A practical guide to organizational reengineering*. Delray Beach, FL: St. Lucie Press.
- Duke, D. L., & Canady, R. L. (1991). *School policy*. Hightstown, NJ: McGraw-Hill.
- Dye, T. R. (1995). *Understanding public policy* (8th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Dwyer, J. G. (2002). *Vouchers within reason: A child-centered approach to education reform*. Ithaca, NY: Cornell University Press.
- First, P. F. (1992). *Educational policy for school administrators*. Boston: Allyn & Bacon.
- Flinchbaugh, R. W. (1993). *The 21st century board of education: Planning, leading, transforming*. Lancaster, PA: Technomic.
- Fuller, B. (Ed.). (2002). *Inside charter schools: The paradox of radical decentralization*. Cambridge, MA: Harvard University Press.
- Gallagher, K. S. (1992). *Shaping school policy: Guide to choices, politics, and community relations*. Newbury Park, CA: Corwin.
- Gerstner, L. V. (1994). *Reinventing education: Entrepreneurship in America's public schools*. New York: Dutton.
- Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. Boston: Little, Brown

- Goodman, R. H., & Zimmerman, W. G. (2000). *Thinking differently: Recommendations for 21st century school board/superintendent leadership governance, and teamwork for high student achievement*. Arlington, VA: American Association of School Administrators.
- Goodwin, D. (1977). *Delivering educational service: Urban schools and schooling policy*. Policy Analysis and Educational Series. New York: Teachers College Press.
- Gossen, D. C., & Anderson, J. (1995). *Creating the conditions: Leadership for quality schools*. Chapel Hill, NC: New View.
- Guthrie, J. W., & Reed, R. J. (1991). *Educational administration and policy*. (2nd ed.). Needham Heights, MA: Allyn & Bacon.
- Hallinan, M. T. (1995). *Restructuring schools: Promising practices and policies*. New York: Plenum Press.
- Hannaway, J., & Carnoy, M. (1993). *Decentralization and school improvement: Can we fulfill the promise?* San Francisco: Jossey-Bass.
- Hayek, F. A. (1944). *The road to serfdom*. Chicago: The University of Chicago Press.
- Hayek, F. A. (1988). *The fatal conceit: The errors of socialism*. Chicago: The University of Chicago Press.
- Herman, J. J. (1993). *Holistic quality: Managing, restructuring, and empowering schools*. Newbury Park, CA: Corwin Press.
- Hirschman, A. O. (1970). *Exit, voice, and loyalty: Responses to decline in firms, organizations, and states*. Cambridge, MA: Harvard University Press.
- Holmes, M, Leithwood, K. A., & Musella, D. F. (Eds.). (1989). *Educational policy for effective schools*. New York: Teachers College Press.
- Hord, S. M., Rutherford, W. L., Husling-Austin, L., & Hall, G. E. (1987). *Taking charge of change*. Alexandria, VA: ASCD.
- Hunter, F. (1953). *Community power structure: A study of decision makers*. Chapel Hill, NC: University of North Carolina Press.
- Hunter, R. C. & Brown, F. (Eds.). (2003). *Challenges of urban education and efficacy of school reform*. New York: JAI – An Imprint of Elsevier Science.
- Iannaccone, L., & Lutz, F. W. (1970). *Politics, power and policy: The governing of local school districts*. Columbus, OH: Merrill.
- Ignatieff, M. (2000). *The rights revolution*. Toronto, ON: Anansi.

- Jay, A. (1968). *Management and Machiavelli: An inquiry into the politics of corporate life*. New York: Holt, Rinehart & Winston.
- Jackson, B. (1995). *Balancing act: The political role of the urban superintendent*. Lanham, MD: University Press of America.
- Jacobs, J. (1992). *Systems of survival: A dialogue on the moral foundations of commerce and politics*. New York: Random House.
- Jones, B. A., & Borman, K. M. (1994). *Investing in U.S. schools: Direction for educational policy*. Norwood, NJ: Ablex.
- Kahne, J. (1996). *Reframing educational policy: Democracy, community, and the individual*. New York: Teachers College Press.
- Kerr, D. H. (1976). *Educational policy: Analysis, structure, and justification*. New York: McKay.
- Kingdon, J. W. (1995). *Agendas, alternatives and public policies* (2nd ed.). New York: Harper Collins.
- Kymlicka, W. (1999). *Multicultural citizenship: A liberal theory of minority rights*. Oxford: Clarendon Press.
- Lawton, S. B. (1995). *Busting bureaucracy to reclaim our schools*. Montreal: Institute for Research on Public Policy.
- Lawton, S. B., Bedard, G., MacLellan, D., & Li, X. (1999). *Teachers' unions in Canada*. Calgary: Detselig Enterprises, Ltd.
- Lawton, S. B. (2003). Urban economics and financial factors affecting education. Chapter 6 in R. C. Hunter & F. Brown (Eds.), *Challenges of urban education and efficacy of school reform* (pp. 101-120). New York: Elsevier Science.
- Ledeem, M. A. (1999). *Machiavelli on modern leadership: Why Machiavelli's iron rules are as timely and important today as five centuries ago*. New York: Truman Talley Books.
- Leithwood, K. (Ed.). (1995). *Effective school district leadership: Transforming politics into education*. Ithaca, NY: State University of New York Press.
- Levin, H. M. & McEwan, P. J. (Eds.). *Cost-effectiveness and educational policy. American Education Finance Association Yearbook 2002*. Larchmont, NY: Eye on Education.
- Levin, M. R., & Shank, A. (1970). *Educational investment in an urban society: Costs, benefits, and public policy*. New York: Teachers College Press.

- Lieberman, A., & McLaughlin M. W. (Eds.). (1982). *Policy making in education*. Chicago: University of Chicago Press.
- Lieberman, M. (1998). *Teachers evaluating teachers: Peer review and the new unionism*. New Brunswick, NJ: Transaction Publishers.
- Lieberman, M. (2000). *Understanding the teacher union contract: A citizen's handbook*. New Brunswick, NJ: Transaction Publishers.
- Lindblom, C. E., & Woodhouse, E. J. (1993). *The policy-making process* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Loveless, T. (Ed.). (2000). *Conflicting missions? Teachers unions and educational reform*. Washington, D.C.: Brookings Institution Press.
- Mawhinney, H. B. & Lugg, C. A. (2001). *Interest groups in United States education*. [Politics of Education Association Special Issue.] *Educational Policy*, 15 (1).
- Mann, D. (1975) *Policy decision-making in education: An introduction to calculation and control*. New York: Teachers College Press.
- Manzer, R. (2003). *Educational regimes and Anglo-American Democracy*. Buffalo: University of Toronto Press.
- Nicolaidis, N. J. (1960). *Policy-decision and organization theory* (Doctoral dissertation, University of Southern California). Los Angeles: John W. Donner Memorial Publication Fund.
- Odden, A. R. (1991). *Educational policy implementation*. Albany, NY: State University of New York Press.
- Oliver, C. (Ed.). (1999). *The policy governance handbook: Practical lessons, tips, and tools from the experience of real-world boards*. San Francisco: Jossey-Bass.
- Pal, L. A. (1997). *Beyond policy analysis: Public issue management in turbulent times*. Scarborough, ON: International Thomson Publishing.
- Pangle, L. S., & Pangle, T. L. (1993). *The learning of liberty: The educational ideas of the American founders*. Lawrence, KS: University of Kansas Press.
- Rumbaut, R. G., & Cornelius, W. A. (1995). *California's immigrant children: Theory, research, and implications for educational policy*. San Diego, CA:, University of California, San Diego, Center for U.S.-Mexican Studies.
- Schantz, N. B. (1982). *Analysis of test score trends: Implications for secondary school policy—A caution to secondary school administrators*. Washington, DC: U.S. Dept. of Education,

Office of Educational Research and Improvement, National Institute of Education, Program on Teaching and Learning.

Schattschneider, E. E. (1975). *The semisovereign people: A realist's view of democracy in America* (reissue). Hinsdale, IL: Dryden Press.

Schweikhard, D. M. (Ed.). (1967). *The role and policymaking activities of state boards of education*. Denver: National Association of State Boards of Education.

Stone, D. (1997). *Policy paradox: The art of political decision making*. New York: W. W. Norton.

Sullivan, L. A. (1965). *Policy-making and implementation by boards of education*. (Unpublished doctoral dissertation, University of Nebraska).

Summerfield, H. L. (1971). *The neighborhood-based politics of education*. Columbus, OH: Charles E. Merrill Publishing Co.

Taylor, C. (1992). *Multiculturalism and the "Politics of Recognition."* Princeton, NJ: Princeton University Press.

Thompson, J. T. (1976). *Policymaking in American public education: A framework for analysis*. Englewood Cliffs, NJ: Prentice-Hall.

Wirt, F. M., & Kirst, M. W. (1997). *The politics of American education*. Berkeley, CA: McCutchan.

Yudof, M. G., Kirp, D. L., & Levin, B. (1992). *Educational policy and the law* (3rd ed.). St. Paul, MN: West.

Zeigler, H. (1967). *The political life of American teachers*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Zeigler, L. H., & Johnson, K. F. (1972). *The politics of education in the states*. Indianapolis, IN: Bobbs-Merrill.

Journals

American Educational Research Association. *Educational Evaluation and Policy Analysis*. Washington, DC: Author.

Corwin Press. *Education Policy: An Interdisciplinary Journal of Policy and Practice*. Thousand Oaks, CA: The Author.

Articles:

- Adler, L. (1992-93). School board policy as a control mechanism in curriculum challenges. *Journal of Research for School Executives*, 2, 101-110.
- Berger, S. (1995). Inclusion: A legal mandate, an educational dream. *Updating School Board Policies*, 26(4), 1-4.
- Friedman, M. (1955). The role of government in education. In *Economics and the public interest*, Robert A. Solo (Ed.), New Brunswick, NJ: Rutgers University Press. Available at: <http://www.schoolchoices.org/roo/fried1.htm> See also: <http://www.friedmanfoundation.org/>
- Herlihy, J. J. (1996). Preparing tomorrow's leaders. *School Business Affairs*, 62(6), 45-46.
- Kirst, M. W. (1993). Strengths and weaknesses of American education. *Phi Delta Kappan*, 74, 613-616, 618.
- Randall, R. E. (1990). Educational choice: New roles for board members. *Updating School Board Policies*, 21(6), 1-3.
- Reyes, P., & Valencia, R. R. (1993). Educational policy and the growing Latino student population: Problems and prospects. *Hispanic Journal of Behavioral Science*, 15(2), 258-283.
- Schlessman-Frost, A. (1991). Educational evaluation in a pluralistic democracy: Some policy recommendations. *Scope*, 91 (1), 39-44.
- Stern, J. D. (1995). Reflections of a recently retired federal analyst in rural education. Charleston, WV: Appalachia Educational Laboratory. (ERIC Document Reproduction Service No. ED 380259)