

Politics of Education

ELP 795E

Section 001



LEARN | EDUCATE | APPLY | DEMONSTRATE |

| SCHOLARLY | ETHICAL | REFLECTIVE | VALUE DIVERSITY | EXPERIENCED

LEAD and **SERVE** constitute the conceptual framework for all programs for professional educators in the College of Education at NC State. They are the touchstones that assure that our students graduate with the following:

LEAD: four forms of knowledge; general pedagogy, content-specific pedagogical strategies, content or discipline knowledge as well as knowledge of the context of education, including foundations, historical perspectives and school settings.

SERVE: elements that show the range of dispositions developed in our students; scholarly, ethical, reflective, valuing diversity and experienced in practical application of knowledge.

Course Information

Course Prefix and Title

ELP 795E, Section 001

Politics of Education

Course Catalog Description

This course is a doctoral level course in the politics of education and presents an overview of the major concepts and theories that constitute the knowledge base in the politics of education, including educational politics and policymaking at the federal, state, and local levels. Fundamentally, education is all politics since it involves the interactions of individuals and groups with different values in competition over scarce resources. Topics covered in class include the analysis of micropolitics and macropolitical systems at the school, district, municipal, state, and federal levels, as well as political culture, interest groups, advocacy coalitions, and institutions—all of which impact the outcome of education. The applications of these concepts and ideas for prospective school administrators will be emphasized.

Number of credits

3 credit hours

Date Syllabus Was Last Revised by Course Action

New course

Course Prerequisites/Co-requisites

Prerequisites: Doctoral status

Meeting time

Wednesday, 4:10 p.m.-6:55 p.m.

Class location: 312 Poe Hall

Instructor Information

Name: Lance D. Fusarelli, Ph.D.

Associate Professor

Educational Leadership and Policy Studies

Email: lance_fusarelli@ncsu.edu

Office location: 608N Poe Hall

Office phone: 919.513.0507

Office Hours: Wednesdays from 2:00 to 4:00 pm and by appointment

Required Course Materials

Wirt, F.W., & Kirst, M.W. (2005). *The political dynamics of American education* (3rd ed.). Richmond, CA: McCutchan Publishing Corporation.

- Supplemental readings in the politics of education (see schedule below) will be provided by the instructor

Recommended Text

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Reading Assignments

The course readings are scholarly and contemporary in nature and are designed to promote critical analysis and thought-provoking questions for discussion of the politics of education. The opinions and ideas contained in the readings do not necessarily reflect the instructor's opinions; rather, they represent different elements of the knowledge base in the politics of education. **Helpful Tip:** Read analytically – critically examine the author(s)' argument, evidence, contradictions, issues, and implications. Read the introduction/abstract and conclusion of each reading first to get a general idea of its contents, then read through the article/chapter sequentially. All readings have a structure – once you identify it and understand the flow of the essay, it becomes easier to understand and synthesize the readings.

Adverse Weather Number

To check to see if class has been cancelled due to inclement weather, please call 513-8888 or go to ncsu.edu

Course Objectives & Student Learning Outcomes

Course Objectives:

The purpose of this course is to introduce doctoral students to concepts, theories, and perspectives in educational politics for use in their educational leadership practice and scholarship. Moreover, this course offers students the opportunity to explore, synthesize, and develop a critical understanding of the politics of education. The knowledge base objectives of this course include:

- To gain an understanding of the political contexts and institutional environment in which educators operate;
- To develop an awareness of the conceptual frameworks used to examine the politics of education;
- To identify the roles, purposes, and decision-making authority of educational stakeholders, including governmental agencies, policy issue networks, and interest groups that affect educational policymaking.

Educational Leadership and Policy Studies Mission

Additionally, this course provides experiences that will help the Educational Leadership and Policy Studies programs fulfill three of our objectives as described in our mission statement. They are:

❖ **Analysis**

To prepare studies with strong observational, analytical, synthesis, and evaluation skills.

❖ **Inquiry**

To prepare students who are able to conceptualize and execute theory-driven inquiry independently.

❖ **Communication**

To prepare students who value and are capable of disseminating the findings of their research to multiple audiences.

Standards:

This course focuses on three elements of The College of Education's conceptual framework for developing professional educators who LEAD and SERVE and addresses 3 of the Interstate School Leaders Licensure Consortium (ISLLC) standards and 3 of the National Policy Board for Educational Administration (NPBEA) or The Educational Leadership Constituent Council (ELCC) standards. Students may access the standards at the websites listed below.

North Carolina State University's LEAD & SERVE (updated May 2006)

<http://ced.ncsu.edu/about/leadserve.doc>

Interstate School Leaders Licensure Consortium (ISLLC) (published 1996)

<http://www.ccsso.org/content/pdfs/isllcstd.pdf>

The Educational Leadership Constituent Council (ELCC) (published January 2002)
http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

The student outcomes for this course primarily address three College of Education's framework elements: E, D, and S; ISLLC standards one, four, and six; and NPBEA/ELCC standards one and six. The outcomes and the corresponding standards are listed below.

Student Outcomes and Related Standards:

On completion of this course, each student should be able to:

1. Be familiar with perspectives on politics and governance from political science, the evolution of the politics of education field, and major conflicting social values of American society that form the basis of the politics of education (all topics);
 - CED S-scholarly
 - Outcome Assessment: Class participation, lead facilitator, questioning, class discussion.
2. Identify the major federal, state and local actors, agencies and policies that transform demands and resources into policies and decisions affecting public American education (all topics);
 - ISLLC 4- knowledge- emerging trends that potentially impact the school community
 - NPBEA/ELCC –SBL -6.1d
 - Outcome Assessment: Class participation, lead facilitator, questioning, class discussion.
3. Apply political frameworks and theories to evaluate educational policy issues to your own work setting and other educational environments, i.e., school, district, state education agencies, and federal education agencies (all topics);
 - CED D-demonstrate understanding of the educational context
 - CED E-educate with content-specific strategies
 - ISLLC 1-information sources, data collection, and data analysis strategies
 - Outcome Assessment #1: Class participation, questioning, lead facilitator, and class discussion.
 - Outcome Assessment #2: Political analysis paper
4. Identify the key local, state, and federal governmental and nongovernmental political actors involved in public education in the United States (policy actors);
 - CED D-demonstrate understanding of the educational context
 - ISLLC 6-knowledge –the politics of education in local, state, and federal educational agencies and institutions
 - Outcome Assessment: Class participation, questioning, lead facilitator, class discussion.
5. Be able to use alternate conceptual frameworks and theories, i.e., political systems, conflict and power, etc., in explaining political behavior in educational setting;
 - CED D-demonstrate understanding of the educational context
 - ISLLC 6-knowledge-the political, social, cultural, and economic systems and processes that impact schools

- NPBEA/ELCC –SBL -6.1b
 - Outcome Assessment #1: Class participation, questioning, lead facilitator, and class discussion.
 - Outcome Assessment #2: Political analysis paper
 - Outcome assessment # 3: Film analysis
6. Write a political analysis paper that requires students to analyze, synthesize and apply research and theory derived from the political and social sciences, educational politics and policy-making literature, as well as the student’s own experimental background to problems associated with professional positions they either currently occupy or aspire to hold.
- CED S-scholarly
 - ISLLC 6-knowledge –the principles of representative governance that undergird the system of American schools
 - ISLLC 6-knowledge-the political, social, cultural, and economic systems and processes that impact schools
 - ISLLC 6- the dynamics of policy development and advocacy under our democratic political system
 - ISLLC 1-information sources, data collection, and data analysis strategies
 - NPBEA/ELCC –SBL -6.1b
 - Outcome Assessment: Political analysis paper

Teaching strategies/Class structure

This class meets once a week, each time discussing the topics outlined in the syllabus. As an intensive doctoral-level seminar, most sessions will be devoted to an intense discussion/interrogation of the weekly readings. I will occasionally lecture, but will also provide ample opportunities for students to reflect upon the course content and to apply their knowledge by responding to case studies and engaging in small group discussions, collaborative learning projects, and cooperative activities.

In addition, throughout the semester, we will follow the progress of a case study of educational politics in action – Wake County’s school reassignment issue. This issue has relevance and applicability to school leaders throughout North Carolina. Each week, we will apply elements from the readings to the issue, using them to help students gain insight into the complex political dynamics of this issue.

Course Requirements

Attendance: (maximum of 4 points)

Attendance is mandatory. I recognize that as a working professional you may experience competing demands on your time. Each student must establish their priorities and make decisions about these conflicts accordingly. If you miss a class it is your responsibility to get the materials, notes, and assignments you miss. I recommend that you contact a classmate in advance of your absence and ask them to gather any handouts and take notes for you. The instructor will keep a record of attendance. Attendance and participation will be a factor in your grade for the course. Please notify the instructor when you need to miss class. If you attend only one half or less of a class, you cannot count that as a full class, but only as some percentage of the class.

Due to the intensive nature of this doctoral seminar, students who have more than **2** absences will be required to complete a 4-6 page reflective essay based on the readings for the classes missed. Absences include both anticipated absences that are detailed in the University policies on attendance (e.g., official university functions, court dates, military duty, personal emergency, and religious observances), and emergency absences (e.g., illness and injury certified by an attending physician, death or serious illness of family member when documented appropriately). See the University's policy on attendance for additional details: http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php

Please carefully consider your work and home/family schedule. If you feel that you will miss more than 3 class meetings, then you should withdraw from this course. In addition to completing the reflective essay described above, students missing 5 or more class sessions will have their final course grade lowered one full letter grade (A becomes B, etc.).

Participation: (maximum of 6 points)

Participation is an integral part of this course. To facilitate the active participation of all participants, all readings for the week must be completed before class and brought to class for reference for discussion. Actively participating in discussion (e.g., posing questions, relating personal experiences or insights, working in groups, and devising applications) promotes learning for all students. That is, your participation is important to your learning as well as to the learning of others. Participation will be assessed in terms of the quality, not the frequency of comments.

Your participation grade will be adversely affected for instances of continual domination of class discussion and for participation in a monologic fashion unrelated to class readings for the week. It will also be adversely affected in instances where: the student contributes to class discussion infrequently or rarely; does not value and respect the contributions of classmates; comments do not add to the learning being undertaken by the class as a whole; comments are not connected to the readings and isolated to outside experiences only; student does not refer to the text and is not prepared with notations to contribute.

| Participation Rubric | Maximum Points | |
|-------------------------|---|---|
| <i>Contribution</i> | Student contributed to class discussion by offering ideas and insights and asking questions related to the weekly readings. Student did not monopolize discussion. | 2 |
| <i>Active Listening</i> | Student listened to their colleagues. For this course, active listening involves: (a) focusing attention on the speaker (as demonstrated by body language, eye contact, laughter, silence, etc.), (b) incorporating or building off of the ideas of others, and (c) not engaging in behavior that diverts classmates' attention from the speaker (e.g., talking to another person). | 2 |
| <i>Preparation</i> | Student was prepared for class having read assignments and required class materials | 2 |

Major Written Assignments:

Film Analysis: Application of the Politics of Education to School Leadership
(maximum of 18 points)

We will view “The Merrow Report: The Toughest Job in America,” which depicts the gripping story of David Hornbeck, former Superintendent of the Philadelphia Public Schools and his political battles against an entrenched bureaucracy, a stubborn union, hostile politicians, budget deficits, and a deep-rooted belief that poor and minority children cannot achieve academically. Students are to write a 5-7 page essay addressing the following:

Political Content Analysis: Drawing from the readings, analyze one or more course concepts (culture, values, interest groups, conflict, power, etc.) exhibited in the video. Evaluate the concept(s) using a few of the issues discussed in the video. How would you characterize the political culture of the district?

Application to Practice: Contrasts, Comparisons, and Resolutions: Drawing upon your professional experience, identify similarities and differences between the politics that Superintendent Hornbeck encounters and what you have encountered in your professional experience. Then, after identifying some key problems and areas of political conflict, detail what would you do to resolve some of the conflicts Hornbeck encounters (or creates himself)? Offer recommendations for resolving the situation.

| Rubric for Evaluation of Film Analysis | Maximum Points |
|---|-----------------------|
| Political Content Analysis | 6 |
| Application to Practice – Contrasts, Comparisons, and Adequacy of Recommendations/Resolutions | 8 |
| Quality of Writing | 4 |

Political Analysis Paper – “The Politics of ...” (maximum of 42 points)

Each student will write a 14-16 page (excluding title page and bibliography) political analysis of a political issue, policy, or conflict. The purpose of this exercise is to help students articulate and apply a framework for political analysis to guide a mini-case study of a decision event. **Relevant literature must be used in your analysis, both from the course readings and from outside sources.** Questions to be considered may include: How and why was this policy proposed, adopted, and implemented? What types of politics erupted from the issue or conflict? Has the issue been definitively resolved? Additional guidelines will be distributed during the course. Students are expected and encouraged to discuss potential paper ideas with both the professor and fellow classmates. This is a research essay and requires a literature review and bibliography. Possible topics include: the politics of bilingual education, school finance, testing and accountability, school choice (charter schools, vouchers), mayoral control, NLCB, politics of curriculum (reading, math wars, etc.), personnel evaluation, merit pay, gender equity, etc. The only topic students cannot use for the paper is student reassignment or desegregation since this issue will be investigated in depth throughout the course.

| Rubric for Evaluation of Political Analysis Paper | Maximum Points |
|--|-----------------------|
| Adequacy of Analysis of Political Issue | 15 |
| Adequacy of Literature Review | 15 |
| Quality of Writing | 12 |

Group Case Study Analysis (maximum of 14 points)

In groups, students will analyze a case study of school politics that will be distributed in class. The group will write a 4-6 page essay detailing the major problems and political issues raised by the case. Offer potential solutions or courses of action that need to be taken to address the situation. The groups will present their cases before the class (10 minutes max) for discussion. Be sure that your presentation is detailed and clear so that class members unfamiliar with the case will understand the major issues and how your group plans to resolve them.

| Rubric for Evaluation of Group Case Study | Maximum Points |
|--|-----------------------|
| Analysis of Major Issues | 4 |
| Adequacy of Recommendations | 3 |
| Clarity of Class Presentation | 3 |
| Quality of Writing | 4 |

Research Proposal on the Politics of Education (maximum of 16 points)

Imagine you were going to conduct a study of education politics. What and who would you study? How would you study it? What data would you collect and what methodology would you use? Each student will develop a 4-6 page research proposal that must include the following:

- Title of the Study
- Purpose of the Study
- Significance of the Study
- Research Design & Methodology, including Research Questions
- Sample data collection instrument

| Rubric for Research Proposal | Maximum Possible Points |
|---|--------------------------------|
| Title of the Study | 1 |
| Clarity of Purpose of the Study | 3 |
| Clarity of Significance of the Study | 2 |
| Adequacy of Research Design & Methodology (including Research Questions) | 5 |
| Quality of Sample Data Collection Instrument | 2 |
| Quality of Writing | 3 |

All written assignments must be typed, double-spaced, and follow the guidelines established in the Publication Manual of the American Psychological Association, 5th edition, including use of a font size of 12 and margins of 1” all around. Please include the title of the assignment on the cover page. The minimum page number on all written assignments excludes title page and appendices. Do not feel unduly constrained by upper page limits—**feel free to exceed expectations!**

Leading Class Discussion (maximum of 8 points)

In pairs, students will be responsible for leading class discussion of the weekly readings. Please create talking points and discussion questions to facilitate discussion of the readings. In addition, please create a 1-2 page handout of key ideas drawn from the readings and distribute

copies to the entire class (including the instructor). Feel free to lead class in any way you think best, including creating activities appropriate for the week's topic. Feel free to go beyond the information contained in the week's readings. You will have a maximum of 20 minutes for your presentation (excluding class discussion). At the instructor's discretion, points may be deducted in instances where students exceed this limit.

| Rubric for Leading Class Discussion/Presentation | Max Possible Points |
|--|----------------------------|
| Quality of Handout (detailed, accurate, clear, well written) | 4 |
| Quality of Presentation (engaging, on topic, tied to readings) | 3 |
| Quality of Discussion Questions | 1 |

Grades

At the completion of this course, your points will be totaled and a grade assigned based on the following scale:

- 106-108 points = A+
- 103-105 = A
- 100-102 = A-
- 96-99 = B+
- 93-95 = B
- 90-92 = B-
- 86-89 = C+
- 83-85 = C
- 80-82 = C-
- Below 80 = F

Recommended due dates to turn in assignments may be found in the class schedule below. The instructor does not deduct points for late assignments. I recognize that you have busy lives and unexpected events/crises may prevent you from turning in assignments on specific days.

Consistent with established principles of adult learning, students may rewrite any assignments and resubmit for a higher grade. Resubmissions **MUST** be accompanied by the original graded paper. No exceptions. The instructor will not accept rewrites after the last day of class (April 25). The instructor will make every effort to return original graded essays within two weeks of submission. Therefore, the last date to submit original papers for possible revision is April 4.

Incompletes

Due to unanticipated events, not attributed to their own negligence, students may not be able to complete the coursework. In these instances, at the discretion of the instructor, students will receive a temporary grade, Incomplete (IN). For further details regarding incomplete grades and other grading policies please consult NCSU Academic Policies and Regulations REG02.50.3: Grading for explanations of other grades (e.g., audit, incomplete, withdrawal/late drop, etc.).

Posting of Grades

In accordance with the Family Educational Rights and Privacy Act—the Buckley Amendment—and NCSU regulation REG02.50.5: Posting Grades, instructors are required to release grades in a manner that does not convey any student’s identity to other persons. Hence, the instructor will distribute graded assignments directly to individual students during class or office hours. Students can pick up their final exams from the instructor at a specified date and time, or at the student’s request, the exam can be mailed in a self-addressed, stamped envelope. The instructor will keep unreturned papers, as well as copies of all original papers until mid-semester of the next regular semester. During this period any student has the option to review the final paper with the instructor.

Tentative Course Agenda for Class Meetings

| Date | Topic(s) | Readings/Assignments for the week |
|--------|--|--|
| Jan 10 | Introduction and Overview: Politics, Power & Conflict in Education | |
| Jan 17 | Concepts and Historical Perspectives | Wirt & Kirst, <i>The Political Dynamics of American Education</i> , Chapter 1 Bolman, L. G., & Deal, T. E. (2003): Power, conflict, and coalition (Chapter 9) in <i>Reframing Organizations</i> (3 rd ed.). San Francisco: Jossey-Bass. |
| Jan 24 | Education as a Political System | Wirt & Kirst, <i>The Political Dynamics of American Education</i> , Chapter 2 Murphy, J. (2000). Governing America's schools: The shifting playing field. <i>Teachers College Record</i> , 102(1), 57-84 |
| Jan 31 | Interest Groups & the Media – Values & Ideologies | Wirt & Kirst, <i>The Political Dynamics of American Education</i> , Chapter 3 Cibulka, J.G. (2001). The changing role of interest groups in education: Nationalization and the new politics of education productivity. <i>Educational Policy</i> , 15(1), 12-40 |
| Feb 7 | School Boards, Mayors, Local Elections, & Referenda: Politics at the Local Level | Wirt & Kirst, <i>The Political Dynamics of American Education</i> , Chapters 4 & 5 Feuerstein, A. (2002). Elections, voting, and democracy in local school district governance. <i>Educational Policy</i> , 16(1), 15-36 |
| Feb 14 | Superintendents as Politicians Film presentation: <i>The Merrow Report: Toughest Job in America</i> | Wirt & Kirst, <i>The Political Dynamics of American Education</i> , Chapter 6 Bjork, L. G. & Gurley, D. K. (2005). Superintendent as educational statesman and political strategist. In L. G. Bjork & T. J. Kowalski (Eds.). <i>The Contemporary Superintendent</i> (pp. 163-185). Thousand Oaks, CA: Corwin Press. Guest Speaker: Dr. Andrew Overstreet, former superintendent of Orange County Schools, Danville (VA) Public Schools and others (21 years total) |
| Feb 21 | Micropolitics in Schools: Principals and Teachers as Politicians | Wirt & Kirst, <i>The Political Dynamics of American Education</i> , Chapter 7 Malen, B. & Vincent, M. (in press). Beyond pluralistic patterns of power: Research on the micropolitics of schools. In B. S. Cooper, J. G. Cibulka, & L. D. Fusarelli (Eds.). <i>Handbook of Research on the Politics of Education</i> Activity: Group #1 presents case study |

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|--------|---|--|
| Feb 28 | State Politics of Education | Wirt & Kirst, <i>The Political Dynamics of American Education</i> , Chapter 8 Mazzoni, T. L. (1995). State policy-making and school reform: Influences and influentials. In J. D. Scribner & D. H. Layton (eds.). <i>The Study of Educational Politics</i> (pp. 53-73). Washington, DC: Falmer Press. Due: Film Analysis |
| Mar 7 | No Class! Spring Break | |
| Mar 14 | State Politics of Education continued | Wirt & Kirst, <i>The Political Dynamics of American Education</i> , Chapter 9 Fusarelli, L. D. (2002). The political economy of gubernatorial elections: Implications for education policy. <i>Educational Policy</i> , 16(1), 139-160. Activity: Group #2 presents case study |
| Mar 21 | Federal Politics of Education | Wirt & Kirst, <i>The Political Dynamics of American Education</i> , Chapter 10 Thomas, J. Y., & Brady, K. P. (2005). The Elementary and Secondary Education Act at 40: Equity, accountability, and the evolving federal role in public education. <i>Review of Research in Education</i> , 29, 51-67. Due: Political Analysis Essay |
| Mar 28 | Elections & Education Policymaking | Wirt & Kirst, <i>The Political Dynamics of American Education</i> , Chapter 11 Hess, F. M., & McGuinn, P. J. (2002). Seeking the mantle of “opportunity”: Presidential politics and the educational metaphor, 1964-2000. <i>Educational Policy</i> , 16(1), 72-95. Activity: Group #3 presents case study |
| Apr 4 | Judicial Politics of Education | Wirt & Kirst, <i>The Political Dynamics of American Education</i> , Chapter 12 Due: Group Case Study Analysis Due: Research Proposal |
| Apr 11 | Politics of Standards | Wirt & Kirst, <i>The Political Dynamics of American Education</i> , Chapter 13 Activity: Group #4 presents case study |
| Apr 18 | Politics of School Choice | Wirt & Kirst, <i>The Political Dynamics of American Education</i> , Chapter 14 Plank, D. N., & Boyd, W. L. (1994). Antipolitics, education, and institutional choice: The flight from democracy. <i>American Educational Research Journal</i> , 31(2), 263-281. |
| Apr 25 | | Complete instructor evaluation; turn in all assignments |

Important Information

Academic Integrity Statement

Academic integrity is a core value of NCSU. As academic integrity relates to this class, students will be violating the academic integrity policy if they:

- represent the work of others as their own;
- obtain assistance from another when the student is expected to perform independently;
- give assistance to another individual when that individual is expected to perform independently;
- offer false data in support of the final paper.

(Note: These statements restate expectations described in the Code of Student Conduct). Details regarding these violations and other infringements to The University's policy on academic integrity can be found in the Code of Student Conduct: POL11.35.1 (pay particular attention to sections 7-13)

(http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php).

Statement for Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. http://www.ncsu.edu/provost/offices/affirm_action/dss/ For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.1\)](#).

(http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php).

Recording Devices

Because the presence of recording devices tends to limit open discussion, recording devices are prohibited unless it is recommended by Disability Services as an accommodation for a student with a documented disability or if a student has made arrangements to record a class he/she is missing.

Student-Directed Discussion

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|--------|---|---|
| Jan 24 | <p>Education as a Political System</p> <p>Students:</p> | <p>Wirt & Kirst, <i>The Political Dynamics of American Education</i>, Chapter 2</p> <p>Murphy, J. (2000). Governing America's schools: The shifting playing field. <i>Teachers College Record</i>, 102(1), 57-84</p> |
| Jan 31 | <p>Interest Groups & the Media – Values & Ideologies</p> <p>Students:</p> | <p>Wirt & Kirst, <i>The Political Dynamics of American Education</i>, Chapter 3</p> <p>Cibulka, J.G. (2001). The changing role of interest groups in education: Nationalization and the new politics of education productivity. <i>Educational Policy</i>, 15(1), 12-40</p> |
| Feb 7 | <p>School Boards, Mayors, Local Elections, & Referenda: Politics at the Local Level</p> <p>Students:</p> | <p>Wirt & Kirst, <i>The Political Dynamics of American Education</i>, Chapters 4 & 5</p> <p>Feuerstein, A. (2002). Elections, voting, and democracy in local school district governance. <i>Educational Policy</i>, 16(1), 15-36</p> |
| Feb 14 | <p>Superintendents as Politicians</p> <p>Film presentation: <i>The Merrow Report: Toughest Job in America</i></p> | <p>Wirt & Kirst, <i>The Political Dynamics of American Education</i>, Chapter 6</p> <p>Bjork, L. G. & Gurley, D. K. (2005). Superintendent as educational statesman and political strategist. In L. G. Bjork & T. J. Kowalski (Eds.). <i>The Contemporary Superintendent</i></p> |
| Feb 21 | <p>Micropolitics in Schools: Principals and Teachers as Politicians</p> <p>Students:</p> | <p>Wirt & Kirst, <i>The Political Dynamics of American Education</i>, Chapter 7</p> <p>Malen, B. & Vincent, M. (in press). Beyond pluralistic patterns of power: Research on the micropolitics of schools. In B. S. Cooper, J. G. Cibulka, & L. D. Fusarelli (Eds.). <i>Handbook of Research on the Politics of Education</i></p> |
| Feb 28 | <p>State Politics of Education</p> <p>Students:</p> | <p>Wirt & Kirst, <i>The Political Dynamics of American Education</i>, Chapter 8</p> <p>Mazzoni, T. L. (1995). State policy-making and school reform: Influences and influentials. In J. D. Scribner & D. H. Layton (eds.). <i>The Study of Educational Politics</i></p> |
| Mar 7 | <p>No Class! Spring Break</p> | |
| Mar 14 | <p>State Politics of Education continued</p> <p>Students:</p> | <p>Wirt & Kirst, <i>The Political Dynamics of American Education</i>, Chapter 9</p> <p>Fusarelli, L. D. (2002). The political economy of gubernatorial elections: Implications for education policy. <i>Educational Policy</i>, 16(1), 139-160.</p> |

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|-----------|---|---|
| Mar 21 | <p style="text-align: center;">Federal Politics of Education</p> <p>Students:</p> | <p>Wirt & Kirst, <i>The Political Dynamics of American Education</i>, Chapter 10</p> <p>Thomas, J. Y., & Brady, K. P. (2005). The Elementary and Secondary Education Act at 40: Equity, accountability, and the evolving federal role in public education. <i>Review of Research in Education</i>, 29, 51-67.</p> |
| Mar 28 | <p style="text-align: center;">Elections & Education Policymaking</p> <p>Students:</p> | <p>Wirt & Kirst, <i>The Political Dynamics of American Education</i>, Chapter 11</p> <p>Hess, F. M., & McGuinn, P. J. (2002). Seeking the mantle of “opportunity”: Presidential politics and the educational metaphor, 1964-2000. <i>Educational Policy</i>, 16(1), 72-95.</p> |