



POLITICS OF EDUCATION ASSOCIATION

A Special Interest Group of the American Educational Research Association

Published with the support of the Department of Educational Leadership and Policy Studies, Florida State University

VOLUME 30, No. 3

BULLETIN

Spring, 2006

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Feature ~

Some Thoughts on Immigrants, Schools, and Exclusionary Politics in the U.S.

Melissa Marschall
Rice University

In this essay, I review some of the challenges facing schools as they accommodate the influx of immigrant students, and present examples of exclusionary educational policies passed by state legislatures in response to both increases in the immigrant population and public perceptions that little is being done to adequately address the problem of illegal immigration (see e.g., Alvarez & Butterfield 1999). I end by raising some questions about the implications of the increasingly exclusionary trend in state laws and public opinion more generally.

Federal immigration policy throughout the 1970s and 1980s sought to extend to immigration the due process norms that had been well established in other areas of U.S. public law. In the 1990s, however, that focus shifted to policies that restricted immigrant rights, tightened border enforcement, and reduced the movement of immigrants across the U.S.-Mexican border. In what is perhaps the most comprehensive study of these policies, Massey, Durand, and Malone (2002) find that the deterrence-based immigration policies of the 1990s not only failed to discourage immigrants from coming to the U.S., but also

Politics of Education Association Business Meeting & Social

Date: Saturday, April 8

Time: 6:15pm

**Place: Moscone Center West,
2nd Floor, Room 2002**

**Elections for President, Treasurer & At-large
Members to be held.**

The Speaker will be Michael W. Kirst of Stanford University, giving a presentation entitled, *"The Evolution of Education Politics: A 45-year Perspective."* (See Page 19 for meeting agenda.)

contributed to the growth of the undocumented population (see also Hanson 2004; Hanson et al. 2002). Regardless of whether recent increases in illegal immigration can be directly or only indirectly tied to federal immigration policy, there have been substantial changes in the size and makeup of the immigrant population in the U.S. Indeed, immigrants and their children have become substantially larger fixtures in urban schools and neighborhoods since the late 1980s (McDonnell and Hill 1993). Children of immigrants – both foreign and U.S. born – represent a rising share of the school-age population in the U.S., increasing from 6 to 20 percent between 1970 and 2000 (Fix, Passel & De Velasco, 2005). Approximately, 10.5 million children of immigrants were enrolled in U.S. schools in 2000, 2.7 million of whom were themselves born outside of the United States. Of those foreign born, 40 percent were undocumented (Fix et al. 2005). Underlying this development is a dramatic growth in ethnic origin Hispanic elementary schoolchildren in metropolitan public schools. Increasing by more than 50 percent in the 1990s, these students totaled approximately 3.6 million in 2000, a number comparable to their African American counterparts (Zhou and Logan 2003).

As a result of these demographic changes, many school districts are faced with increasing demands not only for classrooms and schools, but also for teachers who have been trained to work with culturally diverse children and their communities. Moreover, adjustments in curriculum, parent outreach, and school organization are required to meet the demands that immigrant populations place on the school system, all of which require additional resources. This is especially true for urban schools where immigrants are found in greatest concentration, and tend to be segregated by ethnicity (Frankenburg & Lee 2002) and language (Orfield 2001).

Districts and schools facing growing numbers of immigrant students must confront another reality – a stubborn performance gap. Immigrant students continue to lag behind non-immigrant and non-minority students in educational attainment (Hernandez & Charney 1998; McPartland 1998). Although their schooling

outcomes have improved gradually over the last 30 years, Latino students still perform at levels below their Anglo and African American counterparts. For example, in 2000, the status dropout rate for Latinos was 28%, compared to only 7% for Anglos and 13% for African Americans (NCES 2002).¹ In addition, Latino students consistently score lower on math and reading tests than Anglos, especially in central cities (NCES 2002).

The performance gap, along with the more general debate over how to best integrate immigrant children into society, continues to trigger heated debate among both immigrant and nonimmigrant communities. The question of how to deal with the influx of immigrants in schools, therefore, has become an increasingly salient and controversial issue on the agendas of many state and local governments (see Kini 2005). While a handful of districts have reached out and advocated for greater access to educational resources for immigrant students, they appear to be in the minority. A recent example is San Francisco where voters narrowly defeated the 2004 ballot initiative that sought to amend the language in the city charter regarding voter qualifications to permit both documented and undocumented non-citizen parents to vote in San Francisco school board elections (see Kini, 2005 for more details). The approach taken by a much larger share of school districts and state governments – especially those with the highest proportions of immigrants -is to pursue exclusionary policies to limit immigrant access to educational opportunities and resources.

State Efforts to Control Access to Public Education in General and Educational Resources in Particular: The Case of California

The movement to exclude immigrants, particularly those from Central and South America, has its roots and greatest strength in California, our nation's most racially and ethnically diverse state. In the early 1990s, California suffered its worst

¹ Status dropout rates represent the proportion of young people ages 16 through 24 who are out of school and who have not earned a high school credential. Status rates are higher than event rates because they include all dropouts in this age range, regardless of when they last attended school (http://nces.ed.gov/pubs2002/droppub_2001/).

recession since the 1930's. One response to this economic crisis was to blame illegal immigrants, who were estimated to cost California taxpayers \$5 billion per year in public services (Alvarez & Butterfield 1999). At the time, Governor Pete Wilson and a collection of citizen groups began the "Save Our State" initiative, a movement that supported three ballot initiatives over two years: propositions 187, 209, and 227.

In 1996, California voters passed the controversial Proposition 187, which barred anyone from attending a public elementary, secondary or postsecondary school who was "reasonably suspected" of being an illegal alien (Alvarez and Butterfield 1999). Opposition groups mobilized against Prop 187, and in 1998, U.S. District Judge Marian Pfaelzer ruled that Prop 187 was "unconstitutional from top to bottom" (Contreras 2002: 143).

That same year, voters in California also passed Prop 209, the "California Civil Rights Initiative." This law was designed to end most public affirmative action programs in California, including affirmative action in college admissions (Contreras 2002). It was framed as a series of proposals that would terminate quotas and race-based hiring, promotion, and educational programs throughout the state's public sector. The immediate effect of Prop 209 was a drop in the number of underrepresented minorities, including Latinos, admitted to and enrolling in the University of California system. Over time, the effects have also been felt at a growing number of campuses within the California State University (CSU) system, where demand for college now greatly exceeds enrollment capacity. As Rendón, Novack, and Dowell (2005:223-3) explain, combined with new admissions standards imposed by the CSU system, Prop 209 has hindered more than helped promote access for Latinos and other historically underrepresented groups.

Finally, in 1998, California voters passed Prop 227, also known as the "English Language Education for Immigrant Children" initiative. This law mandated that 1.38 million Limited English Proficient students be placed in separate classrooms regardless of age, language background or academic ability, did away with most bilingual education and

English language development programs, and brought about reversal in California's widespread acceptance of the use of home languages in the education of English language learners (Contreras 2002:144).

Although California remains the most aggressive user of the initiative process to limit immigrant access to educational resources, since 2000 voters in two other states have passed ballot initiatives ending bilingual education (Arizona in 2000 and Massachusetts in 2002).² Moreover, twenty-three states have utilized the voter initiative to approve *English Only* laws, which restrict or prohibit the use of languages other than English by government agencies and, in some case, by private businesses. While in most instances these laws do not explicitly restrict immigrant students' access to educational resources, they constitute exclusionary policies that seek to further isolate, alienate, and stigmatize immigrants and their children.

Exclusionary Local Policies in Education

Equally disconcerting is the potential long term implications of exclusionary politics to our notions of democratic governance and political representation, particularly when we shift our focus to local politics and government. Given that many of the largest metropolitan areas in the U.S. (New York, Los Angeles, San Francisco, Chicago, and Miami) are each home to more than a million foreign born residents, and that non-citizens comprise the majority of the adult population in a number of municipalities (e.g., in California: San Joaquín, Maywood, Cudahy, Bell Gardens, Huron City, Huntington Park, Bell, Arvin, Mendota, King City, Santa Ana, Orange Cove) (Avila 2003), can local institutions of government that exclude these residents and parents from school board and budget elections legitimately claim to be representative bodies? It appears that Chicago is now the only school system in the nation that allows non-citizens to vote in local school council elections since the mayoral takeover and restructuring of the New York City schools in 2002 ended this right for non-

² Colorado voters rejected a 2002 initiative (Prop 31) seeking to end bilingual education in their state.

citizens there.³ Excluding non-citizens from voting is not part of our American heritage: Not only did non-citizens vote and hold public office throughout the colonial period, but during the 19th century at least 22 states and territories also had explicit alien voting rights (Bedolla 2003).

Some Questions and Implications

Given the size, prevalence and increasing permanence of the immigrant population in the U.S., should exclusionary educational policies be reconsidered? With approximately 20 percent of U.S. children and 48 percent of U.S. born Latino children having at least one foreign born parent (Hernandez and Charley 1998; Jamieson et al. 2001), can governments afford to limit access to educational resources and opportunities to this growing segment of the population?

Research demonstrates that young adults who do not finish high school are more likely to be unemployed, to earn less than those who complete high school when they are employed (Kaufman, Alt & Chapman 2004), and to receive public assistance (US Dept of Ed, NCES 1998). Because nearly half of all Hispanic students born outside the United States drop out of school, should we replace exclusionary policies that might exacerbate the problem with a new focus on policies to keep these students in school so that they can become productive members of society even if it means greater costs in the short term? Would we reap larger returns in the long run?

Would restoring voting rights to non-citizens lead to better representation and improved student outcomes? Clearly, there is no easy answer to this question. However, what is known is that parent involvement in schooling and education is linked to a wide range of schooling outcomes—from enhancing student achievement (Crane 1996; Muller 1998; Jeynes 2001; Shaver and Walls 1998), to fostering positive attitudes among parents toward schools (Brown 1989) to strengthening community relations (Coleman 1991). Moreover, involvement

³ Bloomberg's takeover of the New York City schools eliminated elected school boards, replacing them with appointed Community Education Councils (CEC) comprised of nine parents, two borough president appointees, and one student. Prior to this change, non-citizens were allowed to vote in these elections.

in local schools and school organizations (e.g., PTOs) has been shown to foster greater civic and political involvement (see e.g., Verba et al. 1995).

Will the exclusionary politics of the last two decades give way to more inclusive policies in the coming decades? Will the pendulum swing back as it has done so many times in the course of U.S. immigration history? Only time will tell, but clearly the extent to which the current generation of immigrant students adapts to, and overcomes these policies will greatly affect the future of our nation.

*Melissa Marschall is an Associate Professor at Rice University. Her research focuses on local politics, educational policy, participation, and issues of race and ethnicity. Her book, **Choosing Schools: Consumer Choice and the Quality of American Schools** (co-authored with Mark Schneider and Paul Teske) was recipient of the Policy Studies Association Aaron Wildavsky Award for the Best Policy Book in 2000-2001.*

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PEA to Host One-Day Conference at Stanford University In Honor of Michael Kirst

The Politics of Education Association is pleased to present a one-day Offshore Conference in honor of Michael W. Kirst's retirement from teaching. It will be held on April 6, 2006, at Stanford University. We owe special thanks to Division L for co-sponsoring this conference.

The morning will begin with a welcome from our PEA President, Bruce Cooper, followed by remarks from Jacob Adams on "Michael Kirst and the Politics of Education Subfield."

The remainder of the morning will host a panel discussion regarding "*Major Change in Institutional Arrangements for Urban School Governance: Is this the start of something Big?*" Panelists include: William Boyd (Pennsylvania State University), Charles Kerchner (Claremont Graduate University), David Menefee-Libey (Pomona College), Dorothy Shipp (Teachers College), Jolley Christman, Eva Gold, Elizabeth Useem (Research for Action), Katrina Bulkley (Montclair State University), Norm Fruchter (Institute for Education and Social Policy), and Jane Hannaway (The Urban Institute).

After lunch, the PEA will join the Symposium on Education Policy and Politics: A 42-Year Perspective, hosted by the School of Education, Stanford University. Following brief remarks by the School of Education Dean, Deborah Stipek, there will be two panel discussions on education policy topics. The first considers the "Federal and State Role in Education Policy" with James W. Guthrie (Vanderbilt University), Chris Cross (Former Assistant Secretary of Education for Research), and Reed Hastings (Former President, California State Board of Education; CEO, Netflix) presenting. The second panel is on "Local Policy and Politics" and will host Pat Forgione (Austin ISD) and Barak Ben Gal (Oakland Unified). Closing remarks will be made by Michael Kirst.

The day will conclude with a “Toast and Roast” Reception. Reservations for this event are closed.



REMINDER:
Division L Business Meeting & Social
Date: Sunday, April 9
Time: 6:15pm - 8:15pm
Place: Moscone Center North,
Exhibit Level, Room 111

Teaching Educational Politics: Advances in the Field Since 1989

Gregg Garn, University of Oklahoma
&

Lance Fusarelli, North Carolina State University

Politics coursework began to appear in administrative preparation programs in the 1960s. It expanded in reaction to the reform movement of the 1980s and currently occupies a central place in preparing educational leaders. The Interstate School Leaders Licensure Consortium and National Policy Board for Educational Administration standards emphasize the politics of education, and educational leadership programs have responded by expanding offerings in this area.

How do we teach the politics of education (POE)? In 1989, Don Layton and Jay Scribner edited a UCEA monograph, *Teaching Educational Politics and Policy*. To date, the monograph remains the only text in the field that reviews how scholars approach the formal study of the politics of education in their teaching. This article attempts to update that study, and offers preliminary findings from an analysis of survey responses and course syllabi. Our analysis focuses specifically on course descriptions, topics, and assignments. In our summary, we highlight important ways teaching educational politics has (and has not) changed since 1989.

The Study

To collect data, we developed a web-based survey with questions drawn in large part from Layton and Scribner’s original analysis of course syllabi. The Tailored Design Method (Dillman, 1999) informed the construction of our survey. Beginning with over 45 potential topics, we settled on 20 items. The instrument included nine open ended and 11 restricted response questions. Of the closed response questions, five asked participants to make a rating judgment.

We implemented several procedures to enhance the instrument’s construct validity and to reduce measurement error. We pre-tested the survey with a group of retired PEA members, some of whom authored chapters in the Layton and Scribner monograph. For each survey item we asked them to provide feedback on two main points: (a) the necessity of the question and (b) clarity of the item. Adjustments were made based on their input.

We emailed the survey announcement to current and former PEA members, following up with a brief email reminder two weeks later. We also posted the email announcement and link to the survey on the Division L list-serve.

Twenty-eight people responded to the survey and submitted 33 useable syllabi for analysis. The authors and a graduate student independently reviewed each of the 33 syllabi. In each syllabus we identified the “course description”, “readings”, “assignments”, and “assessments”. We then discussed and agreed upon the patterns, themes, and trends in each of the four areas.

Course Offerings & Sources

Overwhelmingly, respondents to the survey indicated that POE curriculum is part of core or required courses for masters and doctoral level students. Although this may be an artifact of our respondent pool (those who teach POE will no doubt advocate for inclusion in programs of study) we also found that approximately 75 percent of respondents indicated curriculum was delivered in stand-alone courses with “politics of education” in the course title, indicating the central nature of POE curriculum. Less frequently, POE topics were embedded into other classes (i.e., community

relations, school reform or policy development and analysis). POE coursework, however, was not frequently listed as a requirement for administrative certification (including add-on licensure).

We asked an open ended question about the resources used to create course syllabi and found that all but four respondents relied on colleagues to send syllabi or downloaded syllabi that were posted electronically. The Layton and Scribner monograph also had an impact, particularly on those who indicated they had been teaching POE coursework 10 or more years.

Course Descriptions

Our analysis of course descriptions in the syllabi revealed a common focus on policymaking at the federal, state, and local levels. Several instructors addressed issues of politics and policy, suggesting a blending of the two literatures, although they are quite distinct in the parent discipline of political science. A few syllabi addressed issues of power, justice, equity, critical theory, feminism, and/or political behavior. We noted an emphasis on macro- micro distinctions with an emphasis on how policy is made at each level.

We asked respondents to identify and rate the disciplines most relevant in their teaching and found a strong grounding in theory from political science, education, history, and sociology. Much less frequently did respondents identify business, economics, or management literature as contributing to their POE curriculum. Interestingly, very rarely did participants rely on personal experience in their teaching. This unexpected finding may suggest that those who teach POE have little school administrative experience or previous work in politics.

Course Topics

We also explored course topics covered in three survey questions and analysis of the syllabi. Several trends emerged. The political behavior of stakeholders, the political nature of education, policy issues and institutions, and the policy process were fundamental to most POE courses. Political ideologies and beliefs, critical theory, social justice and voice, and power relationships were identified, but less likely to be stand-alone course topics.

Most POE instructors also integrate one or more outside speakers into the coursework, such as school superintendents (often retired), board members, education lobbyists, state legislators, representatives of reform groups, union representatives, chief state school officers, legislative staffers, and state department of education officials. Although a few respondents reported not using guest speakers, several explained that proximity to the state capital was a constraining factor.

Course Assignments & Assessments

Most respondents evaluate students in three areas: class participation, written assignments, and oral presentations. Some professors went into great detail explaining what constituted high quality participation. They based participation grades on students' ability to synthesize, analyze and evaluate assigned readings. Others stated that grades for participation were not based on "war stories" or length, or frequency of comments, but rather originality, quality, and clarity. Other respondents required students to lead class discussions or present outside articles related to the course topic as part of the participation grade.

Written assignments were a required element of each syllabus we reviewed. The most frequent assignment was a traditional research paper with a heavy emphasis on reviewing the relevant theoretical and/or empirical literature. The next most frequent written assignment was a case study requirement. Some instructors required students to develop a case based on personal experience and answer questions related to the case. Other instructors required students to analyze a case study and make recommendations connected to course readings and theory.

Other written assignments included developing a persuasive response paper or analysis of the local, state or federal policy process. Yet other assignments focused on specific issues, requiring students to apply a theoretical framework to better understand a political decision or policy outcome. Other written assignments included book reviews, policy briefs, analysis of school board meetings, and interviews with board members or school administrators. Other iterations of written assignments included an organizational or

community power profile or analysis of an interest group (partisan or non-partisan). Finally, we noted that mid-term and final exams were not frequently seen in the syllabi. Those instructors that did use them relied exclusively on essay questions.

The final area of grading for most instructors included an oral presentation. Frequently, there was an oral component to the written requirement. For example a policy brief was to be presented to class members or policy makers (local superintendent, board members, state legislators, etc.) or a paper requiring analysis of a policy or political situation was presented to the class. Role-playing was built into several POE syllabi, including debate of a controversial issue in a mock school board meeting or a controversial policy issue between individuals or groups.

Preliminary Thoughts about Changes in the Teaching of Educational Politics

Our analysis of the data in this project indicates that many of the course descriptions from syllabi collected in 2006 could have come directly out of Layton and Scribner's 1989 book. Most of the required readings, however, were published since that time. This suggests that the basic topical areas: values, federal, local, and state governance, interest groups, agenda setting, policy formation, institutions, etcetera have not changed and are still being covered, albeit by more current works. What have changed are the specialized policy issues being taught. Today, such issues include school choice, No Child Left Behind, and discussions of race and gender in school reforms.

The most dramatic change in teaching POE since 1989 has been the use of technology in the classroom. Access to on-line or web-based resources has opened up numerous opportunities for students to access research publications and on-line databases. Blackboard, webCT, classweb, Desire 2Learn and other course management software facilitate out of class discussions, a requirement in many of the syllabi we analyzed.

Notably, we saw a theory/practice tension evidenced by readings, assignments, and course goals across syllabi. Some POE instructors reported moving to a much more theoretical emphasis in their teaching while another group stated they were moving to a much more practical focus, deeply

exploring local issues. Reasons for the tension were not immediately evident, suggesting a need for future research. The institution type (e.g. extensive research, intensive research) in which faculty taught, for example, did not seem to explain the difference.

We recognize the limitations of this study. Using course syllabi drastically oversimplifies what is actually taught in the course. Additionally, as a result of our low response rate, the findings of this study must be considered preliminary. However, we see this as a starting point. As others become aware of this project, through this article and the Teaching the Politics Education interactive session scheduled for AERA, we hope to deepen this work.

Gregg Garn is Associate Professor and Program Coordinator of Educational Administration, Curriculum and Supervision at the University of Oklahoma.

Lance Fusarelli is Associate Professor and Program Coordinator of the Educational Leadership Program at North Carolina State University

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Are you a graduate student going to San Francisco? If so, you are invited to...
Graduate Student Council
Division L Fireside Chat:
"Defining Success in Academia"
Date: Monday, April 10
Time: 2:15pm - 3:45pm
Place: Moscone Center West,
Third Floor, Room 3004

MESSAGE FROM THE PRESIDENT:

BRUCE S. COOPER
FORDHAM UNIVERSITY

We mourn the loss of our esteemed member, G. Alfred (Fred) Hess, of Northwestern University, who died this year; we'll miss Fred and his dedication, brilliance, and energy.

We hope to see you at AERA, at our exciting sessions (see the session list later in this issue) and at our Business Meeting on 8th April at 6:15 PM where we will recognize Professor Mike Kirst whose retiring from teaching, but hardly from research and publishing. Nominations for PEA president, treasurer, and two new Executive Committee members are being assembled by the PEA Nominations Committee, chaired by Janie Lindle (Clemson U.), so come to the PEA Business Meeting and cast your vote.

Attend our 3rd PEA offshore meeting held the day before AERA on Thursday, 6th April at Stanford University. Special thanks to Janice Hansel (University of Texas) who worked so hard as meeting coordinator.

We also want to honor the PEA members who have committed many hours over the last several years to make this association so special. John Fitz (Cardiff U.) has chaired for 4 years the PEA Publications Committee, which has so successfully reviewed and put out great yearbooks and special issues of the Peabody Journal of Education. We give thanks too for the dedication of Lance Fusarelli (NC State). His term as PEA Treasurer ends this month. We'll miss you, Lance. Lora Cohen-Vogel (Florida State) is stepping down as co-editor (with Stacey Rutledge) of the Bulletin. Under their editorship, the Bulletin was redesigned and expanded to include both a Features and Perspectives piece. Jeff Brooks of FSU will join Stacey as the new editors.

Danielle LeSure (Mich. State U.) will finish her internship at the US Conference of Mayors in June. Thanks to Fritz Edelstein for offering Danielle this unique opportunity to work on

education politics in Washington, DC. Good luck in your doctoral work and career, Danielle.

We've worked hard this year, and have built bridges to the field and to our colleagues in Division L (thank you, Carolyn Herrington-U. Missouri) and Division A (Bob Johnson, U. of Utah, thank you). On behalf of the other editors, Lance Fusarelli and Jim Cibulka (U. KY) and myself, I would also like to thank Lane Akers at Lawrence Erlbaum and Associates who's publishing the new handbook on the politics of education in 2007 and the handbook contributors.

Enjoy AERA; join us, participate, and let us hear your ideas and suggestions for making PEA the world's best SIG and association.

Bruce S. Cooper

President, PEA
Fordham University, NYC

OF INTEREST...

Please send updates on your publications, agency reports, grants, and promotions to Kyle Ingle, Managing Editor at wki02@garnet.acns.fsu.edu

Congratulations to Jeffrey Brooks of Florida State University on the publication of his new book, *The Dark Side of School Reform*. The book is published by Rowman & Littlefield (ISBN: 1578863058)

The Politics of Education Association would like to congratulate Courtney A. Bell, winner of Division L's 2005 Dissertation of the Year. Her dissertation is entitled, *Parents' Views of School Choice: An Unexamined Perspective*. Dr. Bell, who completed her dissertation at Michigan State University under the supervision of Gary Sykes, now serves as an assistant professor at the University of Connecticut.

Congratulations to Stephen Crump who has recently been promoted to Pro Vice-Chancellor and Professor of Education at the University of Newcastle (Australia). He has also been appointed Director of the Central Coast Campuses. His new contact information is:

Central Coast Campuses
PO Box 127
Ourimbah, NSW, Australia 2758
Email: Stephen.Crump@newcastle.edu.au

Congratulations to Ken Wong of Brown University and Stacey Rutledge of Florida State University (Eds.) on the publication of *Systemwide Efforts to Improve Student Achievement*. The book is published by Information Age (ISBN: 1593112246)

Congratulations to Dorothy Shipps of Teachers College on the upcoming publication of *School Reform, Corporate Style: Chicago 1880-2000*. The book will be published by the University of Kansas Press in April, 2006. For a complete description of this book and ordering information, please go to: <http://www.kansaspress.ku.edu/shisch.html>.



PEA BULLETIN - CHANGE IN EDITORS

Lora Cohen-Vogel (Florida State University) is ending her term as a Co-Editor of the PEA Bulletin. She will remain as the Association's Secretary and Electronic Editor. Her Co-Editor, Stacey Rutledge will remain as co-editor and will be joined by Jeff Brooks of FSU. Doctoral candidate, Kyle Ingle, will remain as Managing Editor.



AWARDS COMMITTEE REPORT

DOROTHY SHIPPS

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

This year the Awards Committee is honoring five colleagues for their outstanding contributions to the Politics of Education. We are pleased to announce two recipients of the Outstanding Dissertation in the Politics of Education Award for 2003-2005. Tiina Itkonen (Sponsor: Lorraine M. McDonnell, University of

California at Santa Barbara) earned the honor for her study, "Stories of hope and decline: Interest groups and the making of national special education policy." Brendan D. Maxcy (Sponsor: Jay D. Scribner, University of Texas at Austin) achieved this distinction for his study, "Emerging democracy in an urban elementary school: A Habermasian framework for examining school governance reculturing in response to systemic reform." In addition to a token award check of \$200, each is being offered publication assistance through our president, Bruce Cooper, and will receive editorial suggestions from three members of the Awards Committee.

We want to recognize the two runner-up finalists for the Outstanding Dissertation Award: Elizabeth Rigby (Sponsor: Jeffrey Henig, Teachers College, Columbia University) for "The politics of early care and education policy making in the American states" and Tamara Young (Sponsor: Cecil Miskel, University of Michigan at Ann Arbor) for "Understanding coalitions in state educational policymaking: The selection of alliance partners in reading policy issue networks."

Also honored this year are two senior scholars who will be recognized with the prestigious Stephen K. Bailey Award, given every three years to those whose work has shaped the intellectual and research agenda of our field. Betty Malen (University of Maryland) and James G. Cibulka (University of Kentucky) have each changed the way that we examine educational politics by producing scholarship that cuts through divisive policy debates, crafting political analyses that stand the test of time, and guiding the research of many junior faculty. We are indebted to Douglas Mitchell (University of California at Riverside), himself a previous recipient of the Bailey Award, for chairing our Bailey sub-committee's deliberations this year.

On behalf of the committee, I would thank all of the nominators and candidates. My deep appreciation to Awards Committee members Hanne Mawhinney, Bonnie Fusarelli, Eric Freeman, Douglas Mitchell and James Cibulka, for their conscientious work throughout the year and repeated consultations in the last few months.

Next year the Award Committee will consider nominations for Roald F. Campbell Award and the David Colton Award. The Campbell Award recognizes scholar-practitioners who help bridge the gap between scholarship on the politics of education and the political process by pointing out how theory can be brought into political policy analysis and decision-making. Past recipients include Michael M. Kirst, Susan Fuhman, and Jay Scribner. The chair of next year's Campbell Award subcommittee is Hanne Mawhinney, University of Maryland, hmawhinn@wam.umd.edu. The David Colton Award recognizes individuals who made a distinctive contribution to the development of the Politics of Education Association and has been awarded to Bruce Cooper in the past. The chair of next year's Colton Award subcommittee is James Cibulka, University of Kentucky, cibulka@uky.edu. Please contact Hanne or Jim if you would like to nominate a colleague for one of these two awards.

Next year's Outstanding Dissertation in the Politics of Education Award for the best original contribution to our knowledge of the politics of education will apply to nominees receiving their doctorates between July 1, 2005 and June 30, 2006. The call for the 2005-2006 Outstanding Dissertation Award will be posted on the PEA website after the AERA meeting.



MESSAGE FROM THE TREASURER:
LANCE FUSARELLI
NORTH CAROLINA STATE UNIVERSITY

A financial report detailing revenues and expenditures for the past year will be distributed at the business meeting. For those still owed 2005 yearbooks (and the forthcoming 2006 yearbook), I will get those out to you soon. Also, I will be stepping down as treasurer, membership chair, and yearbook distributor this year. I will make sure all members get their 2005 and 2006 yearbooks before we transition to a new officer(s). Thank you all for your patience and please consider running for treasurer for 2006-2007. Thanks!

-Lance

SELECTED AERA SESSIONS & INDIVIDUAL PRESENTATIONS

Compiled here is a list of AERA sessions and individual presentations that may interest our members. Please note that these could not be reviewed on the basis of quality or content; rather, these sessions and individual presentations comprise those that were generated by a subject search of the AERA program using the term "politics."

-Kyle Ingle, Managing Editor

SESSIONS

The Politics of Identity in Qualitative Research

SIG-Qualitative Research
 Session type: Paper Session
 Time: Fri, Apr 7 - 2:15pm - 3:45pm
 Place: Moscone Center South, Esplanade Ballroom, Section 309

Accountability, Politics, and Governance

Division L-Educational Policy and Politics
 Session type: Paper Session
 Time: Fri, Apr 7 - 4:05pm - 5:35pm
 Place: Moscone Center West, 2nd Floor, Room 2010

Politics of Education Paper Discussions

SIG-Politics of Education
 Session type: New Member Poster Session
 Time: Fri, Apr 7 - 6:15pm - 8:15pm
 Place: Moscone Center West, 1st Floor, Exhibit Hall

Interrogations into the Politics of Location at Intersections of Social Planning and Pedagogies

Division G-Social Context of Education
 Session type: Symposium
 Time: Sat, Apr 8 - 10:35am - 12:05pm
 Place: Moscone Center West, 2nd Floor, Room 2016

Thinking about the Relations of Different Experiences to Politics

SIG-Foucault and Education
 Session type: Paper Discussion (formerly known as Roundtables)
 Time: Sat, Apr 8 - 4:05pm - 4:45pm
 Place: Moscone Center West, 3rd Floor, Room 3005

Politics of Education SIG Business Meeting and Social

SIG-Politics of Education
 Session type: Business Meeting
 Time: Sat, Apr 8 - 6:15pm - 7:45pm
 Place: Moscone Center West, 2nd Floor, Room 2002

Power, Education, and the Politics of Social Justice, 2006 PEA Yearbook

Division L-Educational Policy and Politics

Session type: Symposium

Time: Sun, Apr 9 - 8:15am - 9:45am

Place: Moscone Center West, 2nd Floor, Room 2004

Vice-Presidential Address: The Shattered Mirror-Curriculum, Art, and Critical Politics

Division B-Curriculum Studies

Session type: Performance

Time: Sun, Apr 9 - 10:35am - 12:05pm

Place: Moscone Center South, Esplanade Ballroom, Section 300

Globalization, Educational Reform, and the Politics of Equity and Inclusion in 16 Countries

Division L-Educational Policy and Politics

Session type: Interactive Symposium

Time: Sun, Apr 9 - 2:15pm - 3:45pm

Place: Moscone Center West, 2nd Floor, Room 2006

The Power of an Individual: Margaret Haley's Legacy to Democracy, Teacher Leadership, Labor, and Politics

SIG-Biographical and Documentary Research

Session type: Symposium

Time: Mon, Apr 10 - 10:35am - 12:05pm

Place: Marriott San Francisco, Pacific C

Latinos and the Politics of Magnet Schools

Division G-Social Context of Education

Session type: Symposium

Time: Mon, Apr 10 - 8:15am - 9:35am

Place: Moscone Center South, Mezzanine Level East, Room 220

Research on the Politics of Education: Contemporary Issues and Methods

SIG-Politics of Education

Session type: Paper Session

Time: Mon, Apr 10 - 12:25pm - 1:55pm

Place: Marriott San Francisco, Golden Gate Hall, Section A3

Educating the Gaze: Notes for a Postcolonial Politics and Pedagogy of the Image

SIG-Postcolonial Studies and Education

Session type: Business Meeting

Time: Mon, Apr 10 - 6:15pm - 7:45pm

Place: Moscone Center South, Mezzanine Level East, Room 220

Racial Politics and Attainment in Higher Education

SIG-Sociology of Education

Session type: Paper Session

Time: Tue, Apr 11 - 8:15am - 10:15am

Place: Moscone Center South, Mezzanine Level West, Room 274

Teaching the Politics of Education

SIG-Politics of Education

Session type: Interactive Symposium

Time: Tue, Apr 11 - 10:35am - 12:05pm

Place: Marriott San Francisco, Golden Gate Hall, Section A1

University Intellectual in the Public Sphere: Culture, Politics, and Resistance

Division J-Postsecondary Education

Session type: Invited Session

Time: Tue, Apr 11 - 12:25pm - 1:55pm

Place: Moscone Center West, 2nd Floor, Room 2007

**INDIVIDUAL PRESENTATIONS
(See AERA Conference Program for presenters' names)**

Friday

Fostering Parent Engagement in Multicultural School Communities: Race, Reform, and the "Politics of Difference"

In Session: Social and Cultural Perspectives on Parent Involvement/Engagement #1

Division G-Social Context of Education

Individual Presentation type: Paper

Time: Fri, Apr 7 - 12:00pm - 1:30pm

Place: Moscone Center South, Mezzanine Level West, Room 258

Not the Promised Land: The Politics of Race and Achievement in Integrated Suburban Schools

In Session: Unpacking the Minority Middle-Class

Achievement Paradox: Racialization and Social Inequality in Suburban Communities

Division A-Administration, Organization, and Leadership

Time: Fri, Apr 7 - 12:00pm - 2:00pm

Place: Moscone Center West, 2nd Floor, Room 2001

Bringing Cool Research to the Hot Politics of Local Districts

In Session: Can Educational Research Contribute to a Democratic Conversation about Schooling?

Presidential Session

Time: Fri, Apr 7 - 2:15pm - 3:45pm

Place: Moscone Center West, 2nd Floor, Room 2020

The Language and Politics of Educational Research in the Public Debates of Schooling: Permission to Leave the Building

In Session: Can Educational Research Contribute to a Democratic Conversation about Schooling?

Presidential Session

Time: Fri, Apr 7 - 2:15pm - 3:45pm

Place: Moscone Center West, 2nd Floor, Room 2020

Bringing Back Sweet (and Not So Sweet) Memories: The Cultural Politics of Memory, Hip Hop, and Youth Identities

In Session: Issues in the Local Contexts of Teaching and Learning Part I

Division G-Social Context of Education

Individual Presentation type: Paper

Time: Fri, Apr 7 - 3:05pm - 3:45pm
Place: Moscone Center West, 3rd Floor, Room 3006

Blair's Decade of English Law-Based Reform: A Case of Policy, Politics, Governance (and Education)

In Session: Accountability, Politics, and Governance
Division L-Educational Policy and Politics
Individual Presentation type: Paper
Time: Fri, Apr 7 - 4:05pm - 5:35pm
Place: Moscone Center West, 2nd Floor, Room 2010

What Students (and the Rest of Us) Need to Know about Politics and Governance

In Session: Decade of Behavior Distinguished Lecture:
Kathleen Hall Jamieson
Presidential Session
Time: Fri, Apr 7 - 4:05pm - 6:05pm
Place: Moscone Center South, Esplanade Ballroom, Section 303

Harm-Related Political Activism in Education Politics

In Session: Politics of Education Paper Discussions
SIG-Politics of Education
Individual Presentation type: Individual Paper Discussion (formerly Roundtable)
Time: Fri, Apr 7 - 6:15pm - 8:15pm
Place: Moscone Center West, 1st Floor, Exhibit Hall

Untangling the Politics Social Promotion

In Session: Politics of Education Paper Discussions
SIG-Politics of Education
Individual Presentation type: Individual Paper Discussion (formerly Roundtable)
Time: Fri, Apr 7 - 6:15pm - 8:15pm
Place: Moscone Center West, 1st Floor, Exhibit Hall

Saturday

Collective Agency and the Imaginary: Toward a Critical Politics of Anti-consumerism

In Session: Beyond Critique: Stemming the Tide of Commercialism, Business Partnerships, and Corporate Influences on Schools and Universities
Division G-Social Context of Education
Time: Sat, Apr 8 - 8:15am - 9:45am
Place: Moscone Center West, 2nd Floor, Room 2016

Play School, Melancholia, and the Politics of Recognition

In Session: Spaces, Places, and Discourses of Sexuality in Schools
SIG-Queer Studies (formerly Lesbian and Gay Studies)
Individual Presentation type: Paper
Time: Sat, Apr 8 - 8:15am - 10:15am
Place: Moscone Center South, Mezzanine Level East, Room 222

How Finance System Policies and Politics Influence Resource Use

In Session: School Finance Redesign and Student Performance
Division L-Educational Policy and Politics
Time: Sat, Apr 8 - 10:35am - 12:05pm
Place: Moscone Center West, 2nd Floor, Room 2003

Teacher as Public Art: Body Politics in Teacher Education

In Session: Interdisciplinary Approaches to Meeting the Needs of K-12 Students
Division G-Social Context of Education
Time: Sat, Apr 8 - 10:35am - 12:05pm
Place: Moscone Center South, Mezzanine Level East, Room 204

Between Phenomenology and Politics: The Production of Educational Ethics in the Late Modernity

In Session: Curriculum as Civic and Ethical/Unethical Expression
Division B-Curriculum Studies
Individual Presentation type: Paper
Time: Sat, Apr 8 - 11:25am - 12:05pm
Place: Moscone Center West, 3rd Floor, Room 3006

School Effectiveness and Its Publics: The Global Politics of SESI Research

In Session: The Role of Parents and the Community in Impacting School Structure
Division A-Administration, Organization, and Leadership
Individual Presentation type: Paper
Time: Fri, Apr 7 - 12:00pm - 2:00pm
Place: Moscone Center West, 2nd Floor, Room 2000

A Movement on Hold: The Politics of Charter Schools in Michigan

In Session: Roundtable 5
Division L-Educational Policy and Politics
Individual Presentation type: Paper
Time: Sat, Apr 8 - 12:25pm - 1:05pm
Place: Moscone Center West, 3rd Floor, Room 3009

Black Males and the Discipline Gap: Examining the Politics of Cultural Difference

In Session: Cultural Continuities and Discontinuities in Home and School
Division G-Social Context of Education
Individual Presentation type: Paper
Time: Sat, Apr 8 - 12:25pm - 1:55pm
Place: Moscone Center West, 2nd Floor, Room 2010

Chinese Politics, Globalization, and Social Education in the "World City" of Hong Kong

In Session: Social and Diversity Education: Empowering Students, Teachers, and Families
International Relations Committee
Individual Presentation type: Paper
Time: Sat, Apr 8 - 12:25pm - 1:55pm
Place: Moscone Center West, 2nd Floor, Room 2011

Combating the Politics of Utah "Niceness": A LatCrit Analysis of Policy, Politics, and Educational Achievement Gaps

In Session: Localities of Educational Difference: The Making of Race and Class Differences Across Salt Lake Schools
Division A-Administration, Organization, and Leadership
Time: Sat, Apr 8 - 12:25pm - 1:55pm
Place: Moscone Center South, Mezzanine Level West, Room 274

The Institutional Landscape of Interest-Group Politics and School Choice

In Session: Roundtable 6
Division L-Educational Policy and Politics
Individual Presentation type: Individual Paper Discussion (formerly Roundtable)
Time: Sat, Apr 8 - 1:15pm - 1:55pm
Place: Moscone Center West, 3rd Floor, Room 3009

The Micropolitics of Teacher Collaboration in the Context of Post-Soviet Societal Changes in Ukraine

In Session: Roundtable 6
Division L-Educational Policy and Politics
Individual Presentation type: Paper
Time: Sat, Apr 8 - 1:15pm - 1:55pm
Place: Moscone Center West, 3rd Floor, Room 3009

Table #5: The Critical Role of Research in Politics and Policy Decisions

In Session: Continued Conversations with Senior Scholars on Advancing Research and Development Related to Black Education
Presidential Session
Time: Sat, Apr 8 - 2:15pm - 3:45pm
Place: Moscone Center West, 3rd Floor, Room 3009

Table #11: Addressing and Dealing With Academic Politics

In Session: Continued Conversations with Senior Scholars on Advancing Research and Development Related to Black Education
Presidential Session
Time: Sat, Apr 8 - 2:15pm - 3:45pm
Place: Moscone Center West, 3rd Floor, Room 3009

Politics, Markets, and American Higher Education: A Story of Accessibility and Stratification

In Session: Division F Vice Presidential Address
Division F-History and Historiography
Time: Sat, Apr 8 - 4:05pm - 5:35pm
Place: Moscone Center West, 2nd Floor, Room 2000

"Reasonable Suspicion": Racialized State Violence and the Politics of Mandated Reporting

In Session: Race, Class, Ethnicity, and Public Discourse
Division G-Social Context of Education Policy, Politics and Praxis
Individual Presentation type: Paper
Time: Sat, Apr 8 - 4:05pm - 5:35pm

Place: Moscone Center South, Mezzanine Level West, Room 254

The Politics of Public Discourse: Discourse, Identity, and African Americans in Science Education

In Session: What's Going On: Significant Issues Concerning African-American Students in Mathematics and Science Education
SIG-Research Focus on Black Education
Time: Sat, Apr 8 - 4:05pm - 6:05pm
Place: Moscone Center South, Esplanade Ballroom, Section 310

Teacher Insurgency: The Politics of Resistance in K-12 Classrooms

In Session: Teachers' Work: The New Research
SIG-Teachers' Work/Teacher Unions
Time: Sat, Apr 8 - 4:05pm - 6:05pm
Place: Moscone Center South, Mezzanine Level West, Room 270

Transnational Civic Education Programs and Their Impact on National Identity Politics in Slovakia

In Session: Roundtable 3
Division L-Educational Policy and Politics
Individual Presentation type: Paper
Time: Sat, Apr 8 - 4:55pm - 5:35pm
Place: Moscone Center West, 3rd Floor, Room 3006

The Evolution of Education Politics: A 45-Year Perspective

In Session: Politics of Education SIG Business Meeting and Social
SIG-Politics of Education
Time: Sat, Apr 8 - 6:15pm - 7:45pm
Place: Moscone Center West, 2nd Floor, Room 2002

Sunday

Politics as Purpose: How Young People Become Involved

In Session: Democratic Citizenship in Education
SIG-Democratic Citizenship in Education
Individual Presentation type: New Member Poster
Time: Sun, Apr 9 - 8:15am - 10:15am
Place: Moscone Center North, Exhibit Level, Room 110

Budget Living and the Politics of Consumer Education in Popular Culture

In Session: Contexts of Curriculum and/as Enculturation
Division B-Curriculum Studies
Individual Presentation type: Paper
Time: Sun, Apr 9 - 9:05am - 9:45am
Place: Moscone Center West, 3rd Floor, Room 3005

Patterns of Influence in Developing a New Elementary Education Program: Politics, Practicalities, and Prior Knowledge

In Session: Interdisciplinary Issues in Teaching

Division K-Teaching and Teacher Education
Individual Presentation type: Individual Paper Discussion
(formerly Roundtable)
Time: Sun, Apr 9 - 9:05am - 9:45am
Place: Moscone Center West, 3rd Floor, Room 3005

Making Merry: The Politics and Practice of an African-American Women's Club in a Prison Setting, 1943-1952
In Session: Women's Organizations in the History of Education: Intra- and Interracial Alliances, Challenges, and Taboos
Division F-History and Historiography
Time: Sun, Apr 9 - 10:35am - 12:05pm
Place: Moscone Center West, 2nd Floor, Room 2010

Pedagogy Versus Politics in Bilingual Education
In Session: Bilingual Education Research Paper Discussion: Reflections and Challenges
SIG-Bilingual Education Research
Individual Presentation type: Paper
Time: Sun, Apr 9 - 11:25am - 12:05pm
Place: Moscone Center West, 3rd Floor, Room 3005

Politics of Innovation in the Construction of a "Third Area" in a Teacher Education Program
In Session: Educational Change SIG Roundtable Session
SIG-Educational Change
Individual Presentation type: Paper
Time: Sun, Apr 9 - 11:25am - 12:05pm
Place: Moscone Center West, 3rd Floor, Room 3006

The Politics of Fit Inside a District-Sponsored Program for Administrative Aspirants
In Session: Lessons Learned about Socialization of Aspiring Principals into the Community of Administrative Practice
SIG-Teaching in Educational Administration
Individual Presentation type: Paper
Time: Sun, Apr 9 - 12:25pm - 1:55pm
Place: Moscone Center West, 3rd Floor, Room 3014

Sami al-Arian, the Politics of Injury, and the Academic Bill of Rights
In Session: Shock and Awe: The Impacts of Neoliberal and Neoconservative Policies on Education
Division G-Social Context of Education
Time: Sun, Apr 9 - 12:25pm - 1:55pm
Place: Moscone Center West, 2nd Floor, Room 2016

The Spatial Politics of Educational Privatization: Constructing the U.S. Homeschooling Movement
In Session: The Assertion of Space in Educational Theory and Policy
Division L-Educational Policy and Politics
Time: Sun, Apr 9 - 12:25pm - 1:55pm
Place: Moscone Center West, 2nd Floor, Room 2009

Mami, What Did Nana Say? Public Schooling and the Politics of Linguistic Genocide

In Session: Redefining Education for the Public Good in an Era of Global Capitalism, Racism, and Repression
Presidential Session
Time: Sun, Apr 9 - 2:15pm - 3:45pm
Place: Moscone Center South, Esplanade Ballroom, Section 300

Racial Politics and Protest Thought in Education: Retrospects and Prospects
In Session: Redefining Education for the Public Good in an Era of Global Capitalism, Racism, and Repression
Presidential Session
Time: Sun, Apr 9 - 2:15pm - 3:45pm
Place: Moscone Center South, Esplanade Ballroom, Section 300

At Wit's End: Whiteness as Property, Status Anxiety, and the Politics of Respectability
In Session: Power, Identity, and Experience: Tensions in Curriculum Research and Practice
Division B-Curriculum Studies
Individual Presentation type: Paper
Time: Sun, Apr 9 - 3:05pm - 3:45pm
Place: Moscone Center West, 3rd Floor, Room 3006

Feminist Analyses of Education Politics in the United States
In Session: Different Ways of Knowing in/as Curriculum Studies
Division B-Curriculum Studies
Time: Sun, Apr 9 - 3:05pm - 3:45pm
Place: Moscone Center West, 3rd Floor, Room 3005

Monday

The Politics of Teacher Identity in Modern Singapore
In Session: Teacher Identity as a Lens for Understanding
Division K-Teaching and Teacher Education
Individual Presentation type: Paper
Time: Mon, Apr 10 - 8:15am - 9:45am
Place: Moscone Center South, Mezzanine Level East, Room 204

A Politics of Passion in Education: The Foucauldian Legacy
In Session: A Passion for Biopower: Ethical Educational Research and Truth Telling in Universities
SIG-Foucault and Education
Individual Presentation type: Paper
Time: Mon, Apr 10 - 12:25pm - 1:55pm
Place: Marriott San Francisco, Golden Gate Hall, Section A1

From the Penal Colony: Politics and the Kentucky Portfolio
In Session: Research on the Politics of Education: Contemporary Issues and Methods
SIG-Politics of Education
Individual Presentation type: Paper
Time: Mon, Apr 10 - 12:25pm - 1:55pm
Place: Marriott San Francisco, Golden Gate Hall, Section A3

The Politics behind the Myth That Mayoral Control Improves Test Scores

In Session: Research on the Politics of Education:
Contemporary Issues and Methods
SIG-Politics of Education
Individual Presentation type: Paper
Time: Mon, Apr 10 - 12:25pm - 1:55pm
Place: Marriott San Francisco, Golden Gate Hall, Section A3

Private Interest versus Public Good: Shifting Definitions in Policy and the Politics of Education

In Session: Research on the Politics of Education:
Contemporary Issues and Methods
SIG-Politics of Education
Individual Presentation type: Paper
Time: Mon, Apr 10 - 12:25pm - 1:55pm
Place: Marriott San Francisco, Golden Gate Hall, Section A3

Parents in the Middle: The Politics of Control and the Creation of the Parent Coordinator Position in New York City

In Session: From the Political to New Technologies: Latinos
Telling Their Stories
SIG-Hispanic Research Issues
Individual Presentation type: Paper
Time: Mon, Apr 10 - 2:15pm - 2:55pm
Place: Moscone Center West, 3rd Floor, Room 3005

Structured Structures Structuring: Reflections on Agency, Policy, Politics, and the Public Interest in a Course on Structured English Immersion (SEI) Methods for Preservice Teachers

In Session: Social and Institutional Contexts of Teacher Education
Division K-Teaching and Teacher Education
Individual Presentation type: Paper
Time: Mon, Apr 10 - 2:15pm - 3:45pm
Place: Moscone Center West, 1st Floor, Exhibit Hall

Korean "Parachute Children" in Southern California: Politics of Multiple Discourses and Educational Options in a Transnational Terrain

In Session: Symposium on Research in Global Child Advocacy
SIG-Research in Global Child Advocacy
Time: Mon, Apr 10 - 4:05pm - 6:05pm
Place: Moscone Center North, Exhibit Level, Room 113

Language, Ethnicity, and Politics in Taiwan: Local Responses to Globalization and International English

In Session: Language and Literacy Education in Global Contexts
Division G-Social Context of Education
Individual Presentation type: Paper
Time: Mon, Apr 10 - 4:05pm - 5:35pm
Place: Moscone Center South, Mezzanine Level West, Room 258

Tuesday

Latina/o Teacher Insurgency and No Child Left Behind: The Politics of Resistance to English-Only Policies in Urban Classrooms

In Session: Buscando Voices: Preparing to Work with Second-Language Learners
Division K-Teaching and Teacher Education
Individual Presentation type: Paper
Time: Tue, Apr 11 - 8:15am - 10:15am
Place: Marriott San Francisco, Pacific A

The Racial Politics of Higher Education Policymaking

In Session: Racial Politics and Attainment in Higher Education
SIG-Sociology of Education
Individual Presentation type: Paper
Time: Tue, Apr 11 - 8:15am - 10:15am
Place: Moscone Center South, Mezzanine Level West, Room 274

Democracy and the Extracurricular Politics of Gender in the Seattle Public Schools, 1929-1960

In Session: Schools, Bureaucracies, and Businesses: Ways in Which We Shape Education
Division F-History and Historiography
Individual Presentation type: Paper
Time: Tue, Apr 11 - 10:35am - 12:05pm
Place: Moscone Center West, 2nd Floor, Room 2010

Neoliberal Governmentality and Education Policy: Foucault on the Birth of Biopolitics

In Session: The Double Character of Freedom: The Art of Government and the Possibility and Viability of Self-Governance
SIG-Foucault and Education
Individual Presentation type: Paper
Time: Tue, Apr 11 - 10:35am - 12:05pm
Place: Moscone Center South, Mezzanine Level East, Room 206

"Contra la Corriente:" The Body Politics of the M/M Center in a Post-SB 2042 California

In Session: The M/M Center: Meeting the Demand for Multicultural, Multilingual Teacher Preparation
Division K-Teaching and Teacher Education
Time: Tue, Apr 11 - 2:15pm - 3:45pm
Place: Moscone Center South, Mezzanine Level East, Room 200

Intermediary Organizations and Policy Implementation: Culture, Politics, and Change

In Session: Implementing Evidence-Based Practice: Intermediary Organizations and the Connection between Research and Practice
Division L-Educational Policy and Politics
Time: Tue, Apr 11 - 2:15pm - 3:45pm

Place: Moscone Center West, 2nd Floor, Room 2005

The Politics of Emotions in Education: Emotion Discourses in Teaching and Learning

In Session: Expanding Conceptions of Teachers' Emotion in the Classroom

Division C-Learning and Instruction

Time: Tue, Apr 11 - 2:15pm - 3:45pm

Place: Moscone Center West, 2nd Floor, Room 2006

PEA OFFICERS

Bruce S. Cooper	President
Lora Cohen-Vogel	Secretary
Lance Fusarelli	Treasurer



Politics of Education Association Bulletin is an official publication of the Politics of Education Association (PEA) and is published three times per year. We encourage authors to submit essays on topics of interest in school policy and politics to the co-editors:

Lora Cohen-Vogel and Stacey Rutledge
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Managing Editor**
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Agenda ~

Politics of Education Association

Annual Business Meeting

AERA, San Francisco

8th April, 2006 6:15-7:45 PM

Moscone Center West, 2nd Fl. Room 2002

1. Meeting called to order (Bruce Cooper) and
2. Approval of 2005 Minutes (Lora Cohen-Vogel)
3. Election of Officers:
 - Chair, Nominations Committee (Jane Clark Lindle)
 - President
 - Treasurer
 - At-large Members of the Executive Board (2)
4. Committee Reports:
 - a. Treasurer Report (Lance Fusarelli by agent)
 - b. Publications Committee (John Fitz)
 - c. AERA Program Committee (John Sipple)
 - d. Report on Teaching the *Politics of Education* (Bruce Cooper)
 - e. Offshore Conference Report (Janice Hansel)
 - f. *PEA Bulletin* Report (Lora Cohen-Vogel & Stacey Rutledge)
 - g. *US Conference of Mayors*: PEA Internship (Bruce Cooper)
 - h. PEA Awards (Dorothy Shipps and Doug Mitchell)
 - Outstanding Dissertation Awards (2)
 - Stephen K. Bailey Award (2)
5. Other Old and New Business
6. Invited Speaker: Michael W. Kirst (Introduction by Douglas Mitchell)
 - Title: Forty-two Years of Teaching & Research on Politics of Education

Adjourn for PEA Reception.

Politics of Education Association
Membership Application
(Complete only if you are not a member of AERA)

Name (please print): _____

Title: _____

Affiliation: _____

Address: _____

Phone: () _____

Email Address: _____

YOU MUST INCLUDE YOUR EMAIL ADDRESS IN ORDER TO RECEIVE THE *BULLETIN*.

Enclosed please find a check to PEA for \$30 for full, one-year membership

Send to: **Lance D. Fusarelli, Associate Professor and Coordinator**
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