



POLITICS OF EDUCATION ASSOCIATION

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**BULLETIN**

Spring, 2009

*Politics in the Classroom:  
Searching for the Student  
Perspective*

**Darren L. Linvill\***  
*Clemson University*

According to a 2004 poll conducted by the *Chronicle of Higher Education*, 51% of individuals surveyed in the United States believed colleges improperly introduced a liberal bias into their classrooms (A Special Report, 2004). Similarly, a 2006 study by Gross and Simmons found that 68.2% of Americans surveyed believed that academia favors professors with liberal social and political views. Of Gross and Simmons' sample, 37.5% claimed that political bias in the classroom is a very serious problem. This essay will discuss my research findings and how it contributes an underrepresented perspective—that of the student—to the growing volume of literature on the topic.

(Continued on page 3)

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\* Darren L. Linvill (Ph.D., Clemson University, 2008) currently serves as the Director of Basic Courses in the Department of Communication Studies at Clemson University. His dissertation, prepared under the direction of Pamela A. Havice, is entitled *Student Perspectives of Political Bias in the College Classroom*.

*Politics, Budgetary Trade-offs,  
and Public Funding of Higher  
Education*

**David Tandberg†**  
*Pennsylvania Department of Education*

State support of public higher education has garnered considerable attention in the scholarly literature and the popular media. However, no study has attempted to develop a theory-driven, comprehensive conceptualization of the state political system that is placed within a larger theoretical framework consisting of state economic and demographic factors, and higher education system attributes. Furthermore, no study has adequately addressed the issue of competing state budgetary areas, or how budgetary trade-offs affect higher education funding. My study attempted to fill this gap in the literature.

(Continued on page 6)

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† David Tandberg (Ph.D., Higher Education, Pennsylvania State University) is special assistant to the deputy secretary for postsecondary & higher education of the Commonwealth of Pennsylvania. His dissertation (chaired by Donald Heller) is entitled "Politics, Budgetary Trade-offs, and Public Funding of Higher Education." Dr. Tandberg was one of two winners to receive the Outstanding Dissertation Award from PEA in 2008.

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## PEA's 40th Anniversary Gala

### Featured Speaker

**Paul Vallas, Superintendent of the Recovery School District, New Orleans, Louisiana**

**Date: April 13, 2009**

**Location: Hotel Del Coronado, San Diego**

**[http://www.fsu.edu/~pea/40thCelebration\\_PEA.pdf](http://www.fsu.edu/~pea/40thCelebration_PEA.pdf)**

## PEA 40<sup>th</sup> Anniversary Session

### Business Meeting & Invited Panel

**“The New Politics of Educational Leadership”**

**Date: Tuesday, April 14**

**Time: 6:15 pm – 7:45 pm**

**Place: San Diego Convention Center, Room 23B**

## MESSAGE FROM THE PRESIDENT:

**LORA COHEN-VOGEL**  
**FLORIDA STATE UNIVERSITY**

In this issue of the *Bulletin*, we continue to celebrate the work of emerging politics of education scholars. David Tandberg (Pennsylvania State University) who, with Jal Mehta (Harvard University), won PEA's Outstanding Dissertation Award in 2008, summarizes findings from his dissertation in a featured article entitled “Politics, Budgetary Trade-offs, and Public Funding of Higher Education.” A second article in this issue entitled “Politics in the Classroom: Searching for the Student Perspective” by Darren Linvill (Clemson University) considers the perceptions of a liberal bias in college classrooms.

We are now only days away from PEA's 40<sup>th</sup> Anniversary Celebration. Michael McLendon (Vanderbilt University), our Program Chair, has compiled an excellent anniversary program for AERA. Special sessions will focus on the politics of desegregation, research utilization, and interest groups in education, among other topics. Among the planned sessions are two highlighting the good work of our Publications Committee chaired by Kathryn McDermott (University of Massachusetts, Amherst). One session on Wednesday features contributions to the 2009 PEA Yearbook entitled *The Politics of Advocacy in Education*. A second – part of our Annual Business Meeting on Tuesday, April 14 – is a panel on the new politics of educational leadership and includes, for example, Dorothy Shipp (Baruch College, The City University of New York), Jeffrey R. Henig (Teachers College, Columbia University), and Susan Moore Johnson (Harvard University).

The capstone of our Anniversary Celebration will take place on Monday evening, April 13 at the historic, beach-front Hotel Del Coronado. The evening will feature remarks by Paul Vallas, Superintendent of the Recovery School District (New Orleans), the premiere of the film "PEA at

Forty: Building a Legacy," the presentation of the Steven K. Bailey Award, and a four-course dinner by the Del's Executive Chef John Shelton. If you haven't yet purchased your tickets, please do so today. Tickets are on sale only through April 1. Visit [http://www.fsu.edu/~pea/40thCelebration\\_PEA.pdf](http://www.fsu.edu/~pea/40thCelebration_PEA.pdf) for details; press "click here to register" on the invitation to sign up.

We'll see you soon,



Lora Cohen-Vogel  
PEA President  
cohenvog@coe.fsu.edu



***Politics in the Classroom***  
(Linville, continued from page 1)

Student groups such as Students for Academic Freedom and its parent foundation, The Horowitz Freedom Center, have supported legislation to counter a perceived ideological bias in higher education that is indoctrinating students into liberal political beliefs. Such legislation advocates that students have the "academic freedom" to be exposed to a wide spectrum of scholarly viewpoints and often supports the idea of mandating ideological diversity among the professoriate. According to the American Association of University Professors (2009), Students for Academic Freedom's Academic Bill of Rights has been modeled in bills brought before two dozen state legislatures since 2004. While no one argues against the value of presenting students with a broad range of viewpoints and ideas, some feel that academic decision-making should be left to academics. Minnich (2006) writes that the real risk to academia in such legislation is that intellectual judgments may be "discredited wholesale as 'bias' and rendered irrelevant in favor of a mindless 'impartiality'" (p. 20).

One piece of evidence used by supporters of the Academic Bill of Rights is that the professoriate is, by any measure, ideologically left leaning. While

some partisan research has placed the proportion of liberals to conservatives in academia much higher, peer-reviewed studies estimate approximately three liberal college faculty members for every one conservative (Zipp & Fenwick, 2006; Gross & Simmons, 2007). This imbalance does not, however, prove that educators' viewpoints affect their teaching or have an impact on the students.

Two studies have recently attempted to address what, if any, effect educators' ideology has on students in the classroom. In a four-year longitudinal study, Kemmelmeier, Danielson and Basten (2005) found no evidence that conservative students were being penalized academically by faculty. In some courses that traditionally attract conservatives, such as business and finance, conservative students actually had a statistically higher GPA than their liberal classmates. Mariani and Hewitt (2008) similarly found that students' ideology was not being affected by the college experience. These researchers employed data from The Higher Education Research Institute's annual survey of undergraduates and found that while students were becoming more liberal during their college years, they do so at the same rate as those of the same age who do not attend college.

Though political bias may not be affecting students' grades or ideology, the perception of bias is still affecting the public's view of higher education and possibly higher education's credibility as well. There is some evidence the perception of bias may also be affecting student learning. Kelly-Woessner and Woessner (2008) found that students self-report putting more effort into a class when the instructor was politically similar to the students. Students also self-report higher levels of learning from politically similar instructors and report less enthusiasm for classes taught by instructors politically dissimilar to themselves. Kelly-Woessner and Woessner's research is some of the only work that has focused on the student experience and their perceptions and attitudes regarding the role of personal politics in the college classroom. I set out in late 2007 to address this shortcoming in existing research.

To produce empirical evidence addressing the essence of the experience of faculty political bias in the classroom and to explore how the phenomenon is experienced among the population of a mid-sized, public institution, I employed a mixed method approach. I initially undertook a qualitative phase of research by interviewing undergraduate students who self-identified as having experienced political bias from an instructor. From these interviews I found three common themes to the participants' experiences. First, participants felt that bias limited the scope of what they were learning. Participants reported that biased faculty often ignored or sometimes actively discredited views with which they did not agree. In this regard, one participant summarized his frustration with a particular professor by saying, "I'm hearing all these things said that I know personally are not true, or at least half the story . . . that was all that was going to be said, and so it's frustrating." Another participant was left with the impression, "If you wanted to know what the other view was... Go find it yourself."

Second, some participants felt that they needed to conform to the views of their biased instructors in order to preserve their grades or in an effort not to negatively stand out. These participants felt that it was in their best interests, either academically or interpersonally, to be disingenuous regarding their own viewpoints. In the words of one participant, "If you said what [the professor] said back to her, that's what she wanted to hear." Another participant summarized this reaction regarding their own ideological perspective, saying, "I just didn't want to feel like I was the only one in the room who felt that way, or who had that view."

Finally, participants reported that the experience of political bias made them feel powerless, as though they had neither the knowledge nor ability to disagree with their instructors. Regardless of ideology, participants typically acknowledged the expertise of their professors. Many felt, however, that this expertise was used to intimidate. One participant exemplified this attitude saying, "You feel like you're the underdog." Another participant summarized his perceptions of his professor's

attitudes by saying simply, "He pretty much was the god of the course."

These three themes were employed in the quantitative second phase of research in crafting the Political Bias in the Classroom Survey (PBCS). This survey was developed and employed to explore how the phenomenon of classroom political bias is experienced by an undergraduate student population. Factor analysis performed on the PBCS showed two clear components that formed the basis of two scales: a *perceptions* scale, which focused on the degree to which participants perceived their professors expressing political bias in the classroom; and a *reactions* scale, which focused on how strongly participants reacted to perceived political bias. Analysis of results based on demographics was consistent with related research. White and conservative participants perceived more bias from their instructors and female participants reacted to the perception of bias more strongly. It should be noted, also, that while conservative participants reported perceiving political bias more strongly, the experience was not felt only by conservatives. The perception of bias crosses ideological bounds and should be addressed with this in mind.

Current research, including my own, indicates that it is a minority of students who perceive faculty political bias to be a problem on campus. Those students who do perceive bias as a problem on campus have the potential to be vocal regarding their perceptions, as is indicated by hundreds of anecdotal reports of bias from college-aged students. Websites such as "StudentsForAcademicfreedom.org" and "NoIndoctrination.org" solicit students to report experiences of perceived political bias in the classroom and post their reports on the sites' online forums. These reports are then used as evidence to support calls for ideological diversity legislation. It is possible that if these students' perceptions can be improved, it will not only enhance learning outcomes, but also help reshape the common public perception of higher education as a hotbed of liberalism and bias. The value of a tool such as the PBCS lies in how it can aid future research in

exploring the relationship among students, their classroom experiences and the perception of bias.

Fisler and Foubert (2006) have suggested that student development may play a crucial role in the perception of political bias in the classroom. They address students' perception of political bias, saying, "students' perspectives on professors and administrators may hinge, at least in part, on how well educators help them become more intellectually mature and how well educators communicate with their students in the process" (p 3-4). In the future I intend to use the PBCS, along with existing psychological measures, to explore the relationship between the perception of political bias in the classroom and student cognitive and identity development. Additional knowledge regarding the relationship between student development and the perception of political bias in the classroom may help to identify the type of student that is more likely to perceive a bias and how educators can better foster an atmosphere of open-minded enquiry. If faculty can communicate more effectively with these students and introduce new ideas in an appropriate manner, such measures can only aid students' growth.

Tensions caused by differing political opinions in the classroom can cause some education professionals to shy away from politically charged issues with students. In fact, it is the very act of creating a challenging learning environment that facilitates long-term identity and cognitive development. Both in the classroom and across campus Faculty and administration need to work to encourage students to be tolerant free-thinkers. Students should be taught early in their college careers the importance of free discussion and the value of an open mind, both to themselves and to society as a whole. The classroom should not be a place either of black-and-white viewpoints or of the kind of partisan bickering often seen on cable news and that has become a prevalent part of our society. The classroom should instead be a place of reasoned argument and examination. It is my hope that the PBCS can lead to a better understanding of the relationship between student development and the classroom experience, and thus contribute, in some

small measures, to the goal of open classrooms and open minds.

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### Division L: Educational Policy and Politics Division Business Meeting

**Date: Tuesday April 14**

**Time: 4:05 pm – 5:35 pm**

**Place: San Diego Convention Center  
Ballroom 6F**

## *Politics, Budgetary Trade-offs...*

(Tandberg, continued from page 1)

My dissertation was driven by two primary goals: 1) To examine the theoretical and empirical connections between state support for public higher education, measured as state appropriations per \$1,000 personal income and higher education's share of state general fund expenditures, and various political attributes of the American states. 2) To examine both theoretically and empirically budgetary trade-offs between higher education and other state budgetary areas.

To that end, an original framework was developed based on theory and research drawn from political science, higher education, public administration, public policy, and economics. The framework, titled "The Fiscal Policy Framework," defines state appropriations for higher education as a product of the attributes of the policymakers and the attributes of the decision situation. The attributes of the decision situation is influenced by and/or comprised of, interest group activity, mass political attributes, governmental institutions, state higher education factors, the last year's appropriation, economic and demographic factors of the state, political culture, and other budgetary demands.

Original and secondary data were collected from 29 sources, on the political economic, demographic, and higher education characteristics of the American states, spanning several decades. Based on the Fiscal Policy Framework, several cross sectional time series analyses were conducted which were meant to predict state appropriations for public higher education per \$1,000 personal income, higher education's share of state general fund expenditures, and budgetary trade-offs between and among higher education and other state general fund expenditure areas.

This study found that higher education governance structures, higher education interest groups, political ideology, legislative professionalism, party of the governor, party of the legislature, voter

turnout, and uni-party legislatures all significantly influence higher education appropriations per \$1,000 personal income (HI ED Effort) and that interest group density, budget power of the governor, legislative professionalism, term limits, political culture, and party of the governor all significantly influence the share of state general fund expenditures higher education receives (HI ED Share).

The same model was applied to the other major general fund expenditure areas (Medicaid, public assistance, K12 education, transportation, and corrections) in my study, revealing that higher education was influenced by more political variables than any of the other expenditure areas. This finding appears to indicate that higher education may be a particularly political expenditure area. Of course further research is needed to validate this finding.

In examining budgetary trade-offs between higher education and other state budgetary areas (state officials limiting state support in one area to increase or maintain support in another) this study revealed that Medicaid, public assistance, and K12 education all take from higher education and that higher education takes from transportation, public assistance, and K12 education. Perhaps most importantly my study found that state policymakers are far more likely to engage in trade-off behavior involving higher education than any other area. One possible reason why higher education appears more susceptible to both political influences and trade-off behavior may be that it is a very large discretionary state spending area in that colleges and universities are able to generate their own revenue via tuition and fees, grants, contracts, and entrepreneurial efforts. This allows the political biases and fiscal circumstances of the state to guide the decisions of state policymakers in regard to the funding of higher education, instead of case loads and realities.

The inclusion of politics in the explanatory model results in a more robust and pragmatically useful model. This study clearly showed that the higher education appropriations process does not occur

within a vacuum, nor is it immune to politics and other budgetary forces. Indeed, it is especially susceptible to such forces. The implications of the findings in this study extend to both theory and practice. In regard to theory the findings largely supports the fiscal policy framework and the idea that political institutions and attributes of policymakers impact state funding decisions for higher education.

For practice, understanding that interest groups—and by extension lobbying—makes a difference in political decision making for higher education ought to make a difference as higher education leaders decide whether to engage in the political process or not. As higher education is particularly susceptible to political influences and budgetary trade-offs, it appears that it stands to gain the most from its involvement in the political and budgetary process, and it also has the most to lose by refusing to engage therein.



**WILLIAM L. BOYD NATIONAL  
EDUCATION POLITICS WORKSHOP**

**KATIE BULKLEY  
MONTCLAIR STATE UNIVERSITY**

**CATHERINE LUGG  
RUTGERS UNIVERSITY**

Plans for the William L. Boyd National Education Politics Workshop, to be offered for the second year at AERA, are proceeding well. Information about the workshop was advertised to emerging scholars through several listservs including UCEA, Division L, and PEA, while mentors were carefully selected by the co-chairs and committee. The workshop will be on April 13th from 1:30-4. At this time, we anticipate having more than 90 emerging scholars and more than 40 senior scholars/mentors participate in the workshop. We have been delighted with the positive response, and particularly with the number of senior scholars who

mentioned how pleased they were to have the workshop named in Bill Boyd's honor. Dana Mitra from Penn State has kindly agreed to talk a little about mentoring, and about Bill, and her talk will be followed by opportunities for emerging scholars to meet with several different mentors.



**TREASURER REPORT**

**TAMARA V. YOUNG  
NORTH CAROLINA STATE UNIVERSITY**

***AERA Account Balance***

Table 1 summarizes our AERA account for FY2009, beginning on May 1, 2008 through March 15<sup>th</sup>, 2009. Income or expenditures received after March 15<sup>th</sup> have not been included because of the date the PEA Spring Bulletin is published. February and March membership dues income is not included because this information has not yet been calculated by AERA.

Table 1. Account Activity (May 2008 – March 15, 2009).

Description	Income	Expenditures
Beginning Balance	<b>\$14,126.53</b>	
Anniversary Events	\$16,355	\$8,000
Membership Dues**	\$6,931.25	
Legacy Project		\$1,666.25
Meetings -UCEA 2009		\$580.80
Copies/Mailings		\$17.50
AERA - SIG Management Fee		\$225.00
SAGE - PEA Yearbook		\$1,767.00
AERA Program Ad – Perk of Anniversary sponsorship		\$1,700
<b>TOTAL</b>	<b>\$37,412.78</b>	<b>\$13,956.55</b>
Ending Balance	<b>\$23,456.23</b>	

## FAQs

Members commonly ask about the distribution of expenditures. The short answer is that in typical years the bulk of membership fees pays for the publication and mailing of the special editions of *The Peabody Journal of Education* (PJE) and *Educational Policy* (PEA Yearbook), which are a benefit of membership.

Fees to AERA and awards and plaques that recognize outstanding dissertations, theoretical and practical contributions to the politics of education, as well as service to the Politics of Education Association have accounted for most of the nonpublication related expenses in the past. This year, we embark on two new one time only ventures—The Legacy Project and PEA’s 40<sup>th</sup> Anniversary Gala—and continue with the William L. Boyd National Education Politics Workshop, which offers mentoring to doctoral students and junior faculty. While these endeavors will shift the distribution of expenditures in this Anniversary year, University sponsorships, ticket sales, and our current fee structure will support these activities. We will continue to strive to keep our financial processes transparent and membership fees sufficient to carry out worthwhile activities while not producing undue financial stress on our members.



### Division L’s Junior Faculty Mentoring Seminar

#### “Keys to Professional Success in Education Policy”

Date: Tuesday, April 14

Time: 4:05-5:35 pm

Place: San Diego Convention Center, Ballroom 6F



## DISSERTATION AWARDS COMMITTEE REPORT

DOROTHY SHIPPS

BARUCH COLLEGE, CITY UNIVERSITY OF NEW YORK

The PEA Dissertation Award Committee has completed its first round of evaluations for the Outstanding Dissertation in the Politics of Education. This year 11 very strong nominations produced four finalists. The committee is pleased to announce this year’s finalists (and their dissertation sponsors):

Christine Mokher, for *Networks for Educational Collaboration: An Event History Analysis of the Spread of Statewide P-16 Councils*, which earned her a Ph.D. from Vanderbilt University. Sponsored by Michael McLendon.

Christopher P. Loss, for *From Democracy to Diversity: The Politics of American Higher Education in the 20th Century*, which earned him a Ph.D. in higher education from University of Virginia. Sponsored by Brian Balogh, University of Virginia.

Daryl Monear for *Explaining Stability and Upheaval in State-Level Higher Education Governance: A Multiple-Case Study Analysis Using Advocacy Coalition Theory and Punctuated Equilibrium Theory*, which earned him a Ph.D. from the University of Washington, Seattle. Sponsored by William Zumeta, University of Washington, Seattle.

Tomeka Davis, for *Laissez Faire Education Policy: Organization and Equity in School Choice*, which earned her a Ph.D. from Emory University. Sponsored by Regina Werum, Emory University.

As a group, the 11 nominations were intellectually and geographically diverse, nominated by faculty sponsors with home disciplines in education, sociology and history, and representing a broad range of institutions. In addition to the four institutions named above, we received nominations



from Clemson University, University of Texas-Austin, Penn State University, Morgan State, Harvard University, and Florida State University. They ranged in topics from teacher quality to student perceptions of bias and higher education policy. Methods included historical analysis, event history analysis, case studies, OLS/HLM and path analysis, surveys, and interviews. Many thanks to every sponsoring faculty member and to each of the nominees for making our task of selecting finalists from among them especially challenging and rewarding this year. Committee members are reading the full dissertations of finalists and will announce this year's winner at the PEA Business meeting at AERA in San Diego.

Members of the PEA Dissertation Award Committee are completing their two-year terms and PEA is looking for volunteers for another two years. Since I have served back-to-back terms as the chair of this committee, I know it is a very rewarding way to serve PEA. You have access to the first research of some of the finest emerging scholars in our field and the pleasure of reading dissertations that set standards, as well as the privilege of helping to select (and honor) the winners. Consider volunteering for the committee.

Dissertation Awards Committee Members:  
Dorothy Shipps (Chair), Baruch College, City University of New York  
Betty Malen, University of Maryland  
Brendan Maxcy, University of Missouri, Columbia  
E. Vance Randall, Brigham Young University  
Erik C. Ness, University of Pittsburgh  
Lorraine McDonnell, University of California, Santa Barbara



**PUBLICATIONS COMMITTEE REPORT**  
**KATHRYN A. MCDERMOTT**  
**UNIVERSITY OF MASSACHUSETTS**

First, on a sad note, the Publications Committee regretfully accepted the resignation of John Fitz (University of Cardiff). We are grateful for his

years of service on the committee, including a term as Chair. We have received many exciting nominations and volunteers for our open positions. We are currently selecting our new members, and we hope to announce them at AERA. We are also pleased to issue our Call for Proposals to edit the 2011 PEA Yearbook, which as always will be a special issue of *Educational Policy*. Editorial proposals for the 2011 PEA Yearbook are due on May 15, 2009. Generally, proposals come from a pair or trio of editors, rather than a single individual. Proposals should contain the following:

- Title and/or theme of the Yearbook
- Rationale (5-8 pages) which describes in more detail the proposed theme, its salience, theoretical perspectives and an indication of current trends and research in the field. Within the rationale there should be a clear indication of the how the term 'politics' is being interpreted or defined.
- Indicative list of proposed contributors and topics of articles. Please note, we do appreciate that these may change as the editorial process develops. We need some idea, at this stage, of the areas of the field you would like to cover and who you have in mind to do it. Each Yearbook is composed of about 10-12 contributions plus editors' commentary. It is helpful if these are arranged in sections. You are encouraged to examine past editions.

**General Points To Consider**

Proposals will be read and reviewed by members of the Publications Committee and the successful proposers will be notified by e-mail. The committee prefers joint editorial arrangements, and it encourages newer scholars to work alongside an experienced colleague or colleagues. Editors may contribute articles but it is worthwhile remembering that they also have the opportunity to write a Foreword and/ or concluding commentary.

**Timeline**

A typical schedule is as follows: editors are free to vary this in consultation with Educational Policy's

editor Mid January - authors and titles of contributions agreed and submitted to Publications Committee for confirmation.

- May '10- manuscripts submitted to editors and sent out for external review.
- June - authors receive feedback from editors and reviewers and make revisions to their manuscripts.
- July - authors submit their revised manuscripts. The set of manuscripts are reviewed by the editors and sent out to the panel for review.
- August - authors receive feedback from the editors and the panel of reviewers and make suggested revisions. Editors work on putting the edition together.
- September - authors submit final drafts of their manuscripts. Editors compile the edition and submit it to the publisher.

Here is a list of the ten most recent Yearbooks, counting the 2010 volume in production:

2002: Elections and Education, eds. V. Darleen Opfer and Kenneth K. Wong

2003: The Politics of Higher Education, eds. Michael McLendon and James Hearn

2004: Curriculum Politics in Multicultural America, eds. Bonnie C. Johnson Fusarelli and William L. Boyd

2005: The Politics of Teacher and Administrator Preparation and Professional Development, eds. Lora Cohen-Vogel & Carolyn Herrington

2006: Power, Education, and the Politics of Social Justice, eds. Andrea K. Rorrer & Catherine A. Lugg

2007: The Politics of Privatization, eds. Katrina Bulkley & Lance Fusarelli

2008: Fear and the Emerging Politics of Educational Reform, eds. Rick Ginsburg & Bruce Cooper

2009: The Politics of Advocacy in Education, eds. Janelle Scott, Christopher Lubienski, & Elizabeth DeBray-Pelot

2010: International Perspectives on the Politics of Education: Leadership and Identity in Multiple Contexts, eds. Jeffrey S. Brooks & Brendan D. Maxcy

If you are interested in putting up a proposal for the yearbook, the Publications Committee would be delighted to hear from you. Proposals (or any questions you may have) should be submitted electronically to the Publications Committee chair, Kathryn A. McDermott via email ([mcdermott@educ.umass.edu](mailto:mcdermott@educ.umass.edu))



## MEMBERSHIP COMMITTEE REPORT

MARLA SANDERS  
FRANCIS MARION UNIVERSITY

As of March 15, 2009, the Politics of Education Association (PEA) has 215 active members. Our membership has grown over the past year, but the committee is continuously looking for ways that we can attract new members and encourage former members to renew their memberships. Lapsed members received emails in November 2008 and again in February 2009 asking them to rejoin PEA and describing the new events, resources, and opportunities that our organization has to offer. **Currently, graduate student memberships are \$20 and regular membership fees are \$40.** Members have access to various presentation, mentoring, and networking opportunities at AERA and scholarly publications including the PEA *Bulletin*, which is published twice a year; the special double-issue of *Educational Policy*, which is the annual PEA yearbook; and the PEA sponsored issue of the *Peabody Journal of Education*. PEA also provides members with teaching resources and

materials through the POETS website (visit <http://www.fsu.edu/~pea/poets.html>).

The committee has been discussing ways that we can increase participation among graduate students and also recruit interested scholars affiliated with organizations such as the American Political Science Association and the American Sociological Association. We need additional faculty and graduate student members to support us in these efforts. We are currently looking for three faculty members and two additional graduate student representatives to join the committee. The committee is responsible for managing membership records and coordinating membership recruitment activities. This is a great leadership and service opportunity! If you are interested, please contact Marla Sanders at [msanders@fmarion.edu](mailto:msanders@fmarion.edu). Current committee members include Marla Sanders, Francis Marion University; Student Representative Wayne Lewis, North Carolina State University; and Tina Itkonen, California State University Channel Islands.

See Page 21 for PEA membership information.



**FRAMEWORKS CLEARINGHOUSE  
PROJECT**

**BRUCE COOPER  
FORDHAM UNIVERSITY**

The Politics of Education Association is pleased to announce the third stage in a project to make its web site a one-stop clearinghouse of syllabi, data, and theories for political analysis. The Frameworks Clearinghouse Project seeks to collect information on theories and frameworks for the study of educational politics. Information on over 30 frameworks has been collected to date. Members of the committee, including Bruce Cooper (Fordham University), Ann Allen (The Ohio State University), Vance Randall (Brigham Young University), Arnold Danzig (Arizona State University), and Julia

Ballenger (Stephen F. Austin State University), are currently organizing submissions, and hope to have the frameworks uploaded to the website by early summer.

**ELECTIONS COMMITTEE REPORT**

**BRENDAN MAXCY  
UNIVERSITY OF MISSOURI**

Under PEA By-Laws, in those years the secretary is running for a position an ad hoc chair selected by the president in consultation with the executive board forms an election committee. At their request, I have chaired a committee joined by Samantha Bartholomew (IUPUI), Curtis Brewer (Clemson) and Thu Suong Nguyen (University of Missouri). After a call for nominations in mid-February, the committee received eight nominations for two open positions. Nominees were contact for personal statements and to confirm that they wished to be on the ballot. On March 26th, active members (members whose dues were paid up as of March 15, 2009) were sent an email ballot. Stacey Rutledge (Florida State) is running unopposed for second term as Secretary. Julia Ballinger (Stephen F. Austin State), Carolyn Brown (George Washington) and Janelle Scott (UC Berkeley) are running for the open member-at-large position. Ballots are due March 31, and results will be communicated at the AERA business meeting.



**Memorial Session Honoring  
William Lowe Boyd  
Invited Panel**

**Date: Tuesday, April 14  
Time: 10:35 am – 12:05 pm  
Place: San Diego Marriott Hotel & Marina/ San Diego Ballroom Salon A**

## AERA PROGRAM REPORT

MICHAEL MCLENDON  
VANDERBILT UNIVERSITY

We are pleased to be able to present an excellent program on educational politics at AERA this year. PEA-sponsored sessions include:

### **PEA 40th Anniversary Session: Business Meeting and Invited Panel: “The New Politics of Educational Leadership”**

**Tuesday, Apr 14 – 6:15 pm – 7:45 pm**  
**San Diego Convention Center, Room 23B**

### **PEA 40th Anniversary Session: From the Courtroom to the Classroom: The Shifting Landscape of School Desegregation**

**Tuesday, Apr 14 - 10:35am-12:05pm**  
**San Diego Convention Center / Room 23B**

The Declining Significance of Race: Patterns of Racial Isolation in Nashville’s Magnet Schools  
Claire E. Smrekar (Vanderbilt University), Ellen B. Goldring (Vanderbilt University)

The End of Keyes: Resegregation Trends and Achievement in Denver Public Schools  
Catherine L. Horn (University of Houston), Michal Kurlaender (University of California - Davis)

Resegregation, Achievement, and the Chimera of Choice in Post-Unitary Charlotte-Mecklenburg Schools  
Roslyn Mickelson (University of North Carolina), Stephanie Southworth (University of North Carolina - Charlotte), Stephen Samuel Smith (Winthrop University)

Equality of Educational Opportunity, School Reform, and the Courts: A Study of the Desegregation Litigation in San Jose  
William S. Koski (Stanford University), Jeannie Oakes (University of California - Los Angeles)

The Post-PICS Picture: Examining School Districts’ Policy Options for Mitigating Racial Segregation  
Kevin G. Welner (University of Colorado), Eleanor R. Spindler (University of Colorado - Boulder)

Discussant: Jerome E. Morris (University of Georgia)  
Discussant: Jomills H. Braddock (University of Miami)  
Chair: Claire E. Smrekar (Vanderbilt University)

### **PEA 40th Anniversary Session: Politics of Education Governance and Accountability (Roundtables)**

Tuesday, Apr 14 – 12:25 pm – 1:05 pm  
San Diego Convention Center, Ballroom 6A

District Teacher Training and Turnaround Reconstitution: Policy Synergy in Chicago  
Laurence B. Boggess (The Pennsylvania State University)

Performance-Based Budgeting: Intent Versus Implementation in the Florida Community College System  
Amy Albee (Florida State University)

The Influence of the Academic Research Social Contract on Research Funding in Three EC Countries  
Margaret Sampson Edgell (Calvin College)

### **PEA 40th Anniversary Session: Politics of Power and Image in Education Policy Making (Roundtable)**

Tuesday, Apr 14 – 1:15 pm – 1:55 pm  
San Diego Convention Center, Ballroom 6A

Character Education and Political Spectacle in Ontario, Canada  
Sue M. Winton (University at Buffalo - SUNY)

Construction of Target Populations Using Frames and Social Capital  
Tiina Itkonen (California State University - Channel Islands), Robert K. Ream (University of California - Riverside)

Dissatisfaction Theory in the 21st Century  
Louise Adler (California State University - Fullerton)

The Capitol Research Project: Higher Education Policy Formation in the State of Colorado  
Brandi Nicole Van Horn (University of Denver), Malaika W. McKee-Culpepper (University of Denver)

Loss of Confidence in Public Education: The Mismatch Between Expectations and Reported Outcomes  
Rebecca Jane Jacobsen (Michigan State University)

### **PEA 40th Anniversary Session: Increasing Research Utilization, Contribution, and Mobilization in Educational Policy Making**

**Wednesday, April 15 – 10:35 am – 12:05 pm**  
**San Diego Convention Center / Room 23B**

Session Participants:  
Participant: Benjamin Levin (OISE/University of Toronto)

Participant: Michelle D. Young (University of Texas)  
Participant: Laurence J. Parker (University of Illinois - Urbana-Champaign)  
Participant: David N. Plank (University of California - Berkeley)  
Participant: Mary Kay Stein (University of Pittsburgh)  
Participant: Andrea K. Rorrer (University of Utah)  
Chair: Cori A. Groth (University of Utah)

### **PEA 40th Anniversary Session: Education Interest Groups, Coalitions, and Community Power**

**Wednesday, Apr 15 - 12:25pm - 1:55pm**  
**San Diego Convention Center / Room 23B**

Censorship in a Rural Pennsylvania School: A Case of Strong Special Interests and Weak Leadership  
Erin Carol McHenry-Sorber (The Pennsylvania State University)

Interest Groups and State Higher Education: A Conceptual Understanding and Future Research Direction  
David Allen Tandberg (The Pennsylvania State University), Erik C. Ness (University of Pittsburgh), Michael K. McLendon (Vanderbilt University)

The Politics of Coalitions in State Educational Policy Making: The Formation, Maintenance, and Importance of Short- and Long-Term Coalitions  
Tamara V. Young (North Carolina State University), Marla Saterica Sanders (Francis Marion University), Wayne Dan Lewis (North Carolina State University)

Community Power and Influence in School Closure Decisions  
Kara S. Finnigan (University of Rochester), Mark Lavner (Canandaigua City School District)

Discussant: Carolyn Herrington (Florida State University)  
Chair: Kathryn A. McDermott (University of Massachusetts, Amherst)

### **The Politics of Advocacy in Education: The 2009 Politics of Education Association**

**Wednesday, Apr 15 - 2:15pm - 3:45pm**  
**San Diego Convention Center / Room 23B**

The New Politics of Education: Analyzing the National Education Policy Landscape in the Post-No Child Left Behind Era  
Elizabeth H. Debray-Pelot (University of Georgia), Patrick James McGuinn (Drew University)

So Many Solutions, So Little Evidence: The Politics of Off-the-Shelf School Finance Reform  
Bruce Baker (Rutgers University), Douglas R. Elmer (The University of Kansas)

The Politics of Venture Philanthropy in School Choice Policy  
Janelle T. Scott (University of California - Berkeley)

School Choice Advocacy and Research: Toward a New Political Economy of Knowledge Production?  
Christopher A. Lubienski (University of Illinois - Urbana-Champaign), Peter Carl Weitzel (University of Illinois - Urbana-Champaign), Sarah Theule Lubienski (University of Illinois)

The Politics of Another Side: Truth-in-Military-Recruiting Advocacy in an Urban School District  
Gary L. Anderson (New York University)

Religion, Advocacy Coalitions, and the Politics of U.S. Public Schooling  
Catherine A. Lugg (Rutgers University), Malila Robinson (Rutgers University)

Chair: Jeffrey R. Henig (Teachers College, Columbia University)  
Discussant: Laurence J. Parker (University of Illinois - Urbana-Champaign)

**Presidential Address of  
Lorraine McDonnell  
University of California - Santa Barbara**

**Date: Wednesday, April 1**  
**Time: 4:05 pm – 6:05 pm**  
**Place: San Diego Convention Center, Ballroom 20BC**

**POLITICS-RELATED AERA SESSIONS  
SPONSORED BY UNITS OTHER THAN PEA**

Compiled here is a list of other 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; these sessions and individual presentations comprise those that were generated by a subject search of the AERA program using the term "politics."

- Roxanne Hughes, Managing Editor

**SESSIONS**

(See AERA Conference Program for presenters' names)

***Current Issues in Education Policy and Politics***

Session type: Paper Discussion

Time: Thu, Apr 16 - 1:15pm - 1:55pm-

Place: San Diego Convention Center, Ballroom 6A

***Current Issues in International Education Policy and Politics***

Session type: Paper Discussion

Time: Thu, Apr 16 – 11:25 am – 12:05 pm

Place: San Diego Convention Center, Ballroom 6A

***Division K: Professional Development: Balance and Politics in an Academic Life***

Session type: Symposium

Time: Mon, Apr 13 – 2:15 pm – 3:45 pm

Place: San Diego Marriott Hotel & Marina, Torrey 3

***Education Policy and Politics in Rural School Communities***

Session type: Paper Session

Time: Tue, Apr 14 – 4:05 pm – 6:05 pm

Place: San Diego Convention Center, Room 21

***Enacted Parenthood: The Politics of Parents in Educational Contexts***

Session type: Paper Session

Time: Tue, Apr 14 – 2:15 pm – 4:45 pm

Place: San Diego Marriott Hotel & Marina, Torrey 2

***Higher Education Policy, Politics, and Impact***

Session type: Paper Discussion

Time: Tue, Apr 14 – 10:35 am – 11:15 am

Place: San Diego Marriott Hotel & Marina, Marriott Hall Salon 4

***Language and Literacy Practices: The Politics of Language Legitimization in Various Social Contexts of Multiple Languages and Literacies***

Session type: Symposium

Time: Thu, Apr 16 – 2:15 pm – 3:45 pm

Place: San Diego Marriott Hotel & Marina, Torrey 1

***Politics of Language and Immigration Policy***

Session type: Paper Session

Time: Thu, Apr 16 – 4:05 pm – 5:35 pm

Place: San Diego Convention Center, Room 21

***Politics, Identity, and Civic Capacity: Organizing Communities and Education in the 20th Century***

Session type: Paper Session

Time: Wed, Apr 15 – 2:15 pm – 3:45 pm

Place: San Diego Convention Center, Room 3

***Power, Politics, and Places of Learning: Examining Youth Literacy and the New Circle of Knowledge***

Session type: Symposium

Time: Tue, Apr 14 - 8:15am - 9:45am

Place: San Diego Convention Center, Room 30E

***Queer Politics and Activism in Education***

Session type: Invited Session

Time: Tue, Apr 14 - 8:15am - 9:45am

Place: San Diego Convention Center, Room 9

***Re-Presenting Education: The Politics of Media, Educational Policy, and Research***

Session type: Symposium

Time: Thu, Apr 16 - 8:15am - 9:45am

Place: San Diego Convention Center, Room 22

***Speaking for Ourselves, Writing for Others: Youth Spoken Word Poetry and the Politics of Representation***

Session type: Performance

Time: Mon, Apr 13 - 2:15pm - 3:45pm

Place: San Diego Marriott Hotel & Marina, Warner Center

***Special Education Policy and Politics***

Session type: Paper Session

Time: Thu, Apr 16 - 2:15pm - 3:45pm

Place: San Diego Convention Center, Room 22

***States, Networks, and Influences on Education Policy and Politics***

Session type: Paper Session

Time: Thu, Apr 16 - 8:15am - 9:45am

Place: San Diego Convention Center, Room 23A

***The Negotiations of Learning English: Language Politics Across the Curriculum***

Session type: Paper Session

Time: Wed, Apr 15 - 10:35am - 12:05pm

Place: San Diego Convention Center, Room 30D

***The Politics, Psychometrics, and Promise of the SAT Writing Section***

Session type: Symposium

Time: Tue, Apr 14 – 2:15 pm – 3:45 pm

Place: Omni San Diego, Salon C

**INDIVIDUAL PRESENTATIONS**

(See AERA Conference Program for presenters' names)

***Monday***

***How the Politics of Domestication Sabotage Teachers' Professional Growth and Students' Learning***

In Session: Beyond Pedagogies of Exclusion: Transnational Challenges

Session Type: Interactive Symposium

Unit: Division G-Social Context of Education

Time: Mon, Apr 13 - 12:00pm - 1:30pm

Place: San Diego Marriott Hotel & Marina, San Diego Ballroom Salon C

***Principals, Politics, and Change: Confronting School Resilience to Radical Renewal***

In Session: Teacher Knowledge and Communities of Change

Session Type: Roundtables

Unit: SIG-Educational Change

Time: Mon, Apr 13 - 12:50pm - 1:30pm

Place: San Diego Marriott Hotel & Marina, Marriott Hall Salon 4

***Dialoging Toward a Racialized Identity: A Necessary First Step in a Politics of Recognition***

In Session: Shaping Teacher Lives and Teacher Identities: An Analysis of Underlying Factors

Session Type: Interactive Symposium

Unit: Division K-Teaching and Teacher Education

Time: Mon, Apr 13 - 2:15pm - 3:45pm

Place: San Diego Marriott Hotel & Marina, San Diego Ballroom Salon A

***The Politics of Language: Teaching About Language and Power***

In Session: The John Dewey Society Annual Symposium: Rethinking Schools

Session Type: Invited Session

Unit: SIG-John Dewey Society

Time: Mon, Apr 13 - 2:15pm - 3:45pm

Place: San Diego Marriott Hotel & Marina, Marina Ballroom Salon D

***The Politics of Mourning: Educational Implications***

In Session: Critical Perspectives in Curriculum Studies II

Session Type: Roundtables

Unit: Division B-Curriculum Studies

Time: Mon, Apr 13 - 2:15pm - 2:55pm

Place: San Diego Marriott Hotel & Marina, Marriott Hall Salon 4

***Politics and Policy in Teacher Education Reform: The Case of Northern Ireland***

In Session: Teacher Education Reform in Ireland: Issues and Directions North and South

Session Type: Symposium

Unit: Educational Studies Association of Ireland

Time: Mon, Apr 13 - 4:05pm - 6:05pm

Place: San Diego Marriott Hotel & Marina, Irvine

***The Ties That Bind: The Impact and Politics of High School Reform Networks in an Urban, a Suburban, and a Rural High School***

In Session: Organizational Knowledge, Learning, and Culture: Implications for Research, Policy, and Practice

Session Type: Paper Session

Unit: SIG-Organizational Theory

Time: Mon, Apr 13 - 4:05pm - 6:05pm

Place: San Diego Marriott Hotel & Marina, Warner Center

***Understanding the Circles of Politics, Power, and Indigenous Knowledge (IK) in Higher Education Through Aboriginal Student Services Perspective***

In Session: The Conceptualization, Conduct, and Dissemination of Indigenous Research

Session Type: Symposium

Unit: SIG-Indigenous Peoples of the Pacific

Time: Mon, Apr 13 - 4:05pm - 6:05pm

Place: San Diego Convention Center, Room 10

***Urban Displacement: The Educational Politics of Race and Place in the Global Niche City***

In Session: Neoliberal Urbanism, City Schools: Global South/North Dialogues on the Right to the City, Exclusion, Subalternity

Session Type: Roundtables

Unit: SIG-Postcolonial Studies and Education

Time: Mon, Apr 13 - 4:05pm - 4:45pm

Place: San Diego Marriott Hotel & Marina, Marriott Hall Salon 4

***Tuesday***

***Gentrification, Race, and the Politics of Place in the Literacy Lives of Urban Youth***

In Session: Power, Politics, and Places of Learning: Examining Youth Literacy and the New Circle of Knowledge

Session Type: Symposium

Unit: Division G-Social Context of Education

Time: Tue, Apr 14 - 8:15am - 9:45am

Place: San Diego Convention Center, Room 30E

***"Ride or Die": Vietnamese American Youth Gangs and the Politics of Representation***

In Session: Nondominant Immigrant Students' Educational Experience

Session Type: Paper Session

Unit: Division G-Social Context of Education  
Time: Tue, Apr 14 - 8:15am - 9:45am  
Place: San Diego Convention Center, Room 31B

***New Gender Politics: The Feminization of the Principal's Role***

In Session: Analyses of Motivation and Experiences of Female Administrators and Teachers  
Session Type: Paper Session  
Unit: SIG-Research on Women and Education  
Time: Tue, Apr 14 - 10:35am - 12:05pm  
Place: Omni San Diego, Gallery 3B

***The Politics of Dissertation Advising***

In Session: Higher Education Policy, Politics, and Impact  
Session Type: Roundtables  
Unit: Division J-Postsecondary Education  
Time: Tue, Apr 14 - 10:35am - 11:15am  
Place: San Diego Marriott Hotel & Marina, Marriott Hall Salon 4

***Educational Inquiry and the Pedagogical Other: On the Politics and Ethics of Researching Critical Public Pedagogy***

In Session: Public Pedagogy and Social Action: Examinations and Portraits  
Session Type: Paper Session  
Unit: SIG-Biographical and Documentary Research  
Time: Tue, Apr 14 - 12:25pm - 1:55pm  
Place: San Diego Marriott Hotel & Marina, Warner Center

***English(es) in Urban Contexts: Politics, Pluralism, and Possibilities***

In Session: The Skins We Speak: Rethinking Language and Literacy Education in Contemporary Times  
Session Type: Symposium  
Unit: Division G-Social Context of Education  
Time: Tue, Apr 14 - 4:05pm - 5:35pm  
Place: San Diego Convention Center, Room 31B

***Going Public With Politics: Fighting Back Against the Pedagogies of Neoliberalism***

In Session: Marxism and Education: Marxist Analysis and Resistance in the Era of Neoliberal Turbulence  
Session Type: Paper Session  
Unit: SIG-Marxian Analysis of Society, Schools, and Education  
Time: Tue, Apr 14 - 4:05pm - 6:05pm  
Place: San Diego Convention Center, Room 8

***Identifying, Addressing, and Dealing With Academic Politics That May Affect You: The Asa G. Hilliard III Table***

In Session: The 13th Annual Continuation of Conversations With Senior Scholars on Advancing Research and Professional Development Related to Black Education  
Session Type: Invited Session  
Time: Tue, Apr 14 - 4:05pm - 6:05pm  
Place: San Diego Convention Center, Ballroom 20A

***The Critical Role of a Multidisciplinary Perspective in Politics and Policy Decisions***

In Session: The 13th Annual Continuation of Conversations with Senior Scholars on Advancing Research and Professional Development Related to Black Education  
Session Type: Invited Session  
Unit: Presidential Session  
Time: Tue, Apr 14 - 4:05pm - 6:05pm  
Place: San Diego Convention Center, Ballroom 20A

***Traditional Places + Indigenous Peoples = The Politics of Decolonizing Non-Aboriginal Environmental Educators***

In Session: Environmental Education Research and Decolonizing, Indigenizing, Empowering, De-Territorializing Moves  
Session Type: Paper Session  
Unit: SIG-Ecological and Environmental Education  
Time: Tue, Apr 14 - 4:05pm - 5:35pm  
Place: San Diego Marriott Hotel & Marina, Point Loma

**Wednesday**

***Between Research and Practice: An Account of the Micropolitics of Conducting Decolonizing Research in Indigenous Education***

In Session: Decolonizing Geographic and Knowledge Borderlands  
Session Type: Paper Session  
Unit: SIG-Critical Issues in Curriculum and Cultural Studies  
Time: Wed, Apr 15 - 8:15am - 10:15am

Place: San Diego Convention Center, Room 28C

***Educating the Uprooted: Education, Language and Politics in Sindh, 1947-2007***

In Session: Decolonizing Geographic and Knowledge Borderlands  
Session Type: Paper Session  
Unit: SIG-Critical Issues in Curriculum and Cultural Studies  
Time: Wed, Apr 15 - 8:15am - 10:15am  
Place: San Diego Convention Center, Room 28C

***Latina Professor Revitalizing Historical Memory: Resistance Politics and Transformation Within Teacher Education***

In Session: Opening Minds and Hearts Through Exploratory Self-Study  
Session Type: Paper Session  
Unit: SIG-Self-Study of Teacher Education Practices  
Time: Wed, Apr 15 - 8:15am - 10:15am  
Place: San Diego Convention Center, Room 9

***Race, Neoliberalism, and the Contradictory Politics of Charter Schools***

In Session: Chartering Equity? Race, School Choice, and Markets in Urban Educational Reform  
Session Type: Symposium



Unit: Division G-Social Context of Education  
Time: Wed, Apr 15 - 8:15am - 9:45am  
Place: San Diego Convention Center, Room 31B

***Teach for America and the Politics of Progressive Neoliberalism***

In Session: Teach for America: New Evidence From the Field  
Session Type: Paper Session  
Unit: Division K-Teaching and Teacher Education  
Time: Wed, Apr 15 - 8:15am - 9:45am  
Place: San Diego Marriott Hotel & Marina, San Diego Ballroom Salon B

***The Chicano Chronicle and the Ford Foundation: Chicano Studies, Identity Politics, and Cultural Nationalism in Higher Education Philanthropy, 1968-1978***

In Session: Self-Determination and Educational Opportunity Among Latinos and Chicanos, From the 1960s to the Present  
Session Type: Paper Session  
Unit: Division F-History and Historiography  
Time: Wed, Apr 15 - 10:35am - 12:05pm  
Place: San Diego Convention Center, Room 3

***The Politics of Data in the Affirmative Action Debate***

In Session: Affirmative Action, Democratic Deliberation, and Civil Rights: Understanding Ballot Initiatives and the Role of Researchers  
Session Type: Invited Session  
Unit: Division J-Postsecondary Education  
Time: Wed, Apr 15 - 10:35am - 12:05pm  
Place: San Diego Convention Center, Room 15A

***Politics, Education, and the Emergent Church Movement***

In Session: Charter School Policy and Related Interest Groups  
Session Type: Roundtables  
Unit: Division L-Educational Policy and Politics  
Time: Wed, Apr 15 - 11:25am - 12:05pm  
Place: San Diego Convention Center, Ballroom 6A

***The Complexities of Conflict When Teaching History in Rwanda: Interactions Between Politics and Learning***

In Session: Curricularizing a Troubled Past: Research From Germany, Rwanda, and Israel  
Session Type: Symposium  
Unit: Division B-Curriculum Studies  
Time: Wed, Apr 15 - 12:25pm - 1:55pm  
Place: San Diego Marriott Hotel & Marina, Chicago and Atlanta

***Eco-Justice, Environmental Politics, and Social Studies Education***

In Session: Critical Theories, Radical Pedagogies, and Social Education: Towards New Perspectives for Social Studies Education  
Session Type: Symposium  
Unit: SIG-Research in Social Studies Education  
Time: Wed, Apr 15 - 2:15pm - 3:45pm  
Place: San Diego Convention Center, Room 29D

***Funding the Flagships: Governance, Politics, and Identity in State Support for Public Research Universities***

In Session: Finances, Policy, and State Funding  
Session Type: Paper Session  
Unit: Division J-Postsecondary Education  
Time: Wed, Apr 15 - 2:15pm - 3:45pm  
Place: San Diego Convention Center, Room 14A

***Ione Mulnix, the Hesperian Literary Society, and Politics at the State University of Iowa, 1904-1909***

In Session: Politics, Identity, and Civic Capacity: Organizing Communities and Education in the 20th Century  
Session Type: Paper Session  
Unit: Division F-History and Historiography  
Time: Wed, Apr 15 - 2:15pm - 3:45pm  
Place: San Diego Convention Center, Room 3

***Sorting out the "Children of Gold": The History, Policy and Politics of Gifted Education in England***

In Session: Best Educational Practices to Support the Development of Giftedness, Talent, and Creativity  
Session Type: Poster Session  
Unit: SIG-Research on Giftedness and Talent  
Time: Wed, Apr 15 - 2:15pm - 3:45pm  
Place: San Diego Convention Center, Sails Pavilion

***Toward a Conceptualization of the Third Space in the School Choice Debate: Can There Be a Radical Politics in School Choice?***

In Session: School Choice: Theory and Implementation  
Session Type: Paper Session  
Unit: SIG-School Choice

Time: Wed, Apr 15 - 2:15pm - 3:45pm  
Place: San Diego Marriott Hotel & Marina, Newport Beach

***Multiracial Coalitional Politics and Asian American Student Activism***

In Session: Education in Multicultural Contexts Within and Across Subject Areas Paper Discussion 2  
Session Type: Roundtables  
Unit: Division G-Social Context of Education  
Time: Wed, Apr 15 - 3:05pm - 3:45pm  
Place: San Diego Convention Center, Ballroom 6A

***Thursday***

***Staging the Crisis: Philosophy of Curriculum and the Politics of the Teaching Subject***

In Session: Contested Directions for Curriculum Studies: Crisis, Pragmatism, and Democracy  
Session Type: Paper Session  
Unit: Division B-Curriculum Studies  
Time: Thu, Apr 16 - 8:15am - 9:45am  
Place: San Diego Marriott Hotel & Marina, Anaheim

***"The Blame Game": Politics, the Media, and Educational Research***

In Session: Re-Presenting Education: The Politics of Media, Educational Policy, and Research  
Session Type: Symposium  
Unit: Division L-Educational Policy and Politics  
Time: Thu, Apr 16 - 8:15am - 9:45am  
Place: San Diego Convention Center, Room 22

***Power, Positionality, and Educational Reform: A Critical Analysis of Politics in a Small Urban District***

In Session: Critical Viewpoints of Schooling: Race, Multiculturalism, Power, and Positionality  
Session Type: Roundtables  
Unit: Division G-Social Context of Education  
Time: Thu, Apr 16 - 9:05am - 9:45am  
Place: San Diego Convention Center, Ballroom 6A

***Global Positioning and Local Mediation: The Politics of Leadership Capacity in English Schools and Universities***

In Session: Current Issues in International Education Policy and Politics  
Session Type: Roundtables  
Unit: Division L-Educational Policy and Politics  
Time: Thu, Apr 16 - 11:25am - 12:05pm  
Place: San Diego Convention Center, Ballroom 6A

***Beyond Poli-Memos? A Consideration of the Linkages Between Politics and the Academy for Immigrant Educational Policy***

In Session: Recognizing the Heterogeneity of the Immigrant Experience: Counternarratives to Inform Educational Policy  
Session Type: Symposium  
Unit: SIG-Hispanic Research Issues  
Time: Thu, Apr 16 - 12:25pm - 1:55pm  
Place: San Diego Marriott Hotel & Marina, Columbia 1

***Does Size Really Matter: The Politics of Conducting Sexuality Research in Education***

In Session: Examining GLBT Issues in Education: What We Know and What Research is Missing?  
Session Type: Symposium  
Unit: Presidential Session  
Time: Thu, Apr 16 - 12:25pm - 1:55pm  
Place: San Diego Convention Center, Ballroom 6D

***Racial Politics, Gender Questioning, and Subaltern Histories: Cultivating Multiplicity in the Elementary Writing Curriculum***

In Session: Conceptualizing Curriculum for Social Justice, Language, and Immigrant Identities  
Session Type: Paper Session  
Unit: Division B-Curriculum Studies  
Time: Thu, Apr 16 - 12:25pm - 1:55pm  
Place: San Diego Marriott Hotel & Marina, Anaheim

***Practice or Politics: An Investigation of Public School Arts Teachers' Dispositions and Perceptions of Advocacy***

In Session: Division K: Teachers and Teacher Education, Session 11

Session Type: Roundtables  
Unit: Division K-Teaching and Teacher Education  
Time: Thu, Apr 16 - 1:15pm - 1:55pm  
Place: San Diego Convention Center, Ballroom 6A

***Engaging Preservice Teachers in the Politics of Teaching***

In Session: Descending From the Balcony: Realizing Social Justice Through Radical Participatory Action Research (PAR)  
Session Type: Interactive Symposium  
Unit: SIG-Critical Educators for Social Justice  
Time: Thu, Apr 16 - 2:15pm - 3:45pm  
Place: San Diego Convention Center, Room 9

***Life Notes: A Pan-African Narrative and the Politics of/in Memory***

In Session: Life Notes: Autobiographical Narratives Across the African Diaspora  
Session Type: Interactive Symposium  
Unit: Division G-Social Context of Education  
Time: Thu, Apr 16 - 2:15pm - 3:45pm  
Place: San Diego Marriott Hotel & Marina, San Diego Ballroom Salon C

***New Technologies and Politics of Language: EFL Teacher Perspective***

In Session: Playful Pedagogical Landscapes: Examining the Role of New Media Through a University/School Collaborative Project  
Session Type: Workshop  
Unit: SIG-School/University Collaborative Research  
Time: Thu, Apr 16 - 2:15pm - 3:45pm  
Place: San Diego Marriott Hotel & Marina, Warner Center

***The Politics of Language Legitimization, Language Ideologies, and "Nonstandard" Englishes***

In Session: Language and Literacy Practices: The Politics of Language Legitimization in Various Social Contexts of Multiple Languages and Literacies  
Session Type: Symposium  
Unit: Division G-Social Context of Education  
Time: Thu, Apr 16 - 2:15pm - 3:45pm  
Place: San Diego Marriott Hotel & Marina, Torrey 1

***"Surely You Know What It Is": Mapping Autobiography, Identity Politics, and Sociocultural Contexts***

In Session: Sociocultural and Historical Perspectives on Literacy  
Session Type: Paper Session  
Unit: SIG-Writing and Literacies  
Time: Thu, Apr 16 - 2:15pm - 3:45pm  
Place: San Diego Convention Center, Room 25B

***"You Ain't My Daddy": Black Male Teachers and the Politics of Surrogate Fatherhood***

In Session: Anxious Manhoods: Black Masculinity Studies Across Educational Contexts  
Session Type: Symposium  
Unit: Division G-Social Context of Education

Time: Thu, Apr 16 - 2:15pm - 3:45pm  
Place: San Diego Marriott Hotel & Marina, Torrey 3

***Education, Politics, and a Hunger Strike: A Mexican Community's Struggle for Education in Chicago's Little Village Community***

In Session: Latina/o Education in Chicago: Broadening Understandings of Mexican and Puerto Rican Schooling Experiences, Youth Engagement, and Community Activism  
Session Type: Symposium  
Unit: Division G-Social Context of Education  
Time: Thu, Apr 16 - 4:05pm - 5:35pm  
Place: San Diego Marriott Hotel & Marina, Torrey 1

***Mapping the Terrains of Ottoman Educational Politics: A Geospatial Approach to Histories of Education and Empire***

In Session: Emerging Scholars and Scholarship in Education Research  
Session Type: Poster Session  
Unit: AERA Sessions  
Time: Thu, Apr 16 - 4:05pm - 6:05pm  
Place: San Diego Marriott Hotel & Marina, Marriott Hall Salon 3

***Politics of Language Education Policy, Immigration and Race in California and Georgia, and Implications for Policy Studies***

In Session: Politics of Language and Immigration Policy  
Session Type: Paper Session  
Unit: Division L-Educational Policy and Politics  
Time: Thu, Apr 16 - 4:05pm - 5:35pm  
Place: San Diego Convention Center, Room 21

***Writing on the Margins From the Center: Homeless Youth and Politics at the Borders***

In Session: Researching the Margins  
Session Type: Paper Session

Unit: SIG-Qualitative Research  
Time: Thu, Apr 16 - 4:05pm - 6:05pm  
Place: Omni San Diego, Salon E

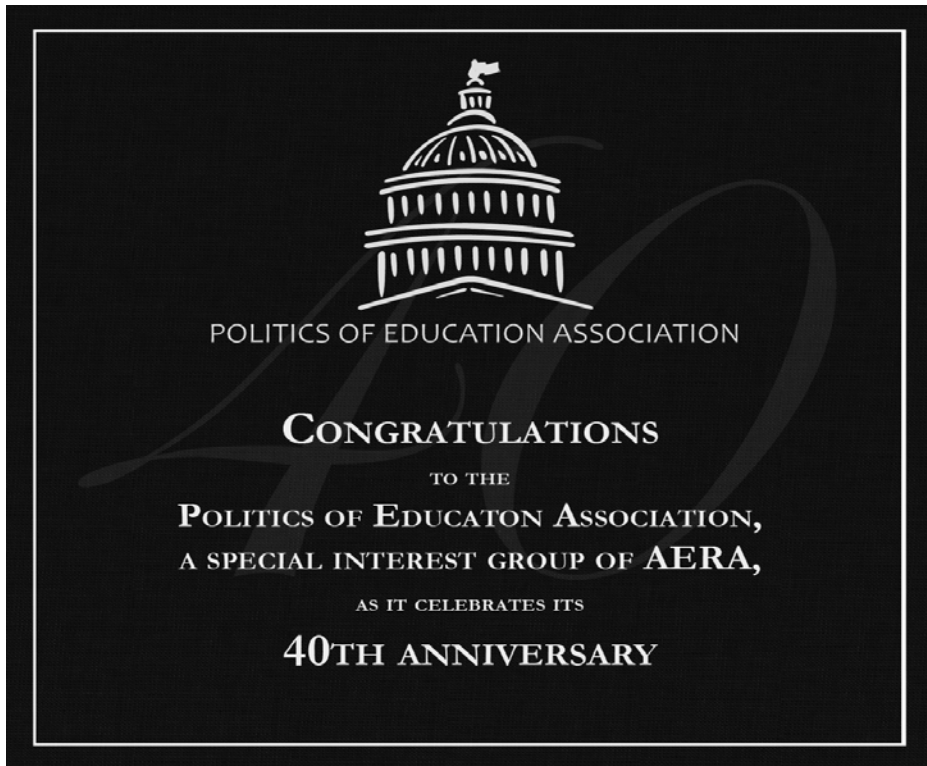
***Friday***

***Teacher Positionality and the Politics of Teaching Feminism***

In Session: Teacher Power, Positionality, and Reflexivity  
Session Type: Paper Session  
Unit: Division B-Curriculum Studies  
Time: Fri, Apr 17 - 2:15pm - 3:45pm  
Place: San Diego Marriott Hotel & Marina, Chicago and Atlanta

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