



POLITICS OF EDUCATION ASSOCIATION

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**BULLETIN**

Spring, 2010

*Market Reform Meets Conflict  
Realities: Assessing the Impact of  
School Choice from Two Competing  
Theoretical Perspectives*

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*Georgia State University*

School choice, or the policy of allowing parents and students to choose schools, is at the forefront of contemporary education reform. Choice is not only perceived as a means of improving student achievement and reducing the race and class-based gap in achievement, it is also viewed as means of satisfying the nonacademic needs and desires of families. A variety of choice options have entered into the public policy debate, including public choice in the form of open enrollment plans, magnet schools, and charter schools, as well as publicly funded private choice options in the form of private school vouchers. Many advocates of choice

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<sup>1</sup>Tomeka Davis (Ph.D., Emory University, 2008) is assistant professor of Sociology at Georgia State University. Her research focuses the sociology of education with an emphasis on race and class stratification in education. Her dissertation, *Laissez Faire Education Policy: Organization and Equity in School* (chaired by Regina Werum), focused on the effects of school choice policy on school organization, school-level diversity, and race and class-based disparities in achievement, track placement, and advanced course-taking. This research was supported by fellowships from the American Education Research Association (AERA) and the Spencer Foundation.

maintain that choice will better serve disadvantaged students especially, who under the current state of affairs, are confined to ailing public schools (Godwin & Kemerer 2002; Viteritti 1999). However, sociologists, among others, have criticized market models of education reform, arguing that choice and market reform do little to enhance achievement or ameliorate educational inequality (Fuller 2002; Henig 1994; Lubienski 2005; Mickelson 2005; Wells 1993; 1996; 1998).

My dissertation utilized two competing theoretical frameworks to examine the relationship between school choice and achievement: a market model favored by economists and a conflict model rooted in sociological traditions.

(Continued on page 5)

**PEA Business Meeting & Invited  
Panel**  
*International Perspectives on the  
Politics of Education*

**Date: Sunday, May 2<sup>nd</sup>**  
**Time: 6:15 pm – 8:15 pm**  
**Place: Colorado Convention Center  
Room 404**

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## PEA EXECUTIVE BOARD

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## In Memoriam – Tim Mazzoni

With sadness, we announce the death on April 6 of Tim Mazzoni. Tim was a long-time PEA member whose scholarly work made consequential and enduring contributions to our understanding of state education policymaking.

In the early 1970’s, Tim was among a small group of scholars who argued that the discipline of political science could be effectively and insightfully applied to the study of problems in education. Although Tim was relatively new to the field, Roald Campbell selected him to serve as the Associate Director of the Education Governance Project which supported a twelve-state study of comparative state politics. Tim and Roald co-authored the book that was, at the time, groundbreaking, and is now considered a classic treatment of state education policymaking processes and governance systems.

Throughout the 1980’s and 1990’s, Tim capitalized on political developments in Minnesota and used them as windows for examining fundamental dimensions of school governance. Tim’s work focused both on the politics of particular issues, such as school choice proposals, and on the influence of the public school lobby, governors, legislators, and big business in educational reform.

Whether developing new models such as the model of constituency mobilization or assessing existing models of political dynamics and governance relationships, Tim’s work consistently, critically and creatively addressed the most foundational aspects of scholarship—conceptual refinement and theory development. Among his most notable scholarly accomplishments was his arena model of state education policymaking. Tim derived the model from the literature, tested that model in light of case studies of state education policymaking in Minnesota, then developed and assessed a revised model for understanding policymaking processes. Over the course of his career, he received many prestigious awards for his research and teaching, including the Stephen K. Bailey Award for his scholarly contributions to the field. Tim will be

remembered not only as a distinguished scholar and stellar teacher but also as a gifted mentor, respected critic, trusted colleague and wise counsel. He invested generously in the intellectual development of others, and, as such exemplifies what it means to be both a scholar and a steward of the field.

He is survived by his wife, Judy, his children Michelle, Lisa and husband Peter, Matthew and wife Anna; four grandchildren, other relatives and many friends. Condolences may be sent to Judy Mazzoni, 17447 Plaza Animado, #134, San Diego, CA 92128

## MESSAGE FROM THE PRESIDENT

LORA COHEN-VOGEL  
FLORIDA STATE UNIVERSITY

In my final message as PEA President, I'm pleased to report that the Executive Board, with the fine support of the Association's seven committees, met all goals it set for the 2008-10 term: the Association's website has been redesigned (to be launched at AERA); the number of graduate student members has increased, the National Educational Politics Workshop, renamed in honor of William L. Boyd last year, has grown; and, with support totaling almost \$15,000 from university partners, a legacy film project was completed and gala celebration held to mark PEA's 40<sup>th</sup> Anniversary. In the last two years, we have also moved forward in coming to resolution with AERA around our policies and procedures. The remainder of this message will pertain to the PEA-AERA relationship.

You may recall that in previous *Bulletin* messages and at our 2009 Annual Meeting in San Diego, I described new AERA regulations published in the SIG Handbook (January, 2009). Several of those requirements – particularly around membership, publications and awards – have implications for how PEA conducts its business. Indeed, some SIG Handbook and related guidelines conflict with our existing Bylaws and decades of standard operating

procedures within PEA. (See [http://www.fsu.edu/~pea/newsletters/PEA\\_Bulletin\\_fall\\_2009.pdf](http://www.fsu.edu/~pea/newsletters/PEA_Bulletin_fall_2009.pdf) for a detailed description of the points of conflict.)

Over the last year, PEA's five-member Executive Board has deliberated on three separate occasions to consider several options for responding to new AERA requirements. After dismissing various ideas, including the development of two sets of bylaws to complement our dual status as an independent organization (1978 – present) and a SIG (1969-1996; 2001-present), the Executive Board decided to submit bylaws reflecting PEA's *current* policies and procedures *with a cover letter* addressed to AERA President Carol Lee. In that letter, we delineate where PEA activities appear to conflict with AERA policy. (The letter has been printed as an appendix to this *Bulletin*). In this way, we hoped to educate AERA's Governing Council about PEA and encourage a discussion between Council members and groups like ours around possible solutions.

That strategy proved fruitful. It opened the door for an early-April teleconference with AERA Executive Director Felice Levine and Executive Council member Lynne Schrum. In that call, AERA representatives marked the fine scholarly contributions our Association has made to the field of educational research and expressed the desire to come to a solution that would be acceptable to all. The result of our discussion delineated two options for our Association. As I will discuss in detail during PEA's Annual Business Meeting on May 2, they include (a) Dropping our status as an independent association in favor of SIG-only status, and (b) Dropping our SIG status in favor of becoming an independent association with "AERA affiliated" status.

Under Option (a), we would have to bring all of our policies and practices in line with AERA guidelines past and future. There are three key implications of this option. First, all PEA members would also be required to become AERA members. Second, we would be required to submit proposals for all four of our awards to AERA for approval. Both Levine

and Schrum expressed their confidence that three of our four awards would be approved (AERA allows each SIG up to 3 awards). Third, it appears that our publication program would go untouched. Under Levine's interpretation, PEA doesn't have academic "publications" per se. Instead, it lends its expertise and effort in the form of contributors and editors out to *Educational Policy* and the *Peabody Journal of Education*, as these are the publications.

Under Option (b), PEA would be an independent organization with "AERA Affiliated Group" status. In this scenario, we would function as an independent organization and be responsible for collecting membership dues, managing our own financial accounts, and organizing our own conference. This annual conference would, like NCME, be held during AERA each year. In this scenario, PEA membership dues would have to go up to pay for this new infrastructure and members would most likely have to pay a conference registration fee in addition to PEA dues and registration for AERA.

In meeting to discuss these two options, the Executive Board voted unanimously to recommend Option (a) to the membership. Board members also decided to call for a full discussion of these options at our Annual Business Meeting in Denver. To give individuals time to weigh the options and to ensure democratic participation, the Board will introduce a motion at the meeting "to amend the bylaws to allow for electronic vote moderated through AERA." Currently, the bylaws only allow for a vote of dues-paying members "at the annual business meeting" or "by mail."

We hope that you will attend the business meeting on May 2, and participate in this critical discussion around PEA's future.

Thank you,



Lora Cohen-Vogel  
[lcohenvogel@fsu.edu](mailto:lcohenvogel@fsu.edu)

**2010 WILLIAM L. BOYD  
NATIONAL EDUCATIONAL POLITICS  
WORKSHOP**

*KATRINA BULKLEY  
MONTCLAIR STATE UNIVERSITY*

The Politics of Education Association and the University Council of Education Administration will host 40 mentors, 120-plus graduate students and recent doctoral graduates at the 2010 William L. Boyd National Educational Politics Workshop. The event will take place on April 30th in conjunction with AERA in Denver. A new topic this year for small group discussions - "Exploring new discourses within the Politics of Education: Critical Policy Analysis, Critical Standpoint Theories, and beyond" - has generated a lot of interest from both mentors and emerging scholars, and promises to be a highlight for many of the participants. We are also delighted that Catherine Lugg has agreed to give a short talk about mentoring, as well as to offer some reflections on directions for research in the politics of education.

Held in conjunction with AERA in New York City, the National Education Politics Workshop began in 2008. In 2009, the workshop was named in honor of William L. Boyd, one of the most esteemed scholars in the field of education politics. Dr. Boyd served as Batschelet Chair Professor of Educational Leadership at Pennsylvania State University and editor of the *American Journal of Education*. He was a professor at Pennsylvania State University for 28 years, publishing prolifically and serving in various leadership roles, including a term as president of the Politics of Education Association.

Registration for emerging scholars closed on March 15<sup>th</sup>. If you are a participating mentor, graduate student, or emerging scholar, please contact Dr. Katrina Bulkley ([bulkleyk@mail.montclair.edu](mailto:bulkleyk@mail.montclair.edu)) or Dr. Gerardo Lopez ([lopezg@indiana.edu](mailto:lopezg@indiana.edu)) with any questions.



### **Market Reform**

(Davis, continued from page 1)

Broadly, the market model suggests choice will generate *competition* among schools that will maximize student achievement. This competition would force schools to better educate students or risk losing them to schools that perform better. While economic models of competition do not specify exactly how firms will respond to competition, some advocates of market reform in education argue that competition will force poorly performing schools to better *organize*, or improve their academic practices and internal operations, and in turn, improve the achievement of students (Chubb and Moe 1990; Hoxby 2002). According to this perspective, well-organized schools have strong academic requirements, efficacious teachers who work hard and encourage students to learn, and strong principals with significant influence over school policy. While competition is supposed to improve the organization of schools, advocates of school choice argue that organization is hindered by the bureaucratic rules public schools are subject to. Supporters of charter schools and voucher programs argue that charter and private schools are exemplary models of organization and surpass public schools in this regard because of their relative independence from the bureaucracy constraining the public sector. This autonomy and the improved school climate it generates leads to enhanced academic outcomes for private schools students.

Critics of choice stand on the other side of the debate. They contend that choice is unlikely to substantially reduce inequality in achievement, but they are divided as to why this is the case. Racial segregation is at the core of this division. One set of critics argue that rather than decreasing racial segregation, choice increases segregation because school racial composition is a primary criteria used by parents to select schools (Bifulco & Ladd 2007; Henig 1996; Mickelson 2005; Saporito 2003; Saporito & Lareau 1999). Others maintain that choice may decrease segregation at the building level but exacerbates or leaves intact segregation at

the classroom-level (Wells 1996; Wells, Holme, Asudeva 2002). I use this perspective as an alternative way of framing the relationship between choice and achievement. This notion is rooted in the broader sociological tradition of class and status group conflict; it situates school choice within a broader political context. In general, conflict theorists argue that high status groups (e.g. middle and upper-class Whites) see the educational gains of racial and ethnic minority groups as a threat to their dominance over educational resources. In an effort to secure their privilege, high status groups attempt to limit the access of disadvantaged to groups to education, including access to high-quality curricula and programs in high schools (e.g. college track courses). Thus, racial/ethnic groups and/or class groups are constantly engaged in conflict (hence the label) over issues such as access to education (who has it and the extent of it) as well as the form and content of the programs being taught (who learns what and in which kind of classes) (Anderson 1986; Collins 1980; Karabel 2005; Wrigley 1982).

Previous research suggests that increased racial diversity at the building level is associated with more pronounced tracking systems and a decreased likelihood that poor and minority students will be in the college track (Braddock 1990; Lucas & Berends 2002; 2007). In this way, choice may limit the access of poor and minority students to advanced programs and courses *within* choice schools (Wells, Holme, & Vasudeva 2002; Oakes and Wells 1996; Wells and Serna 1996). The sociological literature documents the drawbacks associated with tracking and placement in lower academic tracks, particularly the lack of exposure to challenging content and high-level instruction and the deleterious effects low track placement has on achievement (Gamoran 1987; 1992; Oakes 2005). Thus, while choice may decrease segregation at the building level, choice potentially increases segregation at the *classroom* level (Wells 1993; Wells 1996; Wells, Holme, & Vasudeva 2002). Therefore choice may not produce the benefits advocates anticipate because poor and minority students entering choice schools (particularly public schools of choice) are deprived of access to the best programs within these schools.

Using the Educational Longitudinal Study of 2002, a nationally representative data set assessing students beginning in 10<sup>th</sup> grade, my dissertation addressed the following questions:

- 1) Are private schools organized better than regular public schools?<sup>2</sup> Do variations in school organization purportedly driven by sector affect overall levels of achievement?
- 2) Is public choice associated with increased racial diversity at the building-level?<sup>3</sup> Does increased diversity at the building-level reduce the likelihood of being in the academic track for minority students?

### Findings and Implications

Two main findings emerged from my research. The first set of findings revealed that Catholic and private schools were significantly better organized than regular public schools. However, for non-Catholic private schools, this effect was mediated by better resources and an improved behavioral climate (fewer problems with fighting, drugs, vandalism, etc). In contrast to arguments made by market advocates, school organization had no significant effect on achievement gains in private

<sup>2</sup> I use four broad dimensions to measure organization – leadership, personnel, goals, and practice. I use measures that capture principal influence over school policy to gauge leadership. The personnel dimension reflects issues related to teachers – teacher morale, teacher excellence, teacher and staff collegiality. Goals measures the amount of coursework required for graduation in the four core academic areas (English, math, history, and science). Practice refers to activities that are directly related to how children are taught. These measures included the amount of homework assigned to students, the extent to which discipline was emphasized in school and whether classroom activities were highly structured.

<sup>3</sup> I use the following formula to calculate the racial diversity index:

$$D_r = (k(N^2 - \sum f_{sk}^2)) / N^2(k - 1)$$

where k equals the number of racial groups in the school, N is the total number of students in the school, and  $f_{sk}$  is the number of persons of race k in school s. The index ranges from 0 to 1. Schools with only one ethnic group have no racial diversity (k=0), and therefore have a score of zero on the index, while schools with many racial groups represented in relatively equal measure have scores closer to 1.

schools. Thus, even though Catholic and non-Catholic private high school students, on average, experienced higher achievement gains than regular public school students, these gains were not a product of school organization.

The second set of findings revealed that public schools of choice were more racially diverse than regular public schools. However, the increased racial diversity generated by public choice reduced the likelihood that minority students in public schools of choice were in the academic/college track, which ultimately suppressed minority student gains in achievement. Consequently, contrary to concerns regarding the segregatory impact of choice schools, public schools of choice appeared to be *more* racially diverse than regular public schools. But racial diversity proved problematic to the degree that it was associated with less exposure to rigorous courses for minority students.

These findings have important policy implications, particularly for public policy initiatives (like NCLB) that frame and utilize choice as a means of improving achievement and ameliorating race and class-based disparities in education. If poor and minority parents must rely on public choice options to flee failing schools, choice may not deliver on its promise of enhancing outcomes for these students, at least in terms of achievement. Public choice policies should be coupled with de-tracking policies or some course of action that minimizes curriculum differentiation in order for choice to produce a modicum of academic benefit. Another key policy implication of this research involves balancing the various types of equity in schools. The findings presented here suggest that public schools of choice do accomplish the very important goal of achieving equity in terms of input - that is, exposing students of different social backgrounds to the same educational environments, at least at the building level. However, this diversity may exacerbate educational disparities, i.e. equity in terms of output. Policymakers and administrators will have to make tough decisions in order for choice to deliver on its promise of meeting the needs of all students.

## Current Focus

I am adapting the dissertation into two papers. In doing so, I refine logic and methods in the dissertation that proved problematic. In the first paper, I re-conceptualize public choice to better reflect the elements of competition emphasized by the market framework and examine the impact of charter competition on the organization of traditional public schools and the achievement of students in traditional public schools. While there has been a significant amount of research examining the competitive effects of charter schools on student achievement (Bettinger 2005; Booker et al 2008; Bifulco & Ladd 2006; Hoxby 2003; Sass 2006), less research examines the mechanism driving the purported effect. This paper examines whether traditional public schools in districts with more charter competition respond to competition in ways relevant to how students are taught, teachers perform, and the services provided to parents. The second paper builds on the conflict framework and examines the impact of choice on segregation at the building and classroom-level. At present, I am examining the impact of public school choice on more traditional segregation measures (for example traditional dissimilarity indices) and comparing these measures to those used in the dissertation.

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# PERSPECTIVES ~

## Small Steps: Democracy Education Efforts with K-12 Schoolchildren in Bahrain

Mohammed Darabie\*  
Bowling Green State University

*A democracy is more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience. The extension in space of the number of individuals who participate in an interest so that each has to refer his own action to that of others, and to consider the action of others to give point and direction to his own, is equivalent to the breaking down of those barriers of class, race, and national territory which kept men from perceiving the full import of their activity.*  
(John Dewey, 1944, p. 87)

What kind of citizen is needed? The answer may be the citizen who can cope with contradictory experiences while maintaining an identity with one’s cultural heritage. While the struggle between conflicting beliefs and a search for cultural plurality is the diagnosis of the present, the promise of education is that the ability of the individual to overcome conflicting beliefs may be achieved by education (Boman, 2002). Education is crucial for children’s personal growth and self-realization. Education can enhance socio-cultural identity formation as citizens of their nation and the world. Research suggests that living in democratic nations is positively related to educational attainment and

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**2010 William L. Boyd  
National Educational Politics  
Workshop**

*Date: Friday, April 30<sup>th</sup>  
Time: 2:30 pm – 5:00 pm  
Place: Sheraton Denver, Plaza AB*



political stability (Evans & Rose 2006; Harber & Serf, 2006; McCowan 2006; Neuberger 2007). McClosky and Brill (1983) have noted the importance of a sense of security as a mediator of the effect of education on authoritarian–libertarian values. This brief essay will discuss small steps in democracy education that have been implemented in the Kingdom of Bahrain and will discuss the potential implications of these small steps on the nation’s ongoing development and a call for future research.

Bahrain is a small Middle Eastern nation approximately 266 square miles, representing one large island and approximately 35 smaller islands located in the shallow waters of the Persian Gulf. Bahrain’s estimated population in 2003 was 689,400 (Ministry of Culture and Information, 2008). Once a colony of Great Britain, Bahrain won its full independence from the British in 1971 (Darby, 1973). Bahrain is characterized by an Arabic culture with a strong Islamic tradition that is reflected in the everyday life of schools (Tirri, Tallent-Runnels, & Nokelainen, 2005). The national school system in Bahrain was founded in 1932 and was among the first national systems of education in the Middle East. Public education in Bahrain is free and mandatory for both boys and girls at the primary, intermediate, and secondary levels. The kingdom has a literacy rate of 89% (UNICEF, 2008).

Among Middle Eastern countries, Bahrain enjoys normalized relations with the United States and other Western nations. Bahrain’s leadership has recognized the fundamental need to learn about and interact with other nations and people from other cultures and backgrounds. Towards this end, the Kingdom’s Ministry of Education has designed curriculum materials, and trained teachers in their use, and provided ongoing support. Nevertheless, Bahrain has its own inner conflict that is represented by the two major factions of Islam—Sunni and Shiite. Sunnis represent the majority of the population, including the Monarchy.

King Hamad of Bahrain came to power in 1999. During the first three years of his rule, the monarchy pursued a number of reforms in order to

improve the sociopolitical situation in the country, including the establishment of the Supreme National Committee. The Supreme National Committee was tasked with drafting a charter that would present the country’s future direction, including its institutional and constitutional authority. The charter included seven major chapters: 1) Basic Principles of the Society, 2) Government System, 3) Economic Fundamentals of the Society, 4) National Security, 5) Democratic Life, 6) Gulf Relations, and 7) Foreign Relations (*National Action Charter*, 2000).

Chapter 5 of the *National Action Charter* (Democratic Life) reveals a focus on Bahraini citizens’ engagement in determining their government council representatives and roles in promoting people’s freedoms and rights. It states:

Democracy has been reflected in practice through the constitution and the elected National Council and further enhanced by the addition of a Shura (consultative) council that has proved to be a forum of serious discussion, examination and advice over an entire matrix of public issues of concern to the country. Moreover, the Shura council has proved to be capable of being sufficiently receptive to new developments...In order to broaden people's participation in public affairs, in line with the principle of Shura, a basic Islamic principle of the government system of Bahrain, and in true belief of the right of the entire people to practice their constitutional political rights and with a view to being congruent with deep-rooted democracies.

(*National Action Charter*, 2000, p.8)

There have been many calls for educational and political reforms across the Middle East, notably from the United States and other Western nations (i.e., U.K and other EU member countries). These calls intensified after the tragic events of September 11, 2001. However, there was no systematic focus or vision of how such calls for reforms should be implemented or even sustained. In addition, calls

for political reform and democratic education in the Middle East have focused on a “one size fits all” model of democratization, which may not be appropriate due to demographic and sociopolitical challenges, including tribalism, sectarianism based on religious or cultural orientation and a long history of submission to authoritarianism. The religion of Islam is a dominant factor and most Arabs and Muslim societies prefer gradual reforms over radical ones (Ben-Meir, 2006). Democracy is an evolving process that includes the education of younger generations. Democracy education involves parents, teachers, community members and governments in providing school children to develop and make decisions for themselves and in relation to their families and fellow citizens.

With this evolving process in mind, the Kingdom of Bahrain launched a country-wide initiative in 2000 that promotes democratic practices and teachings in K-12 schools, focusing on the engagement of students in educational experiences based on a democratic framework. This initiative includes establishing student-elected councils in their school where school children exercise nominating candidates and campaigning. Children’s platforms include (unsurprisingly) calls for longer recess time, less homework, and more sports. Parents’ involvement in the process includes assisting them with making banners and taking photos as their children promote their campaign, candidates then seek support and alliance from their peers in the school. School candidates are provided with the opportunity to visit with different classrooms in their schools and provide answers to their peers regarding their needs and requests from the school and the candidate. A few days prior to the election, candidates meet for a debate in front of their schoolteachers and students where they respond to answers from both audiences. On the day of the election, ballots are distributed and students cast their votes. A few days later, classrooms celebrate their children’s accomplishment and acknowledge their role in representing them to the school.

The educational reform efforts led by King Hamad and his government led to the creation of the *National Action Charter* in 2000. The Bahraini

Government continues to provide K-12 schoolchildren with a variety of content-based experiences that focus on the democratic form of government, patriotism, nationalism and the role, rights, identity, and belongingness of individual society members. Schoolchildren in Bahrain have become increasingly aware of what democracy means and how they identify themselves, their families and nation with it as process, a practice and an understanding. Although these are small steps, it is a nationwide campaign that spans all K-12 schools across the Kingdom. It is ambitious in its goals, but seeks to slowly impact future generations in the Kingdom of Bahrain. The long term impact of these democratic educational activities on the learning and behavior of Bahrain’s children remain unknown and understudied. There are no indications that democracy is a prerequisite to defeating terrorism or any empirical data to support the linkage between existing authoritarian regimes and terrorism (Ben-Meir, 2006). A gradual and un-accelerated approach of democracy to people and society may be more effective in the long term. In short, democracy needs time to truly flourish in the Muslim Middle East.

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## **DIVISION L GRADUATE STUDENT REPRESENTATIVES ANNOUNCE THEIR SESSIONS AT AERA**

We would like to invite PEA regular and graduate student members to our Division L special sessions, including:

\* Division L Fireside Chat, "Critical Conversations: Exploring the Influx of Market-Based Reform Efforts Within State and Federal Educational Policies" with invited speakers Michael W. Apple (University of Wisconsin), Frederick M. Hess (American Enterprise Institute), and Dominic J. Brewer (University of Southern California) The Fireside Chat will take place on Saturday, May 1, 8:15am - 9:45am, in the Sheraton / Plaza Ballroom E

\* Division L Junior Scholars workshop, "Division L Junior Faculty Mentoring Session - Advice for Successfully Navigating Early Career Stage in Education Policy " with William A. Firestone (Rutgers University), Gerald K. Letendre (Pennsylvania State University), and Thomas M. Smith (Vanderbilt University) Saturday, May 1 -

12:25 - 1:55 pm at the Sheraton / Governor's Square 10

\* Division L Business Meeting (open meeting) on Saturday, May 1 - 6:15pm - 7:45 pm at the Sheraton, Governor's Square 15.

Thank you,

Bradley W. Carpenter  
(University of Texas - Austin)

Heather E. Price

(University of Notre Dame)

Division L Graduate Student Representatives

## **PEA DISSERTATION AWARDS COMMITTEE REPORT**

*ERIK C. NESS*  
*UNIVERSITY OF GEORGIA*

The PEA Dissertation Award Committee has completed two rounds of evaluations for the Outstanding Dissertation in the Politics of Education. This year's review process produced three strong finalists. Although the winner will not be announced until the PEA Business Meeting at AERA, the committee is pleased to announce this year's finalists (and their dissertation sponsors):

Catherine DiMartino, for *Public-Private Partnerships and the Small Schools Movement: A New Form of Education Management*, which earned her a Ph.D. from New York University. Chair: Janelle Scott.

Wayne Lewis, for *Post-Punctuation Politics: The Evolution of Charter School Policy in North Carolina*, which earned him a Ph.D. from North Carolina State University. Chair: Lance Fusarelli.

Nalize Marais, for *Accountability and Liability: An Education Law Perspective on School Leadership*, which earned her a Ph.D. from University of the Free State (South Africa). Chair: S.M. (Rita) Niemann.

As a group, the nine nominations were intellectually and geographically diverse, nominated by faculty sponsors with home disciplines in education, law, and sociology, and representing a broad range of institutions. In addition to the three institutions named above, we received nominations from George Washington University, Ohio State University, Michigan State University, Northeastern University, and University of California, Irvine. The dissertation topics ranged from collective bargaining to parental involvement to town-gown partnerships for higher education policy.

On the behalf of the Dissertation Award Committee, I thank each sponsoring faculty member for their nominations; all deserve recognition. By reviewing detailed abstracts of all nominees and full dissertations of the finalists, service on this committee requires tough decisions on so many rigorous, relevant, and well-crafted studies. It is truly an honor to do such work. With expiring terms among committee members, PEA is looking for volunteers for two-year terms. Please consider volunteering for this most rewarding experience by contacting President-Elect Catherine Lugg at [calugg@yahoo.com](mailto:calugg@yahoo.com).

We also encourage PEA members to continue to nominate dissertations and to share the call for nominations with colleagues in education, higher education, and related disciplines (history, political science, economics, law, etc.). We will be announcing the call for next year's award (dissertations defended between July 1, 2009 and June 30, 2010) this summer.

Dissertation Awards Committee:

Erik Ness, Chair, University of Georgia  
Christopher Loss, Vanderbilt University  
Betty Malen, University of Maryland  
Lorraine McDonnell, University of California, Santa Barbara  
Vance Randall, Brigham Young University  
Dorothy Shipps, Baruch College, City University of New York

## TREASURER REPORT

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

The financial statement for our AERA account is listed on page 25. Our fiscal year runs from May 1 through April 30. We began the 2010 Fiscal Year with an account balance of \$5976.00. Between May 1, 2009 and March 1, 2010, we generated over \$7000 in revenue from membership fees and spent about the same primarily on our two publications, Annual Breakfast and Speaker Series (at UCEA), award plaques and William L. Boyd Workshop.

As we move forward, we anticipate the following expenditures:

- A. Publication/shipping of 2011 PEA Yearbook (Educational Policy)
- B. 2010 Award Plaques
- C. 2010 William L. Boyd National Education Politics Workshop
- D. 2010 SIG Management Fee
- E. 2010 Meeting and Breakfast at UCEA

## ELECTIONS COMMITTEE REPORT

*STACEY RUTLEDGE  
FLORIDA STATE UNIVERSITY*

The Elections Committee is pleased to announce the results of the recent elections for president, treasurer, and member-at-large. Catherine Lugg has been elected president, Tamara Young has been elected to a second term as treasurer, and Jeffrey Henig is the new member-at-large.

Catherine A. Lugg is associate professor of education in the Department of Theory, Policy and Administration, Graduate School of Education, at Rutgers, the State University of New Jersey. Her research interests include educational politics and history, and the influences of social movements and political ideology have on educational politics and policy.

Tamara V. Young is assistant professor in Educational Leadership and Policy Studies at North Carolina State University. Her research interests are politics of education and policy implementation.

Jeffrey R. Henig is professor of political science and education at Teachers College, and professor of political science at Columbia University. He earned his Ph.D. in Political Science at Northwestern University in 1978.

We thank all eight candidates for their willingness to run.

### **Division L's Junior Faculty Mentoring Seminar**

*Date: Saturday, May 1<sup>st</sup>*

*Time: 12:25 pm – 1:55 pm*

*Place: Sheraton, Governor's Square 10*

## PUBLICATIONS COMMITTEE REPORT

*KATHRYN A. MCDERMOTT  
UNIVERSITY OF MASSACHUSETTS*

This past year has been busy again for our publications committee. The 2010 Yearbook, *International Perspectives on the Politics of Education: Leadership and Identity in Multiple Contexts*, edited by Jeffrey S. Brooks (University of Missouri) and Brendan D. Maxcy (IUPUI), went out to members earlier this year. It will be featured at the PEA Business Meeting at AERA. The biennial special issue of the *Peabody Journal of Education* on educational politics was shipped in mid-April.

The 2011 special issue of the *Peabody Journal of Education* will be entitled *Post-Racialism in the K-12 and Higher Education Arenas: The Politics of Education in the Obama Administration Era*. The editors, Enrique Aleman (University of Utah), Andrea Rorrer (University of Utah), and Laurence Parker (University of Illinois), are considering individual article manuscripts for inclusion in the issue. The deadline for submissions is May 15, 2010. For more information please see page 21.

And finally, there's still time to submit an editorial proposal for the 2012 PEA Yearbook. For more information please see page 23.

## MEMBERSHIP COMMITTEE REPORT

*MARLA SANDERS  
FRANCIS MARION UNIVERSITY*

Currently, the Politics of Education Association (PEA) has almost 250 active members. Our membership has grown over the past year, but the committee is continuously looking for ways to attract new members and encourage former members to renew. The committee is also responsible for managing membership records and coordinating membership recruitment activities.

Current committee members include Marla Sanders, Francis Marion University; Wayne Lewis, University of Kentucky; and Tiina Itkonen, California State University Channel Islands.

In December 2009, members received email notifications reminding them to renew their PEA memberships along with their AERA memberships. Additionally, in January and February, lapsed members were sent personalized emails asking them to rejoin PEA and describing the new events, resources, and opportunities that our organization has to offer. The committee will continue these efforts in November and December to ensure that we retain our membership base. Additionally, the committee is developing strategies to recruit more graduate students into the organization. This year, PEA members will be distributing brochures to graduate students and beginning scholars participating in the William L. Boyd National Education Politics Workshop. We hope to inform graduate students of PEA opportunities and encourage them to become contributing members of our organization. These brochures will also be sent to current PEA members to share with graduate students and colleagues at their institutions.

PEA continues to offer various opportunities for members in the areas of scholarship and teaching. Members have access to numerous presentation, mentoring, and networking opportunities at AERA and publications such as the PEA Bulletin, which is published twice a year; the special 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 its website.

For those interested in joining or renewing their membership, please see page 31 of the *PEA Bulletin*.

## AERA PROGRAM REPORT

REBECCA JACOBSEN  
MICHIGAN STATE UNIVERSITY

We are looking forward to hearing new and cutting edge research presented at this year's annual meeting and the Politics of Education Association is pleased to sponsor a number of engaging sessions. We would like to call your attention to the panels being sponsored by our SIG. Based on the thoughtful feedback given by the review panel members, the PEA Program Committee selected high quality papers that reflect issues and ideas central to the interests of PEA members.

### Symposium Session:

**Shaping Education Policy: Power and Process**  
Mon, May 3<sup>rd</sup> at 2:15pm – Sheraton, Governor's Square 10

This symposium reviews the surprising history of education policy during the last sixty years and explores the dynamics of political forces responsible for shaping critical dimensions of stability and change. Near the end of his brilliant career, William Lowe Boyd began to review the surprisingly volatile education policy changes of the last 60 years reshaping public education throughout the developed world. He left some notes and thought a book should be produced, reviewing and interpreting these surprising policy dynamics. With the encouragement of the Politics of Education Association, a team of 26 scholars has undertaken to complete this task. This symposium presents a synopsis of key ideas in this volume.

### Paper Sessions

#### **Interest Groups in Education Policy**

Saturday, May 1<sup>st</sup> at 10:35am – Sheraton, Plaza Court 2

*African American Politics and Educational Policy:  
An Analysis of Electoral Structures, African*

*American Representation an Education Policy Outcomes*

Bettie Ray Butler & Chance W. Lewis  
Texas A & M University

*Politics, Inequality and State Priorities for Higher Education*

Luciana Dar  
University of California – Riverside

*Surviving in Politics: Understanding Why Organizations Lobby when Victory is Unlikely*

Tamara V. Young  
North Carolina State University

**All Politics Are Local: Citizen, Community and Neighborhood Engagement**

Sunday, May 2<sup>nd</sup> at 10:35am – Sheraton,  
Governor's Square 9

*“Political Quagmire”: School and Community Conflict in the midst of a Teacher Strike*

Erin Carol McHenry-Sorber  
Pennsylvania State University

*Representing Neighborhoods in Local Schools: Investigating Constituent Values and School Policy*

Ann M. Allen, Michael Glassman, Heather Sue Dawson & Lisa Riegel  
Ohio State University

*Subgroup Status and No Child Left Behind: Race and Ethnicity in Building Civic Capacity*

Kenann McKenzie-Thompson  
Teachers College, Columbia University

*The Politics and Resource Costs of Levy Campaigns in Ohio School Districts*

William Kyle Ingle, Paul Andrew Johnson & Ruth Ann Petroff  
Bowling Green University

Poster Sessions:

**Arizona's English-Language Learner Policy: 1992-2009**

Stephen B. Lawton, Arizona State University  
Saturday, May 1<sup>st</sup> at 2:15pm - Colorado Convention Center, Korbel Ballroom 3

**Moving Up: Foundations' Targeting of Education Policy Grantmaking at Varying Levels of Government**

Shayna M. Klopott, Teachers College, Columbia University

Monday, May 3<sup>rd</sup> at 2:15pm – Colorado Convention Center, Korbel Ballroom 3

Additionally, we encourage all members to attend the Politics of Education Association business meeting and invited panel. Contributors to the 2010 PEA yearbook, *International Perspectives on the Politics of Education*, will present their work and answer questions during the second half of the meeting.

**Business Meeting and Invited Panel: International Perspectives on the Politics of Education**

Sunday, May 2<sup>nd</sup> at 6:15pm – Colorado Convention Center, Room 404

Planning for AERA 2011 is already underway. We encourage you to submit a proposal to the PEA SIG so that we can continue to sponsor engaging and thoughtful sessions at AERA.

We look forward to seeing you in Denver.

-Rebecca Jacobsen  
Michigan State University

**Coming this Summer 2010...  
Off the Press, Volume 3**

**Be on the lookout for the call for  
submissions in June.**

*Off the Press* is a special newsletter of recent publications by our members, which is published annually in the summer, a key course planning time in advance of the fall semester.

## POLITICS-RELATED AERA SESSIONS

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; 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)

#### *Addressing the Micropolitical Imperative in Leadership*

##### *Preparation: Context and Strategies*

Session type: Roundtable Session

Time: Sat, May 1 – 8:15 am – 9:45 am

Place: Sheraton Denver, Grand Ballroom Section 2

#### *All Politics are Local: Citizen, Community, and Neighborhood Engagement*

Session type: Paper Session

Time: Sun, May 2 – 10:35 am – 12:05 pm

Place: Sheraton Denver, Governor's Square 9

#### *Citizenship Curriculum Reform Efforts*

Session type: Roundtable Session

Time: Sat, May 1 – 2:15 pm – 3:45 pm

Place: Sheraton Denver, Grand Ballroom Section 2

#### *College Access for Historically Disenfranchised Students: The Influence of Identity, Voice, and Politics*

Session type: Roundtable Session

Time: Mon, May 3 – 2:15 pm – 3:45 pm

Place: Colorado Convention Center, Korbel Ballroom 2

#### *Courts and Equal Educational Opportunities*

Session type: Paper Session

Time: Fri, Apr 30 – 12:00 pm – 1:30 pm

Place: Sheraton Denver, Governor's Square 10

#### *Critical Issues Regarding School Law and Policy*

Session type: Roundtable Session

Time: Sat, May 1 – 2:15 pm – 3:45 pm

Place: Sheraton Denver, Grand Ballroom Section 2

#### *Dilemmas in Democratic Education*

Session type: Symposium

Time: Mon, May 3 – 2:15 pm – 3:45 pm

Place: Colorado Convention Center, Room 606

#### *Extraordinary Politics: Civic Education, Youth Culture, and the School Curriculum*

Session type: Symposium

Time: Tue, May 4 – 8:15 am – 10:15 am

Place: Colorado Convention Center, Room 112

#### *Interest Groups in Education Policy*

Session type: Paper Session

Time: Sat, May 1 – 10:35 am – 12:05 pm

Place: Sheraton Denver, Plaza Court 2

#### *Multiple Contexts of Educational Policy and Practice*

Session type: Paper Session

Time: Sat, May 1 – 4:05 pm – 5:35 pm

Place: Colorado Convention Center, Room 705

#### *Policy Making and Diverse Stakeholders: Giving Voice to the Voiceless*

Session type: Roundtable Session

Time: Sat, May 1 – 8:15 am – 9:45 am

Place: Colorado Convention Center, Korbel Ballroom 2

#### *Precarious Ecologies: the Interplay of Metropolitan Schools and Regional Space in Structuring Inequality*

Session type: Roundtable Session

Time: Mon, May 3 – 12:25 pm – 1:55 pm

Place: Colorado Convention Center, Room 705

#### *Reimagining Public Education: Critical Politics and Democracy*

Session type: Symposium

Time: Mon, May 3 – 10:35 am – 12:05 pm

Place: Colorado Convention Center, Room 711

#### *School Food Politics: The Complex Ecology of Food and Hunger in Schools Around the World*

Session type: Symposium

Time: Mon, May 3 – 12:25 pm – 1:55 pm

Place: Colorado Convention Center, Room 711

#### *Shaping Education Policy: Power and Process*

Session type: Symposium

Time: Mon, May 3 – 2:15 pm – 3:45 pm

Place: Sheraton Denver, Governor's Square 10

#### *State Reform in an Era of Accountability and Innovation*

Session type: Paper Session

Time: Tue, May 4 – 8:15 am – 9:45 am

Place: Sheraton Denver, Governor's Square 10

#### *The Complex Ecologies of Peace Education: Negotiating the Politics of Participation in Formal and Nonformal Settings*

Session type: Symposium



Time: Sat, May 1 – 2:15 pm – 3:45 pm  
Place: Colorado Convention Center, Room 606

***When Politics and Social Studies Teachers Meet in the Classroom***

Session type: Symposium  
Time: Mon, May 3 – 2:15 pm – 3:45 pm  
Place: Colorado Convention Center, Room 112

***Working In, and Against, the Neo-Liberal State: Global Perspectives on Teacher Union Research***

Session type: Paper Session  
Time: Mon, May 3 – 8:15 am – 10:15 am  
Place: Sheraton Denver, Plaza Court 2

**INDIVIDUAL PRESENTATIONS**

(See AERA Conference Program for presenters' names)

***Friday***

***Affirmative Action and the Politics of Fear: Content Analysis of News Coverage of Court Cases***

In Session: Courts and Equal Educational Opportunities  
Session Type: Paper Session  
Unit: Division L-Educational Policy and Politics  
Time: Fri, Apr 30 - 12:00 pm - 1:30 pm  
Place: Sheraton Denver, Governor's Square 10

***How Student Teachers Perceive Caring Pedagogical Practice: The (Un)Broken Circle of Ethics, Mora, and Politics***

In Session: Educator Pedagogy, Perceptions, and Beliefs in the Moral Domain  
Session Type: Roundtable Session  
Unit: SIG-Moral Development and Education  
Time: Fri, Apr 30 - 4:05 pm - 5:35 pm  
Place: Colorado Convention Center, Korbel Ballroom 2

***Saturday***

***Arizona's English-Language Learner Policy: 1992-2009***

Session Type: Poster Session  
Time: Mon, May 3 - 2:15 pm - 3:45 pm  
Place: Colorado Convention Center, Korbel Ballroom 3

***Feeling Politics: Affectivities and the Possibilities for Political Pedagogies***

In Session: Embodying Deleuze in Early Childhood  
Session Type: Symposium  
Unit: SIG-Critical Perspectives on Early Childhood Education  
Time: Sat, May 1 – 8:15 am - 9:45 am  
Place: Colorado Convention Center, Room 610, 612

***Policy Research and the Complex Politics of Language, Immigration, and Race in the United States***

In Session: Policy Making and Diverse Stakeholders: Giving Voice to the Voiceless

Session Type: Roundtable Session  
Unit: Division G - Social Context of Education  
Time: Sat, May 1 – 8:15 am - 9:45 am  
Place: Colorado Convention Center, Korbel Ballroom 2

***The Neo-Bureaucratic Engineer and the Micropolitics of Effective School Leadership***

In Session: Addressing the Micropolitical Imperative in Leadership Preparation: Context and Strategies  
Session Type: Roundtable Session  
Unit: SIG-Learning and Teaching in Educational Leadership  
Time: Sat, May 1 – 8:15 am - 9:45 am  
Place: Sheraton Denver, Grand Ballroom Section 2

***African American Politics and Educational Policy: An Analysis of Electoral Structures, African American Representation, and Education Policy Outcomes***

In Session: Interest Groups in Education Policy  
Session Type: Paper Session  
Unit: SIG-Politics of Education  
Time: Sat, May 1 – 10:35 am - 12:05 pm  
Place: Sheraton Denver, Plaza Court 2

***Politics, Inequality, and State Priorities for Higher Education***

In Session: Interest Groups in Education Policy  
Session Type: Paper Session  
Unit: SIG-Politics of Education  
Time: Sat, May 1 – 10:35 am - 12:05 pm  
Place: Sheraton Denver, Plaza Court 2

***Scaling Up: The Politics of Potential***

In Session: Transforming Teaching and Learning for Indigenous Students in Mainstream Secondary Schools: Teacher Professional Development and School Reform  
Session Type: Symposium  
Unit: Division H - Research, Evaluation and Assessment in Schools  
Time: Sat, May 1 – 10:35 am - 12:05 pm  
Place: Sheraton Denver, Governor's Square 17

***Surviving in Politics: Understanding Why Organizations Lobby When Victory is Unlikely***

In Session: Interest Groups in Education Policy  
Session Type: Paper Session  
Unit: SIG-Politics of Education  
Time: Sat, May 1 – 10:35 am - 12:05 pm  
Place: Sheraton Denver, Plaza Court 2

***The Politics that Lie Beneath the Surface: An Examination of Preservice Teachers' Beliefs about Education and English Learners***

In Session: Teachers on Teaching English-Language Learners and English as a Second Language  
Session Type: Paper Session  
Unit: Division K - Teaching and Teacher Education

Time: Sat, May 1 – 12:25 pm - 1:55 pm  
Place: Colorado Convention Center, Room 602

***Encountering Peace: The Politics of Participation in Educating for Coexistence***

In Session: The Complex Ecologies of Peace Education: Negotiating the Politics of Participation in Formal and Nonformal Settings  
Session Type: Symposium  
Unit: SIG-Peace Education  
Time: Sat, May 1 – 2:15 pm - 3:45 pm  
Place: Colorado Convention Center, Room 606

***Evidence in the Public Mind: Popular Media, Politics, and the Reality of School Shootings***

In Session: Critical Issues Regarding School Law and Policy  
Session Type: Roundtable Session  
Unit: Division L - Educational Policy and Politics  
Time: Sat, May 1 – 2:15 pm - 3:45 pm  
Place: Sheraton Denver, Grand Ballroom Section 2

***Negotiating Language, Politics, and Culture: Reconstructive Learning During and After Violent Political Conflict in Lebanon***

In Session: The Complex Ecologies of Peace Education: Negotiating the Politics of Participation in Formal and Nonformal Settings  
Session Type: Symposium  
Unit: SIG-Peace Education  
Time: Sat, May 1 – 2:15 pm - 3:45 pm  
Place: Colorado Convention Center, Room 606

***The Politics of Religion: Citizenship Educational Reform in 21<sup>st</sup>-Century Europe***

In Session: Citizenship Curriculum Reform Efforts  
Session Type: Roundtable Session  
Unit: Division L - Educational Policy and Politics  
Time: Sat, May 1 – 2:15 pm - 3:45 pm  
Place: Sheraton Denver, Grand Ballroom Section 2

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

In Session: The 14th 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: Sat, May 1 – 4:05 pm - 6:05 pm  
Place: Colorado Convention Center, Four Seasons Ballroom 4

***The Critical Role of a Multi-Disciplinary Perspective in Politics and Policy Decisions***

In Session: The 14th 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: Sat, May 1 – 4:05 pm - 6:05 pm

Place: Colorado Convention Center, Four Seasons Ballroom 4

***The Politics of Knowledge and Educational Research***

In Session: The 14th 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: Sat, May 1 – 4:05 pm - 6:05 pm  
Place: Colorado Convention Center, Four Seasons Ballroom 4

***The Social-Class Politics of Alternative Certification: Elite Teachers for Non-Elite Schools***

In Session: Multiple Contexts of Educational Policy and Practice  
Session Type: Paper Session  
Unit: Division G - Social Context of Education  
Time: Sat, May 1 – 4:05 pm - 5:35 pm  
Place: Colorado Convention Center, Room 705

***Sunday***

***Connoisseurship Reconsidered: Understanding the Complex Interplay of Pedagogy, Politics, and Poesis in Assessing Arts-Based Research***

In Session: Reexamining the Complex Aesthetic Ecologies of Arts-Based Educational Research for a Changing World  
Session Type: Symposium  
Unit: SIG-Arts-Based Educational Research  
Time: Sun, May 2 – 8:15 am - 10:15 am  
Place: Colorado Convention Center, Room 606

***Issues of Micropolitics in Principal Succession***

In Session: Changing Roles, Crossing Boundaries: Instructional Leadership in Many Forms and Reforms  
Session Type: Roundtable Session  
Unit: Division A - Administration Organization & Leadership  
Time: Sun, May 2 – 8:15 am - 10:15 am  
Place: Sheraton Denver, Grand Ballroom Section 2

***Life Notes about the Dual Careers of Black Females: Race and Gender Politics in Public School Administration and Higher-Education Professorship***

In Session: Breaking Through: Black Women Navigating Educational Leadership and Higher Education  
Session Type: Roundtable Session  
Unit: Division A - Administration Organization & Leadership  
Time: Sun, May 2 – 8:15 am - 9:45 am  
Place: Sheraton Denver, Grand Ballroom Section 2

***Old Myths and New Meanings: The Politics of Student Rating Form Design, a Case Study***

In Session: WJ McKeachie Award Invited Address and Panel Discussion: Faculty Evaluation and Development: Something Old, Something New, Something Better?  
Session Type: Symposium  
Unit: SIG-Faculty Teaching, Evaluation, and Development

Time: Sun, May 2 – 10:35 am - 12:05 pm  
Place: Colorado Convention Center, Room 107

***The Politics and Resource Costs of Levy Campaigns in Ohio School Districts***

In Session: All Politics Are Local: Citizen, Community, and Neighborhood Engagement  
Session Type: Paper Session  
Unit: SIG-Politics of Education  
Time: Sun, May 2 – 10:35 am - 12:05 pm  
Place: Sheraton Denver, Governor's Square 9

***Power, Politics, and Ethics in Strategic Leadership: Consequences for Instructional Supervision***

In Session: Instructional Leadership as Practice: Investigations of Innovations in the Field  
Session Type: Roundtable Session  
Unit: SIG-Supervision and Instructional Leadership  
Time: Sun, May 2 – 12:25 pm - 1:55 pm  
Place: Colorado Convention Center, Room 109, 111, 113

***Community Mobilization and the Multiethnic Politics of Urban Education: Integrating San Francisco Schools***

In Session: Managing Changing Student Populations: Tensions and Strategies  
Session Type: Paper Session  
Unit: Division L - Educational Policy and Politics  
Time: Sun, May 2 – 2:15 pm - 3:45 pm  
Place: Sheraton Denver, Governor's Square 15

***Leadership, Democratic Practice, and the Politics of Democratic Space***

In Session: Trust, Leadership, and Social Justice  
Session Type: Paper Session  
Unit: Division A - Administration Organization & Leadership  
Time: Sun, May 2 – 2:15 pm - 3:45 pm  
Place: Sheraton Denver, Governor's Square 12

***Monday***

***“Multiculturalism and Beyond”: Transnational Interventions to the Limits and Possibilities of Identity Politics***

In Session: Scaling Up High Schools: What Are the Challenges and Strategies of Growing Innovative Designs for Schooling?  
Session Type: Roundtable Session  
Unit: SIG-Postcolonial Studies and Education  
Time: Mon, May 3 – 8:15 am - 9:45 am  
Place: Colorado Convention Center, Korbel Ballroom 2

***Some Teachers are Brave, Others are Caring: Teachers’ Work Incentives, Politics, and Educational Inequality in Argentina***

In Session: Working In, and Against, the Neo-Liberal State: Global Perspectives on Teacher Union Research  
Session Type: Paper Session  
Unit: SIG-Teacher's Work/Teachers Unions

Time: Mon, May 3 – 8:15 am - 10:15 am  
Place: Sheraton Denver, Plaza Court 2

***The Politics of Scaling Up Aspire Public Charter Schools***

In Session: Scaling Up High Schools: What Are the Challenges and Strategies of Growing Innovative Designs for Schooling?  
Session Type: Symposium  
Unit: SIG-Educational Change  
Time: Mon, May 3 – 8:15 am - 9:45 am  
Place: Sheraton Denver, Governor's Square 9

***Curriculum Politics and Educational Productivity***

In Session: Reimagining Public Education: Critical Politics and Democracy  
Session Type: Symposium  
Unit: Division G - Social Context of Education  
Time: Mon, May 3 -10:35 am - 12:05 pm  
Place: Sheraton Denver, Governor's Square 10

***A Hunger for Education: High School Feeding Programs, Teachers’ Work, and Education Politics in Argentina***

In Session: School Food Politics: The Complex Ecology of Food and Hunger in Schools Around the World  
Session Type: Symposium  
Unit: Division G - Social Context of Education  
Time: Mon, May 3 -12:25pm - 1:55pm  
Place: Colorado Convention Center, Room 711

***Incorporating You Out! The Class Politics of Educational Secession Movements in Salt Lake Valley***

In Session: Precarious Ecologies: The Interplay of Metropolitan Schools and Regional Space in Structuring Inequality  
Session Type: Symposium  
Unit: Division G - Social Context of Education  
Time: Mon, May 3 – 12:25 pm - 1:55 pm  
Place: Colorado Convention Center, Room 705

***Becoming Revolutionary in Education? The Radical Possibilities of a Pedagogic Politics of Becoming***

In Session: Shaping Education Policy: Power and Process  
Session Type: Symposium  
Unit: SIG-Politics of Education  
Time: Mon, May 3 - 2:15 pm - 3:45 pm  
Place: Colorado Convention Center, Room 711

***Diamonds in the Rough: Black Women, Education, and Politics***

In Session: College Access for Historically Disenfranchised Students: The Influence of Identity, Voice, and Politics  
Session Type: Roundtable Session  
Unit: Division G - Social Context of Education  
Time: Mon, May 3 - 2:15 pm - 3:45 pm  
Place: Colorado Convention Center, Korbel Ballroom 2

***Moving Up: Foundations’ Targeting of Education Policy Grantmaking at Varying Levels of Government***

Session Type: Poster Session  
Time: Mon, May 3 - 2:15 pm - 3:45 pm  
Place: Colorado Convention Center, Korbel Ballroom 3

***Politics in the Classroom: Teacher Political Disclosure and the Teaching of the 2008 Election***

In Session: When Politics and Social Studies Teachers Meet in the Classroom

Session Type: Symposium  
Unit: SIG-Research in Social Studies Education  
Time: Mon, May 3 - 2:15 pm - 3:45 pm  
Place: Colorado Convention Center, Room 112

***The Politics of Reform: Looking to the Future of Education Policy***

In Session: Reshaping Education Policy: Power and Process  
Session Type: Symposium  
Unit: SIG-Politics of Education  
Time: Mon, May 3 - 2:15 pm - 3:45 pm  
Place: Sheraton Denver, Governor's Square 10

***Critical Consciousness Development and Political Participation among Marginalized Youth***

In Session: Emerging Scholars Program  
Session Type: Poster Session  
Unit: AERA Sessions  
Time: Mon, May 3 - 4:05pm - 6:05pm  
Place: Colorado Convention Center, Korbel Ballroom 4 CDEF

***The Politics of Venture Philanthropy in Charter School Policy and Advocacy***

In Session: Emerging Scholars Program  
Session Type: Poster Session  
Unit: AERA Sessions  
Time: Mon, May 3 - 4:05pm - 6:05pm  
Place: Colorado Convention Center, Korbel Ballroom 4 CDEF

***Tuesday***

***Beyond Narrowed Social Construction of People's Identity: Toward a Politics of Racial and Ethnic Diversity***

In Session: Roundtable 3: Complexities of Critical Race Theory in Education Through the Lens of a Postracial Era  
Session Type: Roundtable Session  
Unit: SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education

Time: Tues, May 4 - 8:15 am - 9:45 am  
Place: Colorado Convention Center, Korbel Ballroom 2

***Press, Parents, and Populist Politics: "Exploring Masculinities" in the Irish Post-Primary Curriculum***

In Session: International Perspectives on Curriculum Studies

Session Type: Paper Session  
Unit: Division B - Curriculum Studies  
Time: Tues, May 4 - 8:15 am - 10:15 am  
Place: Colorado Convention Center, Room 110

***When Urban School Districts Innovate: The Politics of Turning around Low-Performing School Organizations***

In Session: State Reform in an Era of Accountability and Innovation

Session Type: Paper Session  
Unit: Division L - Educational Policy and Politics  
Time: Tues, May 4 - 8:15 am - 9:45 am  
Place: Sheraton Denver, Governor's Square 10

***State-Level Politics in a Southeastern State: Complicating the Deliberative Desires of Educational Leaders***

In Session: School Leadership in Context  
Session Type: Paper Session  
Unit: Division A - Administration Organization & Leadership  
Time: Tues, May 4 - 10:35 am - 12:05 pm  
Place: Sheraton Denver, Governor's Square 14

***Politics, Policy, and Professional Development: The New Education Privatization and the Contested Terrain of In-Service Teacher Education***

In Session: Examining the Paradoxes, Metaphors, and Privatization in Teacher Education Policies

Session Type: Paper Session  
Unit: Division K - Teaching and Teacher Education  
Time: Tues, May 4 - 12:25 pm - 1:55 pm  
Place: Colorado Convention Center, Room 603

***Evidence in the Public Mind: Popular Media, Politics, and the Reality of School Shootings***

In Session: Critical Issues Regarding School Law and Policy  
Session Type: Roundtable Session

Unit: Division L - Educational Policy and Politics  
Time: Tues, May 4 - 2:15 pm - 3:45 pm  
Place: Sheraton Denver, Grand Ballroom Section 2

**Peabody Journal of Education-Special Issue on the Politics of Education  
Call for Manuscripts  
Post-Racialism in the K-12 and Higher Education Arenas: The Politics of Education in the  
Obama Administration Era**

**Guest Editors: Enrique Alemán, Andrea Rorrer (University of Utah) and Laurence Parker (University of Illinois at Urbana-Champaign)**

We, like many of our colleagues, noticed how the political discourse shifted swiftly after the election of the 44<sup>th</sup> President of the U.S., Barack Obama, in November 2008. Race and racism are topics typically silenced, muted, and/or re-framed toward a discussion of colorblindness. Yet, the historic election of the nation's first African American president has prompted increased calls to "move past race." As the nation's electorate has been praised by some for "not seeing color" for their support of the first President of color, discussions of systemic and institutionalized racism and subsequent inequities have been displaced by claims of a new "post-racial" society. Although proclamations of an end to race and racism are prevalent today, the educational experience for a majority of students of color continues to be mired in inequality and a lack of educational opportunity.

In the study of educational politics, race, and inequity, we are acutely aware of how political discourse and subsequent research and policies are framed by elected officials, political commentators, and intellectuals in the public sphere. Consequently, here we seek to recast our gaze upon power, privilege, policy, and values in the educational process and seek to center discussions of race and contextualization of educational research with this historic election in mind.

In this special issue of the Peabody Journal of Education, we ask:

- 1) What is the state of educational politics in the Era of Obama?
- 2) How is race and racism manifested in educational settings in the U.S. and how has a "post-racial" agenda provided avenues or barriers to educational equity and equal educational opportunities?
- 3) What are the racialized experiences of students of color and how do current policies impact their schooling?
- 4) What political values and assumptions frame the debate about the educational opportunities that exist for students of color, including the achievement gap between them and white students? And
- 5) How do the values and assumptions that underlie education today maintain inequities?

Some of the themes we are hoping authors will address are as follows:

- Structural/Institutional inequalities: How have structural and/or institutional racial hierarchies maintained inequities throughout the educational process? How has the politics of education played a part in this?
- Power and racial hierarchies: What have been the roles of the major political special interests and individuals in maintaining inequities in education?
- Concepts of racism: How has racism been defined as unconscious or being part of a cognitive psychological schema that is used in making political decisions? In what ways does this concept connect to or conflict with gender or social class position when we look at education from a political perspective? How have these concepts of racism manifested themselves through the politics of education in terms of some wealthy communities using their political influence and tax base to develop good jobs, schools and services through privatization without the use of legal racial barriers?

- What have been the political effects of the 2007 U.S. Supreme Court decision on school desegregation in Seattle and Louisville that endorsed the idea that *Brown v. Board of Education* requires race-neutral policies?
- Neoliberalism's impact on K-12 and higher education: How has individual self-interest in a global economy that is in a recession have political implications for racism in terms of a greater overall tolerance of race, but increasing hostility to it when it comes to competition for scarce jobs, housing, and admissions to universities, and reactions to racial groups seeking these resources for "their kids too?" What evidence do we see of coalitions of racialized communities organizing and countering the changes caused by the neoliberal political agenda?

For this special issue of the Peabody Journal in Education, we invite papers that interrogate these assumptions and values and center discussion that promote and/or challenge them through the politics of education. Submissions may be either qualitative, quantitative or interpretive/conceptual manuscripts that address the questions and areas outlined above will be considered. Manuscripts should meet the 6<sup>th</sup> edition of APA Publication Manual and a maximum of 30 pages in length. **The deadline for submission is May 15, 2010.** Please direct questions or abstracts to the guest editors: [parker3@illinois.edu](mailto:parker3@illinois.edu), [Andrea.Rorrer@utah.edu](mailto:Andrea.Rorrer@utah.edu), [Enrique.Aleman@ed.utah.edu](mailto:Enrique.Aleman@ed.utah.edu)

## PEA Yearbook 2012 Call for Proposals

Each year, the PEA Publications Committee selects an editor or editors for a PEA Yearbook issue of the journal *Educational Policy*. The Yearbook issue is organized around a theme. The Yearbook issues are especially successful when they provide an opportunity for senior and junior scholars to work together, either as co-editors or as contributors.

This year's proposals are due on June 15, 2010.

They should be submitted electronically to the Publications Committee chair, Kathryn A. McDermott:  
[mcdermott@educ.umass.edu](mailto:mcdermott@educ.umass.edu)

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 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.

### Recent Yearbooks

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

2011: *Crossing Boundaries and Colliding Worlds: The Politics of Pre-Kindergarten Education*, eds. Carolyn A. Brown, Lisa M. McCabe, & John W. Sipple

For more previous editors and titles, see the PEA Website: <http://www.fsu.edu/~pea/>

## General points

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.

The timeline for production of the Yearbook will be worked out among the Yearbook editors, the PEA Publications Committee, and the editors of *Educational Policy*, and will be recorded in a Memorandum of Agreement.

Here is a sample timeline:

July 2010—Notification of selected editorial team

September 2010—Finalization of article authors by editorial team

Mid January 2011 - authors and titles of contributions agreed and submitted to Publications Committee for confirmation.

May 2011- manuscripts submitted to editors and sent out for external review.

June 2011 - authors receive feedback from editors and reviewers and make revisions to their manuscripts.

July 2011- authors submit their revised manuscripts. The set of manuscripts are reviewed by the editors and sent out to the panel for review.

August 2011- authors receive feedback from the editors and the panel of reviewers and make suggested revisions. Editors work on putting the edition together.

September 2011- authors submit final drafts of their manuscripts. Editors compile the edition and submit it to the publisher.

January 2012—publication



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

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**Roxanne Hughes, Managing Editor**

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Tallahassee, Florida 32306  
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**AERA SIG Politics of Education Association  
Financial Statement (5/09 -4/10)**

	Beginning Balance 5/09*	Income	Expenses	Ending Balance 4/10**
Membership Income		7233.33	-	
Legacy Video Project 2009			150.00	
UCEA- PEA breakfast meeting (space, food, beverage, honorarium)			789.40	
AERA SIG management fee			300.00	
SAGE- <i>Journal of Educational Policy</i> —printing and shipping costs 11/09			2337.00	
SIG Dissertation Award 2010			250.00	
Taylor and Francis- <i>Peabody Journal of Education</i> — printing and shipping costs 4/10			3456.00	
Totals	5975.72	7233.33	7282.40	5926.65

\* Beginning balance calculated with actual expenses and encumbered expenses as of 5/09.

\*\* Ending Balance does not include membership income collected during March and April, or some expenses related to AERA 2010, which are part of the budget but were not submitted for payment by the time the *PEA Bulletin* was published.

**Politics of Education Association  
2009-10 Appointments**

**Executive Board**

Lora Cohen-Vogel (Florida State University)  
Stacey Rutledge (Florida State University)  
Janelle Scott (University of California, Berkeley)  
Dorothy Shipps (Baruch College, CUNY)  
Tamara Young (North Carolina State University)

**Dissertation Award Committee (Staggered 2 year terms)**

Christopher Loss (Vanderbilt University) (through April '11)  
Betty Malen (University of Maryland, College Park) (through April '10)  
Lorraine McDonnell (University of California, Santa Barbara) (through April '11)  
Eric Ness, Chair (University of Georgia) (through April '11)  
Vance Randall (Brigham Young University) (through April '10)  
Dorothy Shipps (Baruch College, CUNY) (through April '10)

**Editorial Team, *PEA Bulletin* (2008-10)**

William Kyle Ingle, Editor (Bowling Green State University)  
Brendan Maxcy, Editor (IUPUI)  
Roxanne Hughes, Managing Editor (Florida State University)

**Elections Committee (One year appointment, 2009-10)**

Hanne Mawhinney (University of Maryland, College Park)  
Thu Suong Nguyen (IUPUI)  
Stacey Rutledge, Chair (Florida State University)

**Membership Committee (Staggered 2 year terms)**

Tiina Itkonen (California State University, Channel Islands) (2009-2011)  
Wayne Lewis (University of Kentucky) (2008 – 2010)  
Marla Sanders, Chair (Francis Marion University) (2008-2010)

**Program Committee (One year appointment, 2009-10)**

Carolyn Herrington (Florida State University)  
Rebecca Jacobsen, Chair (Michigan State University)  
Leslie Siskin (New York University)  
Marcus Weaver-Hightower (University of North Dakota)

**Program Review Panel (One year appointment, 2009-10)**

Laurence Boggess (Pennsylvania State University)  
Thomas Davis (University of Maryland, College Park)  
Lance Fusarelli (North Carolina State University)  
Jane Lindle (University of Kentucky)  
Hanne Mawhinney (University of Maryland, College Park)  
La'Tara Osborne-Lampkin (University of North Florida)  
Kyo Yamashiro (Independent Consultant)  
Tamara Wilder (University of Michigan)

**Publications Committee (Staggered 2 year terms)**

Ana Martinez Aleman (Boston College & *Education Policy*)  
Bob Johnson (University of Utah) (through April '11)  
Gerardo Lopez (Indiana University, Bloomington) (through April '10)  
Kathryn McDermott, Chair (University of Massachusetts, Amherst) (through April '10)  
Michael McLendon (Vanderbilt University) (through April '11)  
V. Darleen Opfer (University of Cambridge) (through April '10)  
Janelle Scott (University of California, Berkeley) (through April '11)  
Michelle Young (University of Texas, Austin) (through April '11)

**Scholarship & Service Awards Committee (Staggered 2 year terms)**

Julia Ballenger (Stephen F. Austin State University) (through April '11)  
Stephen Coffin (Montclair State University) (through April '11)  
Betty Malen, Chair (University of Maryland - College Park) (through April '10)  
Patrick McGuinn (Drew University) (through April '11)  
Doug Mitchell (University of California - Riverside) (through April '10)

**Select Committee on Web site Redesign (One year appointment, 2009-10)**

William Kyle Ingle (Bowling Green State University)  
Joseph Todd Emerson (George Washington University)  
Stacey Rutledge, Chair (Florida State University)

**William L. Boyd National Education Politics Workshop sponsored by PEA and UCEA (One year appointment, 2009-10)**

Katrina Bulkley (Montclair State University) (Organizer - PEA representative)  
Gerardo Lopez (Indiana University, Bloomington) (Organizer – UCEA representative)



POLITICS OF EDUCATION ASSOCIATION

113 Stone Building  
Florida State University  
Tallahassee, FL 32306  
850-644-8164

Dr. Carol D. Lee  
American Educational Research Association  
1430 K Street, NW  
Washington, DC 20005

February 26, 2010

Dear Dr. Lee:

As with all AERA special interest groups, the Politics of Education SIG was directed by Lynne Schrum, Chair of the SIG Executive Committee to submit Bylaws to the AERA Governing Council for review and approval. This letter, to accompany that submission, describes the challenges we face in bringing our existing Bylaws and practices in line with the AERA Bylaws template and policies outlined in the SIG Handbook approved in January, 2009. Our relationship with AERA has, to date, been predominantly positive and mutually reinforcing and we welcome the opportunity to work towards an agreeable solution.

Before we describe some of the challenges we face, it may be helpful to provide a brief history of PEA. The Politics and Education SIG was established in 1969, two years after the AERA Council approved the establishment of special interest groups. At the SIG's business meeting in 1978, SIG members voted for semi-autonomy from AERA and a new name: the Politics of Education Association (PEA). A year earlier, the SIG's first "off shore" conference was held at Teachers College, Columbia; other PEA-sponsored conferences followed in subsequent years.<sup>1</sup> The Bylaws were amended to read "The Politics of Education Association is a 'Special Interest Group' of the American Educational Research Association. The Politics of Education Association exists in its own right, however, and will continue to exist if its affiliation with AERA should be discontinued for some reason in the future."

During the 1980s and 90s, interest in educational politics and policy surged at least in part as a result of respected research by PEA members. PEA, under the leadership of William L. Boyd, worked with other SIGs on a proposal to the executive committee of AERA for the creation of Division L: Educational Policy and Politics, now AERA's 5th largest division. When the proposal was accepted in 1996, AERA required that the SIG be dissolved with the creation of Division L.<sup>2</sup> After the release of a PEA report in 2002 documenting a trend within the field toward policy analysis and "a withering away of the study of educational politics," PEA successfully petitioned AERA for its re-establishment as a special interest group (SIG).<sup>3</sup> Since that time, PEA has launched *The Peabody Journal of Education Politics Series*, *The Politics of Education Book Series*; on-line political data, frameworks and syllabi projects; and, *The William*

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<sup>1</sup> Layton, D. (1994). PEA at 25: A Retrospective. *PEA Bulletin* (Fall 1994).

<sup>2</sup> *PEA at 40 - Building a Legacy*. (2009). A [film of PEA's history and legacy in celebration of the organization's 40th anniversary](http://www.fsu.edu/~pea). Available at <http://www.fsu.edu/~pea>

<sup>3</sup> Crowson, R. (2002). *The Future of the Politics of Education Association: A Committee Report*.

*L. Boyd National Education Politics Workshop* (attracting over 100 students and 40 mentors each year); among other programs.

From its beginning, PEA has attracted notable scholars and practitioners on the national stage. Mike Kirst (Stanford University), for example, a two-term PEA President also served as the president of the California State Board of Education and staff director of the U.S. Senate Subcommittee on Manpower and Poverty. Donna Shalala, a PEA member who worked in the 1970s on the *PEA Bulletin*, a publication of featured articles and member news, later served as the U.S. Secretary of Health and Human Services.<sup>4</sup> Finally, the immediate past President of AERA, Lorraine McDonnell, is an active member of PEA, serving most recently on our Outstanding Dissertation Award Committee. Today, according to AERA's central office staff, PEA has 249 members.

It is our understanding that, by requiring all SIGs to submit bylaws that conform to AERA's Articles of Incorporation, its Bylaws, and the AERA SIG Handbook, the Council is working to enhance the quality of its SIGs and standardize their operations. We applaud that effort, in concept. The requirement, however, is posing challenges for PEA (and perhaps other SIGs with long, distinguished histories) as some SIG Handbook and related guidelines are somewhat at odds with decades of standard operating procedures within PEA. Our Bylaws, adopted in 1969 and amended in 1982, for example, govern PEA's elections procedures, terms of office and officer duties. Operational procedures further govern PEA business with regard to awards, publications, and workshops, for example.

In short, some of PEA's long-standing bylaw provisions and practices may conflict with AERA policy. The SIG Handbook, for example, requires that publication ideas for journals, annuals, or other periodicals be brought to the AERA Publications Committee for approval. PEA has published a highly regarded Yearbook series since 1987. Our *Peabody Journal of Education Politics Series* also appears to predate AERA's SIG publications policy. Other AERA policies limit each SIG to one award related to scholarship and research and approved by AERA's Executive Council. PEA has four award programs, three of which are related to scholarship and research. All four awards have been bestowed at least since 1994, with some predating 1994 under different names. Other AERA stipulations that contradict PEA bylaws and practices include terms of office, officer titles/duties, financial accounts, and elections processes.

PEA's five-member Executive Board has deliberated on two separate occasions over the previous twelve months to consider several options for responding to new AERA requirements. Initially, we decided to develop two sets of bylaws to be presented to our members for ratification. Our rationale was that the two sets would reflect our dual status as both a SIG and stand-alone Association. In that way, we hoped to be able to run our awards and publications programs through the Association. In attempting to develop the bylaws, however, PEA Executive Board members confronted multiple points of incompatibility. One point in particular led us to reconsider the dual bylaws strategy. By design, the vast majority of membership revenue PEA generates is now collected through AERA (when PEA members renew their memberships, they are encouraged to do so through AERA). In the view of PEA's Executive Board, therefore, monies managed by AERA on behalf of the SIG could not go to support our Association (e.g., publications) activities.

Subsequent deliberations among PEA Executive Board members and informal discussions with former PEA presidents lead us to the decision to submit a set of bylaws using the required AERA template that reflects PEA's current policies and procedures (attached) and this cover letter delineating where PEA activities might conflict with AERA policy. In this way,

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<sup>4</sup> Layton, D. (1997).

we hope to educate AERA's Governing Council about PEA and encourage a discussion among Council members about whether to develop a process for granting waivers for SIGs with a history of publications and award activities, for example, and/or whether to reconsider some AERA policies as they relate to SIGs generally.

Thank you very much for your time. We are optimistic about coming to an agreement with AERA in which PEA can retain its long-standing, quality programs and practices.

On behalf of PEA's Executive Board,

Lora Cohen-Vogel, PhD  
President  
lcohenvogel@fsu.edu

PEA Executive Board Members:

Lora Cohen-Vogel, Florida State University  
Stacey Rutledge, Florida State University  
Janelle Scott, University of California at Berkeley  
Dorothy Shipps, City University of New York  
Tamara Young, North Carolina State University

cc: Dr. Lynne Schrum, Chair of the SIG Executive Committee  
Dr. Felice Levine, Executive Director

Attachment: Politics of Education Association Bylaws in AERA Template

## Become a member of the Politics of Education Association

### **Membership Benefits**

In addition to its presence on the AERA program, PEA membership provides members with an electronic PEA Bulletin (the Association's newsletter), recent publications, and information about upcoming conferences, books, articles, and events related to the politics of education. Members also receive the special double issue of *Educational Policy* (January/March) which serves as the annual yearbook of the Politics of Education Association and a biennial special issue of the *Peabody Journal of Education*. The association also maintains its own web site <http://www.fsu.edu/~pea/>; offers course materials for teaching courses related to the Politics of Education, POETS (Politics of Education Teachers Services); sponsors timely presentations from senior scholars and political insiders; and provides mentoring for new faculty and graduate students.

### **Join PEA**

Since the Politics of Education Association is a special interest group (SIG) of the American Educational Research Association (AERA), you can join PEA when applying for a new AERA membership or renewing your AERA membership.

If it is not time to renew your AERA membership, then you can still join or renew your PEA membership online by:

- >Go to AERA homepage <http://www.aera.net>
- >Login
- >On the left toolbar select **\*Member Homepage\***
- >Under Profile and Member Benefits, select **\*SIG Memberships\***
- >Above SIG Memberships, select **\*Purchase Additional SIG Memberships\***
- >**\$40 (faculty)**
- >**\$20 (student)**

Please note that all SIG memberships will *expire* at the same time the AERA membership expire—generally, at the end of the year.

If you are not a member of AERA, then you can still join or renew your PEA membership by downloading a copy of the [membership application](#) and sending it in with a check in the amount of \$40 for faculty and \$20 for students payable to the **Politics of Education Association** to Tamara Young at the following address:

Tamara V. Young, Ph.D.  
608J Poe Hall, Campus Box 7801  
Educational Leadership and Policy Studies  
North Carolina State University  
Raleigh, North Carolina 27695-7801

**The Politics of Education Association (PEA)** was formed in 1969 as the Politics of Education Society. In 1978, it became the Politics of Education Association, as part of AERA. Interest in educational policy and politics expanded so that in 1987, the Association successfully called for the formation of a new division within the American Educational Research Association. Today, that division is known as Division L: Policy and Politics.

### **Past Presidents of PEA**

Bruce Cooper (2004-2008) Fordham University  
Kenneth Wong (2002-2004) Vanderbilt University (currently at Brown University)  
Hanne Mawhinney (2000-2002) University of Maryland, College Park  
William Firestone (1998-2000) Rutgers University  
Jane Clark Lindle: (1996-1998) University of Kentucky (currently at Clemson University)  
Robert Wimpelberg (1994-1996) University of New Orleans (now University of Houston)  
Betty Malen (1992-1994) University of Washington (now University of Maryland, College Park)  
Catherine Marshall (1990-1992) Vanderbilt University (currently at University of North Carolina-Chapel Hill)  
William Lowe Boyd (1988-1990) Pennsylvania State University  
Michael Kirst (1986-1988) Stanford University  
Jay D. Scribner (1984-1986) Temple University (now University of Texas-Austin)  
Douglas Mitchell (1982-1984) University of California, Riverside  
James G. Cibulka (1980-1982) University of Wisconsin-Milwaukee (currently at the University of Kentucky)

### **Past Chairs of PEA**

Donald H. Layton (1978-1980) SUNY-Albany  
David K. Wiles (1976-1978) Miami University (later SUNY at Albany)  
David K. Wiles (1975-1976) Miami University (later SUNY at Albany) (completed LaNoue's 1st term)  
George LaNoue (1974-1975 -- stepped down after one year) Teachers College (currently at University of Maryland, Baltimore County)  
Michael W. Kirst (1972-1974) Stanford University  
Mike M. Milstein (1970-1972) SUNY-Buffalo (later University of New Mexico)  
David L. Colton (First President; 1969-1970) Washington University; (retired from University of New Mexico)